Effective use and exploitation of modern languages labs

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1   Tabla de contenido

1. INTRODUCTION

The effective use and exploitation of modern languages labs wants to be reflected in this research within an educational institution. It is worth mentioning that the labs are appropriate places in order to support oral, written learning and listening comprehension of a language. As these places are useful for teachers and students, they must rely on suitable technological tools for this purpose. Ecci (Universidad Escuela Colombiana De Carreras Industriales) university, being a trainer institution in the modern languages program, it requires the use of information and communication technologies for the comprehensive teaching on English, French and German languages skills that is why these places must be adapted according to the legitimate needs of major and professional field.

By observing the use that has been given to the labs at the institution, we wanted to study thoroughly the theme in order to know the correct practice that has to be given to them. Due to the above, a survey was administered to the student community about their opinions and expectations, obtaining key and important data. Along with this, a checklist was made taking as a reference a high school that counts on a language labs and whose tools are useful in order that students can study and interact with the teacher. Based on these results, we want to promote specific recommendations which are expected to be taken into account as they show the current lacks of the labs and the ongoing concerns of students have not a good utilization of this tool.

2. STATEMENT OF THE PROBLEM

In the multilingual training process, it is fundamental to count on the necessary tools to Support students' learning in order to provide them the useful instruments and knowledge which are requested to get better the quality of life and to promote the experimentation and innovation, allowing interaction between teachers and students.

Nowadays, ECCI language labs have been provided with computer equipment that has multimedia applications and internet service which seems not to be enough for the learning of a second language as reflected the student community.

3. RESEARCH TOPIC

Effective use and exploitation of modern language labs.

4. BASIC PROBLEM QUESTION

How can the use of the ECCI language labs and the technological tools be improved for teaching, learning and practice of a second language, from the student community and the teaching staff?

5. RATIONALE

Due to the current dissatisfaction that has been listened from the ECCI student community regarding the language labs and with what we have experimented as active students of the university, appeared the need to provide some improvement actions for an effective use and exploitation of them, also to establish a non-conformity precedent given the fact of importance of this space in the training process.

In response, it was decided to initiate the research process through a practical contribution that can answer the stated and observed reasons by the student community such as:

- The students' non-conformity facing the limited use that has been given to the current installed tools in the labs.

- The misuse of the language labs that teachers have done, within their scheme, the academic practice in this space and hence they use the labs based on some guidelines the language academic coordination has given to them.

With this research, we want the board of directors to know the underutilization that the modern language labs have constantly had. By providing with efficient tools this teaching and training place, it seeks continuous improvements, strengthening the accreditation and certification bases.

6. OBJETIVES

6.1. Overall objective

Proposing an effective system of technological tools for a modern languages lab in which the student gets a very good academic and professional performance.

6.2 Specific objectives

- Identifying the tools (software, hardware and the physical plant) that are used in a modern language lab in order to get some improvements to benefit student community.

- Finding out about a physical plant with ideal and applicable technological tools for ECCI language labs.

Setting out the main disagreements that the students' community has expressed according to the use that teachers have given to the labs.

7. STATE OF THE ART

When carrying out a search in the university's data, any document related to the expounded research topic was found, considering that most of deepening lines of the thesis projects are based on pedagogy or labor and administrative areas.

Due to the above, this research is very important because it can provide a practical and functional advance, in the teaching area for the learning process in a second language, with the benchmarks and resources needed for that purpose.

It is important to clear that the language labs are facilities aimed to put in practice a second language; this cannot be facilities to use in social media, players, or other activities

beyond.   In search of material to include in this investigation, we found data with information about language labs, for example:

http://www.riesielt.org/language-lab/

http://www.sanako.com/en-us/what-is-language-lab/

http://www.renetasia.com/about/why-renet/benefits-and-advantages-of-language-labs

In these sources, we found a set of specifications in many countries in the world, the labs are a good solution to teach and learn a second language, and here we want to show some information about it.

The objective of language labs is to involve students to actively participate in language learning exercises and get more practice than otherwise possible in a traditional classroom environment.

The companies that offer services for language labs such as installation and starting up, show us the most important components and alternatives for develop and competitive in a productive class.

Is the example to SANOKO, with this company, we can make a checklist between ECCI and SANOKO labs, and we can obtain interesting results.

On other hand, in the page "articles bases", we found a group of strategies and roles that the teachers can develop inside the language labs; they offer many alternatives and techniques to achieve the best experience in these places.

To conclude we read another article called "language labs dying or involving?" We found some motivational quotes about new technological tools that can be used in some classrooms.

Nowadays the classrooms are converting in multimedia classrooms. For this reason, a very important question arises; are language labs still necessary nowadays?

According to the article, the answer is blunt, because labs have a necessary group of tools for second language development and in addition, we have to bear in mind the technological evolution. That is why, it is important to keep a lab with all the important elements to learn and teach.

In all articles read, it is important to highlight that the tools used for all laboratories are similar and the particular differences lie in type of software or classroom size, we consider the use of laboratory is necessary and provide generous skills learning.

8. HISTORIC FRAMEWORK

This research presents historic references in the development and perpetuation of the language labs' staging and operation in ECCI's professional program, since according to the provisions the university offers a comprehensive training in languages, such as English, French and German through the use of information and communication technologies. According to this, it is necessary to keep constant evolution and a movement for the teaching and learning processes focused on the needs of the labor market.

In accordance with regulations of cefr (common European framework of reference) with reference to the teaching and learning. A standard must be established which is a useful international pattern in order to measure the level of oral and written understanding and expression, integrating technology and its tendencies in its processes. In view of this, the infrastructure profiles and general resources are provided, in common, for its start-up. **(Cambridge university press, 2014)[1]**

That is why, the program coordination manages the development, in presence of the board of directors, of an entertainment space, **ICT (information and communication technologies)** practice and integration in the 2011 second semester and the study of quotations of leader local companies in languages labs products which supply any kind of software, equipment, labs tools and these ones have technology, quality, responsibility and best education services that are directed to the student and teacher community of the program.

The language lab was established through three quotations that were sent by companies located in Bogotá city, such as multilingüe, casyber and cienytec, which provided several alternatives and prices for ECCI University.

Once the options were reviewed, the decision of working with casyber was taken and which adapted two classrooms in the e new seat of the university and that count on characteristics of audio transmission through a personal system, like headphones, a computer and a teaching and learning software with English skills from level a1 to b2 according to the common European framework and these can be complemented with virtual tools in order to make immersive practices through ECCI virtual classrooms platforms or adequate systems of activities by the head teacher who requests and sets up in accordance to the competences of linguistic and corporate profiles.

It is worth to mention that this software is neither known by the student community nor used for the training of each teacher that can require it in their pedagogic process.

This year, because of the growth and boom of the ECCI University in Bogotá, the use of these facilities is very low, taking into account the different number of students, considering that the first semester 12 groups were registered with a rotation of 15 days on average of every course that has 25 attendants each. So, the local growth and the opening of the new national seat in Medellin, and with the expanding margins in the city, new proposals will be found by the program coordination in order to supply, in a more appropriate way, these places and establish the opening of a lot of languages labs.

9. THEORICAL FRAMEWORK

9.1 Andragogy

9.1.1 Definition

"andragogy is a derivation from anthropology which is immersed in the permanent education and that comes from the Greek word /ἀνήρ/ "man" and /ἀγωγή/ "guide" or "conducting") basing on participation and horizontal alignment principles", the term andragogy was originally formulated by a German teacher, Alexander Kapp, in 1833 (nottingham andragogy group 1983: v). He used it to describe elements of Plato's education theory. Andragogy (*andr*– meaning 'man') could be contrasted with pedagogy (paid- meaning 'child' and *agogos* meaning 'leading')[2,]**smith, m. K. (1996; 1999, 2010)**[2]

"andragogy is the discipline that deals with the education and learning of the adult person. Etymologically, the adult word comes from the Latin word *adultus*, which can be understood as "grown" after the stage of adolescence."**(Benavente, 2006)**[4]

According in what benavente said, the andragogy process is guided by a learning facilitator of an adult participant, and in this case by the ECCI teachers, who make it easier a cognitive construction process of a specific educational model that motivates the students through some practices guided by their ideas, self-teaching and creativity.

9.2 Characteristics of andragogy

9.2.1 Self-concept

Adults, in a psychological way, present a need to be self-directed in order to show independence and control of their self-will, avoiding feeling limited for an educative or pedagogic severe structure. People, when feeling owner and responsible of their own process, want not only to strengthen motivations but to do the duties that bring them to the independent advance according to the definition that everyone has about themselves.

9.2.2 With experience?

Every experience is a significant resource of learning and this becomes in a platform to open new self-learning and when sharing it, it projects experiences that are applicable in decisions that appear when one listens to music or sees it in another one.

9.2.3 Haste to learn

Adults always are on the lookout to learn in a dynamic, practical and integral way in order to compete in a labor savage society of professionals, technicians, leaders and clever people. The biggest motivation for the ECCI students; who work or pretend to work through the use of tools that they get in the classroom, homework, self-learning and practice; is the pressure of the immediate environment. Finally, this decision is totally voluntary and because of

9.2.4 Guidance to learn

The guidance to learn is focused on contents, dreams and decision of the adult people, but in this stage, when people are owner of their lives, it is necessary to measure them with real situations of experiences, problems and labor and personal relations in an integral way.

