

آراء متعلمي اللغة الإنجليزية كلغة أجنبية حول أهمية مختبرات تعلم اللغة الإنجليزية في تحسين مهارات المحادثة

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تاريخ الارسال 2026/4/23م تاريخ القبول 2026/5/15م

الملخص:

تبحث هذه الدراسة آراء طلاب اللغة الإنجليزية كلغة أجنبية في كلية أبو عيسى للتربية حول تأثير مختبرات اللغة على مهاراتهم في التحدث. وباستخدام منهج شبه تجريبي يتضمن استبيانات واختبارات قبلية وبعديّة، حلل البحث آراء الطلاب وأدائهم. تشير النتائج إلى وجود رأي إيجابي واضح تجاه مختبرات اللغة، حيث أكد معظم المشاركين أن هذه المرافق تحسّن النطق والطلاقة والكفاءة التواصلية بشكل عام. علاوة على ذلك، تشير النتائج إلى أن مختبرات اللغة توفر بيئة هادئة تُعزز الثقة بالنفس. وعلى الرغم من هذه الفوائد، أشار الطلاب إلى بعض التحديات مثل محدودية الوصول والمشاكل التقنية. وتخلص الدراسة إلى أن مختبرات اللغة ضرورية لإتقان اللغة الإنجليزية كلغة أجنبية، وتوصي بدمجها بشكل منهجي في المناهج الدراسية. **الكلمات الافتتاحية:** طلاب اللغة الإنجليزية كلغة أجنبية، التحدث باللغة، مختبر اللغة.

EFL learners' views on the Importance of English Language Learning Labs in Enhancing Speaking Skills

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Abstract

This study investigates EFL university students' perceptions regarding the impact of language laboratories on their speaking skills at Abu Issa College of Education, University of Zawiya. Using a quasi-experimental approach involving surveys and pre/post-tests, the research analyzed students' attitudes and performance. Results indicate a significantly positive attitude toward physical language labs, with most participants asserting that these facilities enhance pronunciation, fluency, and overall communicative competence. Furthermore, the findings suggest that language labs provide a low-anxiety environment that fosters confidence. Despite these benefits, students identified challenges such as limited accessibility and technical issues. The study concludes that language labs are vital for EFL proficiency and recommends their systematic integration into the curriculum.

Keywords: EFL students; Speaking Language; Language Lab.

1. Introduction

In the contemporary globalized era, English has established itself as the primary medium for international communication, academic discourse, and professional advancement (Bai, 2024). Consequently, acquiring functional English proficiency has become an imperative for university students striving to succeed in today's highly competitive socio-economic and political landscapes (Yu et al., 2024).

Despite its importance, speaking remains the most formidable challenge for English as a Foreign Language (EFL) learners. This difficulty often stems from psychological barriers, such as performance anxiety, and a critical lack of authentic practice opportunities. Language laboratories—whether digital or conventional—address these challenges by providing a controlled, low-stakes environment. In such settings, students can practice oral production with reduced social pressure, utilize recording tools for self-evaluation, and engage with native-speaker models.

Furthermore, the recent pedagogical shift toward Communicative Competence highlights the necessity of addressing persistent struggles in fluency, pronunciation, and self-confidence (Abdulaal et al., 2022). The language laboratory serves as a sophisticated instructional tool that fosters an interactive learning atmosphere through immediate feedback, audio-visual aids, and systematic repetition. Notwithstanding its proven efficacy in enhancing oral performance, the integration of language labs remains underutilized in many academic contexts. Accordingly, this study aims to

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investigate the impact of language laboratory utilization on the development of EFL students' speaking proficiency.

2. Problem Statement

Students frequently show poor speaking abilities because they do not get enough chances to practice real language, and there are not enough interactive learning spaces. The lack or low usage of language labs might play a role in this problem. This research aims to investigate whether using language labs can greatly enhance students' speaking skills.

3. Research Questions

1. What is the impact of using the language laboratory on students' speaking skills?
2. Does the use of the language laboratory improve students' fluency and pronunciation?

