

LIMITATIONS OF CAL (COMPUTER AIDED LANGUAGE) LABS IN SCHOOLS AND COLLEGES

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Abstract

English is the Lingua Franca of the world which means the link language that connects the world. It is quite significant that the learner learns the language along with all its rudiments. English as a Second language helps the learner to communicate with the people in a perfect manner. The language labs assist the pupil to enhance his pronunciation and Here, language laboratories help a student to improve pronunciation and speaking skills. These labs also help the student to master phonemes Phonetics and speech sounds which guide them in comprehending the roots of English language. And these skills aid them in their future.

During pandemic online classes are a common feature in every student's academics. When comparing with traditional classes online classes become difficult not only to a learner but also to a facilitator. A rapid change took place in different places. It's a known thing that facilitators as well as learners are very much comfortable with traditional classes. Sudden closing of educational institutions throws the faculty to a situation to run virtual classes. It's a big task to the teachers to adopt to the new version. Vast number of teachers who are not habituated to the use of technology gradually get used to the new mode and manage to give their best to the learners. But it is not an easy task to a person who is having Technophobia. Teachers got accustomed with the sharing and explaining of material with the help of PPT which is already in vogue.

Key words: Language, Technology, Virtual , Technophobia, Traditional Classes, Strategies, facilitators, academics.

Introduction

Language learning labs help a student to know about language from its roots. Phonetics and Speech sounds are mainly focused in language labs. Coronavirus has changed the teaching – learning situations in a drastic way. Because several nations have implemented travel restrictions and many educational institutions have shuttered as a result, a large number of formerly tech-averse teachers are being forced to learn how to teach using internet materials extremely quickly. This might be accomplished by using virtual classrooms to offer courses or by giving students with online self-study materials, both of which are potentially novel ways of delivering lessons to many.

English language (EL) teachers have had a tumultuous relationship with technology since the internet's introduction in the 1990s. Because initial teacher education has been sluggish to adopt digital methods of teaching and learning, many EL instructors believe they lack the skills to teach in this environment.

To take care of each one separately, follow these steps:

Is it true that instructors are becoming increasingly isolated as a result of technological advances?

Technology may help people interact in a variety of ways. Consider how many of us now communicate through our phones and social media platforms like WhatsApp and Facebook. This is also true in a virtual learning environment: if properly managed, possibilities for language use can be maximised, and students will have lots of opportunity to engage with one another. And, whether we like it or not, digitally mediated connections now account for a significant portion of interactions in the 'real world.'

Is it true that EL instructors are being forced to work from their desks?

Teaching English as a second language (ELD) has been around for quite some time.

Many questions and responses arose from the concept of online education. In India, online education has ushered in a new era of learning. Many Indian educational institutions lack the infrastructure necessary to deliver online education to all students. The scenario, however, changed everything.

Institutions and faculty members are preparing to give education via the internet. Shivangi Dhawan is an actress who is known for her role in the Bollywood film Shivang (2020). The

accessibility, affordability, flexibility, and learning are some of the issues that the concept of e-learning has raised. policy, pedagogy, and lifelong learning.

Video conferencing for ESL classes

Through video conferencing, the teaching profession is compelled to adopt a new form of instruction. Prior to the outbreak of the pandemic, video conferencing was mostly employed in the corporate sector to hold meetings and conversations. Video conferencing technologies, on the other hand, are the most widely utilised ICT technology for conducting virtual classrooms. Zoom, Google Meet, and Microsoft Teams are video conferencing solutions that are rarely mentioned in the education community. Unfortunately, instructors all around the world are compelled to develop these skills in order to stay in this profession. Many of the features of videoconferencing tools have been integrated by the firms that provide them.

Delivering lessons: Opportunities and Challenges

Teaching online requires a unique set of skills that not every instructor possesses. Live classes a skill that only a few can perfect is required before a monitor or a screen may be used. Regrettably, the pandemic has spread throughout the world. Everyone in the teaching profession has been obliged to develop this skill. To everyone's amazement, teachers of all ages and levels of experience with online instruction have risen to the challenge of giving virtual classes to their pupils with great success.

There is a lot of difference between a traditional class and a virtual class. Traditional classroom teaching methods are tested and true, and they are the environment in which most of us grew up, yet they have some serious flaws. Virtual classrooms, on the other hand, are a newer and more technologically advanced technology. They are, however, a little daring. Transitioning to the virtual classroom of an online college course can be a bit of an adjustment for students who have only attended classes in a regular classroom. Students may be curious about what to expect in a virtual learning environment, such as how they will communicate with instructors and other students, and how the two types of classrooms differ. Virtual classrooms resemble traditional classrooms in a lot of ways. After all, the purpose of online classes is the same as it is in traditional classes: for students to improve their subject knowledge and obtain passing grades that demonstrate their level of understanding. Tests and papers are common in online college classes, and they often account for a major portion of students' grades. Engagement may count toward students' grades in online classes, just as it

does in on-campus courses; the difference is in the sort of participation. It is very difficult to a teacher to monitor every student in a virtual class when it compares with traditional class.