9.2.5 Motivation to learn

The motivation to learn is related to internal and external factors of each person and these appear of experiences, perspectives of themselves, needs and search of development and self-fulfillment, avoiding fears. The adults, unlike kids and teens, need to be stimulated and persistent in the process that they decide to do automatically. The motivation depends on the adult, in a very large proportion, in order to be continued. (**matt mcconnell, 2013**)[3]

In the mid-twentieth century, knowledge began to use the concept to explore "the art and science of how adults learn"

The primary assumptions of knowledge' andragogical model are:

1. Adults need to know why they need to learn something before they learn it.

2. Adults need to be seen and treated by others as being capable of self-direction.

3. Adults bring a great deal of experience to their learning and the richest resources for learning reside in the adult learners themselves.

4. Adults' readiness to learn is triggered by their moving from one developmental stage to another.

5. Adults are motivated to learn to the extent that they perceive the learning will help them perform tasks or deal with problems that they confront in their life situations.

6. Adults learn most effectively when [new learning] are presented in the context of application to real-life situations.

7. Adults are responsive to some external motivators…but the most potent motivators are internal pressures." **(knowles et al, 2005)[4]**

In what Matt McConnell said, we think that the skills require practice and evolution in every person, and that is why the Colombian education system and the ECCI's one search to provide the skills for the students, guiding them with a generic profile of the profession and search that the detailed knowledge taught and learned are applied immediately in the society and that are completed with the life project. Each student's orientation is individual but it can be stimulated by the program, teachers and opportunities of the context in which are developed.

9.2.6Andragogue

It is the teacher, professor or teaching in the process of imparting knowledge is the guide and facilitator of the process that are enrolled in adult learning and who possesses and imparts knowledge, facilitating the transfer of knowledge and experience.

Its general functions are to convey information, raise awareness, promote active participation, plans and organizes learning activities and correlating the group and personal interactions.

It is considered the most important in the process even more than it already is apprentice who else must develop techniques, methodology and instinct to apply in their group of andragogy. Here, in the case of the ECCI, they must be able to identify the shortcomings of the day and night program of modern languages and understand their differences. "they must have the ability to educate and prepare an adult learner" often the same facilitator and that despite the respect for who teaches a professorship, needs to be skilled at imparting their knowledge and make sure to be qualified enough to reach a traceability between directives to student, but horizontal approach and trust with the learner group. A facilitator is a leader in a group and not a superior instructs a group which receives remuneration.

9.2.7 Adult participant

The participant only exists as long as a "being" and "making" system occurs and carries out and once there, it searches to explode people's talents and capabilities that can project and stimulate the learning.

9.2.8 Participants

They are a set of adults through their experiences, expectations and willingness to learn become agent group members to learn.

9.2.9 Environment

In the educational environment in which the exchange where it is generated occurs, transfer they occur, expertise, experiences and relationships between all members of the process invoices.

The human evolution, from a bio-psyco-social point of view, starts showing in an interrupted and permanent way.

> *"andragogy is the science and the art that, being part of anthropology and immersing itself in the permanent education, takes part through a praxis based on the participation and horizontal alignment; whose process, that is guided with synergistic characteristics for the learning facilitator, allows to increase the thought, self-management, quality of life and creativity of the adult participants, for the purpose of providing them a chance in order that they get their self-fulfillment"***(alcalá, 1997)**[5]

9.3 Ict (information and communications technology)

9.3.1 Definition

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. Icts are often spoken of in a particular context, such as icts in education, health care, or libraries.

According to the european commission, the importance of icts lies less in the technology itself than in its ability to create greater access to information and communication in underserved populations. "Many countries around the world have established organizations for the promotion of icts, because it is feared that unless less technologically advanced areas have a chance to catch up, the increasing technological advances in developed nations will only serve to exacerbate the already-existing economic gap between technological "have" and "have not" areas". (**margaret rouse, 2005**)[6]

9.4 Andraginecogogy

9.4.1 Definition

"etymologically, the term andraginecogogy comes from the Greek word "andros" that denotes "male" and the term "gineco" comes from the greek word : "ginekos that denotes "female" , and the conjunction of both morphemes has the suffix "ogos", that denotes "training" (**J.Rodríguez, 2008**)[7]. So, this tern is more accurate for most of ecci student community considering that they are adults of both genders and on an age between 18 and 40 years that study different programs of the university and, in particular, the modern languages program, thus avoiding to exclude the female gender in the research integrity, from an etymological point of view.

The learning process in an adult community, like most of adults that decide to start their studies, present a very big motivation that is based on an internal or external need that they must supply or want to attain a competence, making them be active and use some memory techniques and practices.

Andraginecogogy helps to show, in a theoretical way, the processes to systematize of indirect cause from the adults to difference between kids and teens. It is here where the adults are aware of the labor level, competences, knowledge, skills, aptitudes, attitudes and abilities that the labor mark requires.(**J.Rodríguez, 2008**)[7]

9.5 Types of agogic sciences

In the *agogic science,* we find the reference in the publication "lifelong learning" from author **pablo g páez, 2004**[8] who explains one of the sort types of the agogic sciences, as follow:

- *paidagogy*, studies the kids' education in the preschooler stage on an age from 3 to 6 years.

• pedagogy studies the kids' education in the elementary education. .

• hebegogy studies the teen's education in the mid-level and diversified education.

• andragogy studies the adult education until maturity.

• gerontogogy studies the older adults' education.

In approach of these agogic sciences; pedagogy is presented which can cover the education from the first years of human life and adult person without incurring in ranks of various stages in any educative process. **(Páez, 2004)**[9]

In addition to the bibliographic review, other derivations are found in the history, which have appeared semiologically and in the experts' knowledge, these are assertive in its definition:

> "heutagogy, concept given by **steward hase** and **chris kenyon, 2000**[10] of *southern cross university* from australy, refers to the self-determinate learning. An interesting vision from the authors that is integrated to concepts of andragogy, about to "learn to learn", discovering the best ways to learn in each person: visual, auditive and kinesthetic in the self-management of the learning based on self-confidence, beyond structures. " **(Yturralde, 2013)**[11]

With the whole agogic sciences, it is sought that the adult learning focuses on modifying the existing knowledge towards a new creation of knowledge, but even more when it is a university academic process that, in general, has a motivation of wanting to do and produce in life, in this case, developing multilingual competences directed to the business, commercial and market field.**(Yturralde, 2013)**[11]

Finally we thing what said yturralde in his article about agogic science; it is the ergology that studies the impact of the labor stress and the psychological effects of the work. All of this has a great impact for the adult student community, which is active in terms of work and study in the ECCI modern languages evening program.

9.6 Andragogic fact

According to **ernesto yturralde, 2013**[12] of worldwide inc. Concerns: Creating a suitable socio-emotional environment is necessary for enabling the learning process, helping the physical spaces equally and technological resources that are counted influence the colors, the weather, the comfort and tranquility.

The environment: it is possible to distinguish three (3) types of environment the first comprises the immediate environment, created for learning, for example, educational activity the second is related to the educational agency providing resources and human and material services. The third type comprises institutions and social groups.

"The creation of socio-emotional environment is necessary for a propitious learning. Also the physical spaces and technological tools are important factors to facilitate learning." **(yturralde, 2013)**[12]

9.7 Language labs
9.7.1 Definition

"The language laboratory is an audio or audio-visual installation used as an aid in <u>modern language</u> teaching. They can be found, amongst other places, in <u>schools</u>, <u>universities</u>, and academies.

Perhaps the first lab was at the University of Grenoble in 1908, in the 1950s up until the 1990s, they were <u>tape</u>-based systems using <u>reel to reel</u> or (latterly) <u>cassette</u>. Current

installations are generally multimedia <u>pcs</u>. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations."**(roby, w.b. 2004)**[13]

A language laboratory is basically a means by which include foreign language teachers to try to get success in your work, that is, to ensure that students acquire a reasonable mastery of specific language learning. It should be noted that a laboratory could not be considered good or bad, depending on their subjects to study, because the learning gained by students is based on the good use that is given to this.

The levels of functionality of current language labs vary from manufacturer to manufacturer. All labs will have a level of teacher control to manage student licenses / desktops. The more sophisticated 'software only' labs have a higher level of teacher management and control over the student desktop. One of the key differences with the 'high end' 'software only' products is their ability to work 'live' with the students as they record and work with media. So instead of waiting to correct student recordings after they have been recorded and collected back it is now possible for a teacher to work synchronously and 'live' with students on their own, in pairs and in groups, thus enhancing the immediacy of the teaching and learning experience.

"The next generation digital language labs allow teachers to monitor, control, deliver, group, display, review and collect, audio, video and web based multimedia content. The student player is linked to the teacher console and can play audio, video and web based formats. Students can rewind, stop, start, go back to last silence, record, fast forward, and repeat phrase and bookmark." (**norma garcia and laurence wolff**) [14]

9.8 General components of languages laboratory

Among the components of the language laboratories are:

- Furnishings: language laboratories must have specific and robust furniture that is able to safely accommodate all the constituent parts of that laboratory.

