

**THE USEFULNESS OF CURRENTLY VETTED TEACHING/LEARNING
MATERIALS IN THE TEACHING OF ENGLISH LANGUAGE: THE CASE
OF THE OPEN UNIVERSITY OF TANZANIA**

BY

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FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION AT
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2010

SUPERVISORS' CERTIFICATION

The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis titled *“The Usefulness of Currently Vetted Teaching/Learning Materials in the Teaching of English Language: The Case of The Open University of Tanzania”* submitted by Bibiana Shauri Komunte in fulfillment of the requirements for a Degree of Doctor of Philosophy in Education.

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DECLARATION

I, **BIBIANA SHAURI KOMUNTE**, declare that this thesis is my own work and that it has not been submitted for a degree to any other university.

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DEDICATION

This thesis is dedicated to my husband, Amri Mohamed Komunte, who tirelessly encouraged me to pursue postgraduate studies.

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The responsibility for this work lies with me alone. However, its completion has been possible through the help of many people and I wholeheartedly thank them.

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ABSTRACT

The purpose of this study was to lay a foundation for the analysis of the curriculum input (syllabuses and study materials) and the teaching and learning processes as ways that The Open University of Tanzania (OUT) could use to enhance its students' academic performance. This study was prompted by the controversy regarding the usefulness of the available Teaching/Learning (T/L) materials.

The area of study included OUT Morogoro and Mbeya regional centers and OUT headquarters. A case study design was used. The sample comprised 19 first year English language students, five English language lecturers and 20 key personalities. Both qualitative and quantitative methods of data collection and analysis were employed. The data were gathered from interviews, documentation, questionnaires, observations, video and audio-cassettes and achievement tests, while the procedures used in analysis of data such as tutorial interaction coding occurred throughout the research period.

The study demonstrated that the syllabuses and study materials were not related to OUT pedagogical guidelines and that the students who studied through exposure to a combination of media experienced better learning atmosphere and performed significantly better than their counterparts who were exposed to the given study materials only.

Recommendations of this study included periodic analysis of curriculum input and teaching and learning processes through practice of a combination of media should be given priority for enhancing students' academic performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

BA	-	Bachelor of Arts
B Ed	-	Bachelor of Education
CDs	-	Compact Discs
CODE	-	Canadian Organization for Development through Education
COL	-	Commonwealth of Learning
DES	-	Decentralized Education System
DRCs	-	Directors of Regional Centers
DVC	-	Deputy Vice Chancellor
EFL	-	English as a Foreign Language
FL	-	Foreign Language
ICTs	-	Information Communication Technologies
IGNOU	-	Indira Gandhi National Open University
LAD	-	Language Acquisition Device
LAN	-	Local Area Network
MoEC	-	Ministry of Education and Culture
NOUN	-	National Open University of Nigeria
ODL	-	Open and Distance Learning
ODLs	-	Open and Distance Learners
OLL	-	The Open University Of Tanzania Language and Linguistic Code
OUT	-	The Open University of Tanzania
RP	-	Received Pronunciation
SAEU	-	Southern Africa Extension Unit

SPSS	-	Statistical Package for the Social Sciences
T/L	-	Teaching/ Learning
TMA	-	Tutor Marked Assignments
TV	-	Television
UKOU	-	United Kingdom Open University
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNISA	-	University of South Africa
URT	-	United Republic of Tanzania
UT	-	Universitas Terbuka
VC	-	Vice Chancellor
WAN	-	Wide Area Network

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

The promotion of teaching and learning effectiveness is a crucial issue in distance education. Such effectiveness, as it is assumed, can be achieved when the quality, quantity and combination of T/L materials are improved. The importance of the use of such materials in the delivery of knowledge and skills to students is a paramount concern to administrators, academicians and policy makers of any single mode distance teaching institution. The assumption behind the concern is that the proper use of such materials considers the input variable, that is, frequent analysis of curriculum input like the syllabuses and study materials. The input ensures effective teaching and learning processes (pedagogy) and the learning outcome (academic performance) as Osaki (2005) asserts:

In teaching, reference to a medium of instruction is confined to the language medium and little is said on the instructional technology medium. A strong instructional technology medium can support a weak language medium or vice versa. This is one issue that is rarely addressed in Tanzania and other developing countries with little technology (p. 42).

1.1.1 The Basic Objectives and Functions of The Open University of Tanzania

The Act of Parliament No. 17 of 1992 established The Open University of Tanzania. OUT (2006a) states the objectives and functions of OUT as follows:

To preserve, enhance and transmit knowledge by teaching and conducting research through various means, including the use of broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars;

To provide opportunities for higher education to a broad segment of the population through distance learning;

To promote the educational well being of the community generally through distance education methods;

To provide education of university and professional standard for its students; and

To conduct examinations for, and to grant degrees, diplomas, certificates and other awards of the university (p.239).

According to OUT (2006b), the basic objectives are pursued for the benefit of humanity and the society under an obligation of ensuring justice and equity for all as the mission of OUT states:

To continuously provide quality open and distance education research and public service for sustainable and equitable social and economic development of Tanzania in particular and the rest of Africa (p.4).

The objectives imply that, OUT is an institution which is expected-by the nation, to provide education of international university standards to a larger number of citizens than any other conventional institution in the country. At least an overall cumulative enrolment of 34,264 by the year 2009 was expected. Currently, the university is expanding rapidly (Haoga, 2008). The Tanzanian workers and farmers ought to attain university education while continuing with the tasks of nation building and carrying out their family responsibilities. Eventually, OUT will provide the much-needed and better-educated workforce in the country, as OUT's (2004) vision states:

To be a leading world-class university in the delivery of affordable, quality education through Open and Distance Learning, dynamic knowledge education generation and application (p. xiii).

This vision is spearheaded by the guiding theme of:

Commitment to Quality Outputs, Integrity and Pursuit
for Enhanced National and International Recognition (p. xiii).

Presumably this vision cannot be fulfilled without the precise use of T/L materials, which, in a single mode distance teaching institution, are of paramount importance. According to Mhehe (2002), OUT was the second single mode distance teaching university established in Africa South of the Sahara after UNISA and the first post-secondary distance teaching institution in Tanzania. Since its inception in 1992, it has expanded rapidly. By June 2006, it had enrolled 17,363 students. The university has 25 regional centres (OUT, 2007). At OUT, students study independently using mainly selected study materials. There are few audio-cassettes for visually impaired students (Mgonja, 2003). There are occasional face-to-face sessions when tutors assist the students in areas in the courses which the students find difficult at the regional centres. The tuition fee for undergraduate students is Tshs. 300,000/= per year, examination fee Tshs. 20,000/= per year and students' organisation fee of Tshs. 10,000/= annually. These are the charges directed by the University Council in consideration of the minimum wage of Tshs. 80,000/= per month of many Tanzanians. Therefore, it is expected that this small fee amount would enable many people enroll themselves and purchase necessary requirements such as stationeries, reference books and journals.

At OUT, *õopenõ* refers to both providing admission to university education for aspiring Tanzanians who qualify but could not secure admission at the conventional universities in Tanzania due to limited space, and making the university education more flexible, economical and public (Mmari, 1997; OUT, 2007).

The university has adopted study materials from other distance teaching universities such as the University of Nairobi, IGNOU, the University of Abuja and UNISA.

Besides, OUT has already published 130 titles of study materials using experts from Tanzanian universities (OUT, 2007).

OUT mostly uses printed study materials contrary to Koda (2001) who recommends sufficient use of modern instructional media and technology for efficient delivery. The study materials are normally distributed to students through its regional centres. On receipt of the study materials at the beginning of the academic year, the assignments are also distributed. Students are examined during the academic year in which they have studied. The examinations consist of: continuous assessment; which comprises two written assignments, two timed tests, research projects, practical activities, teaching practice and a written examination at the end of each academic year (Annual Examination). Tutor Marked Assignments (TMAs) are collected by the students at the regional centres.

1.1.2 The Nature of OUT Study Materials

The preparation of study materials, including the Spoken English study material which was written by a Tanzanian, is as follows:

OUT study materials are written by experts, usually a university lecturer of the course under contract with OUT. The expert is normally given guidelines for writing such material (OUT, 2002). After completing the writing process the study material is taken to a reviewer who reviews and make recommendations and comments. Thereafter it is taken back to the writer who makes amendments. Then the study material is edited by the OUT editor. After editing, the study material is printed by private printers in Dar es Salaam basing on specifications prepared by OUT's Editorial Section.

The printed study materials are normally distributed to students at the beginning of the academic year when the students register for courses which they intend to study in that particular year. During the fieldwork of the present study, it was noted that print material was dominant material. ICTs such as audio cassettes were not common and some were at experimental stage.

1.1.3 The English Language Teaching/Learning Materials

At the time of fieldwork, OUT was offering 17 core courses and 18 elective courses of English Language and Linguistics. The target learners of these courses are those studying B.A (General) and B.A (Education); students who are expected to teach English language in secondary schools; and B.ED students who are expected to teach English Language at Teacher Training Colleges and adults at the centers of the Institute of Adult Education. Currently OUT English learners use printed study materials from University of Abuja (Nigeria), University of Nairobi (Kenya), for example, by Muthiani (1988) and The Open University of Tanzania, for example, by Maghway (1997). The materials from Nairobi and Nigeria reflect content and examples from those countries which are different from the Tanzanian context (Bhalalusesa, 1999). Besides, these materials are bulky, thus, not quite suitable for distance learners. They also lack enough self help exercises which are necessary for distance learners (Perraton, 1984; Reuben, 1997). Apart from study materials, OUT owns few English language audio cassettes for assisting the visually impaired students.

Supplementary readings are normally listed in the study materials for the students' further reading. Titles of further readings such as journals and articles are also listed

down in the study materials. The problem is that, distance learning is home learning, self-instruction, independent study, and individual study with supplement of any other media e.g. video, audio and occasional face to face contact (OUT/SAEU, 1998a). Sometimes it is very difficult for distance learners who live in remote areas to access libraries and bookshops where they can be able to read/buy the listed books.

1.1.4 The Place of T/L Materials in OUT Curriculum

The place of T/L materials is historical. According to personal communication with the first Vice Chancellor of OUT on 9th April, 2008, the history goes back to the Correspondence Institute as an extension department of the University of Dar es salaam in Makweta's recommendation pointed out in the URT's (1990) report commonly known as Kuhanga's report. Many individuals and organizations took part in enhancing the syllabuses, study materials and the teaching and learning processes at OUT.

The first participant was UNESCO and COL which assigned a consultant, Kinyanjui to prepare an operational report for establishing OUT. The Report came to be known as Kinyanjui's (1993) report. CODE which is situated at Vancouver, Canada, also participated in the establishment of OUT. CODE played part in initial advice on T/L materials. IGNOU and UKOU also provided teaching and learning guidance and T/L materials to OUT. Some OUT members of staff visited the University of Zimbabwe to study about T/L materials development and utilization. The University of Nairobi's Extra Mural Department also played part in advising for use of T/L materials and delivered a lecture at OUT on curriculum and how to develop T/L

materials. The University of Nairobi also donated a lot of audio cassettes to OUT as T/L examples.

NOUN donated a lot of documents to OUT library. The Open University of Hong Kong donated some books to OUT. COL donated study materials and financial assistance to OUT.

The Royal charter which established OUT received guidelines on how to adopt T/L materials from other distance education institutions under the memorandum of understanding between OUT and the University of Hong Kong (G.R.V. Mmariø personal communication).

In distance education, teaching and learning effectiveness, it is assumed, can be achieved through some necessary interventions. One of the most frequently talked about within OUT headquarters and at all its 25 regional centers is T/L materials, albeit the study materials, which, in distance education, is the teacher. For a distance learner, missing a study materials is like a conventional student missing a classroom teacher. The assumption behind this variable is that the study materials and other T/L materials have a positive impact on the academic performance of OUT learners. This is due to the nature of the teaching mode (Cutting, 1989).

Distance education refers to the provision of education through the use of technology which enables teaching and learning to take place when the teacher and the learner are partially or wholly removed from each other in time and space (OUT/SAEU, 1998a). Defining distance education Rumble (1981) asserts that there must be a link

between the tutor and the learner using a medium of teaching such as radio or print. Holmberg (1998) cited in Komunte (2003) explains that distance education covers various forms of study at all levels. The study is not under the continuous immediate supervision of the tutors present with their students in a lecture room or on the same premises. Nevertheless, it benefits from the planning, guidance and tuition of a tutorial organization (URT, 1993; MoEC, 1995).

According to Guba and Lincoln (1981), within the single mode distance teaching, good academic performance cannot occur without a relevant, efficient and effective curriculum as input, proper pedagogical process and media combination. The lead medium such as the printed study material must adhere to the writersø guideline of the guiding institution.

1.2 Statement of the Problem

It would appear that there are strong indications to suggest that there are circumstances which depict concern on curriculum, pedagogy and media combination for promoting good academic performance at OUT. A number of studies, including those of Mushi (1997), Bhalalusesa (1998), Mbenna (2000), Mahenge (2001), Mhehe (2002), OUT (2003), Mkuchu (2006) and Temu (2006) as shown in chapter two, have, in one way or another, ðexposedð some aspects related to OUTø curriculum, pedagogy and media combination. But the problem is that there is no firm empirical research evidence to show the ÷practical` perspective, that is, the practical analyses of the curriculum, media combination and studentsø performance.

Practical research studies like the present one have been done in universities in developed countries by scholars such as Towell and Tomlinson (1999), White (2003) and Belawat and Zuhairi (2007) whose studies details are written in chapter two. Therefore it could be interesting to conduct a similar practical study in Tanzania for comparison's sake.

The problem of lack of combination of materials for distance learning is supreme at OUT. According to The Open University (1991) any single mode distance teaching institution ought to combine its materials and ensure their adequacy in quantity and quality. Besides, the study materials which have been prepared and written by the indigenous experts in Tanzania are insufficient. So far, the Tanzanian experts have published 130 study material titles whereas the non-degree and undergraduate study materials needed to amount to 941 (OUT, 2007). It is difficult for both students and facilitators to grasp the contents and contexts of the study materials prepared by non-indigenous experts because they reflect their countries. This factor contributes to low level of understanding and, hence, low students' academic performance, particularly, in English Structure and Spoken English courses (Appendix B). The mission of OUT cannot easily be fulfilled if the problem of the use of T/L materials is not addressed.

OUT students were complaining that the examples and sentence construction of the study materials from other countries were culturally and linguistically difficult to grasp. OUT lecturers' face-to-face sessions reports have also revealed that there were unclear words, sentence structures and examples from Nigeria, Kenya and India from where the study materials were imported. The low level of understanding of the contents and contexts of study materials from these countries that leads to the

students' lower academic performance than when they read Tanzanian titles; this is what has triggered off this study to analyse the OUT English curriculum input, that is, syllabuses and study materials and analyse the teaching and learning processes to find out their effect on students' academic performance. The study, therefore, was intended to investigate the usefulness of T/L materials in the teaching of English Structure and Spoken English courses at OUT.

1.3 General Objective

The major purpose of this study was to systematically, investigate the uses to which different T/L materials in the teaching of English Structure and Spoken English courses at OUT are put and the extent to which the use of these materials enhances the academic performance of the students. The study is, therefore, meant to lay a foundation for the analysis of the curriculum input, that is, syllabuses and study materials and the use of media combination in the teaching and learning processes.

1.3.1 Specific Objectives

Specifically the study's objectives were to:

- (a) analyse the English Structure and Spoken English syllabuses and study materials in relation to OUT's pedagogical guidelines.
- (b) analyse the English Structure and Spoken English teaching and learning processes at OUT and determine their linkage or otherwise to the prepared study materials.
- (c) use media combination in English Structure and Spoken English courses at OUT to determine their effect on students' academic performance.

1.4 Assumptions

In an attempt to solve the problem and to fulfill the purpose stated above, therefore, this study was conducted with the following assumptions:

- (i) OUT English Structure and Spoken English syllabuses and study materials were not derived from OUT pedagogical guidelines.
- (ii) The exposure to media combination in English Structure and Spoken English teaching and learning processes was more effective than exposure to the study material only.
- (iii) Students were likely to perform better where instruction in English Structure and Spoken English courses was based on media combination than where only the study material was used.

1.5 Significance of the Study

At the empirical level, this study could provide research evidence regarding the extent to which the analysis of available curriculum input and practicing media combination could promote more effective teaching and learning processes in distance learning. Furthermore, as source of information for OUT staff, this study would serve as benchmark strategy towards the proper use of T/L materials in single mode distance teaching institutions.

This study was concerned with the use of T/L materials in the teaching of English language at OUT. According to OUT's rolling strategic plan (2004) the university has spelt out the status quo of the T/L materials in use as follows:

The study materials, in form of print and audio for visually impaired students, are sent to students to guide them how to study and understand contents of the programme. The use of

Study Materials is thus currently central in teaching/learning processes at OUT. OUT is obliged to send them to all registered students timely³ í There is still a big deficiency between the prepared study materials and the actual requirements (p. 43).

The plan further reveals that there are some weaknesses which have been identified which include the fact that ðOUT relies heavily on printed study materials. Besides, some study materials are too old and need to be reviewedö (OUT, 2004:44). The findings of this study would reveal some of the weaknesses and suggest solutions.

OUT is aware of media combination and its rolling strategic plan indicates a combination of printed study materials with ICTs such as live video conferencing, audio media including tapes and cassettes. Also face to face contacts and special facilities for students with disabilities (OUT, 2004). This study would provide evidence on the effect of using such combination.

Furthermore, the findings from this study could be useful not only to OUT English language facilitators, but also to other OUT academic staff who could find it useful when reviewing their syllabuses and study materials as well as practicing media combination in promoting effective teaching and learning processes of their courses.

Broadly, this study would be a contribution to theories on the effectiveness of teaching and learning processes in single mode distance teaching institutions.

1.6 Definition of Terms

Technical terms are liable to different interpretations depending on the subject area, the theory in question and the background of those who read them. In this study the following definitions should guide the reader in the meaning of the selected terms.

Achievement: A measured outcome of a task, in this case, the area of English Structure and Spoken English outcomes, for a particular purpose, that is, exposure to media combination or study material only. Achievement is regarded as high when the measured task is 60 percent and above of the total marks, medium when the measured task is between 40 and 59 percent, and low when it is less than 40 percent (Mbunda,1992).

Curriculum input: The necessary variables systematically constructed for effective distance education pedagogy and learning outcomes.

Distance Teaching Mode: This mode has three categories. First, the single mode distance teaching whereby an institution teaches at a distance only. Second, the dual mode distance teaching whereby an institution offers two models; conventional classroom-based methods and distance methods. Third, the mixed mode distance teaching whereby an institution offers learners a wide choice of methods of study.

English Language Courses: In this study English Language courses refer to the two OUT courses (*OLL 103: English Structure* and *OLL 104: Spoken English*).

Face-to-Face Session: An organized meeting in distance education during which the distance learners meet with facilitators. OUT conducts face to face sessions twice annually.

Interaction: A tutorial situation in distance education whereby individuals perceive what is in study materials in a particular way such as in communicating to each other, asking and answering questions, discussing, or in taking an appropriate action together, interacting with T/L materials and with the facilitator.

Media Combination: The process of using media variably for instructional purposes in a distance education programme, that is, a combination of a lead or main medium and other support media used in delivering knowledge and skills to distance learners (OUT/SAEU, 1998b).

Multi-synchronous Approach: This is the most common way in which different media are used in distance language learning. It is a combination of synchronous and asynchronous systems of delivery. Synchronous system is simultaneous participation of all students and instructors in the use of T/L materials. Asynchronous system is when students choose their own instructional timeframe and use T/L materials according to their schedules.

Pedagogy: The science of ways and methods of teaching and learning processes. In this study pedagogy has been used parallel to andragogy which is the art of educating the adults.

Performance: The observable signs which clearly demonstrate that a student is applying knowledge, skills and values of a target course such as English Structure and Spoken English. In this study, performance will be taken as academic performance or learning outcomes of the students.

Study Material: A manual used by students at OUT which contains lectures of a particular course, such as the analysed English Structure and Spoken English study materials.

Syllabus: An outline of instructional intentions having objectives and contents for a particular curriculum area such as the analysed OUT English Structure and Spoken English syllabuses. A syllabus is a macro level of the curriculum process whereas a lesson development is a micro level.

Teaching /Learning Materials: These include OUT syllabuses, study materials, and all technological media which assist the teaching and learning processes to enhance academic performance.

Tutorial for Distance Education: A teaching period given by a tutor in distance education, specifically to 5 -10 students.

1.7 Scope of the Study

The study confined itself to the two English language courses (English Structure and Spoken English) T/L materials. First, the study analyzed the two syllabuses and two study materials linguistically and educationally and on the basis of the OUT pedagogical guidelines. Second, two first year English language groups, that is, case 1 which was exposed to media combination and case 2 which was exposed to the study material only were purposefully selected. Both case groups were given a proficiency test (pre-test) based on OUT past papers (see appendices H and J). Then case 2 students were given study materials only. Case 1 students were exposed to video and audio cassettes, study materials and face-to-face contacts. After the intervention period (4 months) both cases were given an achievement test (post test) as shown in appendices I and K. The two groups' performance was analyzed quantitatively.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter examines some of the literature relating to the use of T/L materials in the teaching of English language at The Open University of Tanzania. First, an examination of theories and studies related to the curriculum input will be made. Second, the distance education pedagogy in general and English language pedagogy in particular will be dealt with. The third section will deal with the academic performance in distance education. The fourth section will deal with the rationale of studying the research variables. All these sections of this chapter will be done in the context of theories favouring them attended by theorists and related studies; the area of emphasis; and the research gap left by the literature available which the thesis should fill. Finally, there will be a conclusion and thesis for this particular study.

2.2 Theories and Studies Related to Curriculum Input

2.2.1 The Concept of Curriculum

A curriculum is an educational programme (Posner, 1995). According to Bruce and Marsha (1972), curriculum is designed to accomplish certain educational goals and to use specific educational means to accomplish those goals. It consists of the broader environment within which interactive teaching takes place and includes overall content and approaches to it. Curriculum and teaching ought to be in harmony. The study of curriculum and teaching has often been separated, curriculum has dealt with 'content' and teaching the 'process' of instruction without sufficient relationship between the two.

The present study has opted to take Bruce and Marshall (1972) explanation of curriculum, among many, because their explanation fits the view that the syllabus and the study materials as curriculum components and the use of media combination and study materials only in teaching and learning processes at OLT environment is being investigated. Curriculum and teaching can be conceived in a unified fashion. It is possible to implement a curriculum in the interactive teaching situation. This is the gap which this study is filling.

Other definitions and explanations of curriculum are those of Tyler (1949), Tanner and Tanner (1975), Sigalla (2003) and Mkuchi (2006). Tanner and Tanner (1975) define curriculum as:

The planned and guided learning experiences and intended learning outcomes, formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous willful growth in personal-social competence (p.45).

This citation expresses ideas of curriculum in a school, presumably a boarding primary or secondary school. Although precise this citation is not very suitable for distance education where the learner learns how, where, when and what s/he likes and the pace of study s/he likes and not under the direct and close supervision of the school authority (OLT, 1993; Kamau, 1995; OLT/SAEU, 1998a; Swai, 2006).

Tyler (1949), who attempts to explain a rationale for analysing and interpreting the curriculum and instructional programme of an educational institution, explains curriculum in form of four issues: educational purposes; educational experiences; organizing the educational experiences; and determining the attainment of the

educational purposes. Here Tyler is trying to express the 'practical' use of the curriculum rather than the definition of curriculum. Sigalla (2003) reveals that:

Throughout the history of educational theory and practice specialists in curriculum have failed to strike a consensus on the definition of the term curriculum. The leading reason for this appears to be that the curriculum is based on practice rather than on theory and definitions tend to be influenced by the practical experiences of authors which vary from one context to another (p.3).

What Sigalla is trying to explain appears to be true in the sense that it is difficult to define curriculum. Curriculum is often used interchangeably with syllabus which is only a device of a curriculum for implementation during the teaching and learning processes.

Mkuchu (2006) concentrates on the hidden curriculum rather than the official one which is vivid in the present study. Nevertheless, Mkuchu states that, hidden curriculum is not easily identified although it addresses all the teaching and learning arrangements (including the teaching and learning environment) that affect student learning outcomes. In the present study, the hidden curriculum includes: the status of the distance learner at all angles such as single/married/widow/widower; worker/farmer; young/old; studying context (home, school, office); availability of materials /tutors/fellow students and infectious diseases. All those factors which affect the distance learner are within the realm of hidden curriculum. The present study which dealt with actual teaching and learning processes is to some extent involved in hidden curriculum. For example, when a student arrived late at the tutorial session (Case 1 students) it was considered as effect of hidden curriculum.

The noted studies have explained curriculum to a certain extent. The emphasis had been placed on the theory, goals/objectives, learning experiences and attainment of

the intended objectives. The gap, left by the literature which the thesis should fill, is the actual implementation of curriculum in distance teaching and learning processes.

2.2.2 Curriculum Development

In developing any curriculum, learners are centrally located. Consideration is put on the extent of their learning and specifically why they should learn to that extent. Tanner and Tanner (1975) emphasize that curriculum theories have repeatedly pointed out that there are three forces which influence institutional curricula, that is: societal requirements, learners and the nature of knowledge. Criteria for curriculum development should therefore be drawn from these forces. Besides, societal philosophy is a fundamental aspect in the process of curriculum development.

In the case of OUT, the Presidential Committee which started its work of establishing the institution in 1990 was the organ which possibly designed OUT curriculum which started to function in 1993. Currently, the Tanzania Commission for Universities is the organ which is responsible for OUT curriculum development. The gap left to be filled by the present study is quality assurance and control of its implementation.

Curriculum development has usually been considered as a principal element of educational reform, and a method of solving education problems. The process involves an assessment of educational objectives and the output attained, sophisticated analysis and the preparation of T/L materials. Chilumba (2006) argues that curriculum development has to address itself to curbing environmental factors.

Curriculum development in distance learning could better be explained within the DES model which has been presented by Pendaeli and Osaki (2006) which consists of five stages namely: the situation analysis stage, the planning and programme development stage, the try-out stage, the implementation stage and the quality control stage. The situation analysis stage involves the analysis of the philosophy of the education system and its goals, the nature of the society and clients being served by the society, resources availability and utilization. Consideration on analysis of content, teaching and learning strategies and evaluation procedures could be done in this stage. A large number of curriculum development activities are done in the planning and material development stage. In the try-out stage the course materials are tried out to determine the extent to which they are suitable and appropriate for achieving the programme objectives. At the implementation stage the course materials are taught. This stage involves tutors, inspectors and examiners because they are involved with the quality of instruction and suitability of the materials and so they provide very useful feedback.

The quality control stage is concerned with assessment to check if the extent to which the programme is being used is as originally intended.

Pendaeli and Osaki's (2006) presentation of DES model is relevant to the present study in that, OUT is an independent institution which has to develop its own curriculum and implement it. OUT has to learn from the present study on the development and implementation of the DES model. The present study concentrated on situation analysis, implementation and quality control of curriculum.

2.2.3 Curriculum and Teaching in Distance Education

Curricula issues related to distance education are many and they differ from those related to curriculum usually designed for conventional set up. Distance education curriculum, because of its inherent tendency to be innovative, faces new issues, both theoretical and practical. At the theoretical level, there is a need to give careful thought to the pedagogical soundness of a proposed curriculum for a particular educational programme, that is, its feasibility, its actual implementation and evaluation and at the level of practice. There is a need to consider strategies and devices which are essential to make the curricula effective and successful (IGNOU, 1992). The following are some of those strategies:

2.2.3.1 Instructional Issues Related to Curriculum in Distance Education

The instructional issues can be presented at theoretical level like behaviorism, cognitive and eclecticism and at practical or pragmatic level. The present study is concerned with practical level. At the pragmatic, practical, operational level; the strategies of teaching and the support services necessary for the distance learner to learn without facing any major huddles are considered. While deciding on the strategies of teaching, sufficient attention should be paid to course design, text design and the choice of media (Mahenge, 2002). The heaviness of the content, the method of presentation of the content, the format of the text, the T/L materials, etc. should be considered. T/L materials choice is decided according to availability of financial, technological and human resources (Mbenna, 2000). Besides, the validity and educational effectiveness of the T/L materials should also be considered on the basis of sound pedagogic reasons.

At the curriculum operational level, some guiding questions include the following:

- (a) What percentage of content should be given through what medium - single medium or media combination approach?
- (b) What types of assignments - tutor marked or computer marked or both?
- (c) What will be the weight of assignments, timed tests and examinations in the overall assessment and the evaluation procedure?
- (d) What could be the turn - around time in the receiving assignments - responses, assessing them and returning them to the students?
- (e) What kind of help can the tutor offer to the student?
- (f) What could be the ways and means of getting the feedback from students and how effective would the feedback mechanism be?
- (g) How often should there be face to face sessions between the students and the tutor?
- (h) Are the facilities provided by study centres accessible to the student?

