

## STUDENT ATTITUDES TOWARDS LANGUAGE LAB FACILITIES AT TEMPLE UNIVERSITY

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Language Laboratories with audio facilities for students to practice both listening and oral language skills are an integral part of many programs for teaching non native languages. Students utilize such facilities for many hours during the semester as part of their course work. Considerable time and expense has been invested in designing Labs to assist students in improving their learning. While educators seem divided upon the value of such expensive technology, any evaluation of such existing Lab programs should also consider the attitudes of the learners involved.

In the classroom, the teacher can assess the level of students through observation of behavior, then adjust his or her teaching strategies accordingly. In the Language Lab, however, the student usually works alone with his/her own copies of audiotapes or on tapes played from a master source. While there may be a Lab Manager available, more often the teacher is not present for Lab sessions. In some language programs, moreover, emphasis on active participation in the Lab experience has declined. Teachers often leave responsibility for Lab practice up to the individual student. However, it is often observed that attendance is not consistent at the Lab when the teacher is not present to monitor student performance.

While there has been research to examine the effect of Language Laboratory facilities upon student language learning, few studies have included student attitude's toward the Lab. Studies that have examined attitude as well as learning achievement generally show more positive attitudes by active Language Lab users than by non users (Jiven, 1966; Smith, 1969). Such experiments, however, have attempted to examine the overall effectiveness of Language Lab training in respect to traditional non electronic methods. They provide little specific guidance for existing programs and Labs that would assist in their improvement.

A Swedish study (Anderson, 1977) surveyed both teachers and superintendents concerning Language Lab use, methods, attitudes and problems. Superintendents in upper secondary schools were more optimistic in assessing student attitudes with 77% reporting very positive student attitudes, compared to only 58% of the teachers. Students apparently were not surveyed directly about their attitudes towards the Lab. The study listed valued features of the Language Lab as: (1) provides individualiza-

tion, (2) provides high level of pupil activity, (3) provides shy students a chance, and (4) provides variation, stimulation and motivation. Problems encountered were (1) the lack of programs and information, (2) the finding of time for Lab work, and (3) technical malfunctions. This study also includes specific suggestion for remedial measures such as improvements in teacher and lab manager training and development of better audiotape programs.

Other studies have looked at high school student attitudes in using language lab equipment as part of an overall examination of factors such as individualization, relevancy and community involvement in the program (Ryberg, 1971); or use of language lab aides (Milwaukee Public Schools, 1967). These reports include useful evaluation of an entire program, but are too generalized to be able to focus upon student attitudes to Language Labs in particular.

Little research has been done on student attitudes to Language Lab use in higher education. Schotta (1973) with a random sample of 265 students at a "state-supported university" examined attitudes toward their dial access audio passive language lab. Student attitudes were negative overall, with complaints in three broad areas: 1) unimaginative and incompetent programs; 2) lack of coordination between class and lab; and, 3) lack of relevance between the student's objectives and the lab work. Attendance at lab was not compulsory for 70% of the students and as a result only 50% attended (from 30 minutes to 4 hours per week). Nor did most instructors (82%) schedule classes in the Language Lab. Students seemed to be more negative about the level of taped exercises than the Lab concept itself: 74% agreed that if the exercises and use could be made more creative and relevant, it would help them more in learning.

A study by Hutchings (1977) surveyed the attitudes of 1338 students (ages 12 to 16) in 40 schools in the East Midlands of the United Kingdom. The questionnaire was administered to students learning French as a second language with the aid of a Language Lab. Three types of responses were requested: preference for certain types of activities (bipolar Osgoode-type adjectival scale); 56 true-false questions; and open ended questions. Results indicated overall that students found the Lab a welcome change (84.4%), and that they would miss it if discontinued (63%). However, only 50.4% were certain that the Lab work built up their confidence; only 35.9% felt it improved their understanding, and only 28.4% were sure it helped their grammar.