4. Objectives of the Study

This researcher is an important one to investigate the effect of language laboratory use on speaking skills among EFL students at Abuissa College of Education and to examine improvements in fluency and pronunciation. Add to find out the significant difference in post-test scores between students who learned through the conventional teaching method and those who learned through the Language Laboratory.

5. Significance of the Study

This study contributes to the expanding body of literature regarding Technology-Enhanced Language Learning (TELL), with a specific focus on oral proficiency within EFL contexts. By providing empirical evidence on the efficacy of language laboratories, the research validates their role as a primary instructional tool for enhancing spoken fluency and phonological accuracy.

Furthermore, the study enriches existing theoretical frameworks of Communicative Competence and Second Language Acquisition (SLA) by demonstrating how structured technological environments mitigate "Affective Filter" factors—specifically speaking anxiety—while fostering learner autonomy. Finally, this research serves to bridge the pedagogical gap between traditional instructional methodologies and modern, technology-driven approaches, offering critical insights into the integration of digital tools in second language pedagogy.

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6. Literature Review

The use of the English language is currently regarded as the most acceptable means of communication for educational, commercial, and technical objectives. Because of this trend, learning English well, particularly in speaking, has become a primary goal of EFL education. Even after years of classroom instruction, many students still struggle to communicate in English. This has resulted in a greater focus on integrating technology into language instruction, particularly via resources like mobile-assisted learning, AI (Artificial Intelligence), and ELL Labs (Haleem et al, 2022).

In this chapter, the author reviews the relevant literature on speaking skills development, the barriers that EFL students face in developing speaking skills, and the impact of technology (especially the role of language laboratories) on improving students' speaking proficiency.

6.1. Concepts of Language Laboratory:

According to Mr. Rajendra K. Tambile (2013) " a language laboratory is an audio-visual computerized device used for learning a foreign language. Probably, it was the University of Grenoble where the first language lab was installed. Initially, it was in the form of reels and cassettes. But these days it is assisted with computers and other multimedia. It is a technological source in imparting language skills. The language labs are developed on the methodology of basic English language skills".

Whereas, Robert Lado, cited on Mercy (2016) "the language laboratory is "The center of Language teaching and the teacher helps its operational activities by providing suitable materials and learning situations. We are living in modern world. The language laboratory has the capacity to transmit a complete lesson of prose or poetry. At present, the language laboratory has been increased and its impact on the educational field, it is a two-way teaching- learning process that minimizes pupils' mistakes. It also strengthens the learning of English among students, so the investigator is interested in finding out the Effectiveness of using the Language Laboratory in English among students".

6.2. Importance of Speaking Skills in EFL Learning

After studying the literature on this topic, the researcher has concluded that there is no doubt that speaking is the most valuable of all English language skills as it allows learners to effectively express and communicate their ideas and thoughts in an authentic manner (Rao & Velagalla, 2016; Zaim, 2017). Compared to the other skills, speaking involves the use of all components of a language i.e., pronunciation, grammar, vocabulary, and

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fluency. The emphasis placed on teaching speaking, through a shift from traditional grammar-based teaching to a communicative language teaching approach, supports this conclusion.

6.3. Challenges in Developing Speaking Skills

The development of oral proficiency remains a significant hurdle for many EFL learners, stemming from various pedagogical and psychological factors. A primary obstacle is the scarcity of practice opportunities within traditional educational settings. Many conventional classrooms remain teacher-centered, prioritizing literacy skills—reading and writing—over oral communication (Abdelaziz, 2017). Consequently, students are often deprived of the necessary environment to engage in meaningful and authentic speaking practice.

Beyond pedagogical limitations, psychological barriers play a critical role in hindering speaking development. Learners frequently experience Foreign Language Speaking Anxiety (FLSA), characterized by a persistent fear of making linguistic errors and being negatively evaluated by peers or instructors (Zaim, 2017). This apprehension often leads to "communication avoidance," where students withdraw from interactive activities to escape potential embarrassment.

