

## **Impact Of Language Laboratory In The Teaching And Learning Of Oral English In Nigerian Schools**

<sup>1</sup>Ebiyeladoh Laura Ajoko, <sup>2</sup>Samuel Christopher, <sup>3</sup>Stella Ejealo Benamaisia

<sup>1</sup>Department of Nigerian Languages, School of Languages  
Isaac Jasper Boro College of Education. Sagbama Bayelsa State.  
lauraajoko@gmail.com

<sup>2,3</sup>Department of Educational Foundations, Faculty of Education  
Niger Delta University  
christophersamuelclever@gmail.com, benemaisiastella@gmail.com



### **Abstract**

This study investigated the impact of language laboratory in the teaching and learning of oral English in Nigerian Schools. It is regrettable and pitiable that language laboratory is not effectively utilized in the learning of oral English in schools today. The study highlighted the necessity of having a language laboratory and appropriate usage of it to achieve its targeted learning goal. Language laboratory create a great impact in promoting learning of oral English when used; and highlighted the challenges of the use of language laboratory such as instructors lack of technical knowhow in operating devices, cost of installation and maintenance procedures. Conclusively, it is pertinent to have a language laboratory in all language teaching schools, and be utilized appropriately to actualize an impressive and effective delivery of instruction in oral English. On this premise, it was suggested that language laboratories s should be available in order to enhance the teaching and learning of English in schools; and government should provide facilities for the available language laboratories in tertiary institutions in order to foster the teaching and learning process.

**Keywords:** Language, Laboratory, Teaching, Learning, oral English



### **Introduction**

English Language is the language used as official language in Nigerian education sector. It is introduced as a subject in first year of the primary school up to secondary school and all through the university level; as it is a medium of instruction (Bamisaye, 2006). Therefore, it is necessary that students should understand it because of the greater importance attached to it. This will also be achieved when teachers and students utilize the language laboratory in the school. Language laboratories in most of our tertiary institutions are used as tools of satisfying accreditation requirements and also developing a passion in those trying to utilize the laboratory for language development.

The language laboratory is the center of language

teaching, and the teacher helps its operational activities by providing suitable materials and learning situations. Language laboratory has the capacity to transmit a complete lesson of prose or poetry. Presently, language laboratory has increased its impact on educational field as it is stipulated to foster teaching and learning process in schools. It is a two-way teaching learning process which minimizes learners' mistakes. It also strengthens the learning of oral English among students (Abdullahi, 2012).

Ubakwe (2003) opined that the aim of language laboratory is to provide much and regular practice in listening to models, in imitating these models and in repetitive oral drills. In essence, it is necessary to use instructional materials like the use of language laboratory and its facilities to make the teaching and learning of oral English more

meaningful. Nowadays, the growth of technology especially in the area of electronics has provided more precise tools for studying the sounds of language. Constant listening of sounds in the language laboratory builds up the ability of students to understand the foreign language.

Language laboratory is a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watch videos, record themselves, etc. The language laboratory is also an audio or audio-visual installation used as an aid in modern language teaching (Hindu, 2006). It was also called speech and writing laboratory (Lieberman, 2004). All the four language learning skills (listening, speaking, reading and writing) are given importance and learners are provided with ample opportunities to practice by listening to the audio programmer and watching the video clips. In other words, a language laboratory is a room consisting of instructional technology tools source unit that can disseminate audio, audio-visual, and/or written materials to any number of students at individual seats or carrels, with a wide variety of potential feedback mechanisms to the student, teacher, or other students (Hornsey, 2000).

Modern language laboratories are one of the newest media that is making a lot of impact on our educational system (Harding, 2008). Language laboratories are audio or audio-visual installation units used as aid in laboratory, where each student is able to replay one track of a tape and at the same time record his response on another track. He is then able to rewind the tape to listen to both the master track and the recording to his own response comparing the two recordings. Language laboratories provides facilities which allow students to listen to model pronunciations, repeat and record the sounds, listen to their oral spoken performance and compare with the model and do self-assessment (Wilson and Thayalan, 2007).