- Computer: the computers are a part of great importance in the language lab. These should be modern and up to date for the laboratory work correctly.

- Technology: language laboratories must have appropriate technological implements allowing interconnection, interaction and intercommunication between different jobs.

- Headphones: headphones should be designed to promote communication between people who use the lab for different activities taking place in it can be carried out successfully.

- According on what **roby, w.b.** said, the final result obtained in the laboratories of languages is quite positive in the learning process. The knowledge gained significantly accelerated since students are more interested in the study by using technology and learn quickly, effectively and efficiently, optimizing the time spent in the process.

- Besides this cultural immersion and teamwork it is encouraged; the interaction between students, continuing education, creativity, customization of the teaching learning, skills development, etc. Language laboratories means that students and teachers are participating actively in the various activities taking place during class, thereby achieving a much higher participation than in traditional learning environments.

"*Moreover, it is necessary to distinguish between language lab, language method and control software. A method of language in a procedure that guides when teach; meanwhile, control software is a computer program used to control the students computers and know what they are doing at all times. Instead, a language lab goes much further; a language laboratory can integrate the method we want to use also allowing the development of a large number of different activities in the classroom, communication between teachers and students, the use of multimedia material, etc. Counting at the same time, the functions of control software.*" **(cesteros, 2014)**[15]

Language laboratories enable teachers to deepen in everyday language teaching in particular with the aim of strengthening learning and knowledge of a foreign language.

A laboratory is much more than a tool for oral and aural practice between student and teacher. It is also a place of experiences with native or foreign, which allows a significant learning process. Therefore, laboratories are fitted with advanced multimedia communications technology and idealized spaces allowing local and virtual interaction works anywhere in the world.

9.9 Advantages of language laboratory

Being the language lab an essential part of learning of a language is to highlight its importance as student technical assistance to improve their listening comprehension skills and increase their fluency in conversation. Be active participation provides students a class, as the practice of listening and speaking.

- Provides constant to hear good models of speech of a lot of oral practice exercises.
- Provides opportunity to study and practice what has already been taught.
- Allows systematic oral practice, essential for learning to speak a foreign language.

- Provides individual advancement and student self-evaluation.

According to **cesteros** we notice that language labs are getting better-valued elements within educational institutions as the functions and possibilities they offer are much higher than the traditional system of teaching and learning.

10. METHODOLOGICAL FRAMEWORK

10.1 Type of research

The emphasis for this research is **exploratory,** because it represents a first approach to the study of laboratories corresponding to the ECCI languages. Through this, we tried to disseminate knowledge to enable further studies of the subject; it is also sensitize the directives of the benefits of making a suitable laboratory.

10.2 Exploratory research

Exploratory research is research conducted for a problem that has not been clearly defined. It often occurs before we know enough to make conceptual distinctions or posit an explanatory relationship. Exploratory research helps determine the best research design, data collection method and selection of subjects. It should draw definitive conclusions only with extreme caution. Given its fundamental nature, exploratory research often concludes that a perceived problem does not actually exist. **(Shields, Patricia and Rangarjan, 2013)**[16]

In addition, the research follows a **descriptive line** aims to determine the appropriate language in the laboratory tools. Consequently, the main interests of the students are identified when using these spaces.

10.3 Methodological approach

"The type of evaluation approach used for the thesis is qualitative as qualitative research does not require rigorously defined to begin a working hypothesis.

The numeric portion only provides statistics synthesized the opinions in order to have more tangible reality exposure references. " **(Roberto Hernandez, 2003)**[17]

10.4 Qualitative research methods

Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.

The qualitative method investigates the why and how of decision-making, not just what, where, when, or "who", and has a strong basis in the field of sociology to understand government and social programs. **(Bogdan & Taylor, 1990)**[18]

10.5 Geographical delimitation

The delimitations section of research will explicate the criteria of participants in research, the geographic region covered in research, and the profession or organizations involved**. (dr, Marilyn Simon, 2011)**[19]:

Two (2) laboratories of languages of the ECCI and two (2) language laboratories located in Bogotá dc, Colombia.

The first reference of the comparative study is given in the instituto pedagógico nacional (ipn) located on calle 127 n° 11-2, Bogotá, in context it serves middle and middle vocational education since 1927 and is attached to the Universidad pedagógica nacional de Colombia.

The second reference iscolegio de formación integral mundo nuevo located on transv 74 n° 40i - 51 surtimiza, Bogotá, which has pre-school, primary and secondary. Their institutional education project is geared to a bilingual systematic integral structure as it is referred in his missionary history.

10.6 Temporary delimitation

Study in the construction process, openness, modeling, data collection and establishment of findings in a total time period of 8 calendar month period for two academic terms at the institutional level.

10.7 Population

For this research was chosen the population composed by teachers of English and French languages that have used the lab as a teaching tool, and active freshmen 4th to 8th (fourth – eighth) semester from modern languages program of the ECCI located in Bogotá at night schedule. Given that these people are directly involved with language labs when they have to make or receive instruction knowing all the needs of these laboratories.

11. SAMPLE

The method of selection or is not intentional random sampling of students and faculty volunteers who want to collaborate with the studio to not allow any deviation in collecting suitable for the purpose of the study data.

11.1 Description of the sample

A study consisting of fulltime and contractor professors plant attached to the program of modern languages in general and 12 active students who are enrolled each academic

semester program for a total of 60 individuals representative for the study of a total population of approximately performed students and a number of 9 teachers according to data supplied by the program coordination for the night shift.

12. CONCEPTUAL FRAMEWORK

- Laboratory: a place provided with the necessary resources to conduct investigations, experiments, practices and works of scientific, technological or technical nature; it is equipped with measuring instruments or equipment that experiments, research or various practices are performed, according to the branch of science that is dedicated. It can also be a classroom or reliance on any educational institution **(rae, 2014).**[17]

- Language laboratory: it is a place where you put into practice the knowledge acquired in a common class. This should be suitable specifically for providing students with the best technological tools for practicing a second language. **(richards, j. 2001)**[18]

- Bilingualism: the ability to acquire a person to master two languages or language, counting one native and one abroad. **(bimer, b. 2005)**[19]

- Occupational competence: effective capacity to successfully carry out one work activity fully identified. **(uk training agency 1988)**[20]

- Andragogy: the art and discipline of teaching education which seeks the development of the adult and seeks to become a self-taught individual, active and able to seek

knowledge on their own without the need to be is a mandatory work if not that motivated to investigate to enrich their knowledge and achieve self-realization. **(Smith, m. K. 2010)**[21]

- Tools: sub or module responsible for specific and related functions together to perform a task. Your application can have multiple tools at your disposal. For example, the spell checker can be a tool in an application for writing documents, but is not an application in itself **(alegsa, 2014)**[22]

13. PROCESSING AND DATA ANALYSIS TECHNIQUES

13.1 Phase 1

The research based in the book "image processing and machine vision" **(by Jean –Luc Starck, October 2009)**[23] and documentation of process data for training, development, and implementation, rapporteur of the project, budget and track mind language laboratory for ECCI. In this additional step external suppliers are referenced if any for the construction of hardware, software and currently existing plant project to the ECCI.

Here is this documentation to enable the two existing rooms in college which is a reference of the services offered and everything related to its operation. With this, the program coordination might search a schedule, rules and details that contribute to the process.

With this project, considered as a field for the research team, a detailed review of the historical background, structure of the following stages of the project according to the objectives of the research, study of the applicable national standards laboratories will be held

modern languages, concepts, and other bibliographic support for the tools required contribution to research.

13.2 Phase 2

Investigation of advice, installation and maintenance of a current laboratory. Further, the view expanded and compared the alternatives offered in the market both in complexity and academic content and functionality as a reference point for research.

With this, a checklist was developed based on study and research documents collected in the 1st phase of general contents of a modern language laboratory, which will be implemented in external laboratories and institutional ECCI.

Further, at this stage a SWOT analysis of the language laboratory of the ECCI developed in Bogotá dc in order to further focus the observations found by researchers in an organized and structural to address not only the instrument of the questionnaire to apply, but strengthen the goals in research.

13.3 Phase 3

According to the visits to the laboratories, it took the decision to conduct a survey related to the language laboratory at ECCI, their applications, use in daily practice and learning a second language, which would be favorable for appropriate guidelines in the investigation.10.4 stage 4

After applying the instruments, it proceeded to tabulate all the information, which generated about key findings in the investigation. Finally, these data was reflected the requirements needed by the community of modern languages program and create meaningful suggestions, which proposed to the guidelines and coordination of the race. **(Hernández, 2003)**[24]

14. DATA GATHERING INSTRUMENTS

The instruments chosen for this research are two multiple choice papers the first one to evaluate perception of the realities of participant's users to laboratories through easy to understand and answer the second one corresponds to a simple physical verification tool contents and laboratory system for modern languages of the benchmarks and the existing college level. **(Fidias G Arias, 2006)**[25]

These are described in the context as follows:

14.1 Questionnaire survey

The proof is a formal survey of a series of seven (7) questions related to language laboratories of ECCI University its applications and uses, which may be relevant for practice and learning a second language.

