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Abstract

The hypothesis that students will express no preference between carrels and open table type of accommodation in a language laboratory was tested in a four-week study. Two identical rooms, one containing carrels and the other containing open tables, were connected to a single control room and used by 1,080 university students (enrolled in language courses) who served as subjects. The students were observed in four week-long phases in which their behavior in selecting and using laboratory accommodation was observed; a verbal instrument designed to solicit factors in their selection of laboratory accommodation was administered; a questionnaire to determine each subject's normal choice of accommodation, whether he attended sessions alone or with a friend, and the effects of restricting him to one or the other of the rooms was completed by each student. Another observation procedure which identified subject choices by sex and a short questionnaire designed to identify preference, isolation, social, and interference variables were completed. Findings were that while students verbally preferred carrels, they actually used tables, that students at carrels were more easily disturbed, and that female students were more decisive in their choice of open tables and were more likely to attend with friends. (A nine-item bibliography is included.) (SP)

INSTRUCTIONAL MEDIA OFFICE

Sir George Williams University

A STUDY INTO ENVIRONMENTAL ASPECTS OF STUDENT ACCOMMODATION IN THE FOREIGN LANGUAGE LABORATORY

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A STUDY INTO ENVIRONMENTAL ASPECTS OF STUDENT ACCOMMODATION IN THE FOREIGN LANGUAGE LABORATORY.

I PROBLEM STATEMENT

PURPOSE

To study student preferences for use of facilities in a random access language laboratory with reference to environment and social variables.

PROBLEM

Do students exhibit preferences for accommodation at individual study stations in a language laboratory ?

If preferences exist are these for "open" or "isolated" study stations ?

What are the factors that relate to any preferences students demonstrate ?

OBJECTIVES TO THE STUDY

American education has been influenced by two important outgrowths of World War II in the use of instructional media. One influence was the dramatic use of instructional media in an efficient training program of military personnel and the other influence was the increase in quantity and reliability of instructional devices. Foreign language teaching during this period, adopted a specialised form of media, the Language Laboratory, with little empirical evidence of its value to language study.[1]

1. Finn, James D. - address Canadian Education Showplace, Toronto - January 26, 1967

   also Hayes (1960) contends much early activity with Language Laboratories was adopted with less than a careful study of its implications for Language study.

The design of the Language Laboratory was determined largely by the requirements of the equipment used in the system. Individual carrels were constructed to house a tape recorder, headset and microphone and these were connected to a teacher's console. This arrangement has become the standard format for the language laboratory. The format has been assumed to provide students with desirable privacy and isolation. Stack (1960) claims that such an arrangement frees the student from embarrassment and inhibition in the classroom and provides the illusion of being alone. Childers (1964) is less insistent upon the necessity for isolation but accepts it as desirable.

In some schools it has been necessary to provide for other activities when the laboratory is not in use for language study. This necessity has resulted in no partitions, partial partitions, or "fold down" dividers being provided at the student study stations. It is assumed that such adjustments and simplifications will reduce efficiency from what might be expected with a traditional laboratory.[2]

Sound isolation has been improved by newer designs in close talk microphone and sound attenuating earphones. Sawyer, (1960) suggests that the earphones are the most critical components in sound isolation.

Beginning with Lock's (1959) efforts at MIT to house all equipment in remote locations, except headset and volume controls, a strong trend has developed away from equipment at student stations. Morton (1961) a, b,) identified the random access automatic laboratory systems in his description

2. Stack, E.M. comments in a symposium conducted by Hocking (1964)

of the "Dial-a-Lesson" at the University of Michigan.

The growth of random access systems acquisition is reported Stewart (1967). "His "Newsletter" reported 40 such systems in colleges and schools in 1965, 110 in 1966, and 250 systems installed or contracted in 1967.

The removal of equipment from the student position, by these technological advances, also removed the mechanical distractions which made earlier booth designs essential. However, the established pattern of laboratory format continues to dominate laboratory design. Few, if any studies, have been conducted to determine the relationship of accommodation to student utilization and preference. The present study attempts to question the assumptions, current in the field, that booths are necessary in a language laboratory. It will do this by exploring the relationships between student preference and utilization patterns and the type of accommodation provided at individual study stations.

