

JORDANIAN TEACHERS' USE OF TAPES AND TAPE RECORDERS IN ENGLISH LESSONS OF THE LOW PRIMARY STAGE

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Abstract

This study aims at investigating the use of listening equipment- tapes and tape recorders- by Jordanian teachers of English at the low primary stage of the three main teaching sectors in Jordan (government, private, and UNRWA- United Nations for Relief and Works Agency). Ninety-nine teachers of English in the city of Irbid, Jordan responded to the two-part questionnaire of the study. The first consisted of 6 Yes / No questions about the availability and functionality of the equipment. The second has 16 items with five frequency responses about using the equipment and procedures of presenting the listening lessons as indicated by the textbook. The two parts of the questionnaire involve three variables; qualifications, gender, and school type. Results related to the qualification variable show no significant differences in equipment availability and use. The other two variables reflect significant differences for the female teachers of English over the male, and for the UNRWA and private teachers over the government regarding both of equipment availability and use.

Keywords: Listening skill, tape and tape recorder, Jordanian teachers of English

Introduction

Although research in the area of listening processes and strategies is interesting, it still remains the least understood and least researched of the four skills (Vandergrift, 2007). Apart from the direct listening and speaking skills practiced through dealing with the English lesson reading texts and related exercises and activities or the normal in class / out of class teacher – student talks, no proper application of the listening skill could be achieved without the use of equipment. The equipment this research talks about are tapes and tape recorders available at schools which teachers of English are to use according to what textbooks indicate with nearly every lesson, and instructions given in the teachers' guide books provided as an essential part of the curriculum. It has been noticed, as the researcher supervises English Class Teacher university students training at schools, that the teachers of English, whom the students train with, rarely use listening equipment or follow the proper steps to make the best use of them. Using tapes and tape recorders provides opportunities for students to hear a great deal of authentic native speech. Now at the press of a switch an abundance of such material is available, even in remote and isolated areas (Rivers, 1968). According to Alkhuli (2000) tapes are an aural aid that may be employed for more than one purpose. Tapes may be used to provide students with recorded samples of native speakers' pronunciation and intonation. They may also be used in grammar drills and in aural comprehension.

Statement of the Problem

Though learning English is an essential component of the school subjects for all school levels, i.e. grades one to twelve and even at the pre-school, many students see English an

enormous obstacle to overcome. "Teaching listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching" (Beare 2010). The problem initiates quite early at the lower levels when children are expected to be enthusiastic for learning a foreign language, i.e. English. Teachers of English would kindle this enthusiasm or extinguish it by employing the proper procedure or ignoring it partially or completely. Getting the students listen to the lessons recorded on a cassette recorded by native speakers of English as per the curriculum is a prominent element in the early levels of school grades. Authorities, concerned about the teaching of English at schools, work hard to ensure the provision of the material required for teaching English, including the tapes with the lessons recorded on them. Therefore, the solution remains with the teachers to collect the tapes and make available the tape recorders with the help of school administrations, and more importantly to use them properly as indicated in teachers' guides and students' textbooks. Unfortunately, it has been noticed that many teachers walk into classrooms without the tape recorders, do not even have the tapes of the levels they teach, or the tapes are not available at the school or cannot be used because of technical problems. Very surprising, tapes and tape recorders are often available, but teachers of English do not bother using or even asking for them. Investigating the issue from the perspective of the three independent variables, i.e. teachers' qualification, gender, and school type would provide an idea about the availability of listening equipment, their service facilities, and their proper use for a good English class.

Review of Literature

Investigating the educational literature of this study, it was found that most of it focuses on listening comprehension and listening skills teaching and learning. In fact this study is interested in the equipment (tapes and tape recorders) and steps teachers would employ in the English class. The literature related to these issues is fairly limited. Wood (1968) conducted a study in which sixty teachers of Adult Basic Education contributed ideas for using the tape recorder as an instructional tool. She asked if a tape recorder could be used to aid an adult in his quest for literacy. Along with another question, it became the impetus for a project undertaken at the Institute for Teachers of Adult Basic Education. In the study questionnaire she asked for a comment on techniques and results of using the tape recorder in the teaching of reading. Responses indicated that very few of the instructors had used the tape recorder for this express purpose, but those who had done so were enthusiastic about the results.

