

**ADDIS ABABA UNIVERSITY FACULTY OF LANGUAGE
STUDIES DEPARTMENT OF ENGLISH
(GRADUATE PROGRAM)**

**The Implementation of Modular Approach at
Addis Ababa University: TEFL in Focus**

Prepared by: -Lulseged Girma



May 2011

Addis Ababa

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**A Thesis Submitted to the Department of English
(Graduate Program)**

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Modular approach delivery system was first adopted a century ago in American higher education. The growing acceptance of student-centered learning and the advocacy of self-realization attracted many students to learn through modular approach in different colleges and universities (Pascal 1987). Universities who try implementing modular approach should agree with the characteristics of the modular instruction and student centered learning approach. Ainsworth (1976) and Pascal (1987) both suggested that colleges and universities should provide opportunities for instructors to develop modular instruction. In a modular instruction, instructors' role shifts from dispensers of information to facilitators of learning. In order to apply modular instruction, universities should be completely free from the old traditional curriculum system where instructors are seen the only sources of knowledge.

Western countries have seen modular instruction as a key element for the development of rapid and effective educational system. For instance, the developed countries like Australia, United Kingdom, Scotland and Sweden have been teaching students through the modular delivery system for many years in different universities. Their modular delivery systems give great emphasis on student centered instruction and individualized instruction. The system also centers on competency-based and performance based type of curriculum which stresses identification of professional or vocational skills, job-specific skills and transferable skills (Berliner 1988).

Addis Ababa University is one of the oldest government universities that followed the traditional curriculum system for many years. In this system, instructors served as the dispenser of knowledge and students were expected to memorize facts and rules. But thanks for the rapid changes of the country's educational policy; very recently, the university has been obliged to revise its traditional curriculum for the first time in history. With the new modular curriculum, AAU wants to create students who would be engaged in the enrichment lecturing, supervising, and counseling as well as undertaking research

(AAU BPR 2009). AAU has been teaching postgraduate students through the modular approach for the first time since October 2009\2010. In order to bring rapid development in the country, the Addis Ababa University's traditional curriculum which was knowledge-based gave way to a new modular curriculum which focuses on competency-based and performance based learning.

The main difference between the new modular curriculum and the traditional subject-based curriculum is that the new modular system organizes modules on the basis of the structure of work and tasks whereas the old system organizes subjects on the basis of the traditional structure of knowledge using the criteria: level of difficulty, degree of sophistication, and degree of abstraction, discipline or even chronology (AAU BPR 2009). And thus modular teaching demands for democratic instructors, well prepared modules, IT facilities, varieties of learning styles and activities which are based on continuous assessment and feedback.

1.2. Statement of the Problem

Nowadays, educational policies tend to center on student centered instruction and modular instruction which give high emphasis to individualized instruction. With this in mind, the development and implementation of modular courses emerged on a large scale in education. Modular teaching is one of the most widespread teaching learning techniques in the United States, Australia and many other Western countries including Asian countries. Modular is used in almost all subjects like natural science, especially in biology and medical education and even in social sciences as well as in computers education (Sharma 2008).

The modular approach in the developed countries has been used for many years. There are many benefits springing from modular approaches to content organization and presentation. Nonetheless, some scholars questioned the effectiveness of this modular approach. For instance, the article entitled "Is modularization producing rotten eggs?" Thomson (1995) in an Australian training journal produced a spate of letters to the editor. In his article, Thomson questioned the effectiveness of real learning outcomes from modular delivery systems, the assessment procedures employed and the relative advantages of modular courses vis-a-vis traditional course delivery.

Modular approach is the most recent means of transforming knowledge for TEFL students in Ethiopian higher education. It should provide the younger generation with the tools that enable students to be effective and productive members of the society. However, the modular approach needs a modular curriculum developed by instructors in the universities. Once this modular curriculum development is over, it should be implemented properly with the specification of the new modular curriculum. If the modular curriculum is not implemented properly, there is no use to teach students through this system. Any modular curriculum development is ineffective and cannot achieve its objective unless it is implemented in the way it is intended to be. Implementation of modular approach in higher education does not mean reengineering instructors to shift from the old program (traditional approach) to the new program (modular approach). Before any new program is being implemented in TEFL, for instance, the concerned bodies or the program coordinators should consider the availability of instructional material, IT facilities, conditions of classrooms, adequacy of time to cover course contents, the nature and appropriateness of the program, how the program is used by instructors and students and under what conditions the new program is practiced.

The Language Faculty of Addis Ababa University has adopted a new modular teaching system which focuses on competency-based and performance-based learning. With this new modular approach, the English department has shifted, for the first time, from traditional course delivery system to new modular course delivery system. With a view to have well and competent TEFL postgraduate students, the English department started teaching modular courses through the new modular approach via block teaching since October 2010. However, because of this program change, almost all TEFL students and some instructors were heard complaining about the new program implementation. Both these instructors and students often preferred to teach and learn through the non-modular approach (a better approach as they said) because the new modular approach program had no TEFL modular materials, has limited time to cover the course contents, and involves difficulty to make proper assessment and provide feedback to every student. Therefore, there seems to be some discrepancies between the new modular approach implementation realities and the Addis Ababa University's BPR anticipation related to the current modular TEFL's classroom interaction, instructional materials, and instructors' delivery of content, assessment and feedback. And thus, this study specifically attempted to gauge the

implementation of the modular approach in TEFL program at master's level in the Addis Ababa University.

1.3. Objectives of the Study

As indicated above the main objective of this study was to identify the discrepancies between the current TEFL modular approach implementation realities and the AAU's BPR 2009 anticipation related to teaching and learning in postgraduate class. Thus, the study specifically attempted:

- To identify gaps (if any) in the implementation of the modular approach in TEFL and indicate the major factors that hinder the proper implementation of the AAU BPR 2009.
- To examine whether or not the TEFL teaching learning environment is conducive for the implementation of modular approach as suggested in AAU BPR 2009 comprehensive report.
- To find out TEFL instructors' and students' readiness to teach and learn via the modular approach.
- To assess whether the TEFL student-instructor classroom interaction (methods, materials, assessment, feedback and evaluation) matches with the specification of AAU BPR 2009 or not.

1.4. Basic Research Questions

To accomplish the objectives mentioned above the study focused on answering the following basic research questions.

1. What were the major factors that hinder the implementation of the modular approach in TEFL?
2. How conducive was the TEFL modular teaching learning environment for the proper implementation of the 2009 AAU BPR ?
3. What were the challenges that face modular approach as a new method at TEFL program?

4. Did TEFL instructors and students feel that necessary preparations were made before implementing modular approach?
5. Were there available modular materials for modular courses?
6. Did instructors apply the modular instructional guidelines effectively as suggested in the AAU BPR?
7. To what extent did instructors use instructional materials, techniques, activities, methods, assessment and feedback as suggested in the 2009 AAU BPR.

1.5. Significance of the Study

The findings of this research are hoped to help the Ministry of Education, policy makers, professional modular material writers, and TEFL instructors to better understand and/or to improve new modular learning materials in English department at postgraduate level. The study results will also assist in identifying the benefits and shortcomings of modular approaches experienced by the postgraduate instructors. And furthermore, this study will serve as a springboard for others who are interested in conducting further research in the area.

1.6. Delimitation of the Study

This study was limited to TEFL regular postgraduate students and their instructors in AAU. Thus, the findings reflect only the case of the TEFL implementation of the modular approach in English department under study. Though there are many variables to be considered in the study of the implementation of modular approach, this study was limited to the following variables.

1. TEFL instructors' and student' readiness to learn via the modular approach.
2. The TEFL regular postgraduates teaching and learning process and its condition.
3. The extent to which the student-instructor classroom interaction matches with the specification of the AAU BPR 2009.

4. Did TEFL instructors and students feel that necessary preparations were made before implementing modular approach?
5. Were there available modular materials for modular courses?
6. Did instructors apply the modular instructional guidelines effectively as suggested in the AAU BPR?
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1.7. Limitation of the Study

One limitation of the study was the small sample size of the students, the instructors and the sampling technique that I used. The analysis of the study was based on data obtained from eight instructors and eighty three students. The first limitation arose from the need to administer a questionnaire to the dean of the Language Faculty, head of the English department, TEFL modular program coordinator and all TEFL instructors. Second, I could not conduct the interview with the the dean of the Language Faculty , the head of English department , program co-coordinator and all instructors because they were very busy and full of workloads at the time of the data gathering. Third, though I approached head of the English department, TEFL modular program coordinator and all TEFL postgraduate instructors, it was not possible for me to give the questionnaire for all of them because they were too busy in assessing postgraduate students and PhD students. Therefore, I was obliged to analyze only the volunteering eight TEFL postgraduate instructors' questionnaire and eighty three regular postgraduate students.

1.8. Organization of the Study

The study is presented in five chapters.

The first chapter deals with the problem and its approach consisting of background of the study, statement of the problem, objectives, significance, delimitation, limitation, operational definitions and organization of the study.

Chapter two contains the review of related literature under which the concept of modular curriculum in TEFL , opposing views on traditional approach and modular approach, modular students' prior knowledge, advantages of modular approach ,and the disadvantages of modular approach, the implementation of modular delivery system, BPR at Addis Ababa University are discussed.

Chapter three contains the research design and methodology. In this chapter, design, data source, population, sampling techniques employed, data collection instruments used and data management and analysis are presented.

Chapter four deals with the presentation and analysis of data gathered from the different sources followed by discussions on the findings. The last chapter presents conclusion and recommendations given based on the findings.