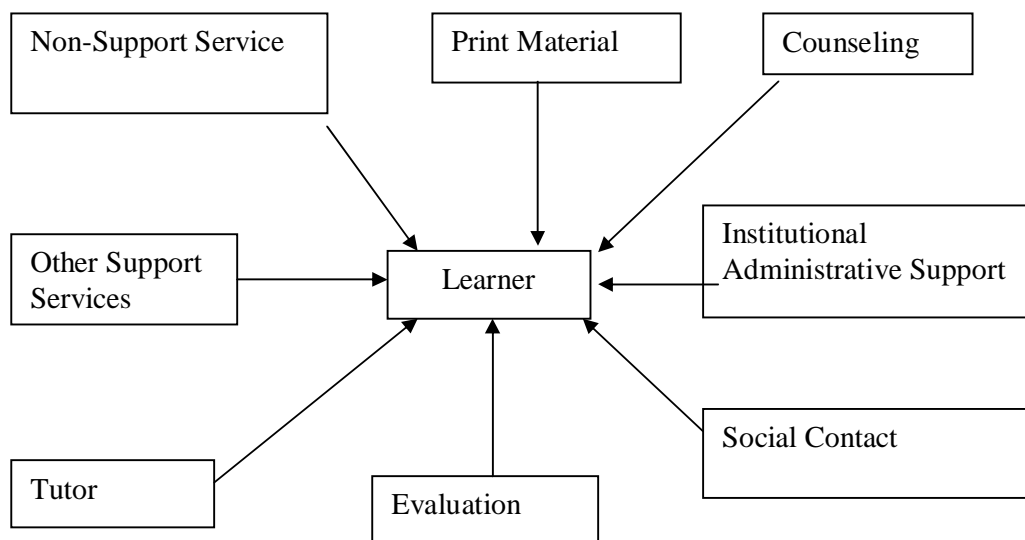
The guiding questions above target the learner as distance education focuses much on an individual learner. Positive answers to all the questions guarantee proper curriculum implementation. One of the strong points of distance education is that, it allows an individual to choose the courses and programmes s/he wants. The concept of independent study or learner autonomy derives its strength partly from the flexibility of the distance education curriculum itself. The curriculum for distance education therefore, has to take into account a variety of individual needs, the different learning styles and the study habits of students. It should also allow individualized learning in geographical, sociological and pedagogical terms. Time should also be considered. The timeframe envisaged for the completion of a course

should be reasonably flexible so that the students who may have to disrupt their studies because of social, domestic or professional commitments could continue with their studies whenever they get time to do so. However, this aspect of flexibility should not be interpreted in absolute terms (Mhehe, 2002). The distance education institutions may and (in fact) ought to limit the extent of open-ness (Swai, 2006). For example OUT expects an undergraduate student to complete one's first degree programme within six to eight years, otherwise one is discontinued.

2.2.3.2 The Role of the Learner in Curriculum in Distance Education

In distance education the learner plays the pivotal role in the teaching and learning processes. Therefore the learner-centred approach is dominating the teacher-centred approach in the process. Figure 1 presents this idea diagrammatically.

Figure 1: Learner – Centred Instructional System



Source: IGNOU (1992:20)

Figure 1 shows the learner-centred system which is prevalent in distance education where the learner is the focus. The situation of a student facing a learner-centred approach in a conventional system is very different from that of a student in distance education system. In distance education the classroom is not regular, besides, the learner has the mandate to use individualized learning facilities provided, within and outside the institution whenever s/he needs them. The learners receive self-instructional print as main medium and other support media which are non-print. The learners get tutorial/counseling facilities either at the study centres or through correspondence or both. The tutorial institution (like OUT) provides institutional support services such as provision of assignments, tests, examinations, orientation for new students, language laboratory, learning resource centres, print and non-print media, library facilities and other administrative support. The learners sit for examinations when they feel they are ready for them (IGNOU, 1992).

2.2.3.3 Group Learning Techniques in Distance Education

While the individualized learning techniques facilitate learning in an academically isolated and independent distance learner, under the group learning techniques, care is taken to stimulate group discussions and other activities within a group to achieve the stipulated educational objectives. Group interaction and development of group based skills are very vital. Skills which are realized at the study centre include interpersonal skills, problem solving skills and oral communication skills.

When the tutor predetermines the organization of the group and the pattern of discussion, the group learning situation is called a structured situation. When the

group activities are not structured and pre-planned, the students are free to adopt any pattern of group discussion and interaction; it is a non-structured situation.

There are five group learning techniques.

(a) Tutorials

A tutorial is a classroom in miniature because of the small number of students (5-10). The tutor selects a topic and puts it forth for discussion in the group. The whole organization of the learning situation is predetermined by the tutor. The tutor is acting as a leader/consultant. Students are free to interact and discuss in the way they like.

(b) Seminars

A seminar is a major technique where group discussion allows frequent and multiple ways of interaction among the students in the group and learning is controlled by the group's chairperson rather than the tutor. The seminar procedures may differ from subject to subject and from one level of education to another.

(c) Controlled discussion

Unlike a lecture, in a controlled discussion the students are free to ask questions and contribute to the discussion through comments.

(d) Group project

In a group project, a small group is assigned the task of selecting a problem and conducting a study on it. Every learner in the group interacts with the other, discusses the problem and contributes to its study in whatever way one can. While carrying out a group project work, skills for group work; group involvement and

interaction, individual assertion within the group, group communication and personal development within the group are given emphasis. Group project work develops the skills of argumentation, assertion, written and oral presentation/communication, tolerance, socialisation, cooperation and empathy.

(e) Peer teaching

Peer teaching is student-student interaction where the tutor is totally out of the site. Students help each other in solving their social and academic problems.

The group learning techniques discussed above are justified in the present study in the Case 1 exposure to media combination where tutorials were done at Mwere study centre in Morogoro. At the study centre, controlled discussions and peer teaching took place during the research field period. Hence the gap which was filled was to put these ideas into practice.

2.2.4 The Language Syllabus

There are many definitions of language syllabus presented by many experts such as Wilkins (1976), Widdowson (1978), Breen (1987) and Kapoli (1997). Mushi (1989) explains that:

A language syllabus represents a planned route, a developmental sequence of elements which are expected to lead to language mastery. It outlines the objectives of a program; may suggest approach to teaching; activities to be carried out by students and a procedure for evaluation (p. 24).

The above explanation has been taken instead of a direct definition because there are many definitions of syllabus including just a list of topics. A language syllabus is a device for helping the learners to master the language in the most economic way. It is

a necessary device because natural learning is inefficient or impracticable (Machange, 2004).

A language syllabus considers three different theoretical language views. The first and most traditional is the structural view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g. phonemes), grammatical units (e.g. phrases, clauses, sentences) grammatical operations (e.g. adding, shifting, joining, or transforming elements) and lexical items (e.g. function words and structure words).

Underlying this structural syllabus is the assumption that language can be broken into units, the learners synthesize the units of language and finally end up with the language again. This syllabus is concerned more with knowledge about the language than with ability to use it. The weakness of this syllabus is that it fails to handle meaning; it assumes that there is one-to-one relationship between form and meaning. It fails to sensitize the learner to appropriate use of language. It is seen as a rigid syllabus (Widdowson, 1978). The structural view advocates teaching approaches like audiolingualism which emphasizes the grammatical/structural syllabus that is linguistically focused rather than subject matter focused.

The second is the functional view that language is a vehicle for the expression of functional meaning. It emphasizes semantic and communicative dimension rather than merely the grammatical characteristics of language. The communicative movement in language teaching subscribes to this view. This view emphasizes a

specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. Wilkinsø (1976) Notional syllabus is an attempt to spell out the implications of the functional view of language for syllabus design. The functional view gave way to functional/notional syllabuses that specify the communicative content of a course in terms of functions, notions, topics, grammar and vocabulary.

The third is the interaction view that language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interaction approaches to language teaching include interaction analysis, conversation analysis and ethno-methodology. Interaction theories focus on the pattern of moves, acts, negotiation and interaction found in conversational exchanges. In this view the emphasis is on specification and organization of patterns of exchange of interaction. This view gave way to situational syllabus the content of which is based on interaction (Richards and Rodgers, 1986; Breen, 1987).

Classroom-based research over the last forty years has produced a variety of theories describing and analyzing interaction in the language classroom. For example, Sinclair and Coulthard (1975) who used the classroom language as the raw data for linguistic research to find out more about how language works have provided results which make a descriptive system which can be used to analyse the verbal interaction in a language classroom. Malamah-Thomas (1987) has stipulated that interaction means acting reciprocally, acting upon each other in the classroom where there is a

constant pattern of mutual influence and adjustment. She has presented some classroom interaction coding models such as Flanders' Interaction Analysis Categories and Moskowitz's Foreign Language Interaction. However, these models tend to favour the conventional classrooms rather than distance learning tutorial sessions where the teacher is regarded as a facilitator, counselor and consultant. The coding system found most suitable for the present study was adapted from Kapoli (1998).

The gap which is left by the theorists to be filled is the most complex part of a language syllabus where the three views overlap. Many theorists tend to explain each view in isolation. This study found the necessity of integrating these views so as to come up with an integrated English language syllabus which could be the most appropriate for the distance learner.

The tutor normally links language teaching and learning theory and practice through the syllabus design. As shown above, it can quickly be seen that for distance teaching and learning, an integrated approach is probably the best way of tackling a language syllabus design. According to Jenkins (1981) a language syllabus for distance learners must contain the following items:

(i) Objectives

A good language syllabus must have objectives which integrate behaviours of the learner adequately. Hence in line with this view Mbunda (1992) states that:

Such integration is particularly appropriate in language because language is a complex human behaviour that necessarily involves the cognitive, affective and psychomotor dimensions (p. 5).

He emphasizes that language objectives must feature all the three domains of behaviour.

(ii) Language content

A syllabus is a guideline for the instructor. It is a public statement worked out to reflect goals of education. The goals determine what should be taught in an institution in a certain period. Hence the language experts decide on what should be learnt in a language class or by a distance learner.

(iii) Teaching and learning experience

It is believed that learners and instructors normally bring previous experiences to the learning situation. Distance learners are adults and have a lot of experiences which they can bring to the learning situations.

(iv) Learning activities and methods

The most complex part of language syllabus comes where structural, functional and situational teaching and learning methods necessitate the instructor to integrate them. Hence this syllabus component needs very careful expertise.

(v) The instructional materials

The fifth component in the language syllabus is the role of instructional materials. There are various roles of instructional materials depending on the type of the syllabus and the type of learners and their learning environment. Some materials are designed to replace the teacher so that learning can take place independently. The role of instructional materials within an individualized instructional system might include the following specifications according to Richards and Rodgers (1986):

- Materials that will allow learners to progress at their own rates of learning.
- Materials that will allow different styles of learning.
- Materials that will provide opportunities for self-evaluation and progress in learning. (p. 26)

Here Richards and Rodgers (1986) emphasize the use of the instructional materials of individualized instructional system which includes the distance education.

2.2.5 OUT English Structure and Spoken English Syllabuses

OUT English Structure syllabus states the aims and the list of contents which are supposed to be taught at OUT. Spoken English includes practical work (Appendix C). If one looks at the two syllabuses in Appendix C one will realize that many items discussed in section 2.2.4 above are missing. Dougill (1987), in his English as a Foreign Language (EFL) evaluation model, suggests that the syllabus must contain the aims, the type of syllabus, comprehensive content which is relevant to the aims and teaching aids.

2.2.6 Analysis of Syllabuses and Study Materials

The Dougill (1987) model is thought to be convenient for adaptation in the analysis of syllabuses and study materials in the present study which has evaluated the English curriculum. Dougill (1987:29) identifies a model of evaluating T/L materials. He has listed the chief considerations when evaluating the materials as shown below:

Target Group

- Age-range-type of learner, aims and purposes s/he has

Framework

- Syllabus -Type (structural/functional/situational)
 - How comprehensive is it?

- How relevant to the stated aims?
- Progression -Linear or Cyclical?
 - Deep or shallow?
- Cohesion -Hang together or has imbalance?

The units

- Length of each
- Presentation
- Practice
- Variety of regularity
- Clarity of purpose

Subject Matter

- Interest
- Culture-or age-bound

Form

- Visual appeal
- Motivating
- Illustrations
- Other features
 - Extra lists, tables, explanation
 - Use of the book outside the institute
- Readability

Course Components

- The cassette
 - How clear is it?
 - How natural?
 - Does it necessitate a tape recorder? If so is it available?
 - Is it sufficiently demanding?
- Tests, laboratory drills and work books.

The above model can help in the evaluation of the study materials since Dougill (1987) concludes that the reviewer has to ask herself/himself questions of the sort in the list above if s/he is to elucidate the good and bad aspects of the book (p.32).

Language teaching is full of choices and alternatives and no-one is totally sure which one to choose and where (Dougill, 1987; Gairns and Redman, 2002).

The Dougill's (1987) model was thought to be convenient for adaptation in the present study because all the aspect of the model have relevance to OUT English Structure and Spoken English study materials which have been analysed. It was felt that this model would compliment the OUT (2002) guidelines, while the White (2003) and the OUT/SAEU (1998b) models have been used also in the present study. The models are also mentioned in the conceptual framework in chapter three.

2.2.7 Meaning of Teaching/ Learning Materials

OUT /SAEU (1998b) explain the meaning of T/L materials as "those materials which may be used in distance education communication" (p.7). They classify them into five categories namely:

1. Print
2. Broadcast (radio and television)
3. Recorded (audio and video Cassettes)
4. Information Communication Technologies (ICTs)
5. Occasional face-to-face contact which would include the use of chalkboard, flip charts, handouts etc.

These T/L materials are used under consideration of tutor's and learners' access and control over them.

2.2.8 Implication of Teaching/Learning Materials

The title of this thesis has got the term 'Teaching/Learning' and not 'Teaching and Learning'. The implication of the slash instead of the word 'and' is that, on one hand the T/L material is the teacher of the distance learner. On the other hand, it is the learning material (textbook) which the learner uses for gaining knowledge and skills for a particular course of study at the guiding institution. Hence the T/L materials have double roles in distance education, that is, a teaching guide and a learning guide as opposed to a classroom textbook of a conventional institution which is only a teaching guide.

According to Jenkins (1985), the T/L materials, specifically the printed material, should contain clearly stated objectives and each activity should be related to an objective. Besides, the text should teach well, that is, before writing the material, the distance learner's needs should be considered. The assignments should be practically possible for distance learners. The language should be clear, interesting and varied. This is to enable the distance learner understand the course, despite being far away from the tutor.

2.2.9 The Print and Other Support Media

Print has always been the dominant medium in distance education and will continue to be the most used form of delivery in the foreseeable future (Verduin and Clark, 1991). It has many advantages as an instructional medium. It is familiar, inexpensive, user friendly and portable. Its format allows readers access in any order, for any length of time. It is the only medium that can be utilized without additional

equipment, anytime and anywhere that a source of light is available (Verduin and Clark, 1991).

Print has a disadvantage in that, some parts of reality are not easily conveyed by writing. If the author lacks good writing skills, if the reader does not have the necessary experiences to comprehend concrete illustrations or reality-based arguments offered by the author, s/he may have difficulty learning. If the reader's proficiency in the given language is low, s/he may find learning by print difficult if not impossible (Verduin and Clark, 1991).

Print-only pedagogy is inadequate. Mixture of print and other support media might be considered a pacing device, a motivator, or a media appealing to learning styles different from those reached by print (Verduin and Clark, 1991). The low speed of interaction is another disadvantage. Learners do not receive feedback instantly like in Computer Assisted Learning and telephone.

The above writers have shown the advantages and disadvantages of print in order to show the necessity of media combination in distance education. They advocate that the lead media, print, should be used with support media like audio-visual cassettes and face to face teaching methods for effective teaching and learning processes and good learning outcomes. Print will probably remain the lead medium of distance instruction for a long time to come. Therefore, time-to-time analysis of print is vital to make distance learners acquire the expected knowledge and skills.

Marland and Store (1991) have noted that the study materials require instructional devices such as objectives, brief content overview, pre-tests, the emphasis of certain important points in the text, summaries, in-text reflective questions and self-assessment tests. The objectives form a basis for learning new content while the content overviews contain highly condensed salient points; and pre-tests help determine what potential learners know at the start of instruction. Objectives provide teachers with clear guidelines for selecting content and instructional methods and evaluation criteria. They also give learners a sense of direction. Inclusion of reflective in - text questions, summaries and self-assessment tests is recommended because these help the distance learner to identify what s/he knows and what s/he needs to learn. Video and audio media are used to meet the challenges of geographical locations and distance. They introduce the course or study material to the distance learners and highlight time for face-to-face sessions as well as highlighting abstract ideas discussed in the study materials. Audio media also give supplementary information which may not be available in the study material; address areas like sounds in language study which print cannot do; reinforce materials already in print; provide general tutorial and counseling services and stimulate and motivate the students.

It is of critical importance to realize that the wide variety of different high - tech media available today require highly trained staff to operate. Besides, they do not always mean the best pedagogic solution. The teaching methodology should proceed and direct the choice of technology and media combination according to the instructional objectives and the audience the course is addressed to.

OUT has adopted a systems model of distance education as described by Rumble (1981), that is, OUT provides distance pedagogy by developing study materials and distributing them to students through its 25 regional centres. The systems model uses a combination of systematically organized student study material kits, selected texts, audio-cassettes programs and occasional face to face contact with tutors (Rumble, 1981; OUT, 1995).

OUT's adoption is not far from that of Komba (2001) who groups educational technology into two groups, that is, offline and online. Offline includes the print, audiocassettes, CD-ROM and videocassettes. Online includes computers and satellite technology.

Rumble's (1981) and Komba's (2001) explanations of the T/L materials are justified in the present study by making it possible to practice their use in OUT regional centres.

2.2.10 Open and Distance Learning Course Models

White (2003) presents a historical perspective on the use of T/L materials in ODL, specifically for language learners. She starts with the developments of these materials in the 20th century. She presents it within three generations. The generations are as follows:

First generation course models

In the first generation, distance educators used print to carry the educational content to learners. Interaction between tutors and learners was 'one-way' or non-

interactive, usually post-with a time lag between mailing and response. This correspondence system generation prevailed up to 1960s.

Second generation course models

TVs were incorporated to supplement print-based sources. The establishment of Open University in UK in 1969 was the beginning of this generation. However, the dominant medium was still the printed material. The telephone was also used to link the tutors with the learners in remote areas. Audio-cassettes and video-cassettes became important components in pedagogy. Therefore in this multimedia system generation print was combined with broadcast media and cassettes. This multimedia systems generation models prevailed up to 1980s. During this generation interaction between tutors and learners began to be two-way or interactive.

Third generation course models

The third generation uses information and communications technology as its basis and it is these developments which have made intensive interactive distance language learning possible. Examples of these ICTs are electronic mail, Computer Assisted Learning (CAL), CD-ROM, World Wide Web resources, the Internet and Intranet, interactive video, audio and multimedia conferencing, broadband technology and wireless access. The third online systems models prevail to date.

White (2003) emphasizes that all three generations remain in use in different forms of provision around the world. In practice, elements of all three generations are often combined, even within courses which are delivered predominantly online.

White (2003) view is the same as that of Mapunda (2007) who has given a historical account that printed materials were first put to use in distance learning with development of correspondence courses created by universities during the middle 1800s; to disseminate learning beyond the walls of existing institutions. Electronic technology, beginning with radio broadcasting, brought a mass quality to learning at a distance in the early 1930s. As technology on information transfer increased, interest in distance learning grew in the world. Thus in all the continents, including Africa, distance learning expanded tremendously.

Mapunda (2007) has divided the T/L materials into four categories namely: print medium, voice/audio tools, video tools and computer tools/applications. He contends that there are many ways of categorizing T/L materials. However, the print is the most used materials stating that "It must be acknowledged at outset that distance learning is deeply rooted in the medium of print" (p.33). Print materials are available in various formats including textbooks, study guides, workbooks, course syllabuses and case studies.

The views of both writers are particularly important to the present study as they help to explain why OUT should analyse its syllabuses and study materials to conform to the T/L materials generation models so as to make the university use up-to-date materials and fulfill its mission.

2.2.11 OUT Pedagogical Guidelines in Relation to Media

In distance education curriculum, the pedagogy is necessarily learner-centred that supports individualized study. The self-instructional study material and other support

media coupled with two-way communication through assignments, telephone and other means help individualized learning. Though most of the learning transactions take place at a distance, local study centre facilities should be available. The T/L material acts as the pedagogy itself depending on the extent of utilization of the same by the distance learner; just like the extent to which the classroom learner utilizes the classroom teacher (Mbenna, 2000).

OUT has guidelines for authors who want to write its study materials. According to the guide, the syllabus and course outlines are usually provided by OUT's faculty concerned. Otherwise the author of the particular study material is at liberty to prepare them and use them only after they have been approved by OUT authority (OUT, 2002).

OUT (2002:2) states that many activities should be included in the study material such as the following:

- (i) **Self-Assessment** questions to assess the learner's mastery of the lecture just covered.
- (ii) **Writing exercises**
- (iii) **Practical work**, for example, an assigned project to be carried out practically.
- (iv) **Open ended and close ended questions.**
- (v) **Summarizing and note making** on what has been read.
- (vi) **Recalling** what was studied in the previous lecture (requesting the learner to recall/relate).
- (vii) Enabling the learner to **listen** to an audiocassette for further **classification or examples**

(viii) **Viewing** a videocassette on the subject.

These are guidelines from OUT, as Abe (1988) emphasizes that distance education institutions rely on a mixture of appropriate communication technology. He asserts that:

There are a number of philosophies and circumstances to be considered when selecting the principal media of instruction (p.13).

Abe's (1988) assertion is quite relevant and vital to OUT where the study material is the lead medium. However, the emphasis is on the fact that various technologies differ from institution to institution. Therefore, each institution is obliged to find materials which are suitable for its environment.

The activities which OUT has directed in guidelines above are necessary in learning in the Tanzanian environment. It could be agreed to a large extent that these activities are relevant to the present study.

Besides the activities, OUT guide states that essentially the study material should:

- Be a teaching-learning instrument
- Help the learner to assimilate knowledge
- Provide knowledge, skills and practice
- Test the understanding and provide a means to find where the student needs more help

To emphasize these points, with reference to study material at OUT, Mbenna (2000) points out that:

Distance educational materials are expected to be flexible and revised and or complemented with supplement as often as possible (p.40).

The guide also directs that the study material must be 10-15 lectures long and each lecture should be 15 -20 A4 typed pages. However, each course has its peculiarities; as such, the number of pages cannot be uniform for all courses. Nevertheless, the total work should not be bulky. As far as English language is concerned, the study material should stick to the objectives and contents of the syllabus with a reasonable length of 10 lectures.

Moreover, OUT (2002) provides seven in-text symbols of OUT in-house style. The symbols put emphasis on what must be included in the study material to be written, that is, objectives of each lecture; content of each lecture containing highlighted areas for the learner to take note; follow up questions within the content for the learner to understand each portion; self-check exercise; summary at the end of each lecture; reference books and other reference materials and suggested answers for the self- check exercises at the end of the study material. This in house style is quite relevant to the present study because it provides the learner with varieties of activities. This is supreme in language learning by distance learning. The in-text symbols are shown in Appendix N.

2.2.12 English Structure and Spoken English Study Materials Analysis

OUT (2002) has stipulated all the necessities of what a study material should contain. The guide directs writers to adhere to the criteria of writing appropriately stated objectives; comprehensive and activity based content; a summary of each lecture and reference books (Mkuchu, 2000).

On one hand the English Structure study material was imported from the University of Nairobi. The present study used OUT (2002) guide to analyse the study material so as to find out if it is related to the guide or not.

On the other hand the Spoken English study material was written by an English language expert from the University of Dar es salaam. The present study analysed the study material to find out if it is also in line with the guide.

2.2.13 Studies Related to Curriculum Input

Towell and Tomlinson (1999) conducted a study similar to the present one. They investigated a curriculum development over a 10 years period at University of Salford. They were motivated by a belief in the value of comprehensible input propounded by Krashenø (1982) input hypothesis, the purposeful teaching of language in a context and the need for a variety of text types linked to the development of learnerø ability.

In their findings they devised a model for task-based curriculum design. They later implemented and evaluated it. They found out that students performed significantly well after using the task-based approach.

Towell and Tomlinson's (1999) study is justified in the present study which has studied the curriculum input at a university. The gap is the method of investigation in that, Towell and Tomlinson (1999) used questionnaires and diaries and carried the study for ten years in a developed country. The present study has used varieties of methods over a short period of time in a developing country.

Mkuchu (2000) conducted a study similar to the present one. He made an evaluation of specifications of lecture objectives in study materials which were being used by the students at OUT. Specifically, Mkuchu (2000) paper investigated the meaning of a specific instructional objective; historical underpinnings of the behavioral objective movement; the criteria of specific objectives; the importance of objective specification in the teaching and learning process; and the rules of constructing well stated and well-formulated lecture objectives in the study materials.

The findings and recommendations aimed at improving the writing of study material at OUT so as to make them more effective and instructional. His study is relevant to the present study which is making an evaluation by conducting an analysis of the available study materials at OUT.

Lee (2006) conducted a study similar to the present one in Hong Kong. He found out that the University of Hong Kong established in 1989, had within fifteen years already enrolled 130,000 students and 30,000 students had graduated with certificates, diplomas and degrees from the university. This success was out of proper curriculum input. The T/L materials were developed by the university's academic units in collaboration with the Education Technology and the Publishing Unit. About 400 courses were broadcast on the local television.

Moreover, Lee (2006) found out that students were not left alone as in correspondence mode. They were free to contact tutors for help by attending optional tutorials or contacting them by phone or e-mail or through the university Online Learning Environment ó a platform for students to interact with each other and their tutors. Audiovisual recording of the lectures was another means that the university used to help the students.

Lee's (2006) study is similar to the present one which is on the use of T/L materials in a single mode distance teaching institution. The use of audiovisual recording also is similar to the research instruments of the present study.

Mapunda (2007) investigated the performance of OUT in writing study materials for students. He dealt with document analysis done just after write up of the material before final publication as well as revision of the law study material for incorporating changes in statutes and case law that might have taken place after the publication of the study material. He observed that, the on use law study materials are not reviewed at OUT. He recommends that OUT should plan and execute study materials production and revision annually and increase the honoraria for authors.

In the same token, the present study is working on analysis of OUT's English language study materials. Hence Mapunda's (2007) study is quite relevant. However, his emphasis was on writing the study material. The gap which is being filled by the present study is practically analysing and using the available materials in the teaching and learning processes.

2.3 Pedagogy of Distance Education

2.3.1 The Teaching /Learning Process in Distance Education

Etymologically, teaching refers to a way of facilitating or supporting the learner in bringing about her/his learning (Komba, 2001). Teaching is a part of a bigger whole that comprises the teacher, the learner, the disciplinary content, the teaching/learning process and evaluation of both the teacher and the learner, whereas learning involves the acquisition of knowledge and skills to change the cognitive, affective and psycho-motor behaviours of an individual (Johnson, 2001).

More precisely, in distance education context, Komba (2001) defines learning as:

The acquisition or internalization of knowledge, skills or values as tools to help one cope with the dynamic of life; the challenge which one has to live in (p.54).

Learning at a distance is similar in many ways to learning in a classroom environment, but there are some significant differences. Teachers of distance learners must accomplish the same goals as those working in conventional environments, but separation from the learners means some of the teacher's challenges take on special forms (Verduin and Clark, 1991). The distance learner is a learner who is normally separated from the teacher; one who mostly studies without direct intervention of a tutor or the presence of other learners (OUT/SAEU, 1998a). S/he is frequently insecure in the absence of the teacher and apprehensive regarding his/her progress in the absence of close feedback and perhaps absence of peer learners. The distance learner becomes more insecure if the direction of the course is not very well structured and if it is not very clear where s/he is in relation to its completion. The distance teacher has to take various measures to ensure that the study material is very well structured, with clear objectives, attractive, rewarding and motivating. Part of

the instruction may be most appropriately produced on audio or video-tapes or transmitted by broadcasting. An individual instructor must be somewhere in the system; who is known to the learners and who is skilled to ensure the understanding of each medium by each learner (Verduin and Clark, 1991).

The teaching and learning processes in Tanzania becomes controversial due to problems of education effectiveness, efficiency and high costs of running distance education. OUT students' accessibility to support services is a problem especially for those in rural and remote areas.

Kinyanjui (2000) suggested strategies for implementation of pedagogy of distance education in Africa including elements of reprographic facilities, materials delivery system, broadcasting, learner support services, as well as the application of newer communication technologies such as computers and satellites. He noted the encouraging developments made by some countries which have already managed to incorporate audiovisual media and newer technologies in the traditional print media with varying degrees of success. The success has been assisted by support provided by external agencies and organizations, especially in the training of local staff in the proper application of the new media and technologies and in the maintenance of equipment. Among the new initiatives taken so far are those of two international organizations; UNESCO and COL, which have embarked on providing assistance in developing distance education systems and in facilitating cooperation of the activities.

