

**The Influence of Tape-Recorders
on Attainment in EFL:
A Comparative Study of Gender Differences**

**Dr. Saif Al-Ansari
Department of English
University of Bahrain**

The Influence of Tape-Recorders on Attainment in EFL: A Comparative Study of Gender Differences

Abstract

The paper reports on a study undertaken on a sample of both male and female students selected randomly from Bahrain secondary schools. The purpose was to determine the contribution of tape-recorders to their learning outcomes in EFL. The results, in almost all the cases, demonstrate a significant connection between the studied variables pertaining to the use of the tape-recorder and attained levels of proficiency of both male and female students. Both males and females' proficiency in English was found to correlate significantly with their perception of the availability of tape-recorders in their schools and their perception of their teacher's frequency of use of tape-recorders. However, with regard to the third variable, only females' proficiency in the language correlated with their perception of their teacher's manipulative skill in operating them. The result obtained for the male sample was insignificant. The pedagogical implications of all these findings are discussed^().*

Introduction

It was the introduction of the audio-lingual approach in the late fifties and sixties which resulted in shifting the main focus of attention in FL programmes away from reading and writing towards listening and speaking. The direct method, being its predecessor for some time, had also stressed the development of listening and speaking skills but it was seen to be pedagogically unprincipled and inefficient. The audio-lingual method, which drove its principles from behaviourist psychology and

(*) Although reference is made throughout to tape-recorders, the remarks apply equally well to cassette-players.

structural linguistics, adopted alternative disciplined procedures and techniques that were based mainly on systematic pattern-drilling.

The value of the tape recorder as an aid in developing listening skills was recognized very early on (cf. Billows 1961, Jones 1962, Coppen 1969). EFL learners were soon offered the chance to respond to verbal cues recorded on a dual-track tape, and by means of a rewinding system they were able to check their responses against a correct response. Behaviourist theories of learning depended on feedback and reinforcement as being the two most important principles. In no time, the tape recorder, which was once a simple audio-aid, developed into a modern piece of machinery, and started to revolutionise the whole process of foreign language learning. This led to the development of the language laboratory which was basically a number of tape-recorders that were connected and put under the command of a main console.

The language laboratory was quickly seen to be the main art of foreign language teaching technology (cf. Turner 1965, Stack 1966, Coppen 1969, Van Els et al 1983, Duncan 1987 and Cunningham 1998). It was thus no surprise that it was considered the most appropriate aid for the audio-lingual method. In particular, it allowed for the endless repetition of minimally different sentences generated mechanically out of substitution frames as a means of «drilling in» correct grammatical structures. It also seemed a perfect aid in the teaching of correct pronunciation, not least because it exposed learners to good native-speaker models, thereby cancelling out what was perceived as a major limitation of the non-native speaker instructor. So ideally suited was the aid to the method that in the mind of many practitioners, the aid *was* the method.

The widespread adoption of the audio-lingual method led to the setting up of language laboratories around the world in the sixties and seventies. A great deal of education institutions in a large number of Third World countries started to take part in new educational innovation. In spite of the limited resources of most of their countries, such pieces of equipment were purchased which in relation to the budgets of the time were considered to be very expensive. On top of the cost of such pieces of equipment was the cost of designing the rooms to house them, not to mention the cost of the spare parts and the technicians needed for maintaining them.

Even before methodologists of foreign language learning thought of abandoning the audiolingual approach, it became apparent that language laboratories had certain critical limitations. Besides their initial cost, language laboratories tended to break down very often. Technicians were often in short supply of spare parts especially after service contracts had expired, not to mention that valuable class time was wasted. Operational difficulties constantly arose during class sessions, and so on. In short, the lab, which was intended above anything to improve the efficiency of the language method, proved to be operationally very inefficient except under the most favourable conditions.