Furthermore, limited exposure to authentic linguistic input and a lack of real-time interaction further impede the acquisition of fluency. These multifaceted challenges necessitate the implementation of innovative and supportive learning environments—such as language laboratories—designed to maximize speaking engagement while minimizing the "affective filter" or anxiety associated with oral performance.

6.4. Language Labs Enhance English Learning

Technology has changed the way learners can use technology to become better speakers of languages. Technology-enhanced language learning (TELL) gives learners access to interactive tools, authentic resources, and opportunities to receive personalized assistance in Language Acquisition (Haleem et al., 2022).

English Language Learning Labs (ELL Labs) are widely used to improve students' speaking skills through EFL (English as a Foreign Language). By providing access to audio/video material, interactive software, and structured exercises for practice, ELL Labs help to give students the opportunity for greater speaking proficiency in English.

Sadaf and Zahid (2024) confirm the importance of ELL Labs in providing an effective environment for speaking practice by providing an interactive,

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supportive environment for language development. The results of their found that students perceive the language lab to have helped improve their fluency, pronunciation and speaking confidence.

Additionally, ELL Labs offer the ability to work at their own pace; therefore, it provides immediate feedback to support learner autonomy and provide for individualized learning. This type of instructional model aligns well with the principles associated with communicative.

6.5. The Language Lab's Role in Improving Oral Communication

One of the most challenging talents for students of English as a Foreign Language is speaking, which necessitates the integration of vocabulary, pronunciation, fluency, and real-time processing. In this context, language labs are crucial because they provide a regulated, technology-driven environment that encourages extensive oral practice. To begin with, language labs allow students to practice repetition and pronunciation utilizing premium audio models. Students may replicate sounds, stress patterns, and rhythm—all of which are necessary for understandable speech—by listening to native or almost native speech. This approach is consistent with the ideas of Second Language Acquisition, notably the significance of input and output in improving speaking fluency (Krashen, 1985; Swain, 2005).

Secondly, language labs offer interactive speaking activities like guided discussions, dialogues, and role-playing. By teaching students to use language in a way that makes sense rather than just mechanically, these activities foster communicative proficiency. Language labs frequently offer individualized pacing, in contrast to conventional classrooms, allowing students to practice speaking without the worry of quick peer assessment, which can boost confidence and engagement (Chapelle, 2001).

The utilization of audio recording and playback equipment for self-evaluation is another significant benefit. Students can compare their pronunciation to model pronunciations by recording and listening to their own speech. By enabling students to recognize mistakes in their pronunciation, fluency, and intonation, this reflective practice encourages independent learning and self-correction. Recent studies show that this type of meta-cognitive involvement greatly enhances speaking proficiency (Li & Hafner, 2021).

The efficacy of language labs is also supported by empirical data. For instance, Jamila et al. discovered in a study that students who regularly used language labs showed quantifiable gains in fluency, pronunciation accuracy,

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and overall speaking ability when compared to students who were taught using conventional methods. In the same vein, learners benefit from exposure to real-world audio materials, such as discussions, interviews, and real-life conversations, which helps them internalize natural speech patterns and improve their pronunciation and intonation (Alharbi, 2020; Rahimi & Fathi, 2022).

Furthermore, language labs frequently include interactive and multimedia software, which is consistent with current advances in Computer-Assisted Language Learning. These technologies improve participation and give real-time input, which makes the learning experience more interactive and productive.

6.6. Challenges and Limitations of Language Laboratories

Language labs have several drawbacks despite their benefits:

- 1) **Technical Problems:** Learning can be hampered by issues including software bugs, bad internet access, and neglect.
- 2) **Insufficient Instruction:** Teachers may lack the necessary training to successfully incorporate language laboratory resources into their lesson plans.
- 3) **Limited Resources:** Access to well-equipped language labs is still restricted in poor nations like Libya
- 4) **Excessive Dependency on Technology:** Some students might become unduly reliant on technology, which would limit their ability to communicate in real life.
- 5) **Current Developments in Technologies for Language Learning:** Traditional language labs are now more dynamic and participatory thanks to recent technological developments.