Hayden (1978) employed the dialogue method of second language learning with elementary and junior high school students who had many opportunities to hear, read and use Standard English in a relevant and motivating setting. Students were paired, and each partner was given only half the dialogue. Partners took turns reading the lines while listening to them on the tape recorder and then took turns reading them to each other.

Begin (1979) prepared a paper in which he addressed the issue of whether education technology can be of assistance to the public school teacher who is in the position of having to teach the rudiments of a second language that he himself has not mastered. Subjects were ten and eleven year old students, with whom teachers particularly used the cassette tape-recorder, which allowed for a high degree of individualization of instruction. The results show that the 10-year-old students performed better than a control group in a similar context. The instructional method used also seems to increase the motivation and enjoyment of the students in relation to English as a school subject. However, the learning environment thus created retains certain rigidity unless it is enlivened by a teacher capable of speaking the second language and promoting dynamic exchanges between students.

Verghese (1989) stated in his book that the tape recorder can be used for class oral work leading to the elimination of personal faults in pronunciation, intonation and rhythm. The tape recorder can also be used for dictation from the very elementary reproduction stage to the very advanced unseen test. He also stated that poetry can be taught with the help of a tape recorder with ease and delight. It also can be a valuable aid in the teaching of drama. He concluded that the tape recorder is a convenient aid for the practice of language skills. Washburn et al (1995) taped conversations held by pairs of learners to encourage them to use strategies for avoiding and repairing breakdowns and require them to take initiative and accept responsibility for their success, which could be transferred successfully to many classroom environments. A paper prepared by Al-Ansari and Wigzell (1996) reports on a study undertaken in Bahrain secondary schools on the contribution of tape-recorders to learning outcomes in EFL. The results demonstrate a significant connection between the studied variables pertaining to the use of the tape-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.

Beare (2010) says that tape and video recorders are traditionally used to present listening and/or visual learning materials to students. However, tape and video recorders are also wonderful props that help students become more playful with the learning process and involve them at a deeper level. Apart from the study by Al-Ansari and Wigzell (ibid), which underlines the availability of tape recorders in the schools for better EFL outcomes, the other studies are interested in the listening skill itself (its importance, means, props, and implementation).

Methodology

Subjects

Ninety-nine of the 104 sample subjects responded to the study. The sample consisted of the low primary stage teachers (male and female) who teach English in the city of Irbid, Jordan. Teachers were randomly selected from schools run by the three main sectors that constitute the school educational main body in Jordan (government, private, and UNRWA [United Nations Relief and Work Agency for Palestinian refugees]). Study subjects are holders of the bachelor degree in English language or the bachelor plus diploma in Education or the master degree in English methodology. There are no Ph.D. holders. For frequency and percentage of study variables and subjects see table 1 below.

Table: 1. Frequency and Percentage of Gender, Type of school, and Qualification

Vari-able	No.	%	Variable	No.	%	Vari-able	No.	%
Male	41	41.4	Gov.	60	80.6	BA	77	77.8
Female	58	58.6	Private	20	20.2	BA+Dip.	11	11.1
			UNRWA	19	19.2	M.Ed.	11	11.1
Total	99	100.0	Total	99	100.0	Total	99	100.0

Instrument

A two part questionnaire (see appendix) is developed by the researcher. The first investigates the availability and use of equipment (tape and tape recorder) to which the subjects respond with yes or no. It contains six questions. The second part contains 16 steps that the teachers would apply with their students. They took the form of statements to which the subjects respond by choosing one from five responses (never, rarely, sometimes, mostly, and always). The questionnaire has been first written in English and then translated into Arabic – the subjects' first language to ensure understanding of all items. The translation has

been done by the researcher himself, and then reviewed and approved by two professional translators.

Data Analysis Procedures

The internal consistency of the two parts of the questionnaire (equipment and steps) was calculated by using Cronbach's alpha coefficient. The overall reliability for the 22 item questionnaire (equipment: 6 yes or no questions + steps: 16 items) was 0.8831. The item scale in the equipment category shows acceptable reliability of .5268; whereas the item scale in the steps category shows high reliability of .8906. This indicates that the questionnaire is reasonably reliable.