After a brief interlude during which a more cognitively-oriented approach came back into vogue inspired by early TG grammar, the communicative approach began to emerge, influenced more by pragmatics and speech act theory, whose roots lie in the philosophy of language, than by structural linguistics. The new approach, by emphasizing the development of communicative rather than purely linguistic competence, revealed a further major weakness of the language laboratory: the learner simply could not communicate, much less negotiate meaning with a machine. Although various adaptations of the laboratory were experimented with involving, for example, group interaction around each cassette outlet (cf. Littlejohn 1983 and 1985), it failed to meet the demands of the new methodology, which favoured role-play activities and improvisations in classroom simulations. Lightbown and Spada (1999) believe that learners have certain characteristics that lead to more or less successful language learning. By understanding the characteristics of a 'good language learner' teachers are able to help the learners deal with their weaknesses. Concurrent with the development of the communicative approach was a movement away from rote-learning and habit-formation towards task-based learning. This movement drew its inspiration from established pedagogic practices in primary education and its theoretical foundations lay in cognitive rather than behaviourist theories of learning, on whose platform the audio-lingual method had been launched.

By the late seventies and early eighties, language laboratories in many education institutions around the world were being abandoned and survived, if at all, as museum pieces representing a totally discredited methodology. In abandoning the language laboratory, however, practitioners ran the risk of throwing away the baby with the bath water. The humble tape-recorder was tainted with the shortcomings of the

monolithic laboratory. The pendulum began to swing away from almost total reliance upon the tape-recorder to almost total rejection of it. Yet the search for high-tech solutions to the problems inherent in foreign language learning continued. Many institutions are now investing heavily in video-and computer-assisted learning facilities, although the latter, in particular, seem to suffer from most of the disadvantages of the language laboratory, especially in the context of a communicative approach, and offer few additional advantages.

It is not part of my purpose here to argue against experimentation in educational technology. I would like to sound a note of caution, however, about the widespread adoption of new and more sophisticated technology in the Third World. Over the past few decades, foreign language pedagogy has suffered enormously from an excessive preoccupation with methods (cf. Stern 1983:452ff), which has bred a feeling of continual dissatisfaction with well-tried procedures and techniques. This dissatisfaction, however, has all too often led not to the perfecting of existing methods but to their wholesale abandonment before they have been fully developed or exploited and to the premature adoption of new methods, together with technological innovations that have not been properly evaluated under appropriate "field" conditions. Developing countries are much less able to react to and absorb change than more developed countries, and yet paradoxically they often have much greater faith in the power of technology to solve their developmental problems. Many schools and universities in the Third World are now pressing their educational authorities and aid donors to invest in a new generation of teaching aids to support their foreign language programmes. A new cycle seems about to begin involving the widespread adoption of computer-assisted learning facilities, which will no doubt in due course suffer the same fate as the language laboratories.

Purpose of the study:

The present study is not intended to evaluate pedagogic techniques involved in the use of tape-recorders for teaching foreign languages. Enough has been written in the professional literature on how to make good pedagogical use of tape-recorders in the classroom (cf. Haycraft 1978, Byrne 1978, Rivers 1981, Stevick 1982, Parks 1982, Grower and Watters 1983, Harmer 1983, Els et al. 1983, Gunningworth 1984, Duncan 1987, Al-Mutawa and Kailani 1989, Heaton 1990 and Cunningham 1998).

Al-Ansari and Wigzell's study (1996) discusses the development of technological aids in the foreign language classroom and argues against the abandonment of simple aids in favour of more sophisticated technologies over which the classroom teacher in Bahrain may have little operational control. Empirical evidence is presented to show that the use of the tape-recorder in a simple audio mode can have a significant impact on attainment in EFL even in the early stages of learning. The results of their study demonstrated a significant connection between the studied variables pertaining to the use of the recorder and attained levels of proficiency. Students' proficiency was found to correlate significantly with their perception of the availability of tape-recorders in their schools, with their perception of the frequency with which their teacher uses a tape-recorder and with their perception of their teacher's manipulative skill in operating a tape-recorder. The main reason for undertaking this study which is basically a continuation of Al-Ansari and Wigzell's study (1996) was to determine the extent of the influence of tape-recorders, as a simple audio mode, on attainment of both male and female learners of English in Bahrain.

