



The Impact of Using Audio Aids by Teachers at Secondary Schools to Improve Pupils' Speaking Skill

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Abstract

This study examines the effect of using audio aids by teachers in secondary schools in Azawia City. A mixed-methods approach was used to gather data, a questionnaire completed by 23 teachers who employed audio materials, and semi-structured interviews with the participating students. The questionnaire Thematic analysis of interview data supported the finding that audio aids positively influenced secondary school classrooms. Although some challenges were noted, the benefits of incorporating audio materials were clear, particularly in improving students' speaking skills. Teachers highlighted the role of audio aids in boosting student engagement with the language. Overall, the findings demonstrate that the use of audio aids enhances learner performance, builds confidence, and improves English communication abilities. This study offers some recommendations and opening new doors for new researchers.

Keywords: Audio aids, speaking skills, listening skills, secondary.

Introduction

Students in Libya often face challenges in communicating effectively in English, particularly at the secondary school level, mainly due to limited speaking proficiency and insufficient exposure to the language. To address this, educators should utilize a variety of instructional tools and resources that present diverse scenarios and exercises aimed at improving students' oral communication skills. Among these resources, audio aids such as plays, stories, and dialogues play a crucial role by enabling learners to hear the target language used in authentic contexts, thereby enhancing speaking competence (Ahmad, 2013). The careful selection and integration of audio aids into teaching practices can significantly boost the quality of language instruction. These resources not only increase students' interest and engagement but also promote active participation, save instructional time, and improve overall learning effectiveness. The use of accessible and cost-effective audio devices like radios, CD players, and recorded materials allows teachers to employ modern, student-centered teaching methods even with minimal technical training (Bajrami & Ismaili, 2024). Ultimately, employing audio aids in English language teaching supports a richer, more dynamic learning environment that caters to diverse learner needs while leveraging technological advancements found in modern digital devices, including computers and the internet (Andrews, 1998).

Statement of the Problem

Many students in Libyan secondary schools consistently struggle with public speaking due to systemic issues in the education system. Teachers often use outdated teaching methods that fail to develop students' clear and confident communication skills (Hamuda et al., 2021; Omar, 2020). There is also a severe lack of accessible and adequate teaching resources, which limits students' opportunities to practice and improve (Sultan, 2024). Furthermore, students have limited exposure to authentic English language environments, which critically hampers

their ability to express themselves effectively in English, especially in public speaking contexts (Aljoundi, 2025; Algwil, 2023). These combined factors leave students unprepared and unable to overcome communicative challenges, thus undermining their overall language proficiency and future prospects. The gap in existing research and education practices lies in addressing how these interrelated factors—outdated pedagogy, scarce resources, and limited language exposure—specifically impact speaking skills development in Libyan secondary schools. This study aims to fill that gap by investigating the direct effects of these deficiencies on students' public speaking performance and exploring potential reform strategies to improve English communication skills. .

Aims of the Study

- Explore the impact of audio aids on secondary school students in speaking skill
- Investigate students' views on audio aids as a delivery method.

Research Questions

- To what extent do audio aids impact on improving students' skills?
- What are the students views about using audio aids to improve their speaking skill?

The Methodology :

In this study, data were collected using a mixed-methods approach, combining quantitative and qualitative techniques. Interviews were conducted with students to gather their opinions on learning with audio aids and its impact on their speaking development. A questionnaire was also administered to teachers to explore their views on using audio aids in the classroom.

Literature review

The literature on teaching English as a foreign language (EFL) highlights the critical role of incorporating a variety of methods, particularly technological resources, to enhance students' learning experiences. Among these, audio aids are frequently emphasized for their effectiveness in capturing attention, simplifying complex concepts, and fostering an engaging classroom environment. The integration of audiovisual materials—including drawings, charts, sound recordings, and videos—has been shown to stimulate student interest and motivation, leading to improved language acquisition outcomes. In the context of English language teaching, audio aids support the instructional goal of maximizing target language use while minimizing reliance on direct translation. The challenges facing English teachers in settings like Libyan schools—where learners often exhibit limited vocabulary and speaking hesitancy—further validate the importance of integrating audio-based technology. Teachers who effectively utilize digital audio recordings and other modern technological tools are able to create supportive, interactive environments that facilitate mastery of the four key language skills: listening, speaking, reading, and writing. Notably, scholars such as Ashaver (2013) emphasize the added convenience and pedagogical benefits of digital voice recordings in improving learners' speaking proficiency.