While the Hutchings study recommends itself to American educators concerned with Language Labs, the author warns against generalizations because of lack of information. One bit of information missing is whether the Lab experiences were scheduled or required. Nor is there indication of how the Lab is integrated with the class activities. Another unexplained factor that would influence students attitudes is the type of equipment

and course materials being used. There is no indication whether students control tapes themselves (audio active) or whether they are played for them (audio passive). If other programs in other institutions are to determine the effect of their own labs, it is thus imperative to pursue additional studies, and to include specific references to the characteristics of the Language Lab examined.

The Language Lab at Temple University in Philadelphia was transformed into a modern Media Learning Center in 1976 (Lawrason, 1977). The old dial access system was scrapped and a new audio active system with 130 cassette recorder carrels was installed. Of these stations, 74 are connected to two separate consoles from which instructors can monitor individual performance, broadcast programs, control testing or display visual materials. After three years of operation, it seemed appropriate to proceed with an investigation of the attitudes of students in language programs in respect to their use of the Center.

### The Study

#### Subjects

Subjects were selected from among first year language classes at Temple University. In the first survey, students learning French, Hebrew, Spanish, Russian and English as a Second Language were included. It should be noted that Foreign Language students are required to attend four classroom activities per week. The facilities of the Media Learning Center with its active audio cassette Language Laboratory is available for all faculty and students. Lab activity, however, is largely non scheduled, supplementary and few instructors use the console facilities available. Students are able to purchase two cassettes to study within the Lab where they may record their responses, or at home where they may only listen. All classroom texts are provided with supplementary taped exercises from the publisher. As the students complete each tape, they return it to the Lab to have it "recycled" into the next tape in the series.

The English as Second Language students (primarily foreign students prior to enrollment in regular course work) are required to be in the Lab daily, and a monitor is assigned to assist them. Audio materials are both provided by publishers and developed by the instructors.

#### The Instrument

A questionnaire to measure student attitudes was developed by modifying that used by Hutchings (1977). The number of questions was reduced from 56 to 20, and the simple bipolar response mode was replaced by a Likert five point scale ranging from 'strongly agree' to 'strongly disagree'. Nine short preliminary questions elicited information on the student and Lab habits. A final open-ended question requested comments or suggestions for Lab improvements. In order to reduce the possibility of response bias, questions were phrased to allow both positive or negative

attitudes to the Lab. In the final version of the questionnaire (Appendix A) twelve items (questions 1, 2, 4, 8, 9, 11, 12, 15, 17, 18, 19) measured positive attitudes towards the Lab; whereas, eight items (questions 3, 5, 7, 10, 13, 14, 20) measured negative attitudes.

The instrument was validated first by administering it in a graduate education class to determine agreement upon the positive and negative measures. A high correlation was determined between the responses of the eight judges who reviewed the instruments. Secondly, three professors, including the Media Learning Center Director, reviewed the questions for content and form. A third step was then to utilize the Faculty Lab Advisor Committee to review and revise the instrument in accordance with classroom and program considerations.

### **Procedures**

The faculty Language Lab Advisory Committee recommended that the Departmental Chairperson select sample classes from their first year courses for administration of the questionnaire. The English as Second Language representative suggested an intermediate class be selected, so that there would be no difficulty in comprehension of the questions written in English.

The questionnaires and a brief letter of explanation were given to each instructor and the questionnaire distributed within class during the last week of the course in November 1978. The 182 questionnaires returned represent an accurate proportional representation of students registered in each of the language departments involved in the survey.

### **Analysis of Data**

The Data Analysis Lab at Temple recommended use of a Computer Statistics Package (SPSS) to analyse results. The program allows comparison of student attitudes between groups such as sex, language, year classification, years studying the language, or user/nonuser. Users in this study were defined as those students who reported spending at least 30 minutes per week at the lab (preliminary question 8).

A total score for attitude (TOTSCORE) was computed by assigning values of 1 to 5 for the five part agreement/disagreement scale. Positive attitude questions were assigned a value of 5 for response 'A' (I strongly agree) and 1 for 'E' (I strongly disagree). The values for negative questions were reversed with 'A' worth 1 point and 'E' worth 5 points. This resulted in a perfect total score for positive attitudes of 100 (5 points x 20 questions). An overall positive attitude was defined as any total score above 60 points, whereas an overall negative attitude to the Lab was seen as any total score below 60. In addition, responses to all twenty individual questions were also analysed for mean scores and percentage of response. Open ended questions were collapsed into eleven overall categories in order to examine more closely consistencies in both positive and negative comments.

