EDAXIS DIGITAL LANGLAB

Edaxis LangLab , the innovative and pedagogically superior suite of software modules for learning any language at any level, is the only product to receive top marks across the board—in categories such as range and usefulness of features, ease and reliability of operation, customer support and value for money—in the last study of digital language-lab solutions published under the auspices of the International Association for Language Learning Technology. A learn-anywhere blended learning platform, Edaxis LangLab helps language students acquire aural, oral, reading, and writing skills as well as cultural knowledge through active use of lessons teachers design. Teachers can use existing multimedia or text resources and new resources they create or select.

For use in the lab or classroom, if additional classroom management functions are also desired, an institution can use Edaxis LangLab in conjunction with an inexpensive classroom-control system. Doing so makes it possible to engage in additional instructional activities and send to students materials not already linked to LangLab lessons, thereby easing the initial effort of lesson creation.

Edaxis LangLab itself, however, provides a superior alternative to the usual mechanism of the instructor acting as a human file-server and dispatching files to students. Lessons are stored on a server. Students working individually or in pairs or groups choose their course from a menu of courses and select (at the instructor's direction) a lesson. A course can have any number of lessons, and a lesson can have any number of "items" or activities. Lesson activities can involve both tools "internal" to modules and additional multimedia instructional materials on Web sites or in file form. The module teachers use to create lessons links these additional resources to the item. In self-paced work, students choose lessons from menus, click to go from item to item, and resources are available at the click of a button—teachers don't waste time finding files and sending them to students.

Edaxis LangLab also supports teacher-controlled synchronized work, as is sometimes necessary in administering standardized tests or when improvising lessons. (When teachers haven't had time to assemble a lesson in advance, they can use any available resource as prompt material, then speak to the whole class, ask questions, and record students' responses.)

Internal tools include the following:

- sound clips that teachers either record themselves or import
- recording of oral responses, including during recording pauses. Responses during recording pauses are combined with the original sound clip as a new file, so that comparing responses to model utterances is very easy and does not require switching between tracks. Edaxis LangLab also supports simultaneous interpretation or "ghosting" without recording pauses.

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- small pictures that pop up automatically when a student is using an item
- a scrolling text window for instructions, text material, written questions, and radio buttons, checkboxes, and text boxes for typing answers to multiple-choice, checklist, fill-in-the blanks, or essay questions. The text window has formatting controls above it, allowing choice of background color, font, font color and size, and the use of bold and italics, so that an instructor can use formatting to draw a student's attention to key elements or simply usual visual variety to keep students engaged.

External tools a teacher can link to items of lessons include anything in file form—video clips, pictures, maps, drawings, and other images, longer audio clips, PowerPoint, documents, etc.—or any Web page.

With this rich toolkit, the teacher can hold students' interest by introducing extraordinary variety—reflecting the myriad circumstances of language use—in diagnostic testing, instruction, and assessment of proficiency. The combinations of resources possible allow for pedagogically superior integrated teaching of all language skills. The multiple impressions a student receives help the student learn faster and retain knowledge longer—an activity focusing on one skill reinforces related activities focusing on other skills—and instructional variety keeps students engaged and accommodates their diverse learning styles.

The organization of materials in lessons available on a server has several advantages.
- It eliminates in-class effort in locating lesson materials and time lost in switching from one kind of instructional resource and device to another.
- It avoids the fundamental pedagogical flaw of systems that require instructors to send files to groups of students. To keep students responding often enough to stay engaged, the teacher can send them relatively short files, but to keep doing so the teacher is generally too busy acting as a file dispatcher to listen to and help the students. On the other hand, if the instructor sends them longer files, to keep from having to find and send out files as often, the students wind up having a largely passive exposure to the material.

As opposed to having to improvise a curriculum in the lab or classroom by choosing and dispatching files, instructors can take the time to create lessons that draw on multiple resources and that break down learning into manageable, incremental steps. Students can progress systematically—in all four skills—from lesser to greater difficulty, and from completely structured drills to freer, integrative responses, repeating what they need to until they achieve mastery. By eliciting frequent oral and written responses, lessons hold students' interest and give them true communicative ability. Time teachers spend preparing lessons is an investment that pays off for many years, since teachers no longer have to prepare classes in which those lessons are going to be used.

Edaxis LangLab is specifically designed to support instructor-student interaction. Instructors can

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- monitor and assist students as they work
- evaluate their oral and written work afterward (including from home)
- insert comments in students' recordings to guide them (and put in new recording pauses for the student to practice something), including in each student's version of a pair or group conversation
- export students' written answers to a file that can be brought up in a word processor, so that the instructor can add corrections or written comments and give the student the result
- view a report that tracks students' progress and time spent on lesson activities
- easily review students' performance in the past and assess progress over time.

It features unparalleled ease of data management. Rather than searching for student recordings or other files submitted by students within directories, a teacher can simply use the module for assessment and asynchronous feedback, select the lesson of interest, choose a student from a pull-down menu, and click to go from item to item to review the student's work, retrieved automatically. Alternatively, as when evaluating a test or quiz, the teacher can go to an item and then choose each student in turn from the menu to retrieve automatically the student's work.

Why Choose Edaxis LangLab?