To determine the significance in the analysis of the data, the value of $p < .05$ is chosen. The analysis of variance (ANOVA) is used to determine significant variation in mean of the availability of equipment across the three variables of gender, school type, and qualification. The ANOVA was also used to find out the differences in mean of the reported step use in relation to each one of the three independent variables.

Discussion of the Findings Availability of Equipment

The overall review of the means of the equipment availability through the three variables together show that the equipment (tapes and tape recorders) are reasonably available as indicated in table 2 below.

Table No. 2: Overall availability of equipment - means and standard deviation

Equipment availability	M.	Std. Dev.
Is there a tape recorder in your school?	.93	.25
Is there electrical power supply in your school?	.99	.10
Is there more than one tape recorder in your school?	.79	.41
Is there a tape recorder used for teaching English only in your school?	.63	.49
Is the tape recorder you use, used by other teachers for other subjects?	.53	.50
Do you have the tapes of English for the classes you teach?	.90	.30

A quick look at the table above shows that all schools have electricity ($M = .99$), most of them have tape recorders ($M = .93$), and tapes of English for the classes are mostly available ($M = .90$). The table indicates that the authorities running the schools have mostly done their job very well through providing electricity, tape recorders and tapes, which are the main elements of the listening class in this context. The two questions about having more than one tape recorder and having a tape recorder exclusively for English classes are minor elements and rely on the teacher's initiative to make them available. They score relatively lower means as shown in the table (.79 and .63) but still they are good enough for the teachers to make do with reasonably. Having other teachers using the tape recorder of the English teacher is relatively high ($M = .53$), which means that the teacher of English has sometimes to go to class without having the tape recorder with him because another teacher of another subject is using it. Providing at least one tape recorder, electricity, and the tapes is the responsibility of schools administrations, which they in fact do. However, administrations' responsibilities should also proceed to ensure that teachers of English have tape recorders used exclusively by them and do employ the equipment in class.

Data analysis of the three variables in the study shows no significant differences in the teachers' qualifications variable (BA, BA + Diploma, M.Ed.). This is because most of the issues about providing the equipment in the first part of the questionnaire are the responsibility of school authorities and administrations rather than the teachers.

The gender variable is clearly reflected in the study data analysis. Table 3 below shows significant differences for the female over the male English teachers concerning the questions about having a tape recorder for teaching English only, and having the tape recorder

used by other teachers for other subjects other than English. Female teachers of English score higher means than the male teachers concerning the two questions just mentioned above (.71 : 51; .66 : 34 respectively). Female individuals usually score higher means than the male in human sciences (El-Omari, 2002).

Table No. 3: The variable of gender and equipment availability

Equipment questions	Male (n=41)		Female(n=58)		T	Sig.
	Mean	Std. Dev.	Mean	Std. Dev.		
Is there a tape recorder in your school?	.90	.30	.95	.22	-.871	.386
Is there electrical power supply in your school?	1.00	.00	.98	.13	.840	.403
Is there more than one tape recorder in your school?	.80	.40	.78	.42	.345	.731
Is there a tape recorder used for teaching English only in your school?	.51	.51	.71	.46	-1.992	.049
Is the tape recorder you use, used by other teachers for other subjects?	.34	.48	.66	.48	-3.205	.002
Do you have the tapes of English lessons for the classes you teach?	.83	.38	.95	.22	-1.953	.054

The mean difference is significant at the .050 level

Out of the six items of the equipment part in the questionnaire, the school type variable data analysis shows significant differences with only two items as shown in table 4 below. The first one is the question about having a tape recorder exclusively used for teaching English and the second is about getting the tapes of English lessons for the classes teachers teach. The significance for the private and UNRWA schools over the government ones stems from two main factors. The first is attributed to profit making motives of the private schools because their administrators are usually their owners, who are concerned about good standards of facilities at their schools to attract students i.e. customers. The second factor concerns UNRWA schools, whose teachers are relatively better well-paid than government teachers, and undergo intensive supervision by UNRWA educational department.