1.9. Operational Definitions of Key Terms Used

According to this study

- AAU BPR's anticipation is a planned report referring to contents, instructional activities and learning experiences.
- AAU BPR 2009 refers to the Addis Ababa University Business Process Re-engineering report.
- Effective implementation means the actual use of the AAU BPR 2009 by implementers so that it is congruent to the intended or planned use.
- Evaluation means assessment of student achievement or the quality and effectiveness of instructional materials.
- Mastery Achievement means a pre-determined level of accomplishment.
- Modularizations means a mechanism by which an appropriate degree of flexibility can be built into a curriculum.
- Modular Instruction means Instruction based partly or entirely on modules.
- Modules are defined as separate and self-instructional parts of education.
- Module means a self contained instructional package of materials and prescriptions of activities designed to bring student centered learning.
- Post- test means a test which is taken at the conclusion of instructional unit and designed to evaluate student achievement with respect to certain specific objectives.
- Pre- Test – same as post- test but taken at the beginning of a unit.
- PSI means personalized system of instruction.
- Remedial Instruction – instruction designed to help the student restudy on certain materials.
- Teaching or learning mode may be thought of as instructional technique, e.g. lecture method, seminar method, independent study etc.
- TEFL means Teaching English as a Foreign Language.
- Traditional Approach means an approach mostly judged subjectively by the instructor.
- Modular Approach (MA) means an approach mostly judged by students.
- MA means modular approach.
- IT refers to instructional technology.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Modular Curriculum in TEFL

Modularizations in Teaching English as a Foreign Language can be defined as a mechanism by which an appropriate degree of flexibility can be built into a curriculum. Modularizations in TEFL follow a student centered curriculum where an English instructor is the prime agent of the modular curriculum development. In a modular curriculum, both instructors and students share full responsibility for the learning process. In a learner centered curriculum, there is a close relationship between curriculum planning, learning objectives and implementation (Nunan 1988). Furthermore he stated that a learner centered curriculum should include the principles, procedures for planning, implementing and evaluating the curriculum. It should consist of the following key elements:

- Initial and ongoing student's needs analysis.
- Content selection and setting priorities (including goals).
- Methodology (including the selection and gradation of learning activities and materials).
- Monitoring, assessment and evaluation.

According to this list, the English instructor's task can be described in terms of a cycle consisting of the following steps:

- Initial needs analysis for students.
- Setting goals and selecting contents.
- Selecting learning activities and materials.
- Assessing and evaluating the teaching outcome.

On the basis of the teaching outcome the English instructor who monitors the whole process begins the cycle again and carries out a new needs analysis (Nunan 1988).

In a modular curriculum, modules are used throughout the modular course. Modules can be defined as separate and self-instructional parts of education. Modules have the immediate attractiveness of “pick and mix” whereby students can choose any assortment of syllabi to make up a complete program (Block et al 1971 b). Modules are intended to serve the holistic aims of the programs of which they are part. They have a common format of presentation, and expected to reflect a consistent system of assessment and teaching learning strategies.

“An instructional module is a self contained, self sufficient and independent unit of instruction with primary focus on a few well defined objectives”. According to Sampath, and Santhanum (2001), module is self-contained in the sense that the expected learning outcomes, the sequential learning activities and the evaluation devices are thoroughly planned for the unit of instruction. Self-sufficiency is achieved by providing all the materials needed for learning in the package itself.

If the unit of a module course is large, it can be split up into smaller units known as modular units and complete package materials are prepared for each small unit in the form of capsule. However, each capsule must be linked together to constitute the main module. The language instructional module contains all possible approaches to learning some specific conceptual unit of subject matter and the students can select, if necessary, with the English instructors’ guidance, the instructional method or methods most suitable for each pupil or small groups of pupils and even though the module refers to a mode of working with some instructional materials, it can change to some extent according to a learner (Bloom 1971 b).

2.2. Opposing Views on Traditional Approach and Modular Approach

Since 1960, there were opposing views in higher institutions in western universities. These views were necessary for the rapid development of the society. Most of these new insights are implemented in higher language institutes .For instance, in modular English language learning program, the higher institutions shifted from the instructor centered approach to student centered approach or modular approach. The differences, mainly according to Postlethwait and Russell (1971), must be seen as a general, for instance, applicable for all kinds of modular instruction such as open distance education at the Open University or Problem Oriented Education at the University of Limburg. These opposing views are raised here because they cast light in the English department of AAU. The table below can clearly show the difference between the traditional language teaching approach and the new modular teaching approach. Views in the table can be best related to all kinds of language teaching courses.

Table A. Opposing views on traditional approach and modular approach in higher education.

	Characteristic	Traditional Approach	Modular Approach
1	Course success	Mostly judged subjectively by the instructor.	Objectives and evaluation assure that the instructor is able to correct faulty instructional materials and knows when this course is successful in terms of student learning
2	Instructional activities	Mostly lectures and written assignments; media used on basis of instructor's personal feelings about them	Many different instructional activities are used to optimize learning; media used on efficacy established through trial use by students.
3	Learning experience	Oriented towards teacher performance, with emphasis on teaching, knowledge transfer by the instructor.	Oriented towards student performance and individual instruction with emphasis on learning; knowledge acquisition by the student.
4	Mastery	It's expected that only a few students will do very well and some will fail; there is fear of failure and competition.	All students are expected to achieve mastery of the objectives at their own rates; there is no fear of failure and competition.
5	Objectives	Usually not stated in precise observable terms	Stated in terms of students behaviors and presented before instruction begins.
6	Participation	Passive	Active
7	Presentation of materials	Group-oriented at predetermined times and places	Highly individualized materials; each student can use any or all of the instructional materials available at preferred times and places.
8	Rate (or pacing)	Students must all go at the same rate	Each student can proceed at his own rate.
9	Reinforcement	Usually only after examinations	Immediate and frequent after small units of material studied
10	Role of instructor	Disseminator of information	Diagnosis, prescriber motivator and resource person.
11	Testing	Student typically takes one or two tests on the materials which determine his/her grade for the entire course.	Designed to measure mastery of the objectives stated at the beginning of the course, purposes are assessment of prerequisite skills, diagnosis of strengths, weakness and mastery

Writing on modular learning, Pascal (1987) concludes that instructors who are ready to implement modular approach in their institutions, first they should agree with the philosophy behind the student-centered language instruction. Student-centered language instruction is regarded as modern innovative and process oriented methodology where students follow a more interactive approach like exploring the world, gaining access to IT or internet facilities, interacting with instructional materials, and using other resources to obtain the knowledge you seek where as in the traditional approach or instructor-centered approach the instructor's role is to provide all the knowledge and learning and the students are passive recipients. Besides, recent English classroom-based research favored more learner-centered approach(modular approach) than instructor-centered approach since learner-centered approach (modular approach) is perceived to have contribution in attaining proficiency oriented goals and promoting cooperation as well as great responsibility and harmony among learners who should themselves create the context and content of what is learned according to their individual needs and learning styles (Nunan, 1988, Johnson and Johnson 1989).

2.3. Modular Students' Prior Knowledge

As I have stated earlier modularization in TEFL should be directed towards more efficient and more effective education in profit of the language learner. According to the changing ideas in today's society on personal development, students will request a kind of instruction more fully in accordance with and appropriate with their personal characteristics and their prior knowledge.

Modular approach creates an opportunity for students to work at their own learning. Learning through one's pace creates opportunity for students to skip a module or to work through it more quickly on the basis of their prior knowledge. This is the most radical phenomenon for students, instructors and the institution. However, it is hard to conclude that not all the institutions working on the basis of a modular structure do profit from these opportunities (Goldschmid and Goldschmid 1973).

The pre-test and the post-test determine the level of the students in modular learning. If the student does not have all the required prerequisites, he or she may need prior

instruction. If he or she is already competent in the area of a particular module, he or she can proceed to a more advanced module or one with a different content. Upon completion of a module the student is again evaluated. If the post-test indicates that the student has not achieved mastery of the module's objectives, he or she might be recycled through the module or through parts of it or he or she may take a remedial module. If he or she succeeds, he or she proceeds to the next module. The pre-and post-tests also allow for empirical validation of the module itself (Goldschmid and Goldschmid 1973). The learner's options are charted in Figure 1.

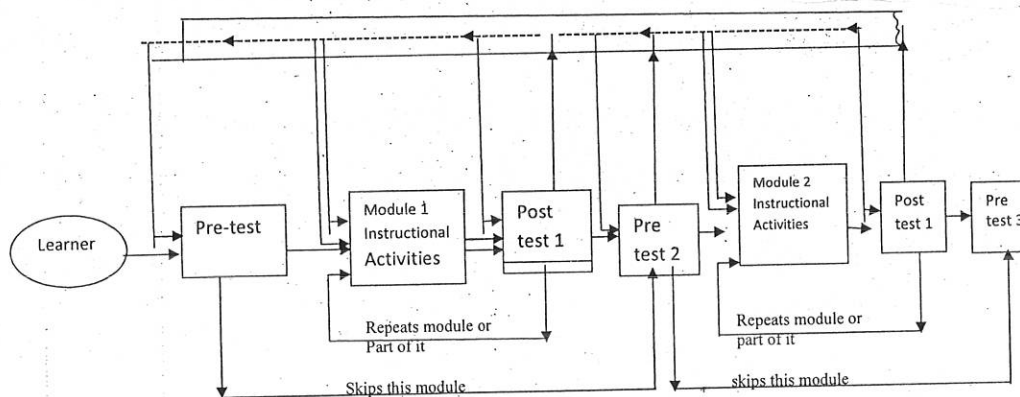


Figure 1: Flow chart of the learner's options in modular instruction (adapted from Goldschmid and Goldschmid, 1973).

This sort of approach actually makes it possible for students to follow individual paths. In this sense modular approach is flexible and directed at individualization. There is always a spectrum of options offered in which prior knowledge in principle can be the determining factor. Thus mapping students' prior knowledge can be approached from various angles. Prior knowledge is more than just the knowledge acquired in earlier training and courses (Dochy, 1989). Experience which people acquire can influence the manner and the speed in which they learn to command new material. But attention must be directed at relevant prior knowledge, in relation to the objectives to be pursued.

2.4. Implementation of Modular Approach

Implementation consists of the process of putting into practice an idea, program, or set of activities which are new to students. The change may be imposed or voluntarily sought, explicitly defined in advance or developed and adopted through (Saberton 1987). He lists seven factors that affect the implementation process in higher education. Similarly, I took these seven characteristics since they cast light on TEFL postgraduate students of Addis Ababa University

2.4.1. Need and Relevance of the Change

In many developing universities changes are attempted by the government without careful examination of the priority needs of the society. Fullan (1982) commented that instructors in these universities do not frequently see the need for advocated change since when new innovations come always certain groups are selected or favored to advocate the change. The changes will not be successful unless and otherwise it includes all instructors.

2.4.2. Clarity

A certain change should be clear for all instructors in the form of trainings, seminars, workshops etc. Diffuse goals and unspecified means of implementation represent a major problem at the implementation of a change. Problems related to clarity have been found in many studies. For example, Gross and Bernstein (1971) found that the majority of the instructors were unable to identify the essential features of the innovation. They were using unclear and unspecified changes which can cause great anxiety and frustration to those sincerely trying to implement them (Fullan, 1981).