Language laboratory is very important in the effective implementation of the English language curriculum in Nigeria (Adebayo 2007). As such, language laboratory is one of the foundations of

language instruction. Thus, language laboratory is seen as an important instructional tool for language teaching in all learning settings (formal, non-formal and informal) (Mambo, 2004). A language laboratory is an environment designed to enhance foreign language learners' skills. It is generally equipped with analog and digital hardware and software (tape recorders, video cassette recorders and computers).

Pertinently, the objective of College English is to develop students' ability to use English in a well-rounded way, especially in listening and speaking (Hornsey, 2002). The basic requirement of oral English is that students should be able to communicate in English in the course of learning, to conduct discussions on a given theme, and to talk about everyday topics in English. They should be able to give, after some preparation, short talks on familiar topics with clear articulation and basically correct pronunciation and intonation. On this premise, the paper seeks to investigate the impact of language laboratory in the teaching and learning of oral English in Schools.

### **Language Laboratory**

Language laboratory among other facilities is very important for the effective delivery of instruction in English classes especially in learning of oral English. According to Deepika and Kalaiarasan (2012), language laboratory is an audiovisual installation used in modern teaching methods to learn the foreign languages. Perhaps the first Language Laboratory was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based system using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The Language Laboratory is a technological break for imparting skills in English language. The language laboratory offers an exclusive result oriented and efficient to enrich the English Language learning process. The multimedia-based language laboratory helps to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. Language laboratory is developed on the methodology of listening, speaking, reading

and writing skills (LSRW).

According to Bygate (2001), since the mid-1970s, tape-recording has been sufficiently cheap and practical to enable the widespread study of talk whether native speaker talk or learner talk and use of tape recorders in language classrooms. Besides, tape recorders, the audio-language laboratory has been highly used in language teaching to make students aware of the characteristics of spoken discourse. The audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve the aural-oral skills. With the implementation of the Language Laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics.

The significance of a language laboratory can not be overemphasized in the domain of communication. The language laboratory, exist to help one use technology effectively to communicate. In order to acquire the sensibility of the sounds and rhythm of a language, one has to hear the best samples of all spoken language. David-Wilson & Thayalan (2007) opined that language laboratory is required by any language learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. Language laboratory among other facilities is very important in the effective implementation of the French language curriculum in Nigeria (Adebayo 2007).

### **Types of Language Laboratory**

From 1948 the interest in the use of electronic equipment for teaching languages increased greatly. It was at this time that the world "laboratory" came into general use. Then, the simple tape recorder was evolved the dual channel machine. The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years. Few types of laboratories are being focused on here, as it is postulated by (Aremu, 2012).

**Traditional/Conventional Laboratory:** This type of

language laboratory is the earliest form developed. It makes use of a recorder and cassette tapes to help language learners. The tape contains texts or stories read aloud by a native language speaker. There are also listening and speaking exercises that follow in each chapter. The teacher plays back the tape and the learners listen to it and learn the material when presenting a particular topic.

**Lingua Phone Laboratory:** In this type of language laboratory, students are given headphones to listen to the audiocassettes that are played back. The distractions in this laboratory are less so there is certain amount of clarity in listening.

**Computer Assisted Language Laboratory (CALL):** There are two brands of this laboratory: Computer Assisted Language Laboratory (CALL) and Web Assisted Language Laboratory (WALL) (Lezon, 2004). The first one that is CALL uses the computer to teach language. Computer Assisted Language Laboratory. The entire course module is already stored in the computer. The language course resources are already downloaded on the computer and are presented to students according to the features available in the system. In comparison with CALL, WALL is almost the same as CALL with one difference that is, in WALL system, computers are connected to the internet. In WALL, the teacher as well as students can browse any resources from the internet during the teaching learning process (Wilson, & Thayalan, 2007). There are other kinds of language laboratories like The Dial Access Lab, Mobile Lab, Wireless Lab, Remote control lab, etc.

### **Utilization of Language Laboratory**

The language laboratory is a kind of practice field, the use of the language laboratory is based on the nation that understanding and speaking are the prime essentials in acquiring foreign language. Since we learn what we do, extensive and systematic practice in learning and speaking is necessary (Fadiran, 2007). The main advantages of the use of the language laboratory are the fact that it provides practice in the spoken language. The language laboratory, then, can accomplish what the ordinary classroom cannot. It increases the

quality and the quantity of the student's performance.