In order to determine if there was a correlation between overall positive attitude to the lab and certain other dependent variables, a series of t-tests were run. These tests looked for correlations between attitudes and: 1) the language studied; 2) instructor encouragement to use the lab; and 3) new lab users versus prior-lab users (at least 2 semesters). In addition, cross tabulations using a Raw Chi square were performed on each of the twenty survey questions comparing the overall attitude of users with non users. Cross tabulations were also computed on variables of language studied, years studied, professor encouragement and user/non user to determine if there were correlations between groups within the variables and overall student attitude.

Of the 182 subjects, 90 were female and 92 were male. Six language study groups were surveyed with Spanish being the largest single group (see Table 1).

Table 1  
Respondents by Language

language	n	%
French	39	21.4
Spanish	56	30.8
German	38	20.9
English	27	14.8
Hebrew	13	7.1
Russian	9	4.9
	182	100.0

Most of the subjects (76.4%) were new users with two years or less experience with a LL. The largest single group of users were sophomores (33%), as indicated in Table 2.

Table 2  
Respondents by class

class	n	%
freshman	31	17.0
sophomore	60	33.0
junior	31	17.0
senior	30	16.5
graduate	1	.5
no response	29	15.9
	182	100.0

Hours of lab use per week are indicated in Table 3 with the majority (59.3%) reporting up to one hour. A large majority of students 91.2% indicated that their professors encouraged LL use.

**Table 3**  
**Respondents by Hours Per Week in Lab**

hrs/wk	n	%
0	40	22.0
1	108	59.3
2	12	6.6
3	7	3.8
4	3	1.6
more than 4	4	2.2
no response	8	4.4
<b>TOTAL:</b>	<b>182</b>	<b>100.0</b>

Responses to the twenty specific questions concerning Language Lab (LL) use are found in Table 4. Open ended responses to the question "How might the Language Laboratory activities be improved?" were compressed into twelve overall categories. The majority (57.1%) made no comment at all and the remaining responses are itemized in Table 5.

**Table 4**  
**Responses to Questionnaire for Students of Languages**  
 (n=182)

A indicates - "I strongly agree"

B indicates - "I agree"

C indicates - "I am undecided" (non responses counted as C)

D indicates - "I disagree"

E. indicates - "I strongly disagree"

1. The LL helps learning a language  
 A: 56 (30.8%) B: 92 (50.5%) C: 28 (15.4%) D: 3 (1.6%) E: 3 (1.6%)
2. The students learning a language should use the LL regularly.  
 A: 48 (26.4%) B: 88 (48.4%) C: 37 (20.3%) D: 8 (4.4%) E: 1 (0.5%)
3. The advantages of the classroom outweigh those of the LL.  
 A: 56 (30.8%) B: 66 (36.3%) C: 43 (23.6%) D: 17 (9.3%) E: 0
4. Students at Temple University like to use the LL.  
 A: 5 (2.7%) B: 31 (17.0%) C: 100 (54.9%) D: 40 (22%) E: 6 (3.3%)
5. Students' accents will improve more in the classroom than in the LL.  
 A: 24 (13.2%) B: 46 (25.3%) C: 41 (22.5%) D: 64 (35.2%) E: 7 (3.8%)