6.7. Learners' Perceptions of Language Labs

The efficacy of language laboratories is significantly influenced by learners' attitudes and perceptions. Empirical evidence consistently indicates that EFL students maintain a positive outlook toward these facilities, recognizing several pedagogical and psychological advantages. Most notably, students report a marked increase in self-assurance and motivation, alongside a substantial reduction in language-related anxiety. Furthermore, the provision of self-paced learning opportunities allows students to manage their cognitive load more effectively compared to the rigid structure of traditional classrooms.

Recent research supports these observations; for instance, Sadaf and Zahid (2024) found that learners perceive language labs as instrumental in refining

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their speaking proficiency. Similarly, studies focusing on AI-supported tools highlight that students highly value the individualized feedback and interactive engagement provided by modern lab environments (Slamet, 2024).

However, learners' perceptions are not without reservations. Some students have expressed concerns regarding technical malfunctions, such as software glitches or hardware instability. Additionally, limited accessibility to these resources—particularly in resource-constrained environments—remains a significant barrier that can negatively impact the overall learning experience and student engagement.

7. Methodology

The research methodology that was used in the study and was designed to evaluate how English Language Learning Labs (ELL Labs) have an effect on the oral proficiency of English as a Foreign Language (EFL) learners.

7.1. Study design

This study employed a quantitative Quasi-Experimental Design utilizing a Pre-test and Post-test model to evaluate the effectiveness of English Language Learning Labs (ELL Labs) compared to traditional teaching methods. Significance is given to the quantitative method (Creswell, 2014) keeping in view the nature of the study. An additional, compare between two groups.

7.2. population and Sample

The study was conducted at Abu Issa College of Education at University of Zawiya, and targeted EFL students. The sample consisted of twenty (20) fifth-semester English program students selected through purposive sampling and divided equally into two groups:

- Experimental Group (N=10): Students instructed through the Language Laboratory.
- Control Group (N=10): Students instructed via traditional grammatical methods.

Both groups were at the same academic level to ensure comparability between participants.

7.3. Experimental and Control Groups

An experimental methodology was used to compare the efficacy of language laboratory instruction in developing oral skills among the participants. The participants of the experimental group received instruction in the language laboratory on an experimental basis. A pre-test and post-test design was used by the researchers to measure the independent variable (i.e.,

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effectiveness of the independent variable) in terms of an increase in the dependent variable (oral skills development).

The pre-test was administered to the subjects prior to the delivery of language lab sessions, to measure the initial proficiency of speaking skills within the pre-test measure. The final post-test was administered to the subjects after the treatment period to measure the proficiency of speaking skills subsequent to language lab instruction. Comparisons across group participants can therefore be accurately made because of uniform representation.

Conversely, in addition to the ten (10) participants in the experimental group, there is a control group of ten (10) 'traditional' students at the same academic level as the experimental group, but they received conventional instructions according to the traditional grammatical methodology.

7.4. Research Instruments

To achieve the objectives of the study, two main instruments were employed:

1. A Speaking Test (Pre-test and Post-test) to assess students' oral proficiency before and after the instructional period.
2. A Students' Questionnaire based on a 5-point Likert Scale to collect students' perceptions regarding the effectiveness of the English Language Laboratory in improving speaking skills.

These instruments were designed to collect quantitative and qualitative data related to language laboratory effectiveness.

7.5. Psychometric Properties (Validity and Reliability)

Validity: Instrument validity was established through content validity using expert judgment. A panel of specialists reviewed the 23 questionnaire items to ensure alignment with the research objectives and their effectiveness in measuring the impact of the language lab on speaking skills.

Reliability: The internal consistency was measured using Cronbach's Alpha to assess internal consistency.