Subjects:

The study focuses on a group of students who for eight years had been studying English as a foreign language using textbooks accompanied by pre-recorded listening materials. These materials were an integral part of the syllabus and the tape-recorder was thus an essential audio aid. Various Longman skill series books on listening, speaking, reading and writing were used in all the state schools. These included *Tuning In* (Spratt, 1997), *First Impressions* (Eckstut et al., 1997), and *Word for Word* (Tribble, 1997).

The sample consisted of 327 secondary school students selected randomly from various GSSC (General Secondary School Certificate) programmes taking their first term English language examinations as part of their school graduation requirements. A total of 143 students were drawn from the general secondary schools (109 Science and 34 Arts) and 149 students were drawn from commercial secondary schools. The remaining 35 were drawn from technical secondary schools. The whole sample consisted of 166 female and 161 male students. Although drawn from different specialisations, the group was highly homogeneous in terms of age, nationality, mother-tongue, previous learning experiences,

and both cultural and educational background.

Variables tested:

A simple, self-report questionnaire consisting of three questions was prepared in Arabic for the purpose of measuring three variables pertaining to the use of the tape-recorder and attainment in English. Since the students were drawn from different specialisations, it was important to use a questionnaire that would be comprehended by all the subjects. It was thought that the use of a foreign language might confuse the students and might lead to false interpretations of the test items. For this reason Arabic was considered to be more appropriate than English. The questions were concerned with measuring students' perception of the availability of tape-recorders in their schools, their perception of their frequency of use, and their perception of their teacher's manipulative skill in operating them. The responses to question one were scored 2 (available) - 1 (uncertain) - 0 (not available), the responses to question three were scored 3 (often) - 2 (sometimes) - 1 (rarely) - 0 (never), and the responses to question three were scored 3 (good) - 2 (fair) - 1 (poor) - 0 (none). An English version of the questionnaire is given in the Appendix.

Achievement scores:

The results of the questionnaire were analysed with the view to examining their degree of connection with scores obtained from the students' end-of-term achievement examinations. These incorporated a multiple-choice reading comprehension test, a multiple-choice grammar and usage test, a free writing test and a cloze test in the standard format for reading. All the examinations were more or less similar in content except for those given to students in the commercial and technical schools, which tended to incorporate ESP content passages. None of the examinations contained any material that could be said to relate directly to the use of the tape-recorders. In particular, none of them contained a listening comprehension test.

Success ratio:

It is important at the outset to give the number of respondents who, according to the present examination system, failed on their first-term examination and those who were considered to have been successful. The present examination policy states that if the student's score in the subject is below 50%, s/he is considered a failure. Table 1 gives the distribution

of the respondents' end-of-term examination results.

Table 1: Distribution of the students' exam results

<i>Type of students</i>	<i>Pass</i>	<i>Fail</i>	<i>Total</i>
Male	85	76	161
Female	99	67	166
Overall	184	143	327

Reliability of exam results:

To determine the reliability of the students' achievement scores, they were correlated with their scores on a second-term achievement examination. The Pearson Product Moment Correlations and the values obtained are given in Table 2.

**Table 2: Pearson correlations
between 1 st and 2nd term examination results**

<i>Type of students</i>	<i>N</i>	<i>R</i>	<i>Significance</i>
Male	161	.7	$p < .05$
Female	166	.7	$p < .05$
Overall	327	.6	$p < .05$

The table shows that the magnitude of the correlation is fairly high in all cases, implying a reasonably strong association between the two sets of scores. The scores for the first term can therefore be considered to have been reliable.

Hypotheses:

The following six null hypotheses were formulated:

- H.1 There is no connection between females' level of attainment in English and their perception of the availability of the tape-recorder.
- H.2 There is no connection between males' level of attainment in English and their perception of the availability of the tape-recorder.

H.3 There is no connection between females' level of attainment in English and their perception of their teacher's frequency of use of the tape-recorder.

H.4 There is no connection between males' level of attainment in English and their perception of their teacher's frequency of use of the tape-recorder.

