

Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate Programme)

**An Evaluation of Grade Nine English Language Distance Learning
Material: The Case of Pan Africa Distance Education Academy**

By
Sualih Mussa



May 2008

Addis Ababa

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Learning Material: The Case of Pan Africa Distance
Education Academy**

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**A Thesis Presented to the Department of Foreign Languages and
Literature in Partial Fulfillment of the Requirements for Master of Arts in
Teaching English as a Foreign Language (TEFL)**



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Approved by Examining board:

Elizabeth Ayalew

Advisor

[Signature]

Signature

Alenu Kalku

Examiner

[Signature]

Signature

Ammanuel G

Examiner

[Signature]

Signature

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Acknowledgements

First of all, I would like to thank my adviser, Elizabeth Ayalew, for her constructive comments and challenging but friendly question without which this work would have been impossible. She was also of great help in shaping my thesis title.

Next, I would like to thank kassa Tilahun who did most of the editing and computer work. Ato Mekonen and Ato Kelemsisa, coordinators at Ethiopis and Pan Africa Distance Academies, deserve my heartfelt gratitude for letting me collect data from the institutions.

And Leyla, thank you very much for sharing all my pain and fear throughout this work.

Abstract

The main purpose of this study was to assess if grade 9 English distance learning material of Pan Africa Distance Academy has the requisite quality that are often suggested by authors and researchers in the field of distance learning.

The study was both a quantitative and a qualitative one. It involved content analysis of the material supplemented by the views and opinions of its users (tutors and distance learners) and external assessors. In addition, data obtained from questionnaire and were analyzed quantitatively. For this purpose, questionnaire, focus group discussion and document analysis were employed as instruments of data collection. Three sets of questionnaire along with the material under study were distributed to the subjects. In addition focus group discussion was conducted with tutors and external assessors. In an attempt to fill the gap among the responses of the respondents, the researcher investigated the material under study.

The result of the study has demonstrated that the material is ineffective since it does not include many of the components of design features of distance learning materials such as summary, study guide, reference sections, feedback, language learning advice and so on. In addition, the material is not flexible enough to accommodate different language learning styles and strategies as it follows a similar format. Furthermore, the content of the material is not motivating to adult learners of the academy.

It was recommended that tutors should use some supplementary materials to enhance the existing material. In addition, revisers of the material should include language learning advice, summary, reference sections, feedback and so on and inspect the relationship between the stated objectives and the real application of the material.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

In spite of the relative late entry of distance education in the learning scene, the teaching of language at a distance is not new. Richards (1993) endorses this idea stating that in spite of the relative sluggish response of ELT professional to distance education, an early leader in the field grew directly from the needs of a language student in 1898 in Germany.

Boyle (1994) in fact takes the time (when distance learning joined the ELT professional back to 1856) when Toussaint and Langenscheidt institute was founded as the first real correspondence course institution to teach languages. It was later on that the teaching of other subjects through distance mode spread. However, it is ironic to think that relatively little has been written about the teaching of EFL or ESP by distance learning and that distance learning in language has “a ghetto status” (Lambert 1991). People regard distance learning as an inferior form of education because they are simply unaware of distance learning as a mode of instruction. In addition, the type and quality of instructional material has been the major problem with distance language learning (Walndouw and Penrose 1993).

The teaching of EFL through distance mode would enable EFL teachers to teach widely dispersed groups of people who need EFL, but who, for various reasons cannot attend regular classes. It is particular value to adults who either cannot find a course that satisfies their specific needs or who may prefer to study at a time that is convenient to them, at a pace that suits them, and in a place and a manner of their own choosing (Boyle 1994).

Researches done by Melesech (1999), Abdulkadir (1993) and Solomon (1996) identified some problems of language teaching and learning in face-to-face high school classrooms. The problem is even worse when we consider the teaching and

learning of English using ELT distance materials. In the conventional face-to-face classroom, the teacher is physically present to guide the learning process and to supplement or explain classroom textbooks to the learners. But distance education institutions basically use ELT distance materials as medium of transferring language contents and learning experiences which otherwise are presented in a face-to-face regular EFL classroom. In distance education, teachers and students are separated and language teachers have limited opportunity to observe, challenge, motivate and provide corrective feedback (Rowntree 1990). That is why ELT distance materials are supposed to contain the explanation and information good classroom language teachers would otherwise supply (Gardner and Miller 1999 and Dickinson 1987). Materials should include illustrations, examples, clear instructions and additional information for the learners on how to use the materials independently.

1.2. Statement of the Problem

The production of distance learning materials is a creative endeavor. But as Robinson (1991) in Lockwood (1994) puts it most people tend to underestimate the time, thought and effort it takes even for experienced course designers and producers.

Distance learning materials should consider objectives ,meaningful language input ,flexibility , clear instructions, feedback, reference materials, motivational factors, variety of activities and key answers (Race, 2005; Melton, 2002; Lockwood, 1994; Rowntree ,1990; Dickinson, 1987; and Richards ,1993).

However, some ELT distance learning materials are found to be lacking appropriate layout, maps, pictures and visual aids. Such distance materials have to be revised because distance materials without illustrations, photographs and diagrams cannot achieve their objectives. The researcher's personal experience,

when giving tutorial courses to distance learners of different institutions, has demonstrated that textbooks which are designed for classroom students are directly used for distance learners with slight adaptation.

It is surprising then that more research has not been done on the nature of distance language materials. Howard and Grath (1995) argue in a similar line stating that excellent guides on how to write distance materials exist, but their discourse structure and students and teachers response have not come in for close scrutiny.

There are local researches done on materials evaluation. But these researches and students' dissertations focus on evaluating distance materials designed for higher institutions or materials primarily prepared for classroom situations.

Leul (2007) and Ejeta (2005) have tried to assess self-access materials for distance learners of higher institutions. But the evaluation criteria they used were too few in number to assess the real nature of the materials. It is not of course easy to include all features of distance self-study material, but they have not focused on the most obvious ones that should not be ignored. Distance learning materials cannot be considered effective even if they include the design features these researchers have proposed. In addition, they have failed to include the type of specific features that may be built into the broad design features such as objectives, activities, language input and so on. They have not of course given careful consideration to how such features might be constructed in the self-study material.

Many other local researchers such as Besrat (1988), Gashaw (1992), Solomon (1987) Tsigue (1991), Selamawit (1991) and Tefera (1987) have assessed different classroom textbooks. However, less focus has been given to the evaluation of ELT distance learning materials prepared for secondary education. So this study will cover the area which has been forgotten.

1.3. Objectives of the Study

1.3.1 Main Objective

The main objective of this study is to assess if grade 9 English distance learning material has the requisite qualities that are often suggested by different authors and researchers in the field.

1.3.2 Specific objectives

1. To find out if the distance material has design features such as feedback, language learning advice, study guide and so on.
2. To explore how distance learners and tutors perceive the design features of the distance material they use.
3. To see if the content of the material is motivating to distance learners

1.4. Significance of the Study

As stated in the statement of the problem section, seldom were researches done on English distance learning materials of secondary education distance institutions. Therefore, the study will

1. Provide the concerned distance education institution with relevant information which could serve as feedback on their material output.
2. Suggest areas for the tutors, the institution and the learner that require the use of supplementary materials.

1.5. Delimitation of the Study

This research is confined only to one distance education institution in Addis Ababa-Pan Africa Distance Academy with special reference to grade 9 English distance learning materials. In addition, the study is delimited to the evaluation of the distance learning material.

1.6. Limitations of the Study

The study could have been more useful had it included focus group discussion with learners. But because of time and financial constraints, the researcher could not conduct focus group discussion with them.



CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 What is Distance Learning?

Distance learning is used to refer to situations in which a learner is working without the direct control of a teacher. It is a mode of instruction which has evolved from study by correspondence. Keegan (1990) in Boyle (1994:115) suggests that distance learning can be defined by the following characteristics:

- the separation of the teacher and the learner, which distinguishes it from face to face;
- the influence of an educational organization, which distinguishes it from private study;
- the use of technical media, usually print, which unites the teacher and the learner and carries the educational content;
- the possibility of occasional meeting for both didactic and socialization purpose.

Holmberg (1987) in Richards and Roe (1993:10) has offered a generally accepted definition of distance learning:

[It] covers the various forms of study at all levels which are not under the continuous immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization.