7.6. Hypothesis:

There is a statistically significant difference at the significance level ($\alpha \leq 0.05$) between the mean scores of the Experimental Group in the pre-test and the post-test in favor of the post-test, indicating the effectiveness of the Language Laboratory in enhancing speaking skills.

7.7. Data Analysis and Hypothesis Testing

The researcher administered the pre-test prior to instruction and the post-test after the treatment period to evaluate speaking skill development. Inferential

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statistics were applied to test the study hypotheses. An Independent Samples T-Test was used to compare post-test scores between the experimental and control groups, while a Paired Samples T-Test was conducted to compare pre-test and post-test performance within the experimental group.

8. Results

This section presents the findings of the questionnaire distributed to 20 EFL students at Abuissa College of Education. The results are organized according to the main focus of the study: students' perception of the experimental group and control group.

8.1. Psychometric Properties (Validity and Reliability)

The internal consistency was measured using Cronbach's Alpha:

Experimental Group Instrument (15 items): **0.84** (High Reliability).

Control Group Instrument (8 items): **0.78** (Acceptable Reliability).

Table 1: Validity and Reliability Coefficients of the Study Instruments

<i>Instrument (Section)</i>	<i>No. of Items</i>	<i>Validity Type</i>	<i>Reliability (Cronbach's Alpha)</i>	<i>Result/Level</i>
Experimental Group Questionnaire	15	Content Validity	0.84	High Reliability
<i>Domain 1: Use of Language Lab</i>	5	Expert Judgment	0.81	Highly Consistent
<i>Domain 2: Speaking Skills</i>	5	Expert Judgment	0.83	Highly Consistent
<i>Domain 3: Psychological Impact</i>	5	Expert Judgment	0.85	Highly Consistent
Control Group Questionnaire	8	Content Validity	0.78	Acceptable Reliability
<i>Traditional Method Assessment</i>	8	Expert Judgment	0.78	Stable
Overall Instruments	23	Panel Review	0.81	Excellent Stability

8.2. Data Interpretation Scale

The 5-point Likert scale was interpreted using the following mean ranges:

<i>Mean Range</i>	<i>Interpretation</i>	<i>Level</i>
4.21 - 5.00	Strongly Agree	Very High
3.41 - 4.20	Agree	High
2.61 - 3.40	Neutral	Moderate
1.81 - 2.60	Disagree	Low
1.00 - 1.80	Strongly Disagree	Very Low

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The 5-point Likert Scale is utilized to transform quantitative mean scores into qualitative levels of agreement. This enables a precise comparison between the learning environments:

- Upper Range (3.41 – 5.00): Represents High to Very High agreement. This level typically characterizes the Experimental Group's views on the Lab's effectiveness in enhancing pronunciation and vocabulary.
- Middle Range (2.61 – 3.40): Reflects a Moderate/Neutral stance. This is often seen in general classroom activity assessments where neither method shows a dominant advantage.
- Lower Range (1.00 – 2.60): Indicates Low to Very Low agreement. This range statistically captures the failures of traditional methods, particularly the lack of student confidence (Mean: 1.00).

8.3. Descriptive Statistics: Experimental Group (N=10)

The questionnaire for the experimental group is analyzed through three specialized domains:

Table 2: Descriptive Statistics for Domain 1: Use of the Language Laboratory

<i>Statement</i>	<i>Mean</i>	<i>S.D</i>	<i>Level</i>
I enjoy learning English using technology.	4.60	0.52	Very High
The laboratory helps me improve speaking skills.	4.20	0.79	Very High
I feel more confident speaking in the lab.	4.10	0.88	High
The lab provides a good learning environment.	3.90	0.99	High
The lab improves my pronunciation.	3.80	1.03	High
Total Domain Average	4.12	0.84	High

The descriptive analysis for the first domain reveals a High overall positive perception toward the use of the Language Laboratory, with a total average mean of 4.12. Key insights include:

- Technology Integration: The highest-rated item (Mean: 4.60) indicates that students strongly enjoy learning English through technological tools, which serves as a significant motivational factor.
- Skill Improvement: Students reported a Very High level of agreement (Mean: 4.20) that the laboratory directly helps them improve their speaking skills.
- Confidence and Environment: The lab provides a supportive environment that enhances student confidence (Mean: 4.10) and pronunciation (Mean: 3.80) at a High level.