Hypothesis

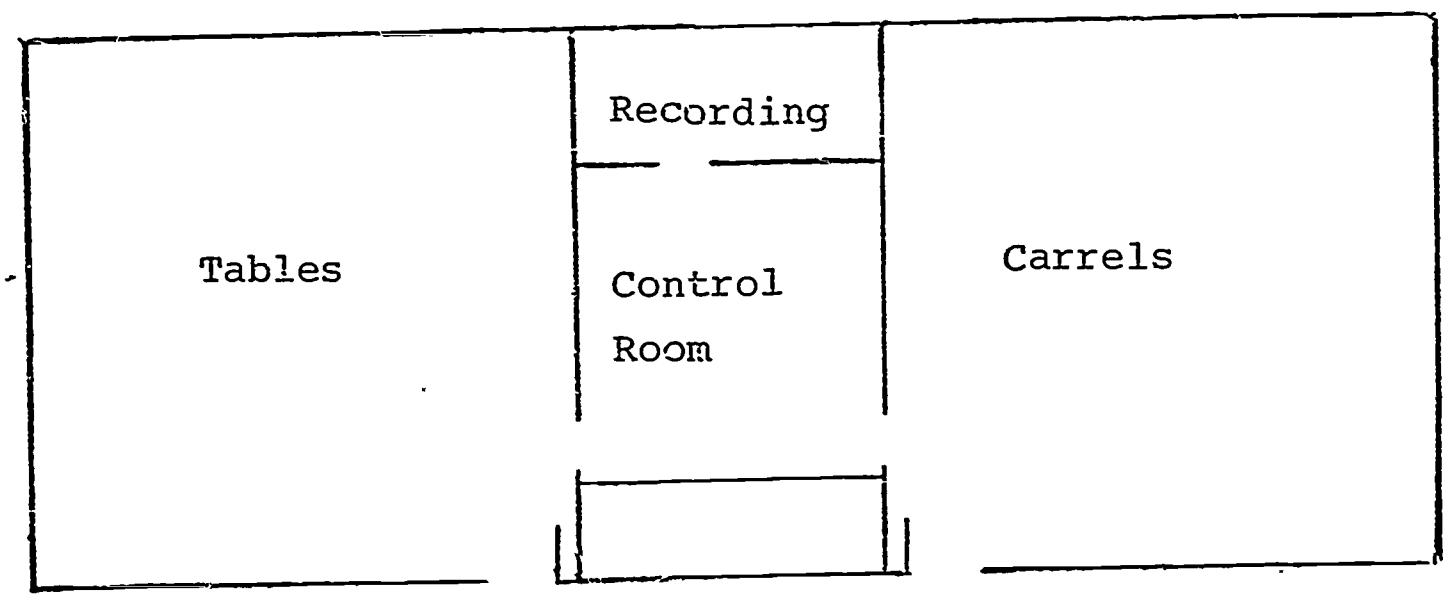
Students will express no preference between carrels and open table type accommodation in a language laboratory when equipment is not a factor.

II Procedures

The study was conducted during the final four weeks of the Winter term at Sir George Williams University, Montreal. Students enrolled in undergraduate foreign language courses requiring laboratory assignments provided the population for the study. Five introductory courses in French, Spanish, German, Hebrew, Russian and one intermediate course in French had requirements for all registered students to use the laboratory. One thousand and eighty students were registered in these courses.

The random access language laboratory of the University provided the environment for the study. The Laboratory installation consisted of two identical rooms 26' x 31' adjacent to a central equipment and control room (see fig. 1)

fig.1.



Language Laboratory Complex
Sir George Williams University.

One room was equipped with 32 student positions at open library type tables. Four student positions were located at each table with a working space of 36" wide by 24" deep. No partitions or dividers separated the student positions. The second room contained 36 student positions at fibre glass carrels supplied as standard equipment by the manufacturer. Each position provided a semi-isolated work space 30" wide by 18" deep with an inclined panel designed to accommodate a television monitor. Ten of the carrel positions were equipped with a television monitor for use in a regular audio-video sequence not related to this study.

Both rooms were physically similar in design, color treatment, lighting and carpeting. Entrance to both rooms was from a common corridor. The difference in seating capacity is accounted for by the provision of greater width at student positions to prevent the possibility of overcrowding.