Keegan (1993) also forwards the following points as key features of distance learning:

- the physical distance between the student and teacher;
- social, cultural and psychic distance between the educator and the learner;
- allows a large number of students to participate simultaneously, regardless of their place of residence and occupation;
- not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises;
- mediated, non-contiguous communication between the student and the educator.

Rowntree (1992) states that distance learning is learning at a distance from one's teacher-usually with the help of learning materials. The learners are separated from their teachers in time and space.

2.2. English Language Teaching at a Distance

Although little has been written about the teaching of EFL or ESP by distance learning and that distance learning in language has "a ghetto status", the idea of distance learning grew directly from the needs of a language student in 1898 in Germany (Lambert 1991 and Richards 1993). Walandouw and Penrose (1993), Lambert (1991), White (2003) and Boyle (1994) state how psychological issues related to the context of language learning, issues relating to the shape of the instructional materials and implementational issues relating to programme delivery make people resist distance language learning. These authors also suggest some solutions to the skepticism.

As these writers claim, the dominant language learning theories have been language teaching methodologies. These language teaching methodologies preach that the key to successful language learning depends on the skill of the teacher in manipulating aspects of the methodology and that if the teacher fails to adhere to prescribed procedures or does not create favorable learning conditions, language learning suffers. Hence the tendency is that lacking a methodology or non-taught modes of language learning would not be effective. However, although language teachers assume that learners are learning because of their existence in the classroom, 'it has become glaringly obvious that the classroom has not been a very effective forum for language learning (Walandouw and Penrose, 1993:61).

Later on individualized learning has become the issue for classroom methodologies and the talk of ELT professional has been about giving the learners the knowledge and resources to develop their own learning strategies. And this is good news for distance language learning programmes as Walandouw and Penrose (1993) summarize:

“The notion that, somehow, learners could rely on a good teacher to teach them is no longer widely assumed in the profession. In stead, it is recognized that it is the learners who do the work, with the teacher facilitating and guiding. And, in essence, this has always been the tutor student relationship of most distance language learning programmes.” (P.63)

Another major doubt in distance language learning has been the type and quality of the instructional materials for self-study mode. Walandouw and Penrose (1993) also confirm that the highly specialist skills of ELT textbook writers have developed around teacher directed materials or resource supported self-access material. In addition, it is true that no publishers' catalogue contains a fully integrated modern, multi-level language course for the self-study student. However, the problem of making texts useful is not uniquely true to distance learning and shows up in all training situations (Ibid:38).Boyle (1994) tries to shed light on issues of material writing stating that the writer should learn the importance of presenting materials in a logical order and moving from the general to the particular. According to him, the writer should see the distance language learner as an independent, self-directed person and should ensure that the materials facilitate learning rather than teaching in the traditional manner.

Walandouw and Penrose (1993) also confirm that the production of modern full-scale, multi-level language course is not something which any institution can embark upon lightly. It requires a large investment in expertise and publishing resources. They further explain that materials should be more 'learner aware' which contain substantial provision for independent study and do not depend upon large teacher's guides.

The third area of difficulty with the development of distance language learning system is the problem of skills-based course in distance learning environment, particularly speaking and writing. However, as White (2003) confirms the growth of distance language learning in the field

of language teaching coincided with the move away from passive approaches to language learning towards a more active participatory approaches. In addition, although there is a highly questionable research into second language learning acquisition, “there is no evidence that self-study mode of language cannot produce a usable output even in oral proficiency.” Walandouw and Penrose (1993:68). Furthermore, distance language learning have sought answers to issues concerned with the teaching of the more functional real-life aspects of language use such as tutorial networks, student study groups, residential courses, student news letters, radio and television and so on (Ibid).

Penrose (1993:36) further confirms that distance training projects in language teaching are attractive for

- i. the ability to reach serving adult language learners on a non-release basis;
- ii. the ability to handle large numbers without major investment in institutional structures;
- iii. the ability to cover wide and often remote areas all of which adds up to a relatively low cost per student.

White (2003) identifies many new opportunities to learners who enter distance language courses:

- the flexibility of access in terms of time and place;
- more freedom from input and interactions which are not immediately relevant to individual learning needs;
- the possibility of developing skills in self-direction and management of learning experiences;
- independent language learning opportunities.

She also identified some of the demands distance language learning presents to learners. These include

- the decision about the fit between the target language materials and particular learner needs.
- developing awareness of what it means to be a distance language learner and what is required of them.
- the remoteness of the teacher from the sites of learning to mediate the learner and target language sources.

The strongest argument for distance language learning is its potential to provide instructions to student who, because of distance, time or financial constraints do not have access to traditional opportunities. Davies (1988) argues in a similar line stating that the objective of distance language learning is to provide courses in foreign languages to schools where it would not otherwise be possible for students to study them. Richards (1993) adds that the teacher might be needed for effective language learning. But distance education provides the opportunity for learning a language where this is not possible.

2.3 Media in Distance Learning

The above key defining features of distance learning clearly show that the teacher rarely speaks directly to learners. This means distance learning depends on the use of media. Media can give learners some sort of help towards the achievement of objectives. But with certain objectives the combination of media may be necessary. Rowntree (1992:104) states

‘print alone might be sufficient for students learning to read or write a foreign language. But if they hope to converse in the language the addition of sound e.g. an audio or video tape-would surely be necessary.

Mostly distance learning takes place through print, TV, video, computer and radio programmes.

2.3.1 Distance Learning Through Television

This is the learning of language in moving pictures accompanied by sound. Television screen is now becoming one of the most usual way of learning language. A TV language teaching programme is a direct broadcast transmitted by TV networks.

Television language teaching programmes:

- offer visual and audio clues to meaning- it helps the learner watch the context in which the language is used and in what kind of situation formal and informal addressing is appropriate .
- introduce the culture of the target language into the classroom
- are powerful motivators (Tomalin,1986 and Allen, 1985)

2.3.2. Distance Learning Through Video Cassette Recorder/ Compact Disc

The teaching of language through video incorporates sound and vision recorded onto video tape and playing through a video record onto a TV screen (Tomalin 1986). The video tape contains a number of separate clips which last only a few minutes.

Video is an effective and flexible teaching medium in that

- the programme can be played as many times as the learner wishes;
- a short sequence from the programme can be selected for intensive study;
- the learner can concentrate on the language in detail and can interpret what has been said, repeat it and predict the reply;
- it can add meaning by showing relevant information in close up;
- While television shows the culture of the target language in action, video allows the learner to examine it in detail (Tomalin, 1986 and Rowntree ,1992).

2.3.3. Radio

Due to its relative cheap price, radio is becoming the means of communication of a foreign language across large areas of the world. Sound is a very powerful medium in distance learning. Radio serves the following functions in learning a language:

- it offers a more intensive backup to language presented on TV.
- it is a marvelous way of developing listening ability.

However, radio is a less user-friendly as learners have to be sitting by their radio at fixed times. Unlike the radio, audio cassette is much more user friendly that allows learners to listen whenever they like and as often as they please. It also allows distance learners to stop the tape and replay sections of it as often as they need.

2.3.4. Computer Assisted Learning (CAL)

Abriox (1989) claims that computer assisted language learning has not yet made its full entry into distance education. But if it does, it can help the distance learner keep in touch with one another and with their tutor (Rowntree, 1992). According to him, this is possible through computer mediated communication or computer conferencing. Abriox (1989) also hopes that although the present situation of CAL applications to second language teaching at a distance is practically non-existent and that many of the advantages have been missed, new developments have made and will continue to make it difficult to avoid it as a tool for aiding the language learner at a distance.

If CAL is programmed appropriately, it can

- store huge amounts of information
- present the learner with a variety of stimuli, e.g. text and animated graphics, still or moving pictures and recorded sound
- give immediate feedback to the individual learner (Rowntree,1992).

2.3.5. Print Materials: Their Use and Design Features

Despite remarkable advances in technology, most distance learning materials still appear in printed form and written materials lie, as Boyle (1993:118) says, “at the heart of any successful distance learning course”. Rowntree (1992:106) also confirms this idea stating that “Despite all the high-profile ‘new technology’, more open learners spend more time learning from print than from any other medium.”

Print distance learning materials are intended for learners who do not have constant contact with the teacher. Unlike the author of a textbook, distance learning material writers cannot assume a classroom teacher guiding the learners about which section to work on and giving help with the difficult items and checking how they are doing the learning.