6. The student builds up confidence easier in the classroom than in the LL.  
A: 24 (13.2%) B: 50 (27.5%) C: 43 (23.6%) D: 54 (29.7%) E: 11 (6.0%)
7. LL should be eliminated.  
A: 3 (1.6%) B: 8 (4.4%) C: 24 (13.2%) D: 58 (31.9%) E: 89 (48.9%)
8. The LL is more useful when there is someone listening (monitoring) to the students to make corrections.  
A: 30 (16.5%) B: 60 (33.0%) C: 60 (33.0%) D: 24 (13.2%) E: 8 (4.4%)
9. The LL is a welcome change from classwork.  
A: 22 (12.1%) B: 70 (38.5%) C: 55 (30.2%) D: 31 (17%) E: 4 (2.2%)
10. It is less embarrassing to make a mistake in the classroom than it is in the LL.  
A: 5 (2.7%) B: 23 (12.6%) C: 38 (20.9%) D: 86 (47.3%) E: 30 (16.5%)
11. The LL provides opportunity for individual work.  
A: 55 (30.2%) B: 102 (56%) C: 18 (9.9%) D: 7 (3.8%) E: 0
12. The LL can help the student with written classwork with properly designed exercises.  
A: 32 (17.6%) B: 77 (42.3%) C: 51 (28%) D: 19 (10.4%) E: 3 (1.6%)
13. Students generally dislike the LL.  
A: 9 (4.9%) B: 23 (12.6%) C: 88 (48.4%) D: 48 (26.4%) E: 14 (7.7%)
14. Students get nervous when they know someone is listening to them (monitoring) in the LL.  
A: 15 (8.2%) B: 66 (36.3%) C: 61 (33.5%) D: 35 (19.2%) E: 5 (2.7%)
15. The LL helps improve the student's accent in the language.  
A: 46 (25.3%) B: 99 (54.4%) C: 33 (18.1%) D: 3 (1.6%) E: 1 (0.5%)
16. When the student makes a mistake in the LL s/he does not feel as foolish as if it happened in the class.  
A: 28 (15.4%) B: 98 (53.8%) C: 40 (22%) D: 12 (6.6%) E: 4 (2.2%)
17. The LL lends itself to individual learning better than the classroom.  
A: 21 (11.5%) B: 65 (35.7%) C: 58 (31.9%) D: 31 (17.0%) E: 7 (3.8%)
18. The LL helps the student build confidence in using the language.  
A: 22 (12.1%) B: 103 (56.6%) C: 45 (24.7%) D: 10 (5.5%) E: 2 (1.1%)
19. The LL helps improve the student's grammar in the language studies.  
A: 21 (11.5%) B: 82 (44.5%) C: 45 (24.7%) D: 31 (17%) E: 4 (2.2%)
20. LL exercises are dull and boring.  
A: 8 (4.4%) B: 34 (18.7%) C: 53 (29.1%) D: 73 (40.1%) E: 14 (7.7%)

**Table 5**  
**Respondents' Comments on Lab Improvements**

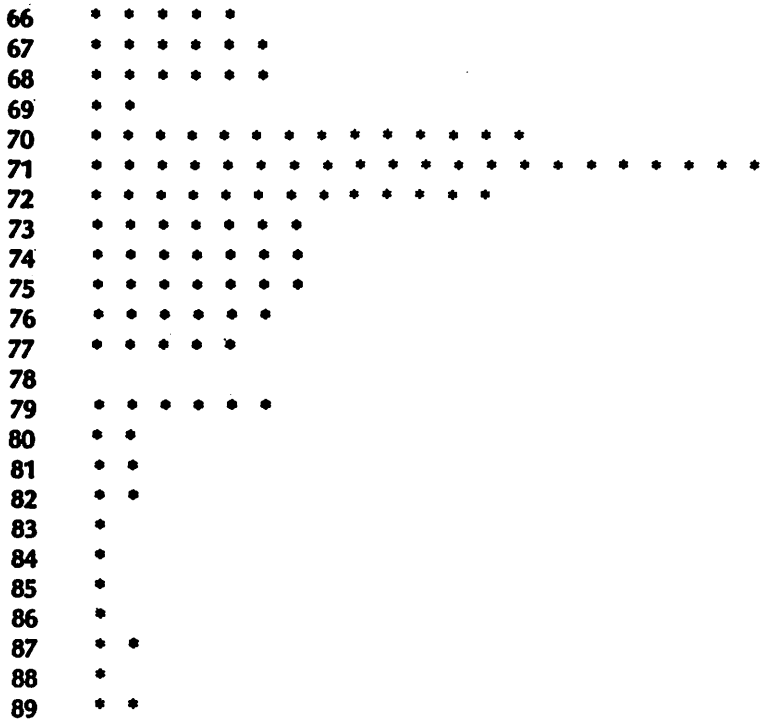
Category Label	n	%
1. None	104	57.1
2. More tape variety	16	8.8
3. Provide Lab monitor	11	6.0
4. Better quality tapes	11	6.0
5. Could not be better	8	4.4
6. No idea	7	3.8
7. Longer hours	5	2.7
8. Better print materials	4	2.2
9. More interesting or relevant tapes	2	1.1
10. More audiovisual use	2	1.1
11. Other positive comments	7	3.8
12. Other negative comments	5	2.7
	182	100.0