2.4.3. Complexity

This refers to the difficulty of the innovation and extent of change required of the individuals responsible for implementation. Any change should be examined in terms of difficulty, skill required and extent of alterations in belief, teaching strategies, and use of materials (Fullan 1987).

2.4.4. The Adoption Process

Every step of the adoption process should be studied for the success or failure of the implemented change. If the planning process results in a specific, high-quality, needed innovation it will have an advantage for the implementation of modular program (Fullan, 1982). Putting theory into practice will help both instructors and students in deciding what should be done and what should not be done at the institution.

2.4.5. English Staff Development and Participation

English staff development is one of the most important factors in implementing a new modular language program. Language learning needs new strategies of thinking, skills, knowledge or attitudes etc. TEFL instructors' participation in decisions about modular implementations is also essential for the modular program acceptance. ✓ Berman and McLaughlin (1978) indicate that instructors' participation in decisions concerning project operations and modifications was strongly correlated with effective implementation and continuation of the new program. Otherwise limited English instructors' participation in decisions and non-involvement in staff development would be a good indication that the change is not taking place in any university (Fullan 1982).

2.4.6. Time-line and Information Systems

The sequence of any TEFL event must be guided by understanding the process of modular approach implementation. And also what time-line is used, what kind of information to collect, when, and how best to use it must be understood. The information or evaluation component can range from a highly elaborate accountable scheme to non formal information system at all (Fullan 1982).

2.4.7. TEFL English Instructors' Characteristics and Orientation

Suitable conditions should be created for TEFL instructors and English department heads to effectively implement the modular approach. In order to do this, certain factors should be included. For instance, Wideen and Holborn (1986) identified six factors which must

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The sequence of any TEFL event must be guided by understanding the process of modular approach implementation. And also what time-line is used, what kind of information to collect, when, and how best to use it must be understood. The information or evaluation component can range from a highly elaborate accountable scheme to non formal information system at all (Fullan 1982).

2.4.7. TEFL English Instructors' Characteristics and Orientation

Suitable conditions should be created for TEFL instructors and English department heads to effectively implement the modular approach. In order to do this, certain factors should be included. For instance, Wideen and Holborn (1986) identified six factors which must

be operative if a change is necessary in any university. The six factors are the presence of external influence, the exercising of power within the faculty; the provision of shelter conditions; a formal or informal structure to act as a capacity for change; the presence of key players; receptive groups within and outside the institution. Furthermore, they added that all six factors must be in effect to implement changes in the faculty. But simple external pressures which are supported by the government legislation are ineffective, unless accompanied by the other factors.

2.5. Facilitating Modular Learning by Means of Modules

Keller was a behavioral psychologist who introduced the concept of modular learning in education. He and other three psychologists developed the personalized system of Instruction, and individualized method of teaching. They designed their teaching system along the lines suggested by a psychological theory of reinforcement and first used it in teaching psychology courses at the University of Brazilia (Saberton 1987). The system's acronym PSI was chosen to suggest its psychological ancestry. The personalized system of instruction (PSI) is summarized in Keller's (1968) publication, *Good Bye Teacher as a Model*:

This model divides material into small clearly defined objectives, permits each student to proceed at his own pace, requires mastery of one unit before proceeding to the next, furnishes immediate positive reinforcement, and provides for the personal social interactions that are important in motivation. (1968: 60)

In Keller's plan, students learned in the modular format. Students could come to class during regular class hours to receive individual help or to take a certain task from the modular course, but the students had to demonstrate mastery before going on to the next unit. Students thus moved through PSI modular courses at their own pace. Some students would meet all course requirements before the term was half through, but others would require a full term or even longer to complete a modular course (Keller 1968). Having studied its effectiveness, it was during this time that instructors in the universities start to appeal to students. Kulik and Kulik(1974) show that university students usually preferred modular approach over the traditional approach by a wide margin and final examinations

showed that students generally learned more in the individualized modular system. Similarly after a long study, Postlethmait and Novak (1987) reported that students' interest

and performance had greatly improved with the use of modular approach. "Grades have risen from 6% A's under the conventional system to as high as 25% A's in some semesters. Failures have decreased from 20% in the conventional system to as few as 4%". The increase in grades and decrease of failures suggested that self paced, independent study, interactive study, and collaborative study helped students to perform better in the modular delivery system.

In his opinion, Pascal (1987) discussed the importance of three factors that must be in place in order to ensure successful implementation of modular approach. The first is that organizational development must be carefully planned and facilitated. Both the language faculty and the administration must agree upon the philosophy of modular approach, instructional materials and realistic time lines which must be established to design the modules and develop a language learning center. Second, staff development must be readily available to the faculty to help them develop new pedagogical skills as their role shifts from dispensers of information to coaches or tutors dealing with students individually.

Furthermore, Pascal (1987) suggested that the institution must provide instructional technologist who assists language faculty or designs modules that will stand alone and allow each student to work through at his or her own pace. The well designed modules should test students' knowledge at all levels not only just recalling but also analysis, synthesis and evaluation as well. He also maintains that instructional modules must also be tested and validated ongoing basis. Finally, he stressed that unless all these factors are in place, effective implementation of a learner- centered approach in an educational institution will not likely to take place. Factors identified by Pascal are useful to my study as they reveal important information for TEFL instructors. Therefore TEFL instructors who are implementing modular teaching should agree with the philosophy behind modular instruction and develop new pedagogical skills as their role shifts from group-based instruction to individual instruction.

2.5.1. Self-Instruction

Self-instruction must lead the student to a specified and testable level of competence. It must be self-contained and reproducible independent of any particular individual or situation. The self instructional course must be continuously available to TEFL students and also an English department head or modular program unit head needs to take ultimate responsibility for the course or module development. They should not assign the same individuals who develop the same modular course regularly though they have the necessary subject matter expertise (Ainsworth 1976).

2.5.2. The Needs of the Self-Instructional Student

Self-Instructional student interacts with instructional materials rather than with the instructor. Since instructional materials are the most important learning sources, they must be readily available in advance to the students and students must be given the freedom to complete the units of the module (Ainsworth 1976). If learning is to be self paced, and then test or exam taking must also be self-paced. Students must take tests or exams when he or she is ready for them. And also the tests or exam should be scored or graded with a minimal time between taking the test and learning the results. When a course is self-paced, the student may need help in solving problems arising from the material and this help has to be given individually to the student at his or her own pace rather than in a group-based class where an explanation can serve several students (Ainsworth 1976).

2.5.3. The Needs of the TEFL Instructor

Self-instruction in modular approach relieves the instructor from daily routine work that usually happens in traditional approach. On the contrary, the self-instructional student usually assimilates data, evaluates a module, analyzes and synthesizes concepts or generates ideas. Thus TEFL instructors should follow the progress of each student throughout the modular course. This demands interaction between the student and instructor and between the student and the other students (Ainsworth 1976).

2.5.4. The Self-Instruction Support Facility

A modular teaching needs a language center in a university .The language center should store all the necessary materials for the modular teaching. The center staff should be tutors or counselors who are para-professionals. Their role is to understand the procedures and practices associated with the course and the modular materials. In modular approach students interact with the instructor only by way of the center since too easy access to the instructor preempts the student from puzzling through a situation and finding the correct answer or interpretation (Ainsworth 1976). Ainsworth further recommends that the tutors at the center run interference for the instructor to ensure that the student has appropriately interacted with the material and also the tutors will maintain a record of the types of materials and test items which cause problems for the students. Such materials and test items which cause problem for the students can be revised to forestall future problems. Unless this is done on a systematic basis, instructors and tutors will encounter the same problems over and over again.

2.5.5. Development Support for Self-Instructional Instructor

The TEFL department heads must always devise new ways of teaching, provide support for TEFL instructors' modular material production and encourage students interface at the learning center. However, telling instructors how they teach may at first sight seem radical and potentially troublesome in terms of professional politics and academic freedom. However, the English department head or the program coordinator must find ways to help the instructors through seminars, workshops and professional development programs Thus, if the English department head and program coordinators accept the fact that the outcome of the self-instructional approach is valid and that the result will have a positive impact through the program, the department resistance can be significantly reduced(Ainsworth 1976).

2.6. Advantages of Modular Approach

The final result of modular approach can be looked upon as advantages or disadvantages. The advantages of modular approach for TEFL students can be identified as:

MA allows the student to proceed at his or her own rate. The belief that self-pacing is desirable is based on the generally accepted assumptions that learners do not achieve at the same rate and are not ready to learn at the same time (Burns, 1971).

MA allows TEFL students to choose his or her own learning mode. Choice among different learning modes is desirable, if we assume that learners solve problems and learn using different techniques. Modular approach may therefore include a large variety of instructional activities such as analyzing research articles, evaluating modular materials, examining demonstration materials, and diagrams, viewing video films and computer programs, participating in project, and in relevant “extracurricular” activities (Burns,1971).

MA provides a choice among a large variety of topics within any given “course” or discipline; if we assume that students do not possess the same pattern of interest and they are not motivated to achieve the same goals (Burns, 1971).

MA allows students to identify their strengths and weaknesses and to “recycle” through remedial modules repetition or a change in learning mode (Klingstedt 1971). Recycling means also that the student does not have to restudy large amounts of subject content.

Towards TEFL instructors and staff some advantages can be stated as well (Goldschmid and Goldschmid 1973)

- A variety of instructional modes are possible within a module.
- Modules are set up by an interdisciplinary team of experts.
- Staff work can be reduced by means of self study components with emphasis on the accompanying written materials.
- Concentrated teaching sessions for the staff consequently provides more time for other activities.

- The option of developing new modules and adjusting modules to meet the research and testing or the supply of education.
- The use of the modules provides an opportunity for organizing numerous sequences of experiences to reflect interests of the instructor.
- The modular approach provides a way of assessing students' progress through modular learning.
- Modules reduce the routine aspects of instructors' instruction and make the instructor free to engage in personal contact with the student.
- The independent nature of self-instructional units facilitates the updating of study materials without major revisions.
- Modules can serve as models for instructors who wish to develop their own materials using their own individuality.
- Self-instructional units can be exchanged between universities.

Advantage for the learning materials can be stated as follows (Goldschmid and Goldschmid 1973).