H.5 There is no connection between females' level of attainment in English and their perception of their teacher's skill in manipulating the tape-recorder.

H.6 There is no connection between males' level of attainment in English and their perception of their teacher's skill in manipulating the tape-recorder.

Data analysis:

Students' responses to the items of the questionnaire were statistically analysed with a view to investigating their possible influence on the students' achievement results in the first term examinations and thus to test the formulated null hypotheses. A one-way analysis of variance was used to test the three null hypotheses. Multiple classification analysis techniques were used in the further statistical analyses of the data.

Hypotheses tested:

Table 3 gives the result of the analysis of variance in respect of students' perception of the availability of tape-recorders in their school.

Table 3: Analysis of variance of attainment scores by availability of the tape-recorder (Females)

Source of Deviation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Availability	2	2522.959	1261.480	3.375	.037*
Residual	157	58681.676	373.769		
Total 159	61204.637				

* $p < .05$.

The result shown in the above table is highly significant: attainment of female students in English varied consistently with the degree of their perception of the availability of the tape-recorder in their school. On the basis of the above finding, null Hypothesis 1 was rejected.

Although the result is highly significant, it was necessary to examine the relationship between the mean score corresponding to each category of the availability variable and the grand mean of the students' achievement results. This was intended to determine whether the result was significant in the way anticipated - in other words, to confirm that the females' attainment levels were positively and not negatively influenced by the tested variable. To examine the pattern of the relationship between the students' achievement results and the criterion variable, a multiple classification analysis (MCA) table was obtained.

Multiple classification analysis:

The MCA method was used because it gives a table that displays the results of the analysis of variance. The researcher was interested in the effects of these two variables because some discrimination was suspected. The MCA table would indicate the extent of deviation of the students' achievement results from the grand mean of the total. In the MCA table, the two tested variables, in this case attainment and females' perception of the availability of the tape-recorder, are introduced as covariates. The means of each category of the availability variable are expressed as deviation from the grand mean. Table 3 gives the result of the multiple classification analysis of variance obtained in the previous table.

Table 4: Mean achievement scores by availability of the tape-recorder (Females)

<i>Availability</i>	<i>N</i>	<i>Mean Achievement Score</i>
No	4	36.83
Uncertain	27	50.91
Yes	129	57.66
	160*	Grand mean = 56

* 6 of the subjects did not respond.

The above table indicates that the female students who reported that a tape-recorder was available in their school had higher mean achievement scores than those who were uncertain. The latter, in turn, had higher mean achievement scores than those who stated that no tape-recorder was available.

The highly significant result obtained in the analysis of variance plus a significant corresponding result from the multiple classification analysis confirm that the attainment of female students in English was positively influenced by their perception of the availability of the tape-recorder. Hypothesis 1 was therefore rejected.

Table 5 gives the result of the analysis of variance obtained for the male subjects.

Table 5: Analysis of variance of attainment scores by availability of the tape-recorder (Males)

Source of Deviation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Availability	2	3616.766	1808.383	4.546	.012**
Residual	153	60859.969	397.777		
Total	155	64476.738			

** $p < .01$.

Table 6 gives the result of the multiple classification analysis obtained for the male subjects.

Table 6: Mean achievement scores by availability of tape-recorder (Males)

Availability	N	Mean Achievement Score
No	7	47.9
Uncertain	18	41.5
Yes	131	56.04
	156*	Grand mean = 54

* 5 of the subjects did not respond.

The above table indicates that the male students who reported that a tape-recorder was available in their school had higher mean achievement scores than those who were either uncertain or stated that no tape recorder was available.

The result obtained in the analysis of variance plus the corresponding result from the multiple classification analysis confirm that the attainment of male students in English was positively influenced by their perception of the availability of the tape-recorder. Hypothesis 2 was therefore rejected.

The results obtained here thereby indicate that the tape recorder tends to constitute some significant influence on achievement of EFL students, regardless of sex differences because of its evident integration into the school EFL programme.