The potential range of responses was 20 for a low attitude to 100 for a high. Only 23 students gave the Lab an overall negative rating (below 60), whereas 150 (82.4%) students gave it a positive rating. Analysis of total scores on the twenty questions is provided in Table 6 where we see scores range from a low of 48 to a high of 89. The overall mean for scores was 68.8 and the mode was 71.

**Table 6**  
**Range of Total Scores for Attitude\***

Total Scores	Number of Respondents (n=182)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
48	*																			
49																				
50																				
51	*																			
52																				
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54	*	*	*	*	*	*														
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60	*	*	*	*	*	*	*	*	*											
61	*	*	*	*	*															
62	*	*	*	*	*	*														
63	*	*	*	*	*	*	*	*	*	*										
64	*	*	*	*	*															
65	*	*	*	*	*	*														





\*Total Scores ranged from a possible 20 (negative) to 100 (positive) with 60 as the media (undecided) score.

Cross tabulations were calculated to compare students who reported that they used the Language Lab (134) with those who reported that they did not (48) on the basis of their responses to each of the twenty questions. There were significant differences (at the .05 level on a Raw Chi Square) on only three questions. Responses to question 2, "The students learning a language should use the LL regularly", are seen in Table 7.

**Table 7**  
Question 2 User vs Non User Responses \*

Responses	Non User		User	
	n	%	n	%
A	8	16.7	40	29.9
B	21	43.8	67	50.0
C	17	35.4	20	14.9
D	2	4.2	6	4.5
E	0	0	1	.7
<b>Total</b>	<b>48</b>	<b>100</b>	<b>134</b>	<b>100</b>

\*Q 2: "The students learning a language should use the LL regularly."

Results indicate that nearly 80% of the users agreed with this statement, whereas only 60% of the non users agreed. Another 35% of the non users, however, were "undecided" on this question. Both groups had just over 4% in disagreement. The significance, therefore, may be due in part to the high level of undecided non users. Their indecision on this question may be a result of their unwillingness to be hypocritical after already indicating they do not use the Lab. Another explanation may be that these non users might have practiced with their tapes on recorders at home, and therefore do not need to use the Lab.

There was also a significant difference in responses of users and non users on question 8, "The LL is more useful when there is someone listening (monitoring) to the student to make connections" (Table 8). Here users give about 50% positive response compared to almost 46% for non users. However, a greater percentage of users (20%) also disagree with this statement compared to non users (10.5%). Moreover, both groups have a large 'undecided' population, 43.8% for non users and 29.1% for users. Thus, the large uncommitted groups on both sides may account for the significant difference.

Table 8  
Question 8 User vs Non User Responses \*

Responses	Non User		User	
	n	%	n	%
A	3	6.3	27	20.1
B	19	39.6	21	30.6
C	21	43.8	39	29.1
D	3	6.3	21	15.7
E	2	4.2	6	4.5
Total	48	100	134	100

\*Q 8: "The LL is more useful when there is someone listening (monitoring) the student to make corrections."

The third question to show a significant difference between user and non user attitudes was the ninth question. "The LL is a welcome change from classwork". Over 57% of the users agreed compared to only 31% of the non users (Table 9). Also, only 18% of the users disagreed, whereas 23% of the non users did not agree. Once again, it's interesting to note that almost 46% of the non users were 'undecided', compared to only 25% of the users. Despite the large uncommitted non user group, the differences between the positive responses for the two groups would seem here to account for the significance. Users found the Lab a welcome change and thus used it regularly compared to non users who did not.