- The material can be presented thematically or in an integrated form.
- The material can be divided into functional units.
- The material can be adapted to the student's learning process.

Furthermore relating to the organizational facilities one can say that:

- More planning and developing option for program designers.
- And the multifunctional modules can be seen as profitable.

Finally the TEFL postgraduate program profits from.

- The exchange of modules with other institution
- And the fact that modules can be multifunctional.

2.7. The Disadvantages of Modular Approach

Modular approach can also have a number of possible disadvantages or problems (Goldschimdi and Goldschmid 1973). What students need to find and often do not realize beforehand is that,

- Self-discipline has to be demonstrated in pursuing independent study.
- The shift from the lecture method (passive) to modular instruction (active) might be difficult for students.
- Choice among the available resources (e.g. different instructional modes, modules, etc.) might prove frustrating.
- The self-pacing nature of modular instruction may have a delicate side effect. Since some of the students will be fast and others slow learners and students will have more or less prior knowledge, learning efficiency and student output will be totally different among students.

For instructors and staff disadvantages could be:

- The time required to design modules is usually a major problem. Other professional activities compete with the instructor's teaching and course preparation time.
- Lack of concrete rewards may be a problem. Attempts to innovate modular learning and to optimize learning is often not rewarded.
- The shift from the lecturer method (passive) to modular instruction (active) might also be difficult for them. According to the educational materials the time required to design modules is usually a major problem. Experience has taught that designing and construction of materials takes more time and needs more expertise as planned.

A problem for the program of the language institution can be stated as follows.

- Switching between modules can arise when there is too little structure in the modular trajectories so that the student does not see the connection between them.

The Organizational department facilities could in some cases be an obstacle.

- Additional clerical time might be necessary to record which students have completed what modules etc.

- Additional personnel may be required to assist in the setting up and running of equipment for several modules at a time.
- Access to the instructional resources has to be maximized.

2.8. Assessment and Feedback in the Modular Approach

Assessment of learning in the modular approach is a process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and demonstrates as a result of learning processes. Stressing the importance of assessment for learning, Jarolimek and Foster (1997) viewed assessment as an inseparable part of teaching and learning process. According to McCormick and Pressley (1997), assessment plays an important role in the learning process by providing feedback to students on their progress, giving students an opportunity to demonstrate what they have learned and helping students to improve their weak sides. Writing on modular assessment the AAU BPR indicates,

Students learn independently based on the materials, guidelines and assignments that they had been given. And they also complete their assignments and tasks, submit their works to the Module Team or instructor by hand or online and/or make presentations of their works in the classroom. The team or instructor assesses the submissions of each student, identifies where students have difficulties, and provides feedback. In addition, the team or instructor provides topics and problems and organizes students into collaborative groups (AAU BPR 2009).

In this regard, MOE (2003) argues that assessment should be taken as ongoing processes where by students receive feedback on their strong sides and the area which they need to improve.

More specifically according to the TESO guideline of MOE (2003) assessment areas include teaching strategies, ability of monitoring the progress of learners ,skill of assessing ,recording and reporting the performance of learners.

In light of recommendations made in the framework of TESO guideline priority must be given to continuous assessment. The major purpose of using continuous assessment is to follow up students learning progress continuously so as to identify the students who have and who have not mastered a particular knowledge and skills and respond quickly and effectively to students' real or perceived learning problems.

2.9. Business Process Re-engineering at Addis Ababa University

The present government of Ethiopia has placed great importance on higher education and recognized education as an essential component for the development needs of the society. However, education cannot play this role unless it is of highest quality and relevant to the development needs. Assuming this, the government, in collaboration with the Addis Ababa University, selected Business Process Reengineering (BPR) 2009 as a better approach and put it into practice for the effective implementation of the teaching learning process.

Business Process Reengineering can be defined as the analysis and pleasing of workflows and processes within and between organizations (universities) (Davenport and Short, 1990). Addis Ababa University has reengineered its internal processes, and invested heavily in business process reengineering to improve the quality of teaching and learning process. Supporting this view, the Addis Ababa University's BPR comprehensive report indicates,

The teaching learning process has been re-designed end to end from the recruitment and admission of students to program development and delivery, and evaluation. The process and organization have been designed to be student centered by increasing students' participation in the learning process and promoting self learning, employ modern information technology to support and enhance all aspects of the teaching learning process (AAU BPR 2009).

Recognizing this, the BPR helps AAU to identify many current problems. The academic programs are inefficient and poor in quality with no system to guide how resources of graduate programs enrich undergraduate programs. As a result, the university was forced to revise its old curriculum which doesn't reflect stakeholders' needs and expectations as

they are not designed and reviewed regularly into response to the dynamics of the environment (AAU BPR 2009).

Thus, closer examination on the teaching learning process, the AAU BPR 2009 comprehensive report summarizes that reengineering is redesigning the new teaching learning processes in order to achieve dramatic improvements in students' performances, using information technology to develop efficient modular delivery system that promote student centeredness , and self- learning through interactive, collaborative, and independent learning styles. And thus the TEFL postgraduate modular delivery system will be flexible and designed to accommodate learners' differences, background and specialization needs (2009 AAU BPR).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The modular approach is given currently for all postgraduate students in the Addis Ababa University for the first time in history. Using the descriptive survey method, the study attempted to see how the modular approach is implemented in the TEFL postgraduate program. This study focused only on regular TEFL postgraduate students of the English department, and their instructors.

3.1. Tryout of Instruments

The students' questionnaire was tried on a sample of fifteen students. Its purpose was to examine the clarity of the items. Each item was read for them and they were asked to mention what it meant. On activities which students exhibited confusion, some modifications were made.

3.2. Sampling Technique

Ten postgraduate English instructors, the department head and one program coordinator were selected because they either taught using this approach or are responsible for the implementation of the modular system. Of these, only eight filled in and returned the questionnaire. One hundred students were selected using availability sampling technique of which eighty-three returned the questionnaire. I preferred availability sampling technique because the students were on and off the university doing their master's thesis and I had difficulty in locating them.

3.3. Data Collecting Instruments

Two sets of questionnaires were employed to gather data from the study subjects. Interview was also used to gather data from students to complement the data obtained via questionnaire.

3.3.1. Questionnaire

The questionnaire was focused to get TEFL postgraduate instructors' and students' ideas concerning the proper implementation of modular approach. Two kinds of questionnaire were prepared for instructors and students. Both the instructors and students questionnaire had five parts. The first part of the questionnaire was intended to gather instructor's delivery of content and in order to achieve these; four categories were formulated (see Appendix A & Appendix C). The second part of the questionnaire was directed to collect data about learning through modular approach (see Appendix A & Appendix C) to achieve these eight categories were formulated. The third part of the questionnaire was intended to examine modular approach's classroom interaction and for this also seven categories were formulated (see Appendix A & Appendix C). The fourth and fifth parts of questionnaire were aimed at examining instructors' modular assessment of teaching and MA's required materials (see Appendix A & Appendix C).

Both close-ended questions (in which respondents were offered a set of alternatives and asked to choose the one that closely represent their views) and open-ended questions (which invited the respondents to provide their thoughts freely and to explain their feelings further) were employed.

The questionnaires were distributed to the available respondents in the faculty of language studies and were collected by me through dialing to each respondent. In order to collect the data, I used to write the respondents (those who were willing) cell phone numbers and others returned whenever they happen to see me in the campus. Out of one hundred questionnaire papers distributed to the respondents, eighty-three questionnaires were filled in and collected back.

3.3.2. Interview

An interview was prepared for TEFL regular students. The interview had both close-ended and open-ended questions and it had a total of twelve items. The interview was designed to generate relevant information from students concerning the implementation of modular approach in TEFL program. The interview was semi-structured interview and

it was employed to complement and obtain relevant data that could not be handled by questionnaire .It was also found to be essential to triangulate the information already obtained through the questionnaire.

3.3.3. Data Presentation and Analysis

The frequencies of the closed-ended questionnaire responses against the given alternatives were tallied and tabulated in the table. These quantitative data from questionnaire were analyzed using percentages and word expressions. The written responses to the open-ended questions were summarized and supplemented the quantitative description. Qualitative data obtained from interviews, and document analysis were summarized and made manageable. In the interpretation of the interview results, simple codes using letters such as, S₁, S₂, S₃ etc are used to denote interviewee in order to keep their anonymity.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This section deals with the analysis and interpretation of data gathered from the different sources followed by discussion on the finding. The presentation begins with the brief description of the background information of the respondents. The quantitative data are presented in tables using percentages. The results in tables are described in words and are supplemented by qualitative results. In this section the analysis and interpretation of the data are made under different sub-sections. The data collected through the interview are analyzed and interpreted together with that of the questionnaire. In the analyses responses like 'strongly agree' and 'agree' are considered to be positive where as 'strongly disagree' and 'disagree' are considered to be as negative response.

4.1. Background Information of the Respondents

There were one hundred and fifty eight regular second year TEFL postgraduate students. One hundred and forty six of them were government sponsored ones who came from different universities of the country and eleven of them were self sponsored ones who are currently working in different fields. The questionnaires were administered to hundred students but eighty-three of them were collected and returned properly. Thus, the analysis was made using only eighty-three of the respondents and eight instructors.

Table 1. Instructors provide students with printed notes.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
1	2	2.4	21	25.3	3	3.6	28	33.7	29	34.9	83	100		3	1	1	1	6

It's obvious that going to a TEFL class without offering printed notes cannot be recommended or accepted in any way. Some instructors prepared their own notes and offered to students while others did not do at all. The above Table 1 vividly illustrates that the majority of the student respondents (34.9%) strongly disagreed that their instructors didn't provide them with printed notes for modular teaching however three instructors claimed that they offer students with printed notes for modular teaching. Two instructors did not respond to the items .Equivalent number of the sample students (33.7%) rated their instructors provide them with no materials at all whereas 21 students or 27.7% of the subjects agreed that their instructors provided them with printed notes. The rest of the students (3.6%) and one instructor remained undecided.

Based on these responses, it could be understood that though the AAU BPR 2009 report clearly states that instructors would offer modules to students, the majority of the instructors do not provide printed notes at all. In addition to this, the students' interview revealed considerable responses instructors did not provide printed notes at all. Although two or three students were against this , the majority of the students extremely disagreed that instructors did not provide printed notes at all rather they provided course outlines on which instructors simply highlighted certain issues.