The availability of materials or resources in the language laboratory for teaching and the readiness of the learner go hand-in-hand. Hence the availability of adequate teaching facilities in the laboratory helps to enhance and encourage students towards any task. The use of the language laboratory by the teachers in teaching students depend on a large extent on the availability of useful and up-to-date resource materials including tape recorders and the related materials in the language laboratory. Good materials will produce good outcome. Therefore, the availability of adequate facilities in the teaching and learning of English language will go a long way in fostering positive impact on the student's performance (Lieberman, 2004).

The language laboratory is used for language tutorials, which are attended by the students and persons who voluntarily opt for remedial English classes. Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills; These especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations. The Language Laboratory sessions include word games, quizzes, extemporary speaking, debates, skits etc. These sessions can also be conducted online where many websites provide practice sessions. Pimslear (2005) justified that the language laboratory could create good basic speech habits with the collaboration of the teacher, bringing about an acceptable pronunciation". Ihenachi (2001) asserted that the non-existence of the language laboratory in Nigeria schools has impeded effective teaching and learning of oral English. It is a pity to say that a country like Nigeria and Enugu has little or no language laboratory in schools.

### **Facilitator/Teachers and the Language Laboratory**

Pimslear (2005) in Bowen, (2009) stated that the laboratory supplements the teacher and makes

his efforts more fruitful. The teacher is useful in the following ways.

1. The teacher deals with a group in which everyone is participating eagerly.
2. Instruction is on an individual level because there is an intimate private interchange between the teacher and the learner.
3. The teacher is linked by the headphones to every student. Since his/her voice is heard by the students, he/she has a closer relationship. She commands complete attention.
4. The teacher can build up certain qualities that are lost in the classroom namely self evaluation and criticism on the part of the student. The student pronounces words; he is allowed to evaluate and criticize himself based on what he has heard the teacher or model say.

Teachers are expected to know how to use Praat and Microsoft Power-point software, as they will be able to combine theory and practice on a computer using those applications. According to, PRAAT is a very flexible tool to do speech analysis, which offers a wide range of standard and non-standard procedures, including spectrographic analysis, articulatory synthesis and neural networks. Accessing the prosodic features of the English language using PRAAT gives students instantaneous and automatic feedback. L2 learners can use PRAAT in the integration of intonation with semantic, syntax and rhythm.

### **Role of Students in the Language Laboratory**

Every student is able to get active language practice throughout the period. No student is left out in the practice even the dullest among the student. As the model or the teacher pronounces the words the students follow suit.

In the traditional classroom, each student advances at the same pace. Each one must cover the same amount of material there is little possibility for differentiation in the language laboratory, however, it is possible to provide

different levels of learning and to adjust the rate of progress to the capacity of the learner. Sharp and dull students are recognized and they have a sense of identity, for example, a set of students may understand the difference in the pronunciation of the sound. E.g. /tʃ/ and /dʒ/ as in **Church and Judge**. While another set of students may find it difficult. The equipment allows the students to study until they master it. The teachers are human beings at the end of the day they are tired. Hence, the student can get additional practice by making use of the laboratory in free period and regular school hours. The laboratory provides the additional practice by making use of the laboratory in free periods and after regular school hours. The laboratory provides the additional practice which is so necessary for efficient language learning.

The student is faced with something impersonal and loses the feeling of self-consciousness. Those qualities and acts of the teacher which may produce an unpleasant reaction on the part of the students such as impatience, sarcasm, critical comments and the giving of a grade is absent. Because of this privacy, the student is not embarrassed when he makes errors. Students have the tendency to laugh, insult or look down on students who make costly mistakes. A student who uses /r/ instead of /l/ and /l/ instead of /r/ is likely to be mocked by his fellow students. He/she is brought as close as possible to the speaker either his teacher or native voice on the tape or recorder. Hearing is stressed. Since language is basically sound, the sense of hearing must be appealed to more than any other.