Short comings of Learning English online without the aid of Language Learning While learning English online offers many benefits, there are some shortcomings when doing so without the aid of language learning labs. Here are a few:

Limited Speaking Practice:

Online learning often focuses on reading and writing skills, neglecting the crucial aspect of spoken communication. Language learning labs, equipped with interactive exercises, can provide more opportunities for speaking practice.

Lack of Pronunciation Feedback:

Language learning labs typically offer tools for pronunciation practice and immediate feedback. Without these, learners may struggle to correct pronunciation errors, which can hinder effective communication.

Limited Interactivity:

Some online platforms may lack the interactive elements found in language learning labs, such as real-time conversations, group activities, or simulated dialogues, which are essential for developing conversational skills.

Insufficient Cultural Exposure:

Language labs often incorporate cultural elements into their curriculum, helping learners understand the language in its cultural context. Purely online learning might overlook these aspects, potentially leading to a lack of cultural awareness and nuanced language use.

Less Personalized Guidance:

Language learning labs may provide more personalized guidance and feedback tailored to individual learning styles. Online platforms, especially those without adaptive learning features, might not offer the same level of personalization.

Limited Teacher Interaction:

Online learning may lack direct interaction with teachers or language experts. Language labs often have instructors who can address specific questions, provide guidance, and offer valuable insights into language nuances.

Dependency on Self-Motivation:

Learning a language online can be self-paced, which is a benefit, but it also requires a high level of self-motivation. Language labs often offer a structured environment that helps keep learners on track and engaged.

Potential Lack of Real-world Application:

Some online programs might focus more on theoretical language learning rather than practical, real-world application. Language labs often incorporate scenarios that mimic everyday situations, enhancing the learner's ability to apply language skills in various contexts.

Limited Peer Interaction:

Language learning labs may facilitate peer interaction through group activities and collaborative exercises. Online learning, especially if done individually, might miss out on the benefits of peer-to-peer learning.

Technical Challenges: Online learning is dependent on technology, and technical issues can disrupt the learning process. Language labs, while also technology-dependent, may have dedicated technical support to address issues promptly.

To overcome these shortcomings, individuals learning English online can consider supplementing their studies with language learning labs or seeking out platforms that incorporate a well-rounded approach, including speaking practice, pronunciation feedback, cultural context, and interactive components. Combining online resources with occasional language lab sessions or other interactive methods can create a more comprehensive language learning experience.

Limited Pronunciation Practice:

Online learning may lack interactive tools for pronunciation practice, making it challenging for learners to receive immediate feedback on their accent and intonation.

Reduced Speaking Opportunities:

Many online platforms focus on written exercises, potentially limiting opportunities for learners to practice and improve their spoken English skills.

Lack of Structured Curriculum:

Some online resources may lack a structured curriculum, leading to a fragmented learning experience without a clear progression in language proficiency.

Insufficient Cultural Context:

Without the aid of language learning labs, learners may miss out on cultural context and real-world scenarios that are essential for a deeper understanding of language use.

Limited Interactivity:

Online learning might lack interactive elements, such as real-time conversations, group activities, or simulated dialogues, which are crucial for developing practical language skills.

Less Personalized Guidance:

Online platforms may not provide the same level of personalized guidance and feedback that language learning labs with instructors can offer.

Dependency on Self-Motivation:

Learning English online without structured labs may require more self-motivation, as learners need to navigate the learning process independently.

Potential Lack of Real-world Application:

Some online programs may focus more on theoretical language learning rather than the practical, real-world application of English skills.

Limited Teacher Interaction: Online learning may lack direct interaction with teachers or language experts, which can be valuable for addressing specific questions and receiving guidance.

Technical Challenges:

Online learning is dependent on technology, and technical issues can disrupt the learning process. However, language learning labs might have dedicated technical support to address issues promptly.

To mitigate these shortcomings, learners can actively seek out well-rounded online platforms that incorporate a mix of reading, writing, speaking, and listening exercises. Additionally, supplementing online learning with self-paced language learning labs or engaging in language exchange programs can provide a more comprehensive language learning experience. Balancing online resources with interactive elements and real-world application is key to overcoming these limitations.

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