Table No. 4: The variable of school type and equipment availability

Equipment questions	Government		Private		UNRWA		F	Sig.
	M.	Std. Dev.	M.	Std. Dev.	Mean	Std. Dev.		
Is there a tape recorder in your school?	.92	.28	.90	.31	1.00	.00	.915	.404
Is there electrical power supply in your school?	.98	.13	1.00	.00	1.00	.00	.320	.727
Is there more than one tape recorder in your school?	.77	.43	.85	.37	.79	.42	.304	.738
Is there a tape recorder used for teaching English only in your school?	.50	.50	.85	.37	.79	.42	5.711	.005
Is there a tape recorder you use, used by other teachers for other subjects?	.52	.50	.45	.51	.63	.50	.655	.522
Do you have the tapes of English lessons for the classes you teach?	.83	.38	1.00	.00	1.00	.00	3.782	.026

While there are significant differences between the government school teachers on the one hand, and the private and UNRWA teachers on the other, no significant differences exist between the private and UNRWA school teachers for the above mentioned reasons. The relationships are clearly displayed in table 5 below. Every school has at least one tape recorder used for different purposes such as, recitations of the holy Quran, the morning

assembly to play the national anthem, and some national enthusiastic songs. This exposes it to frequent damage as it is used by many people (teachers and students). Having a tape recorder exclusively used by the teacher of English becomes very urgent as he/she uses it in nearly every English class. Private and UNRWA schools compared to government schools are significantly different by providing teachers of English with tape recorders exclusively used by them. This would ensure better application of the listening activities in the English class as teachers have no excuses for not using them.

The table also shows a significant difference about the teachers having the tapes of English lessons for their classes in favor of the private and UNRWA school teachers over the government teachers. In this context, the tapes are prepared by the Centre of Learning Resources at the government educational directorate. School administrations refer to the directorate or the centre to collect the tapes. Motivated by nearly the same above mentioned reasons, private and UNRWA school teachers are keener to have the tapes than the government school teachers as the table below indicates. Those teachers who do not have the tapes will find themselves reading the English lessons to their students, a quality which is well below that of a native speaker on the tape.

Table No.5: School type multiple comparisons of mean and significance in two issues

Independent Variable	(I) SCHOOL	(J) SCHOOL	Mean Difference(I-J)	Sig.
Is there a tape recorder used for teaching English only, in your school?	Government	Private	-.35(*)	.004
		UNRWA	-.29(*)	.020
	Private	Government	.35(*)	.004
		UNRWA	.06	.685
	UNRWA	Government	.29(*)	.020
		Private	-.06	.685
Do you have the tapes of English lessons for the classes you teach?	Government	Private	-.17(*)	.031
		UNRWA	-.17(*)	.034
	Private	Government	.17(*)	.031
		UNRWA	.00	1.000
	UNRWA	Government	.17(*)	.034
		Private	.00	1.000

* The mean difference is significant at the .050 level.

Steps of Using the Tapes and Tape Recorders

The questionnaire has sixteen steps which the researcher has prepared. The first five steps are technical, i.e. they refer to the mechanics and installations of apparatus teachers of English should have to ensure the proper functioning and use of the tape and tape recorder (see table No. 6 below and notice the means of strategy use). This reflects the efficiency of teachers and school administrations, as well as the cooperation they practice amongst themselves, and realization of their responsibilities. Teachers would not be able to play the tape if there was no electric power, or the electric socket or the tape recorder was damaged. School principals would refuse or hesitate to provide batteries or get the broken tape recorder fixed. Teachers would forget to take the tape recorder and tapes to their classroom, or would not bother to pay any effort to fetch them. These are small and trivial matters that would pop in any time and hinder or spoil the English class teaching learning process. Efficient teachers and administrators will hasten to solve such minor problems, an initiative which would enhance the motivation and enjoyment of the students (Begin, 1979). The strategy use means show that the study subjects look reluctant to use batteries, or move to another classroom if there are no batteries or the electric socket is damaged (1.95 and 2.84 respectively). Teachers' reaction to fixing a damaged tape recorder is mild (3.60). However, they hasten to report the broken tape recorder to the school administration, scoring the highest mean (4.61) and the least standard deviation (.89), throwing the responsibility off their shoulders onto the

principals'. Moreover, they claim taking the concerned tapes and tape recorder to class, scoring the third highest mean (4.28).