**Table 9**  
**Question 9 User vs Non User Responses \***

Responses	Non User		n	%
	n	%		
A	3	6.3	19	14.2
B	12	25.0	58	43.3
C	22	45.8	33	24.6
D	11	22.9	20	14.9
E	0	0	4	3.0
<b>Total</b>	<b>48</b>	<b>100</b>	<b>134</b>	<b>100</b>

\*Q 9: "The LL is a welcome change from classwork."

When crosstabs were computed on students' overall attitude towards the Language Lab, however, there was no significant difference between users and non users (Table 10). Of the users 83.6% gave the Lab an overall positive rating, whereas 79.2% of the non users did too. Despite the lack of a significant difference it is encouraging to note that even non users seem to support the overall usefulness of the Lab experience in learning a language.

**Table 10**  
**Overall Student Attitudes by User/Non User**

Attitude	Non User	User
negative	8 (16.7%)	15 (11.2%)
Positive	38 (79.2%)	112 (83.6%)

Crosstabulations were also computed to examine differences in overall attitude between students 1) encouraged or not encouraged by their professors; 2) new users (up to two years LL experience) or old users; 3) taking each of six language courses tested. There were no significant differences between the attitudes of students within any of these three groupings. It is interesting, however, to look at the small differences between language groups (Table 11). Whereas, the differences are not significant, 100% of the Russian students have a positive attitude compared to only 77% of the Hebrew students. The remaining four language groups then range from 79-84% favorable.

**Table 11**  
**Overall Student Attitude by Subject**

Attitude	French	Spanish	German	English	Hebrew	Russian
negative	6 (15.4%)	6 (10.7%)	7 (18.4%)	2 (7.4%)	2 (15.%)	0 (0%)
Positive	32 (82.1%)	47 (83.9%)	30 (78.9%)	22 (81.5%)	10 (76.9%)	9 (100%)

**Discussion**

The researchers were most pleased by the overall positive rating given to the Language Lab component of the Media Learning Center at Temple University. The majority of students, users and non users, new and old, and from all language groups demonstrated generally a positive response to the utility of the individual practice with language tapes in the Lab. Also, whereas the majority had no comments on improvements, those that did had excellent suggestions that could improve the quality of the learning experience. Many requested more variety and better quality of tapes used, and 6% requested the assistance of a tutor/monitor to assist them in the Lab. This request for a monitor, coupled with the 50% of the student users who responded that the monitor helps them is a strong argument for faculty to provide this service for their students. Current practice by instructors is to leave students on their own; and only the English, Hebrew and German Departments at Temple provide this service for some of their classes.

The overall lack of significant differences between groups within the study was disappointing. However, this lack of differences may come from the large group of students that responded in the undecided category. When overall attitude was then computed on the basis of the twenty questions only two groups were created: 'positive' if the total score was above 60 and negative if that score was below. In future analysis of results it would be better to widen the 'undecided' category in the center and not use any score between 55 and 65. By dropping out this group there would then be a clearer distinction between those with definite positive (66-100) or negative (20-54) attitudes.

Secondly, future studies will attempt to obtain more clear-cut distinctions between users and non users. Once again, a third category of occasional user could be created to help separate consistent users from non users. In addition, there will be an attempt to sample senior students in language courses who were exposed to Lab experiences earlier in their study. By broadening the subject pool beyond current students, a better sample of attitudes can be obtained, as well as creating an opportunity to see if there is a shift in attitudes between current users and former users.

Since Language Lab use relates closely to the attitudes of the instructor, a follow up study is planned in which professors will also be sampled as to their attitudes on Lab use. This will allow comparison between overall student attitudes and overall instructor attitudes. Also, it will be possible to see if there are correlations between the attitudes of specific instructors and their classes.

It is recognized that the results of this study at Temple cannot be generalized beyond this campus with its specific approach within language departments and the Lab. The Lab is audioactive and Lab time is largely unsupervised and voluntary. Thus, the results of this study may only be compared to other labs of similar organization.

