



The Impact of Language Labs in Promoting Effective Communication Skills among the Engineering Undergraduate Students- A Study

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Abstract: This chapter's main goal is to emphasize the language exercises engineering students participate in communication skills laboratories to improve their communication abilities. The 21st century is known as the age of science and technology, during which such fields made remarkable advancements practically everywhere, including in the field of English language instruction. Without a doubt, English has become the official language of the entire world. English has grown throughout the world since the days of colonialism, and it now holds official language status in terms of both communication abilities and soft skills. Effective communication and soft skills are now necessary to achieve not only the attention of the world but also the company goals. In these conditions, it is imperative for the aspiring professionals to improve their proficiency in fundamental English abilities, which are crucial and unavoidable in terms of job searching in the fiercely competitive professional sector. An important aspect of a professional career in transforming the science and technology world is engineering education. As a result of interacting with and training engineering students in English language and communication skills over a long period of time, some helpful recommendations have been made to help students acquire communication competence through activity-based teaching learning communication skills.

Keywords: *Language Labs, Impact, Communication Abilities, Competence, and Activity Based Teaching Learning Skills.*

1. INTRODUCTION

1.1 The Function and Importance of English Language Proficiency

The communication abilities of students taking engineering and technology courses are greatly improved through English language labs. Students with effective communication



abilities can achieve significant goals and ambitions not only at their alma mater but also in the workplace. The lab's main goal is to help students improve their LSRW abilities. Since many of the students come from rural regions and their primary language of instruction is L1, the lab activities are meant to awaken hidden abilities in them. The goal of the lab activities is to give students a variety of learning opportunities by fostering an environment where they may adapt while also fostering confidence and passion.

First and foremost, students need to be constantly motivated and fully informed about the value of logical thinking and how critical thinking will help them overcome difficulties in daily life. They have a fundamental desire to communicate clearly in order to identify suitable answers to challenges. They must have a need to be imaginative and collaborate in a team setting. At this point, it's important to note that engineering students need to be trained in a variety of transferable skills, and they especially need mentorship for personality development. This will help them to be trained by their expert faculty in their respective institutions, where student-centered instruction will be prioritized in teaching communication and soft skills to prepare them for on- and off-campus placements. English language instructors participate actively in placement training at many engineering colleges, and they are expected to play a substantial role in helping students transition from communication skills to multi-skills in an integrated way.

Language Lab Description

The names of English language laboratories vary, including language labs, activity labs, communication skills labs, etc. These labs are very important for teaching engineering students English language proficiency. The concept was novel because it allowed pupils to develop significant aptitude in the successful use of English language in everyday situations. Generally speaking, English language lab has a distinctive structural layout. Modern labs have two distinct ways of being organized.

1. Multimedia lab organization
2. An interactive lab

In terms of the building's physical specifications, the multimedia lab—also known as the computer-aided language lab—can include 60 systems or 120, depending on the situation, along with a master console. Additionally, LAN capability and English language software for learners to self-study are crucial elements.

Another section of the communication skills lab needs comfortable rounded rotating chairs and an efficient audio-visual setup with a digital stereo-AV system, P.A. system, a T.V., and camcorder, among other things. The CALL Lab (Computer Assisted Language Learning Lab), also known as the communication skills lab, is equipped with enough computers, relevant software modules, and headphones. All of the systems are connected to a teaching console that is comfortably furnished. Since there is more opportunity to get involved in teaching and participating in activities relating to physical components such as caller phone, mike, life-size mirror, voice recorder, etc., all of the physical components of the interactive lab are crucial.



1.2. How Language Activity Labs Are Used and What They Do

The English language is genuinely considered as a tool for worldwide communication due to the increased relevance of excellent communication skills and soft skills, and as a result, emphasis is placed on teaching students linguistic proficiency. The exercises that the pupils complete will aid in their overall development and even build their psychological fortitude to handle any dispute. Additionally, these will support their verbal development and provide them a good foundation in communication skills. The main goal is to maintain focus on the first-year engineering students who are just entering the programme and are from twelfth or 10+2 (intermediate level) backgrounds because many of them are from L1 medium backgrounds.

The language lab exercises primarily concentrate on developing students' LSRW skills, or listening, speaking, reading, and writing. Teachers should priorities scheduling more STT (Student Talk Time) time over TTT (Teacher Talk Time). The pupils are urged to participate in all of these fundamental communication or language activities. The language lab also teaches students how to produce language sounds and how to use English in natural-language situations and contexts.

Learning Intentions

Learning good communication techniques and soft skills is essential, and the learning objectives have been created with this in mind.

- To offer students self-directed, practical, and valuable training activities in a supportive environment.
- To encourage students to develop the habit of reading essays, articles, and other content from newspapers, magazines, etc.
- To inspire students to overcome their fear of studying and using the English language.
- To provide students the tools they need to pronounce words correctly using stress, word accent, intonation, and rhythm.
- To introduce them to fluency and eloquence.
- To prepare them for speaking in front of groups, taking part in interviews, and other language-related situations.
- To encourage them to utilize writing more frequently in tasks like creating formats for reports and resumes.
- To prepare them for group and collaborative learning exercises.