The next eleven strategies describe what teachers should do to help their students learn the sounds of English language as articulated by native English speakers' voices recorded on the tapes as per the lessons in the curriculum. The questionnaire investigates if the teachers themselves listen to the recordings of the lessons before presenting them to the students. The questionnaire ends by investigating the issue of teachers getting the students imitate the voice of the native speaker on the cassette. Considering table No. 6 again, teachers claim that they listen to the lessons recorded on cassettes before they present them to the students (4.20). Teachers also follow the instructions and get students listen to the lessons (4.44). Going down the strategies in the table, means indicate that teachers nearly do as they are expected to do. They get the students listen to the lesson recorded on the cassette at least three times while books are closed (3.84). This helps students to concentrate and familiarize themselves with the spoken English with all its features such as, intonation, pitch, rhythm ... etc, according to the context. Beare (2010) thinks that "some students convince themselves that they are not able to understand spoken English well and create problems for themselves". He adds that he tries to teach his students that they need to listen to English as often as possible, but for short periods of time.

Opening books and pointing to the pictures accompanying the lesson while listening, and pointing to the words and sentences in the next step, students' recognition of words, items and referents increases (means 4.06 and 4.16 respectively). Students' repetition and imitation of the native speaker's voice on the cassette is ascertained. The next four statements of the questionnaire deal with these strategies, and subjects' responses indicate that they nearly follow the process of repetition and imitation well, scoring relatively high means (4.12, 3.59, 4.16, and 3.52 respectively). The last two items of the questionnaire sum up the whole process of using the tape and tape recorder in the English lesson to ensure the proper application of the strategies concerned. Subjects here score relatively medium means (3.44 and 3.14 respectively).

Table No. 6: Steps of equipment use by teachers

Steps	Mean	Std. Deviation
I use dry batteries to run the tape recorder if there is no electricity or the electric outlet in the classroom is not working	1.95	1.09
If the electric outlet in the classroom is not working I move to another classroom which has this facility	2.84	1.43
I get the tape recorder fixed immediately if it fails to work	3.60	1.35
If the electric outlet in the classroom is not working I report it to the school principal	4.61	.89
I take the tape recorder and the concerned cassettes with me when I go to the class	4.28	1.05
I listen to the lesson on the cassette before I present it to the students	4.20	1.01
I get the students listen to the lesson on the cassette as indicated by the school book	4.44	.98
I get the students listen to the lesson on the cassette at least three times, books closed	3.84	1.17
I get the students listen to the lesson on the cassette and point to the pictures of the lesson	4.06	1.09
I get the students listen to the lesson on the cassette and point to the sentences of the lesson	4.16	1.03
I get the students listen to the lesson on the cassette and repeat sentence by sentence for at least one time, altogether	4.12	1.06
I get the students listen to the lesson on the cassette and repeat sentence by sentence, in groups, pairs, and individually for at least one time in each case	3.59	1.21
If students' repetition after the cassette was not good because sentences	4.16	1.13

are too long, I divide them into sense groups by using the 'pause' button		
If students' repetition of some expressions or sentences is not satisfactory, I do not read, but I rewind the cassette for them to repeat	3.52	1.31
All lessons and exercises where the book indicates the use of the cassette should be done accordingly	3.44	1.19
I get the students imitate the voice of the native speaker on the cassette and no- body's else	3.14	1.33

Discussing the steps of using equipment and employing them in the English class according to the three variables of the study, only those which have statistical significance will be taken into consideration.