Table 2. Instructors have enough time for enrichment lectures or special presentation in MA.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
2	2	2.4	15	18.1	8	9.6	42	50.6	16	19.3	83	100	2	1		3	2	8

As can be noted in the above Table 2, the majority of the sample students (69.9%) and five instructors claimed that their English instructors did not have enough time for enrichment lectures or special presentation. By contrast, 20.5 % of students and three instructors claimed instructors had enough time for enrichment lectures or special presentation. Only 9.6% of the sample students remained undecided. From the above Table 2, it is possible to observe that the majority of the students revealed that English instructors had no enough time for enrichment lectures or special presentation in the modular approach system. During the formal interview three students who were available during the data collecting pointed out that instructors had no time for enrichment lectures. They believed that they would have learnt more in the traditional format rather than the modular format. One of the interviewees stressed that, "may be instructors have more time to enrich lectures in the traditional approach than the modular approach." Thus, this implies that the complexities of the MA process and the slow development of the modular approach at the individual instructor level made it difficult for the enrichment lectures or special presentations of the events in class.

Table 3. TEFL’s instructor uses a variety of means of instruction not just a lecture.

Item	Students’ Response												Instructors’ Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
3	5	6.0	30	36.1	6	7.2	25	30.1	17	20.5	83	100	2	4	1		1	8

Modular approach in TEFL allows instructors to use a variety means of instruction not just a lecture. Modular instruction relies heavily on discussion, sharing ideas among students, providing opportunities to react to ideas, and generate alternative ways of thinking and feeling. MA creates conditions where students can learn from peers and instructors to develop their language skills, social skills as well as to organize their thought and to develop rational argument. As might be seen in Table 3, 42.1% of the sample students and six instructors admitted that MA creates opportunities for English instructors to use a variety of means of instruction. On the contrary more than of the students (50.6%) and one instructor said instructors did not use a variety of means of instruction because instructors had very tight program and IT facilities were limited in the campus. And the remaining 7.2% of the sample students and one instructor became undecided.

During the interview and on the open ended questions most students complained that most of the instructors used the traditional method of teaching. Mostly lectures and written assignments were used on the basis of the instructor’s personal feelings about them. One interviewee stressed that just a lecture made simple for instructors to pass their knowledge but students were passive in attending their lectures.

Table 4. Instructors share full responsibility with students in modular teaching and learning process.

Item	Students' Response												Instructors' Response						
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No	
4	8	9.6	25	30.1	15	18.1	21	25.3	14	16.9	83	100	2	6					8

As it is clearly indicated in Table 4, thirty-three students which equates to about (39.7%) and eight instructors replied that instructors shared full responsibility with students in modular teaching and learning process. And also instructors were deeply interested and worked willingly to help students in their academic performances. In contrast to the above points, a significant number of students (42.2 %) claimed that their instructors never shared any kind of responsibility with them. Fifteen students or (18.1%) remained undecided on the item.

During the interview, however, some of the students expressed that their instructors were unwilling to help each individual in class and also instructors did not share any responsibility with each student in class. Rather some instructors were seen as dispensers not as facilitators of knowledge.

Table 5. Learning through Modular Approach reduces competition and fear of failure.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
5	5	6.0	21	25.3	13	15.7	28	33.7	15	18.1	83	100		1	5	1	1	8

In a modular approach, all students are expected to perform well at their own rates and pace. There is no fear of failure and competition among students. As shown in Table 5, 31.3% of the student respondents and one instructor agreed that the modular approach reduced competition and fear of failure, however, more than half of the students (51.8%) and two instructors claimed that only a few students did very well and most students used to fear and compete among students in class. The remaining students (15.7%) and five instructors were indifferent. Written responses to the open ended questions also showed that the modular approach could not help students to achieve their objectives at their own rates and pace. During the interview, S₄ said that there was high fear of failure, and competition among students. And it was learnt that it was only a few students who participated in the class.

Table 6. Learning through Modular Approach allows each student to demonstrate mastery of learning before going on the next unit.

Item	Students' Response											Instructors' Response						
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
6	5	6.0	22	26.5	7	8.4	33	39.8	16	19.3	83	100		1	2	4	1	8

According to the above Table 6, 59.1% of the student respondents and five instructors claimed that learning through modular approach did not allow each student to demonstrate mastery of learning. Out of the total number of students, 39.8% of them disagreed while the others strongly disagreed. An insignificant number of students (8.4%) and two instructors remained undecided. On the contrary 27 students (32.5%) and one instructor replied that the modular approach allows students to demonstrate mastery of learning before they go to the next unit. During the interview most students complained that students move to the next module before they master the earlier module and instructors did not get enough time to follow up the progress of each graduate student. And still other students had no idea of what course they had taken before. Therefore, this made it very difficult for the instructors to know the progress of each graduate. They further said that instructors must facilitate modular teaching in group-based activities where as students successfully complete the self-instruction component of the curriculum.

Table 7. Learning through Modular Approach gives students the freedom to skip the units they know.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
7	8	9.6	38	45.8	14	16.9	16	19.3	6	7.2	83	100	1	2		5		8

Ainsworth (1976) argues that MA offers students the freedom to skip the units they know. If a student is already competent in the area of a particular module, he or she can skip the module and proceed to a more advanced module or one with a different content. As can be seen clearly from the above Table 7, forty six students or 55.4% and three instructors claimed that MA did give students the freedom to skip the units they know. On the contrary 26.5% of the sample students and five instructors confirmed that the MA did not give students the freedom to skip the units they know. 16.9% of the student respondents remained undecided. During the interview the graduate students said that they did not get the freedom to skip the units they know rather they were forced to take the units they took before. Thus, there were great discrepancies between the modular approach realities in TEFL and the AAU BPR's anticipation related to the teaching and learning process.

Table 8. Learning through MA allows students to choose their own learning material and to proceed at their own rates.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
8	14	16.9	36	43.4	2	2.4	19	22.9	12	14.5	83	100		2	2	3	1	8

The modular approach allows each student to choose his or her own learning materials and to proceed at his or her own rate. The belief that self-pacing is desirable is based on the accepted assumptions that learners do not achieve at the same rate and are not ready to learn at the same time. As the Table 8, vividly illustrates that the majority of the students (60.3%) and two instructors claimed that learning through modular approach allows students to choose their own learning materials and to proceed at their own rate. On the contrary 37.4% of the sample students and four instructors affirm that learning through MA did not allow students to chose their own learning materials and proceed at their own rate. The insignificant figure (2.4%) of the sample students and two instructors remained undecided.

Table 9. Learning through Modular Approach is suitable to students' personal preferences and prior knowledge.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
9	11	13.3	31	37.3	5	6.0	22	26.5	13	15.7	83	100		2	2	4		8

Regarding the personal preference and students' prior knowledge, learners construct knowledge by integrating new information and experiences into what they have previously come to understand. And they try to reconcile old knowledge with the new ones. Ainsworth (1998) emphasized that learners' prior knowledge and experiences is an integral part of the learning process. Contrary to these assertions, Table 9 shows 42.2% of the sample students and four instructors rated that the modular Approach did not suit their personal preferences and also they had no prior instruction of the modular approach. On the contrary 50.6% of the sample students and two instructors replied that students learn through modular approach which was suitable to their personal preferences and their prior knowledge. An insignificant figure (6.0%) of the sample students and two instructors remained undecided.

Thus 50.6% of the students (50.6%) showed that there are changing ideas on today's society on personal development. Students request a kind of instruction more fully in accordance and appropriate with their personal characteristics and their prior knowledge. During the interview, almost all TEFL students complained that the modular approach in TEFL did not keep their personal preference and had no prior knowledge about modular teaching.

Table 10. The Modular Approach delivery system creates environments where each student interacts with instructional materials.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
10	22	26.5	40	48.2	5	6.0	8	9.6	7	8.4	83	100		5	2	1		8

As the data in Item 10 shows 62 (74.7%) of the student respondents and five instructors replied that the modular approach delivery system creates environments where each student interacts with instructional material whereas 15 (18 %) of the students and one instructor claimed the modular approach delivery system did not create environments where each student interacts with instructional materials. The literature tells us that MA is distinguished by the students' interaction with instructional materials rather than with the teacher. As shown in Table 14, the majority of the respondents seem to be satisfied with the modular approach delivery system. An insignificant number of the sample students (6.1%) and two instructors appeared undecided.

Table 11. The Modular Approach delivery system accommodates different individual learning styles.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
11	10	12	41	49.4	11	13.3	15	18.1	6	7.2	83	100	1	3	2	1	1	8

The TEFL modular approach delivery system accommodates different individual learning styles. Trying to equip learners with different learning styles, help students to learn the language independently, interactively and collaboratively. Accommodating different learning styles enhance students' active involvement in acquiring the target language. It also increases the responsibility of students to take their own leaning and promote their independence. Therefore, it is useful to harmonize the different learning styles in modular teaching. Based on this, the above Table 11, revealed that about 61.4% of the student respondents and four instructors stated that the TEFL MA delivery system accommodated different individual learning styles. On the contrary 25.3% of the sample students and two instructors negated that the MA delivery system did not accommodate different individual learning in TEFL program. A significant number of students (13.3%) and two instructors remained undecided.

Table 12. The Modular Approach delivery system encourages independent learning.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
12	38	45.8	34	41	4	4.8	3	3.6	3	3.6	83	100	1	5	1		1	8

Approaches which assist learners to move from instructor dependence to autonomy are described in various terms of self-directed learning, self instruction, independent learning, self access learning etc. Although proponents of these approaches tend to highlight the differences among them, there are more similarities than the differences. Each of these approaches encourages learners to set and pursue their personal language learning goals. The MA encourages independent learning. Independent learning is one stage in the process in which learners are moving towards autonomy in their learning. The AAU BPR 2009 indicates that students learn better independently based on the materials guidelines and assignments that they had been given. Table 12, vividly illustrates that the majority of students (86.8%) and six instructors responded that the modular approach delivery system encourages independent learning. On the contrary 7.2% of the sample students and one instructor responded that MA delivery system did not encourage independent learning in TEFL. An Insignificant number of students (4.8%) and one instructor remained undecided.