The topics addressed are basically hardware, schedules, use and compliance software and teaching students to the realities of the laboratory of languages of the ECCI University.

14.2 Formal survey

A formal survey is a data gathering method that is utilized to collect, analyze and interpret the views of a group of people from a target population. Surveys have been used in various fields of research.

Formal surveys involving the use of questionnaires provide a systematic, ordered way of obtaining information from respondents and enable precise and statistically analyzable data to be obtained.

14.3 Characteristics of a formal survey

- Systematic: it is a predictable and consistent set of steps that are used to provide reliable results.

- Organizational: it has a highly organized structure that allows the researcher to integrate and make sense of all the information gathered.

- Questions: it seeks to ask questions to better understand people or their environment. The questions drive each research study.

- Finding answers: this is the expected outcome of formal research - answering important questions about our world. **(Jennifer Kinder, 2011)**[26]

14.4 Check list

In this document can be found the right tools that must have a language laboratory for use, effective and adequate profit level hardware and software.

The above methods and information collection are chosen for ease in data collection, for be friendly documents and generally known by the academic community structures, making it more dynamic the obtaining of the information. **(Stefan Schaltegger, 2002)**[27]

15. FINDINGS OF INSTRUMENTS

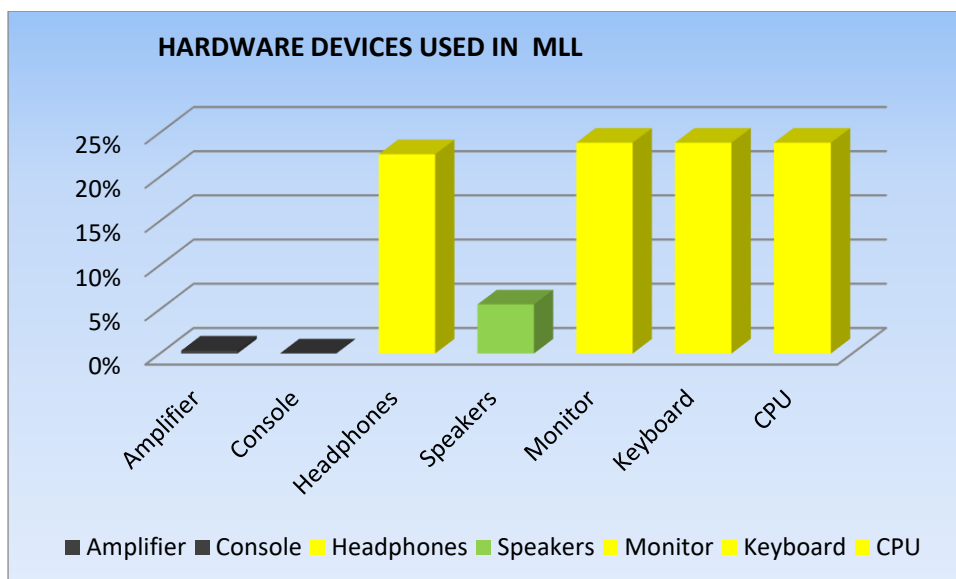1. Do you identify the technological tools that have the language laboratory; such as:

TECHNOLOGICAL TOOLS IDENTIFICATED IN LANGUAGES LABORATORIES
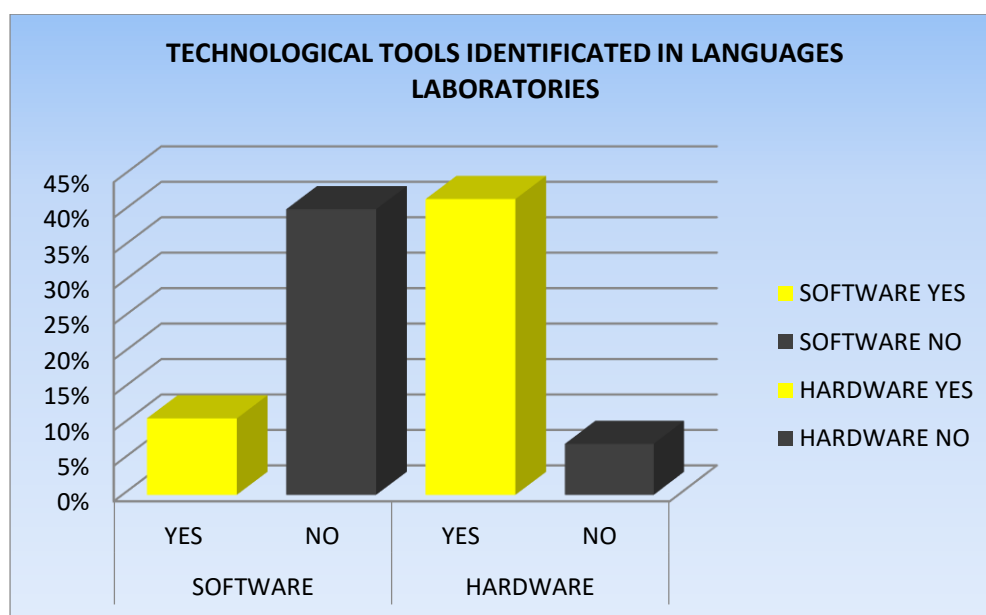
TECHNOLOGICAL TOOLS IDENTIFICATED IN LANGUAGES
LABORATORY

SOFTWARE	YES	11%
	NO	40%
HARDWARE	YES	42%
	NO	7%

2. About hardware devices, which has been used in the laboratories of Modern

Languages?

HARDWARE DEVICES USED IN MLL

EQUIPO/ N° PERSONAS	
Amplifier	0%
Console	0%
Headphones	23%
Speakers	6%
Monitor	24%
Keyboard	24%
CPU	24%

3. How many people usually work on a team in the classroom language?

QUANTITY OF PEOPLE FOR EACH PC
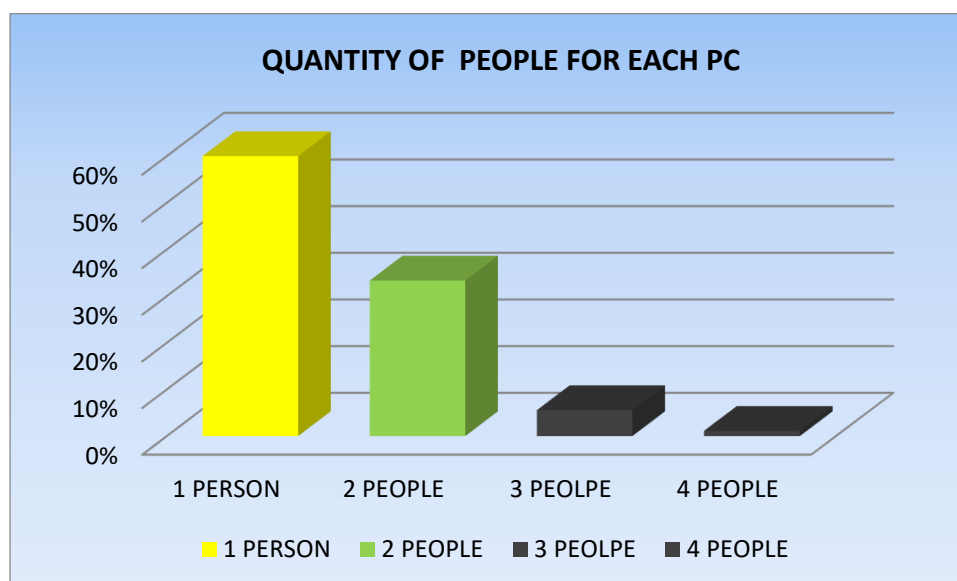
QUANTITY OF PEOPLE WORKING IN EACH PC

1 PERSON	60%
2 PEOPLE	33%
3 PEOLPE	6%
4 PEOPLE	1%

4. How is the functionality of the equipment used (G: Good, F: Fair: B: bad)
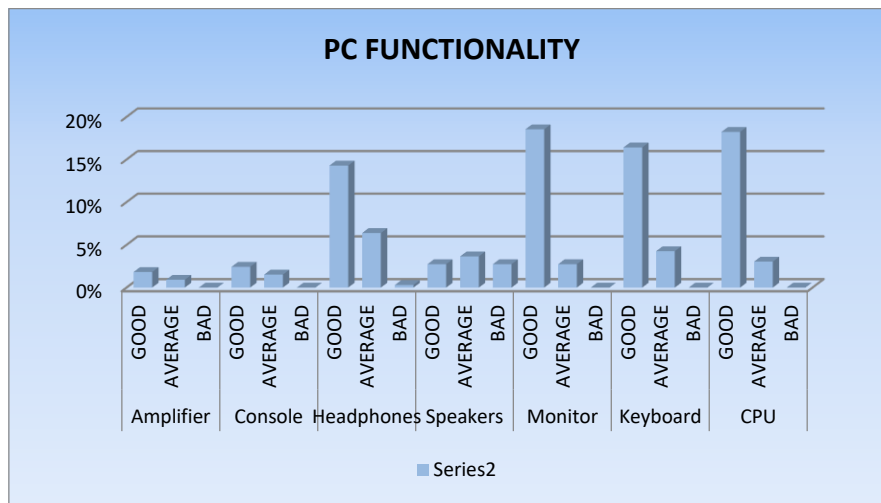
Amplifier	GOOD	2%
	AVERAGE	1%
	BAD	0%
Console	GOOD	2%
	AVERAGE	2%
	BAD	0%
Headphones	GOOD	14%
	AVERAGE	6%
	BAD	0%
Speakers	GOOD	3%
	AVERAGE	4%
	BAD	3%
Monitor	GOOD	19%
	AVERAGE	3%
	BAD	0%
Keyboard	GOOD	16%
	AVERAGE	4%
	BAD	0%
CPU	GOOD	18%
	AVERAGE	3%
	BAD	0%