Tutorial support is vital in distance education pedagogy. This is included in pedagogy of distance education as face-to-face sessions where students meet with their tutors. The tutors help clarification of certain difficult areas of contents included in the study materials. The tutorial support also provides students with opportunities to meet their peers for sharing academic, social and economic views. The roles of the tutor include helping students with issues relating to study and examination skills; advice on completion of assignments or projects; and feedback on learner performance and progress (Mhehe, 2002). However, experience has shown that the key role of the tutor is motivating the learners and assisting them to complete their studies successfully.

2.3.2 Studies on Pedagogy of Distance Education

Mcharazo (2007) did a study similar to the present one by investigating how distance pedagogy takes place in Tanzania, specifically at The Open University of Tanzania. He investigated the students' accessibility to libraries. His study was sought to find out the issues surrounding distance education at university level and public libraries. He went around interviewing OUT students and administrators, the Minister of Education and Culture and the Minister for Higher Education and Technology, information providers of OUT library and the regional libraries. The findings showed that 80% of the Tanzania university students live in rural areas where there was lack of village and district libraries. The available few regional libraries did not provide materials which reflected the needs of distance learners. The libraries members of staff were not aware of the needs of distance learners.

Mcharazo (2007) emphasized in his findings that the available 20 government regional libraries do not consider the problems of the students. They are unreliable as they lack relevant materials and also they charge Tshs. 3000/= annually. He laments:

Some students cannot go to school because their fathers cannot pay 3000/= Tshs a year school fees how can the father afford to pay another 3000/= to join a public library? (p.1).

His study is relevant to the present one in the insistence of time-to-time analysis of syllabus and study materials and use of media combination since the students lack libraries which cater for their needs.

Qorro (1999) cited a similar study on Intermediate English as second language students in Papua New Guinea. In that study, 2 case groups were used. Each group comprised 5 students. One group received interactional methodology and the other group used the more traditional form for seven weeks. The findings showed that the students who followed the interactional approach had made improvements in their writing skills. The study in Papua New Guinea is relevant to the present one in terms of sample size and media combination versus study material only.

Moore (1989) conducted a study similar to the present one using interactive audio and interactive video tutorials. In his study, weekly presentations were shared by two or more students and lasted for an hour. The presentations were followed by peer discussions and analysis in small groups and then feedback and further discussion. In his findings, he demonstrated that the teaching and learning processes were very successful when all three types of interaction and print broadcast, or recorded media were utilized.

Moore's (1989) study is very much related to the present study which studied the interactions during face to face contact with Case 1 students at Mwene study centre. The findings are fully described in section 5.3.2 of chapter five.

2.3.3 Language Learning in Distance Education

In distance education delivery there are three systems. Asynchronous distance language learning involves learning opportunities that can be accessed at any time, and which make use of, for example, print, video, CD-ROM, e-mail and computer conferencing. Synchronous distance language learning uses technologies that allow for communication in 'real time interaction', for example by telephone, chat rooms and face-to-face contact. The time and opportunity for learners is controlled. The course is delivered in regular sessions at fixed times.

Multi-synchronous distance language learning is the combination of both synchronous and asynchronous learning so as to capitalize the advantages of both systems. For example face-to-face meetings held at the beginning of the course as part of an orientation week (synchronous learning) mixed with e-mail for sending messages, homework and feedback of submitted work (asynchronous learning).

White (2003) identifies developing knowledge and skills of distance learners through a task-based approach to language teaching in the distance contexts. A task-based approach draws on and reflects on the experiential and humanistic traditions in language teaching in which the point of departure is a collection of tasks rather than functions, or situations, or topics, or grammatical syllabus. The results of pre-course and ongoing needs analyses are the foundation for syllabus design and many

pedagogic decisions are taken in the course of task-based teaching. Rather than fitting students to courses, courses should be designed to fit students.

A more learner focused approach to distance language learning recognizes:

- The importance of flexibility and negotiation
- The centrality of highlighting and developing cognitive and attitudinal processes
- The importance of learner motivation

The issues also relate to questions about the degree to which different aspects of distance language learning syllabus design, pedagogic decisions, choice of technology, course development, course delivery and the learner support can be informed and influenced by a knowledge of the needs preferences, interests and responses of learners (Rubagumya, 1990; Roy-Campbell and Qorro, 1997).

2.3.4 Forms of Interaction in Distance Language Pedagogy

Distance educators need to agree on the distinction between three types of interaction which are labeled by Moore (1989) and Woodward (2003) as learnerócontent interaction, learner-instructor interaction and learner-learner interaction.

The first type of interaction is the interaction between the learner and the content or course of study when learners òtalk to themselvesö about the information and ideas they encounter in a text, taped lecture or elsewhere.

In the nineteenth century, the use of print (study guide that accompanied a text) provided explanations of it and directions for its study. In more recent times, learners

have interacted with content through broadcast on radio and TVs and with audio tape, video tape and computer software. Interactive videodisc is the most advanced form of interaction.

The second type of interaction is the interaction between the learner and the expert who prepared the course material, or some other expert acting as instructor. Having planned or been given a curriculum, a programme of content to be taught, they seek to stimulate the student's interest, motive and eagerness to learn. Then instructors make presentations of information, demonstration of skills, or modeling of certain attitudes and values. Instructors then organize evaluation to ascertain if learners are making progress. Finally, instructors provide counsel, support and encouragement to each learner.

The frequency and intensity of the teacher's influence on learners when there is learner-instructor interaction is much greater than when there is only learner-content interaction. When the distance instructor sits with a set of student papers there is no class, instead, the instructor enters into a dialogue with each individual attending explanation of a misunderstanding or understanding of each learner. Likewise, the learner and instructor can interact in an audiotape or videotape where each learner's response to the presentation is different. Nevertheless, the instructor is especially valuable in responding to the learner's application of new knowledge because learners do not know enough about the course to be sure that they are: (a) applying it correctly (b) applying it as intensively or extensively as possible or desirable and (c) aware of all the potential areas of application. It is for reality testing and feedback

during face-to-face contact that learner-instructor interaction is likely to be most valuable.

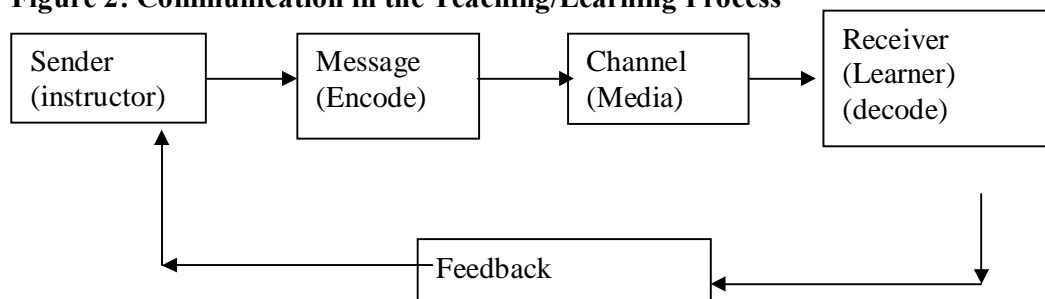
The third type of interaction is the inter-learner interaction, between one learner and other learners or in group settings, with or without the real-time presence of an instructor. Learner-learner interaction, among distance learners is sometimes an extremely valuable resource for learning, and is even essential. Learners can be given the advantage of individual interaction with others by electronic correspondence, and the benefits of peer group interaction by asynchronous e-mail and by asynchronous computer chatting.

2.3.5 Media Combination

2.3.5.1 Meaning of Media

The word media, plural of 'medium' is from Latin word for middle and describes that which is between the receiver and source of the message. It is commonly used to describe ways to convey information. In teaching and learning processes, the word is also used to mean the same token that media is the channel or what is in the middle between the instructor (source of knowledge and skills) and the learner (receiver of the knowledge and skills) (Swai, 2006). In the teaching/learning process the communication process can be shown diagrammatically as shown in figure 2.

Figure 2: Communication in the Teaching/Learning Process



Source: Adapted from Swai (2006:132)

Figure 2 shows the communication process which takes place in the teaching and learning processes. It involves sender (instructor) who transmits a message (encode) through a selected channel (media) and a receiver (learner) who after interpreting the message correctly (decode) sends a feedback to the source of the message (instructor) through oral or written mode. In educational context, the communication between the learner and the instructor in distance education must be provided by technologies like print, radio, TV, audio and video cassettes, computers and internet (Mahenge, 2001). Combination of technologies will always provide better results than any single technology.

Curriculum theories go beyond media as mere middle position. They include the role of the learner in practicing and discovering or learning by doing. If there is inhibition in the past/present knowledge, a negative transfer results, thus no learning can take place (Tyler, 1949; Senior, 2002).

The teaching and learning processes in distance education where the instructor is far away from the learner is becoming so sophisticated that it necessitates efforts such as use of multimedia; which has been written about by many authors for example Jenkins (1981), Rumble (1981), Bates (1990, 1991) and Swai (2006). The term multimedia often describes highly sophisticated technology, such as websites, which incorporate text, sound, vision and animation. In general, we talk of electronic media like radio, TV, video, telephone, fax machines and computers. Not all media involve

technology, books and other printed materials like journals do not express images of technology. Conclusively, multimedia refers to any communication method that conveys informal or formal interaction between teachers and students (COL, 2006).

Distance education programmes are increasingly using multimedia at the above described sense. However, for efficient and effective teaching and learning processes there must be a lead or main medium which is the most convenient for the distance learners at a particular environment. Other media should be used to support the lead medium (OUT/SAEU, 1998b). This is the gap to be filled by the present study, that is, practical use of media combination and not multimedia.

2.3.5.2 Media Combination Vs Use of a Study Material only

Media combination is the process of using media variably for instructional purposes. OUT/SAEU (1998b) assert that normally more than one instructional medium is used in the delivery of knowledge and skills in a distance education programme. One medium is called lead or main medium while the rest are regarded as support media. Due to its easy accessibility, simple production, storage and distribution techniques, the print is the lead medium in most distance education programmes both in the developed and developing countries. Other media like the telephone, audio and video cassettes, and occasional face to face contact are used as support media. Media combination is therefore a combination of a lead medium and other support media. A study material can be used as a lead medium in media combination but using the study material only would not ensure efficient and effective teaching and learning processes in distance education (White, 2003).

2.3.5.3 Global Application of Media Combination

Bates (1991) contends that print is the most convenient and flexible medium for the presentation of new information and ideas and can be used by students selectively and at their own pace. All single mode distance teaching universities established in recent years use print (Bates, 1991) as do the large majority of distance education programmes at all levels surveyed worldwide. Most universities use print to reach audiences in remote areas; although Mahenge (2001) pinpoints that satellites can be used to beam up T/L materials to remote areas and interact with students accordingly in African universities.

Print is familiar, inexpensive, and portable. Its format allows readers access to any section, in any order, for any length of time. A highly developed postal service makes distribution easy in most countries of the world. It is the only medium that can be utilized without additional equipment and trained experts.

One problem with print is that it can give only a vicarious experience of reality, and some parts of reality are not easily conveyed in writing, such as movement, sound, taste and smell. But these are also limitations of audiovisual media. If the readers do not have the necessary experiences to comprehend concrete illustrations or reality-based arguments offered by the author, they may have difficulty learning. In fact, print-only correspondence study appears to have considerably higher dropout rates than a course study using both television and print. Nevertheless, in most distance education institutions, print delivers most of the instructional content (Bates, 1991; Swai, 2006).

The speed of interaction is another difficulty with print instruction in pedagogy. Distance learners want to know how they are doing in their studies, but by the time they receive feedback in print-only format, they may already have lost interest in the answer, thus they move on to another topic or drop the course entirely. The use of the telephone as a feedback and tutorial device allows near instantaneous interaction between tutor and learners and substantially lessens the argument against print-based instruction (Bates, 1991).

All of the other media used in distance study may be employed in combination with print so as to overcome the problems of using print alone. Those aspects of reality which are not easily conveyed by print or audiovisual media, especially practical aspects of a course of study, require live seminars or other face to face sessions methods for efficient and effective teaching and learning processes. Such live instruction is a necessary part of distance education.

Many of the high-tech media and combinations of media recently developed are presented as solutions to the boredom of print-based instruction, and yet many are electronically print-based themselves and others often leave most of the teaching to the print with which they are combined. The computer is a good example. Computers in many ways simulate the text or the physical operations one performs while using a text. The programmer writes a program which is read by the student electronically by punching keys instead of by flipping pages. Through combination with and incorporation into other media, print will probably remain the dominant medium of distance instruction for a long time to come (Bates, 1991).

2.3.5.4 Rationale for Using Media Combination at OUT

There is rationale in using media combination rather than using multimedia or printed study material only at OUT where expertise for utilizing the high-tech equipments is lacking and accessibility, control and costs constrain the distance learner (Durall and Schwartz, 2004). This rationale bears the justification of the present study which has considered the study material as the lead medium at OUT; which is supported by other media like video and audio cassettes and occasional face- to-face contact as suitable for teaching English Structure and Spoken English courses.

2.4 Academic Performance in Distance Education

It is agreed that distance education can efficiently and effectively facilitate higher learning. According to Mcharazo (2000), the nature of learning in distance education advocates autonomy, and independence, industrialization, interaction and communication. These aspects are significant in influencing the provision of knowledge and skills to distance learners. An accommodation of greater openness in distance education clearly makes it different from conventional (traditional) education. Nevertheless, four important elements must exist in both systems, that is, a teacher, a learner, a medium and a course to be taught or learned.

In order to make distance learners perform well in their examinations, the four theoretical categories mentioned above must be considered. First, theorists such as Daniel and Marquis (1979), Keegan (1986), Moore (1989) and White (2003) pinpoint that autonomy and independence is a category which is associated with

academic performance in distance education. Mcharazo (2000) puts this autonomy more clearly when he asserts:

í ..when the phrase -learner autonomyø is used it is referring to the separation between the teacher and learner at a distance whether partial or total separation, what matters is the extent to which it is compensated by the availability of information. This information in various forms, would be of assistance to the so called autonomous student in setting his/her learning objectives, selecting methods of study, and being able to evaluate his/her own performance (p.13).

Mcharazo (2000) is not far from the truth in that the distance learner has got freedom to learn how, when, where and what s/he likes.

Second, industrialization which brought in the development of technology made it possible for distance education to depend on facilities such as postal services, transportation, modern forms of communication, and information technology. Therefore in order for the distance learner to perform well, the use of online and offline technology is inevitable.

Third, interaction is regarded by theorists as central to the concept, theory and practice of distance education. In order to make the distance learners perform well in their studies the role of the guiding institution should not end after developing and distributing study materials to the learners. The institution is expected to provide effective or satisfactory learning experiences for their students after the study materials have been dispatched such as face-to-face contacts and provision of other interactive support media.

Fourth, two-way communication is essential in promoting good academic performance of the distance learners. The role of a distance teacher is not only

characterized by correcting and assessing assignments, tests and examinations but also an ability to communicate frequently with the learner in order to get some feedback. The communication can be in the form of face-to-face sessions, mail, telephone, email, fax and others. The two-way communication is essential in boosting motivation, pedagogic functions and linking media to learning which eventually makes the distance learner perform well academically.

2.4.1 Studies Related to Academic Performance

Few studies have been done on academic performance in distance education. Many studies of the sort have been done in conventional education. However, Bhalalusesa (1998) conducted a study similar to the present one at OUT. In discussing experiences of learning at a distance at the university level in Tanzania, she noted that successful learning at a distance depended not only on the ability of the learner to pursue self directed learning but also on the nature and quality of support obtained from the immediate social environment and the educational institution that supported the learning. Her study investigated the use of T/L materials in general whereas the present study is an in-depth and practical one.

Bhalalusesa (1998) is not far from Mcharazo (2000) and other theorists discussed above. She is also close to the present study which investigated the use of T/L materials and how to utilize them properly for betterment of distance learners' academic performance.

Sigalla (1998) also conducted a similar study at OUT. She investigated the impact of two antagonistic languages of instruction in Tanzania, that is, English and Kiswahili

aiming at answering the question: In which language would OUT students perform better academically? Her findings concluded that there was no significant difference in mean scores between the students tested in English and their counterparts tested in Kiswahili. Her study is relevant to the present one in the area and method of study.

Urtelø (2008) similar study on academic performance was conducted in a developed country. He compared the academic performance of conventional (traditional) and distance education courses at Indiana University. He investigated the course grades at the end of semester course evaluations. In his findings, he established that there was a statistically significant difference in final grades where older students performed better academically in distance education format than in conventional education than younger students and that gender and race were not apparent.

2.5 Rationale for Studying the Curriculum Input, the Pedagogy and the Academic Performance

Learning of any subject, including language, can be likened to an industry in which the input is the curriculum and its related variables such as the syllabus and the study materials and pedagogic issues such as the environment, the instructors, availability and utilization of media, the students' cooperation, needs and interests. The input is processed in the teaching and learning processes. This process selects right materials for good learning outcomes (Good performance in tests/examinations). The selection is of proper use of media combination and not simply using "Multimedia" (Bates, 1991).

There is a need for good quality within language teaching input, the teaching and learning process and the learning outcome. To support this rationale, Gage (1978)

contends that the FL teacher is the facilitator, helper, advisor, coordinator and resource person who has a great obligation of making sure that the learning process of the student occurs and the performance is good. By trying to play this role, the distance teacher is obliged to make a follow up of the learning industry through time to time analysis of the syllabus and study materials as well as occasionally meeting the students in face to face sessions at their study centres to monitor the learning process and the performance.

The present study is trying to find out possible facts and principles on the importance of practicing media combination in a Tanzanian institution and not multimedia which is rather suitable for developed countries.

2.5.1 Studies Related to the Rationale of the Study

Belawat and Zuhairi (2007) have carried a similar study to the present one at the Indonesian Open University, that is, UT. Their findings have shown that UT has initiated and implemented an innovative strategy of T/L materials for continuous academic improvement. UT has a student body of more than 250,000. UT involves a network of participating institutions and regional centres. UT has adopted and contextualized materials from other universities. For improvement of T/L materials, UT involves a great deal of commitment and participation of all staff.

Belawat and Zuhairi's (2007) study is relevant to the present study in the adoption and contextualization of the materials. OUT should analyse the study materials from other countries so as to decontextualize them to suit Tanzanian students. OUT has something else to learn from UT, that is, each and every member of the institution is

obliged to play her or his part for continuous effective and efficient teaching and learning processes. This is the gap to be filled by the present study, that is to recommend the same for OUT.

At OUT several similar studies have been done. Bhalalusesa (1998) studied the experiences of learning at a distance at OUT. Her sample comprised 12 students, 8 tutors, 7 managers whom she interviewed to get information on three dimensions, that is, learning, teaching and management. Specifically, the study collected and analyzed OUT students' accounts of their experiences and factors which contributed to their ability/ inability to learn successfully. The study analyzed the OUT instructors roles and demands of teaching at a distance. Further, the study examined instructional methods which the instructors used in facilitating distance learning.

Bhalalusesa (1998) has observed that lack of study materials was a serious deficiency as she says:

The situation is very discouraging. Some students are dropping out, simply because there are no course materials (p.134).

Her study recommendations include improving learning at a distance and proposals for further research at OUT. Her findings have made an original contribution of the unique experiences of learning at a distance in a developing country context, which is not adequately and well reflected in the existing international literature.

2.6 Summary, Observations and Implications for Present Study

This chapter has reviewed literature on the link between the curriculum input, the pedagogy or teaching and learning processes and the academic performance. Studies on curriculum development and implementation tended to favour theory rather than practice which is the focal point of the present study. Studies on distance education

pedagogy have called for learner-centred approach but most of them have been done in developed countries. Empirical evidence has shown that learner-centred approaches have a tendency to be suitable for single mode distance teaching institutions like OUT.

Many studies favour multimedia rather than media combination. Nevertheless, evidence has shown that in less developed countries where high-tech utilization seem to be difficult due to accessibility, control and cost, there must be a lead medium which, in most cases, is the study material, and other support media in order to ensure good academic performance of the distance learners.

In bridging the gaps, the present study has attempted to collect data to comprise such variables as the curriculum input (analysis of syllabus and study materials), the pedagogy (teaching and learning processes through media combination and study material only), and computerizing students' learning outcomes.

The study, done in a Tanzanian context, opted to determine the significance of using multi-synchronous approach in the teaching of English Structure and Spoken English in a single mode distance teaching institution.

CHAPTER THREE

3.0 THEORETICAL FRAMEWORK AND TEACHING MODEL

3.1 Introduction

This chapter presents the theoretical framework of the entire study in relation to the use of T/L materials in the teaching of English language at OUT. The study is in relation to three models whose unison is assumed to result into good academic performance at OUT. The models are Dougill (1987) curriculum input analysis; White (2003) multi-synchronous language teaching and learning processes and OUT/SAEU (1998b) media combination. The essence of the three models adapted is the conception of the distance learner's capability of using the media in the learning process to enhance her or his academic performance.

It is assumed that there are two systems of distance education delivery, that is, synchronous system (simultaneous participation of all students and instructors) with the media like interactive TV, audio graphics, computer conferencing and internet, and asynchronous system (students may choose their own instructional time frame and use the media according to their schedules) with the media like e-mail and print (OUT, 2002). Presumably multi-synchronous (combination of these two systems) is the most suitable in distance education delivery at OUT where prevalence of accessibility, control and costs is crucial.

3.2 The Components of the Conceptual Framework

According to Dougill (1987), OUT/SAEU (1998b) and White (2003) the choice of distance education delivery system depends on three propositions.

First, Dougill (1987) proposes that the curriculum input determines the choice of delivery system. The technology which is chosen must be related to the educational goals/objectives, the needs and characteristics of the learners and the environment or context of delivery. The syllabus and other study materials ought to be analysed from time to time for quality control reasons (refer to section 2.2.6 above). That is why it is believed that curriculum development is a continuous process. During curriculum implementation there are many factors which interfere, such as interest groups, adequacy of learning materials, culture and ideology, instructional supervision and nature of the learners themselves (Sigalla, 2003). This proposition is among the theoretical assumptions which influenced the present researcher most.

These factors are also prevalent in distance education curriculum process. The distance education curriculum review goes hand in hand with study material analysis as Mapunda (2007) stipulates:

It is apparent that there is room for improvement in even the most carefully developed study manual. normally a good revision is a result of the evaluation process and feedback from other specialists, students and other users. Apart from this, revision of a study manual may be necessitated by the changes of course content endorsed in official curriculum reviews (p.39).

Mapunda's (2007) idea is not far from the truth. The present study finds analysis of the curriculum input (syllabuses and the study materials) as a paramount factor in ensuring effective teaching and learning processes and good academic performance in any single mode distance teaching institution.

It is assumed that, effective and efficient teaching and learning processes cannot occur without a syllabus. There are many definitions and types of syllabuses

presented by various people as shown in the previous chapter. The theoretical framework lies on the proper use of a syllabus for distance learning. Most syllabuses have developed within theories which have addressed the conventional mode. The thesis at this point is the gap or the necessity for analysing syllabuses and the teaching and learning processes in order to enhance the academic performance of distance learners. The distance learners, because of lacking teachers or trainers to give them constant attention, depend a lot on T/L materials (Rowntree, 1990). Therefore the first component of the conceptual model is on the proper or analysed curriculum input (syllabus and study materials) for OUT.

Second, the pedagogy of distance education also influenced the present researcher most because it determines the choice of delivery system (refer to White (2003) in section 2.3.3 above). One explanation for this phenomenon is that, the distance learners must inevitably take more responsibility of their studies than conventional learners. They ought to use the World Wide Web, CD-ROM, video and audio cassettes and read the study material and other printed materials autonomously. On top of that, attending face-to-face contact sessions is necessary as White (2003) comments:

Distance language courses may make use of the same place dimensions in face-to-face tutorials or summer-schools and through access to regional study centres (p.8).

White's (2003) comment emphasizes the fact that the distance learner would not only depend on interaction with technology but also with the facilitators at study centres. McLaughlin (1987) also supports this proposition which constitutes one component of the present study's conceptual model.

Despite the exponential growth in the availability of online education programmes, there appears to be little utilization of online technologies by students in Tanzania. The pedagogy of distance education generally refers to the teaching and learning processes from a formal institution where instruction is mediated through print, audio, video or computer communications technologies and instructor and learner are separated by space and time for most of the instruction (Mhehe, 2002; Mushi, 2006). The pedagogy is characterized by learner autonomy or flexibility, negotiation, interaction, experiences, motivation and expectations (White, 2003). However, more frequent contact between learners and between the tutor and the learner by all means is important (White, 2003). Interactions through the computer or physical face-to-face contact encompasses learner-learner interaction, tutor-learner interaction and learner-technology interaction; which are necessary in language pedagogic process (Kapoli, 1998).

Third, the researcher was highly influenced by media combination embedded in pedagogy in distance education theoretical framework. It is assumed that this phenomenon is necessary on the delivery of skills, knowledge, values and attitudes to the distance learners. This proposition was thought to be important in the present study of the use of T/L materials in the teaching of English language at The Open University of Tanzania. Therefore, part of the second component of the conceptual model is concerned with the close examination of the teaching and learning processes through media combination versus use of study materials only at OUT.

According to Mahenge (2001), Tanzanian students shy off from using the high-tech facilities. The consequence of this reaction is potentially non-efficacious practice for

both pedagogic process and the academic performance. Hence, multi-synchronous approach appears to balance the pedagogy of distance education in Tanzania.

The media combination is a terminology proposed by OUT/SAEU (1998b), which means the process of combining a lead or main medium with other support media practiced by distance learners. The terminology has also been used by authors like Bates (1991), Mahenge (2002), Komunte (2003) and White (2003).

Media combination apparently seems to be user friendly at OUT. Experience has it that, use of high-tech is being 'talked about' at OUT and 'practiced' at the headquarters. It is almost impracticable in most regional centres, rural and remote areas of Tanzania. That is the painful truth. This situation will probably prevail for years to come. There must be a serious concentration on the lead or main medium which currently is the study material and attention should be given to support media which are available and accessible (OUT/SAEU, 1998b; OUT, 2002).

The rationale of having media combination in the present study lies on the use of media by the students at OUT where accessibility, control and lack of understanding of the study materials prevail. The media combination perspective necessitates OUT, as a guiding institution, to concentrate more on one major medium than on the other support media depending on the needs and characteristics of the students as well as the context. Due to its easy accessibility, simple production, cost effectiveness, storage and distribution techniques; the study material could be the ideal lead medium at OUT. Other media like the telephone, audio and video-cassettes and occasional face-to-face contact are used as support media (Zahlan, 1988).

Media combination fits well in the process of delivery of knowledge and skills in distance language learning. This is the most common way in which different media are used (OUT/SAEU, 1998b).

3.3 The Model of the Study

The present study has empirically tested the three models advocated by the three authors, that is, Dougill (1987), which was adapted in analysis of the curriculum input; White (2003), which was adapted in language pedagogic process and OUT/SAEU (1998b), which was adapted in media combination which have been specifically chosen to match with the whole issue of the use of T/L materials in the teaching of English language at The Open University of Tanzania.

3.3.1 A Critique of the Three Models

It is assumed that, effective academic performance occurs only when the curriculum input is emphasized. That is why in education and linguistic circles; it has been conventional to view the available syllabuses and instructional media periodic analysis as a supreme condition as Dougill (1987) model reveals in Chapter 2. According to the researcher, lack of periodic analysis leads to weak or lack of curriculum development in any institution. In fact, it is only recently that educators have tried to elaborate on the curriculum manifestation in distance education analysis and evaluation. That is why it is now possible to analyse the curriculum input of a single mode distance teaching institution.

Theories of language pedagogy in distance education showed earlier in chapter 2 have been specifically chosen to match with the general language teaching as well as

learning in distance education. For example, White (2003) model has adhered to the needed condition. Generally, linguists and educationists tend to agree that language is learnt in conducive environment and that interaction of all kinds is an inevitable phenomenon not only in conventional classrooms but also in distance education tutorials. Many theories discussed in earlier chapters of this thesis target the conventional classroom situation. It is the opinion of the researcher that White (2003) model was regarded as the most appropriate in the present study because it focuses precisely on language pedagogy in distance education.

Media combination is a new terminology which has started to replace multimedia in distance education. It is ideal to use OUT/ SAEU (1998b) model because it is quite relevant to the area of study presented in Chapter Four. Media combination is part and parcel of the pedagogy as opposed to use of the study material only.

The combination of the three models is not out by chance. A lot of literature has been visited to finally decide on the three models which were found ideal for the present study's conceptual framework.