Analysis of the results of the qualification variable shows no significant differences among teachers, who are mainly university graduates holding the BA in English, the BA plus diploma, and the M.Ed. in English methodology degrees. This issue needs further investigation, since obtaining higher qualifications does not reflect differences in strategy use. This might be attributed to the in-service training programs which the Ministry of Education and UNRWA prepare for teachers of English. However, the results show that teachers of English, of all qualification levels, lack the sense of initiative, as few of them use dry batteries or move to another classroom to run the tape recorder if there is no power supply for any reason as shown in the first two strategies. For the first step (see the appendix) 'I use dry batteries to run the tape recorder if there is no electricity or the socket in the classroom is not working', the three qualification teachers score the means 1.97, 1.73, and 2.00 respectively. It is surprising that BA teachers score higher mean than the teachers of BA plus a diploma in education, who have received extra hours in methodology. Moreover, BA teachers nearly score the same as M.Ed. English teachers. For the second step, 'If the electric socket in the classroom is not working, I move to another classroom which has this facility', BA teachers score higher than both of the other two qualification teachers (2.91, 2.64 and 2.55 respectively). Results show that BA teachers of English are more initiative than the other two categories, and pay more effort to ensure that their students are taught properly by using the tapes and tape recorders. English teachers with a diploma over their BA, and those with M.Ed. might rely on their qualifications and experience which do not usually work without getting students to listen to the native speaker's voice recorded on the tape recorder as per the instructions in the teacher's guide.

Gender is the second variable according to which the steps of using the tape and the tape recorder in teaching English at Jordanian schools at the low basic level (grades 1 – 6) are investigated. Table 7 below shows only the steps which reflect significant differences in use by the subjects from the gender perspective. Six out of the sixteen steps (see the appendix), were found to show significant differences in favor of the female English teachers over the male.

Table No. 7: Steps at which male and female English teachers significantly differ

Steps	Male (n=41)		Female (n=58)		T	Sig.
	Mean	Std. Devi.	Mean	Std. Devi.		
If the electric outlet in the classroom is not working, I move to another one which has this facility	2.39	1.32	3.16	1.42	-2.712	.008
If the electric outlet in the classroom is not working, I report it to the school principal	4.29	1.19	4.83	.50	-3.069	.003
I take the tape recorder and the concerned cassettes with me when I go to the class	3.88	1.33	4.57	.68	-3.393	.001
I get the students listen to the lesson on the cassette as indicated by the school book	4.15	1.22	4.66	.71	-2.615	.010
I get the students listen to the lesson on the cassette and repeat sentence by sentence for at least one time, altogether	3.85	1.15	4.31	.96	-2.146	.034

If students' repetition after the cassette was not good because sentences are too long, I divide them into sense groups by using the 'pause' button	3.83	1.20	4.40	1.02	-2.524	.013
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Table 7 above shows that female teachers of English take the initiative and move to another classroom to get their students listen to the lesson recorded on the tape, if the power socket does not work. They also would report the damage to the school principal to ensure that the next day class would run smoothly and properly without interruption or any short comings.

Taking the tape recorder and the relevant cassettes to the class is the first step towards an optimal English listening class lesson. The significant difference is crystal clear at the .001 level of this step with the means 4.57 for female teachers and 3.88 for the male. Female teachers of English scored significantly higher than the male with the other three steps. In fact all through the sixteen step analysis the female teachers of English score higher means than the male. This indicates that female teachers of English employ the steps of using the tape and tape recorder in the English class more than the male. A further investigation of the correlation between the use of the tape and tape recorder and students' achievement in learning English would reflect the role that female teachers of English play in developing the English teaching – learning process.

The school type is the third variable through which the issue is investigated. Out of the sixteen steps, six show significant differences amongst teachers of English in the three types of schools – government, private, and UNRWA schools. All through the sixteen steps, the means scored of the step use are for the UNRWA English teachers over the other two school types. The overall comparison shows significant differences for the teachers of English at UNRWA schools over private and government schools. However, private school teachers of English are also significantly different over government school teachers at the six steps which show significant differences as indicated in table No. 8 below. The table shows the mean difference at less than the .050 level. The findings are surprising since government educational authorities prepare the tapes of the English lessons every year and inform all schools from all sectors and call them to collect their copies of the cassettes. Frequent visits to schools from the three sectors mentioned above, in the city of Irbid, show that government schools enjoy better facilities and larger classrooms than the other two school sectors. When the school principals and administrators were asked about the availability of tape recorders and tapes, they insisted on providing them. Reviewing the textbooks especially for the lower grades, all units indicate the use of the tapes for most lessons in them. The first step in the table above, UNRWA and private school teachers of English are significantly different compared to government teachers. The former are keener to take the tape recorder and the concerned cassettes to their classes than the latter. They also listen to the lessons recorded on the cassette before they present them more than government teachers of English do. Getting students listen and repeat after the native speaker's voice recorded on the cassette, in groups, pairs, and individually to imitate the true situations in the lesson is also considered by UNRWA and private teachers more than government. Regarding the last two steps in the table above, UNRWA English teachers score significantly different over the other two sectors'. This could be attributed to the frequent supervision visits that UNRWA department of education supervisors carry out. Another reason, which needs to be investigated, might be attributed to the financial factor as UNRWA teachers are better paid than government or private school teachers. UNRWA teachers and students are mainly Palestinian refugees who might feel the responsibility they share towards their cause through the betterment of their teaching-learning process. However, this conclusion is merely a personal view which needs further investigation to be experimentally considered.