The Speaking Skill

"Speaking is the active use of language to express meaning so that other people can make sense of it," claims Cameron (2001, p. 40). Additionally, she claims that speaking is harder than listening. She continues, saying that the reason for this is that speaking involves both language creation and comprehension. Speaking skill is defined by Florez (1999) as the ability to use terminology that is appropriate for the audience, comprehensible, and relevant to the subject matter and context of the speech act. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts," according to Chaney and Burks (1998). The context, the people speaking, and the goals of the speech all influence the speech's structure and meaning (Burns & Joyce, 1997). The operational definition of speaking in this study is the foundational stage of students' capacity to communicate

verbally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes while adhering to the pragmatic and course rules of spoken language and using proper pronunciation, grammar, and vocabulary..

Elements of Speaking Skill

Pronunciations

Savignon (2008) stated that when pupils talk, they can produce clearer language by using proper pronunciation. This involves phono vocabulary, which is the part of grammar that includes the constituents and principles that establish patterns and variations in sounds within a language. Pronunciation consists of two components: suprasegmentally characteristics and phonemes. From this, the researcher concluded that pronunciation is the study of how words in a particular language are clearly formed when individuals speak. Pronunciation is essential in communication to facilitate understanding between people.

Vocabulary

According to Gillis (2013) vocabulary is made up of words you use when you talk or write as well as terms you understand when you read or listen. Having a large vocabulary can facilitate efficient communication. Keeping a vocabulary notebook Is one of the best strategies to manage your word acquisition, according to Collier (1971). You might want to keep a big one on your desk for studying and a little one In your pocket so you can jot down words as you hear and see them.

Grammar

According to Yule (1996), grammar is a type of internal language knowledge used in creating and identifying suitably structured language. Another widely accepted definition of grammar is that it is the set of rules governing the sounds, words, sentences, and other elements of a language, as well as their combination and interpretation, which helps speakers intuitively understand the underlying structure of their language by a certain age. Other linguists define grammar as follows: Hartwell (1985) defines grammar as the arrangement of words that expresses meaning, considering it as a branch of linguistics focused on analyzing and describing language. Noam Chomsky views grammar as a system of rules that can generate infinite structures, emphasizing components like phonology, syntax, and semantics.

Comprehension

Comprehension, as described by Clark and Clark (1977), has two common senses. In the narrowest sense, it refers to the mental processes through which listeners perceive the sounds produced by a speaker and use these auditory signals to construct an interpretation of the speaker's intended meaning (Clark & Clark, 1977). More broadly, comprehension extends beyond sound processing to encompass the ability to retrieve and store new information in memory, allowing listeners to use these interpretations actively in ongoing communication.

Accuracy and fluency

Brown (2001) states that the first objective of language instruction should be fluency in communicative language courses. Cunningsworth (1987) defines fluency as the ability to speak a language confidently, naturally, and without excessive pauses or hesitations. Students can improve their accuracy to some extent if they are given the opportunity to focus on the phonological, grammatical, and discourse aspects of their spoken output. When teaching English, teachers should model how to speak the language in an attractive, grammatically, and phonologically correct way. Accuracy refers to the quality of being precise, error-free, and correct. Pupils typically make only one or two significant mistakes that cause confusion, with few substantial phonological problems or minor grammatical and lexical errors (Brown, 2001). Fluency is the ability to speak a language clearly and effortlessly, emphasizing the smoothness and speed of spoken words. While it involves practice, skill, and habit intensity, fluent speech should be as fluid as that of a native speaker.

Types of Speaking Skill

According to Brown (2001), he classified the oral language into two types, they are monologue and dialogue .