The language laboratories can be used to practice and learn how to communicate effectively. The language lab gives students a wonderful setting in which to learn and perfect skills in a student-friendly environment, keeping them motivated and upping their competitive spirit. The primary goal of communication is to exchange information through the processes of sending and receiving messages, as well as their interpretation and response to orders.

1.3. Important Language-Activity Topics

- The linguistic activities carried out in the labs are chosen by the teacher and the pupils; in general, the curriculum given for the text is real and approved. According to the requirements and proficiency of the students, the topics can be created and shown on the spot.
- The following subjects are generally given priority in the language labs. Numerous activities are based on the following themes:
- Reading, speaking, writing, and listening (LSRW)
- The fundamentals of phonetics (an introduction to the vowels, diphthongs, and consonants of the English language)
- Tone and stress in words
- Use Proper Everyday English
- Role-playing and dialogue
- Extempore and planned oral presentations that display spontaneity
- JAM: One Minute Talk
- Written and Oral Descriptions of Things, Situations, and People
- Directions/Suggestions/Advice
- Discussions in groups and debates
- Telephony and Conference Skills
- A video conference
- Speaking with Specific/Scientific Intention
- Speaking for the Amusement



1.4. Using language laboratories

Many colleges require engineering students to take English labs. Recent years have seen an increase in the importance of English laboratories in integrating students' soft skills and life skills with a lot of language practice through activity-based learning.

In terms of multimedia lab, it is primarily built on the "learning by doing method" made possible by self-learning resources. The benefits to the students are enormous. The following characteristics are typically needed to develop good communication skills while participating in the regular language lab sessions.

- The students must be able to understand all of the directions given. The learners can brush up on their abilities to articulate spoken sounds with the proper accent and intonation patterns thanks to this quality.
- Need to understand concepts well while learning from and seeking clarification from dependable and credible sources.
- The students must be able to practice successfully and efficiently while being intensely passionate.
- The students are expected to write notes for later usage in order to have a more thorough understanding.
- The learners can interact well with the development of modern language individually or in groups through worthwhile activities as they engage in consistent practice, which will lead to:
- Improves interaction and makes it possible for the communication process to carry out the assigned mission.
- Offers plenty of possibilities for students to become familiar with different communication styles utilized in diverse circumstances.
- Provide students with the opportunity to acquire dispute resolution skills in addition to efficient interpersonal and interaction abilities.
- By forming enduring bonds with colleagues at the institutional level in the near future, this relationship provides exposure to various attitudes and builds a positive rapport.
- Allow for a solid basis for completing tasks and setting firm goals while maintaining a high level of confidence.
- Offers sufficient communication abilities for employment in any organization.



- Encourages the development of an optimistic outlook and imaginative thinking.
- The students face a number of obstacles on their path to achieving this, but they are capable of overcoming them despite a number of workable solutions.

1.5. Several Similar Obstacles

- In particular for students who come from backgrounds where L1 is their first language, learners are exposed for the first time to the concepts of language lab activities and instructional learning modules.
- It is crucial to regularly monitor the operations of the language lab and to conduct reviews.
- It is a difficult effort to create specific projects for learners in order to help them enhance their communication and soft skills.
- Due to limited time, learning and acquiring communication skills is constrained but not extensive.
- A few additional associated obstacles, including psychological, sociological, and physiological obstacles.
- Several ideas have been put up to simplify the work of enhancing the lab activities to enhance the students' excellent communication skills.
- Benefits of English language lab work in switched groups
- To assign project work with the intention of providing the students with the maximum advantage in a more knowledgeable and enthusiastic manner.
- Group the students into small groups, ideally 6 or 8. Students will trade with other institutions every three to four groups.
- This is novel for students since it provides an environment distinct from that of their colleges. These teams will switch off with other chosen clusters.
- This gives the students the chance to collaborate on information while also learning about other institutions' environments.

Another Benefit is to Become Familiar with the Nearby Students of the Same Level and Influence them To:

- Understand
- Share



- Interact
- Assess
- React and reciprocate in any circumstance
- Intimacy with regular refreshment and orientation in group exchange programs

1.6 Suggestions and Recommendations

- Both students and teachers need to be passionate about improving effective communication skills through English language lab activities.
- The work that is being done in the language labs needs to be monitored on a regular basis.
- The testing and assessment process needs to be completed quickly.
- Learners must provide regular feedback.
- The need for ongoing orientation and training sessions for the concerned faculty members is significant.
- The environment should be conducive to fostering a love of learning.
- It is important to hold regular conferences, seminars, debates, group discussions, and motivational presentations.
- Giving technology integration into language lab activities top priority for the students' overall benefit.

2. CONCLUSION

Effective communication and soft skills are now necessary to achieve not only the attention of the world but also the company goals. In these conditions, it is imperative for the aspiring professionals to improve their proficiency in fundamental English abilities, which are crucial and unavoidable in terms of job searching in the fiercely competitive professional sector. An important aspect of a professional career in transforming the science and technology world is engineering education. A new approach to fostering communication competence in the students through activity-based teaching communication has been investigated as a result of engaging and educating English language and communication skills for engineering students over the past several years. The chapter ends by stating that an English language instructor is required to perform a proactive role as a counsellor, communication expert, soft skills trainer, etc. in addition to teaching students using the chalk and talk approach. To succeed in life, the students must master good communication techniques.



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