Table No. 8: Steps at which three sector school types significantly differ

Dependent Variable	(I) School	(J) School	Mean Differ.(I-J)	Sig.
I take the tape recorder and the concerned cassettes with me when I go to the class	Gov.ment	Private	-.68(*)	.008
		UNRWA	-.93(*)	.001
	Private	Gov.ment	.68(*)	.008
		UNRWA	-.24	.438
	UNRWA	Gov.ment	.93(*)	.001
		Private	.24	.438
I listen to the lesson on the cassette before I present it to the students	Gov.ment	Private	-.52(*)	.044
		UNRWA	-.60(*)	.023
	Private	Gov.ment	.52(*)	.044
		UNRWA	-.08	.802
	UNRWA	Gov.ment	.60(*)	.023
		Private	.08	.802
I get the students listen to the lesson on the cassette and repeat sentence by sentence for at least one time, altogether	Gov.ment	Private	-.55(*)	.043
		UNRWA	-.57(*)	.038
	Private	Gov.ment	.55(*)	.043
		UNRWA	-.02	.943
	UNRWA	Gov.ment	.57(*)	.038
		Private	.02	.943
I get the students listen to the lesson on the cassette and repeat sentence by sentence, in groups, pairs, and individually for at least one time in each case	Gov.ment	Private	-.75(*)	.013
		UNRWA	-.96(*)	.002
	Private	Gov.ment	.75(*)	.013
		UNRWA	-.21	.568
	UNRWA	Gov.ment	.96(*)	.002
		Private	.21	.568
All lessons and exercises where the book indicates the use of the cassette, they should be done accordingly	Gov.ment	Private	-.10	.736
		UNRWA	-.91(*)	.003
	Private	Gov.ment	.10	.736
		UNRWA	-.81(*)	.030
	UNRWA	Gov.ment	.91(*)	.003
		Private	.81(*)	.030
I get the students imitate the voice of the native speaker on the cassette and no- body's else	Gov.ment	Private	.10	.761
		UNRWA	-1.10(*)	.001
	Private	Gov.ment	-.10	.761
		UNRWA	-1.20(*)	.004
	UNRWA	Gov.ment	1.10(*)	.001
		Private	1.20(*)	.004

* The mean difference is significant at the .050 level.

Conclusion

The statistical evidence tabulated in tables 1 – 8 show the importance of studying the availability of equipment (tapes and tape recorders) and the steps of using them in English classes by teachers of English at the low primary stage. This is done in accordance with three main variables – teachers' qualifications, gender, and school type. Following are some broad generalizations:

Teachers of English distributed on the three qualifications – BA, BA + Diploma, and M.Ed. - care about providing their classes with the necessary functioning equipment to ensure presenting the English lessons properly.

Female teachers of English are more concerned about presenting their English classes properly than male teachers. They ensure providing required equipment and employ necessary strategies for an optimal English class.

UNRWA and private school English teachers are interested in having a tape recorder specifically used for teaching English. This enables them to present their English classes in accordance with the procedures in teachers' guide book and students' textbook indications.

Performing procedures in 3 above, UNRWA and private school teachers of English collect the concerned tapes for the English classes they teach. This makes them more prepared and time saving than government teachers.

Considering the qualification variable, Jordanian teachers of English prepare required equipment and employ proper steps to present the English classes in accordance with the teachers' guide book instructions and students' book indications.