- Critical acclaim

    —It's the only product to receive top marks across the board from the leading professional organization (IALLT) in the last survey of language lab solutions => *more value for your money.*

- It gives you a better way of teaching

    —Integrated teaching of all language skills, using varied resources => *mutually-reinforcing stimuli help students learn faster*
    —Structure lessons in manageable increments that make students respond frequently => *students stay involved, see their progress*
    —No need to dispatch files to students—menus let students select pre-assembled lessons and click to go through them. => *You can concentrate on listening to and helping students.*

- Flexibility

    —Supports both self-paced and teacher-controlled ensemble work => *let students optimize learning with existing lessons or improvise lessons and administer standardized tests*

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——Use any resources in file form or on the Web => *richer, more effective lessons*

——Import existing audio, record your own, or ask questions live => *teach what you want to teach*

——Students work individually or in pairs and groups => *varied, more enjoyable classes*

——Improves testing as well as instruction => *more realistic, more accurate assessment*

——Use it in wired or wireless labs and classrooms or over the Internet => *increase time students spend learning (assign homework)*

- Ease of use and convenience

——It's the simplest, most user-friendly solution of its kind => *Why lose time searching for functions?*

——Create lessons or retrieve students' oral/written work and provide feedback from home => *work in comfort and with fewer distractions, at your convenience*

- Cross-platform capability

——It's the only solution of its type that runs with Windows, OS X, Linux... => *Why worry about what type of computer faculty or students have at home?*

- Price

It's the least expensive solution of its kind => *your budget covers more*

Edaxis LangLab Modules

- **Client** is the module students use when working individually
- **Teacher** is the module teachers use to review students' work and provide feedback
- **Monitor** lets the teacher listen to and speak with students in a class as they work, or take control to have students work in unison.
- **Admin** lets teachers create or modify lessons
- **Let'sT@lkClient** is the module students use when working in pairs or groups
- **Let'sT@lk Monitor** is the module that lets a teacher organize groups

Here is more about what you can do with each one:

Client

- listen to an audio clip

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- record either during recording pauses of an audio clip or without an initial audio clip
- record a simultaneous interpretation of an audio clip in another language (or a "ghosted" version of what a speaker is saying, in the same language, in an audio clip without recording pauses)
- read instructions, textual material, and written questions in a configurable scrolling text window. (A teacher can choose fonts, colors, etc.)
- answer multiple-choice and checklist questions by clicking on radio buttons and checkboxes, and type answers to fill-in-the-blank and free-response questions in text boxes
- view small pictures or other images that pop up automatically when a student is on an item that uses one
- click a button labeled with the URL (location) of a Web page or an instructional resource of some kind in file form, and have the resource displayed or played by a browser or other appropriate tool. Resources can include video clips, other audio clips, image files, Powerpoints, .pdf documents, etc.
- do these things in a computer room or lab (or in a classroom, using a laptop and wireless networking), as well as a dorm room on a campus LAN, or elsewhere (e.g., at home), over the Internet
- store students' recordings and written responses automatically as easy-to-retrieve files.

Monitor

- monitor students and talk with them as they work
- create a virtual lab, with the teacher and students all in different locations on the network
- take control of the Client module for each student working in a class, initiating and stopping hearing a clip and recording as desired or as restrictions of standardized tests may require (or to improvise lessons by asking students questions live and recording responses).

Teacher

- lets teachers listen to students' recordings when they choose, even from an office or home
- shows the answers students entered in response boxes
- lets teachers record comments at exactly the right place in the file, put in new recording pauses for the student to try something again, or cut out things that were satisfactory and don't need to be redone
- shows the teacher a report indicating which lessons and items each student has completed and how much time was spent on each

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- lets the teacher view a report showing all students' written work for a lesson or export it to a word processor for adding corrections and comments

Admin (the authoring module)

- create lessons and items in lessons
- prepare sound clips for lessons by importing/capturing and editing existing sound sources, digitizing tapes, or recording new clips
- link a picture or other image "internally" to a lesson item, so that it pops up automatically when a student comes to the item
- create text instructions for lesson items
- include longer reading material (including by copy-and-paste) in an item
- add written questions to an item
- put radio buttons, checkboxes, and text boxes in an item for entering answers to questions and other testing
- configure the appearance of the text window by choosing background color and font characteristics
- put in recording pauses of the right length or adjust existing pauses to give students enough time to respond
- link Web pages, video clips, other audio clips, documents, Powerpoints, and other "external" instructional resources to an item, so that students can simply click a button labeled with their location and bring up a browser or other tools to display or use them
- hide a lesson for later use as a test, make it accessible to students when the test begins, and hide it again afterward
- change item order and delete items or even lessons
- create or import a class roster with student passwords
- set up new courses and specify necessary information like the sound file format and where course files will be stored.

Let'sT@lkClient

- talk with one or more other students, record the conversation, and replay it afterward
- choose a group, join it (unless the teacher assigns groups or has the computer do so) and quit a group
- see who else is in the group one has joined
- use the tools of the regular Client module described above to listen to, view, or read materials designed to serve as a basis for discussion

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Let'sT@lkMonitor

- join a group of student conversing in order to see how they are doing, participate in the discussion if desired, and help them
- choose the size of groups, so that a group will have 2, 3, or 4 students
- let students choose their own groups or assign students to groups—either by putting students in groups oneself or by letting the computer assign them to groups randomly
- pre-assign students to groups to save time (as when giving a test for which students will work in pairs or groups)
- save a set of group assignments and use it again later
- talk to the entire class at the same time, if desired