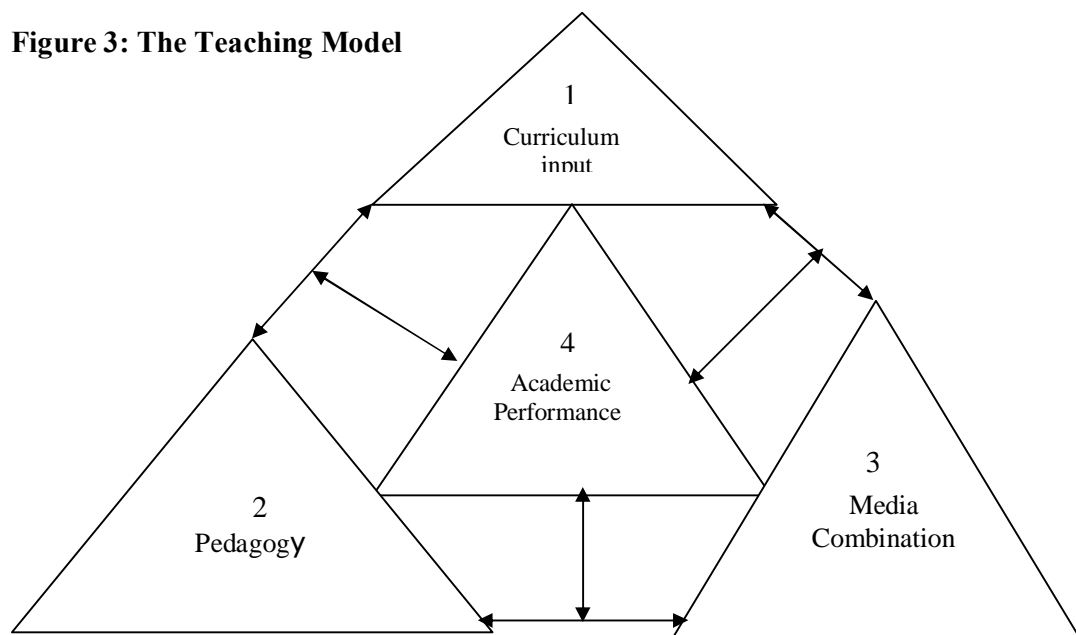
The idea of distance language teaching and learning is realized in a range of highly diverse contexts and systems that stem from different philosophies. Nevertheless, two key dimensions along which distance language teaching and learning opportunities vary are place and time. These dimensions exist within group vs individual opportunities, and synchronous vs asynchronous opportunities. They also exist on different generations of technology and challenges associated with distance teaching and learning.

3.4 The Teaching Process Model of the Present Study

The concepts of curriculum analysis, pedagogic analysis and practice of media combination as prerequisites for academic performance discussed in the previous sections of Chapter Two, have made it possible to establish a hypothetical teaching model adapted from Mbunda (1992).

The model provides three components which determine academic performance, as shown in Figure 3.

Figure 3: The Teaching Model



Source: Adapted from Mbunda (1992:66)

The curriculum input triangle is the first component of the study which responds to Dougillø (1987) model. It was assumed that, the curriculum input was necessary for good academic performance in English language at OUT and that it was important to analyse the syllabus and the study materials so as to update or innovate them.

The pedagogy triangle is the second component of the study which goes together with White (2003) language pedagogy model. The second and third triangles are on the same level, indicating that media combination which is OUT/SAEU (1998b) proposition is part and parcel of distance education pedagogy. The aim of the third component was to present the necessity of practicing the media combination in Case 1 tutorials to find out if there was at all any difference in the teaching and learning processes between students who practiced media combination (Case 1) and those Case 2 who used study materials only in learning English Structure and Spoken English respectively.

The academic performance triangle is the result of all the three components (1, 2 and 3). The purpose of this triangle is to determine the impact of the other three which are curriculum input, pedagogy and media combination as investigated in lecturers and first year students questionnaires, achievement tests and interviews with OUT key personalities. The model of present study was important because of the relationship of the variables as shown in figure 3 above which shows that the outside variables are in two-way inter-dependence and the resulting variable is the central triangle. The contact of the central triangle to the outer ones depicts how the three components influence the academic performance of the distance learners.

The assumption of this model is that, the use of T/L materials at OUT would be efficient and effective when all three components are practically dealt with seriously. Eventually students will perform well in their courses. It was on this basis that the present study was conceived, designed and carried out.

CHAPTER FOUR

4.0 RESEARCH METHODOLOGY

4.1 Introduction

This chapter covers major methods and procedures that were used in data collection, data analysis and sampling procedures to investigate the use of the T/L materials in the teaching of English language at The Open University of Tanzania. The study was based on case study design in analyzing the curriculum input (syllabuses and study materials); the pedagogy (science of ways and methods of teaching and learning) (Hornby, 1995); and the academic performance (learning outcome) after pre-test, exposure and post-test procedure using two case groups. Use was made of both the qualitative and quantitative approaches of investigation. As Leedy (1989) puts it, the integration of qualitative and quantitative methodology is necessary in solving the very complex problems associated with the identification of effective teaching which requires measures of students' learning outcome, teaching and learning processes, as well as other variables, such as the curriculum analysis and respondents' views.

4.2 Research Design

Case study research design which employed qualitative and quantitative approaches of investigation was selected to conduct this research. Enon (1998) suggest that in educational research the integration of qualitative and quantitative methodology is crucial. The case study design was thought to be appropriate for five reasons. First, as Kothari (1993) puts it, a case study is an in-depth study which places an emphasis on a full analysis of a limited number of events, processes or conditions and their interrelations. This study analysed and reviewed the quality of syllabuses and the

study materials in depth. It also made thorough observations of tutorial processes in depth. Second, as stipulated by Schutt (1999), the design was thought to be flexible in data collection methods, that is, questionnaires, interviews, observations and documentation which were used.

Third, this design would increase the validity of data collected as it is a participant case study as opposed to non-participant case study. Fourth, case study method rigorously studies the particular cases and then is able to reach conclusions that would be useful to other researchers doing similar type of study. Fifth, a case study design provides detailed information which may be useful for policy makers. Transferability of results can as well be considered.

This evaluative case study used three research models which are presented in the conceptual framework in Chapter Three. The models were used to analyse research variables of the curriculum input, the pedagogy, media combination and the performance. Sila (2003) explains evaluative case study as:

An evaluative case study focuses on the process of explaining and judging a phenomenon in a particular unit such as a person, a class or a school (p.44).

Taking Sila's (2003) explanation into consideration, this study, therefore, explained and judged OUT media. Specifically, it evaluated two documents and two case study groups.

4.3 Area of Study

This was an evaluative case study on the use of T/L materials in the teaching of English language at The Open University of Tanzania. The study was confined to

The Open University of Tanzania's two Regional centers, namely, Morogoro and Mbeya and OUT headquarters (Dar es Salaam). The choice of this area of study was dictated by four reasons. The first was time and financial constraints. These constraints, would to some extent, be reduced because Morogoro, Mbeya and Dar es Salaam are adjacent regions. Thus the area was purposely selected for the convenience of the researcher. Second, it was thought convenient to carry such a study at the three regions because the regions possessed OUT centres where T/L materials are utilized. Hence, it would not be difficult to get data.

Third, the English Language students at all regional centres are exposed to similar target situation of T/L materials use, hence the extraneous variables would not differ much. Fourth, the context of use of the materials is the same for all three regions, that is, context of distance learning.

4.4 Target Population

The target population for the present study included all those respondents who were involved in one way or another in the utilization of T/L materials at OUT as follows: The first category was English Language experts at OUT (five in number). It was hoped that these experts could provide first hand information in filling in the questionnaires and during informal discussions, such information could be useful for the analysis and discussion of the findings.

The second category were the lecturers of the two courses under study (English Structure and Spoken English). These were inclusive in the English Language

experts. The lecturers were the ones who actually dealt with the two courses under study by setting assignments, tests and examinations, marking them and meeting these students twice per year during the face-to-face sessions. These respondents filled in the questionnaires and carried out an informal discussion with the researcher.

The third category was the beneficiaries, that is, the first year English Language students of Morogoro Region (Case 1) and Mbeya Region (Case 2). Nineteen students from both Regions filled in the questionnaires and 10 students among them were provided with learning media accordingly. They were also observed.

The fourth category was the twenty key personalities at OUT. These were the ones who had great impact on the write-up, production, distribution and revision of T/L materials. Their views were inevitably needed in this study. Thus they were interviewed.

The total number of respondents was 44. This number of target population (respondents) was thought to be adequate because this is a case study in which Enon (1998) advises:

í due to several limitations such as financial constraints, long distance, time factor and many others, as a rule of thumb, to make the results of the study believable, the minimum number of samples should be 30 (p.14).

Since this is a case study, as Milanzi (2004b) argues, the description of the case study population had to be sufficiently detailed to give a clear picture of all the

relevant aspects of the case study population to interest the readers. Case study research often generates more human interest than generalized statistical findings.

All these categories of population, therefore, were chosen because it was expected that they would provide precise and sufficient information for the study. The respondents gave their views on the adequacy of the syllabuses, pedagogy and media combination in connection with the adequacy of the use of T/L materials at OUT.

4.5 Sampling

Due to the nature of the study, purposive non-probability sampling was applied. Non-probability sampling (also known as convenience sampling) was appropriate because it allows the researcher to select respondents deliberately to curb resource constraints and accessibility of respondents (Leedy, 1989). Non-probability has got a characteristic of a good sample design for a case study because it is viable in the context of funds available and it does not give any basis for estimating the informants (Patten, 2002). Therefore this study used the purposive sampling technique of which Milanzi (2004a) contends:

The choice of the sample elements depends exclusively on the discretion of the investigator. This is because only a small number of sampling units is in the population. Purposive selection would certainly not miss any important element of the investigation (p.16).

Therefore this study would not miss any important research findings due to the use of this sampling design. Kothari (1993) also confirms that:

í items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme (p.73).

The comments of the two authors above clear all doubts of using this sampling design in this evaluative case study. The choice of key personalities at OUT necessitated an extra sampling technique to pick up, among 290 workers at OUT, the right respondents as key personalities. Stratified sampling technique was used for this choice. This technique involves identifying groups in the population. The samples from each group are then randomly selected. The samples can be proportionally selected on the basis of equal number from each group (Enon, 1998).

The groups selected at OUT were permanent workers from library, stores, VC's office, DVC's office, institutes, faculties, directorates, accounts section and secretary to council's office. One or two people were randomly stratified from these groups of workers. These strata were selected to get information from all sections. It was important to have information from all these workers because each individual had significant information. Besides, these individuals were believed to be representing OUT staff who could give sufficient and detailed input for the present study.

Therefore, in principle, there were mainly two sampling techniques (purposive and stratified) used in this study to increase the validity and reliability of the study.

4.6 Research Instruments

In order to test the assumptions of the study, the instruments which were used to obtain the data comprised documentary reviews, questionnaires, observation instruments, video and audio cassettes, interviews and achievement tests. These are described under the following sub-titles.

4.6.1 Documentary Reviews

Primary and secondary documents were reviewed. Primary sources included the following documents:

- The English Structure and Spoken English syllabuses and study materials of OUT. These provided useful information for testing the first assumption because their qualities were investigated in depth through content analysis. OUT syllabuses and study materials were analysed through three guidelines, that is OUT (2002) pedagogical guidelines, Dougill (1987) and White (2003). The analysis was done so as to contextualize the materials to fit the exposure situation during the fieldwork and to lay a foundation for analysis of curriculum input at OUT.
- The Case 1 and 2 students' marked scripts, marking schemes and the examiner's report. These provided useful information on the performance of the students for testing the third assumption of the study.
- OUT rolling strategic plans, prospectus and different policies as well as files from the faculties of Education, Arts and Social Sciences and the Institute of Educational Technology. These provided in-depth information as primary sources for the study. Some information was also obtained from documents like research and seminar reports and workshop proceedings of OUT. These helped in provision of data for testing the assumptions.

Secondary sources included relevant library books, theses, dissertations, pamphlets and journals as well as web sites. Such documents contained information on the use of T/L materials in the teaching of English Language at OUT and distance education institutions from Tanzania and other countries. Generally the secondary sources were related to all three assumptions of the study.

Documentary review was thought to be appropriate for the present study because of its merit that it provides in-depth information (Berelson, 1952; Kothari, 1993; Neke et al., 2004).

4.6.2 Questionnaires

Questionnaires which contained both open-ended and close-ended questions were designed for the students sample (Appendix F (i-iii)) and the English Language experts sample (Appendices D and E). The students' questionnaire contained questions which would probe into their views regarding how the T/L materials were utilized at OUT and constraints which they faced on the use of the materials, context of use and the teaching and learning experiences they encountered. The experts' questionnaire contained questions which solicited information on their teaching experiences and their views on the use of the syllabuses and study materials at OUT including the context of the application of the T/L materials. The questionnaires also addressed how the experts were able to adjust to using the syllabuses and the study materials, specifically those adopted from Kenya and Nigeria to make them compatible to Tanzanian context.

The experts' questionnaires were useful in that they provided the needed inputs regarding the adequacy of OUT English Language syllabuses and study materials and teaching and learning processes.

Both questionnaires were meant to test the first and second assumptions of the study that the English Language syllabuses and study materials were adequately or inadequately used to enhance the teaching and learning processes at OUT. Questionnaires when used as tools of data collection have more merits than demerits. Some of the merits, according to Kothari (1993) and Enon (1998), include that they are well planned and focused; are of low cost; they are free from the bias of the interviewer; and respondents have adequate time to think out answers.

Enough copies of the papers of questions were produced and distributed to the respondents who filled in the information needed and returned them to the researcher for scrutiny.

4.6.3 Observation Instruments

The researcher was a participant observer at the study center of the Case 1 students (Mwere primary school) and conducted frequent face-to-face contact sessions. Therefore observation instruments formed important tools for data collecting and verified or supplemented for the data obtained through the other instruments.

The first observation instrument was the observation schedule. Bellack's (1966) observation model which was earlier used by Komunte (1995) was considered. The model consists of moves or maneuvers which teachers and students use in teaching and learning interactions. This model was thought to be appropriate to adapt

because it pays attention to moves whose codes were recorded every two seconds. In the present study recording was done according to minutes (Appendix M). The format, if used fully, provides room for recording all types of interactions in a single lesson. The purpose of the observation schedule was to show the extent to which the learner interacts with the media, tutor and fellow learner.

Furthermore, the observation schedule was also used to show the extent to which media combination facilitated classroom learning process and academic performance. The findings were then used to test the assumption that the exposure to media combination in English Structure and Spoken English teaching and learning processes is more effective than exposure to the study material only. Another observation schedule adapted the interaction coding from Kapoli (1998) to show the patterns of interaction and frequencies of communication acts (refer to section 5.3.2).

The second observation instrument was the monitoring checklist. This was used to monitor the progress of Case 1 students throughout the four months of tutorial interactions. The monitoring checklist was also used during the pre-test and post-test in action sessions for both Case 1 and Case 2 students (Appendix L). The observation instruments were used to test the second assumption of the study.

According to Kothari (1993), merits for observation instruments include the fact that: they avoid biases and prejudice by respondents; they overcome language barrier; they can be used any time; and the natural behaviour of the learners is recorded.

4.6.4 Video and Audio Cassettes

Video and Audio cassettes were used to test the second assumption. They were used as support media to support the study material which was the lead medium in the practice of media combination by the tutor and Case 1 students at the study centre. The English Structure and Spoken English reviewed study materials were audio-tape recorded and video tape recorded prior to the beginning of field work. The recording was done at the Radio Ukweli studios at Morogoro. A committee from OUT's faculty of Education evaluated the recorded cassettes before use.

Some tutorial sessions at Mwere primary school study centre were audio tape recorded, that is, the tape recorder was used to tape the verbal interactions during the lesson development to observe the interactive communication acts (Appendix A). The video and audio-cassettes were related to the second assumption of the study.

4.6.5 Interview Schedule

Semi-structured interviews were conducted with the key personalities of OUT. The respondents provided their views on the use of T/L materials at OUT and gave their suggestions on how to improve them (Appendix G). Leedy (1985) confirms that, interview is a good data collection method because the interviewer gets first hand information from the interviewee.

The respondents' views on the use of T/L materials at OUT and their suggestions were helpful in improvement of curriculum input, teaching and learning processes and academic performance. The interviews were conducted because they allowed the respondents to express themselves in depth.

The data collected were included on the score sheet. The score sheet consisted of simple percentage information obtained from the interview schedule organized in sound form. The chief merits of interview are that they are flexible and that more information in greater depth can be obtained; personal information can be obtained easily. The interview instrument is related to the first assumption.

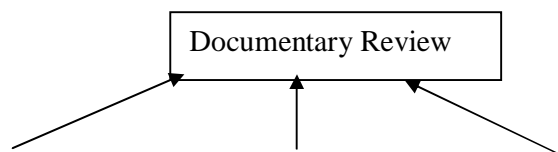
4.6.6 Achievement Tests

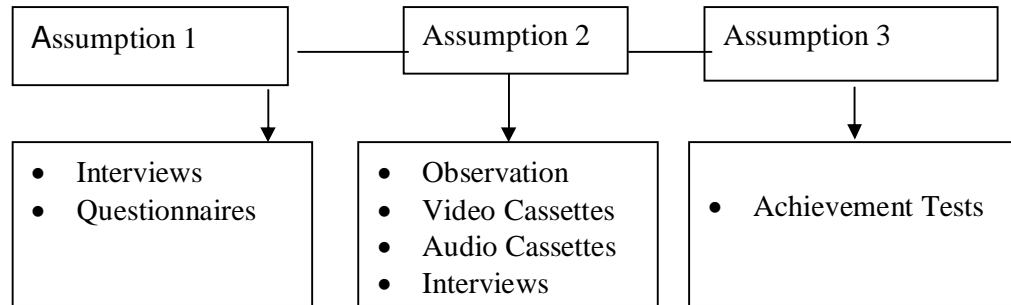
The achievement tests were in English Structure and Spoken English for Case 1 and Case 2 respectively (Appendices H, I, J and K). The tests, in objective questions, were based on OUT past papers so as to make sure that the questions are from the right level of education (university level). The purpose of the tests was to provide evidence related to the assumptions that students are likely to perform better where instruction in English Structure and Spoken English courses is based on media combination than where only the study material is used. More specifically, the tests would also provide evidence to prove or disprove statistically significant differences between Case 1 and Case 2 students.

4.7 Summary of Assumptions/Instruments Relationship

Sections 4.6.1 to 4.6.6 above have presented the research instruments used to collect data in the present study. It was found necessary to summarize the sections relating the instruments with the assumptions which they tested. The assumptions are presented fully in section 1.4 of chapter one. The following is the relationship presented diagrammatically.

Figure 4: The link between the Assumptions and the Research Instruments





Source: Field Study

Figure 4 summarizes the instruments and their link with the three assumptions of the study. Documentary review was the dominant instrument. It was used to test all the assumptions. Content analysis of the English Structure and Spoken English study materials was within this instrument.

4.8 Validation of Instruments

The questionnaires, observation instruments, interview schedules and cassettes were piloted at OUT Morogoro Regional centre to ascertain their validity and appropriateness.

Another method to check the validity of the research instruments was the use of combination of instruments. The instruments supplement each other.

4.9 Monitoring Procedure

The English Structure and Spoken English study materials were analysed and recorded so as to be used by Case 1 students. The Case 2 students had to be known by the researcher. Thus she visited them at their Regional centre (Mbeya) at the beginning of April, administered a pre-test to them, distributed study materials and encouraged them to read them. However, more physical contacts were done with

Case 1 students. The concurrence of both case groups during the intervention period ensured zero contact of Case 1 with Case 2 students. Besides, the questionnaires (Appendix F (iii)) proved that there was zero contact.

Both Case 1 and Case 2 students were adults and they mostly studied at home. The researcher had to open a study centre at Mwere primary school so as to make Case 1 students meet frequently, hence, enabling the monitoring of the tutorial sessions and filling in the observation instruments and audio tape recording. The researcher as a tutor, and Case 1 students met at this centre every Monday and Friday at 4:00 p.m. to 6:00 p.m. for twenty sessions. Follow up of Case 2 students was done through cellular phones and Mbeya regional director and his secretary.

4.10 Data Analysis Procedure

The first procedure was to analyse the English Structure and Spoken English syllabuses and study materials and not to review them; because to review is simply to re-examine or reconsider the document whereas to analyse is to separate a document into its parts in order to study its quality according to stipulated guidelines (Homby, 1995). The study is in most cases carried through content analysis technique. According to Kothari (1993) content analysis is a data collection technique which consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all verbal materials spoken or printed. Kothari claims that:

the analysis of content is a central activity whenever one is concerned with the study of the nature of the verbal materials. The analysis can be at a relatively simple level or may be subtle one (p. 137).

This claim holds water in that it is possible to carry out a simple content analysis procedure especially in an academic research like the present one. The analysis was simple and mostly qualitative due to the objectives of the study. Therefore, the analyses of syllabuses and study materials were carried on the bases of language syllabus theories, OUT English syllabus, and theories governing distance education language pedagogy and andragogy connected with the use of T/L materials. Theories from Mohamed (1992), Mugridge (1992), McDonough and McDonough (1997) and Littlejohn (1999) were considered. The simple content-analysis data analysis procedure was therefore used in the analysis of the syllabuses and study materials.

The second procedure was to organize the data from documentary reviews, questionnaires, interviews, observation instruments and the tape recorder. These data were qualitatively and quantitatively organized. Simple percentage computation, table presentations and data comparisons were done.

The third procedure was to administer pre-tests and post-tests on English Structure and Spoken English to Case1 and Case 2 students and to make their computations so as to compare the scores quantitatively. SPSS software programme was used to compute the Case 1 and Case 2 students' scores. This procedure was found appropriate because it is one of the best modern data processing technologies used for variables which have scores in social sciences. The present study used t-test of significance in order to determine the variables under study. A significance level of 0.05 was used. If the probability (p) was 0.05 or less the difference was accepted to be statistically significant whereas at probability more than 0.05 level the difference was taken to be statistically insignificant.

T-test is a statistical test which is used to compare means of two samples to find if they are different or not. The basic assumption of t-test is that the scores follow normal distribution. Usually examination or test scores follow normal distribution if a large sample is used.

The raw score data were analysed to reveal the trend in the two tests for the two courses.

CHAPTER FIVE

5.0 RESEARCH FINDINGS AND ANALYSIS

5.1 Introduction

This chapter presents the research findings and analysis of the findings with respect to the research assumptions posed in chapter one. The study sought to find out whether the curriculum input variables, that is, English Structure and Spoken English syllabuses and study materials are related to the OUT pedagogical guidelines. The study further intended to assess the extent to which English Structure and Spoken English teaching and learning processes through media combination could affect the academic performance of the students. On the basis of the findings, the assumptions were either proved true or false.

This chapter therefore, presents the findings pertaining to review of syllabuses and study materials as curriculum input and the findings pertaining to the practical teaching and learning processes and the outcome variables, and the analysis of the findings.

5.2 The Curriculum Input

The first assumption of the present study is that, OUT English Structure and Spoken English syllabuses and study materials are not related to OUT Pedagogical Guidelines. Several formalities have been used to prove this assumption. The data for proving the assumption under the curriculum related variables were mainly collected through questionnaires distributed to lecturers and first year English Language students; and content-analysis of the study materials and syllabuses was done using Dougill's (1987) model, White's (2003) model and OUT's (2002) pedagogical guidelines. OUT key personalities were also interviewed. Their views were also analyzed.

5.2.1 The Analysis of Syllabuses and Study Materials

5.2.1.1 Views from English Structure and Spoken English Lecturers

The data on this part was collected through questionnaires distributed to the two lecturers of English Structure and Spoken English courses. Their questionnaires were accompanied by informal discussions. After revealing their characteristics as shown below, the lecturers made a value judgment of their syllabuses and study materials.

Table 5.1: Characteristics of the Two Lecturers

	Age	Sex	Qualifications	Experience at OUT	Status
English Structure Lecturer	Above 45	Male	Masters Degree	12 years	Full time employee
Spoken English Lecturer	Above 45	Male	Masters Degree	6 years	Part-time employee

Source: Field Data

Table 5.1 shows the characteristics of the sampled respondents which were collected so as to be informed of their status before administering another questionnaire to them because case study design demanded the details of respondents as important providers of data.

The second questionnaire provided to the two lecturers contained data presented in table 5.2.

Table 5.2: Views from English Structure and Spoken English Lecturers on the Syllabuses and Study Materials

Questions	English Structure Lecturer	Spoken English Lecturer
Linguistic judgment of syllabus	<ul style="list-style-type: none"> • Structural 	<ul style="list-style-type: none"> • Functional
Syllabus/study material relationship	<ul style="list-style-type: none"> • Some items in the study material not found in the syllabus 	<ul style="list-style-type: none"> • All items found in the study material were in the syllabus
Inclusion of syllabus objectives in the study material	<ul style="list-style-type: none"> • Many objectives not included in the study materials 	<ul style="list-style-type: none"> • Few objectives not included in the study material
Utilization of media	<ul style="list-style-type: none"> • Only study material used • Conducted face to face session twice per year 	<ul style="list-style-type: none"> • Only study material used • Conducted face to face session twice per year
Quality of study material	<ul style="list-style-type: none"> • Written many years ago • Should be reviewed • Topics should be re-organised 	<ul style="list-style-type: none"> • No listening materials such as audio cassettes • No audio-visual materials like video cassettes • No other printed materials to

		complement the study material
Ways to improve media of the course	<ul style="list-style-type: none"> • Use media combination • Prepare a compendium in addition to the study material • Provide the students with supplementary readers and audio cassettes 	<ul style="list-style-type: none"> • Use media combination • Increase number of face to face sessions

Source: Lecturers' Questionnaire (Appendix E)

Table 5.2 shows the respondents' judgment on the first research variable, that is, the syllabuses and the study materials. In the first question both responses show that the syllabuses are linguistically unsatisfactory because currently many theorists favour pragmatic and communicative syllabuses rather than structural and functional ones. This implies that there is a necessity to review the OUT English Syllabuses, to make necessary changes.

On the part of syllabus objectives in relation to the study materials, Table 5.2 shows the opposite which means that the students get content materials which are not intended in the OUT curriculum. This is likened to a classroom teacher who does not follow the syllabus in his class presentations.

5.2.1.2 Views from the Five Linguistics and English Language Lecturers

The data was collected through questionnaires distributed to five Linguistics and English Language Lecturers. Informal discussions were carried during administration of the questionnaires. The five lecturers' characteristics are shown in Table 5.3.

Table 5.3: Characteristics of the Five Lecturers

Respondent	Age	Sex	Qualification	Teaching Experience at OUT	Status
A	40-55	Female	Masters Degree	11 years	Full time employee
B	40-55	Male	PhD	10 years	Part-time employee
C	40-55	Male	PhD	9 years	Part-time employee
D	40-55	Male	Master Degree	6 years	Part-time employee
E	40-55	Male	Masters Degree	12 years	Full time employee

Source: Field Data

Table 5.3 reveals that all the respondents' qualifications are high enough to provide very useful contributions on OUT English language curriculum input. Hence, they were asked questions pertaining to the judgment of the syllabuses and study materials which they used at OUT. Their responses were as follows.

Table 5.4: Lecturers Views on their Syllabuses in Relation to Study Materials

Lecturer (N=5)	Views			
	Type of syllabus of your course	Suggestion for better syllabus	Reasons	Quality of your study material
A	Structural	It should encompass three views (interaction, constructivist and eclectic)	Because distance learners need all the three types	Main tasks are descriptive
B	Eclectic	Cognitive syllabus which is translated into functional approaches	These give learners scope to discover for themselves and later relate the language instructions to day-to-day activities	The material is not interactive

C	It is just a very sketchy guide	Eclectic, functional and interaction	Nature of the OUT students and their level. - no classroom - They need feedback	The material lacks enough self-test exercises
D	Functional	Process ó based syllabus	It gives chance for learners to explore topics and situations	Some objectives do not correspond with contents
E	Structural	Mixture of structural and functional syllabus	To expose students to a wide range of out looks for language study and analysis	The material is based on formal structures rather than functions

Source: Lecturersø Questionnaire (Appendix D)

An appropriate teaching force is an important factor for effective and efficient teaching and learning processes. Table 5.4 above shows the five Linguistics and English Language lecturersø views at OUT. Overview of the table shows dissatisfaction with the syllabus and study materials in use. Hence, analysis of syllabuses and study materials was a necessity.

Apparently all the five lecturers admitted that the syllabuses which they were given by OUT had insufficient guidelines. Looking at Table 5.4, one can establish that the study materials are not related to the syllabuses, which, according to lecturersø views, proved the first assumption of the study true.

The questionnaires which were administered to the lecturers also demanded them to give their views on the study materials which they used at OUT. The findings are shown in the following Table 5.5.