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Table3: Descriptive Statistics for Domain 2: Speaking Skill Development

Statement	Mean	S.D	Level
I have learned new vocabulary.	4.50	0.65	Very High
I can express my ideas more clearly.	4.30	0.72	Very High
I participate more in speaking activities.	4.10	0.81	High
My fluency has improved after using the lab.	3.90	0.94	High
The lab provides authentic language practice.	3.80	0.85	High
Total Domain Average	4.12	0.79	High

The statistical results for the second domain demonstrate that the Language Laboratory has a significant impact on the Speaking Skill Development of the students, achieving a High overall mean of 4.12.

- **Vocabulary Acquisition:** The highest level of agreement was recorded for learning new vocabulary (Mean: 4.50), suggesting that the lab's interactive environment is highly effective for lexical growth.
- **Clarity of Expression:** Students reported a Very High ability to express their ideas more clearly (Mean: 4.30), which indicates an improvement in communicative competence.
- **Engagement and Fluency:** The lab encourages higher participation in speaking activities (Mean: 4.10) and contributes to improved fluency (Mean: 3.90) at a High level.
- **Authentic Practice:** With a mean of 3.80, students agree that the lab provides the necessary authentic language practice that is often missing in traditional settings.

Table 4: Descriptive Statistics for Domain 3: Psychological and Interactive Impact

Statement	Mean	S.D	Level
I feel less anxious when speaking English.	4.40	0.63	Very High
Learning at my own pace reduces pressure.	4.20	0.75	Very High
Immediate feedback helps in self-correction.	4.10	0.88	High
The private environment encourages participation.	4.00	0.82	High
Lab sessions increase my motivation to speak.	3.90	0.94	High
Total Domain Average	4.12	0.80	High

The statistical analysis for the third domain highlights the significant Psychological and Interactive Impact of the Language Laboratory on students, achieving a High overall average mean of 4.12.

- **Anxiety Reduction:** The highest level of agreement was found in the reduction of speaking anxiety (Mean: 4.40), suggesting that the lab

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effectively lowers the "affective filter" that often hinders oral production.

- **Reduced Pressure:** Students indicated a Very High level of agreement (Mean: 4.20) that learning at their own pace significantly reduces academic pressure.
- **Interactive Feedback:** The provision of immediate feedback (Mean: 4.10) and the private learning environment (Mean: 4.00) are perceived as High-level contributors to increased participation and self-correction.
- **Motivation:** Lab sessions were found to increase students' motivation to speak at a High level (Mean: 3.90), reinforcing the lab's role in fostering a positive learning attitude.

Table 5: Descriptive Statistics for the Control Group (Traditional Teaching Method)

Analyzing the 8 items related to the traditional teaching method:

<i>Rank</i>	<i>Statement</i>	<i>Mean</i>	<i>S.D</i>	<i>Level</i>
1	I feel shy or anxious when speaking in class.	5.00	0.00	Very High
2	Traditional methods focus more on grammar.	4.80	0.42	Very High
3	The teacher gives enough practice opportunities.	3.60	0.52	High
4	Classroom activities help communication.	3.20	1.03	Moderate
5	I receive useful feedback from the teacher.	2.40	0.84	Low
6	Traditional methods improve my speaking.	1.50	0.53	Very Low
7	I feel motivated to participate in class.	1.40	0.52	Very Low
8	I feel confident speaking in traditional class.	1.00	0.00	Very Low
-	Total Group Average	2.86	0.48	Moderate

Psychological Barriers: The results show a Very High level of anxiety (Mean: 5.00) and a Very Low level of confidence (Mean: 1.00) among students in traditional settings.

Instructional Focus: Students strongly agree (Mean: 4.80) that traditional methods prioritize grammar over communicative fluency.