5. How is the furniture accommodation to attend class?

FURNITURE ACOMMODATION
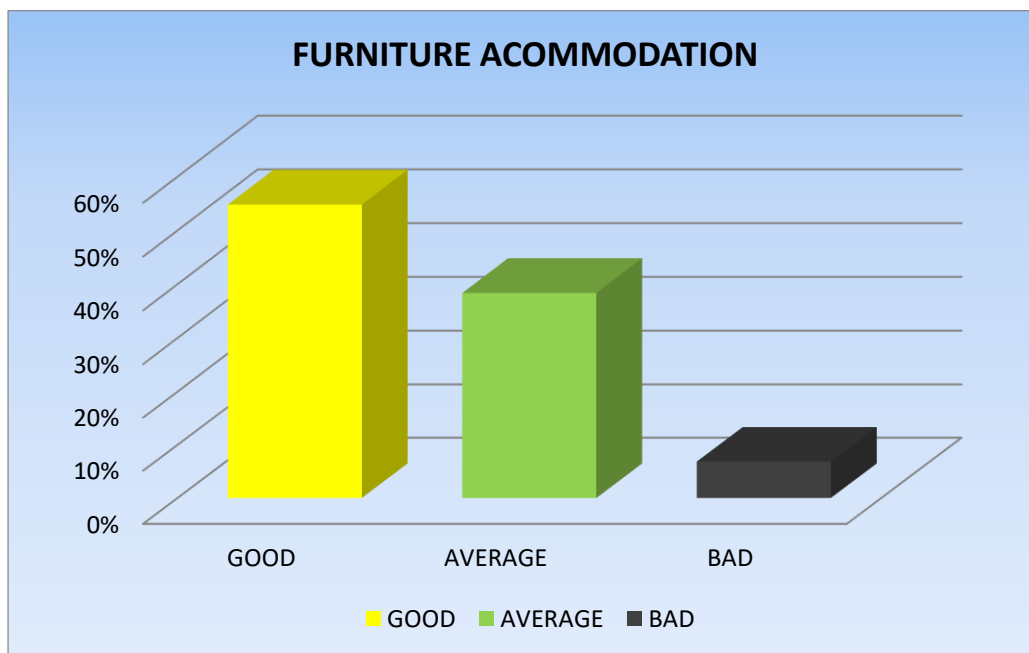
GOOD	55%
AVERAGE	38%
BAD	7%

6. The chairs and desks' ergonomy to attend class is?

FURNITURE ERGONOMICS
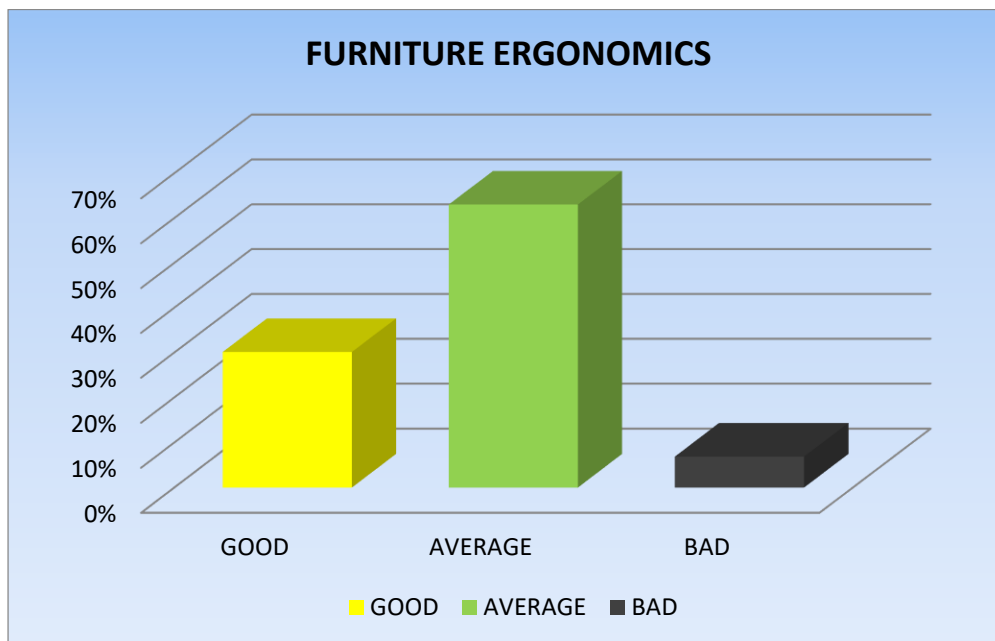
GOOD	30%
AVERAGE	63%
BAD	7%

7. How is the physical environment in factors like?
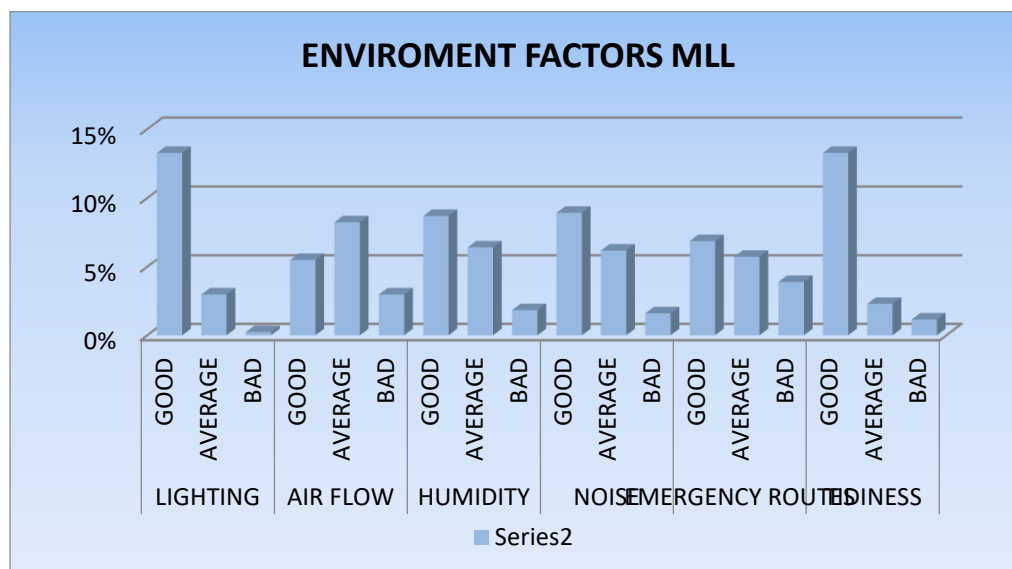
FACTOR		
LIGHTING	GOOD	13%
	AVERAGE	3%
	BAD	0%
AIR FLOW	GOOD	5%
	AVERAGE	8%
	BAD	3%
HUMIDITY	GOOD	9%
	AVERAGE	6%
	BAD	2%
NOISE	GOOD	9%
	AVERAGE	6%
	BAD	2%
EMERGENCY ROUTES	GOOD	7%
	AVERAGE	6%
	BAD	4%
TIDINESS	GOOD	13%
	AVERAGE	2%
	BAD	1%

8. Do you consider that your knowledge has increased by languages laboratory use?

KNOWLEDGE INCREASED IN MLL
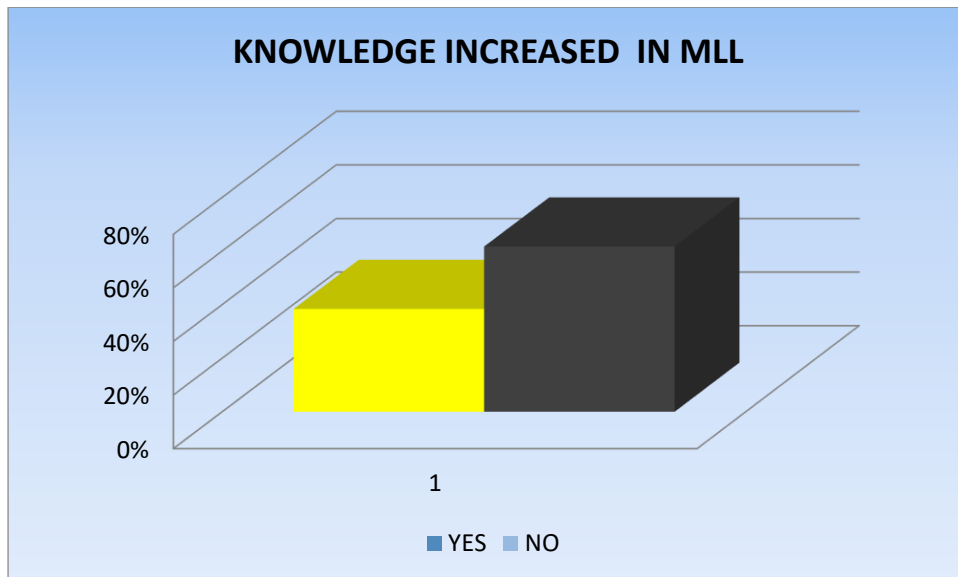
YES	38%
NO	62%