The electronic equipment in both rooms was identical in design, appearance and operation and was supplied on a single contract by Omnilab Inc. Chicago. Each student position was equipped with a ten push button control panel for program selection, a pair of close fitting commercial earphones with attached close talk microphone and associated volume controls. Each student position had access to the

48 taped programs stored on the central tape playback source machines. Selection of the desired program was achieved by reference to a published directory of code numbers and the composition of the appropriate code on the push button selection device. The playback equipment in the equipment and control rooms operated automatically as each selection was made.

The laboratory operated throughout the school year on a library basis. Students in the five introductory courses were expected to spend one hour per week in the laboratory. Students in the intermediate level French course were expected to spend 3 hours and 2 hours for day and evening courses respectively.

The laboratory was open 14 hours per day and 8 hours Saturday. Students were free to select their own time during the hours of operation. No means of checking student attendance was employed by the academic department although two oral examinations during the year were designed to assess student performance. Students attending the laboratory served as subjects for the study.

Since the study was undertaken concurrently with the regular instructional program of the laboratory a minimum of disruption could be allowed the investigation. In addition to the regular audio exercises available for each course, one

videotaped laboratory sequence was provided, upon request, to any of the 10 student positions so equipped. During the conduct of the study these 10 positions were temporarily removed from the random access to audio programs. Students selecting these positions were restricted to the audio-video program and were not included in the data collection.

The control room was staffed by technical operators during open hours and these people were available to assist students if difficulty arose with the apparatus.

The study was divided into four phases of one week duration each.

Phase I - Student behavior in selecting and using laboratory accommodation was observed on a time sampling basis. Each hour a seating plan was completed to indicate which student positions were occupied. (See appendix Form I.M.O. 301)

Phase II - Factors in student selection of laboratory accommodation was solicited by means of an instrument designed for the study. (Appendix, Form I.M.O. 302) The instrument was administered verbally by the technical operator in the control room using the intercommunication system. The instrument was presented to each student as soon as he had selected a laboratory position. Responses were recorded by position and room. Only one set of responses was collected per student. If a student indicated on the first question that he had already been interviewed, no further questions were presented.

Phase III - Since the laboratory with tables had been used by students with portable equipment before the permanent installation was completed, the possibility existed that some students would select this room out of habit or out of ignorance that there was alternate accommodation. To reduce the effect of these variables each room was alternatively closed for a two hour period during the third week of the study. During this phase a questionnaire was presented (appendix I.M.O. 305) to determine the subject's normal choice of accommodation. This instrument attempted to identify the existance of a social variable by asking if the subject had attended the laboratory alone or with a friend. Further, the questionnaire sought to measure the effect of the restriction procedure on the laboratory exercise. Subjects were given color coded questionnaire forms to identify the treatment room in which responses were given. Subjects identified themselves by affixing their I.D. number to the questionnaire. In tabulating responses duplicates and forms without I.D. numbers were rejected.

Phase IV - The final week of the study consisted of a time sampling observation procedure and a short questionnaire. The observation procedure followed the pattern of Phase I and in addition identified subjects by sex. Subjects were given a questionnaire (appendix I.M.O. 303) designed to identify preference, isolation, social and interference

variables. Subjects identified the questionnaire by I.D. number and duplicate or missing I.D. numbers were rejected.

III FINDINGS

In Phase 1 of the study 104 students were recorded at student stations in the open table treatment room. During the same period 31 students were recorded at stations in the carrel equipped treatment room (see table 1)

TABLE 1 - Phase 1 - Patterns of Student Selection of Language Laboratory Accommodation

Treatment	9-12 a.m.	1-5 p.m.	6-10 p.m.	TOTAL
Tables	36	42	26	104
Carrels	11	9	11	31

N = 135

Utilization ratio of tables to carrels - 3.35: 1
Utilization of treatment accommodation - 77% tables
- 23% carrels

During Phase II 41 student interviews were completed. Of these interviews 15 were obtained in the carrel treatment room and 26 in the open table treatment room. Table 2 reports the results of these interviews under factors of frequency, reasons for selection, selection, awareness of alternate accommodation, disturbance, accommodation adequacy, and verbal preference. Subjects were interviewed in the room which they normally selected. Subjects selecting the carrel treatment room were familiar with the open table treatment room but a significant number, 11 out of 26, of subjects using the tables had not used the carrels. This finding confirmed the desirability of the procedure of restrictions carried out in Phase III. Among subjects using the two treatment rooms there was infrequent use of the alternate accommodation and a consistent pattern of utilization in favor of one or other treatment room. Of subjects questioned in the carrel treatment room 53.4% were satisfied with the noise exclusion of the earphones while in the table treatment room 73% of the subjects were satisfied with this equipment. In the carrel treatment room 46.6% of the subjects reported they were disturbed by other people in the room whereas 17.6% of the subjects in the table treatment room reported the same problem. The accommodation in both treatment rooms was accepted as adequate with the exception of one negative response from a subject using the open tables.