For this reason, distance learning materials must do the teaching themselves. Once distance learners open the material, they should feel that their teacher is instantly with them. Rowntree (1992:123) emphasizes that the material should contain “a teacher in a state of suspended animation”. To help distance learners feel at ease with the material, the following are the main ‘tricks of trade’ as explained by Rowntree (1992), Melton(2002), Lockwood(1994), Richards and Roe (1993), Boyle (1993), Dickinson (1987) and Race (2005).

- Language learning advice
- Study guide
- Clear instructions
- Feedback
- Index
- Introduction to the course
- Clear objectives
- Meaningful language input
- Activities
- Summary
- Signaling devices

- Reference materials
- Flexibility of material
- Motivational factors

Since the focus of this study is assessing the quality of distance language learning materials, the following section will attend these design features of effective distance learning materials. These features, as suggested by Rowntree (1992), Race (2005), Richards (1993), and Melton (2002), will be used as a yard stick to measure the status of the materials of distance institutions in question.

2.3.5.1 Introduction to the Material

Although introduction to material may be presented under some other titles such as 'Course Guide' and 'About the course and so on, it addresses very similar issues- an introduction to the more detailed learning to follow and the topics to be discussed and the relationship between them (Melton ,2002). More specifically the introduction to the material needs to provide the learner with the following:

- identifying the aim of the course;
- identifying the language skills that it hope students would develop as a result of their participation in the course;
- overviewing all the materials included in the package, describing the content of each and the role they would play within the course;
- providing tips on how to get the best use of the various resources provided;
- identifying the equipment needed in order to study the course;
- giving details on how learners will be assessed and on the type of support they would expect from tutor and
- providing a course calendar that highlights key events in the life of the course (Melton, 2002 ; Race , 2005,Rowntree,1990 and Richards,1993)

As Dickinson (1987) claims, if students are not helped on how to use the self study resources in the introduction section, the number of students may drop off drastically.

Race (2005) also confirms that the first page or two are the only place to make the right first impression. She further explains that the best time to write the introduction is when the writer knows exactly what is going to be included in the package, i.e., at the end. In addition, making introduction interactive by starting with a setting the scene task or a 'find out how much you already know' quiz can be a good way of getting learners involved right from the start.

2.3.5.2 Study Guidance

A study guide briefs learners about how to use the resources at their disposal. It helps them balance the various activities that they will carry out in their studies. The guide, as Melton (2002) specifies, may be integrated together with the actual materials to be studied. But sometimes it might be included in a separate video, an audio cassette, or supporting texts. However, regardless of where it is located, it helps to specify which source materials should be used when working through the package. Generally, the study guide:

- briefs learners to focus their reading on particular pages or section and legitimizes the process of merely scanning less important material;
- gives learners a rough idea of the maximum and minimum time to spend with any source;
- advises learners on what not to read;
- suggests possible study strategies;
- provides students with the means of monitoring their progress and determining whether they have achieved the intended goals (Race, 2005 and Melton, 2002).

Race (2005:96) summarizes that "writing a good study guide is as much about helping learners with the process they should aim to use to make the most of the resources with which they are working." The necessity of a study guide might differ from course to course. Melton (2002:67) highlights its high value in distance language learning:

“Language course might have more to say about the way in which language learning is to be encouraged through the study of real life video clips, through the use of interactive video tapes, through listening to drama session...”

2.3.5.3 Signaling Devices

The writers of distance language learning material should pay attention to layout and graphics. They should use signals to help learners to find their way around the package and know what is going on. Signaling devices help guide students through the maze of material that are typical to distance learners. Melton (2002:47) writes:

“It is typical of distance learning material to expect students to make use of a wide range of resources, and it is easy for students to get lost in a web of confusion if they are not carefully guided.”

Therefore, signaling devices such as white space, headings, boxes, icons, should be built into distance learning materials to refer learners to related resources (videos, audio-tapes, online resources and so on) needed (Richards, 1993; Rowntree, 1992 and Melton,2002).

Signposts or signaling devices may vary from course to course but they should be consistent within a course and learners should be told how signals work (Ibid.)

2.3.5.4 Learning Instructions

Clear and simple learning instructions are necessary for all materials, but they are crucial for self-instructional ones. The level of language used in instruction should be comprehensible to someone of that level and that possible examples of what is required should be included (Sheerin, 1989 and Dickinson 1987). If these examples are clear and well chosen, they reduce the inclusion of complicated instruction.

Instructions might give advice on the order in which various activities should be done, how they are to be done (individually, in pairs), and what medium they should be done (for example, ‘orally first, then in writing’), how much time they

might take and so on (Ibid.) The absence of appropriate instructions disqualifies the self-study material (Tomlinson, 1998; Dickinson, 1987 and Gardner and Miller, 1999).

2.3.5.5 Flexibility of Materials

Materials writers easily assume that students study in the way set out for them. This is particularly misleading in open and distance learning where students largely study on their own (Lockwood, 1994). The sequence of the material presented to students and the order they study it are by no means the same particularly in the context of distance learning where students can be flexible about how and where they study and are free to choose in which order. This contrasts with face-to face situations where timetables exert influence on how students study (Ibid.). Dickinson (1987), on the other hand, confirms the contrast between the accommodation of the various learning styles and strategies of learners and the rigidity of some materials which instruct learners to perform tasks in particular way. Such learners may ignore the instructions and perform the task according to their own preferences.

Rowntree (1992) also discusses that material writers tend to design courses that reflect their own preferred learning styles and strategies which may or may not tally with those of the distance learners.

Honey and Mumford (1995) have identified learners as activists, theorists, pragmatists or reflectors. Activists are oriented towards 'let me do that' and respond well to new problems and team work but are poor in passive learning, solitary work and theory. They always prefer to play an active role in learning and using the language. Theorists, on the other hand, are oriented towards 'Yes, but how do you justify it' and respond well to interesting concepts, structured situations, and opportunities to questions. They respond poorly to lack of apparent context or purpose, ambiguity and uncertainty. Such learners seek out grammatical rules or the morphology of vocabulary before they feel confident in using the newly learnt language elements. Pragmatists use the slogan 'so long as

it works'. They respond well to activities that have relevance to real problems and they need to have immediate chance to try things out. They do not tolerate theory, lack of practice or clear guidelines, and no obvious benefit from learning. This type of learner will try to integrate new vocabulary or structures into their language production. The fourth kind of learner is the one who is oriented towards 'I need time to consider that'. This is a reflector learner who needs to observe the language forms before attempting to use a new construction (Brown, 1994). While she or he is interested in thinking about things thoroughly and painstaking research in the language, she or he does not tolerate time pressures and acting without planning.

The implication is that in producing material that must suit all consumers the writer should make sure that the material is

- novel and participatory enough for the activists;
- intellectually rigorous enough for the theorists;
- practical enough for the pragmatists;
- leisurely enough for the reflectors and;
- helpful enough for learners to acquire new learning style (Rowntree, 1992).

In other words distance learning material should be flexible enough to engage and help them to participate learners with different learning styles.

2.3.5.6 Feedback

Feedback is an important feature of distance ELT material. It tells learners the result of their action. It, therefore, prompts their critical reflection, enabling them to do differently next time. However in giving feedback it is little use just saying learners their answer was wrong. Learners need to know why they were wrong, where they went wrong and sometimes they need to know how they got the correct answer (Dickinson, 1987 and Race, 2005).

Feedback should give a comprehensive and clear description of the language point to refer to. To give effective feedback the writer, for example, predicts the learners' answers and provide commentary on the basis of the prediction. In other words, the material writer predicts two or three incorrect answers, preferably on the basis of responses from previous learners, and gives explanations in the answer key of why they were wrong (Dickinson, 1987).

It is also necessary to give an explanation of why the correct response is right to help learners who may have arrived at the correct answer for the wrong reasons. Rowntree (1992), on the other hand, warns that if the feedback is too extensive, learners may skip the activity and read the comments instead. He also summarizes the various possible forms of feedback.

- the correct answer if there is one;
- sample answers if there is more than one;
- responses that have been made by other learners;
- the results of a choice they have made;
- advice as to how they can assess their own answer ;
- questions about what they learned from the activities;
- sympathy about difficulties they may have had;
- reassurance about possible errors they may have fallen into (p.131).

2.3.5.7 Language Learning Advice

One of the yardsticks distance learning material should be assessed is whether it provides language learning advices that will equip learners with the ability to learn the language by themselves. Distance learners should be made aware of the knowledge good learners have about language learning. Dickinson(1987) states that learners in a self study mode need advice on such matters as how to do exercises and activities, how to learn vocabulary, whether or not to set out to learn lists of irregular verbs and explicit grammatical rules, how and when to use dictionaries and grammar books, how to plan their work, how to pace it, how intensively to study, how to motivate themselves, how to undertake particular

tasks, for example, reading a newspaper article or listening to a recording to get the gist of the content and so on.