9. What is the contribution of languages lab in your learning process?
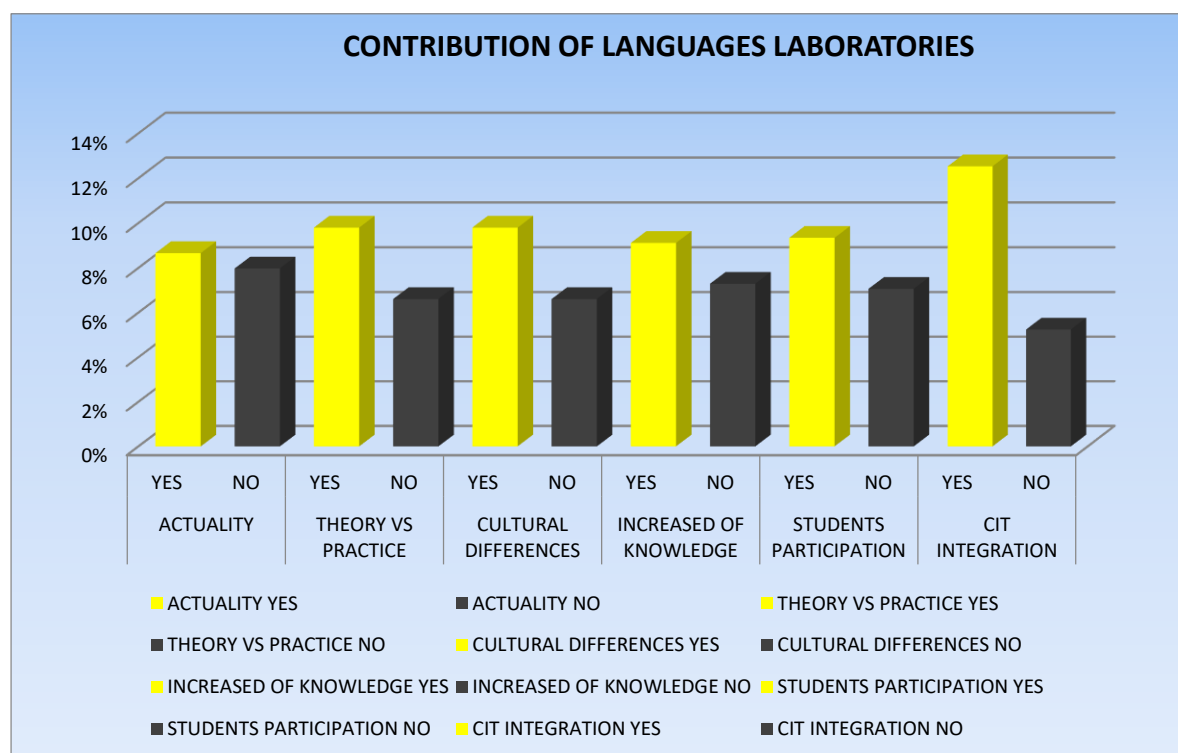
CONTRIBUTION		
ACTUALITY	YES	9%
	NO	8%
THEORY VS PRACTICE	YES	10%
	NO	7%
CULTURAL DIFFERENCES	YES	10%
	NO	7%
INCREASED OF KNOWLEDGE	YES	9%
	NO	7%
STUDENTS PARTICIPATION	YES	9%
	NO	7%
CIT INTEGRATION	YES	13%
	NO	5%

11. Are you satisfied with the hourly intensity to visit the languages laboratory?

WEEKLY ATTENDANCE

80%	
60%	
40%	
20%	
0%	

1

■ YES ■ NO
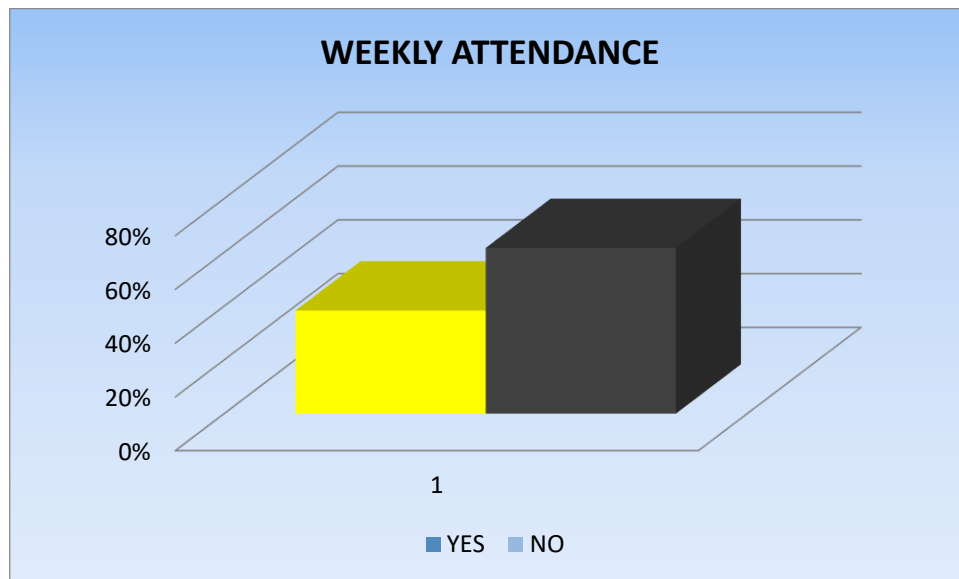
YES	38%
NO	62%

12. The broad band navigation velocity used for languages laboratories is:

BROADBAND NAVIGATION VELOCITY
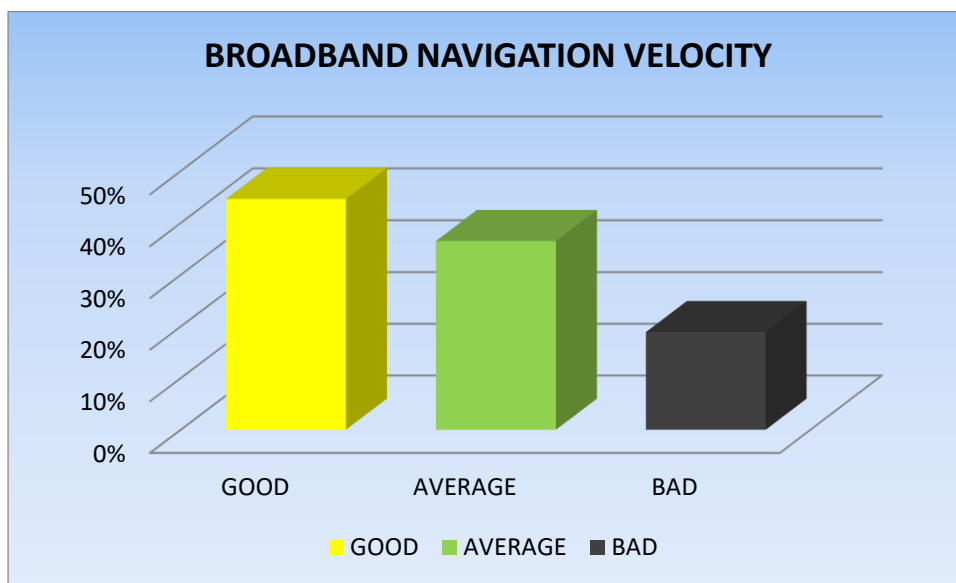
GOOD	45%
AVERAGE	36%
BAD	19%

13. Can you identify the specific software or program with which languages laboratories are provide for learning a second language?

SPECIFIC SOFTWARE IDENTIFICATION
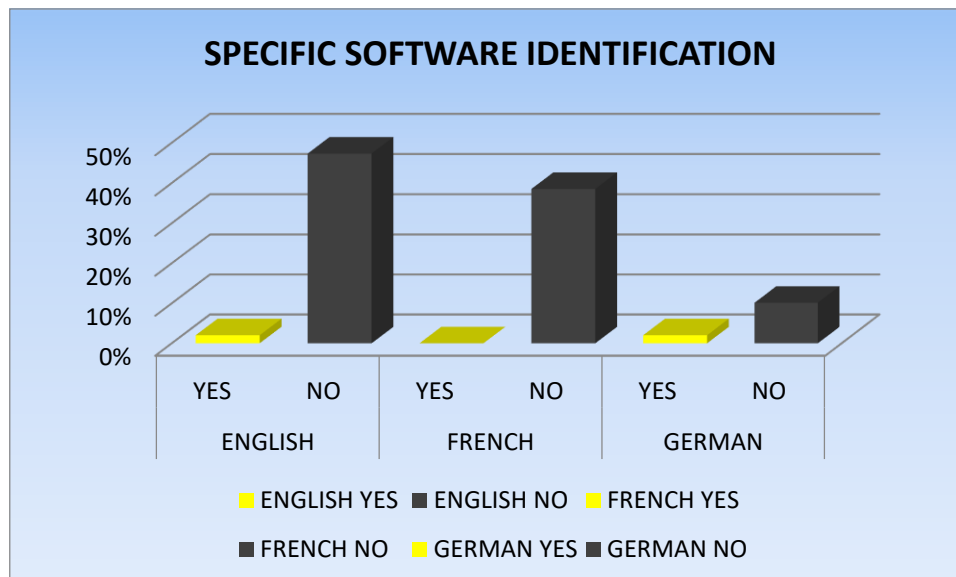
ENGLISH	YES	2%
	NO	47%
FRENCH	YES	0%
	NO	39%
GERMAN	YES	2%
	NO	10%

14. In the next list, which is the application that you use more frequently in the languages laboratory to learn a second language?