TABLE 2

FACTORS IN STUDENT USE OF LANGUAGE LABORATORY ACCOMMODATION AS REPORTED IN ROOMS WITH TWO TYPES OF ACCOMMODATION.

	Room with Carrels	Room with Tables
Frequency		
Number of times student used lab.	15 students	26 students
1 - 5	4	1
5 - 10	2	2
10 and over	9	23
Reasons given for selection of accommodation.		
Privacy	3	
Television distraction		1
Appearance and comfort	5	1
First contact and habit	1	8
Audiovisual program	4	
Did not know of other room	1	3
Technical difficulties with other room		3
Most students come to this room		1
No reason		4
Selection		
Normal selection of this room	12	24
Normal selection of other room	1	1
Alternate between rooms	1	1
Awareness of alternate accommodation.		
Have used other room	11	15
Have not used other room	2	11
Frequency of use of other room		
1 - 3 times	8	13
more than 3 times	2	2
Disturbance		
Disturbed by other people	7	4
Not disturbed by other people	8	20
Headphones exclude sufficient noise	8	19
Headphones do not exclude sufficient noise	7	7
Accommodation - adequacy		
Work surface adequate	15	26
Work surface inadequate	-	-
Adequate room at position when others using next position	15	24
Inadequate room at position when others using next position	-	1

Table 2 Continued

Verbal Preference	Rooms with Carrels	Room with Tables
Preference for tables	2	9
Preference for carrels	11	14
Preference for room with carrels	13	11
Preference for room with tables	-	6

TABLE 3

PATTERNS OF SELECTION DURING PERIODS OF RESTRICTION

	LAB. WITH TABLES		LAB. WITH CARRELS	
	YES	NO	YES	NO
1. Knowledge that other lab was temporarily closed.	24	23	28	13
2. Normal choice of room with - tables	34		26	
carrels	8		13	
both	5		2	
3. Restriction interfered with lab. exercise	2* (7)	41	3* (4)	37
4. Attendance in Lab. alone	34		39	
with friend	13		2	
Rejections - lack of identification number	9		10	

* The figures in brackets represent the total number of students reporting interference with lab. exercises due to the experimental procedure. However in statements given as to the cause of the interference six listed the absence of the audio-visual exercise as the problem. Since the audio-visual exercise was not involved in the experimental design the figures have been adjusted by removing these responses.

Subjects in the carrel treatment room were consistent in stating a verbal preference for that accommodation. Among subjects using the open tables the verbal response was inconsistent with behavior where 60.8% of subjects indicated a verbal preference for carrels.

In Phase III 88 subjects completed questionnaires. Table 3 contains the findings on the pattern of selection during the periods of restriction. During this period 60 subjects reported that they normally selected the room with tables, 21 subjects reported that they normally selected carrels and 7 reported that they used both rooms. Of subjects stating a preference in the normal choice of the accommodation 74% favored the open table treatment room. A nominal number of subjects (5) reported that the restrictions interfered with their laboratory exercise while 78 reported no such interference. Of the 47 subjects questioned in the open table treatment room 27.6% came with a friend whereas only 4.8% of subjects using the carrel treatment room reported coming with a friend.

During the final phase of the study 158 subjects were recorded in the treatment rooms. Table 4 shows the distribution of subjects according to sex.

TABLE 4 Phase IV - Patterns of Student Selection of Language Laboratory Accommodation.