Gardner and Miller (1999) discuss that learners who have undergone a face-to-face classroom might develop certain beliefs about how language learning should take place. Learners are not in fact conditioned only by previous language learning experience. Their beliefs might also be shaped and influenced by family and societal value (Ibid.). Thus, material writers should incorporate language learning advices that make learners adapt the new ways of language learning required by self-study mode

2.3.5.8 Activities

Another major characteristic of distance learning texts is the inclusion of activities (self –assessment question, exercises and so on). Activities provide opportunities for learners to be exposed to competing idea, and views. Activities in material are needed:

- to help learners to come up with their own explanations and solutions;
- to sort out the features of an argument;
- to draw inferences;
- to engage in controversy;
- to think for themselves and to apply their learning;
- to develop their language skills;
- to learn by doing;
- to apply the language to their personal life;
- to practice towards important objectives;
- to keep a record of what they have done (Dickinson,1987; Richards, 1993; Melton,2002; Rowntree,1992 and Race, 2005).

Dickinson (1987) emphasizes that one of the task of evaluating self-study materials is to ensure that there are sufficient activities and exercises to enable learners to achieve the objectives. The evaluator should see

- the existence of variety in the activities to cater for different types of learner and to maintain interest among all learners.
- the feasibility of the activities for self-instructional use (Richards,1994 and Dickinson,1987).

Tomlinson (1998), on the other hand, explains that activities in a self- study material should a) engage the learner's individuality in the activities in such a way as to exploit the prior experience and to provide opportunities for personal development; b) be open ended in the sense that they do not have correct and incorrect answers but rather permit a variety of acceptable responses; and c) involve the learners as human beings rather than just as language learners.

Lockwood (1994:91) discusses the following features associated with activities in distance learning materials.

- instructions to advise the learner on the appropriate ways to format a response
- example of appropriate or plausible responses
- space in which to record a response
- rationale to say why the activity is worth of attention
- context that describes or explains the topic, issue or ideas from which the activity emerges.

2.3.5.9 Objectives

Another important skill in assessing distance learning material is to check the existence of a key list of objectives that provide students with an opportunity to determine for themselves where they are going and what they can expect to achieve (Richards, 1993). He also maintains that objectives should be unambiguous, jargon-free and concise. In addition, vague terms should be avoided, verbs relating to specific actions should be used when possible, and the conditions and standards of performance where appropriate should be specified (Ibid: 97).

Objectives in self-study materials a) serve as a guide for learners b) empower learners to make decision to study or jump the material c) enable learners to monitor their own learning d) show learners what they are to do (Rowntree,1992 and Race, 2005).

Objectives should identify clearly what students should be able to do and provide the means by which students can determine for themselves whether they have achieved them. This might be done by providing students with activities related to each objective. The following box by Melton (2002:60) shows a statement of the objectives to be achieved and related activities in bracket.

When you have completed this section of the book, you should be able to:

- understand people talking about their jobs and salaries (Activities 1 and 2)
- say what your job is and how much you earn (Activities 3 and 5)
- understand and use the future tense (Activities 8,9,10 and 11)
- recognize two uses of the demonstrative pronoun (Activities 6 and 7)
- summarize a text accurately to a prescribed number of words (Activities 21 and 24)
- Pronounce [s] and [z] correctly (Activity 4)

In addition, students need to know how the objectives specified relate to those against which they will ultimately be assessed (Ibid.).

2.3.5.10 Meaningful Language Input, skills and content

Language input must be comprehensible and motivating for the material to be useful as the major part of the language input comes from it (Dickinson 1987).

One of the principal differences between material designed for distance learning and traditional resources such as textbooks is that distance learning material is considered best when written in an accessible, user-friendly style (Race 2005). Distance learning materials should be written in a way that captures learners' interest, involve and motivate them to learn actively. In addition, unnecessary long sentences, contractions and a series of ideas separated by commas should be avoided (Ibid.).

Providing meaningful language input does not only concern the linguistic level of the material vis-à-vis the learners' level. It also concerns the writer's ability to give learners support to help them discover meaning. This support includes illustrations, transcriptions of spoken text summaries in simpler language of both written and spoken glossaries and explanations of all kinds (Dickinson, 1987).

In order to be valuable, materials should also include language skills in an integrated and balanced way. Integration is the teaching of skills in conjunction with each other. In real life, we rarely use language skills in isolation. Integrated skills are more likely to involve the learners in authentic and realistic tasks and increase motivation. Atkins et.al (1996) explain that integrating the four language skills helps learners to learn the language purposively and communicatively.

Language learning materials should not also emphasize one skill ignoring the other. There has to be a balanced treatment of the four skills. Ejeta (2005) confirms that listening, writing and speaking skills are ignored in materials he studied. He then hypothesized that these skills have been forgotten because they do not lend themselves for effective self correcting feedback. However, Sheerin (1989) explains that the receptive skills of reading and listening are perfectly suited to self study materials. First it is easy to provide feedback to the students in the form of tape scripts, reading texts and comprehension questions. In addition these skills are ideal for self study mode because they provide the learners with data concerning language in use.

Sheerin (1989) also acknowledges that the productive skills of writing and speaking present difficulties for self work which the receptive skills do not. However, it is not impossible to present them as far as learners are convinced that language use and practice are valuable in themselves though there is no teacher to evaluate them. For this effect, language training guides such as the following have to be included in at the beginning of free speaking and writing.

- Do not expect to write everything correctly for the first time. Always produce at least one draft and have the patience to review it, and rewrite it as often as necessary.
- Do not rely on your teacher to improve your writing. They can give you valuable help but the only person who can actually make a difference in your writing is you.
- Any word whose spelling you are not absolutely sure about should be checked in a dictionary.
- Look back over a number of your written work which have been marked. How many careless works were there on average in each piece?
- Find a friend whose English is the same level as you and arrange to check each other's written work.
- Be a critical reader. Notice when you read how writers achieve their desired effect in English. Collect words or phrases that particularly impress you and write them down in a note book.
- Grammatical accuracy is important, but accuracy is a means to an end. For most people in most situations getting a message across is more important than speaking with complete grammatical accuracy (of course, both together is great).
- When you do not know a word, use gesture and mime, drawing pictures, using another word and explaining the word.
- Learning to speak a language is like learning to ride a bicycle or learning to swim, inasmuch as the only way you can really learn to do it is by doing it.

- Any practice in speaking English is useful whether or not a teacher is listening to you.
- Find a partner or a group of people who are learning English without a teacher like you, who are at about the same level as you and who want to practice speaking. Then organize a regular time to practice speaking English (Sheerin 1989:109-135).

Language learning materials are primarily for enhancing language learning. However, they do not simply do that because language is used in real situations for real purposes. Cunningsworth (1995) explains that course books must do and represent language as it is actually used and therefore they contain subject matter and deal with topics of various kinds. In addition, language learning materials should relate to and engage learners' attribute, knowledge, attitudes, skills, curiosity and experience by including informative, challenging, amusing and provocative topics and subject matter. Using English to convey information about an aspect of the real world provides a better model of language use than describing an imaginary construct. Cunningsworth (1995:86) confirms: "...topics which are real and immediate commands more interest and response from learners than [than] imaginary, made-up content".

2.3.5.11 Motivational Factors

Since most beneficiaries are not learners by choice it is wrong to think that distance learners are highly motivated. Some have distance learning thrust upon them. Added to this, if the material is not motivating enough, learning will suffer (Rowntree, 1992). There are a number of devices which material writers may use to motivate the learner to use the material and hence keep him or her motivated to learn the language. These are attractiveness of the book, the layout, type face, color work, illustration, accessibility (which refers to how easy it is to understand how to use the material), the size of the unit, clear and friendly writing style, relevance to learners' needs and so on (Richards, 1994 and Dickinson, 1987). It is also possible to include encouragement and warnings such as 'Never get

discouraged', or Do not be impatient. You are not merely marking time but making progress, slowly but surely' (Chaix and O'Neil, 1978 in Dickinson 1987:86).