APPS MOST USED IN MLL
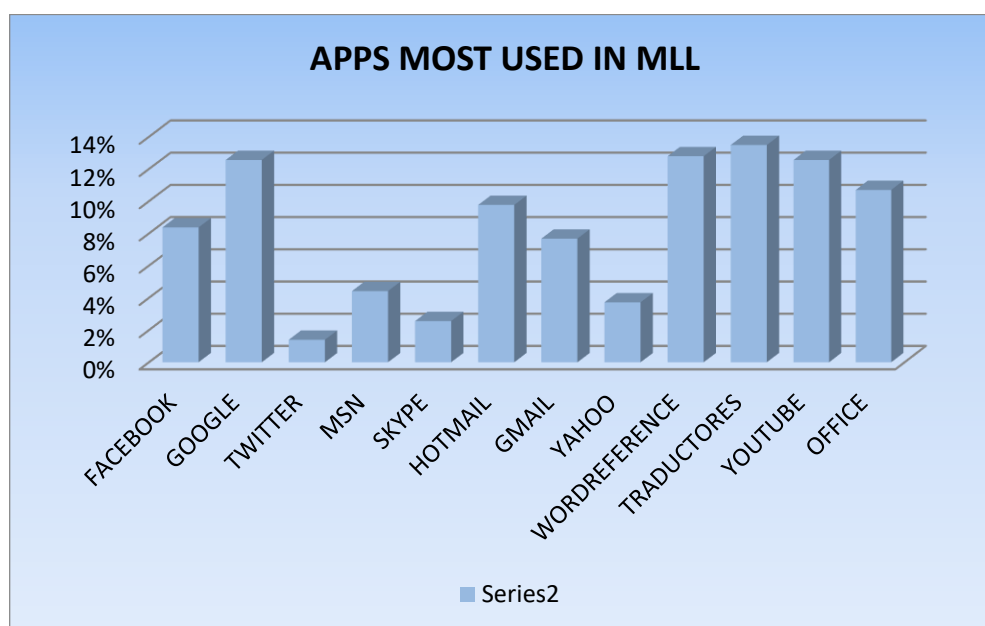
FACEBOOK	8%
GOOGLE	13%
TWITTER	1%
MSN	4%
SKYPE	3%
HOTMAIL	10%
GMAIL	8%
YAHOO	4%
WORDREFERENCE	13%
TRADUCTORES	13%
YOUTUBE	13%
OFFICE	11%

15. In addition, do you use any application for leisure or entertainment?

APPS USED FOR LEISURE
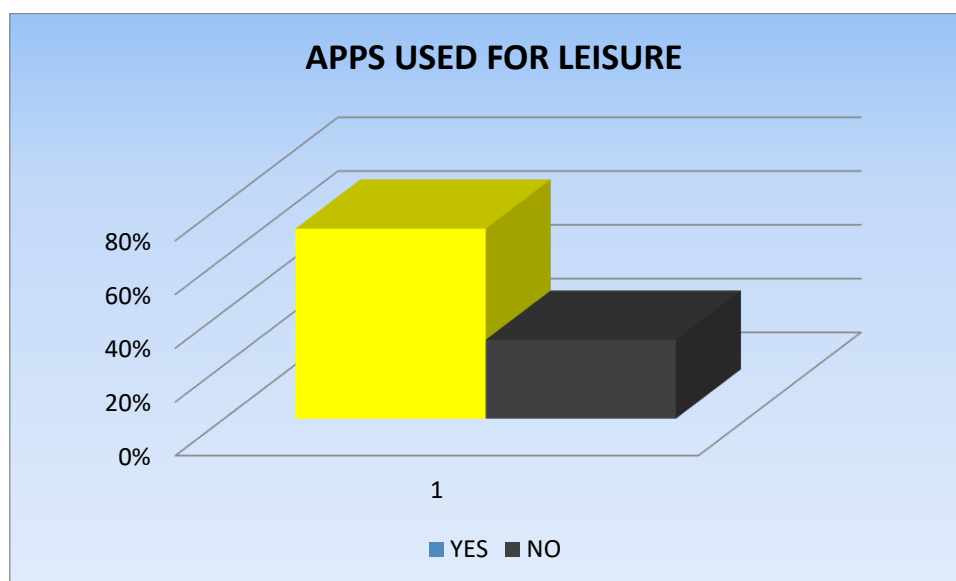
YES	71%
NO	29%

16. Do you know other languages laboratories?

AWARENESS ABOUT OTHERS LABORATORIES

| | 80% | 60% | 40% | 20% | 0% |

1

■ YES ■ NO
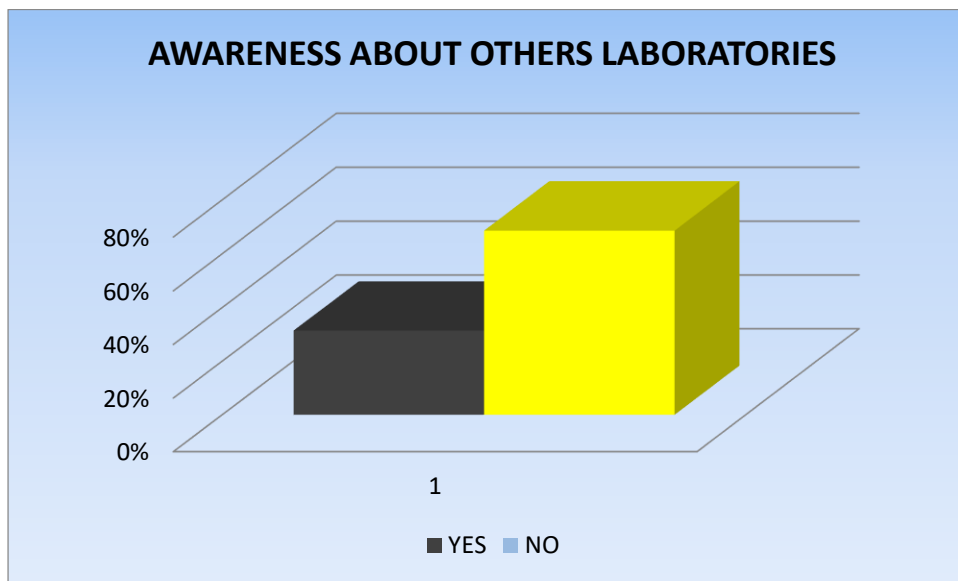
YES	31%
NO	69%

16. SURVEY AND CHECK LIST RESULTS

	HARDWARE AND SOFTWARE AWARENESS	AWARENESS IN TECH TOOLS
USE OF LABS	The vast majority of students emphasize that their learning has not advanced, because they do not know the software for such purpose. And though the knowledge of each student depends on themselves, they can notice that if there were software that helps them improving their level, they would have more personal motivation to improve. Graphics (8,9)	Most of students only use the main tools in order to try and learn a language, but they do not know that if they make good use to other tools they could have a better level of knowledge. The amplifier, console and speaker are part of the hardware required for learning the language and they are not being used. Graph (4)
	It can be confirmed that students do not know any software that can be in the labs to practice. Graph (13)	According to these results, most of students consider that furniture in the language labs is suitable for them to study and comprehend. If a student feel comfortable in a classroom, it is more probable that knowledge can increase. Graphics (5,6,7)
TEACHERS AND STUDENTS PRACTICE	The contributions generated for this question indicate that the number of hours is unsatisfactory. Students could like more hours per week in order to practice and interact with their classmates and the teachers. The more hours they are in the lab, the more time they have in order to improve their levels in any language. graph (11)	The broadband velocity that is used in the ECCI University seems to be good enough for students to browse in any website that allows them to increase their level. The broadband is a basic tool in languages laboratories to teach (in case of teachers) as to study and improve (in case of students). Graph (12)
IDENTIFY THE TECHNOLOGICAL TOOLS	It can be noticed that the vast majority of the students of the ECCI knows how to use the basic hardware components of the laboratory, but are unaware of the Software (Alffa) that is installed for learning a second language. Graphics (1,2)	The ECCI Students do not know others labs, for that reason they cannot give us references about the advantages with the currents labs. And as they do not know other labs, they feel that these ones used in the ECCI University are good enough to learn a language. Graph (16)
	Though some of these applications cannot give a precise knowledge of a language to the student, they can be used in order to interact and search for new vocabulary that allows increasing their knowledge. Graphics (14, 15)	

17. MATRIX

Taking into account the results of the survey carried out and the data obtained in the information search about languages labs that were installed by specialists, a data analysis can be brought off according to what these labs have currently and what it can be done in order that they have an appropriate use.