Table 5.5: Judgments/Views of the Lecturers on the Study Materials**N= 5**

S/N	Views	Responses (N=5)	
		Yes	No
1.	Has got self-assessment questions after each lecture to assess the learner's mastery of the lecture just covered	5	0
2.	Enough writing exercises	5	0
3.	Practical work e.g. group work or project	0	5
4.	Open-ended and close-ended questions	3	2
5.	Summary after each lecture	5	0
6.	Enables the learner to listen to an audio cassette for further clarification or examples	0	5
7.	Enables the learner to view video cassette on the topic	0	5
8.	Tests the learner's understanding and provides a means to find where the learner needs more help	5	0
9.	Contains 10-15 lectures	5	0
10.	Is not bulky	5	0
11.	Has got the seven OUT in-text symbols	2	3
12.	Is written according to OUT pedagogical guidelines	5	0

13.	Arouses learner's interest	2	3
14.	Is cultural and/or age bound	0	5
15.	Is easy to understand	2	3
16.	Allows laboratory drills and work books	0	5
17.	Contains individualized instruction element in it	5	0

Source: Lecturers' Questionnaire (Appendix D)

The lecturers' judgment and views on the study materials which they were using to teach OUT students were important as Table 5.5 shows. Table 5.5 reveals many aspects pertaining to the study materials. The table shows good aspects and bad ones. On one hand, it shows that the study materials include self-assessment questions and enough writing exercises, test the learner's understanding and are not bulky. On the other hand they do not enable learners to either listen to audio cassettes or view video cassettes, and there are neither laboratory activities nor work books for students.

The lecturers' questions did not end up on the tables above. They were asked if they used other materials apart from OUT study materials for teaching OUT students. One respondent used Abuja materials only in addition to study materials. The other four respondents admitted that they used OUT study materials only. However, all respondents commented that they would like media combination to be practiced for teaching their courses when they were asked to rank the other media apart from the study materials. The data were as follows:

Table 5.6: Ranking of Media by Lecturers

N= 5

Media	Respondent's rank				
	A	B	C	D	E
Audio Cassettes	1	2	2	3	1
Video cassettes	2	1	3	1	2
Computers	3	3	1	2	No rank

Source: Lecturers' Questionnaire (Appendix D)

A quick observation of the Table 5.6 would apparently depict variations on judgment of right media for teaching English Language at OUT. A point of interest is on computers where two respondents ranked them last and one respondent refused to rank it on grounds that he did not see the possibility of poor Tanzanians using computers effectively and efficiently. Thus, he recommended the use of the other two media which he ranked first and second respectively.

5.2.1.3 Views from First Year English Language Students

The data for proving the first assumption was also collected through administering questionnaires to the first year students studying English language at OUT (Appendix F(i-iii)). The purpose of the questionnaires was to find out particular views the students had towards English Structure and Spoken English syllabuses and study materials at OUT. The sample which was administered the questionnaires included all first year students who appeared for the pre-test at Morogoro and Mbeya Regional Centres. These were 19 students; 12 from Morogoro and 7 from Mbeya OUT Regional centres. In the first place tally scores under each item were made against the criteria A to D. The tallies were then quantified to determine the

percentage for the respondents. The findings from the questionnaires revealed the following.

Table 5.7: Students Views on the Syllabus and Study Materials

N=19

	Question	Students' Views	No	%
A	Availability of a syllabus	• Not available	15	78.9
		• Available	4	21.1
B	Judgment of the Study Material content	• Imported materials are shallow and unclear	15	78.9
		• Clear	4	21.1
C	Judgment of the study material language	• Difficult	1	5.3
		• Easy	18	94.7
D	Problem of distribution of study materials	• Delayed	11	57.9
		• Not delayed	8	42.1

Source: Students' Questionnaire (Appendix F (i))

The findings in Table 5.7 reveal that 78.9% students were not able to access to the English Structure and Spoken English syllabuses. As such, it could be difficult for the students to know the limit of content materials which they ought to cover in the first year. The students just assumed that the study material covers the whole syllabus. Moreover, 78.9% commented that the study materials written by indigenous lecturers were fine but those from foreign lecturers were in most cases unclear, shallow and lacked details suitable for OUT learners. In other words, it is interesting to note from the findings that although the majority (94.7%) found that foreign lecturers' study materials' language was easy, the content was unclear and unsuitable for OUT learners, most of whom were Tanzanians. It was thought that most respondents, who were holders of diploma in education understood the content because it was simpler than what was learnt in English language in Advanced level of Secondary School and at the Teachers Training College.

The 57.9% of students viewed the problem of delay of distribution of the study materials as very serious. The study materials were supposed to be distributed to the students during the orientation week in January. But by April, when the respondents were filling in the questionnaires for the present study they claimed that they had not yet received the study materials.

Another question in the questionnaire demanded the students to rank some given T/L materials according to their opinions. The data collected are shown below:

The study investigated students' views on suitability of learning materials which should be used for teaching English language at OUT.

Table 5.8: Students' Views on Suitability of Media for English Language

Media	Respondents (N=19)	
	High Priority	Low Priority
Video cassettes	19	0
Face-to-face contact	10	9
Study material	6	13
Audio cassettes	5	14
Computer	4	15

Source: Students' Questionnaire (Appendix F (i))

All in all, the majority of sampled students pointed out that, all the listed materials were necessary and useful for learning English language at OUT. However, the study found that all sampled students preferred to use video-cassettes in addition to the study material alone.

Table 5.8 shows that 13 students (68.4%) gave the study material a low priority. The computer was not preferred by the majority possibly because of the problem of accessibility, control and affordability. The audio-cassettes, like the computers were less favoured compared to video cassettes. Occasional Face-to-face contact was almost fifty-fifty. Here, there was a problem of distance and learners' availability at the study centres. There was also a problem of the extent to which the learners gained during the face-to-face contact sessions.

5.2.1.4 Views from Key Personalities on Curriculum Input

In order to prove the first assumption of the present study, data were collected through interview with 20 key personalities at OUT headquarters. The respondents were to ascertain their views and opinions on the review of existing study materials and use of media combination. In this case, given the multiplicity of answers collected, a choice was made of the answers that best reflected the views of the majority.

The respondents' duration of stay at OUT was given to compare with views. Two categories were compared. Those who have worked for 1-5 years (short stay) and those who have worked for 6-13 years (long stay). It was found out that 6 respondents (30%) worked for a short time and 14 (70%) of the respondents worked for a long time at OUT. However, the findings revealed that the views and opinions given had no direct relationship with the respondents' time of stay at OUT.

One of the enquiries probed into whether or not review of study materials is being done at OUT. The majority of the respondents, that is, 12 respondents (60%) commented that review of the available study materials had not been done at OUT and that was a very big problem. The respondents' reasons for not reviewing study materials are shown in Table 5.9 (a).

**Table 5.9(a): Key Personalities Reasons for Lack of Review of Study Materials
N=20**

Reason	Responses	
	No.	%
Lack of knowledge on book review	3	15
Lack of financial resources	14	70
Book review is minor to book writing	3	15
Lack of book review policy	9	45
Limited number of academic staff	15	75
Lack of change of mindset of OUT personnel from conventional to distance education	8	40

Source: Interview Schedule (Appendix G)

Table 5.9 (a) shows that, the majority of members of staff thought that limited number of academic staff was the greatest reason for failure to review the available

study materials. They asserted that limited number of academic staff and their high expectations for good pay for review work was very crucial. The available academic staff were also too overburdened to review the available study materials. Lack of financial resources was another reason given by many respondents. The minority thought that lack of review knowledge was a reason. All reasons hold water on the whole. A book review policy could provide a guideline which could force the concerned personnel to make sure that this activity is done accordingly. The respondents suggested time for reviewing the study materials as shown in Table 5.9 (b).

Table 5.9(b): Suggestions for Time for Review of Study Materials

Time	Responses N=20	
	No.	%
Every 1 ó 2 years	4	20
Every 3 ó 5 years	14	70
Every 6 ó 10 years	2	10
Total	20	100

Source: Interview Schedule (Appendix G)

The findings in Table 5.9(b) reveal that most of the respondents (70%) suggested that, the study materials should not be used beyond five years without being reviewed. The key personalities further suggested other ways for making frequent review of study materials as follows:

- arrange for book review seminars and workshops;
- faculties and institutes should put review of the available syllabuses and study materials in their annual action plans;
- there should be a calendar of syllabuses and study materials review which should be followed;
- there should be a task force to encourage and initiate the reviewers;
- students should be given an opportunity to comment on the syllabuses and study materials they are using;

It should be noted that the study material remains user friendly not only in developing countries but also in developed countries. Hence, frequent review of the materials is of great importance.

5.2.1.5 Content Analysis of the Syllabuses and Study Materials

The data for proving the first assumption was also collected through content analysis of the syllabuses and study materials. First, the Dougill's (1987) model, which was fully explained in section 2.2.6 of chapter two, was used to analyse the study materials. The following were the findings.

Table 5.10(a): Analysis of the Study Materials Based on Dougill's (1987) Model

Dougill's itemization	English Structure Response		Spoken English Response	
	Positive	Negative	Positive	Negative
Target learners:				
Age-range		1		1
Type of learners		1		1
Purpose		1		1
Framework:				
Linear progression	1		1	
Relevance		1	1	

Cohesion	1		1	
The Units:				
Length (not bulky)	1			1
Well presented		1	1	
Activities for practice	1		1	
Varieties of activities		1	1	
Clarity of objectives	1		1	
Subject matter:				
Interesting		1	1	
Culture bound		1		1
Form:				
Good visual appeal		1	1	
Motivating		1	1	
Readable		1	1	
Course Components:				
Clear Cassettes		1		1
Interactive Cassettes		1		1
Presence of Tutorø book		1		1
Presence of Work books		1		1
Presence of laboratory work		1		1
Total Responses	5	16	11	10

Source: Muthiani (1988) and Maghway (1997) (Study Materials)

Key:

1= Response

Table 5.10(a) shows the responses of the two study materials to the Dougillø (1987) itemization. The Spoken English Study material got eleven positive responses while the English Structure study material got only five positive responses. Total responses were twenty one for both syllabuses.

Although the Spoken English study material is bulky, yet it contained a lot of attractive illustrations which tended to motivate distance learners. However, the English Structure Syllabus received 16 negative responses as against 10 in the Spoken English syllabus. Both study materials lacked course components which ought to be used in language course delivery in distance education.

Second, the Whiteø (2003) model, explained in section 2.2.4 of Chapter Two, was adopted to analyze the syllabuses (refer Appendix C). The findings are shown in Table 5.10(b).

Table 5.10(b): Analysis of the Syllabuses Using White's (2003) Model

White's itemization	English Structure Response		Spoken English Response	
	Positive	Negative	Positive	Negative
Objectives: Cognitive		1		1
Affective		1		1
Psychomotor		1		1
Content: Relevance	1		1	
Level		1	1	
Teaching/Learning experiences: Tutor-facilitator		1		1
Students-participants		1		1
Learning activities: self-check questions		1	1	
Practical work		1	1	
Listen to audio tapes		1	1	
Watch video/TV		1	1	
Laboratory work		1	1	
Teaching methods: andragogy		1		1

Learner-centred		1		1
Participatory		1		1
Media combination		1		1
Instructional materials: Allow individual progress		1		1
Allow different learning styles		1		1
Provide opportunity for self-evaluation		1		1
Total Responses	1	18	7	12

Source: Syllabuses (Appendix C)

Key:

1=response

According to Table 5.10(b), more negative responses feature in the English Structure syllabus in which there were 18 negative responses and only 1 positive response; whereas, in the Spoken English syllabus there were 12 negative responses and 7 positive responses. The total number of items of analysis was 19. The bigger number of negative responses denotes that there are shortcomings in both syllabuses-with more shortcomings in the English Structure compared to the Spoken English syllabus.

Third, content analysis of the study materials used the OUT pedagogical guidelines. Codification was used to analyse the study materials. Codes were used to show how the study material items matched with the OUT pedagogical guidelines. The findings are presented in Tables 5.11(a), 5.11(b) and 5.11(c).

Table 5.11(a): Activities within the Study Material

Code	English Structure		Spoken English	
	Positive Response	Negative Response	Positive Response	Negative Response

ASAQ	1		1	
AWE	1		1	
AELV		1		1
APW		1		1
ASNM	1		1	
ARLA		1		1
Total	3	3	3	3

Source: Muthiani (1988) and Maghway (1997) (Study Materials)

Key for Codes:

ASAQ = Self assessment questions

AWE = Writing exercises

AELV = Enabling learners to view video cassettes

APW = Practical work

ASNM = Summarising

ARLA = Recalling what to listen in audio cassettes

1 = Response

Table 5.11(a) above shows that the responses are similar in both study materials which means that activities within are more or less satisfactory. Both English Structure and Spoken English show that practical work, video cassettes and audio cassettes are not included which means that the study materials are not effective enough to enable success in the teaching and learning processes. The self-assessment questions and writing exercises contain low level questions which demand the students to explain what, how and why. High-level questions which demand students to give opinion, synthesize or discuss are very limited.

Table 5.11(b): Other Important Issues to be included in the Study Materials

Code	English Structure		Spoken English	
	Positive Response	Negative Response	Positive Response	Negative Response

OHL		1		1
OPK	1		1	
OTL		1	1	
OTU		1		1
Total	1	3	2	2

Source: Muthiani (1988) and Maghway (1997) (Study Materials)

Key for codes:

OHL = Help the learner

OPK = Provide knowledge and skills

OTL = Teaching learning instruments/illustrations

OTU = Test the understanding

1 = Response

Table 5.11(b) above shows that both study materials do not help the learner much, that is, the questions that are asked are not answered at the end of the book. Students are left to search for answers. The distance learners need help in their study materials. The study materials provide knowledge to a large extent but practice is delivered to a very small extent. On one hand, the English Structure study material is full of verbosity. It contains neither diagrams nor pictures. On the other hand, the Spoken English study material includes 58 figures, making it more interesting. Both study materials lack activities which test students' creativity.

The present study made a content-analysis using OUT in-text symbols. Table 5.11(c) below shows the findings.

Table 5.11(c): OUT In-Text Symbols

Code	English Structure		Spoken English	
	Positive Response	Negative Response	Positive Response	Negative Response

IOBJ	1		1	
IRB	1		1	
ASA		1		1
ISC	1		1	
ISL	1		1	
ITN	1		1	
IAH	1		1	
Total	6	1	6	1

Source: Muthiani (1988) and Maghway (1997) (Study Materials)

Key for Codes:

IOBJ = Objectives

IRB = Reference books

ISA = Suggested Answers

ISC = Self-check questions

ISL = Summary of the lecture

ITN = Take note

IAH = Activity to help the learner

1 = Response

Table 5.11(c) reveals that English Structure and Spoken English study materials have responded positively to the in-text symbols prescribed in OUT (2002) pedagogical guidelines. Nevertheless, as stated earlier, there are no suggested answers for the self-check questions. Besides, the activities to help the learner are of low standard, thus they do not help OUT learners much.

Concluding Remarks

Based on the results in the curriculum input variables presented and analysed above, it is evident that the first assumption of the present study, to a large extent, proved true.

5.3 The Teaching and Learning Processes (Pedagogy)

At the heart of any educational institution lie the teaching and learning processes. The study investigated how the T/L materials are used in the teaching and learning of English language at OUT.

The second assumption of the study is that exposure to media combination in English structure and Spoken English teaching and learning processes was more effective than exposure to study materials only. Several methods were used to prove this assumption. They include: investigating the nature, background and entry qualification of the Case 1 and Case 2 students; testing their English Structure and Spoken English knowledge before exposure; recording interaction stances during face-to-face contact sessions; the students' questionnaires; formation of the study centre and interview with key personalities.

5.3.1 Characteristics of Case 1 and Case 2 Students

The respondents' characteristics were found out through administering questionnaires to Morogoro and Mbeya first year English language students. The aim of the questionnaires was to get some facts/background of the target population before exposure to either media combination or study materials only as Mushi (1999) comments:

Knowledge of your students' needs, interests, motivation, age, social-cultural and economic background is fundamental before you evaluate any language teaching; you should also determine your students' level of English and their knowledge of the world (p.107).

Mushi (1999) goes on insisting that a formal testing involves carefully planned techniques of assessment and qualification. Hence she cautions that:

Care must be taken in any test to understand who the students are by considering their previous experience, the appropriateness of the test and how the scores are to be interpreted to each individual (p.110).

Here she means that the test must be practical, reliable and valid. In investigating the characteristics and other variables of the respondentsø alphabetical letters which do not resemble all the initials of the studentsø names were used for confidentiality reasons. The findings are shown in Table 5.12.

Table 5.12: The Characteristics of Case 1 and Case 2 Students

Item	Case 1 Students (N=5)					Case 2 Students (N=5)				
	V	W	X	Y	Z	A	B	C	D	E
Sex	M	F	F	M	M	F	M	M	M	F
Age	33	31	35	36	31	30	44	59	39	35
Programme	BED	BED	BED	BED	BA ED	BA ED	BA ED	BA ED	BED	BA ED
Entry qualification	Aø level	Aø level	Aø level	Aø level	Aø level	Aø level	Aø level	Aø level	Aø level	Aø level
Marital status	Married	Married	Married	Married	Married	Married	Married	Married	Married	Married
Present Occupation	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
Work place	Mbete Pr. School	Morogoro Sec School	Chama Pr. School	Kingol-wira Pr. School	Maziny ungu Sec. School	Mbeya Sec. School	Kiwira Sec. School	Kabwe Ed. Centre	Rujewa Sec. School	Mbeya Sec School

Source: Studentsø Questionnaire (Appendix F (i))

Key:

M = Male

F = Female

Aø = Advanced level

Table 5.12 shows the Case 1 and Case 2 students' characteristics as a necessity in a case study designed research. The table reveals that the respondents have almost uniform characteristics, for example their marital status, age, academic qualification and occupation. This uniformity proves that the findings would be reliable and valid.

5.3.2 Pre Test-Exposure-Post Test Procedure

The respondents sat an aptitude test (pre test) to determine their ability before the teaching/learning process itself. After the test Case 1 students were exposed to media combination, that is, use of video and audio cassettes and face to face contact whereas Case 2 students were exposed to study materials only.

Monitoring of Case 1 student at Morogoro was done by the researcher and her fellow lecturer. This was synchronous process. The face-to-face sessions included tape recording of the sessions (see an example of the transcriptions in Appendix A). Interactions during the teaching and learning processes were recorded.

Interactions of one session on English structure and one session in Spoken English were tallied to record the six types of interactions. The tape recorded materials were later scrutinized as shown in Table 5.13(a).

Table 5.13(a): The Observed Classroom Interactions in a 60 Minutes English Structure Session

Type of Interaction	Code	Interaction Behaviour	Timing (Minutes)	Frequency
Tutor-student	IL	Introducing the lesson	5.0	1.0
	TS	Talking to students	1.0	5.0
	AT	Assigning task	2.0	1.0
	DI	Directing	2.0	1.0
	RP	Reinforcing	1.0	3.0
	EP	Explaining (Clarification)	8.0	10.0
	RW	Repeating words or sentences	4.0	3.0
	AQ	Asking questions	4.0	15.0
Student-student	DP	Discussing a point in pairs	0.0	0.0
	DG	Discussing a point in groups	8.0	2.0
	TE	Talking to each other	0.0	0.0
	SQ	Answering a question	3.0	15.5
Tutor ó Media	WC	Writing on the chalkboard	1.0	8.0
	PC	Playing the cassettes	5.0	1.0
	AS	Assigning task on the study	0.0	0.0

		material		
Student - Media	RC	Reading from the chalkboard	1.0	6.0
	LT	Listening to tapes	5.0	1.0
	RM	Reading the study material	0.0	0.0
Student - Tutor	NS	Answering a question	5.0	15.0
	KT	Talking to the tutor	2.0	2.0
Non-interactive acts	SP	Silence, laughter, pause	3.0	3.0

Source: Classroom Observation Schedule (Appendix M)

<u>Summary</u> (Minutes)		<u>Summary</u> (Frequencies)	
Tutor ó student	= 27 minutes	Tutor-student	=39
Student ó student	= 11 minutes	Student-student	=17
Tutor ó media	= 6 minutes	Tutor-media	= 9
Student ó media	= 6 minutes	Student-media	= 7
Student ó tutor	= 7 minutes	Student-tutor	=17
Non-interactive acts	= 3 minutes	Non-interactive acts	= 3
Total	= 60 minutes	Total	=92

Key for Table 5.13(a) and 5.13(b) Codes:

IL = Introducing the lesson	SQ = Students answering
TS = Talking to students	WC = Writing on board
AT = Assigning task	PC= Playing cassettes
DI = Directing	AS = Assigning task
RP = Reinforcing	RC= Reading at board
EP = Explaining	LT = Listening to tapes
RW = Repeating	RM = Reading materials
AQ = Tutor asking questions	DP = Directing pronunciation.
DP = Discussion in pairs	PS = Pronouncing sounds
DG = Discussion in groups	WV = Watching the video
TE = Students talking to each other	NS = Tutor answering
SP = Silence, laughter, pause	KT = Talking to the tutor

Table 5.13(a) demonstrates the communicative acts in English Structure session representing the interactions which were coded. The tutor-student interactions were leading during the session. They consumed 27 minutes. They were predominantly

characterized by the tutor asking questions and the students answering them. The students hardly asked any questions during the recorded session.

The tutor made many clarifications to make the students understand the content.

Table 5.13(a) further illustrates the student-student interactions which consumed only 11 minutes of the session. Most of the time, such communication occurred when the tutor assigned the students a point to discuss in groups. In most cases the students liked to speak in Kiswahili rather than in English, thus the tutor had to interfere since the language under study was English. The tutor-media interactions were dominated by operating the tape recorders for students to listen and writing on the chalkboard. The tutor-media communication activities consumed 6 minutes.

The student-media interactions were vivid when the students listened to the audio cassettes and when they read or wrote something on the chalkboard. The tutor made sure that the students were listening to the cassettes by making close follow-up under assistance of another lecturer who was operating the tape recorder. Table 5.13 (a) shows that the student-media interactions consumed 6 minutes. There were moments of silence, pause or laughter which consumed 3 minutes.

The frequencies of the interactive activities were tallied during the English Structure recorded session. The results are as shown in Table 5.13 (a). The leading frequencies were the tutor asking questions and the students answering them. Tutor's explanations or clarifications frequencies were many, implying that the teacher-talk

was dominating the session. Classroom interactions in the Spoken English session are presented in Table 5.13(b) as follows:

Table 5.13(b): The Observed Classroom Interactions in a 60 Minutes Spoken English Session

Type of Interaction	Code	Interaction Behaviour	Timing (Minutes)	Frequency
Tutor-student	IL	Introducing the lesson	5.0	1.0
	TS	Talking to students	1.0	6.0
	AT	Assigning task	2.0	3.0
	DP	Directing pronunciation	4.0	5.0
	RP	Reinforcing	0.0	0.0
	EP	Explaining (Clarification)	2.0	15.0
	RW	Repeating words or sounds	3.0	6.0
	AQ	Asking questions	11.0	20.0
Student-student	DP	Discussing a point in pairs	0.0	0.0
	PS	Pronouncing sounds to each other	6.0	19.0
	DG	Discussing a point in groups	10.0	2.0

Tutor-Media	WC	Writing on the chalkboard	1.0	2.0
	PC	Playing the cassettes	3.0	1.0
	AS	Assigning task on the study material	1.0	1.0
Student-Media	RC	Reading from the chalkboard	1.0	2.0
	LT	Listening to tapes	5.0	1.0
	RM	Reading the study material	0.0	0.0
	WV	Watching the video	0.0	0.0
Student-Tutor	NS	Answering a question from tutor	2.0	20.0
	KT	Talking to the tutor	1.0	2.0
Non-interactive acts	SP	Silence, laughter, pause	2.0	2.0

Source: Classroom Observation Schedule (Appendix M)

<u>Summary</u>	(Minutes)	<u>Summary</u>	(Frequencies)
Tutor-student	= 28 minutes	Tutor-student	= 56
Student-student	= 16 minutes	Students-students	= 21
Tutor-media	= 5 minutes	Tutor-media	= 4
Student-media	= 6 minutes	Student-media	= 3
Student-tutor	= 3 minutes	Student-tutor	= 22
<u>Non-interactive acts</u>	<u>= 2 minutes</u>	<u>Non-interactive acts</u>	<u>= 2</u>
Total	= 60 minutes	Total	= 108

Table 5.13 (b) above shows the communicative activities in the Spoken English session which were not very different from the English Structure session. The only difference between them was that, the student-student interaction was more in Spoken English than in English Structure sessions because the students pronounced the RP sounds to each other. The tutor-student interaction time also was longer in Spoken English than in English Structure.

The implication of the interactions in Spoken English being longer than those in English Structure is that, the students were more involved in the Spoken English session through pronouncing sounds to each other and discussing in groups than in English Structure session which was dominated by tutor's explanation. In the Spoken

English sessions the tutor was more of a facilitator than an instructor which is a blending of the process approach and task-based language learning as advocated by White (2003) in Chapter Two.

The frequency of interactive activities was also observed during the Spoken English session and tallied. The results were as shown in Table 5.13 (b) above. The tutor asking questions and the student answering them were the activities which were repeated most during the session (highest frequency). This implies that the teacher-talk was equivalent to the pupil-talk. Thus, it was a lively session.

5.3.3 Students Views on Media Combination after the Exposure Period

After the exposure to media combination Case 1 students were given questionnaires which aimed at collecting their views and opinions on the teaching and learning processes which they experienced. The findings are displayed in Table 5.14 (a) to 5.14 (c).

Table 5.14(a): Students Views on Media Combination

N=5

Viewpoint	English Structure Response		Spoken English Response	
	Positive	Negative	Positive	Negative
There is need for extra media apart from cassettes and face to face contact	5	0	5	0
Suggested extra media: (a) Past papers	1	4	1	4
(b) Reference books	3	2	3	2
(c) Computer	1	4	1	4

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Source: Students Questionnaire (Appendix F (ii))

The first variable was to probe into the students' views on whether they thought the media used during the exposure period were sufficient or there was a need for extra media. It was found out that all the sampled Case 1 students would like to use extra media. In other words, there was a need for extra media. Table 5.14 (a) above shows that in both courses the response was positive. This implies that, indeed there is a need for good quality and quantity of media for using in teaching English Structure and Spoken English.

What seem to be interesting were the 4 responses being negative regarding the use of computer in both courses. The reason for the students to respond like that could be the problem of accessibility, affordability and control as stated in earlier chapters.

The second variable was to investigate the students on ways to improve the media so to improve the teaching and learning processes. The following are the students' views.

Table 5.14(b): Students' Views on Ways to Improve the English Language

Media

N=5

Viewpoint	Response
Use of audio cassettes	5
Use of computers	1
Increase face to face contact sessions	5
Invite English native speakers	1
Use of video cassettes	3

Source: Students' Questionnaire (Appendix F (ii))

Table 5.14(b) shows that all the respondents' preference was use of audio-cassettes and increase number of face-to-face contact sessions. These findings reveal the importance of face-to-face tutorials to distance learners in Tanzania because it was mentioned by all respondents as a means for improving the teaching and learning processes in English Structure and Spoken English courses. The use of computers as a means to improve the English teaching and learning processes was favoured by only one respondent which depicts that OUT students do not favour the use of computers.

The third variable was to find out Case 1 students' views on their experience of the study centre (Mwere primary school). Table shows the data.

Table 5.14(c): The Case 1 Students' Views on Using Mwere as a Study Centre

N=5

Viewpoint	Response
Students enjoyed the sessions	4
Students shared ideas	5
It was easy to use T/L materials	5

Study materials and other publications were distributed	4
It was possible to meet the lecturers frequently	4
The place was noisy. There is need for permanent place	5

Source: Students' Questionnaire (Appendix F (ii))

The nature of the research necessitated the establishment of Mwere Primary School as a study centre as a facility for teaching the distance learners. The students were interviewed about the good and bad experiences of the study centre.

Table 5.14(c) shows the findings. Most experiences were good. The bad experience was that sometimes the school was noisy, thus, students were of the opinion that OUT should establish its permanent buildings where the teaching and learning processes would take place. Otherwise, Table 5.14(c) shows that all the five students were happy because they shared socio-cultural, academic and economic ideas and the centre made them use T/L materials like the audio-cassettes and video cassettes. The majority of the students admitted that they could get media at the study centre only. The lecturers also could easily avail themselves at the centre knowing that they helped a group and not an individual.

The fourth variable was to seek students' views on suitable media for the given language items which the students learnt during the exposure period.

Table 5.14(d): Students' Views on Suitable Media for Linguistic Items

N=5

Item	Suggested Media	Response
------	-----------------	----------

Phonemes	Study material	3
Supra ó segmental features	Audio cassettes	2
	Computer	4
	Video cassettes	1
Morphology	Study material	5
Elements (SVOCA)	Face-to-face contact	1
	Study materials	4
Difficult topics	Television, video and audio cassettes	1

Source: Students' Questionnaire (Appendix F (ii))

The findings displayed in Table 5.14(d) suggest that choice of suitable media matters. There are media which suit some English language topics and not others. All in all, one student gave an interesting observation that TV, video and audio-cassettes could be useful for difficult topics, easy topics needed no use of such media because the study material could be adequate.

The findings also show that the media used in the teaching and learning processes were useful. This is because the items included in the Table 5.14 (d) are within English Structure and Spoken English syllabuses. During the field research period the Case 1 students learnt the topics thus, they were right evaluators of the used media.