N = 158	Male	Female	Total
Tables	33	79	112
Carrels	21	25	46
Ratio-tables to carrels	1.57:1	3.16:1	2.43:1
% Utilization-tables	61.1%	75.9%	70.8%
-carrels	38.9%	24.1%	29.2%

In the carrel treatment room 54.5% subjects were female and 45.5% were male. In the open table treatment room 70.4% of the subjects were female and 29.6% were male. The distribution of subjects between the two treatment rooms was 70.8% in the table room and 29.2% in the carrel room. Examined according to sex 61.1% male and 75.9% female subjects were observed in the open table room. The difference in strength between male and female selection of open tables is 14.8% and in both cases it is significantly in favor of open tables over carrels. A comparison of data collected in Phases I and IV is presented in Table 5.

TABLE 5 Comparison of Patterns of Student Selection of Language Laboratory Accommodation between Initial (phase 1) and final (phase IV) phases.

	Phase I			Phase IV		
Sex	N	% choosing tables	% choosing carrels	N	% choosing tables	% choosing carrels
M	-	-	-	54	61.1%	38.9%
F	-	-	-	104	75.9%	24.1%
Both	135	77%	23%	158	70.8%	29.2%

Questionnaires were completed by 104 subjects during this phase of the study.

Table 6 presents the tabulation of student response on the factors of awareness of alternate accommodation, preference, disturbance and socialization.

TABLE 6

Factors in Student use of Language Laboratory Accommodation as reported in rooms with two types of accommodation - final survey.

N = 104	N = 33	N = 71
	Male	Female
Awareness		
Used tables	30	68
Had not used tables	3	3
Used Carrels	30	56
Had not used carrels	3	15
Verbal Preference		
Tables	7	20
Audio Carrels	10) 22	16) 40
Audio-video carrels	12)	24)
Study in isolation - yes	24	42
- no	6	22
Study close to others - yes	7	12
- no	25	53
Disturbance		
Headphones satisfactory - yes	21	52
- no	8	17
Socialization		
Attended lab. alone	30	46
Attended lab. with friend	3	25
Friends present	5	28

In Phase III the procedure of forced restrictions was designed to reduce the influence of habit and lack of awareness of alternate accommodation.

Table 7 presents the data collected on the subjects' awareness of alternate accommodation and is based upon the subjects' use of that accommodation. Among males a high level of acquaintance with both treatment modes was indicated. However, among females there was a significant lack of awareness of the carrel treatment room. This evidence partially explains the strong preference for open tables among females.

TABLE 7

Awareness of alternate accommodation
by subjects using the Language Laboratory

	N	Male	N	Female
Have used tables	30	90.9%	68	95.7%
Have used carrels	30	90.9%	3	78.8%
Have not used tables	3	9.1%	56	4.3%
Have not used carrels	3	9.1%	15	21.2%

Table 8 presents the data collected for verbal preference for tables, carrels and isolation. Both male and female subjects expressed a verbal preference for carrels and to study in the isolation provided by the carrel. The male preference is stronger than that expressed by females but in both instances the preference is well above the mean. Neither male nor female subjects expressed a strong preference to study in a room close to others and there was no significant difference between their responses.

TABLE 8

Student Verbal Preference for Accommodation, isolation and proximity to other persons when using the Language Laboratory.

Verbal Preference	N	Male	F	Female
Prefer Tables	7	24.2%	20	33.4%
Prefer Carrels	22	75.8%	40	66.6%
Prefer to work in isolation - yes	24	80%	42	65.6%
- no	6	20%	22	34.4%
Prefer to work close to others - yes	7	21.9%	12	18.4%
- no	25	79.1%	53	81.6%

Earphones were reported by 72.4% of male and 75.3% female subjects to exclude sufficient room noise to allow uninterrupted work with the language exercises.

A significant difference was found between male and female subjects on the socialization factor of attendance with friends. Table 9 presents the data on socialization. The difference between male and female behavior is significant at the 5% level of confidence and is suggestive of a variable that contributes to the difference in strength between male and female verbal preferences for accommodation.

TABLE 9

Socialization factor between male and female subjects based upon attendance at the laboratory with or without a friend.

	N	Male	N	Female
Attended lab. alone	30	90.9%	46	64.7%
Attended lab with a friend	3	9.1%	25	36.3%

V - Discussion and Conclusion

A conflict in student preference was discovered between their verbal statements and observed behavior in the selection of study stations at open tables. Subjects stated a preference for carrels over open tables. However, in observation of their behavior in two one week periods, with an intervening treatment to familiarize subjects with alternate accommodation, it was found that subjects actually selected open type tables over carrels. In the first week this pattern of use was 77% of students selecting open type tables over carrels and in the final week of observation 70.8% of the subjects selected the open tables.