### **Oral English**

This is the English well spoken out with the mouth and not written. The basic requirement of oral English language is that students should be able to communicate in English in the course of learning, to conduct discussions on a given theme, and to talk about everyday topics in English (Okolo, 2013). They should be able to give, after some preparation, short talks on familiar topics with clear articulation and basically correct pronunciation and intonation. They are expected to be able to use basic conversational strategies in dialogue (Odume, 2010). These necessitates the

advantageous aspect of oral English in schools, which include:

*A. Close connection between listening and speaking:* As an English learner, you should know the close connection between listening and speaking. They are compared to being as inseparable as fish and water, co-existing in language learning. As a rule, in any language learning, listening comes first, followed by imitating, speaking, etc. A dumb or mute person cannot, of course, speak just because of his failure of audibility. If you want to speak English, you should, above all, concentrate on listening to native speakers that can help you a lot in both correcting your pronunciation and intonation mistakes and fortifying your aural comprehension (Banjo, 2005). Only by listening to more, can you imitate and get to catch what a speaker says or have a better understanding of what a movie tells. While you are listening to something, you imitate it, absorb it or even digest it and make it a sort of nutrition in your English language learning, with which you can use in your practice (Hindu, 2006). If a person wants to develop his/her speaking ability, you had better do much more painstaking work with perseverance.

- i. First, listen to some longer conversations, stories recorded or reports given by native speakers, then, give the outlines. Through years' effort, you can tell in detail what you have listened to. The more you can retell, the greater your speaking ability is enhanced.
- ii. Provided you listen to less, speak less, and your pronunciation and intonation are bad, how can you have a talk or exchange your ideas in English with other learners or English speakers?
- iii. Listening leads you to speaking. Good pronunciation and intonation plus idiomatic expressions can convey your ideas clearly. Good pronunciation and intonation plus excellent aural comprehension and marvelous proficiency can bring you to successful communications.

*B. Apply what you have learnt to practice:* As an English learner, it is very important to apply what

you have learnt to practice. When you meet other learners or native speakers, try to open your mouth and talk with them in English, from simple sentences to complicated sentences, by and by. Never be frightened to ask questions if you do not understand. Pertinently, students should listen to more, read more and precise more. Accumulate your knowledge by reading and test your competence by practicing. Reading is learning, practicing is also learning and more important at that (Bygate, 2001).

### **Language Laboratory and Learning of Oral English**

The purpose of language laboratory is to make students improve their communication skills in the target language. It is also proven that one can learn the aspects of the phonetics of a language, such as pronunciation, accent, stress, etc. in a language laboratory (Vishalakshi, 2014).

Kusmaryuni, (2011) asserted that the presence of teaching and learning facilities and infrastructure are among the factors supporting the smooth teaching and learning activities in the language laboratory. It is not only useful to undergraduate students as beginners in phonetic and phonology. It also facilitates the work of researchers at the postgraduate level in the area of the acoustics of sounds and forensic language analysis in the field of linguistics generally.

The language laboratory is the perfect place to organize seminars and workshops and various aspects of educational technology, educational software, production techniques, dubbing, etc. It provides learners with a platform to conduct a lot of training programmes, group discussions, presentations, personal interviews, debates and role plays. This will enhance their intellectual capability and creativity (Ubakwe, 2003).

In the theater and performing arts, the roles of language laboratory especially in music listening and the recitation of lyrics create a cycle of engagement in which students constantly self-observe, self-judge, self-regulate and self-monitor techniques. These are encouraged as the components of contemporary pronunciation

pedagogy. The language laboratory also performs significant roles in enhancing the skills of engineering students through interactive lessons to enable them to face interviews, telephonic conversation and public speaking. The trained students of Robotic Engineering have a role to play with their training in stress, intonation, word accent and rhythm. They can train their robots in especially voice recognition of the target language.

### *Language Laboratory and Pronunciation by Students' of English:*

The three basic concepts of phonetics: the articulatory, the acoustic and the auditory, are better understood when learners are exposed to the language laboratory in the process of teaching. Articulatory phonetics deals with the issue of the production of speech, which involves the various places responsible for the production, the manner in which the sounds are produced and the phonation, which relates to the vibration of the vocal cords. All these are illustrated practically using sound and visual inputs. The production of segmental in English and the aspects of the ingressive and aggressive flow of air into and from the lungs are also shown to students. Unlike in classroom teaching where the teacher is left with pictures and drawings to explain the process of speech production, the language laboratory provides a pictorial view for students to understand the lecture properly (Ihenachi, 2001).