Frequency of use of the tape-recorder:

To test Hypotheses 3 and 4, the connection between the attainment in English of female and male students and their perception of their teacher's frequency of use of the tape-recorder was investigated. The result of the one-way analysis of variance obtained for the tape-recorder for the females is given in Table 7.

Table 7: Analysis of variance of achievement scores by students' perception of teachers' frequency of use of the tape-recorder (Females)

<i>Source of Variation</i>	<i>D.F.</i>	<i>Sum of Squares</i>	<i>Mean Square</i>	<i>MSR</i>	<i>Significance</i>
Frequency	3	5548.039	1849.346	5.261	0.002**
Residual	156	54833.566	351.605		
Total	159	60381.605			

** $p < .01$.

Table 8 below gives the result of the multiple classification analysis obtained for the female subjects.

Table 8:
Mean achievement scores by teachers' frequency
of use of the tape-recorder

<i>Frequency of use</i>	<i>N</i>	<i>Mean Achievement Score</i>
Never	30	46.53
Rarely	20	58.75
6 Sometimes	42	54.11
Often	68	62.23
	160*	Grand mean: 56.72

* 6 of the subjects did not respond.

Table 8 indicates that the female students who reported that a tape-recorder was often used by their English language teachers had higher mean achievement scores than those who reported that tape-recorder was sometimes or rarely used. However, those who reported that their teachers rarely used the tape-recorder had a slightly higher mean score than those who reported that their teachers sometimes used the aid. This did not affect the notion that the more the females perceived of their teachers' frequent use of the tape-recorder, the higher their achievement in English tended to be.

The highly significant result obtained in the analysis of variance together with the corresponding result of the multiple classification analysis confirms that the attainment in English of female students tends to be positively influenced by their perception of their teacher's frequency of use of the tape-recorder. Hypothesis 3 was rejected.

Table 9 gives the result of the analysis of the variance obtained for the male students. The result obtained is significant in that attainment in English of male students was influenced by their degree of perception of their teachers' use of the tape recorder.

Table 9: Analysis of variance of achievement scores by students' perception of teachers' frequency of use of the tape-recorder (Males)

<i>Source of Variation</i>	<i>D.F.</i>	<i>Sum of Squares</i>	<i>Mean Square</i>	<i>MSR</i>	<i>Significance</i>
Frequency	3	3649.068	1216.356	3.026	0.031*
Residual	151	60692.715	401.938		
Total	154	64341.785			

* $p < .05$.

Table 10: Mean achievement by teachers' frequency of use of the tape-recorder (Males)

<i>Frequency of use</i>	<i>N</i>	<i>Mean Achievement Score</i>
Never	19	53.84
Rarely	19	44.84
Sometimes	62	52.89
Often	55	60.07
	155*	Grand mean: 54.57

* 6 of the subjects did not respond.

Table 10 indicates that the male students who reported that a tape-recorder was often or sometimes used by their English language teachers had higher mean achievement scores than those who reported that the tape-recorder was sometimes or rarely used. Both those who reported that their teachers never used the tape-recorder and those who reported that their teachers rarely used the aid obtained exactly the same mean score. This did not affect the notion in that the more the males perceived their teachers' frequent use of the tape-recorder, the higher their achievement in English tended to be.

The highly significant result obtained in the analysis of variance together with the corresponding result of the multiple classification analysis confirms that the attainment in English of male students tends to be positively influenced by their perception of their teacher's frequency of the use of the tape-recorder. Hypothesis 4 was therefore rejected.

Teachers' skill in using the aid:

To test Hypotheses 5 and 6, the connection between the attainment in English of female and male students and their perception of their teacher's skill in using the tape-recorder was investigated. The result of the one-way analysis of variance for the female students obtained for the tape-recorder is given in Table 11.

Table 11: Analysis of variance of achievement scores by students' perception of teacher's skill in using the tape-recorder (Females)

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Skill	3	6029.363	2009.788		
Residual	133	46360.008	348.571	5.766	0.001***
Total	136	52389.371			

*** p<.001.

Table 12: Mean achievement scores by teachers' skill in using the aid (Females)

Perceived Skill	N	Mean Achievement Score
None	19	43.05
Poor	5	47.80
Fair	45	55.67
Good	68	62.19
	137*	Grand mean = 52.17

* 29 of the subjects did not respond.