The pattern of use remained consistent over the period of

the study. While the difference of 6.27 between observations is barely beyond the 5% level of confidence it can be attributed to the experimental design during Phase III in which restrictions were placed upon accommodation selection. It was found that female subjects had a stronger tendency than male subjects to select open tables. However, both sexes actually used the treatment room with open tables significantly more often than the room with carrels. The behavior of subjects in the actual use of accommodation is accepted as more reliable than verbal preference for accommodation and hence the major hypothesis, that students will express no preference for accommodation when equipment is not a factor, is rejected. It is concluded that under the conditionsof this study, in a remote controlled, random access language laboratory operated on a library basis, that students will use open type tables over semi-isolated carrels. It was found that female students are more likely to select open tables than males and that this difference is due to a) a socializing tendency among females to attend the laboratory with a friend, and b) less awareness among females of alternate accommodation.

The literature reviewed by the author assumed that carrels provided a desirable isolation factor in addition to the sound isolation of earphones. The evidence of this study does not support that assumption. Furthermore, it was found in Phase II of the study that subjects in the carrel

treatment room did not find the earphones as acceptable as the subjects in the open table treatment room. In the former room 46.6% of the subjects reported that the earphones did not exclude sufficient room noise while in the table treatment room 27% of the subjects reported this difficulty. A similar situation existed with disturbance by other people being reported by 46.6% of subjects in the carrel treatment room and 17.6% of the subjects in the table treatment room. Three explanations are possible for this situation. In the first place the noise and disturbance factor could be due to a greater degree of noise and disturbance in the carrel room. However, since the attendance in the carrel room was small and at no time reached 25% capacity these factors were judged not to be major problems. Both rooms, upon observation, were quiet and free of gross distraction by persons in the rooms. A second explanation is found in the suggestion that personality variables account for the differences perceived by subjects. While personality variables were not investigated it should be noted that if such did exist they were not satisfied by the existence of carrels. The third explanation and the one the author suggests is the contributing variable is a tolerance threshold. It is suggested that in the case of the open table treatment, subjects are not encouraged to anticipate privacy and that a tolerance threshold becomes operative accordingly. In the case of the carrel treatment, subjects are encouraged to anticipate privacy and isolation and a relatively lower tolerance

threshold becomes operative. Since the carrel does not allow the anticipation to be actualized the subject's tolerance threshold is reached more quickly and he is more readily aware of other persons and sounds in the room.

It should be recognized that in the library situation investigated in this study that the laboratory was operating at low efficiency in terms of the capacity of the system. If the laboratory were operating close to capacity the findings of this study may have been completely different.

Summary

In the random access language laboratory, investigated in this study, which was operated on a library basis it was found that:

1. Students verbally stated a preference for carrels but actually chose open table type accommodation. Students were consistent in their choice of either type of accommodation.
2. Students at carrel positions were disturbed by ambient noise and other people in the laboratory more than students at open table positions. This was explained by suggesting the existence of a tolerance threshold which was more quickly reached in the carrel treatment room.
3. Female students are more decisive than male students in their selection of open table accommodation.

This was explained by a socializing factor in that females attended laboratory sessions with friends more often than males. It was also found that females were less familiar with the existence of alternate accommodation than males.

4. Students involved in regular language laboratory exercises did not find the experimental design of this study interfered with their work.

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APPENDIX

Report Form	-	I.M.O. 301
Questionnaire	-	I.M.O. 302
Survey Form	-	I.M.O. 303
Questionnaire	-	I.M.O. 305

DATE _____

HOUR _____

I.M.O. 301

LANGUAGE LABORATORY RESEARCH PROJECT
REPORT FORM

SEAT ROW	1	2	3	4	5	6	7	8	9
A									
B									
C									
D									
E									
F									
G									
H									

COMPLETED BY _____

DATE _____ POSITION I.M.O. 302

ROW _____

HOUR _____ SEAT _____

LANGUAGE LABORATORY RESEARCH PROJECT
QUESTIONNAIRE

"THIS IS THE CONTROL ROOM. TO MAKE THE LABORATORY AS HELPFUL AS POSSIBLE TO STUDENTS, WE WISH TO GATHER INFORMATION ON YOUR EXPERIENCE IN THE NEW LABORATORY. I HAVE SEVERAL QUESTIONS TO ASK AND YOUR ASSISTANCE WILL BE APPRECIATED."