Monologue:

Brown (2001, p. 251) clarified, saying that "the hearer must comprehend long durations of speech without interruption when the speaker uses spoken language in monologues. Whether the hearer understands or not, the discourse will continue at the same time. He classified two categories of monologues. First of all, prepared monologues such as - speeches and other written content typically show little repetition and are thus challenging to understand. Second, spontaneous monologues such as - lengthy "stories" in discussions and spontaneous lectures have more repetition, which facilitates understanding; nevertheless, the addition of additional performance factors and hesitations can either facilitate or impede comprehension.

Dialogue:

Brown (2001, p. 251), stated that "Dialogues involve two or more speakers and can be classified into those exchanges whose purpose is to convey propositional or factual information (transactional) and those that promote social relationships." Because the participants in each scenario may have a great deal of common knowledge (background information, schemata), the familiarity of the interlocutors will result In conversations with a greater number of implicit meanings, assumptions, and other meanings. References and meanings need to be clarified in order to guarantee proper comprehension in interactions between or among individuals who are unfamiliar with one another. If these references are not stated clearly, misunderstandings could occur.

Types of audio aids

Radio

One of the easiest ways for learners to improve their listening skills is to listen to the radio. Law tech is radio.(Miller & Flowerdew, 2005:165).One of the most important audio tools is the radio; it gives pupils practice in general listening skills and increases their understanding of various contexts. "The role of Radio in a learner's everyday life affects its use in the language learning classroom," asserted Johnson (2003). Additionally, because they can listen to "pop songs or their favorite programs," students will increase their motivation (Flowerdew & Miller, 2005:167).

The tape recorder:

The most important audio aid is the tape recorder. It offers a successful source of real language and is effective in enhancing teaching and learning. "Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom," according to Flowerdew and Miller (2005:167). Nunan (2008) presented an alternative viewpoint, stating that using tape in oral skills lessons is crucial. The tape player is the most convenient means for students to listen to a range of genres, including lectures, music, poetry, stories, interviews, and dialogues, to strengthen their receptive skills.

According to Alsharif (2008), language laboratories are a common feature in many schools. They are predicated on hearing and repeating language structures; in theory, children would acquire the language more quickly if they heard and repeated language patterns frequently enough. The language lab is especially useful for teaching listening materials since it provides teachers with the opportunity to use recordings of native speakers to enhance students' pronunciation and supports teachers in delivering lessons in various ways. Language laboratories are helpful tools that allow children to learn how to listen easily. The tape recorder is currently the most widely available voice recording device for skilled workers. When used as a teaching tool, tape recorders allow students to hear native speakers with challenging intonations, which helps them comprehend other languages and improves their speaking and listening abilities.

CD - Player

Using CD players is another contemporary method of comprehension through hearing. Electronic devices called CD-players are made expressly to play audio CD-ROMs. These CDs contain lectures and listening exams that can be stored for later use by English language learners (Oxford 2011)

Language laboratory

According to Alsharif (2008), language laboratories are widely used in many schools as they are based on the principle of hearing and repeating language structures. This frequent exposure to language patterns helps children acquire the language more rapidly. Similarly, Richards and Rodgers (2014) emphasize that language labs are particularly effective for teaching listening skills by allowing students to hear native speakers, which improves their pronunciation and provides teachers with diverse instructional options. While language laboratories offer valuable support in helping students develop listening abilities, it is essential for teachers to carefully design the materials, repeatedly review the lessons, highlight important points, and create engaging exercises that students can complete within the lab setting (Alsharif, 2008; Richards & Rodgers, 2014).

Research Design:

The current study aims to investigate the impact of using audio aids by teachers in secondary schools to improve secondary schools' speaking skills. The purpose of the current study is to find out how using audio aids in the classroom helps secondary school teachers enhance their students' speaking abilities. Consequently, the research would be useful in identifying the enhancement that auditory assistance provides for students' performance. The research also sought to improve students' speaking abilities by encouraging teachers to include audio aids in the English language learning process by using quantitative and qualitative methods to gather data..