Richards (1993) also states that if activities are pitched at the right level, they give students confidence in their own efforts and hence boost motivation. Dickinson (1987) warns that if material writers keep student wallowing around doing a bit of this and a bit of that with no clear idea of where they are going, the student will be less motivated. In other words, learners should be presented clear requirements in the form of objectives and be advised how to continue work on the objectives and how to look out for appropriate opportunities to use the language if they have to be motivated in using the material. Further more, students will be motivated if the material gives learners the opportunity to discuss their feelings and attitudes.

2.3.5.12 Reference Materials and index

Another important criterion which is essential in assessing distance language learning material is the provision of reference sections. Students might use different grammar and other reference books in addition to the self-study material. But since the teacher is not present to help them in selecting these books; they may use texts which are not appropriate and suitable for their level. So their most convenient reference will be the reference available in the self-study material itself (Dickinson, 1987).

Including reference section is also one way of coping with learners' different learning styles and preferences (McDonough and Shaw, 1993). The inclusion of detail grammar reference section, for example, helps those learners who need prescriptive grammar rules in learning the language (Ibid). It is good to give information, notions, and discourse which are less likely to be found in grammar books (Dickinson, 1987).

It may also include vocabulary in a glossary and/or separate list may be supplied in each unit of the material. A glossary helps learners to recover meanings for

words they have learnt but subsequently forgotten, provide an easily accessible picture of what has been covered in the main text and help them to use it as a handy check on their grasp of key concepts (Richards and Roe, 1993 and Dickinson, 1987). Reference also includes material for how to pronounce individual words with the help of cassette recording and notation with instruction on pronouncing them (Ibid.).

References to the occurrence of the item in the self-study material may also help learners to understand the explanation and workout meaning in the text (Dickinson, 1987). On the whole, whatever information is presented it should be limited to that which is relevant to the objectives and should be written in simple and clear language.

Index is also essential in course books designed for self-instruction to help learners find explanations of grammatical or discourse point. It is also essential to make the use of the book as source of material on specific and discrete points.

2.3.5.13 Summary

A summary provides an opportunity to reflect back on the learning that has taken place. As an introduction makes an important good first impression, summary makes an important last impression. However summary does not simply churn out the obvious points once more, but reflects back refreshingly on what has been learnt (Melton, 2002). It should also explain briefly those that follow on most directly from the present one if the point is a stepping-stone towards further learning opportunities (Race, 2005).

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.1 The Study Design

The study was both a quantitative and a qualitative one, being designed to describe the qualities of grade 9 distance language learning material and to find out the perception of distance learners and tutors. It involved content analysis of the material supplemented by the views and opinions of its immediate users and external assessors.

3.2 Sampling

3.2.1 Learners

Grade 9 distance learners were included in the study since they could give important feedback as they are prime users of the materials. The total number of students was 350. From these, one hundred students were included in the study using the quota sampling technique. The researcher waited at the gate of the tutorial center, which is Shimelis Habte Preparatory School, and distributed the questionnaire to the learners until the required number was obtained.

3.2.2 Tutors

Tutors were also included in the study. Considering the views and opinions of tutors is worth canvassing since they were using the material throughout the semester when tutoring distance learners. For this reason, all the six tutors were included in the study by using available sampling technique.

3.2.3 External Assessors

The opinion of external assessors is worth considering since they would give an invaluable insight into the text. These external assessors were second year TEFL post graduate students who took courses on issues of material preparation and evaluation. After getting their total number from ILS registrar, the researcher took 30 external assessors using purposive sampling technique. These were students

who took the two syllabuse courses and who presented a term paper on material evaluation and how to prepare self-access materials.

3.3 Instruments of Data Collection

3.3.1. Questionnaire

Three sets of questionnaire, one for learners, one for tutors and another for external assessors, were designed. The basic content of the questionnaire was similar in the three sets. Once tutors and external assessors agreed to participate in the study, the researcher distributed the material and let them study it for a week and requested them to fill in the questionnaire.

Initially the intention was to use the same number of questions, i.e., 55, to learners, tutors and external assessors. However, the results of the pilot study showed that many of the concepts mentioned in the questionnaire were too difficult for the learners. In addition, advice from advisor and further study on the literature demonstrated that many of the points mentioned in the questionnaire do not need learners' participation. Hence, later on, the number of questions to students was minimized to 23, selecting only the ones whose answers could not adequately be found from tutors and evaluators. From the one hundred students, 91 of them filled in and returned the questionnaire. However, all tutors and the assessors filled in and returned the questionnaire.

The questionnaire was adopted from Cunningsworth (1995), Race (2005), Melton (2002), Richards (1993) and Rowntree (1990) and developed by the researcher based on the review of related literature. Both close-ended and open-ended questions were included, though the questionnaire was basically close-ended. The close-ended questions required students to put a tick (✓) under each rating scale. Numbers 0-4 represented 'completely lacking', 'poor', 'adequate', 'very good' and 'excellent'. The open-ended ones required respondents to give their general comments on the weaknesses and strengths of the material and on ways of improving it.

3.3.2 Focus Group Discussion (FGD)

Since questionnaire would not normally allow to express their whole idea towards the material, FGD was conducted with tutors and external assessors. FGD was used by the researcher to stimulate new ideas, to interpret previously obtained quantitative data and to obtain rich data from the participants' own words. For the FGD, the researcher selected six external assessors. The researcher took only six assessors because authorities such as Bailey (1994) advise that the number of participants in FGD should be between 6-12 to be manageable. Being a beginner, the researcher took only six respondents to ease the task as a moderator.

The researcher also conducted FGD with six of the tutors. The researcher first arranged a convenient place, date and time to conduct the FGD according to the interest of tutors in one group and assessors in another. Then the FGD guide was distributed a few minutes before discussion started to help the subjects start thinking on the topics. And since it was difficult to moderate and take notes at the same time the researcher used a tape recorder to record the discussion for analysis purpose.

3.3.3 Text Analysis

In an attempt to fill the data gap from the questionnaire, the researcher investigated the material under study. When analyzing the responses of the respondents, the researcher observed that there were discrepancies among what respondents said. Hence, a close inspection of the material helped the researcher to be on the safe side.

To analyze the material, the researcher used a checklist. The content of the checklist was the same as the questionnaire. However, it was divided into four columns. The first two columns were used to write items and item numbers. The third was titled 'level' and was used to write 'excellent', 'very good' 'adequate' 'poor', and 'completely lacking'. The final column, entitled 'Remark', was used to write a general observation of the material.

3.4 Data Organization

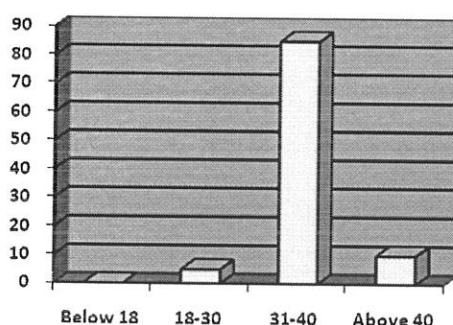
The data from the questionnaire, focus group discussion and document analysis were analyzed qualitatively and quantitatively. The qualitative and quantitative data were presented in different sections. The first section presented the analysis of the data from the questionnaire. Under this section the responses of the subjects were tabulated. Percentages and frequency counts of the responses were used to analyze these data. The second section dealt with the analysis of the qualitative data obtained from the focus group discussion. The third section discussed the data obtained from the text analysis.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

This section presents the analysis and interpretation of the data collected. Frequency and percentage have been used to interpret the quantitative data. These data have been summarized in charts and tables. In addition, qualitative data were also used.

4.1 Students' Profile

Figure 1: Age Demography



4.2 Analysis of Data from questionnaire

4.2.1 Analysis of Data from Tutors and External assessors' Questionnaire

Table 1: Subjects' response on the introduction of the material

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 1 | Each part is introduced in an interesting and stimulating way | External assessors | F | - | 5 | 15 | 10 | - | - | 30 |
| | | | % | - | 17% | 50% | 33% | - | - | 100% |
| | | Tutors | F | - | 4 | 1 | 1 | - | - | 6 |
| | | | % | - | 66% | 17% | 17% | - | - | 100% |
| 2 | It gives high light to contents to follow and the topics to be discussed | External assessors | F | - | 20 | 10 | - | - | - | 30 |
| | | | % | - | 65% | 35% | - | - | - | 100% |
| | | Tutors | F | - | - | 3 | 3 | - | - | 6 |
| | | | % | - | - | 50% | 50% | - | - | 100% |
| 3 | It identifies the aim of the course and the language skills that it hopes students would develop | External assessors | F | 3 | 9 | 4 | 14 | - | - | 30 |
| | | | % | 11% | 30% | 14% | 45% | - | - | 100% |
| | | Tutors | F | 3 | 2 | - | 1 | - | - | 6 |
| | | | % | 50% | 33% | - | 17% | - | - | 100% |



The result of tutors' evaluation survey demonstrated that most of them responded favorably to the features of the introduction part. External evaluators, on the other hand, seemed to be reluctant to rate it positively. The first item under 'introduction' asked respondents whether the introduction is interesting and stimulating. As it is indicated in the Table, a considerable number of tutors (4 of them) rated it 'very good' while only 5 of the external assessors rated it 'very good'. Fifteen of the external assessors and 1 of the tutors said that it was 'adequate'. However, the number of assessors who rated it 'poor' is greater than that of tutors.