1. HAVE YOU BEEN INTERVIEWED PREVIOUSLY IN THIS SURVEY ? YES _____ NO _____

2. HOW OFTEN HAVE YOU USED THE LABORATORY SINCE IT OPENED IN JANUARY ? _____

3. WHY DID YOU SELECT THIS LAB ROOM ? _____

_____

4. DO YOU NORMALLY COME TO THIS ROOM ? _____

5. HAVE YOU USED THE OTHER ROOM ? _____

HOW OFTEN ? _____

6. HAVE YOU HAD ANY DIFFICULTY WITH THE EQUIPMENT ?

A) HEADPHONES B) MICROPHONE
C) PUSH BUTTONS D) VOLUME CONTROLS A)___B)___C)___D)___

7. ARE YOU DISTURBED BY NOISE OF OTHER PEOPLE IN THE LABORATORY ? YES _____ NO _____

8. ARE THE EARPHONES COMFORTABLE ? YES _____ NO _____

9. DO THE EARPHONES EXCLUDE SUFFICIENT NOISE FROM THE ROOM ? YES _____ NO _____

10. IS THE WORK SURFACE IN FRONT OF YOU ADEQUATE ? YES _____ NO _____

11. DO YOU HAVE ENOUGH ROOM WHEN OTHER PEOPLE ARE USING THE POSITIONS NEXT TO YOU ? YES _____ NO _____

12. HAVE YOU ANY PREFERENCE BETWEEN THE ROOM WITH THE TABLES AND THE ONE WITH THE CARRELS ? TABLES _____ CARRELS _

13. WHICH ROOM DO YOU PREFER ? _____

I.D. NUMBER _____ I.M.O. 303

LANGUAGE LABORATORY SURVEY SEX - MALE ____ FEMALE ____

TO ASSIST THE UNIVERSITY IN EVALUATING THE LABORATORY FACILITIES WOULD YOU PLEASE COMPLETE ALL THE FOLLOWING QUESTIONS.

1. HOW OFTEN DO YOU ATTEND THE LABORATORY ? _____ .

2. HOW LONG IS YOUR AVERAGE LAB. PERIOD ? _____

3. HAVE YOU USED THE LAB. WITH THE OPEN TABLES ? YES ____ NO ____

4. HAVE YOU USED THE LAB. WITH CARRELS? YES ____ NO ____

5. IF YOU HAVE A CHOICE, WHICH LAB. DO YOU PREFER ? (INDICATE ONE CHOICE ONLY)
   A) OPEN TABLES _____
   B) CARRELS
      1. (AUDIO ONLY) ____
      2. (AUDIO-VIDEO) ____

6. DO YOU PREFER TO STUDY IN THE ISOLATION PROVIDED BY THE CARREL ? YES ____ NO ____

7. DO YOU PREFER TO STUDY IN A ROOM CLOSE TO OTHER PEOPLE ? YES ____ NO ____

8. DO THE EARPHONES ELIMINATE SUFFICIENT ROOM NOISE TO ALLOW YOU TO WORK ON YOUR LANGUAGE EXERCISE WITHOUT INTERFERENCE ? YES ____ NO ____

9. DID YOU COME TO THE LAB. TODAY ALONE _____ WITH A FRIEND _____

10. ARE ANY OF YOUR FRIENDS IN THE LAB AT THE PRESENT TIME ? YES ____ NO ____

    IF SO HOW MANY ? _____

11. COMMENTS _____

_____

_____

ID NUMBER _____ I.M.O. 305

LANGUAGE LABORATORY RESEARCH PROJECT
QUESTIONNAIRE

Please complete this form to assist the University in its study of Language Laboratory service.

The other lab room, adjacent to this one is temporarily out of service.

1. Did you know this when you came in ? Yes ____ No ____

2. Do you normally use:

   this lab room ? Yes ____

   the other lab room ? Yes ____

3. Has the temporary restriction in service affected your lab exercise YES ____ No ____

   How _____ _____

   _____ _____

4. Did you come to the lab. alone _____ with a friend _____