Data collection tools .

Semi-structured interview

Interview is a technique of data collection that is most widely used in social research, whether qualitative or quantitative. Because in the daily life of almost all social relations are conducted by human beings and involve interviews or conversations. Hadi(1993:59) stated that an interview can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation. The researchers interviewed the students to find out the problems in speaking English used a tape recorder, so the interview was recorded based on questions that was given orally according to the problem study, so the researchers recorded their answers and then transcribed and typed the data into a computer file for analysis.

Semi-structured interview allows the researchers to explore the information and dispute as needed, using a written list of questions as a guide (Mackey & Gass, 2005, p. 173) The themes and questions for the semi-structured interview are predetermined, but they are open-ended, and the phrasing and order of the questions can be adjusted to suit the needs of each interviewee and their responses by using prompts and probes (Cohen et al., 2018, p.511). Thus, open-ended questions are posed to participants, and in light of their answers, further inquiries will be made in order to gain a deeper comprehension of their perspectives regarding the use of audio aids to improve students' speaking abilities.

Questionnaire

According to Creswell (2012), a questionnaire Is a tool used to gather quantitative data for statistical analysis.. As a result, a yes/no questionnaire was employed. According to Johnson and Christensen (2012), it refers to techniques that concentrate on obtaining participant responses to standardized items for confirmatory research aimed at measuring

particular variables and testing hypotheses. There were two components to the instrument: availability of audio aids and the use of audio aids.

The sample

The study sample consisted of 23 teachers who actively used auditory aids in their teaching of English language for secondary school grades (from the first to the third year) in various public Secondary Schools in Zawia. Additionally, the sample included students second-year students from the same Secondary Schools. Within the selected schools, teachers who used auditory aids and the specific student groups were randomly chosen to participate in the study.

Data Analysis and results

The results presented in Table 4.2 provide insights into the availability and utility of audio aids in secondary schools for enhancing students' speaking skills. The findings reveal a mixed level of accessibility and adequacy of audio aids across various aspects. Nearly half of the participants (47.8%) reported that their schools have audio aids, while a slightly higher percentage (52.2%) indicated a lack of such resources. Similarly, 39.1% of respondents reported the presence of laboratories in their schools, whereas 60.9% noted their absence, highlighting a potential gap in the infrastructural support for effective teaching. Regarding resource sufficiency, 56.5% of the respondents agreed that enough resources were available for their subjects, with 43.6% disagreeing. Similarly, 56.5% noted that the tools were well-made, and 65.2% confirmed that the assistive devices were in good working order, reflecting some level of satisfaction with the quality and functionality of available resources.

However, the most compelling responses are related to the relevance and impact of these tools on teaching. An overwhelming majority (91.3%) of respondents agreed that the tools helped students understand the material more easily. Furthermore, 69.6% affirmed that the resources offered were relevant to the subject, and 87.0% agreed that using tools is necessary for teaching speaking skills.

These results suggest that while there are significant challenges related to the availability and accessibility of audio aids in secondary schools, their relevance and impact on students' learning outcomes are well-recognized by educators. Addressing these accessibility gaps could potentially enhance the effectiveness of teaching speaking skills in secondary education.

Table 4. 2 Sample responses on statements of accessible Audio-Aides

o	Accessible Audio-Aides	Yes		No	
		ount		ount	
	Does your school have audio aids?	1	7.8	2	2.2
	Does your school have a laboratory?		9.1	4	0.9
	Do you have enough resources for your subject?	3	6.5	0	3.6
	Are the tools easily accessible?	1	7.8	2	2.2
	Are the tools well-made?	3	6.5	0	3.5
	Are the assistive devices in good working order?	5	5.2		4.8
	Do the tools help students understand the material more easily?	1	1.3		.7
	Are the resources offered relevant to the subject?	6	9.6		0.4
	Do tools really need to be used when teaching speaking skill	0	7.0		3.0

The findings in Table 4.3 highlight teachers' responses regarding their use of aids in instructional practices and their perceived impact on students' learning experiences. A majority of respondents (87.0%) reported preparing lessons before utilizing appropriate tools, indicating that most teachers approach their instructional planning methodically. Similarly, 82.6% confirmed making use of practical aids during instruction, and 78.3% stated that they actively promote student participation in using these tools, emphasizing the collaborative aspect of teaching with aids.