	LAB USE	TS AND SS PRACTICE	TECH TOOLS
STRENGTHS	Ergonomics and tools are suitable for a good use of labs.		A necessary software can be installed in order to have an appropriate teaching and learning.
WEAKNESS	The time of the students is being harmed because they do not have a proper teaching plan when visiting the labs.		A suitable software is not installed and this causes the lack of motivation on the part of students.
OPPORTUNITIES	Increasing the visit time considering that counting on effective tools, the learning is a lot higher.	Increasing the students' knowledge and encouraging them to practice more.	Some hardware tools are not being used on the part of teachers and students.
THREATS	Labs have been being underutilized and this can cause complaints before deanship, rectorship and academic offices.	Supporting the dropping out because students do not have motives enough to attend classes that are given in the labs.	The cost of good software is not maybe a good offer for management.

18. PROJECTIONS

The projections are presented, based on the analysis of the results obtained through the survey and the check list, and taking the main objective as reference of the study, it is considered the possibility of creating an effective use and exploitation of the laboratories in the modern languages program at ECCI University, this considering the opinion of the students and teachers for getting a very good academic and professional performance.

Schedule the labs equally, train teachers better in the use of labs and see how important are good labs for the students and teachers practice, interact, develop their skills, and identify the tools (software, hardware and the physical plant) that are used in a modern language lab in order to get some improvements to benefit student community.

19. CONCLUSIONS

The investigation done shows the language laboratories importance, their correct adaptation and use. The technical sphered used, reflect the space in the students when each class in the laboratory finished. As a result was used different points of view in students of first to tenth semester, this allowed to know more thoroughly the actually situation in this places.

The investigation compiled information and with that was deduced an laboratory profile suitable and the best practices for use this places, with the purpose of obtaining a good learning level which allows to reach the objectives of each student, not only in the researches perspectives, too in the students' knowledge's considering that they use this places for a best training.

The language laboratories represent an important tool for learning, this tool can be used for educational purposes but it must also allow the approach with others cultures, if and when it can be used for the purpose of teaching.

The language laboratory exemplary and his tools must motivate the students to get autodidact formation, keep the form to realize the activities and the spaces when this can be executed.

The student's practices are built based on a normal class, but all this content should be intertwined and is developing in a laboratory when it is hoped put in practice the knowledge.

Considering the suggestion previously mentioned, the investigation allow present a precedent for articulate a new proposal where the laboratories (being constitute) not

only for internet room, it is just that a sphere where we can represent the knowledge's and the attitudes for each student.

If we consider the laboratories visited such a reference, we can discern that these have different elements compared with ECCI labs, and these elements are important for get skills in a second language.

The social network have a very important role in the moment to use a language laboratory ideally, but is essential put to good use in this tools for increase the intellect and get an efficient growth for acquire a second language.

Finally, it is important to establish the languages laboratory and his elements in a context ideally educational and add the different tools in order to the students can get an optimal academic and professional achievement. In this sense we look the correct adaptation and use between those academic environments for promote the self-learning and reinforce the knowledge's previously acquired.

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21. APPENDIXES

21.1 Appendix n°1

STUDY FOR THE USE OF THE LANGUAGE LABORATORY AT ECCI UNIVERSITY.

In the present questionnaire, a set of matters related to Language Laboratory at Escuela Colombiana de Carreras Industriales are presented. Moreover the uses and appliances are related too, which could be relevant for the practice and learning of any second language.

Taking into account that we want to adapt the currents survey's results to the real student needs, we required from your part as much honesty as possible.

It is important to note that answers will be treated with confidentiality, and they will be used with the exclusive goal of improving the quality of the course that is being imparted. In addition there is the desire to come up with tools in order to improve the service in the Laboratories at ECCI University.

Mark an X in the space that corresponds to your current position in the university.

LANGUAGE OF STUDY	SEMESTER OF STUDY		
ENGLISH [ ]	I	IV	VII
FRENCH [ ]	II	V	VIII
GERMAN [ ]	III	VI	IX X

FACTORS TO EVALUE

I- INFRASTRUCTURE AND EQUIPMENT

1. Do you identify the technological tools that the Language Laboratory has? Such as:

   a. Language software (programs for applying) YES   NO

   b. Hardware (Headsets, speakers, camera, etc.)   YES   NO

2. Which of the hardware devices have you used at the Language Laboratory?

Amplifier [ ]	Console [ ]	Headset [ ]	Speakers [ ]
Screen/Monitor [ ]	Keyboard [ ]	CPU [ ]	

3. How many people usually work per computer in the Language Laboratory?

1 [ ]   2 [ ]   3 [ ]   4[ ]

4. How would you rate the functionality of the equipment that you have used?

(G: good,   R: regular B: bad)

Amplifier [G] [R] [B]	Console [G] [R] [B]	Headset [G] [R] [B]	Speakers [G] [R] [B]
Screen / Monitor [G] [R] [B]	Keyboard [G] [R] [B]	CPU [G] [R] [B]	

5. How would you rate the space and the comfort ability of the space to have class?

Good [ ]   Regular [ ]   Bad [ ]

6. How would you rate the ergonomics and adaptation of the chairs in which student have class?

Good [ ]   Regular [ ]   Bad [ ]

7. How would you rate the environment of the Laboratory in aspects such as:

Brightness   Good [ ]   Regular [ ]   Bad [ ]

Air flow   Good [ ]   Regular [ ]   Bad [ ]

Humidity   Good [ ]   Regular [ ]   Bad [ ]

Noise   Good [ ]   Regular [ ]   Bad [ ]

Emergency exists   Good [ ]   Regular [ ]   Bad [ ]

Cleanness   Good [ ]   Regular [ ]   Bad [ ]

II – Usage and utilization of the Language Laboratory

8. Do you consider that you have improved your knowledge by the use of the Language Laboratory?

 YES   NO

9. Taking into account the next list, what are the biggest contributions of the Laboratory in the learning process?

Do you keep up with the subjects' tasks and advances?   YES [ ] NO [ ]

Do you integrate theory and practice?   YES [ ] NO [ ]

Does it allow you to study the cultural differences inside the classroom? YES [ ] NO [ ]

Does it improve the advanced Learning and knowledge of your subject? YES [ ] NO [ ]

Does it promote the student's participation? YES [ ] NO [ ]

Does it integrate the TIC's with the subject matters? YES [ ] NO [ ]

10. Do you agree with the amount of hours and schedule for the Language Laboratory's use?

YES �▮ If your answer is YES, move to questions **A** and **B**

NO ▮ If your answer is NO, move to question **C**

A. What is the amount of hours in which you weekly visit the Laboratory?

3 HOURS ▮ 4 HOURS ▮ 6 HOURS ▮ NONE ▮

B. Taking into account the next ranges of time, which one do you consider is the most suitable to weekly visit the Laboratory?

ENGLISH [ ] 2 to 4 hours [ ] 4 to 6 hours [ ] 6 to8 hours

FRENCH [ ] 2 to 4 hours [ ] 4 to 6 hours [ ] 6 to8 hours

GERMAN [ ] 2 to 4 hours [ ] 4 to 6 hours [ ] 6 to8 hours

C. if your answer to the question 10 was no, explain why?

_____

_____

_____

_____

_____

III. SOFTWARE

11. How would you rate the speed of the network navigation in the modern Languages Laboratory?

Good [ ] Regular [ ] Bad [ ]

12. Do you identify the software, or the name of the specific programs that are available to work in the Language Laboratory at ECCI University?

ENGLISH   YES [ ] NO [ ]

FRENCH   YES [ ] NO [ ]

GERMAN   YES [ ] NO [ ]

  If your answer was YES, What is the name of the program?_____

13. Taking into account the next list of social networks and computer programs, which are the ones that you use the most for Second Language learning?

- Facebook
- Google
- Twitter
- MSN
- Skype
- Hotmail
- Gmail
- Yahoo
- Word reference
- Traductores
- You tube
- Office

14. From the list above, do you additionally use those networks, web pages and programs for entertaining and leisure time?

YES [ ]   NO [ ]

15. Do you know any other Language Laboratories different from the ones at ECCI University?

YES [ ]   NO [ ]

If your answer was YES, specify which ones?

_____

_____

_____

21.2 Appendix n° 2

CHECKLIST

In the present document, are listed the adequate tools that any Language Laboratory should have in order to obtain an efficient and suitable usage.

Mark with an X those tools that the Language Laboratory at ECCI University has:

Adequate furniture (Chairs and desks)

Desk Computers or Laptops

Headsets with microphone

Technology for a communication system

Technology for an audiovisual projection system

Technology for a personalization system

Technology for a control system

If you do not understand any of the concepts previously related, feel free to go and check the attached portfolio, which will clarify any further doubt. Moreover, feel free to go to the link below.

http://www.roycan.com/esp/productos/tecnologia_optimas/caracteristicas_funcionales.php

ECCI – Available only for students use   **JN – LM**   **2013**