The overall positive attitude of students to the experience, despite lack of faculty supervision, is encouraging to those who advocate a more individualized approach with students working on their own tapes. The largely negative attitude of students in the Schotta (1973) study was perhaps a result of the rigid lab exercises administered to students as a group with little effort to correlate them with class activities. The Media Learning Center, on the other hand, provides students with individual copies of tapes that accompany the class text for study by the student at his/her own time and rate.

In recent years Language Lab use has declined, not only because of the decline in Language student enrollments, but also because of a more relaxed approach to teaching. However, our renewed interest in returning to basic skills and required subjects indicates that perhaps educators had swung too far towards giving all control of learning to students. Results of this study indicate that students indeed approve of the individualized approach in the Lab, but a substantial number would also like the aid of an instructor in the Lab give feedback on their performance.

The importance of the teacher is underscored in the students support of the Lab monitor, as it is in one other response in the questionnaire. In question 3 over 67% of the students agreed that the advantages of the classroom outweigh those of the Lab. A Language Lab does not attempt to replace a teacher in learning a language. It provides a service for students and teachers that cannot be duplicated in critical classroom time. Students appear to recognize the value of both activities, while placing the classroom experience with the instructor in the most important position. Not only must the Language Lab staff recognize the role of the instructor, but also the instructor must work closely with the Lab to ensure that their students receive quality taped exercises which are related to classroom activities. Furthermore, the instructor would be advised to see that students also are provided with some opportunity for feedback and assistance during their individualized lab experience.

Appendix A

**QUESTIONNAIRE FOR STUDENTS OF LANGUAGES.**

**Please answer all questions.**

1. Male \_\_\_\_ Female \_\_\_\_ 2. Age \_\_\_\_ 3. Grade point average \_\_\_\_
4. Language course \_\_\_\_\_ 5. How many years have you studied this language? \_\_\_\_\_.
6. Classification: Freshman \_\_\_\_ Sophomore \_\_\_\_ Junior \_\_\_\_ Senior \_\_\_\_
7. Semesters using a language laboratory (like the Media Learning Center): none \_\_\_\_ one \_\_\_\_ two \_\_\_\_ three \_\_\_\_ four \_\_\_\_ more \_\_\_\_
8. Weekly number of hours you spend in the language laboratory. \_\_\_\_
9. Does your professor encourage you to use the L.L.? Yes \_\_\_\_ No \_\_\_\_  
.....

Based on your own experience and information, please indicate your position on EACH ONE of the following statements, regardless of whether you use the Language Laboratory (LL) or not. Indicate your choice by circling the letter (eg) a b c d e.

- NOTE:
- a. I strongly agree
  - b. I agree
  - c. I am undecided
  - d. I disagree
  - e. I strongly disagree

1. The LL helps learning a language. a b c d e
2. The students learning a language should use the LL regularly. a b c d e
3. The advantages of the classroom outweigh those of LL. a b c d e
4. Students at Temple University like to use the L.L. a b c d e
5. Students' accents will improve more in the classroom than in the LL. a b c d e
6. The student builds up confidence easier in the classroom than in the LL. a b c d e
7. LL should be eliminated. a b c d e
8. The LL is more useful when there is someone listening (monitoring) to the student to make corrections. a b c d e

9. The LL is a welcome change from classwork. a b c d e
10. It is less embarrassing to make a mistake in the classroom than it is in the LL. a b c d e

NOTE: a. I strongly agree  
 b. I agree  
 c. I am undecided  
 d. I disagree  
 e. I strongly disagree

11. The LL provides opportunity for individual work. a b c d e
12. The LL can help the student with written classwork with properly designed exercises. a b c d e
13. Students generally dislike the LL. a b c d e
14. Students get nervous when they know someone is listening to them (monitoring) in the LL. a b c d e
15. The LL helps improve the student's accent in the language a b c d e
16. When the student makes a mistake in the LL she does not feel as foolish as if it happened in class. a b c d e
17. The LL lends itself to individual learning better than the classroom. a b c d e
18. The LL helps the student build confidence in using the language. a b c d e
19. The LL helps improve the student's grammar in the language studied. a b c d e
20. LL exercises are dull and boring a b c d e

Please answer briefly. How might Language Laboratory activities be improved?

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