Female teachers of English are better than the male at preparing required equipment and employing the proper steps to present the English classes. They have no problem moving to another classroom if the electric socket is damaged, and report it to the school administration to be repaired.

Female teachers of English are more interested than the males in taking the tapes and tape recorder to their classes and getting students to listen to the lessons as textbooks indicate.

Female teachers of English are better presenters of the English class than the male at issues concerning the whole class repeating sentences of the lesson recorded in native speakers' voice.

Female teachers of English also insist on proper repetition of long sentences more than the male by dividing them into sense groups.

UNRWA and private school teachers of English are more concerned about taking the tapes and tape recorders to their classes than the government teachers.

UNRWA and private school teachers of English are more interested than government teachers in listening to the lessons recorded on the cassettes before presenting them to their students.

UNRWA and private school teachers of English are better presenters of the English class than the government teachers at issues concerning the whole class repeating sentences of the lesson recorded in native speakers' voice.

UNRWA and private school teachers of English are better performers than government teachers at getting students to listen and repeat recorded sentences in groups, pairs, and individuals for at least once in each case.

UNRWA school teachers of English follow textbook indications about using the cassette more than government and private school teachers do respectively.

UNRWA school teachers of English insist on students imitating the native speaker's voice recorded on the cassette and no-body's else more than government and private school teachers do respectively.

Recommendations

This study shows that government teachers of English are the least interested in providing listening equipment in their classes, and they are also the least in using the strategies related to the equipment of the three main sectors that run schools in Jordan. This is so despite the abundant equipment and facilities provided at government schools, besides reasonable class sizes and rather big classrooms, an issue that needs further investigation. Most UNRWA and private schools are over crowded and lack equipment and facilities that government schools enjoy, and teachers' loads are higher than those of the government. This indicates that teachers of English at these schools (UNRWA and private) make do with the equipment and facilities they have. Government school teachers need to undergo close supervision conducted by supervisors of English language teaching to insist on having and using equipment and strategies of English classes. The study also recommends investigating the possibility of having correlation between the proper use of equipment and strategies in English classes at the lower basic stage and students' achievement.

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Appendix: Questionnaire

Qualification: 1- BA 2- BA + Diploma 3- M.Ed. 4- PhD
 Gender: 1- Male 2- Female
 School Type: 1- Government 2- Private 3- UNRWA

1. Equipment Data

No.	Question	Yes	No
1	Is there a tape recorder in your school?		
2	Is there electrical power supply in your school?		
3	Is there more than one tape recorder in your school?		
4	Is there a tape recorder used for teaching English only in your school?		
5	Is the tape recorder you use, used by other teachers for other subjects?		
6	Do you have the tapes of English lessons for the classes you teach?		

2. Steps

No.	Item	never	rarely	Sometimes	mostly	Always
1	I use dry batteries to run the tape recorder if there is no electricity or the electric outlet in the classroom is not working					
2	If the electric outlet in the classroom is not working I move to another classroom which has this facility					
3	I get the tape recorder fixed immediately if it fails to work					
4	If the electric outlet in the classroom is not working I report it to the school principal					
5	I take the tape recorder and the concerned cassettes with me when I go to the class					

6	I listen to the lesson on the cassette before I present it to the students					
7	I get the students listen to the lesson on the cassette as indicated by the textbook					
8	I get the students listen to the lesson on the cassette at least three times, books closed					
9	I get the students listen to the lesson on the cassette and point to the pictures of the lesson					
10	I get the students listen to the lesson on the cassette and point to the sentences of the lesson					
11	I get the students listen to the lesson on the cassette and repeat sentence by sentence for at least one time, altogether					
12	I get the students listen to the lesson on the cassette and repeat sentence by sentence, in groups, pairs, and individually for at least one time in each case					
13	If students' repetition after the cassette was not good because sentences are too long, I divide them into sense groups by using the 'pause button'					
14	If students' repetition of some expressions or sentences is not satisfactory, I do not read, but I rewind the cassette for them to repeat					
15	All lessons and exercises where the book indicates the use of the cassette, they should be done accordingly					
16	I get the students imitate the voice of the native speaker on the cassette and no- body's else					