One of the questions in the students' questionnaire was to rank the learning media for English Structure and Spoken English. A high number of media preferences was recorded. The ranking is presented below.

Table 5.14(e): Students' Ranking of English Structure and Spoken English Media

N=10

Type of Medium		Students' Preferences ^a			
		English Structure Rank	Spoken English Rank	Case 1 and Case 2	
				Mean	Rank
1	Telephone	5	5	2.6 ± 1.43	5
2	Chalkboard	4	3	3.2 ± 0.42	4
3	Video cassettes	4	3	3.2 ± 0.42	4
4	Audio cassettes	4	3	3.2 ± 0.42	4
5	Face-to-face contact	1	1	3.8 ± 0.42	1
6	Study Materials	2	2	3.5 ± 0.53	2
7	Reference books	4	3	3.2 ± 0.42	4
8	Past papers	5	4	2.8 ± 0.45	5
9	Handouts	3	3	3.3 ± 0.95	3
10	Computer	3	3	3.3 ± 0.95	3
n		5	5	10	

Source: Studentsø Questionnaire (Appendix F (ii))

Key:

^a Studentsø preferences were rated in a 1-5 scale where:

1=very, very useful, 2= Very useful, 3=Useful, 4= Not much useful, 5=Not useful at all

Values are means ± standard deviation.

According to Table 5.14(e) the leading mean in ranking of the students from the two case groups was face-to-face contact where all students ranked it first. In other words, the students found face to face contact as very, very useful for learning English Structure and Spoken English courses at OUT. This also implies that, the students preferred face to face contact to video and audio cassettes which were on average ranked fourth (not much useful). Study materials were ranked second, that is, very useful. This implies that, students favoured study materials just next to face-

to-face contact. The computer was ranked in average, meaning that it was useful though not as much as the former two media.

5.3.4 Views from the OUT Key Personalities on the Teaching and Learning Processes

The data for proving the second assumption of the study were collected through interviewing the OUT key personalities at OUT to find out their views and opinions on the teaching and learning processes specifically on media combination.

Although media combination is a very important phenomenon in distance education, OUT has not succeeded in the use of media combination. The lead medium (study material) itself is problematic, let aside support media such as radio, TV, audio and video-cassettes. The views of the key personalities are revealed in Table 5.15 (a).

Table 5.15(a): Key Personalities' Views on Media Combination

N=20

Views	Responses	
	No.	%
Use of media combination is in its early stage	8	40

Use of media combination is very poor	15	75
Many people believe that study material only is enough	16	80
There is lack of systematic planning	7	35
There is lack of reliable schedules for implementation of media combination	8	40
Media combination is necessary	3	15
OUT has to move with the world despite challenges it faces	5	25

Source: Interview Schedule (Appendix G)

Table 5.15(a) reveals key personalities' views on media combination at OUT. The majority believed that study materials only were adequate to promote effective and efficient teaching and learning processes in the single mode distance teaching institution. The problem is that, OUT key personalities have originated from conventional universities, thus, they are not aware of the distance mode.

There is a problem of mindset, that is, giving all one's attention to achieving something. Relevant personnel like academic and administrative staff do not understand that quantity and quality of media is a necessity in distance education. However, in 2006 a number of study materials titles were in soft copy form for the first time. They were sent to regional centres.

The headquarters library is connected to internet, but it cannot fulfill the needs of more than 10,000 active students throughout the country. Thus, very few respondents (15%) thought that the use of computers was a necessity possibly because of

inevitable challenges which OUT faces; that is, availability, costs, access and control of high-tech. facility.

The key personalities were also asked to give their views on operational arrangements to promote media combination at OUT. The views are presented in Table 5.15 (b).

Table 5.15(b): Key Personalities' Views on Promoting Media Combination

N=20

Views	Responses	
	No.	%
Arrange for awareness workshop for OUT workers on media combination	4	20
Establish other sources of obtaining operational finance other than government's other charges	8	40
Share media with other institutions like UKOU	1	5
OUT should own a printing press and a recording studio	13	65
Turn to electronic mediated delivery mode	9	45
There should be close coordination between faculties & stores	2	10

Source: Interview Schedule (Appendix G)

Many views and opinions were presented on Media Combination. Respondents pinpointed many support media such as E-tutor, on-line services, teleconferencing, conducting TV programmes in the night through available systems, use video and audio cassettes etc. The majority (65%) revealed the importance of OUT owning its own printing press for printing its lead medium, that is, study materials and a recording studio for video and audio materials. Only one respondent viewed sharing

media with other single mode distance teaching institutions as important. One institution alone cannot handle the costly media combination; it could be cost effective to share the media especially through internet services.

Concluding Remarks:

The findings presented and analysed above agree with the second assumption of the present study that the exposure to media combination in English Structure and Spoken English teaching and learning processes is more effective than exposure to the study material only.

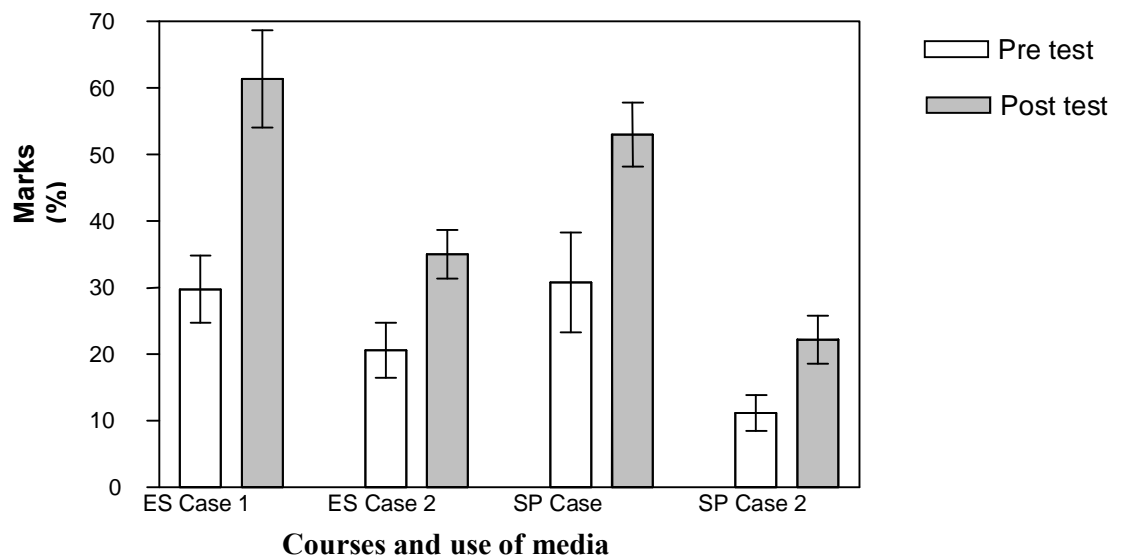
5.4 The Academic Performance

The present study investigated not only the use of T/L materials but also ways to enhance the teaching and learning processes and the academic performance of OUT students. Therefore, this section deals with the academic performance of Case 1 and Case 2 students after exposure period in the field.

The data for proving the third assumption of the study were collected through the pre-tests and post-tests (achievement tests) scores. The SPSS software programme was used to compute the students' scores to determine the learning outcomes. The third assumption states that students are likely to perform better where instruction in English Structure and Spoken English causes is based on media combination than where the instruction is based on the study material only. To prove this assumption first, raw scores were analysed and paired sample t- test was used to evaluate whether there were any differences between students scores before and after exposure to media combination (Case 1) and the study materials only (Case 2).

The raw scores revealed that the students in both case groups achieved higher in the post-test than in the pre-test in English Structure and Spoken English with exception of only one student in Case 2 who obtained lower marks in Spoken English in post-test than in pre-test (see Annex 3). After the analysis of the raw scores, the paired sample t- test was used to compute the variables. The following figure and tables reveal the findings.

Figure 5: The Effect of Media Combination on Students' Performance



Source: Achievement Tests (Appendices H, I, J, K)

Key:

ES = English Structure

SP = Spoken English

Error bars represent Standard Error of the Mean at $P \leq 0.05$

The paired sample t test revealed that students performed higher in post-test than in pre-test (see figure 5). The performance of students in the pre-test and post-test are significantly different at 0.05 level of significant. After exposure, students performed

better in both courses than before. This information is expressed in table form as shown in Table 5.16.

Table 5.16: Paired Samples t-test Statistics for Marks Obtained from Pre-test and Post- test in Case 1 and Case 2

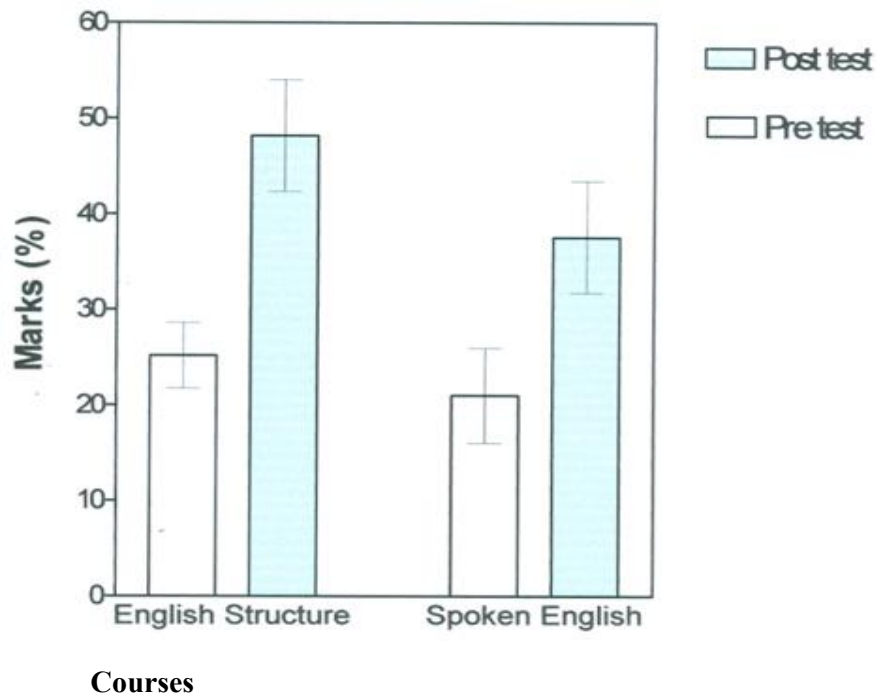
Paired Differences									
					t	df	Sig. (2-tailed)		
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean					
Pair	Pre-test ó Post-test Analysis				Lower	Upper			
1	English Structure (Case 1)	31.600	7.8930	3.5299	21.800	41.400	8.952	4	.001
2	English Structure (Case 2)	14.400	10.2127	4.5673	1.719	27.081	3.153	4	.034
3	Spoken English (Case 1)	22.200	9.0388	4.0423	10.977	33.423	5.492	4	.005
4	Spoken English (Case 2)	11.000	8.6313	3.8601	.283	21.717	2.850	4	.046
5	English Structure (Case 1 and 2)	23.000	12.4989	3.9525	14.059	31.941	5.819	9	.000
6	Spoken English (Case 1 and 2)	16.600	10.2111	3.2290	9.295	23.905	5.141	9	.001

Source: Achievement Tests (Appendices H, I, J, K)

Significant differences were observed in students' scores for English Structure and Spoken English in both Case 1 and Case 2 groups. Figure 5 and Table 5.16 above show that students in both groups performed better in post-test than in pre-test and that Case 1 performed better than Case 2 in both pre-test and post-test. These findings are in line with the raw scores.

Second, a correlation analysis of the performance in the two courses was done. Figure 6, gives the mean performance and Table 5.17, gives the correlation of the performance in the two courses.

Figure 6: The Performance of Students in English Structure and Spoken English



Source: Achievement Tests (Appendices H, I, J, K)

Key:

Error bars represent Standard Error of the Mean at $P \leq 0.05$.

Means were pooled across Case 1 and Case 2 students.

Table 5.17 Paired Samples Correlations for Scores Obtained from Pre-test and Post-test in Case 1 and Case 2

Pair	Pre-test – Post-test	N	Correlation	Sig.
1	English Structure (Case 1)	5	.902	.037
2	English Structure (Case 2)	5	.317	.603
3	Spoken English (Case 1)	5	.877	.051
4	Spoken English (Case 2)	5	.280	.648

Source: Achievement Tests (Appendices, H, I, J, K)

The results in Table 5.17 suggest strong positive correlations in all the scores before and after exposure period. These correlations were not significant differences for scores obtained in Case 2 for both courses.

Concluding Remarks

Based on the findings in the above section the assumption that students are likely to perform better where instruction in English Structure and Spoken English courses is based on media combination than where only the study material is used is proved true.

CHAPTER SIX

6.0 DISCUSSION AND INTERPRETATION OF THE FINDINGS

6.1 Introduction

The major purpose of the present study was to investigate, systematically, the use of T/L materials in the teaching of English Structure and Spoken English courses at OUT and ways of properly using these materials to enhance the teaching/learning process and the academic performance of distance learners. To achieve this purpose it was necessary to analyze the curriculum input (syllabuses and study materials), to analyze the teaching and learning processes and to evaluate the performance or learning outcomes of the students. Effective and efficient use of media in the teaching and learning processes, particularly in language such as English should lead to better learning experiences and outcomes as this study suggests. This chapter critically reviews the findings from Chapter Five and discusses them in detail in order to determine their worth and implications. The presentation of the discussion and interpretations will follow the research pattern as presented in the previous chapters.

6.2 The Curriculum Input

The first part of the findings, that is, Chapter Five section 5.2, was an attempt to make an evaluation of the quality of the English Structure and Spoken English syllabuses and study materials available. This attempt was made because the single mode distance teaching institutions, including OUT, have an obligation of ensuring the frequent analysis of the curriculum input so as to update it. The analysis stance is also spelled out in OUT establishment report, that is, URT (1990) as:

is one of the most vital parts of the tasks of an Open University and therefore should be handled with great care (p.31).

According to the above quotation, the periodic analysis of syllabuses and study materials ought to be regarded as a vital task of OUT and other distance education institutions because the materials updating cannot be done without analysing the available ones. The attempt was also made because syllabuses and study materials are pivotal phenomena in any distance education institution. Hence it was important to lay a foundation by analysing these curriculum items. Policy makers like Kinyanjui (2000) and other practitioners have expressed similar optimism in Tanzania at the initial stages of commencement of OUT following the distance education policy.

The findings, in relation to the conceptual framework, indicated a lot of negative responses. For example, the use of interactive cassettes, tutor's book, workbook and laboratory work cannot be neglected as important facilities in language teaching in distance education. Tomlinson (1999) has emphasized the necessity of these curriculum items in his presentation. Mcharazo (1999) also has noted that establishing an institution which offers its education programmes is one thing, and meeting the requirements of its students is quite another. In Tanzania the practice is that students have not been given the weight they deserve, the provision of information is done haphazardly and it is not unusual to find in some schools and colleges that the most up to date literature available is ten years out of date. Although a decade has passed, their ideas are still important and transferable to OUT. The present researcher suggests that without periodic analysis of the syllabuses and study

materials the distance learner is deprived of up to date materials, consequently, s/he does not perform well.

The English Structure and Spoken English as well as other syllabuses and study materials are supposed to be designed to accommodate the objectives, context and content which meet the mission and vision of OUT which is a legally constituted body in Tanzania. Generally, the findings of the present study have depicted a lot of discrepancies in the curriculum input such as lacking consideration of the needs of the learners. For instance, one student asserted:

In my own opinion, I think learning English Language needs face-to-face contact and use of video cassettes where the student can see a lecturer or facilitator pronouncing words so as to see how the words are pronounced (personal communication, 2006).

This student expressed her needs which ought to be considered by the guiding institution. The learning materials should include interest provoking aspect and relevance to the country's context. Towell and Tomlinson's (1999) investigation at University of Salford discussed in Chapter Two above emphasizes this purposeful teaching of language.

The findings demonstrated that the aspect of interest provoking study material was neglected. For instance, the English Structure study material lacked this aspect which is necessary for distance learners. The print ought to be clear and relevant so as to make the learner understand the content well. The idea behind this contention is that when the experts write such relevant materials, the learning process and the outcomes would be good.

Findings from OUT pedagogical guidelines showed an imbalance of its items in the study materials, for example, the high level questions like *synthesize, in your opinion, analyze* were very limited in English Structure and Spoken English study materials. The English Structure material did not test well the understanding of the students. Possibly because it was from Nairobi-different context and content from Tanzania as supported by Bhalalusesa (1998) who comments that the study materials from foreign writers are not clear. Only one in-text symbol was missing in both study materials, that is, symbol for suggested answers; which imply that the authors adhered much to OUT in-house style. However, as White (2003) suggests, work books for distance learners ought to include suggested answers for the questions asked because it is individualized and home study where in most cases the teacher and peer learners are away from each other in time and space. This assertion is confirmed in the present findings as shown in Table 5.11c (page 110). Hence, there is a need for OUT to analyse its study materials periodically to include missing important items.

Several studies came up to suggest the ways and means for curriculum analysis through syllabuses and the print. For example, the different theoretical views on language syllabuses such as the ones by Widdowson (1978) and Machange (2004) have enabled the moulding of an integrated syllabus which could enable effective and efficient pedagogy (see Annex 5).

The integrated syllabus could make full compatibility of the total cognitive, affective and psychomotor development of the distance learner. Mapunda (2007) emphasizes the importance of review of the available curriculum materials at OUT. His views are

in consensus with Mcharazo (1999) who is of the opinion that OUT students lack libraries which fulfill their needs. Thus, analysis of the available study materials is of paramount importance to make students not only perform well in their examinations but also acquire permanent linguistic competence.

Findings from OUT Linguistics and English language lecturers as presented in Chapter Five, under section 5.2.1.2 revealed that they were not satisfied with the syllabuses and study materials which they used. The lecturers thought that the materials were not adequate enough in quality and quantity to help them fully teach English language at OUT. Hence, they supported the perception that there was a necessity for periodically analysing the study materials and making relevant changes. Looking back at Chapter Five, section 5.2.1.3, the students commented that they were not given syllabuses and that the study materials from Abuja University and University of Nairobi were shallow and unclear in comparison to those written by Tanzanians. Giving reasons for the shallow and unclear study materials at OUT one student said:

You know my teacher, when you try to study alone at home, you wish that you could see a teacher in front of you; a Tanzanian teacher who knows our English problems. I for one do not understand the study material from Nairobi University. It contains difficult terminologies. Besides, I have already covered the topics prior to enrolment at OUT (personal communication, 2006).

In this regard, the need for time-to-time analysis of the materials to make them effective and efficient for delivery of knowledge, skills, values and attitudes to the recipients is emphasized. The aspect of Tanzanian experts writing study materials for OUT cannot be overlooked. It is a known truth that Tanzanian students at all

levels of education are not competent in English language (Roy-Campbell and Qorro, 1997). Thus the materials could be written in consideration of the situation. What the present study found was to some extent what Mapunda (2007) observed, in the sense that students who used the analysed syllabuses, study materials and other support media enjoyed the teaching/learning atmosphere and performed better in the achievement test than students who used the study materials which were not analysed.

Other findings were obtained from interviews with key personalities at OUT headquarters as presented in Chapter Five, section 5.2.1.4. In the first place, it was found out that, despite insistence by policy makers, periodic analysis of the available syllabuses and study materials was not done at OUT. The two major reasons given by the majority, that is, 15 (75%) key personalities included limited number of academic staff who could perform the aforesaid exercise and lack of financial resources. It appears that the two major reasons are interrelated.

The limited number of academic staff is caused by limited amount of financial funds which could be used to analyse the curriculum items as important sources of information for distance learners especially the ones who live in remote rural areas who are both physically and socially isolated. It is therefore suggested that income generating projects in all 25 regional centres could solve the financial problem. In other words, decentralizing OUT income generation could suffice.

The question of emphasis on analysis of curriculum items appears to confirm and reflect other findings as noted in the Literature Review in Chapter Two, that is, in the

works of Gage (1978), Bates (1991), Bhalalusesa (1998) and Belawat and Zuhairi (2007). As a result of the present study, financial reasons and other minor reasons for lack of analysis of curriculum items should be challenges and not problems. They are challenges because they are not easy to solve; analysis must be done by all means in order to enhance the students' learning process and performance. When discussing experiences of learning at a distance at the university level in Tanzania, Bhalalusesa (1998) has noted that successful learning at a distance depends, not only on the ability of the learner, but also on the nature and quality of support services obtained from the immediate social environment and the educational/guiding institution that supports the learning.

Her argument is totally supported by the present study. The academic staff ought to be helped in all possible ways to make sure that the syllabuses and study materials analysis is done effectively. Despite the financial constraints, according to the majority, that is, 14(70%) of key personalities, the analysis should be done after every five years of use of the available syllabus and study material. Otherwise OUT financial concerns present students' learning difficulties. The whole issue implies that lack of sufficient operational funding prohibits OUT from provision of high quality syllabuses and study materials.

Conclusively, the present study has put the overall teaching and learning materials evaluation in the context of English Language teaching at tertiary level in open and distance learning in perspective. The emphasis at this angle is that the distance learners' academic responsibility (autonomy in answerability, controllability and transparency) can inevitably take place under a precise and concise syllabus and lead

medium (study material) which adhere to educational and institutional pedagogical guidelines.

6.3 The Teaching and Learning Processes (Pedagogy)

The major findings of this section of discussion are from Chapter Five, section 5.3. According to Mushi (2006), in ODL learners are owners of the teaching-learning processes and outputs (p.19). The teaching and learning in distance education is pedagogically complex. In other words, both teaching and learning under teachers' guide and the art and science of helping adults learn are vital. The characteristics of adult learners or distance learners are different from those of child learners. As persons mature:

- their self concept moves from being a dependent personality toward one of being a self-directing human being;
- they accumulate a growing reservoir of experience that becomes an increasing resource for learning;
- their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and
- their time perspective changes from one of postponed application of knowledge to immediacy of application.

Source: Adapted from IGNOU (1992)

In regard to the pedagogy phenomenon, the findings are shown in Table 5.12 of Chapter Five. Table 5.12 shows that all sampled students were adult teachers. Hence they had all characteristics of adult learners. Besides, the English Structure and

Spoken English syllabuses and study materials lacked most of the required qualities which were demonstrated in Chapter Two from which instructors could facilitate full use of the total cognitive, affective and psychomotor development of the distance learners at OUT. The way the objectives were stated did not appear to indicate compatibility with the distance pedagogy.

The nature of the teaching and learning processes in the present study adapted the philosophy of multi-synchronous process as proposed by White (2003); which has been discussed in Chapter Three. The classroom observation schedule in synchronous process was used to collect data which are displayed in Tables 5.13a and 5.13b. The tables reveal that tutor-student type of interaction dominated in both English Structure and Spoken English sessions with students at Mwere primary school study centre. It seems that the tutor-student interaction dominated the tutorial session because of the Tanzanian linguistic situation where the use of English language by students has become a great problem. Students are passive because they lack the required English proficiency. This is confirmed by Roy-Campbell and Qorro (1997) in their discussion of the language crisis in Tanzania when they claim:

Many teachers admitted that their students did not perform the assignments satisfactorily. They attributed this not only to lack of books but also to students' inability to understand question and to express themselves in English. About two-thirds of the teachers rated their students' ability to read in English as inadequate. The mostly commonly noted reasons for this was inadequate proficiency in English, followed by inadequate reading experience before reaching their present class (p.50).

The observed tutor-student interaction domination also implies that, even distance learners need intensive teachers' support especially in a learning environment where

the language of instruction is a problem as supported by Stern (1983). For instance, since its inception in 1994, OUT has not been adequately able to help its students in the actual teaching/learning process by increasing and using tutorial sessions. Apparently it was simply distributing study materials to students. Lack of such sessions has compelled OUT to operate partially in distance pedagogy. Hence use of the study material only does not seem to fulfill the necessities of distance pedagogy at OUT. As such, students tended to read whatever was in the study material and failed to interact with either the tutor or fellow students, hence, they failed to meet high level of the stipulated learning objectives.

The observed pedagogical difference between the two case groups could come about because of the nature of exposure. What can be implied by the above findings is that students could perform well when OUT uses multi-synchronous process in its pedagogy. In other words, the pedagogical procedure could involve both simultaneous participation of all students and instructors in the use of media and students' choice of instructional time frame for use of media. This is a normal and encouraging process which would enable OUT students enjoy the learning atmosphere, perform well in their studies and possibly complete their degree programmes within three instead of six to eight years as stipulated in OUT (2007). A practical example of the multi-synchronous process is clearly shown by Kimaro's (2009) experience that:

IGNOU uses both print and electronic materials to effect teaching and learning. The most common are printed texts, radio broadcasts, television and video-conferencing. Others are audio-video materials and e-learning systems customized to fit the Indian environment. Face-to-face and counseling sessions are also held

regularly at the numerous study centres spread all over the country to supplement learning (p.16).

The above quotation reveals practicability of the present study's perceptive that multi-synchronous process is currently done at IGNOU. It is also possible to be done at OUT, although the efforts OUT puts in face to face contact, counseling and guidance of its students each year was seen by respondents as insufficient in a number of ways. First, OUT is not seen to directly assist its students by establishing counseling offices in the regional centres; as a result, many students go dormant or drop out immediately after the orientation session. Second, many students do not really understand how OUT operates and what is required of them; as a result, they become frustrated and postponed studies.

Case 1 students were good assessors for appropriate media for teaching and learning English Structure and Spoken English because they were exposed to media combination for more than 20 (two hours) sessions. On their response in Chapter Five section 5.3.3, they favoured most the audio cassettes and face to face contact in contrast to other media like computer and video cassettes. Although Mahenge (2002) argues that the online materials are easy to download, yet, the present study findings demonstrated OUT students' lack of adequate knowledge and skills in the manipulation of computer software programmes to enable them get relevant course contents for learning effectively. Therefore the assumption that computer is a solution of distance learning in Tanzania which was tabled by some OUT key personalities in the present study interview sessions is questionable.

In distance pedagogy the utilization of study centres is very important. The respondents (students) were asked to give their views on the use of Mwere primary school study centre. All the students admitted that they enjoyed the sessions at the centre because they were exposed to different media such as audio cassettes, video cassettes and handouts although at times the place was noisy. Probably no other area of distance education is necessary to develop rapidly than study centres.

A study centre is fronted as panacea for distance education. As the key personalities indicated, it is not clearly perceived so by many individuals at OUT. The OUT authority, as revealed in OUT (2007), has been insisting on establishing as many study centres as possible at the regional centres. Several institutions with adequate facilities within each region have been identified to serve as study centres. For example, primary and secondary schools, colleges and institutes. The final choice of the location of a suitable study centre depends on the concentration and accessibility of the university students. The study centres serve as general points for project work and interactions of many kinds as shown in Chapter Two above. Libraries and mobile laboratories for language learners can as well be provided at the study centres. In short, it is envisaged that the study centre helps distance learners develop motivation, confidence and curiosity which lead to success in tertiary level education.

One student found media combination a necessary means for teaching difficult topics. This was an important observation. The nature of distance learners' autonomy necessitates the merging of lead medium (the study material) with other support media in order to facilitate the learning process. This argument is similar to White

(2003) who is in the opinion that practice of multi-synchronous approach is solely done at the study centre. This contention is proved in the present study where the students used Mwere primary school study centre for that matter. The students' views also advocated that contention.

The suitability of study materials in distance pedagogy, in the findings, features in all linguistic items in Table 5.14(d) which implies that, despite the use of other support media, the study material, as the lead medium, is a tangible medium for teaching all topics of English Structure and Spoken English courses as well as other courses at OUT as confirmed by OUT/SAEU (1998b). Tanzanian students' academic lives are profoundly influenced by conventional environment whereby the textbook is frequently used. No wonder OUT students have likened the study material to a conventional classroom textbook.

What can be interpreted from the above findings is that, although the students were given the opportunity to give their views on English Structure and Spoken English media, yet it appears that some of the findings regarding curriculum input were reflected in the teaching and learning processes. For example, the English Structure study materials from University of Nairobi need contextualization because they seem shallow and unclear to Tanzanian students. This argument concurs with that of Belawat and Zuhairi (2007) who conducted a similar study at UT where the adopted study materials are contextualized.

Some of the findings were obtained from interview with key personalities at OUT. 15 (75%) respondents admitted that pedagogy at OUT is not successful because; media combination; though important, was not well practiced because the respondents, that is, academicians, students as well as administrators believe that the study material only is adequate for facilitating effective and efficient teaching/learning process and good learning outcomes. Again as a result of the present study, that misconception ought to change. The change would occur through views presented in Table 5.15b by the key personalities. Unlike the conventional mode of delivery, distance teaching and learning advocates quality and quantity of pedagogical media. This proposition is compatible with 13 (65%) respondents who suggested that OUT should own a printing press and a recording studio so as to produce high quality and quantity of its T/L materials.