Table 12 shows that the females who reported that their English language teachers were good or fair at using the tape-recorder had higher mean achievement scores than those who reported that their teachers were poor users or had no skill in using the tape-recorder. The highly significant result obtained in the analysis of variance in conjunction with the result of the multiple classification analysis confirms the notion that the females' attainment in English tends to be positively influenced by their perception of their teacher's skill in using the tape-recorder.

The highly significant result obtained in the analysis of variance together with the corresponding result of the multiple classification analysis confirms that the attainment in English of female students tends to be positively influenced by their perception of their teacher's skill in using the tape-recorder. Hypothesis 5 was therefore rejected.

The result of the analysis of variance obtained for male subjects was statistically insignificant. This implied that their perception of their teacher's skill in using the tape recorder had no significant influence on their achievement. The researcher is of the opinion that the reason for the insignificant result being obtained for male subjects is due to the fact that this last variable tended to be of an attitudinal nature. It can be hypothesized that variables of attitudinal outlooks are perhaps influential among female subjects but less so among males. A possible explanation for this is that female students tend to be perhaps more aware and observant of attitudinal characteristics of their learning situations than males. Further research in this area is required to confirm this notion.

Summary of findings:

The main objective of this study was to determine the influence of three variables associated with the tape-recorder on both males and females' level of attainment in English. Five out of a possible of six findings obtained for all three variables are highly significant and the results of the multiple classification analysis are as anticipated. These further supported the findings of Al-Ansari and Wigzell's earlier findings (1996). The findings for variable 1 show that there is a significant connection between students' perception of the availability of the tape-recorder and their level of attainment. The findings for variable 2 show that students' attainment in English is strongly associated with their perception of their teacher's frequency of use of the tape-recorder. The finding for variable 3 show that attainment in English is associated with

only female students' perception of their teacher's skill in using the tape-recorder.

Implications:

The pedagogic implications of the results obtained in this study are obvious. It is important that those concerned with foreign language learning and teaching strategies should ensure that any existing audio-aid is thoroughly exploited before abandoning it in favour of some alternative aid. For several decades we have had this inexpensive and simple device at our disposal and yet we have had no empirical evidence to support its continued use. The results of this study clearly indicate that a tape-recorder can make a significant contribution to learners' attained level of proficiency in English. It is therefore of considerable importance that ample quantities of tape-recorders are made available not just in schools but also in the classrooms. It is pointless to have tape-recorders in the school if teachers have to arrange for them to be delivered to the classroom for their language teaching sessions. Having each classroom equipped with its own tape-recorder will not only make learners more aware of its role as an integral part of the school language programme but it will also encourage teachers to use it more. The cost of equipping each classroom with a tape-recorder, moreover, would certainly be much less than the cost of a single language laboratory. Furthermore, if used properly and carefully by the instructors, considerably less maintenance will be required than for any sort of any sort of language laboratory.

The findings obtained for variable 2 also have some significant pedagogical implications. Teachers need to make frequent use of the tape-recorder if its value is to be fully realised. Occasional, intermittent use of the tape-recorder has only marginal impact on learning outcomes. The results support the view, furthermore, that learners need to be exposed to ample listening comprehension exercises from the early stages of learning (cf. Els et al. 1984). The idea that the introduction of the tape-recorder should be delayed until learners are sufficiently advanced to understand natural, authentic speech in real communicative situations is not supported by the present study. In fact students need to become active listeners by being engaged in language activities using published listening materials. White (1999) provides advice for teachers on making their own listening materials.