Table 13. The MA delivery system helps students to understand course materials through collaborative learning.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
13	11	13.3	50	60.2	11	13.3	9	10.8	2	2.4	83	100	2	5		1		8

Modular approach accommodates different learning styles. Cooperative or collaborative learning is one of students' styles of learning which refers to the concept that everyone in a classroom should actively participate in different forms of grouping arrangements in a classroom interaction. Successful group discussion overcomes the traditional approach which focuses on competitive learning which is the only way to success. Thus, as the Table 13, reveals, most of the sample respondents (73%) of the total population and seven instructors replied that MA helps students to understand course materials through collaborative learning. On the contrary a few numbers of students (13.2%) and one instructor responded that MA did not help them to understand course materials through collaborative learning. An insignificant number of students (7.2 %) and one instructor remained undecided.

Table 13. The MA delivery system helps students to understand course materials through collaborative learning.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
13	11	13.3	50	60.2	11	13.3	9	10.8	2	2.4	83	100	2	5		1		8

Modular approach accommodates different learning styles. Cooperative or collaborative learning is one of students' styles of learning which refers to the concept that everyone in a classroom should actively participate in different forms of grouping arrangements in a classroom interaction. Successful group discussion overcomes the traditional approach which focuses on competitive learning which is the only way to success. Thus, as the Table 13, reveals, most of the sample respondents (73%) of the total population and seven instructors replied that MA helps students to understand course materials through collaborative learning. On the contrary a few numbers of students (13.2%) and one instructor responded that MA did not help them to understand course materials through collaborative learning. An insignificant number of students (7.2 %) and one instructor remained undecided.

Table 14. The Modular Approach delivery system creates a good interaction between students and instructors.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
14	8	9.6	31	37.3	14	16.9	20	24.1	7	8.4	83	100	1	6			1	8

MA creates opportunities for TEFL students in evaluating, analyzing and synthesizing concepts or generating ideas. This demands interaction between the student and instructor and between the student and the other students. MA is regarded as modern innovative and process oriented methodology where students follow a more interactive approach. In Table 14, most of the student respondents (46.9%) and seven instructors had confirmed that the modular approach enabled them to create a successful interaction between students and instructors and other students. However, (32.5%) of the student respondents and one instructor were not contented in the modular approach delivery system classroom interaction while 16.9% did not like to disclose their opinions. Furthermore, the respondents witnessed in their open ended question that MA created a good interaction but instructors couldn't have enough time to create a successful interaction between students and instructors and other students.

The above reason given by the respondents with regard to time constraints was not without valid reason but while conducting the interview most students complained that there was a considerable time constraint during the modular teaching and learning. This implies that instructors could not have enough time to establish a good interaction between students and themselves.

Table 15. Students are evaluated through a variety of evaluation methods.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
15	2	2.4	34	41	11	13.3	21	25.3	15	18.1	83	100	1	5		1	1	8

Modular approach allows a variety of evaluation methods. These varieties of evaluation methods help students to know what they mastered, and what they did not master. Evaluation should be taken as ongoing processes where by students receive feedback on their strong sides and the area which they need to improve. Based on the points discussed, Table 15, shows that 43.4% of the student respondents and six instructors replied that students are evaluated through a variety of evaluation methods. Students evaluate their own effort in communicating with their classmates, instructors and instructional materials. Equivalent number of student respondents (43.4%) and two instructors negate students were not evaluated through a variety of evaluation methods. During the interview and on open ended questions, most students complained that there were no variety of evaluation methods in carrying out their duties and assignments. And also they said instructors had time constraints to evaluate each of students and could not use a variety of evaluation methods.

Table 16. Students are given the chance to demonstrate mastery of learning before they go on to the next unit.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
16	3	3.6	13	15.7	14	16.9	28	38	45.8	15	18.1	100		1	4	1	1	7

As it is clearly indicated in Table 16, the majority of students (63.9%) and two instructors replied that students were not given the chance to demonstrate mastery of learning before they go on to the next unit. MA helps students to identify what they have mastered, and what they did not master. Upon completion of a module, a student is evaluated. If the end result indicates that the student has not achieved mastery of the module's objectives, he or she might be recycled through the module or through parts of it or he or she may take a remedial module. If he or she succeeds, he or she proceeds to the next (or to another) module. On the contrary, 19.3% of the student respondents and one instructor claimed that students were given the chance to demonstrate mastery of learning before they go on to the next unit. A significant number of students (16.9%) and four instructors remained undecided

Table 16. Students are given the chance to demonstrate mastery of learning before they go on to the next unit.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
16	3	3.6	13	15.7	14	16.9	28	38	45.8	15	18.1	100		1	4	1	1	7

As it is clearly indicated in Table 16, the majority of students (63.9%) and two instructors replied that students were not given the chance to demonstrate mastery of learning before they go on to the next unit. MA helps students to identify what they have mastered, and what they did not master. Upon completion of a module, a student is evaluated. If the end result indicates that the student has not achieved mastery of the module's objectives, he or she might be recycled through the module or through parts of it or he or she may take a remedial module. If he or she succeeds, he or she proceeds to the next (or to another) module. On the contrary, 19.3% of the student respondents and one instructor claimed that students were given the chance to demonstrate mastery of learning before they go on to the next unit. A significant number of students (16.9%) and four instructors remained undecided

Table 17. The Modular Approach's assessment allows identifying students strengths and weaknesses.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
17	2	2.4	13	15.7	20	24.1	28	33.7	20	24.1	83	100		3	3	1	1	8

As indicated in Table 17, the larger proportion 57.8% of the student respondents and two instructors claimed the modular assessment did not allow students to identify their strengths and weaknesses. This indicates that there was a loose communication between instructors' and students' interaction. If students are not aware of their strengths and weaknesses, they may not grasp the subject matter very well and they may fail to prepare well for exams. On the contrary 18.1 % of student respondents and three instructors affirm that the modular assessment did allow students to identify their strengths and weaknesses. The remaining students (24.1%) and three instructors had become undecided.

Table 18. Students usually take pre-and post-test before and after a module respectively.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
18	2	2.4	3	3.6	4	4.8	25	30.1	49	59.0	83	100	1	1		4	2	8

As can be seen from Table 18, the majority of the respondents (89.1%) and six instructors claimed that students never take pre- and post test before and after a module. The literature indicates that the modular approach includes a pretest and a post test to determine the level of students (Goldschmidt 1973). On the contrary 6% of the sample students and two instructors claimed that students usually take pre-and post-test before and after a module respectively. During the interview and on the open ended questions, students stressed that this sort of taking tests was not practiced at all in the English department. They further added that such system was not practiced at all in TEFL program.

Table 18. Students usually take pre-and post-test before and after a module respectively.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
18	2	2.4	3	3.6	4	4.8	25	30.1	49	59.0	83	100	1	1		4	2	8

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Table 19. Through Modular Approach's assessment, students get consistent feedback from their instructor on every assessment. ✓

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
19	0	0	3	3.6	12	14.5	28	33.7	40	48.2	83	100		6	1		1	8

Assessment plays an important role in the modular learning process by providing consistent feedback to students on their progress, giving students an opportunity to demonstrate what they have learned and helping students to improve their weak sides. However, this was not successful in TEFL postgraduate program at English department. As shown in Table 19, the majority of the students (81.9%) and one instructor of the respondents replied that students' assignment works were not properly assessed, evaluated and returned for them. On the contrary, 3.6% of the sample students and six instructors replied that students get consistent feedback on every student's assignment works. An insignificant number of students (14.5%) and one instructor remained undecided. Most student respondents replied to the open ended question that they did not get consistent feedback from every modular instructor. This indicated that the interaction between instructors and students in getting feedback was limited. Students learn better in a modular approach system if students are provided with appropriate feedback on time. The study can also show that the majority of students did not get feedback on time as a result they could not discover their errors while the modular unit was fresh in their mind. Similar result was obtained from the interview made with students.

Table 20. Assessment of learning is carried out throughout the modular course.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
20	6	7.2	17	20.5	11	13.3	25	30.1	24	28.9	83	100	1	3	1	2		7

Assessment is not only used to measure students' performance (achievement) but also it can play a role in enhancing students' participation throughout the modular learning. MA encourages formative assessment to be carried out throughout the modular course and summative assessment to be carried out at the end of the modular course. This promotes students' engagement in learning, improve their understanding by inviting them to respond and check their work against the comments and encourage self-learning.

As indicated in Table 20, the larger proportion of the student respondents (59.0%) and two instructors replied that assessment of learning was not carried out throughout the modular course. This indicates that majority of the instructors used summative assessment which can only be assessed at the end of a modular course. On the contrary, 27.7% of sample students and four instructors replied assessment of learning was carried out throughout the modular course. Most of the student respondents' written responses showed that assessment was given at the end of modular course. This indicates that the majority of the instructors used summative assessment which can only be assessed at the end of the modular course. I learnt through the students' interviewee (S₄ and S₆) stressed that students were assessed throughout the course but it was not enough for each individual to give constructive and encouraging comments and suggestions on their individual or group assignments. This might be because instructors were assigned for a large number of students and thus teachers were unable to give formative assessment properly.

Table 21. There is a resource center (library) in the university that students get necessary materials for modular learning.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
21	8	9.6	36	43.4	5	6.0	20	24.1	14	16.9	83	100	1	4		3		8

A modular approach needs a language center in a language faculty. The center should store all the necessary materials for the modular learning. In modular approach students interact with the instructor only by way of the center. The center keeps the types of materials and test items which cause problems to the students. Such materials and test items which cause problem for the students can be revised to forestall future problems. As indicated in Table 21, more than half of the respondents (53.1 %) and five instructors replied that they did have access to the library services. However, a significant number of students (41%) and three instructors replied that there was no resource centers (library) in the university from which students get necessary materials for modular learning. As it was also realized from the interview made with students, they got access to library services but the library is full of old books which were only prepared for traditional approach learners not for modular approach learners. Moreover, one student interviewee (S₆) complained that the TEFL program unit did not prepare a center where each graduate gets information on the course or module. Sometimes he was assigned to study materials that were not found in the library. Another student (S₇) concluded his interview as he had had hard times in searching the modular materials in the library or anywhere else.