The correct articulation of vowels and consonants is taught effectively at the language, where students listen attentively using the headphones attached to the console, to listen to native speakers. Software such as the Palatometer Database is used in the LL to offer a unique opportunity to examine lingual activity as the tongue moves to different sites along the palate and the teeth in order to produce different speech sounds. It also illustrates the general processes involved in the production of different neighbouring strings of consonants and consonant-vowel transitions.

The movement of the jaw and even of the muscles are shown to students. In the production of

vowels, for example, the position of the tongue in the mouth and the shape of the lips are not just left to the mercy of drawings in a textbook. Life models are presented and the articulation is well captured. Sona-Match software is a good device used in the language laboratory to help students to realise the correct articulation of vowel sounds. The diphthongs that contain two sounds, one gliding into the other, are better illustrated in the language laboratory, where the model shows the gradual glide of one sound into another by pronouncing the sounds slowly. The students will be asked to pay attention to the gradual change in the shape of the model's lips.

Another very important aspect of the language laboratory to the pronunciation of students is their ability to practice their articulation of English sounds after listening to the teacher or to the model. The Multimedia software has a device in which they can record their voices, using the microphone. This process enables them to assess their own spoken ability by comparing their recorded articulation of sounds with that of the teacher or model.

### **Impact of Language Laboratory**

The language laboratories give every learner the freedom to learn at their own pace. It does not require the teacher's presence at all times. Teachers can however, assist students individually or collectively. In fact, language laboratories are a very helpful tool for practicing and assessing one's speech in a language.

Language laboratories are used in learning pronunciation and all other aspect of the phonetics of a language. Significance of a language laboratory cannot be overemphasized in the domain of oral communication. Language laboratory, exist to help one to use technology effectively to communicate. Richards (2001) asserted that to acquire the sensibility of the sounds and rhythm of a language, one has to hear the best samples of all spoken language. This was further corroborated by Wilson and Thayalan (2007) who noted that language laboratory is required by any language learner to have a good command of the language for communication

purposes, with clarity and accuracy being vital for effective and efficient communication.

Language laboratory provides practice in listening comprehension speaking (listening and repeat), with the goal of reinforcing the grammar, vocabulary and function (grammatical structures) presented in class. Language laboratory is an audio- or audio-visual installation used as an aid in modern language teaching and learning among students at all levels of education.

### **Challenges of Language Laboratory**

The language laboratory in collaboration with the teacher, the students learn faster and better than any other teaching devices (Ruley, 2004 cited in Aremu, 2012). There are challenges teachers faced in utilizing the language laboratory to deliver instruction in oral English classes. These include but not limited to the following:

***It is costly:*** This chief danger is that the procedures may become monotonous. If the student's alertness is not maintained, he may become drowsy and half listen to the teacher or model. Monotony can be avoided by: avoiding the use of lengthy recordings; introducing musical selections; and providing opportunity for student's participation. This can be done by pausing at intervals for students to repeat. It can also be done by letting the student record his own voice on the record or tape.

***Problems in Connection with the Use of the Language Laboratory:*** According to Francis, (2008), Just as the language laboratory is costly to install so also is the cost of maintenance. Secondly, the lack of trained teachers to handle the language laboratory is one of the problems encountered. Finally, extreme case is needed in choosing the tapes and recorders. If materials are not good it affects the laboratory.

There are problems that actually led to the inception of the language laboratory. It did not just evolve. The learning laboratory was built to help alleviate the problems second language learners encounter. One of these problems is the interference of the mother tongue. The

interference of the mother tongue has hampered the learning of the foreign language a great deal. With the language laboratory this problem can be curbed or reduced to a great level.

Other challenges include: lack of technical knowhow; lack of maintenance; and insufficient or inadequate facilities in the laboratory.

### **Conclusion**

On the basis of this paper, it can be concluded that students can learn the aspects of the phonetics of a language, such as pronunciation, accent, stress, etc. in a language laboratory in order to actualise effectiveness in the teaching and learning process. Therefore, it is pertinent to have a language laboratory in all language teaching schools, and be utilized appropriately to actualize an impressive and effective delivery of instruction in oral English.