The second item asked respondents if the introduction gives highlight to contents to follow. When compared, tutors again seemed to be happy with it and 2 of them rated it 'adequate' while the other 4 rated it 'very good'. Fifteen and three of the assessors, on the other hand, rated it 'adequate' and 'very good' respectively, while a considerable number of them (14) rated it 'poor'.

The final item under 'introduction' checklist form asked respondents if it identifies the aim of the course and the language skills that it hopes students would develop. While 9 and 4 of the assessors rated it 'very good' and 'adequate' respectively, 4 and 2 of the tutors rated it 'excellent' and 'very good'. This shows that tutors are extremely happy with the introduction.

Table 2: Subjects' response on the feedback provided in the material

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 4 | The feedback meets each learner's need to find out 'was I right? If not, why not?' | External assessors | F | - | - | 5 | 25 | - | - | 30 |
| | | | % | - | - | 17% | 83% | - | - | 100% |
| | | Tutors | F | - | 1 | 4 | 1 | - | - | 6 |
| | | | % | - | 17% | 66% | 17% | - | - | 100% |
| 5 | The feedback provides appropriate praise (for example 'well done!' or 'splendid!' if the task was really difficult | External assessors | F | - | - | 7 | 23 | - | - | 30 |
| | | | % | - | - | 23% | 77% | - | - | 100% |
| | | Tutors | F | - | 1 | 3 | 2 | - | - | 6 |
| | | | % | - | 17% | 50% | 33% | - | - | 100% |
| 6 | The feedback includes something like 'this was a tough one!' or 'most people get this wrong at first!' to help learners not to feel like complete idiots when they get things wrong. | External assessors | F | - | 2 | 4 | 24 | - | - | 30 |
| | | | % | - | 7% | 13% | 80% | - | - | 100% |
| | | Tutors | F | - | 1 | 3 | 2 | - | - | 6 |
| | | | % | - | 17% | 50% | 33% | - | - | 100% |
| 7 | It contains questions on what they have learned from the activities | External assessors | F | - | - | 4 | 20 | 6 | - | 30 |
| | | | % | - | - | 13% | 67% | 20% | - | 100% |
| | | Tutors | F | - | 1 | 3 | 2 | - | - | 6 |
| | | | % | - | 17% | 50% | 33% | - | - | 100% |

As the above Table depicts, tutors and assessors were asked to rate the effectiveness of the feedback based on some specific features of effective feedback. It was observed that most of the external assessors (25 of them) were unhappy with the adequacy of the feedback in fulfilling learners' need to find out why they were wrong and where they went wrong and rated it 'poor'. On the other hand, 25 of the tutors agreed that the feedback was 'adequate' or 'very good' to fulfill learners' need to find out how they got or missed the answer.

When tutors and assessors were asked if the feedback was appropriate enough in giving praise, there still exists a discrepancy between tutors and assessors, i.e. 5 of the tutors agreed that the feedback was adequate or very good while 23 of the assessors rated it 'poor'. The above Table proves another contradiction between respondents to the question if feedback contains encouragement where 4 of the tutors showed that they were happy with the material while 24 of the assessors strongly disagreed with the point.

Table 3: Respondents' perception of the study guide

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 8 | The study guide specifies which source materials should be used when working through the package | External assessors | F | - | - | 9 | 21 | - | - | 30 |
| | | | % | - | - | 30% | 70% | - | - | 100% |
| | | Tutors | F | - | 1 | 1 | 4 | - | - | 6 |
| | | | % | - | 17% | 17% | 66% | - | - | 100% |
| 9 | It briefs learners to focus their reading on particular pages /section | External assessors | F | - | - | 6 | 24 | - | - | 30 |
| | | | % | - | - | 20% | 80% | - | - | 100% |
| | | Tutors | F | - | 1 | 1 | 4 | - | - | 6 |
| | | | % | - | 17% | 17% | 66% | - | - | 100% |
| 10 | It gives learners the maximum and minimum time to spread with any source | External assessors | F | - | 2 | 4 | 24 | - | - | 30 |
| | | | % | - | 7% | 13% | 80% | - | - | 100% |
| | | Tutors | F | - | 1 | 3 | 2 | - | - | 6 |
| | | | % | - | 17% | 50% | 33% | - | - | 100% |

A study guide in distance learning materials briefs learners to focus their reading on particular pages legitimizes the process of merely scanning less important material and gives learners the maximum and minimum time to spend with any source. As the above Table demonstrates, almost all of the respondents (though some tutors rated it relatively positively) said that they were unhappy with the points they were asked under the topic 'study guide'

Table 4: Perception of Respondents on the flexibility of the material.

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 11 | The material considers different learning styles and strategies | External assessors | F | - | - | 10 | 20 | - | - | 30 |
| | | | % | - | - | 35% | 65% | - | - | 100% |
| | | Tutors | F | - | - | 2 | 4 | - | - | 6 |
| | | | % | - | - | 34% | 66% | - | - | 100% |
| 12 | The material provides different kinds of strategies for learning the language | External assessors | F | - | - | 3 | 18 | 9 | - | 30 |
| | | | % | - | - | 10% | 60% | 30 | - | 100% |
| | | Tutors | F | - | 1 | 1 | 4 | - | - | 6 |
| | | | % | - | 17% | 17% | 66% | - | - | 100% |

Respondents were asked two questions under 'flexibility of the material'. These were the provision of different kinds of strategies for learning the language and consideration given to the learners' different learning styles and strategies. Some

students are visually oriented, or more tolerant of ambiguity or more reflective than someone else. Some learners are successful to learning that involves analysis, attention to details and mastering of exercise, drills and other controlled activities and deductive learning. Others are successful in the communicative aspects of second language and inductive learning (see also section 2.3.5.5).

The above Table indicates that external assessors and tutors are unhappy about the material in considering different language learning strategies and style. Hence 20 and 4 of them respectively rated it 'poor'. When respondents were asked if the material includes different language learning styles and strategies, they (27 of external assessors and 5 of tutors) agreed that the material lacks this criterion.

Table 5: Responses of respondents on the availability of language learning advice

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 13 | The material provides advice on how to do exercises, how to learn vocabulary, whether to learn explicit grammar rules , when to use dictionaries and so on | External assessors | F | - | 3 | 9 | 18 | - | - | 30 |
| | | | % | - | 10% | 30% | 60% | - | - | 100% |
| | | Tutors | F | - | 3 | 2 | 1 | - | - | 6 |
| | | | % | - | 50% | 34% | 17% | - | - | 100% |

Under language 'learning advice' the subjects were asked if the material provides advice on how to do exercises, how to learn vocabulary, whether to learn explicit grammar rules, when to use dictionaries and grammar books and so on.

As ^{the} Table above shows, there appears to be a contradiction between the responses of assessors and tutors. While more than half of the assessors (18 of them) rated it 'poor', 5 of the tutors claimed that the advice given in the material is enough to help distance learners learn the language by themselves.

Different authorities such as Dickinson(1987), Gardner and Miller (1999) and Cunningsworth (1995) point out that course materials for self-study purpose should contain language learning advice that would help learners shape their



wrong beliefs about language learning and develop a new way of learning. They state that learners who might have undergone a face-to-face classroom, for example, may have a discomfort and skepticism to learn language by themselves (see also 2.3.5.9.).