Regarding the effectiveness of aids, 91.3% of respondents noted that students found lessons incorporating aids enjoyable, and an equal proportion agreed that the tools correspond to pupils' mental abilities. Furthermore, 95.7% believed that aids encourage student learning, demonstrating strong support for the educational value of instructional tools. Additionally, 82.6% reported that pupils who receive assistance study more effectively, reinforcing the positive impact of using aids in teaching.

Despite these positive findings, some challenges were identified. Only 43.5% of teachers indicated that there was adequate storage space for aids, highlighting a potential logistical issue. Additionally, while 65.2% stated that supplementary tools were used cautiously, and 47.8% employed upgraded assistance, these figures suggest room for improvement in resource management and modernization.

Overall, the results underline the benefits of incorporating aids in teaching, particularly in enhancing student engagement and learning outcomes. However, addressing challenges such as storage limitations and the integration of upgraded tools could further optimize the use of aids in educational settings.

Table 4. 3 Sample responses on statements of use of aids

o	Use of Aids	Yes		No	
		ount		ount	%
	Do you prepare the lesson before utilizing the appropriate tool?	0	7.0		3.0
	When instructing, do you make use of any practical aids?	9	2.6		7.4
	Do you promote student participation in the use of the tools?	8	8.3		1.7
	Do pupils find the lessons with the aids enjoyable?	1	1.3		.7
	Do the tools you utilize correspond to the pupils' mental abilities?	1	1.3		.7
	Do aids encourage learning in students?	2	5.7		.3
	Is there any space left over to store the aids?	0	3.5	3	6.5
	Are supplementary tools used with caution?	5	5.2		4.8
	Do you employ upgraded assistance?	1	7.8	2	2.2
0	Do pupils who receive assistance study more effectively?	9	2.6		7.4

Discussion of the general findings

According to the researchers, using audio aids in teaching techniques has a good and statistically significant impact on students' English language learning in the secondary stage. In fact, students' development of English language proficiency has increased by 91.3% as a result of using audio aids. A range of teaching techniques were required throughout the learning process to improve speaking skill performance, depending on the learners' ability. Adam (2018) further backed the Idea that audiovisual aids increase speaking skills by boosting vocabulary, accuracy, and self-confidence.

The researchers discovered that using audio aids to teach English has a beneficial impact on language proficiency. It has a big impact on how fluently EFL secondary school pupils develop. Sentence constructions, competency, vocabulary, and self-assurance When Ogwa (2002) stated that a teacher who uses teaching aids in addition to oral speech will cover more ground with the class In less time than a teacher who uses speech alone, It bolstered this argument.

Conclusion and Recommendations

The study concludes that the use of audio aids in teaching English significantly enhances students' learning outcomes, particularly in fluency, vocabulary competence, structural knowledge, and self-confidence. These improvements validate the importance of integrating technology and practical tools into English language instruction. However, the findings also highlight challenges related to resource availability, accessibility, and storage. While teachers recognize the value of audio aids, these barriers limit their potential to maximize student learning.

Based on the current findings, some recommendations are proposed. It is hoped that the suggestion will be considered to facilitate the real use of English language in the classroom and make it easy and successful learning process.

For Teachers

Integrate a variety of audio aids into your lessons, including CDs, audio files, and online resources. Provide students with opportunities to practice speaking using audio models and recordings. Encourage student participation and create a supportive learning environment. Vary teaching methods, and do not rely solely on audio aids. Seek professional development opportunities to enhance your skills in using technology for language teaching.

For Schools

Invest in language laboratories and audio equipment. Provide teachers with access to a wide range of audio resources. Ensure that audio aids are properly maintained and upgraded. Create adequate storage space for teaching aids. Provide reliable Internet access.

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