To conclude with, the present study has laid a foundation on the practicability of media combination embedded in multi-synchronous pedagogy suitable for OUT. The emphasis at this perspective lies on the fact that the periodic analysis of the teaching and learning processes is both important and necessary. OUT, as a higher learning single mode distance teaching institution, ought to regard curriculum development as a continuous process as suggested by the present study.

6.4 The Academic Performance

This section discusses the major findings from the performance of students as presented under Chapter Five section 5.4. Findings in this part of evaluation of students' performance included raw scores and the data computed from achievement

tests of English Structure and Spoken English for two groups of English language students.

First, the performance was observed in English Structure vs. Spoken English in pre-test and post-test as presented in Figure 5. The purpose of this first analysis was to determine the extent to which the two case groups performed after the exposure period (April to August) in both courses. The findings at this level of analysis showed higher performance by Case 1 students in both courses than Case 2 students. For example, Table 5.16 shows an overall average of 31.6 in favour of Case 1 in English Structure as against 14.4 of Case 2 in the same course. Case 1 also got an average of 22.2 in Spoken English which was higher than 11.0 of Case 2. In Spoken English pre-test Case 2 obtained a low performance. For instance, in Figure 5 the bars reveal that in the Spoken English pre-test Case 2 performance is the lowest where the raw score is 16%. On the whole, the figure reveals the different scores. Case 1 performance was better in post-test in both courses than Case 2 performance. However, there were differences within and between course and case performances as follows within this section.

Figure 6 is the summary of performance of both courses in pre-test and post-test. Generally the mean performance of Case 1 students was better than Case 2 students. For example, the highest position of scores was obtained by Case 1 in English Structure. This performance empirically proves true the assumption of the study that students exposed to media combination would perform better than students exposed to the study material only.

At this juncture, it is evident that practice of synchronous process enhances better pedagogical atmosphere and academic outcome than asynchronous process. Nevertheless, mixture of the two, that is, multi-synchronous process could make even better performance than the present one. In other words, the highest raw score in the achievement test was 79 in synchronous process case (see Annex 3). But in multi-synchronous process the highest score would be higher than the present one as what Kimaro (2009) experienced at IGNOU.

Second, paired samples t- test analysis from SPSS computation results has shown the correlations as shown in Table 5.17 in Chapter Five. Generally, statistical findings showed that Case 1 students performed significantly better than Case 2 students. The differences were within and between course areas. Table 5.17 shows the high significance of 0.037 and 0.051 in pair 1 and 2 and low significance of 0.603 and 0.648 in pair 3 and 4 to determine the fact that Case 1 performed significantly better in both courses than Case 2. These findings concur with Qorroø (1999) discussed in Chapter Two, although her data were collected from a conventional setting. Therefore, synchronous process in ODL seems to be similar to conventional learning process, which justifies the suitability of multi-synchronous process at OUT. Case 1 students were better off because they were exposed to media combination, therefore their learning outcomes appeared to be higher than those of Case 2 students who were exposed to the study material only.

The findings of the present study confirm the work of a number of writers, researchers and reporters on academic performance in distance education such as Daniel and Marquis (1979), Bates (1990) and Mcharazo (2007). In a nutshell, the causes for low performance by Case 2 in both courses could arise from a number of factors as observed in the present study. It could be possible that these students could not understand the content within the study materials due to lack of English language proficiency as cautioned by Verduin and Clark (1991) when addressing the disadvantages of using print only in learning by distance that if the reader does not have the necessary experiences to comprehend what is written in print s/he may have difficulty learning. It might also be that poor student's proficiency in English language made Case 2 learning rather difficult. It could be possible also that lack of cooperation and presence of peer learners and tutors failed the students. As for Case 1 students this attribute prevailed, as such they performed high.

Studies provided by Marland and Store (1991) suggest that teaching and learning environment is important in distance learners' performance rather than receiving study materials only. According to those studies the timely distribution of study materials would not be a determining factor of high performance. What is important is the quality of the study material and how it is related to other support media, the utilization of study centres and action on feedback from students. Such a distance instruction procedure was what made part and parcel of the curriculum input and pedagogy in the present study.

Taking further the causes for low performance; Mcharazo (2000) has contended that there are four basic concepts in distance education which determine the performance. He lists them as autonomy and independence; industrialization (online and offline technology); interaction (face-to-face and interactive media) and two-way communication.

The concepts advanced by Mcharazo (2000) above tend to match with what happened in the present study. For example, the synchronous process used in Case 1 embraced all the four concepts. Hence, performance could have been affected depending on monitoring all the four concepts during the exposure period of fieldwork.

OUT/SAEU (1998b) have pointed out that face-to-face contact is vital for distance learners. They say, for example:

- Students with unsatisfactory experiences in conventional education find it hard to study through unfamiliar approaches.
- Certain areas of knowledge and skills cannot be taught adequately at a distance for example practical work in science, medicine, drama, music, teaching and language (p.16).

Evidence from the present study suggests that students who did not learn English language courses through face to face contact, that is, who faced unsupervised teaching tended to lower their learning achievement. Case 2 pedagogy, for that matter experienced such a situation as White (2003) has asserted earlier that

favourable teaching and learning atmosphere is crucial in enhancing distance language learner's performance.

In conclusion, in the researcher's own ontology, as a distance learner, at the beginning of the present research she felt that the situation of studying by distance in a higher learning institution was impossible. But a belief that OUT as a guiding institution was behind her, made her find the possibility that OUT students would be sensitized, encouraged, guided, counseled, supported, aspired and these have the potential not only to make the students graduate on time but also perform well; eventually alleviate poverty in one way or another in the Tanzanian nation at large and in many Tanzanian families in particular.

CHAPTER SEVEN

7.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The purpose of this study was to investigate the use to which T/L materials in the teaching of English language at OUT are put and the extent to which these are properly used in enhancing the academic performance of the students. The idea behind the investigation was to analyze syllabuses and study materials available and practice media combination. The study was prompted by the prevailing controversy of provision, review, distribution and utilization of T/L materials and the unsatisfactory academic performance at OUT (Komunte, 2003; Swai, 2006; OUT, 2006b). The sections that follow provide a summary of the study and the findings, conclusion and recommendations drawn from the study and suggestions for further research.

7.2 Summary of the Study

As it was stated in Chapter One, the study aimed at investigating the use of T/L materials in the teaching of English Structure and Spoken English and ways of

properly using these materials to enhance the academic performance of The Open University of Tanzania students. Three specific objectives guided the investigation. The objectives were: analysis of English Structure and Spoken English syllabuses and study materials; analysis of the teaching and learning processes using media combination and effect on performance.

The research problem was supported by the assumptions that OUT English Structure and Spoken English syllabuses and study materials are not related to OUT pedagogical guidelines; and students are likely to experience better learning process and perform better where instruction in English Structure and Spoken English is based on media combination than where study material only is used.

The study has been supported by many studies conducted in Tanzania and other parts of the world as presented in Chapter Two on the literature review. Studies which supported review of curriculum input included those by Tanner and Tanner (1975), Towell and Tomlinson (1999), Mkuchu (2006), Swai (2006), etc. Studies which supported the teaching and learning processes included those by Bates (1991), IGNOU (1992), OUT (2002), White (2003), etc.

The conceptual framework was a combination of three models which depicted the curriculum input and the media combination embedded in pedagogy as prerequisites for good students' performance.

The study was conducted at Morogoro and Mbeya OUT regional centres and at Dar es Salaam (OUT Headquarters). The sample involved a total of nineteen students and five lecturers who were purposively selected and twenty key personalities from OUT

who were selected through stratified sampling technique. The study was carried through a case study design which employed qualitative and quantitative methods. Data collection instruments included documentary review, questionnaires, observation schedules and monitoring checklists, video and audio cassettes, interview schedules and achievement tests.

In determining the curriculum input variables, that is, syllabuses and study materials review, content analysis as data-collecting method was used. Questionnaires were also administered to lecturers and students. In determining the teaching and learning processes or pedagogy, two case groups were used (multi-synchronous process). In determining the academic performance, the pre-test and post-test English Structure and Spoken English scores of both case groups were computerized.

7.3 Summary of the Findings

The findings were presented and analysed according to the research assumptions advanced in this study. In summary, this study has shown that the English Structure and Spoken English syllabuses and study materials were not in line with OUT pedagogical guidelines. The content analysis carried on these documents showed that in most cases they tallied with neither Dougillø (1987) itemization as shown in Table 5.10(a) nor with OUT (2002) guidelines of Table 5.11(a) to (c).

Concerning the teaching and learning processes, the study establishes that, although the characteristics of students of both case groups were the same, students who were exposed to media combination (Case 1) were better off as far as the teaching and

learning atmosphere was concerned than students who were exposed to the currently prescribed study materials only (Case 2). It was observed that the monitoring procedure of Case 1 students was done at a study centre and students' interactions with tutor and media were recorded as well as their views on media; while Case 2 students were given the study materials and encouraged to read them. Therefore the English Structure and Spoken English teaching and learning processes were more successful in Case 1 procedure than in Case 2.

It is therefore argued that, due to the success of Case 1 process, there was a need to find means to improve the teaching and learning processes. OUT should be directed to establish study centres and practice media combination efficiently and effectively involving all students, lecturers and administrators in ensuring perfection.

Furthermore, the lecturers and students revealed different views on suitability of English Structure and Spoken English media at OUT. Key personalities also presented their views on analysis of curriculum input and media combination. The most suitable medium suggested by students was face-to-face contact and audio cassettes. Each lecturer presented her or his suggestion according to the course s/he taught at OUT. All in all, media access, control and costs determine the teaching and learning processes at OUT.

On top of that, the study provided important insights regarding the learning outcomes in English Structure and Spoken English courses for the two case groups. In summary there was a significant difference in the performance of students in the pre-test and post-test variables as shown in Figure 5 and the students who were exposed

to combined media performed better in the post-test than their counterparts who were exposed to study materials only in both courses.

Analysis of paired samples correlations revealed significant and strong positive correlations between scores obtained in pre-test and post-test for English Structure Case 1 and Spoken English Case 2 for both courses. It is concluded that such good performance for Case 1 students was due to the use of a study centre and media combination.

In summary, the first assumption in the study which stated that the English Structure and Spoken English syllabuses and study materials were not in line with OUP pedagogical guidelines is proved true.

The second assumption in this study, which stated that the exposure to media combination in English Structure and Spoken English teaching and learning processes was more effective than exposure to the study material only, was also proved true.

The third assumption of the study was that, students were likely to perform better where instruction in English Structure and Spoken English courses was based on media combination than where only the study material was used. The assumption was proved true in the sense that:

- (a) Findings from Case 1 and Case 2 post-test have indicated that Case 1 students performed better in English Structure (mean 31.6) than Case 2 students (mean 14.2) as well as in Spoken English (mean 22.2) than Case 2 students (mean 11.0).

- (b) Findings from pre-test and post-test statistically revealed that exposure to media combination had improved the performance of Case 1 students in terms of their means which were statistically significant.

7.4 Conclusion

On the basis of the research findings, analysis and discussion, the following are the conclusions:

We must admit that OUT has got a problem concerned with curriculum input, pedagogy and performance of its students. In the present study an effort was made in trying to explore means by which OUT can use to enhance these three variables. What we can say is that the findings have got far-reaching implications for the future of OUT and indeed other higher learning institutions, and that they provide important pointers to show the following.

It was first revealed that the syllabuses and study materials were not in line with educational and OUT pedagogical guidelines. The reason is that the materials are not periodically analysed at OUT to update and improve them. As a consequence of the present study important educational and institutional interventions needed for distance learners should be given a priority by OUT and other distance teaching higher learning institutions to make sure that the variables are appropriate to the learners and mode of delivery.

Secondly, the pedagogy variable showed that students who were exposed to media combination experienced an effective teaching/learning process than who were given

the study materials only to read on their own. The main reason for this was that the latter students missed the crucial aspect of communicative interactive sessions; as such they interacted with neither the tutor nor peers. What can be concluded in this variable is that multi-synchronous process tends to manifest better learning atmosphere than learners reading the study materials only.

Thirdly, the students who were exposed to media combination in tutorial sessions at Mwere centre performed better in the achievement test than students who were given study materials to read at Mbeya. This explains that the essence of successful academic performance of distance learners lies on the contention that without autonomy, interaction, technology and two-way communication there can be no good performance.

Therefore the findings of the present study proved that, periodic analysis of the curriculum input, and media combination embedded in pedagogy leads to better performance. The overall pedagogical evaluation in the context of English language teaching at tertiary level in open learning settings acts as a microcosm for Tanzania and other countries in the world. Furthermore, the study has revealed a number of issues that will need action by various stakeholders to improve the teaching and learning environment at OUT and other tertiary institutions practicing ODL in Tanzania.

7.5 Recommendations

On the basis of the research findings and discussions of the findings the following recommendations are made.

7.5.1 Curriculum Input

The study observed that there was no pedagogical seriousness in the constructions of curriculum input variables. In order to rectify the observed situation, it is recommended that there should be deliberate efforts for periodically analyzing syllabuses and study materials and considering restructuring them to meet the pedagogical guidelines and objectives of OUT and other higher learning distance teaching insitutions.

7.5.2 The Teaching and Learning Processes (Pedagogy)

According to the present study, first and foremost, the administrative and academic staff together with other stakeholders ought to change their mindset from conventional pedagogical mode to distance mode. This concept is based on the research findings which have established that ODL involves a special pedagogical process which is quite different from conventional process. It is recommenced that OUT and other higher learning institutions should conduct periodic analysis of the teaching and learning processes so as to improve the teaching/learning atmosphere in higher learning distance teaching setting

7.5.3 The Academic Performance

Among the observations in the present study was the establishment and recognition of the Institute of Educational Technology at OUT and other higher learning institutions with ODL mode. It is recommended that in order to make the distance learners perform well academically such an institute should be given a full mandate to prepare the lead medium (study material) and other support media and distribute

them to the students. It is also recommended that the T/L materials periodic analysis procedures should be done under the umbrella of the Institute of Educational Technology.

For OUT and other ODL higher learning institutions to really expect their students to perform well, it is recommended that the institutions could practically use study centres where the distance learners can learn effectively and efficiently as what the present study has demonstrated.

7.5.4 Further Research

Due to time and financial limitations, a case study on the use of media combination was conducted where the lead medium was the study material and the support media were video cassettes, audio cassettes and face-to-face contact only. It would be a matter of interest to develop further investigation on the use of more sophisticated media like mobile language laboratory, telecommunication, Computer Assisted Learning, e-learning, interactive Video, television and the like.

The present study was conducted as a case study design where respondents (students) were few. A survey research design where respondents (students) would be many, can be done in future.

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APPENDICES

Appendix A: Transcriptions of Tutorial Sessions Observed in Case 1

This transcription is one of the interactions tape recorded during tutorial sessions observations. The 4 interactions can be noticed in this 60 minutes session, that is, the tutor-student, student-student, student-media and tutor-media.

T - Tutor
 SS - Students (all)
 S₁ - Student V
 S₂ - Student W
 S₃ - Student X
 S₄ - Student Y
 S₅ - Student Z

I: OLL 103: English Structure Transcription of 60 minutes tutorial session

T: Today's lesson is on passive voice
 At the end of this tutorial session you should be able to define the passive voice. You should also be able to recognize active sentences, which cannot be changed to the passive voice. What is the passive voice?

SS: Silence

T: Let us listen to our tape first before we go on [Listening]

T: The characteristic of a verb which tells the reader that the subject of the verb is performing the action is active voice. When the subject of the verb is acted upon it is passive voice.

[Repeats

T/SS: [Silence]

T: There is normal passive and truncated passive. Normal passive is transformation into the passive voice-eee-transformation into the passive voice is impossible if the verb is intransitive (pause) okay.

[Repeats

Who can give us an example of an intransitive verb?

T/SS: [Silence]

[Repeats

Who can give us an example of an intransitive verb?

S₁: The verb which does not carry object

T: Good

You cannot change a sentence which contains an intransitive verb into passive. Give us an example. Enhe

S₂: She is cooking

T: Can you try to change she is cooking into passive voice? You cannot leave it like that-you should say-

S₂: She is cooking some food

S₃: When you say she is cooking some food you are including an object

T: Aha, so you are avoiding the objectí í .

T&SS: [Laughter]

T: Don't try to avoid it. Other examples? Try to discuss first

SS: [Discuss for 10 minutes]

S₁: She looks smart

S₄: The patient coughs a lot

S₃: The boy seems handsome

T: Good, these sentences cannot be changed to passive voice. Another issue is that when transforming into passive we must preserve the subject-verb agreement and the tense.

[Repeats]

What do we mean by that?.....

Another issue is the phrasal verbs and prepositional verbs. Both types are not separated in passive voice example that is the visitor that was waited for.

Another issue is the truncated passive, that is, something is stripped off from the sentence that is *ōbyō*

SS: [Listen]

T: You can change into passive voice in two alternatives. Example, the cheque was given to him [by the boss] or he was given the cheque [by the boss].

Discuss these sentences in groups and be prepared to present your answers in the next tutorial session.

T: [Writes on the board]

What are the passive voice alternatives for the following sentences?

- (i) Someone will lend you enough money
- (ii) Somebody told me the secret
- (iii) Has any one sent you the report?
- (iv) They say that is unreliable

T: When do we meet again?

SS: On Friday

T: On Friday okay?

For today let's call it a day see you on Friday

S₁: If God wishes

II: OLL 104: Spoken English

This is a transcription of a tutorial session of 60 minutes

T: Hello students

I hope you are all fine

Today we are going to discuss the production of vowel phonemes. Let us listen to our tape first [Listen]

How is the close vowel produced?

S₃: The tongue almost touches the roof

T: When you say the tongue almost touches the roof you are wrong. What's wrong with that?

T&SS: [Pause]

T: Is it the whole tongue

S₃: The position

T: Okay, so correct yourself

S₃: [Corrects]

This is the phoneme which is found at the front. I mean the position ñni sauti ambayo inapatikana katika front ile nani hiiö of tongue but if the tongue's front part raises to almost touching the roof.

T: Okay, there you are talking of the part of the tongue almost touching the roof of the mouth. That is what we mean by close phoneme. Not the whole tongue.

Can you explain how /i/ is produced now? /i/?

S₂: [Explains] [Unsure]

S₁: You can produce /i/ when the tip of the tongue is raised

T: [Corrects]. The front part of the tongue not the tip of the tongue. When you say the tip of tongue again you are wrong. The tip of the tongue will produce /t/

S₁: [laughs]. The front part of the tongue almost touch the alveolar

T: Almost touches the roof of the mouth.

Remember that we are not talking of manner or articulation.

We are just talking about shape of the lips

Now how do you produce /u/ í what happens when you produce /u/ /u/

S₂: /u/ it is. The height of the tongue it is pulled to the back

T: The height is close

S₂: Yes, the tongue

T: Which part of the tongue?

S₂: The back. So it is

S₄: The shape is round

T: Can you define the open vowel?

How do you describe articulate or produce the open vowel

S₁: The open vowel is produced when the tongue does not move.

T: It is at rest. Okay. When a part of the tongue is at rest we say that we are producing an open vowel.

Examples, of open vowels? Yes?

S₁: /a/

S₄: /a/

T: Okay

S₃: How about short /e/

T: Short /e/ is half open as well as /ɜ/ and ó

Any other question?

T&SS: [pause]

T: What about mid vowels? Can you explain how a mid vowel is produced?

[pause]

Mid vowels are half-open and half-close. Now try to produce half-close

which are these ones [writes on the chalkboard] /e/ /ɜ/

How do you produce them? Yes? Who can try?

SS: [Silence]

T: Mmh-you can discuss in pairs first

SS: [discuss]

S₅: The first part of the tongue rises to half-close

T: Does it reach the close position?

Okay. Any other question

T: If not questions let us meet on Monday

Appendix B: The Frequency Distribution and Skewness of OLL 103 and OLL 104 Scores made by OUT Students in the Year 2002

(i) OLL 103: Frequency Distribution

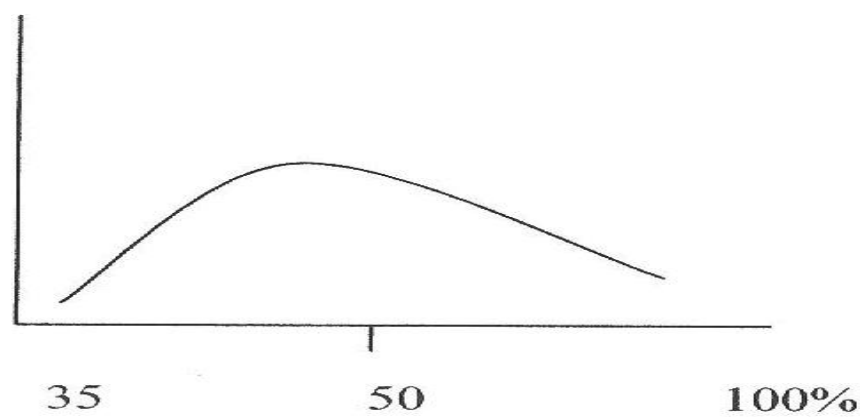
F ó Frequency N+ 30 students

Score (%)	F	Score (%)	F	Score (%)	F
75	1	57	1	43	1
66	1	56	3	42	1
65	3	55	1	40	4
63	1	50	3	35	3
62	2	46	1	-	-
60	2	45	2	-	-

- Half the class scored between 55 and 75.
- There is a tendency for the scores to cluster around 35 ó 40 for the low scores and around 60 ó 65 for the high scores in class interval.
- Based on this evidence the tutor can conclude that this score distribution represents a class whose performance is neutral, no great difference in range but the general performance lies between 35 and 56.

OLL 103: SKEWNESS

Almost normal distribution curve



Source: OUT examination results (2002)

OLL 104: Frequency Distribution

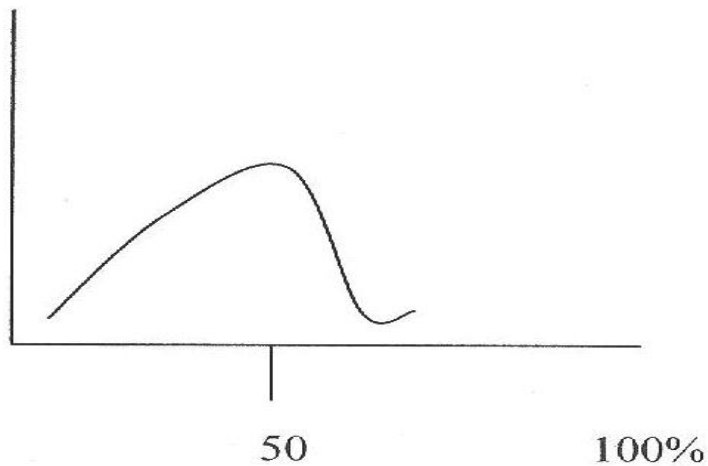
F = Frequency N= 30 students

Score (%)	F	Score (%)	F	Score (%)	F
55	3	40	4	15	1
50	1	36	2	5	3
45	3	35	3	2	1
43	2	34	1	-	-
42	4	20	2	-	-

- Almost all the class members scored less than 50.
- There is a tendency for the scores to cluster around 35 ó 40 for low class interval and 45 ó 55 for high scores.

OLL 104: SKEWNESS

Negatively skewed (skewed to the left)



Source: OUT examination results (2002)

**Appendix C: The Open University of Tanzania: Language and Linguistics
Syllabus 1994**

AIMS: An introduction to the nature of language and an introduction to the study of Linguistics as a discipline seeking to explain, understand and study language in an objective and scientific manner.

An introduction to the different branches of the discipline: phonetics (the making of speech sounds and their use in speech); phonology (sounds and the way they are patterned into the system of a language); morphology (the structure of words); syntax (theory of sentence structure); semantics (theory of meaning).

An introduction to the study of the English language: application of linguistic theory to the study and analysis of English. English phonology (the sound system, sounds in sequence, syllable structure, rhythm and intonation, relating orthography and the phonology). English sentence structure. Practice in the use of English phonology and structure in texts of various types.

Application of linguistic science to the study of other disciplines; language planning and development; language teaching and learning; translation; and involving linguistic science in interdisciplinary studies like sociolinguistics, psycholinguistics, historical linguistics.

OLL 103: English Structure**CORE 1 unit**

Introductory study of English grammatical structure; elements of sentence structure; form and function of the elements of sentence structure; subject, predicate, adverbial, basic sentence patterns in English. The phrase: Noun Phrase; other types of phrases; their internal structure and function in the structure of a sentence. Practice in analysis and use of different structures.

OLL 104: Spoken English**CORE 1 unit****(a) Spoken English**

The accents of English; RP and other varieties of spoken English; choice of a mode for teaching purposes; the organs of speech and their use in producing the sounds of English; the articulation and phonemic and phonetic transcription of RP consonant and vowel phonemes; phonemes in sequence: clusters; phonotactic constructions: relation between the English sound system and the orthographic system, word-stress: rhythm; intonation.

(b) Practical Work in Spoken English

Language Laboratory Practice (Audio/Video) in recognition and production of spoken English; diagnostic test and remedial exercises on problem sounds, clusters, rhythm and intonation patterns: supplementary practice in phonetic and phonemic transcription.

Appendix D: Sample Questionnaire for OUT English Language Experts

Dear expert,

It is well known that The Open University of Tanzania is a new institution of its kind in Tanzania. Each year efforts are being made to improve its performance at the administrative and academic levels.

The aim of this questionnaire is to solicit your views and opinions on English language syllabus and study materials and possibly get your suggestions on how to improve them.

You are invited to give your views and opinions and give as much information as possible where necessary. All information given in this questionnaire will be taken as a confidential matter.

I thank you in advance.

1. Sex: male [] female []

2. English language course(s) which you teach at OUT

1. For how long have you taught at OUT?

4. (a) Have you got any syllabus which guides you in instruction OUT students?

Yes []

No []

- (b) If no what guideline do you use for instruction OUT students?

- (c) If yes tick the kind of syllabus which you are using:

Structural []

Functional []

Interactional []

Others (explain) _____

- (d) Please state why you think the syllabus you use is of the type you have indicated above.

- (e) Please state how you link teaching theory and practice in your instructional procedure of the course(s) you teach at OUT.

- (f) Please suggest a suitable type of Theories of Linguistics and language syllabus for OUT students

and give reasons why you have suggested this type

5. Indicate which, among the following contents are found in the syllabus you use?

(i) Objectives which reflect

	Yes	No
(a) Cognitive	[]	[]
(b) Affective	[]	[]
(c) Psychomotor	[]	[]
(d) None of the three	[]	[]
(e) All of the three dimensions	[]	[]

(ii) Language content which reflects

- (a) Goals of Education n Tanzania Yes [] No []
- (b) What a university distance learner in Tanzania context should be taught Yes [] No []
- (c) None of the two Yes [] No []
- (d) Both of the two Yes [] No []

If you have said No to item in (ii) above please suggest what you think should be taught

(iii) Teaching/Learning Experiences

Does the syllabus which you use give chance for the learner to bring his/her experiences to the learning situation?

(iv) Learning activities and methods

Please suggest activities which could be included in your syllabus

(v) Instructional materials

Study materials for distance learning are supposed to be designed to replace the teacher so that learning could take place independently.

Please indicate on the following items according to your opinion, the materials that you use in your course.

(a) Has individualized instructional element in it Yes [] No []

(b) Allows the learner to progress at his/her own rate of learning
Yes [] No []

(c) Allows different styles of learning Yes [] No []

(d) Provides the learner with progress in learning Yes [] No []

(e) Suits the OUT learner's learning needs Yes [] No []

6. The OUT Study Materials

Please indicate if the study material which you use to instruct your OUT students features the following items.

	Yes	No
(a) Self-assessment questions after each lecture to assess the learner's mastery of the lecture just covered í í		
(b) Enough writing exercises í í í í í í í í í í í í ...		
(c) Practical's e.g. group work or project í í í í í í í í .		
(d) Open ended and close ended questions í í í í í í í ...		
(e) Summary after each lecture í í í í í í í í í í í í		
(f) Enable the learner to listen to an audio cassette for further classification or examples í í í í í í í í í í í í ...		
(g) Enable the learner to view a video cassette on the topic í í		
(h) Tests the learner's understanding and provides a means to find where the learner needs more help í í í í í í í í .		
(i) Has 10 ó 15 lectures í í í í í í í í í í í í í í		
(j) Is not bulky í í í í í í í í í í í í í í í í í í .		
(k) Has got the seven symbols of OUT house style í í í í .		
(l) Is written according to OUT guide for Authors í í í í ..		
(m) Arouses learner's interest í í í í í í í í í í í í í		
(n) Is cultural and/or age bound í í í í í í í í í í í í		
(o) Is easy to understand í í í í í í í í í í í í í ...		
(p) Allows laboratory drills and work books í í í í í í í		

7. In your teaching OUT courses do you use other printed materials apart from OUT study materials Yes [] No []

If yes which other T/L materials do you use for teaching?