Table 6: Subjects' response and perception of activities in the distance material

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 14 | There are various kinds of activities to cater for different types of learners and to maintain interest among all learners (i.e. they allow for students variation in applying different strategies for comprehension) | External assessors | F | 1 | 2 | 8 | 19 | - | - | 30 |
| | | | % | 3% | 7% | 27% | 63% | - | - | 100% |
| | | Tutors | F | | 1 | 1 | 4 | - | - | 6 |
| | | | % | | 17% | 17% | 66% | - | - | 100% |
| 15 | The activities are suitable for distance learning mode | External assessors | F | 16 | 11 | 3 | - | - | - | 30 |
| | | | % | 50% | 37% | 10% | - | - | - | 100% |
| | | Tutors | F | 2 | 1 | 3 | - | - | - | 6 |
| | | | % | | 33% | 17% | 50% | - | - | 100% |
| 16 | The activities are set in a real-world context or represent a real world task | External assessors | F | 3 | 2 | 11 | 13 | - | 1 | 29 |
| | | | % | 10% | 6% | 37% | 44% | - | 3 | 97% |
| | | Tutors | F | | 1 | 2 | 3 | - | - | 6 |
| | | | % | | 17% | 33% | 50% | - | - | 100% |
| 17 | The activities provide guidance or hints for facilitating comprehension | External assessors | F | 3 | 1 | 7 | 19 | - | - | 30 |
| | | | % | 10% | 3% | 23% | 64% | - | - | 100% |
| | | Tutors | F | | 1 | 1 | 4 | - | - | 6 |
| | | | % | | 17% | 17% | 66% | - | - | 100% |
| 18 | The activities include free and controlled exercise (tasks that focus on both fluent and accurate production) | External assessors | F | | 1 | 9 | 20 | - | - | 30 |
| | | | % | | 3% | 30% | 67% | - | - | 100% |
| | | Tutors | F | 1 | 1 | - | 4 | - | - | 6 |
| | | | % | 17% | 17% | - | 66% | - | - | 100% |
| 19 | They promote creative original and independent responses | External assessors | F | 1 | 2 | 10 | 17 | - | - | 30 |
| | | | % | 3% | 7% | 33% | 57% | - | - | 100% |
| | | Tutors | F | | 1 | 1 | 4 | - | - | 6 |
| | | | % | | 17% | 17% | 66% | - | - | 100% |

The first question under 'activities' section asked respondent if there were a variety of activities with different degrees of control so that learners can select

those which are most appropriate to their needs. The above Table shows that tutors and external assessors (4 and 19 of them) expressed their dissatisfaction. .

The purpose of language teaching is to help learners use the language in real situation. Course materials can contribute to achieving this aim by incorporating real like activities, creating realistic situation and encouraging learners to participate in activities which help develop skills. However, as the above table shows, a considerable number of respondents (13 of the assessors and 3of the tutors) are unhappy with the material. The fourth criterion under 'activities' was to check if guidance or hint for facilitating comprehension was provided. As the Table shows, the subjects (19 of external evaluators and 4 of tutors) rated it 'poor'.

As mentioned in the text analysis, numerous exercises in the material present non-communicative situations that demand controlled responses such as listing, ordering, matching sentences or words and filling in blank spaces. Respondents (19 of the assessors and 4 of the tutors) also confirmed that the accuracy-fluency continuum is not maintained in the material. The result in the Table demonstrates that the subjects believe that the activities do not promote creative, original and independent responses. In this respect 17 of the external assessors and 4 of tutors rated it 'poor'.

Table 7: Subjects' response on objectives

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 20 | Objectives are provided in each activity | External assessors | F | 1 | 4 | 15 | 10 | - | - | 30 |
| | | | % | 4% | 13% | 50% | 33% | - | - | 100% |
| | | Tutors | F | - | 1 | 4 | 1 | - | - | 6 |
| | | | % | - | 17% | 66% | 17% | - | - | 100% |
| 21 | The objectives are clear and concise for the learners | External assessors | F | 5 | 14 | 7 | 4 | - | - | 30 |
| | | | % | 17% | 47% | 23% | 13% | - | - | 100% |
| | | Tutors | F | 2 | 3 | 1 | | | | 6 |
| | | | % | 33% | 50% | 17% | | | | 100% |
| 22 | The objectives specify the conditions and standards of performance (e.g. 'You should be able to summarize a story in one paragraph'). | External assessors | F | - | 3 | 9 | 18 | - | - | 30 |
| | | | % | - | 10% | 33% | 60% | - | - | 100% |
| | | Tutors | F | - | 1 | 2 | 3 | - | - | 6 |
| | | | % | - | 17% | 33% | 50% | - | - | 100% |
| 23 | The objectives provide the means by which students can determine for themselves whether they have achieved them. | External assessors | F | - | - | 3 | 20 | 7 | - | 30 |
| | | | % | - | - | 10% | 67% | 23% | - | 100% |
| | | Tutors | F | - | - | 1 | 2 | 3 | - | 6 |
| | | | % | - | - | 17% | 33% | 50% | - | 100% |

As Table 7 above indicates, the external assessors and tutors rate the existence of objectives in each activity fairly highly. The subjects also highly rated the clarity of objectives. As the Table shows, 14 and 3 of assessors and tutors respectively rated it 'excellent'. Still the other 7 and 2 of them rated it 'adequate'. It is only 4 of the assessors and 1 of the tutors that rated its clarity 'poor'. In the third question the subjects were asked whether the objectives set the standard of performance. However, as the Table demonstrates, the subjects reacted negatively.

The final question under 'objective' asked the subjects whether the objectives help learners to determine whether they have achieved them. Objectives should equip

learners with the means to check whether they have achieved them. However, 27 of assessors and 3 of tutors rated this question 'poor' and 'completely lacking'.

Table 8: subjects' response on language input

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|---------|-------|
| | | | | | | | | | Misused | Valid |
| 24 | The language input used in the material captures learner's interest, involve and motivate them to learn actively. | External assessors | F | - | 4 | 5 | 21 | - | - | 30 |
| | | | % | - | 13% | 17% | 70% | - | - | 100% |
| | | Tutors | F | - | 1 | 2 | 3 | - | - | 6 |
| | | | % | - | 17% | 33% | 50% | - | - | 100% |
| 25 | The language used is at the right level for distance learners | External assessors | F | 2 | 5 | 12 | 11 | - | - | 30 |
| | | | % | 7% | 17% | 40% | 36% | - | - | 100% |
| | | Tutors | F | 2 | 3 | 1 | - | - | - | 6 |
| | | | % | 33% | 50% | 17% | - | - | - | 100% |
| 26 | The progression of grammar points is appropriate | External assessors | F | - | 1 | 1 | 23 | 5 | - | 30 |
| | | | % | - | 3% | 3% | 77% | 17% | - | 100% |
| | | Tutors | F | - | - | 2 | 3 | 1 | - | 6 |
| | | | % | - | - | 33% | 50% | 17% | - | 100% |
| 27 | The progression of vocabulary items is appropriate | External assessors | F | 1 | 1 | 2 | 24 | 2 | - | 30 |
| | | | % | 3% | 3% | 7% | 80% | 7% | - | 100% |
| | | Tutors | F | - | - | 2 | 4 | - | - | 6 |
| | | | % | - | - | 33% | 67% | - | - | 100% |
| 28 | The grammar point is presented with brief and easy explanations | External assessors | F | - | 2 | 8 | 16 | 4 | - | 30 |
| | | | % | - | 6% | 27% | 53% | 14% | - | 100% |
| | | Tutors | F | 3 | 2 | 1 | - | - | - | 6 |
| | | | % | 50% | 33% | 17% | - | - | - | 100% |

Language input refers to the data that the course writer used to design tasks and activities or to transmit the content to be learned. As Table 8 shows, 21 of assessors and 3 of tutors reported that they are dissatisfied with the language input of the material.

Language input used in the material can not be motivating unless pitched at the right level. The complexity of discourse, difficulty of vocabulary and help available to help learners to explore meaning by the help of non-text components such as diagrams and illustrations should be considered when writing distance language learning materials (see also section 2.3.5.11). Tutors and external assessors

agreed that the language used in the material is at the right level for distance learners. Progression of vocabulary and grammar is the other criterion the checklist evaluation form asked. For this, as the above Table shows, respondents expressed their discontent.

The final criterion under language input was on the brevity and easiness of grammar explanation. This criterion proved another witness in the discrepancy of responses among respondents. While 64% of the learners reacted negatively (please see section 4.2.2), tutors and external evaluators expressed their satisfaction. One justification for the discrepancy is that learners, with their limited ability for comprehension, might have found the explanation demanding.