Table 21. There is a resource center (library) in the university that students get necessary materials for modular learning.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
21	8	9.6	36	43.4	5	6.0	20	24.1	14	16.9	83	100	1	4		3		8

A modular approach needs a language center in a language faculty. The center should store all the necessary materials for the modular learning. In modular approach students interact with the instructor only by way of the center. The center keeps the types of materials and test items which cause problems to the students. Such materials and test items which cause problem for the students can be revised to forestall future problems. As indicated in Table 21, more than half of the respondents (53.1 %) and five instructors replied that they did have access to the library services. However, a significant number of students (41%) and three instructors replied that there was no resource centers (library) in the university from which students get necessary materials for modular learning. As it was also realized from the interview made with students, they got access to library services but the library is full of old books which were only prepared for traditional approach learners not for modular approach learners. Moreover, one student interviewee (S₆) complained that the TEFL program unit did not prepare a center where each graduate gets information on the course or module. Sometimes he was assigned to study materials that were not found in the library. Another student (S₇) concluded his interview as he had had hard times in searching the modular materials in the library or anywhere else.

Table 22. All of the Modular Approach instructional materials are available when needed.

		Students' Response										Instructors' Response						
Item	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
22	3	3.6	14	16.9	13	15.7	33	39.8	20	24.1	83	100		1		7		8

In responding to the availability of modular course materials, Table 22 shows that the majority of the sample students (63.9%) and seven instructors replied that instructional materials were not available when needed. It seems there was little or limited participation of instructors in the preparation of modular materials in the TEFL program. On the contrary 20.5% of the sample students, and one instructor replied that materials were available when needed. 15.7 % of the sample students remained undecided. And also in the open ended questions some students said that instructors used the same content that they used to teach in the traditional course program. Moreover, I learned from the interview made with students that reflects the same ideas that was raised in the open ended questions. Though the AAU BPR indicate that the availability of modules as mandatory for modular learning, there were no available modular instructional materials in the university.

Table 23. Modular Approach materials are available for students in advance.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
23	2	2.4	3	3.6	7	8.4	31	37.3	39	47	83	100		2	1	5		8

The AAU BPR comprehensive report clearly shows that the availability of the modules is compulsory for each student. As shown in Table 23, the majority of the respondents (84.3%) and five instructors affirm that modules were not available at all in their studies. However, an insignificant number of students (6%) of the respondents contend that they did get all the modules in advance. Most of the respondents' written responses to the open ended questions, however, showed that the modules were not given at all. During the interview, all of the interviewee said that TEFL students were not provided with the necessary modular materials. This situation contradicted with AAU BPR report (which says modules will be available in advance). This situation creates uncertainty and anxiety in the minds of the postgraduate students. Furthermore the respondents claimed that they had no access to modular materials (modules) rather they were given only a kind of printed materials by very few instructors. One student interviewee (S₈) complained that the instructors simply offered us course outlines and gave us some highlights on certain issues through block teaching. And then they gave us group or individual assignments or tasks for two weeks. Traditionally, the instructors were skillful in giving out assignments preferably one or two week's worth of work and but they were not ascertaining that we had mastered each assignment before going on to the next module.

Table 24. Modular online resources are available and accessible to instructors and students.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
24	8	3.6	12	14.5	8	9.6	29	34.9	31	37.3	83	100		2		3	3	8

As can be seen from Table 24, an attempt was made to know whether modular online resources are available and accessible to instructors and students. 72.2% of the student respondents and six instructors indicated that modular online resources were not available to instructors and students in the university. The current modular online resources seem unavailable and inaccessible to both instructors and students. On the contrary, two instructors and 18.1% of the sample students indicated that modular online resources were available. I approached and asked some student respondents for the interview and they bitterly complained that there was limited access of modular online resources which could not help them to learn their studies effectively. As a result the students and the instructors appear to be having independent islands of their own. This may affect the AAU BPR future policy of teaching in the modular approach program.

Table 25. IT facilitates modular instruction and learning.

Item	Students' Response												Instructors' Response					
	SA		A		ND		D		SD		Total		SA	A	ND	D	SD	Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	No	No	No	No	No
25	11	13.3	22	26.5	13	15.7	22	26.5	15	18.1	83	100		5		2		7

IT facilitates modular teaching and learning. In a modular approach, a wide variety of media is used so that students can involve actively and utilize their senses in the teaching and learning process. For instance, postgraduate students can submit their works by on line from any place. IT hinders the traditional way of giving students' assignments or tasks by hand to the instructors. As indicated in Table 25, a significant number of student respondents (39.8%) and five instructors replied that IT facilitated the modular teaching and learning program in TEFL. However, most of the sample students (44.6%) rated that the current IT did not facilitate the current modular teaching and learning program. This is really contrary to the theory of modular instruction. During the interview, almost all the interviewee complained that the time to utilize internet service was not enough and the internet service was too slow to get the required information. And also the language laboratory room was too small and it cannot contain more than twenty students while the total numbers of TEFL students exceed one hundred. To sum up the students' written responses revealed that the IT room and the language laboratory in the English department were less convenient and uncomfortable for TEFL students.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

In conclusion, I used a descriptive survey method to gather authentic information from eighty three TEFL students and eight TEFL instructors. Data were collected through questionnaire and interview. Finally, the analysis of the data revealed the following findings.

1. As Table 2 shows, the majority of students (69.9%) and five instructors revealed that English instructors had time constraints for enrichment lectures or special presentation. Most lectures and written assignments used on the basis of the instructor's personal feelings about them.
2. As can be seen from Table 4, 42.2% of the sample students and eight instructors claimed that MA allowed them to share full responsibility in class. However, 39.8% of the sample students claimed that instructors did not want to share any responsibility with students rather they wanted to be seen as dispensers of knowledge not as facilitators of knowledge.
3. As Table 5 shows, there seems to exist fear of failure and competition among students and it was learnt that it was only a few students who participated in class.
4. According to Table 6, more than half of the sample students (59.1%) and five instructors claimed that students were moved to the next module before they mastered the earlier module (unit) and instructors did not get enough time to assess and follow up the progress of each individual student. Therefore, the current approach seemed to create problem for instructors to know the progress of each student.

5. As might be evident from the Table 7, 55.4 % of the sample students and three of their instructors claimed that students seemed to have limited freedom to skip the units they know. There were times that students were forced to take the modular course they took before. And the instructors did not allow each student to chose his or her own learning material and proceed at his or her own rate.
6. Table 9 shows that 42.2% of the sample students and four instructors rated that the modular approach did not suit TEFL students' personal preferences and students had no prior instruction of the modular approach.
7. Table 10 vividly illustrate that the majority of the sample students (74.7%) and five instructors replied that the MA created environments where each student interacted with instructional materials rather than with the instructor.
8. As Table 11 revealed that about 61.4% of the sample students and four instructors stated that the TEFL modular teaching delivery system accommodated different individual learning styles (independent, interactive and collaborative learning). Instructors' readiness to equip learners with different learning styles helped students to understand course materials.
9. As indicated in Table 17, the larger proportion (57.8%) of the student respondents and two instructors claimed that the MA assessment did not allow students to identify their strengths and weaknesses. This might indicate that there was a loose communication between students and instructors interaction. However, 18.1% of the student respondents and three instructors affirm that the MA allowed students to identify their strengths and weaknesses.
10. As can be seen from Table 18, the majority of the student respondents (89.1%) and six instructors affirmed that students never took pre- test and post test before and after a module. The literature indicates that the MA stressed on the importance of pre- test and post test which determine the level of the students.
11. As shown in Table 19, 81.9% of the sample student said that the interaction between instructors and students in getting feedback was limited. TEFL students learn better in a modular approach system if students are provided with appropriate feedback on time. However, the study showed that the majority of students did not get feedback

- on time .As a result they could not discover their errors (weaknesses) while the modular unit was fresh in their mind.
12. As indicated in Table 21, more than half of the student respondents 59% and two instructors replied that assessment of learning was not carried out throughout the modular course. And also during the interview many students told me that they were not given timely feedback on their group assignments, individual assignments, or final exam papers. This might be that instructors were assigned for large number of students and thus instructors were unable to give timely feedback.
 13. As indicated in Table 22, more than half of the student respondents (53.1 %) and five instructors replied that students had access to the library services. However, a significant number of students (41%) and three instructors replied that there was no resource centers (library) in the university from which students get necessary materials for modular learning. This created uncertainty and anxiety in the minds of the students and discouraged them to participate actively in TEFL class.
 14. As it is clearly indicated in Table 23, the majority of the student respondents (84.3%) and five instructors affirm that modular materials were not available or prepared for TEFL postgraduate students. And thus as a result students were forced to use electronic materials by their own expenses and were exposed for extra expenses.
 15. There were some energetic TEFL instructors who dedicate themselves to students. Single individuals or groups within the language faculty however energetic they may be or however worthwhile their particular innovation can have little long term effect without other factors working in conjunction with their effort. As can be seen from Table 20 and learnt from the interview, there seem a few instructors who were skillful in giving out assignments for one or two weeks' worth of work but they were not ascertaining that each student had mastered each assignment before going on to the next module.
 16. To sum up, unavailability of modular materials, inadequacy of study materials in the library, and lack of proper information on where the next modular course begins were the major factors which could hinder the implementation of modular approach in TEFL. And thus, the study concluded that there seemed to be some discrepancies

- on time .As a result they could not discover their errors (weaknesses) while the modular unit was fresh in their mind.
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 16. To sum up, unavailability of modular materials, inadequacy of study materials in the library, and lack of proper information on where the next modular course begins were the major factors which could hinder the implementation of modular approach in TEFL. /And thus, the study concluded that there seemed to be some discrepancies

between the current TEFL modular teaching implementation realities and the 2009 Addis Ababa University BPR's anticipation related to teaching and learning.

5.2. Recommendations

The analysis and interpretation of the data reflect only the case of the implementation of TEFL program in English department. Thus, on the basis of the findings obtained in the study the following recommendations are forwarded.

1. Modular teaching should get attention from the TEFL Language Faculty in particular and from the AAU in general. Both should support the master's program by finance, materials and IT facilities. In line with this, the instructors should encourage learners to move from instructors' dependence to self autonomous learners.
2. Self-instructional material should be available in order to encourage students read and do more on the material.
3. The English department should open a standardized language resource center where all of the language modular materials are available to students. The center should store all the necessary materials for the modular learning. In modular approach students interact with the instructor only by way of the center. The center keeps the types of materials and test items which cause problems to the students. Such materials and test items which cause problem for the students can be revised to forestall future problems
4. As presented in the findings, there is lack of misunderstanding to receive and support students by TEFL instructors and the language faculty as a whole. Hence, an attempt should be made to aware the TEFL instructors about the importance and objectives of modular approach. And the language faculty should create an awareness raising activities (i.e. workshops, seminars, training and orientation) should be carried out prior to implementation of the modular approach program.
5. Strong link and cooperation should be established between the target or English department and cooperating faculties. To avoid the current problem in TEFL program, the department heads, program coordinators and instructors should work together and set appropriate time table for the modular program. And also the English

department must be given assistance and reasonable time limits to develop learning modules. And also it should find ways to fill its library with updated books and learning materials.