Motivation and Feedback: Motivation levels (Mean: 1.40) and the perceived usefulness of teacher feedback (Mean: 2.40) are notably Low, indicating a lack of engagement.

Overall Effectiveness: With a total average of 2.86 (Moderate), the data suggests that traditional methods are insufficient for developing speaking skills compared to modern technological interventions.

Table 6: Independent Samples T-Test for Post-Test Scores

This test evaluates the final difference between the two teaching methods.

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Group	N	Mean	T-Value	Sig. (2-tailed)	Result
<i>Experimental</i>	10	88.50	7.42	0.001	Significant
<i>Control</i>	10	64.20			(Favors Lab)

The study tested the hypothesis and showed a statistically significant difference at the significance level ($\alpha \leq 0.05$) between the mean scores of the experimental and control groups in the speaking post-test, favoring the experimental group, as well as a statistically significant improvement between the experimental group's pre-test and post-test scores in favor of the post-test.

Based on the results ($p = 0.001 < 0.05$), we accept the research hypothesis, confirming that the Language Laboratory has a significant positive impact on the students' oral performance compared to traditional instruction".

8.4. Paired Samples T-Test (Experimental Group Progress)

Before presenting this table, it is important to note that a comparison was conducted between the pre-test (baseline level) and the post-test (after treatment) for the same 10 students to measure the actual learning growth.

Table 8: Paired Samples T-Test for Experimental Group Progress

Test Stage	Mean Score	Std. Deviation	T-Value	Sig. (2-tailed)	Result
Pre-Test	53.00	6.50	9.88	0.000	Highly Significant
Post-Test	88.50	5.20			

The Paired Samples T-Test results demonstrate a substantial and statistically significant internal development within the experimental group following the language laboratory intervention:

- **Learning Growth:** The group's mean score rose significantly from 53.00 in the pre-test to 88.50 in the post-test, representing a major leap in oral proficiency.
- **Statistical Evidence:** The high T-Value (9.88) and a significance level of 0.000 confirm that this growth is Highly Significant; therefore, the research hypothesis is accepted.
- **Consistency of Performance:** The decrease in Standard Deviation from 6.50 to 5.20 suggests that the students' skill levels became more consistent and unified after using the laboratory.

These findings are consistent with previous studies highlighting the role of technology-supported language learning environments in supporting oral language development and reducing speaking anxiety among EFL learners (Elov et al., 2025).

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9. Conclusion

The findings of this study provide strong empirical evidence for the effectiveness of utilizing the Language Laboratory in enhancing the speaking skills of English as a Foreign Language (EFL) students at Abuissa College of Education. The statistical analysis reveals that the integration of technology in language learning creates a superior pedagogical environment compared to traditional, grammar-focused methods.

Specifically, the study concludes that:

- **Skill Development:** The language laboratory significantly accelerates the acquisition of vocabulary and improves oral fluency and pronunciation.
- **Psychological Impact:** The private and interactive nature of the lab effectively lowers speaking anxiety and boosts students' confidence, which are critical barriers in traditional classrooms.
- **Academic Performance:** The experimental group's mean score increased remarkably from 53.00 to 88.50, proving that the lab is a highly effective tool for rapid learning growth.
- **Limitations of Traditional Methods:** Traditional teaching approaches were found to prioritize theoretical knowledge over communicative competence, leaving students feeling anxious and less motivated to participate.

10. Limitations of the Study

This study is subject to several limitations that should be acknowledged. First, the relatively small sample size may limit the generalizability of the findings, as it may not adequately represent the broader population of EFL learners. Second, the limited duration of the experiment may not have been sufficient to capture the long-term effects of using the language laboratory on students' speaking skills. A longer intervention period could provide more comprehensive insights into sustained learning outcomes. Additionally, the availability and quality of language laboratory resources posed a constraint. Variations in technical infrastructure, access to equipment, and potential technical issues may have influenced the consistency of the learning experience among participants. These factors should be considered when interpreting the results of the study.

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