### **Suggestions**

From the discussion of this paper, the following suggestions are made:

1. The Government and Educational planners should provide facilities for the available language laboratories in tertiary institutions in order to foster academic goals.
2. English language teachers should not only have the intellectual knowledge of the subject matter. They should know the methodology for imparting the knowledge.
3. Students should be oriented on the use of language laboratory in order to learn effectively during oral English classes.
4. Special training and guidelines should be given to English teachers and students to effectively manage and use the language laboratory,
5. There should be provision of availability of language laboratory for English students in all level of education in order to facilitate effective delivery of instruction during oral English classes.
6. Institutions and other governmental bodies should be able to tackle the challenges impeding the use of language laboratory in order to foster the teaching and learning process.

### **References**

- Adebayo, I.O (2007). *French language teaching and productivity enhancement in Nigeria: issues and challenges*. retrieved on the 20–3–2013 from [www.voicenet.com/disphoneloc.asp](http://www.voicenet.com/disphoneloc.asp).
- Aremu, O.C. (2012). *The position of language laboratory in language learning*; Ibadan: Evans Brothers Nigeria limited.
- Bamisaye, A. (2006). *English language as the language of education*. Lagos: Joe Publishers.
- Banjo, A. (2005). Preparation of secondary modern school language teacher. *West African Journal Education*, 3 (1) 22-27.
- Bowen, D. (2009). *Programming for the language laboratory*. London: University of London Press Ltd.
- Bygate, M. (2001). *Researching pedagogical tasks: second language learning, teaching and testing*. Longman: 23p. ISBN: 0582414822.
- David-Wilson, D. & Thayalan, V. (2007). Significance of language laboratory in communication. *Karen's linguistic issues* July 2001–2002. Retrieved on 10–5–2013 from [www3.telus.net/linguisticissues/lab](http://www3.telus.net/linguisticissues/lab).
- Deepika, R. & Kalaiarasan, T. (2012). *Language laboratory as an audio-visual device for teaching a foreign language*. London: University printing press.
- Francis, H. (2008). *Methods of teaching in English language*. Port Harcourt: Tonny Publishers.
- Harding, T. (2008). *Language laboratory as a possible tool for teaching pronunciation*. Lagos: Joe Tess Publishers.
- Hindu, A. (2006). *Language laboratory: A Medium for Learning Foreign Languages*. Abeokuta: Jele Publishers
- Hornsey, A.W. (2002). *Handbook for modern*

- Ihenachi A.C. (2001). *The teaching of certain basic frenches sounds to Nigerian students."* *The Nigerian language teacher national language centre*. Federal ministry of education, Lagos, Vol. 4, No. 1, PP. 19-21.
- Kusmaryuni, A. (2011). *English laboratory management: A site study at semesta junior high school Semarang,*" Graduate School Muhammadiyah University of Surakarta, pp. 2-17, 2011
- Lieberman H. (2004). The role of language laboratory in mother tongue interference; *Journal of Educational Multimedia and Hypermedia* 63-90.
- Lezon, R. (2004). Oral composition with advanced students: An integrated technique. London: *Audio Visual Language Journal*. 4 (1): pp23-27.
- Mambo, B.E (2004). Language laboratories and the challenges supporting of communicative Approaches in language instruction. *Journal of Educational Computing and Design and online Learning*. Vol5
- Odume J.I. (2010). *Impact of language laboratory for effective teaching and learning of oral English in junior secondary school*. Enugu North Local Government Area.
- Okolo, P. (2013). *Impact of the school language laboratory on enhancing the performance of students Udi local government area of Enugu state*. A project presented to the school of education. University of Enugu.
- Ubakwe, E. (2003). *Language education in Nigeria (Ed)*. Cudimac Series UNN No. 2.
- Vishalakshi, K. K., (2014). Significance of language laboratory in learning English as a second language. *Indian Journal of Applied Research*, p. 162.
- Wilson, D & Thayalan, F. (2007). *Computer assisted language laboratory*. London: University printing press.