6. To help TEFL postgraduate students, the Language Faculty should support, follow up, guide, assess and give feedback to TEFL instructors and instructors should do the same to their students. This should be from the beginning of the modular course till the end of each modular course.
7. To enable TEFL postgraduate instructors accomplish their roles effectively in the modular program, instructors' workload and number of students assigned for one instructor should be reduced. And TEFL instructors who are energetic in the implementation of the AAU BPR 2009 and who dedicate themselves to students. They should get educational incentives.
8. Modular guide materials that show how to implement the modular teaching program should be given for instructors and also adequate modular materials and reference books should be available for all TEFL students.
9. The findings of this study also showed that the instructors in fact attempted to encourage students through different learning styles. i.e., independent learning, interactive learning and collaborative learning. However, their practices lacked planned, organized and informed procedures. Besides, their attempts instructors did not have uniformity and consistency in terms of achieving the new modular approach objectives set by the AAU BPR 2009.
10. Finally, since, this area is a new phenomenon in the Language Faculty; I would like to suggest further research studies to be carried on similar topic at TEFL modular approach delivery system.

APPENDIX A

STUDENT'S QUESTIONNAIRE

Dear student,

This questionnaire is designed to assess the implementation of modular approach in the TEFL program at the English department. Hence, you are kindly requested to give the required information based on your learning experience in TEFL class.

Please kindly note that your responses remain confidential. Thank you in advance for your kind cooperation!

Part I

Please write down the required information or insert 'X' in the blank spaces

1. Number of module (s) you took. _____
2. Number of students in your class. _____
3. Year _____ Semester _____

Part II

The following statements are the major modular approaches used by TEFL postgraduate teachers. Put 'X' on your choice that fits your TEFL teacher's actual teaching experiences using the following scales.

SA - Strongly Agree

D - Disagree

A - Agree

SD -Strongly Disagree

ND - Not Decided

1. Modular Approach's Contribution to Teaching: Delivery of Content

	Instructors:	SA	A	ND	D	SD
1	Provide students with printed notes.					
2	Have enough time for 'enrichment' lectures or special presentation.					
3	Use a variety of means of instruction not just a lecture.					
4	Share full responsibility with students in modular teaching and learning process.					

Comments:

2. Modular Approach's Contribution to Learning

	Learning through Modular Approach:	SA	A	ND	D	SD
1	Reduces competition and fear of failure.					
2	Creates a balance between theory and practice.					
3	Provides flexibility with respect to content of programs or instructions.					
4	Allows each student to demonstrate mastery of learning before going on to the next unit.					
5	Gives students the freedom to skip the units they know.					
6	Allows students to choose their own learning material and to proceed at their own rate.					
7	Enables students to achieve their objectives with minimum					

1. Modular Approach's Contribution to Teaching: Delivery of Content

Instructors:		SA	A	ND	D	SD
1	Provide students with printed notes.					
2	Have enough time for 'enrichment' lectures or special presentation.					
3	Use a variety of means of instruction not just a lecture.					
4	Share full responsibility with students in modular teaching and learning process.					
Comments:						
<h2>2. Modular Approach's Contribution to Learning</h2>						
Learning through Modular Approach:		SA	A	ND	D	SD
1	Reduces competition and fear of failure.					
2	Creates a balance between theory and practice.					
3	Provides flexibility with respect to content of programs or instructions.					
4	Allows each student to demonstrate mastery of learning before going on to the next unit.					
5	Gives students the freedom to skip the units they know.					
6	Allows students to choose their own learning material and to proceed at their own rate.					
7	Enables students to achieve their objectives with minimum					

	assistance from the instructors.					
8	Enables students to have summative seminars during which instructors and students evaluate the module at the end.					
9	Is suitable to students' personal preferences and their prior knowledge.					
Comments:						
3. Classroom Interaction						
The Modular Approach Delivery System:		SA	A	ND	D	SD
1	Creates environments where each student interacts with instructional materials rather than with the instructors.					
2	Accommodates different learning styles.					
3	Encourages independent learning.					
4	Helps students to understand course materials through collaborative learning.					
5	Creates a good interaction between the students and the instructors and other students.					
Comments:						
4. Assessment in TEFL						
Modular Approach's Assessment		SA	A	ND	D	SD
1	Students are evaluated through a variety of evaluation methods.					
2	Students are given the chance to demonstrate mastery of learning before they go on to the next unit.					

3	The assessment allows students to identify their strengths and weaknesses.					
4	Students usually take pre-and post-test before and after a module respectively.					
5	Students get consistent feedback from their instructors on every assessment.					
6	Assessment of learning is carried out at the end of a modular course.					
7	Assessment of learning is carried out throughout the modular course.					

Comments:

5. Required Resources in Modular Approach

	Modular Approach Materials	SA	A	ND	D	SD
1	There is a resource center (library) in the university from which students gets necessary materials for modular learning.					
2	All of the modular approach instructional materials are available when needed.					
3	Modules are available for students in advance.					
4	Modular online resources are available and accessible to instructors and students.					
5	IT facilitates modular instruction and learning.					

Comments:

1. Do you recommend this modular approach to other TEFL students? Why or why not?
Please, give a brief explanation.

2. Please, add your general comments on the strengths and weaknesses of modular approach at the TEFL English department.

(A)Strengths:

(B)Weaknesses:

Thank you in advance for your kind cooperation.

APPENDIX B

Interview Questions for Students

Dear student,

The purpose of this interview is designed to assess the implementation of modular approach in the TEFL program at the English department. Hence, you are kindly requested to give the required information based on your experience in learning in TEFL class.

Questions

1. What does your instructor provide you for modular learning?
2. How does the instructor try to reduce competition and fear of failure among students?
3. Do you think each student is allowed to demonstrate mastery of learning before going on to the next unit?
4. How often do you choose your own learning mode and proceed at your own rate?
5. Do you think the Modular Approach enable you to achieve your objective with minimum assistance from the instructor?
6. Does your instructor use different learning styles to help you understand course materials?
7. Have you taken pre-and post-test before and after a module respectively?
8. How do you get feedback from your instructor?
9. How does assessment of learning carried out?
10. Are all of the modular instructional materials available at preferred times and places or when they are needed?
11. Do you recommend this Modular Approach to other TEFL? Why or why not? Please, explain in brief?
12. Can you add any other comments that indicate your judgment of the Modular Approach?

APPENDIX C

Instructor's Questionnaire

Dear instructor,

The purpose of this questionnaire is to assess the implementation of modular approach in the TEFL program at English department. Hence, you are kindly requested to give the required information based on your experience in teaching TEFL postgraduate students.

Please insert 'X' in the corresponding blank spaces that you think is most appropriate to each statement using the scales below. If you wish to make any comments in addition to these ratings please do so in the comment's box.

Please kindly note that your responses remain confidential. Thank you in advance for your kind cooperation!

SA - Strongly Agree

D - Disagree

A - Agree

SD -Strongly Disagree

ND - Not Decided

1. Modular Approach's Contribution to Teaching

	Instructors' Delivery of Contents	SA	A	ND	D	SD
1	The instructors provide students with printed notes.					
2	The instructors have enough time for 'enrichment' lectures or special presentation in a Modular Approach.					
3	The instructors use a variety of means of instruction not just a lecture.					
4	The instructors and students share full responsibility in modular learning and teaching process.					

Comments:

2. Modular Approach's Contribution to Learning

	Learning through Modular Approach	SA	A	ND	D	SD
1	Modular Approach reduces competition and fear of failure.					
2	Modular Approach makes a balance between theory and practice.					
3	The Modular Approach provides flexibility with respect to content of instruction.					
4	The Modular Approach allows each student to demonstrate mastery of learning before going on to the next unit.					
5	The Modular Approach gives students the freedom to skip the units they know.					
6	Modular Approach allows students to choose their own learning materials and to proceed at their own rate.					
7	The Modular Approach enables students to achieve their objective with minimum assistance from the instructor.					
8	At the end of each module there are summative seminars during which instructors and students evaluate a module.					
9	The Modular Approach is suitable to students' preferences and their prior knowledge.					

Comments:

3. Classroom Interaction						
	The Modular Approach Delivery System	SA	A	ND	D	SD
1	In Modular Approach each student interacts with instructional materials rather than with the instructor.					
2	The modular delivery system accommodates different learning styles.					
3	Modular Approach encourages independent learning.					
4	Modular Approach helps students to understand course materials through collaborative learning.					
5	Modular Approach creates a good interaction between the student and the instructor and other students.					
Comments:						
Assessment in TEFL						
	4. Modular Approach's Assessment	SA	A	ND	D	SD
1	Modular Approach uses a variety of evaluation methods.					
2	The Modular Approach allows each student to demonstrate mastery of learning before going on to the next unit.					
3	The Modular Approach allows students to identify their strengths and weaknesses.					
4	Students usually take pre-and post-test before and after a module respectively.					
5	Students get consistent feedback from their instructors on every assessment.					

6	Assessment of learning is carried out at the end of a modular course.					
7	Assessment of learning is carried out throughout the modular course.					

Comments:

5. Required Resources in Modular Approach

	Modular Approach Materials	SA	A	ND	D	SD
1	All of the Modular Approach instructional materials are available when needed.					
2	There is a resource center (library) in the campus that students get necessary materials for modular learning.					
3	Modules are available for students in advance.					
4	Modular online resources are available and accessible to instructors and students.					
5	IT facilitates modular instruction and learning.					

Comments:

1. Do you recommend this Modular Approach to TEFL postgraduate students? Why or why not? Please, give a brief explanation.

2. Please, add your general comments on the strengths and weaknesses of Modular Approach at the English department.

(A)Strengths:

(B)Weaknesses:

Thank you for your cooperation.

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Declaration

I, the undersigned, declare that this thesis is my original work done under the advice of Girma Geazhegn (PhD) and has not been presented in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name Lulseged Girma

Signature 

Date 22/06/2011