Teachers are furthermore in need of demonstrating a certain skill in

using the aid. This is essential in order to enhance positive attitudinal outlooks on their students. Anderson and Lynch (1999) gave useful ideas on how teachers can best go about selecting and designing effective listening materials for their own courses. If teachers prove to be incompetent in handling the equipment, a detrimental effect is likely to affect student motivation and may well be counter-productive. An important lesson to be learnt from the present findings is that the tape-recorder must be used with a high degree of manipulative skill and efficiency. To achieve such operational efficiency is to encourage language teachers to attend proper training in the use of tape-recorders. Such training can be conducted for teacher trainees through educational workshops and to allow for these to be an integral component of in-service training programmes so that practising teachers can have the opportunity to update their skills and techniques in using the tape-recorder. Finally we as practitioners need to explore the full potential of the tape-recorder as a listening aid before attempting to adapt it to serve pedagogical purposes for which it is not intrinsically well-suited.

APPENDIX I QUESTIONNAIRE

Please indicate the availability of the following teaching aid by ticking the appropriate box.

Teaching aid	available	uncertain	not available
Tape recorder			

Describe your teacher's use of the tape recorder by ticking the appropriate box.

FREQUENCY OF USE.

Teaching aid	often	sometimes	rarely	never
Tape recorder				

QUALITY OF USE.

Teaching aid	good	fair	poor	none
Tape recorder				

BIBLIOGRAPHY

- Al-Ansari, S. & Wigzell, R. (1996). "The influence of the tape-recorder on attainment in EFL". *System*, Vol. 24, NO. 2, pp. 233 - 243.
- Al-Mutawa, N. & Kailani, T. (1989). *Methods of Teaching English to Arab Students*. London: Longman.
- Anderson, Anne and Tony Lynch (1999) *Listening*. Oxford: Oxford University Press.
- Billows, F.L. (1961). *The Techniques of Language Teaching*. London: Longman.
- Byrne, D (1978). *Teaching Oral English*. London: Longman.
- Coppen, H. (1969). *Aids to Teaching and Learning*. Oxford: Pergamon Press.
- Cunningham, Denis (1998). "25 years of Technology in Language Teaching. A Personal Experience". *Babel: Australia* Vol. 33, No.1 p. 4-7, 53 Apr-Jun.
- Duncan, Janie (1987). *Technology Assisted Teaching Techniques. Resource Handbook Number 5*. US: Vermont.
- Eckstut, S., Lubelska, D. and Parker, S. (1997). *First Impressions*. London: Longman.
- Els, T. et al (1983). *Applied Linguistics and the Learning and Teaching of Foreign Languages*. London: Edward Arnold.
- Gower, J. & Watters, S. (1983). *Teaching Practice Handbook*. London: Heinemann.
- Gunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann.
- Harmer, J. (1983). *The Practice of English Language Teaching*. London: Longman.
- Haycraft, J. (1978). *An Introduction to English Language Teaching*. London: Longman.
- Heaton, J.B. (1990). *Classroom Testing*. London: Longman.
- Jones, G. (1962). *Teaching With Tape*. Focal Press.
- Lighbown, P. & Spada, N. (1999) (revised). *How Languages are Learned*. Oxford: Oxford University Press.

- Littlejohn, A. (1983). "Increasing Learner Involvement in Course Management". *TESOL Quarterly* 17/4.
- _____. (1985). "Learner Choice in Language Study". *ELT Journal*, 39/4.
- Hubberd, P. et al. (1983). *A Training Course for TEFL*. Oxford: Oxford University Press.
- Parks, C.H. (1982). "Audio-visual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities". In R.G. Mead (ed.) *The Foreign Language Teacher: The Lifelong Learner*. Northeast Conference on the Teaching of Foreign Languages. New York: Modern Language Association.
- Rivers, W. (1981). *Teaching Foreign Language Skills*. Chicago: Chicago University Press.
- Spratt, M. (1997). *Tuning In*. London: Longman.
- Stack, E.M. (1966). *The Language Laboratory and Modern Language Teaching*. Oxford: Oxford University Press.
- Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Stevick, E.W. (1982). *Teaching and Learning Languages*. Cambridge: Cambridge University Press.
- Tribble, C. (1997) *Word for Word*. London: Longman.
- Turner, J.D. (1965). *Introduction to the Language Laboratory*. London: University of London Press.
- White, Goodith (1999). *Listening*. Oxford: Oxford University Press.