8. How useful are the study materials that you are using?

9. Are you satisfied with the quality of the study material(s) of the course(s) you are tutoring at OUT? Yes [] No []

10. If No, can you point out its/their shortcomings?

11. Please give your views on media combination vs use of printed study material only in teaching your courses at OUT

12. In your opinion, which learning materials do you think Linguistics and English language lecturers at OUT should use? Rank the following materials according to your preference

Audio Cassettes []

Video Cassettes []

Computers []

Please justify your choices

Thank you for your co-operation

Appendix E: Sample Questionnaire for OLL 103 and OLL 104 Lecturers

1. Sex: Male [] Female []
2. How do you judge the syllabus of your course? Please comment

3. Do you use only the study material for lecturing at OUT?
 Yes [] No []
4. If No, which other Teaching/Learning materials do you use?
 (i) _____ (ii) _____
 (iii) _____ (iv) _____
5. Are you satisfied with the quality of the study material which you use at OUT?
6. If No, please point out its shortcomings.
 (i) _____ (ii) _____ (iii) _____
7. How often do you conduct face-to-face contact with your students?
 (a) Only once per year [] (b) Twice per year []
 (c) Once a month [] (d) I do not conduct any contact []
 (e) Other(s) _____
8. In your opinion, which Teaching/Learning materials would you prefer to use apart from the study materials? Please indicate three items in order of your preference. Please feel free to add any other material.

Audio cassettes [] Video Cassettes [] Computers []

Printed materials [] Radio []

Other(s) _____ [] _____ []

9. Please write down some means which you think could improve the Teaching / Learning processes of our course at OUT.

(i) _____ (ii) _____

(iii) _____

10. Please give your general comment on the strength and weakness of your course at OUT.

Thank you for your co-operation

**Appendix F(i): Sample Questionnaire for OUT First Year English Language
Students Before Exposure**

Please fill free to write what is correct. Everything is for data analysis which will use codes not words. Everything which you write will be confidential. Thank you.

B.S. Komunte (DRC Morogoro)

Your full registered name: _____

Sex: _____

Year of study: _____

Programme: _____

Your occupation: _____

Your residence: _____

Your place of work: _____

Your district of birth: _____

1. Can you please write your entry to OUT qualification? _____

2. Can you please write your social-academic background related to English language?

(i) What is the occupation of your parents: Father _____

Mother _____

(ii) Did you take your primary school education at an English medium primary School? Yes [] No []

Outside Tanzania? (Tick) If Yes [] No []

If yea which country? Yes [] No []

(iii) Are you teaching English Language? (Tick) If Yes [☐] No [☐]

If yes tick the level at which you teach ó Primary school _____

Secondary School _____

Teachers collage _____

(iv) How frequent do you speak English in your day-to-day life? Please tick the correct alternative below:

Per Dar---- Once or twice [☐] Per Week--- Once or twice [☐]

Thrice or more [☐]

Thrice or more [☐]

Continuously [☐]

Continuously [☐]

Not at all [☐]

Not at all [☐]

(v) How frequent do you write using English language in your day-to-day life? Please tick the correct alternative below:

Per Dar---- Once or twice [☐] Per Week--- Once or twice [☐]

Thrice or more [☐]

Thrice or more [☐]

Continuously [☐]

Continuously [☐]

Not at all [☐]

Not at all [☐]

3. Can you please write problems which you face as English language student at OUT?

(a) _____

(b) _____

(c) _____

4. In your opinion, which learning materials do you think English language lecturers at OUT should use? (Write three numbers starting with the best).

Audio Cassettes	[]	Telephone	[]
Video Cassettes	[]	Chalkboard	[]
Computer	[]	Past papers	[]
Study materials	[]	Handouts	[]
Reference books	[]	Face-to-face contact	[]

5. Are you provided with syllabus, outline or any other guide for your course?

Yes [] No []

If No, how do you manage to cover the syllabus?

6. Do you normally use books-materials other than the printed study materials from OUT? Yes [] No []

7. Any comment on the use of English Language Learning materials at OUT.

Appendix F (ii): Sample Questionnaire for Case 1 Students after Exposure to Media Combination

Please be free to fill in as much information as possible. Confidentiality is highly considered.

From your tutor,

B.S. Komunte (Mwere Primary School Study Center)

Your full name: _____

Your occupation: _____

Your level of education: _____

Your marital status: _____

Age (Tick years) 20 ó 25 (), 26 ó 30 (), 31 ó 40 ()

1. To what extent were the following Teaching/Learning materials useful in your study? (Tick for OLL 103 and put a cross mark for OLL 104 at the right place of your choice).

Item	Very useful	Useful	Not much	Not useful at all
Telephone				
Blackboard & Chalk				
Audio Cassettes				
Video Cassettes				
Face-to-face tutorials				
OLL 103 Study material				
OLL 104 Study material				
Reference books				
Past papers				
Handouts (Notes)				

2. Please state ways which we can improve the use of Teaching/Learning materials in teaching OLL 103 at The Open University of Tanzania.

(i) _____

(ii) _____

(iii) _____

3. Do we need to add more materials on top of what we used in teaching OLL 103 at OUT? Yes [☐] No [☐]

If Yes, please suggest other materials suitable

- 4 (a) The following are the OLL 103 Sessions which we conducted. Please tick if you have attended. If you have not attended write the reason or reasons which caused your absence.

Date	Present (Tick)	Not Present (Give Reasons(s))
27/4/2006		
12/5/2006		
19/5/2006		
22/5/2006		
29/5/2006		
03/7/2006		
10/7/2006		
17/7/2006		
31/7/2006		
11/8/2006		

- 4 (b) The following are the OLL 104 Sessions which we conducted. Please tick if you have attended. If you have not attended write the reason or reasons which caused your absence.

Date	Present (Tick)	Not Present (Give Reasons(s))
27/4/2006		
12/5/2006		
19/5/2006		
22/5/2006		
29/5/2006		
03/7/2006		
10/7/2006		
17/7/2006		
31/7/2006		
11/8/2006		

5. Our Mwera study centre has been active for approximately three months now. Please write down things which you have experienced to be good and those which were bad.

Good Experiences

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

Bad Experiences

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

6. Please suggest things which you think can make our study centre live throughout your degree course and beyond.

(i) _____

(ii) _____

(iii) _____

7. Please in your opinion suggest materials very suitable for Teaching/Learning the following at OUT.

Topic	Material
(i) Phonemes	_____
(ii) Supra-segmental feature	_____
(iii) Morphology	_____
(iv) Function of Element (SVOCA)	_____
(v) Others (Suggest)	_____

**Appendix F (iii): Sample Questionnaire for Case 2 Students after Exposure to
Study Materials Only**

Please be free to fill in as much information as possible. Confidentiality is highly considered. Thank you.

B.S. Komunte

(DRC & English Language Lecturer)

Full name: _____

Occupation: _____

Level of education: _____

Marital status: _____

Sex: _____

Age (Tick years) 20 ó 25 (), 26 ó 30 (), 31 ó 40 () above 40 ()

1. To what extent was the OLL 103 and OLL 104 study materials useful in your study of the two courses) (Tick at the correct place).

Material	Very Useful	Useful	Not Much	Not at all
OLL 103				
OLL 104				

2. Please suggest some ways which we can use to improve the use of Teaching/Learning materials in teaching OLL 103 at The Open University of Tanzania.

(i) _____ (ii) _____ (iii) _____

3. Please suggest some ways which we can improve the use of Teaching/Learning materials in teaching OLL 104 at The Open University of Tanzania.
- (i) _____ (ii) _____ (iii) _____
4. Please state the number of days which you read the following study materials prior to writing this post-test.
- (a) OLL 103 _____ Number of days _____
- (b) OLL 104 _____ Number of days _____
5. Please tick the following fact. Did you read the study material
- (i) Individually ()
- (ii) In an Informal group ()
- (iii) At a study centre ()
- (iv) If at a study centre write the name of the study centre _____
6. If your opinion are the study materials adequate in making you learn and pass well.
- (a) OLL 103----- Yes () No ()
- (b) OLL 104----- Yes () No ()
7. If No, suggest other materials or ways you think can make the learning of these courses effective.
- (i) _____ (ii) _____ (iii) _____

8. Are you aware that students at other regional centres are writing this post-test?

Yes () No ()

If Yes, please indicate the source of information

Thank you very much for your kindness

Appendix G: Sample Interview Schedule for OUT Personnel

NB: Please feel free to give your opinions and give as much information as possible

1. Please describe your role with OUT.
2. How long have you been at this role?
3. How do you view OUT's success with regard to:
 - Provision of Teaching/Learning Materials?
 - Review of study materials?
4. What would you consider to be the major factors that lead to lack of study materials?
5. What operational arrangements of OUT do you think could help to make each active student get all study materials she/he needs for a particular year.
6. How can OUT enhance time-to-time review of its study materials
7. In your opinion how long should it take OUT to review and produce an edition of a study material?
8. What limiting factors prevent OUT from frequent review of its study materials?
9. What factors prevent OUT from encouraging new experts to write study materials in time and in the best quality?
10. How do you explain OUT success (from the first 12 years of its existence) in:
 - (i) Provision of study materials to its students

- (ii) Review of its study materials
- (iii) Use of media combination vs only study materials

11. OUT wants to install computer network at all its Regional Centres. Do you find this activity (tic one):

- (i) Very useful []
- (ii) Useful []
- (iii) Fairly useful []
- (iv) Not useful at all []

12. In your opinion, what will students prefer at their centres? (Tick one)

Computer []

Video cassettes []

Audio cassettes []

13. Do you have any extra comments on the Teaching/Learning Materials at OUT?

Thank you

Appendix H: The Open University of Tanzania.**Pre-Test on OLL 103: English Structure****Date: 22nd April, 2006****Time: 10.00 – 11.30****Instructions**

- Answer all questions
- Your answers should be brief and precise.
- Do not waste time in a question which you do not know.

1. From the following list of constructions distinguish sentence (S) from non-sentence (NS) items. For those identified as non-sentence explain why.

(i) Those small particles in the blood sample

(ii) Inhaling of poisonous fumes which originate from the factory near the town

(iii) the institutions dealing with financial transactions in mainland Tanzania

(iv) The sport most loved by the youth

- (v) The sub-categorization of the cell would not be an easy

2. In the study of language grammar, what do we mean by the following?

(i) Direct object: _____

(ii) Indirect object: _____

(iii) Personal pronoun: _____

(iv) Wh-words: _____

(v) Function word: _____

3. Words are said to be divided into two broad types which constitute an open set and a closed set. With examples explain very briefly the meaning of the statement.

(i) Open Set _____

(ii) Closet set _____

_____ (12)

4. Mention and explain in short the principal elements of English sentence structure.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____ (5)

5. Explain at least four ways by which languages can expand their vocabulary.

Use precise examples.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____ (8)

6. (a) Define the determiner _____

(b) Give a brief description of four of its types

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____ (12)

7. The verb is said to be one of the principal elements of the clause. Describe the following verbs:

- (i) The auxiliary verb _____
- (ii) The linking verb _____
- (iii) The non-finite verb _____
- (iv) The monotransitive verb _____ (10)

8. (a) Explain the meaning of the truncated passive voice

(b) Write down three reasons of using this grammatical aspect on a sentence construction

(i) _____

(ii) _____

(iii) _____ (10)

9. (a) Explain the levels at which language can be studied

(b) Name the sub-divisions of each level

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____ (14)

10. (a) Define the morpheme and describe its types briefly

(b) Name the sub-divisions of each level

(i) Familiarization_____

(ii) Ungentlemanly_____

(iii) Pressure _____

(iv) Orientated _____

Best Wishes

Appendix I: The Open University of Tanzania

Post-Test on OLL 103: English Structure

Date: 26th August, 2006

Time: 9.00 – 10.30

Instructions

- Answer all questions
- Your answers should be brief and precise.
- Do not waste time in a question which you do not know.

1. In the study of language grammar, what do we mean by the following?

- (i) A word _____
- (ii) A Phrase _____
- (iii) A Clause _____
- (iv) A simple sentence _____
- (v) A Complex sentence _____

2. Conjunctions are divided into two types which constitute coordination conjunctions and subordinating conjunctions. With examples, explain very briefly the meaning of this statement.

(i) Coordinating Conjunctions

(ii) Subordination Conjunctions

3. Personal pronouns take different forms when they are used in various sentence constructions. Use suitable examples to explain the different forms of the following items.

(i) As subject in a sentence _____

(ii) Possessive _____

(iii) As object in a sentence _____

(iv) Reflexive _____

(v) Impersonal _____

_____ (10)

4. (a) Define the determiner _____

(b) Describe the types of determiners

(i) _____

(ii) _____

(iii) _____

(iv) _____ (13)

5. The verb is said to be one of the principal elements of the clause. Describe the following verbs:

(i) The ditransitive verb _____

(ii) The Non-finite verb _____

(iii) The intransitive verb _____

(iv) The main verb _____

(v) The phrasal verb _____

(10)

6. (a) Define the morpheme and describe its types briefly

(b) Analyze the morphemes of the following words

(i) Determination _____

(ii) Ungrammatically _____

(iii) Uneducated _____

(iv) Originated _____

(v) Counter _____ (15)

7. (a) Define the term grammatical agreement

- (b) Describe with examples the following agreements

- (i) The subject verb agreement

- (ii) The agreement of pronoun with antecedent

- (iii) The person and number agreement

- (iv) The gender and pronoun agreement

- (v) Compound subject and verb agreement

8. (a) Derive verbs from the following nouns

- (i) Examiner _____

- (ii) Government _____

- (iii) Auditor _____

(iv) Assignment _____

(v) Assumption _____ (15)

(b) Derive nouns from the following adjectives

(i) Anonymous _____

(ii) Fearful _____

(iii) Dangerous _____

(iv) Explosive _____

(v) Foolish _____ (15)

9. Mention and explain in short the SVOCA (Principal elements of English clause structure)

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

10. Identify the class of the underlined words and explain the function of the relevant word class.

(i) The two players were given orders by the strict referee

(ii) Rehema denied all the charges against her

(iii) The bride was still being decorated inside the room

(iv) The study of grammar is very important

(v) This man is the new Mathematics teacher

Best Wishes

Appendix J: The Open University of Tanzania

Pre-Test on OLL 104: Spoken English

Date: 22nd April, 2006

Time: 8.30 – 10.00

Instructions

- Answer all questions
- Your answers should be brief and precise.
- Do not waste time in a question which you do not know.

1. Provide a comparative description of $\text{-accent}\emptyset$ and $\text{-dialect}\emptyset$

(12)

2. What is RP and what are its major distinctive features?

(i)

(ii)

(iii)

(iv)

(12)

3. Transcribe phonemically diphthongs No. 13 ó 20 and for each provides one example of any work in which the vowel phoneme occurs.

(8)

4. Explain the role of the following organs in speech production

(i) The brain

(ii) The lungs

(iii) The vocal folds

(iv) The uvula

(v) The tongue

(10)

5. What is a monophthong and what is a diphthong?

Identify them in the following words:

(i) clouds / / (ii) big / / (iii) deep / / (iv) noon / /

(v) beer / / (14)

6. (a) Clearly describe the actions required for the production of fricatives

- (b) Explain the differences between

- (i) Approximants and affricates

- (ii) Plosives and nasals

- (iii) Close vowels and open vowels

(14)

7. With the help of appropriate examples explain the concepts below:

- (a) Syllable

- (b) Stress

- (c) Consonant clusters

(d) Rhythm groups

(e) Nuclear tone

(10)

8. What are the functions of intonation in spoken English?

(a)

(b)

(6)

9. Briefly explain the four major means of simplification in English connected speech. Use precise examples.

(i)

(ii)

(iii)

(iv)

(8)

10. Write down the factors that contribute to the main problems associated with relating pronunciation and spelling in English.

(a) _____

(b) _____

(c) _____

Best wishes

Appendix K: The Open University of Tanzania

Post-Test on OLL 104: Spoken English

Date: 26th August, 2006

Time: 10.30 – 12.00 p.m

Instructions

- Answer all questions
- Your answers should be brief and precise.
- Do not waste time in a question which you do not know.

1. Briefly explain the difference between accent and dialect?

(8)

2. (a) Using examples, explain the concepts below:

- (i) Place of articulation

- (ii) Manner of articulation

- (b) Describe the place and manner of articulation of the following:

- (i) Alveolar stops

(ii) Bilabial stops

(iii) Labio dental fricatives

(10)

3. What is RP and what are its four major distinctive feature?

(i) _____

(ii) _____

(iii) _____

(iv) _____ (8)

4. (a) Briefly explain the concept of Phonotactic constraints

(b) What do you understand by the following?

(i) Front close vowels _____

(ii) Back open vowels _____

(iii) Central mid vowels _____

- (iv) Primary cardinal vowels _____

- (v) The vowel trapezium _____
_____ (14)

5. Explain the role of the following organs of speech production

- (i) The velum

- (ii) The vocal folds

- (iii) The teeth

- (iv) The tongue

- (v) The basal cavity

6. (a) Briefly explain the difference between affricates and fricatives.

(b) Transcribe phonemically the words below:

- | | | |
|------------|-------------|--------------|
| (i) Bike | (ii) Inform | (iii) Things |
| (iv) Those | (v) Vowel | (vi) Goat |
| (vii) Day | (viii) Ship | (12) |

7. With the help of appropriate examples explain the concepts below:

- (a) Rhythm groups _____

- (b) Strong and weak forms _____

- (c) Low-ending nuclear tones _____

- (d) Primary stress _____

- (e) Syllable types _____
_____ (10)

8. ðA given phoneme is pronounced slightly differently in different words in which it occursö. With examples, briefly explain how and why.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____ (8)

9. Briefly explain the functions of intonation in spoken English.

- (a) _____

- (b) _____

- (c) _____

10. (a) Explain the many problems experienced in relating pronunciation with spelling in English language.

- (i) _____
- (ii) _____
- (iii) _____

(b) What are the reasons for the variations of bolded sounds in the following sets?

- (i) Inform vs news _____

- (ii) Peeling vs milk _____

_____ (10)

Best wishes

Appendix L

Sample Monitoring Checklist for Case I Field Work

Regional Centre: _____

Date: _____

Session Duration: _____ hrs

From: _____ to _____

No. of Students: _____

Course: _____

Objectives of the session: _____

(i) _____

(ii) _____

Topic: _____

T/L Material(s) to be used: _____

Tutor's Activities: _____

Comments from Students: _____

Coverage: _____

Future Task: _____

Date/Time of next session: _____

Appendix M**Sample Classroom Observation Schedule**

Date: _____ Tutorial Session: _____

Number of Students: _____ Lesson Objective(s): _____

Dominant communication acts revealed by the tutor (T) and/or student(s) (P) During
the tutorial session.

BEHAVIOUR/ACTIVITY		TOTAL			
		T	P	T	P
1.	Reading				
2.	Listening				
3.	Asking questions				
4.	Explaining				
5.	Answering questions				
6.	Non-oral Communication				
7.	Silence (Confusion)				
8.	Individual Work				
9.	Group Work				
10.	Listening to tapes				
11.	Watching to tapes				
12.	Pair work				
13.	Reinforcing				
14.	Greeting/announcing				
15.	Others: _____ _____				
TOTAL					

Appendix N: Text symbols for Study Materials



An activity which helps the learner to find out whether she/he has understood the lecture



This symbol appears with each list of objectives at the beginning of each lecture or section.



This symbol tells the learner that she/he should take note.



This symbol leads the learner to work on self-check exercises. The suggested answers ought to be found at the end of the study material.



This symbol appears with a list of books (references) and the reference materials. The learner can read the books for further information.



This symbol tells the learner that these are the suggested answers for the self-check exercises.



This symbol tells learner that she/he is reading a summary of which she/he has just read.

ANNEXES

Annex 1: Letter of the Clearance for Mrs. Biniana Shauri Komunte

The Open University of Tanzania
P.O. Box 23409
Tel: 255-22-2668992/2668820/2668445
Dar es Salaam, Tanzania
Fax: 255-22- 2668759



Chuo Kikuu Huria cha Tanzania
S.L.P. 23409,
Simu: 255-22-2668992/2668820
Dar es Salaam, Tanzania
Fax: 255-22-2668759

THE OPEN UNIVERSITY OF TANZANIA**DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES**

Ref No: HD/A/018/02

01.03.2006

TO WHOM IT MAY CONCERN**RE: RESEARCH CLEARANCE FOR MRS. BIBIANA SHAURI KOMUNTE**

The above named is a Tanzania national currently registered as a Ph. D student at the Open University of Tanzania.

Mrs. Komunte was registered in January 2002 and has the Registration Number HD/A/018/T.02. The title of her research topic is: "*An appraisal of English Language Teaching/Learning Materials at the Open University of Tanzania*". Mrs. Komunte is now ready to conduct her field research for data collection in Morogoro, Mbeya and Dar es Salaam Regions.

The purpose of this letter is to solicit your cooperation and assistance towards the researcher by facilitating her in every way so that she can get the correct data she is looking for.

Thank you very much for your kind and positive response to this modest academic request.

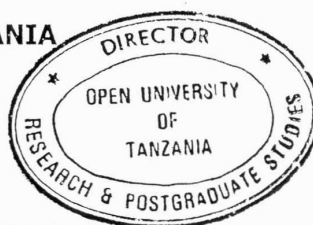
Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

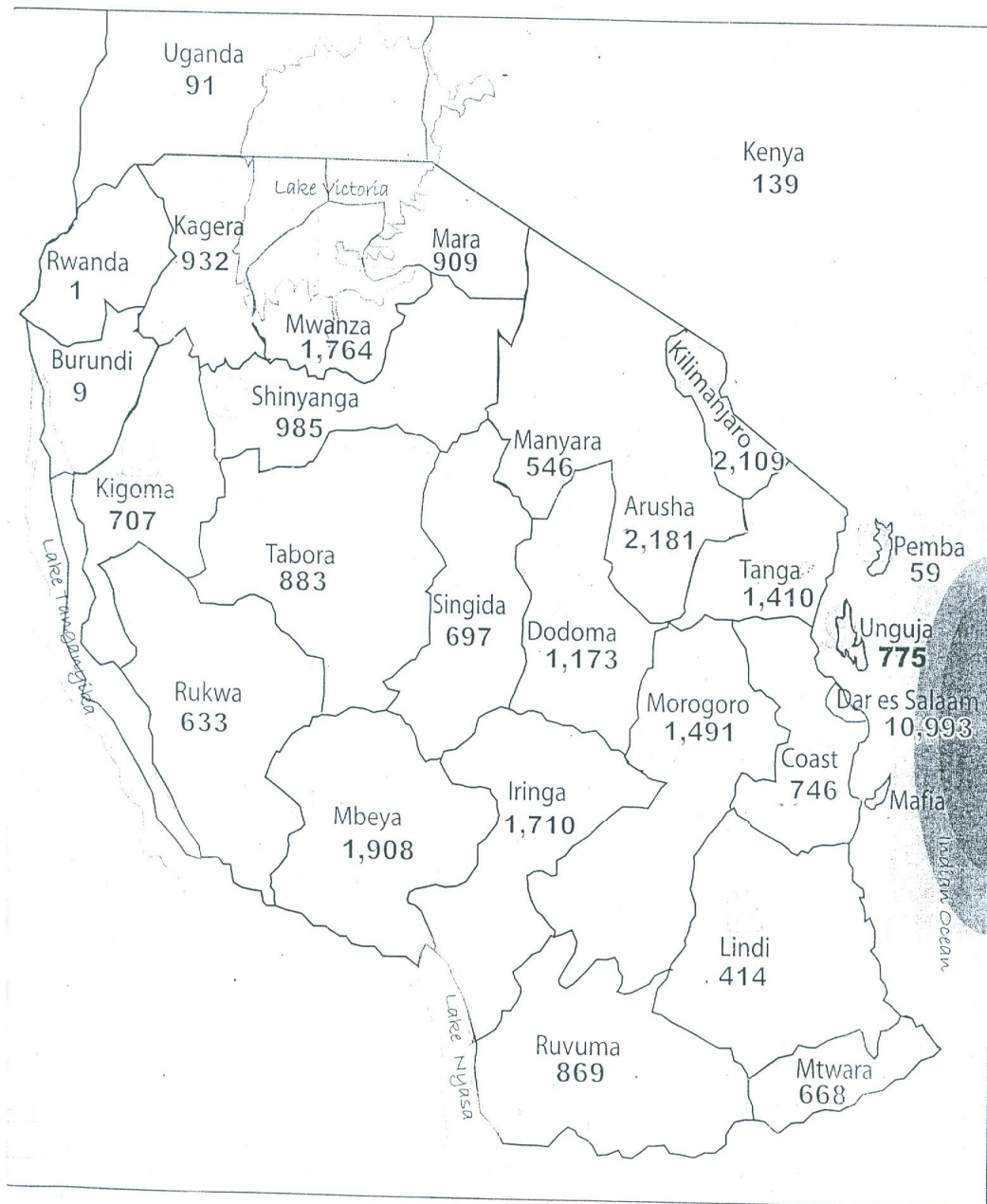
Prof: Ralph W.P. Masenge

DIRECTOR

RESEARCH AND POSTGRADUATE STUDIES



Annex 2: Map of the Regional Centres

**The Open University of Tanzania**

“We are all over East Africa and beyond”

Annex 3: English Structure and Spoken English Raw Scores

A. English Structure Raw Scores

CASE 1 STUDENTS	STUDENT	SCORE BEFORE EXPOSURE%	SCORE AFTER EXPOSURE%
	V	37	69
	W	45	79
	X	28	71
	Y	21	43
	Z	18	45

CASE 2 STUDENTS	STUDENT	SCORE BEFORE EXPOSURE%	SCORE AFTER EXPOSURE%
	A	22	40
	B	09	23
	C	34	31
	D	22	44
	E	16	37

B. Spoken English Raw Scores

CASE 1 STUDENTS	STUDENT	SCORE BEFORE EXPOSURE%	SCORE AFTER EXPOSURE%
	V	51	67
	W	47	58
	X	22	55
	Y	16	45
	Z	18	40

CASE 2 STUDENTS	STUDENT	SCORE BEFORE EXPOSURE%	SCORE AFTER EXPOSURE%
	A	10	35
	B	05	17
	C	18	25
	D	17	19
	E	06	15

Annex 4: Inauguration of OUT WED

Annex 5: INTEGRATED ENGLISH STRUCTURE SYLLABUS DESIGN

1.0 Objectives

(a) Specific objective

Students should be able to understand the English Grammar, functions and organization of patterns of interaction

(b) Specific objective

- (i) Communicate accurately and proficiently in English
- (ii) Acquire knowledge about English grammar and functions
- (iii) Raise their awareness on the organization and use of English Language

2.0 Language content

SN	TOPIC	OBJECTIVES	TEACHING /LEARNING STRATEGIES	TEACHING /LEARNING STRATEGIES	REMARKS
1.	English Grammatical structure	The student should be able to define the grammatical concepts	The tutor should facilitate in students discussion	Communicative Grammar of English	
2.	Elements of sentence structure	Analyze the elements in different situations	The students should discuss in seminar groups	Extracts of sentences	
3.	Form and function of the elements	Make an appropriate analysis of the form and function of the elements	The students should discuss in seminar groups	Extracts of sentences	
4.	Basic sentence patterns of English	Describe patterns such as complex subject, predicate and adverbials	The tutor should explain each pattern clearly	Audio cassette containing the patterns	
5.	The phrase	Identify the following types of phrase: - Noun phrase (NP)	The students should carry discussion group procedures to	Communicative Grammar of English	

		<ul style="list-style-type: none"> - Verb phrase (VP) - Prepositional phrase (PP) - Adverbial phrase (AP) 	elaborate on the meaning, functions and interaction		
6.	Compound and complex sentences	Respond appropriately to different patterns and situations	The tutor should conduct tutorials on different patterns	Audio cassettes containing the patterns and situation	

3.0 Teaching and Learning Experiences

Autonomy of distance learners should be considered. Both the tutor and the learners are given the chance to bring their experiences to the learning situations. However, the tutor is expected to advise distance learners on how best to use the teaching/learning materials provided by the guiding institution or available in the market and community libraries.

4.0 Language Activities and Methods of Teaching

The English Structure tutor is free to apply and use teaching methods consider relevant and effective in promoting the learning process. The learning activities may be controlled discussion, seminars, peer teaching, tutorials or group project

5.0 The Instructional Materials

Materials for distance language learners are designed to replace the teacher so that learning can take place independently, that is, materials which allow learners to progress at their own rates and use different styles of learning and provide opportunities for self-evaluation.

6.0 Assessment of Students' Performance

Students should be assessed periodically in order to identify their weaknesses and strength so as to help or encourage them appropriately. The continuous assessment should as far as possible concentrate on testing the grammatical, fictional and interactive aspects of the language. Through these assessments, the teacher will also evaluate the effectiveness of the methods and teaching style. At the end of the academic year the students are expected to sit for an overall achievement examination in English Structure. This Annual Examination (EA) is intended to measure the extent to which the objectives of the course have been attained in the one-year period.

7.0 Instruction Time

In order to teach the English Structure course effectively, a total of 10 one-hour face-to-face sessions are required per year. Lost instructional time should be compensated through the tutor's own arrangement with the guiding institution.