Table 9: Subjects' perception of how the material treats language skills

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 29 | The material provides an appropriate balance of the four language skills (speaking, reading, listening and writing) | External assessors | F | - | 7 | 4 | 19 | - | - | 30 |
| | | | % | | 23% | 13% | 64% | - | - | 100% |
| | | Tutors | F | | 1 | 1 | 4 | - | - | 6 |
| | | | % | | 17% | 17% | 66% | - | - | 100% |
| 30 | Writing activities give enough amount guidance (control, degree of accuracy and use of appropriate styles) | External assessors | F | - | 1 | 5 | 23 | - | 1 | 29 |
| | | | % | - | 3% | 17% | 77% | - | 3% | 97% |
| | | Tutors | F | - | 1 | 1 | 4 | - | - | 6 |
| | | | % | - | 17% | 17% | 66% | - | - | 100% |
| 31 | Reading passages and associated activities are suitable for the students' level interest and so on. | External assessors | F | 1 | 1 | 2 | 26 | - | - | 30 |
| | | | % | 3% | 3% | 7% | 87% | - | - | 100% |
| | | Tutors | F | - | 1 | 2 | 2 | - | 1 | 5 |
| | | | % | - | 17% | 33% | 33% | - | 17% | 83% |
| 32 | Material for spoken English (dialogues, role plays etc) is well designed to equip learners for real life interactions | External assessors | F | 1 | 2 | 2 | 24 | - | 1 | 29 |
| | | | % | 3% | 7% | 7% | 80% | - | 3% | 97% |
| | | Tutors | F | - | - | 1 | 4 | 1 | - | 6 |
| | | | % | | | 17% | 66% | 17% | | 100% |
| 33 | The material pays attention to sub skills (i.e. listening for gist, note-taking, scanning for information and so on) | External assessors | F | 2 | 4 | 6 | 18 | - | - | 30 |
| | | | % | 7% | 13% | 20% | 60% | - | - | 100% |
| | | Tutors | F | 1 | | 1 | 4 | - | - | 6 |
| | | | % | 17% | | 17% | 66% | - | - | 100% |
| 34 | There is material for integrated skills work | External assessors | F | | 1 | 3 | 22 | 4 | - | 30 |
| | | | % | | 3% | 10% | 74% | 13% | - | 100% |
| | | Tutors | F | - | 1 | 1 | 4 | 1 | - | 6 |
| | | | % | - | - | 17% | 66% | 17% | - | 100% |

The first item under language skills asked subjects if there is an appropriate balance of the four language skills (speaking, listening, writing and reading). The majority of the subjects (19 of the assessors and 4 of the tutors) reacted that the material is 'poor' in this respect. The next item under 'language skills' asked subjects whether the material pays attention to sub-skills. Here, again respondents (18 of the assessors and 4 of the tutors) rated it negatively.

The subjects on the whole were not happy with the treatment of skills in the material and reacted negatively to items that asked them their perception of the appropriacy of writing activities, whether the reading passages and associated activities are interesting and suitable for students and whether there is material for integrated skills work. Another important item under 'language skills' asked the subjects the appropriacy of writing skills in terms of guidance. As stated earlier the subjects were unhappy.

The final item requested respondents whether appropriate integrated skills work is found in the material. Most interactions in language involve the use of more than one skill and therefore materials should provide practice on integrating skills. As the Table indicates, 22 of external evaluators and 4 of the tutors rated it 'poor'. Still the other 4 of the evaluators and 1 of the tutors rated the integration of skills 'completely lacking'.

Table 10: Subjects' response on the availability of reference materials and index

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 35 | The material contains grammar reference sections, vocabulary in a glossary or separate lists and material for how to pronounce words | External assessors | F | - | - | - | - | 30 | - | 30 |
| | | | % | - | - | - | - | 100% | - | 100% |
| | | Tutors | F | - | - | - | 1 | 5 | - | 6 |
| | | | % | - | - | - | 17% | 83% | - | 100% |
| 36 | The material includes content list index that helps learners find explanations of grammatical or discourse point | External assessors | F | - | - | - | - | 30 | - | 30 |
| | | | % | - | - | - | - | 100% | - | 100% |
| | | Tutors | F | - | - | - | 1 | 5 | - | 6 |
| | | | % | - | - | - | 17% | 83% | - | 100% |
| 37 | The material contains tape scripts of listening and speaking activities | External assessors | F | - | - | - | - | 30 | - | 30 |
| | | | % | - | - | - | - | 100% | - | 100% |
| | | Tutors | F | - | - | - | 2 | 2 | - | 6 |
| | | | % | - | - | - | 347% | 66% | - | 100% |

The first item under 'reference materials and index' evaluation checklist asked respondents if the distance learning material contains vocabulary in a glossary, material for how to pronounce words with the help of instructions and cassettes. As the Table above indicates, subjects' response proved that such features are completely lacking. As stated in the literature section, including grammar reference sections can represent a bridge between the two different approaches to grammar teaching (deductive and inductive). Including vocabulary and structures allows the learner to locate quickly and easily any particular item for reference and for remedial work. It is also helpful to tutors to write tests in that it helps them to check easily and quickly whether a particular structure or vocabulary item is already known to them. Pronunciation is a difficult skill for students to improve entirely on their own. It is, therefore, advised that the material should contain cassettes accompanied by instructions. However, all these features of distance learning materials are missing.

The second item requested the subjects to identify if there was index in the material. The subjects (30 of the assessors and 5 of the tutors) once again asserted that such feature is completely missing. The final item under 'reference sections and index' evaluation checklist asked respondents the provision of tape scripts of listening and speaking activities. For this question, all of the assessors and 5 of the tutors asserted that tape scripts are completely missing while 1 of the tutors

rated it 'poor'. Sheerin (1989) argues that tape scripts encourage students to listen to what they might otherwise consider beyond them, and also provides them with the written form of words which they may not know, thereby enabling them to look up words in a dictionary.

Table 11: Respondents' response on instructions

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 38 | The instructions are written in simple and clear language | External assessors | F | 6 | 12 | 10 | 2 | - | - | 30 |
| | | | % | 20% | 40% | 35% | 5% | - | - | 100% |
| | | Tutors | F | - | - | - | 2 | 4 | - | 6 |
| | | | % | - | - | - | 34% | 66% | - | 100% |
| 39 | The instructions give advice on the order in which various activities should be done, how they are to be done, in what medium they should be done (orally, written and so on) and how much time they might take | External assessors | F | - | 6 | 6 | 18 | - | - | 30 |
| | | | % | - | 20% | 20% | 60% | - | - | 100% |
| | | Tutors | F | - | - | - | 1 | 5 | - | 6 |
| | | | % | - | - | - | 17% | 83% | - | 100% |

When respondents were asked if the instructions were written in simple and clear language, 4 of the tutors rated it 'poor' while 2 of them rated it poor. External evaluators, on the other hand, seem to be happy with it. While 6 of them rated it 'excellent', 12 and 10 of them said it 'very good' and 'adequate' respectively.

Tutors and external evaluators expressed their dissatisfaction on provision of advice on the order in which various activities should be done, how they are to be done and how much time they might take. As the Table above demonstrates, 18 of assessors and 5 of the tutors rated it 'poor'. While 1 of the tutors rated it 'adequate', only 12 of evaluators rated 'very good' and 'adequate' respectively.

Table 12: Subjects' response on the consideration of motivational factors

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 40 | The layout, color work and type face of the material is attractive enough to motivate learners to use it. | External assessors | F | - | 1 | 11 | 16 | 2 | - | 30 |
| | | | % | - | 4% | 36% | 53% | 7% | - | 100% |
| | | Tutors | F | - | 2 | 2 | 4 | - | - | 6 |
| | | | % | - | 17% | 17% | 66% | - | - | 100% |
| 41 | The material includes encouragement and warning such as 'Never get discouraged!', 'Well done!' 'This was really a tough question' and so on. | External assessors | F | - | - | - | 7 | 23 | - | 30 |
| | | | % | - | - | - | 23% | 77% | - | 100% |
| | | Tutors | F | - | - | 1 | 3 | 2 | - | 6 |
| | | | % | - | - | 17% | 50% | 33% | - | 100% |
| 42 | The material encourages learners to make use of their experience of life, their interests, enthusiasms, their view, attitudes and feelings | External assessors | F | - | - | 7 | 18 | 5 | - | 30 |
| | | | % | - | - | 23% | 60% | 17% | - | 100% |
| | | Tutors | F | - | - | 1 | 4 | 1 | - | 6 |
| | | | % | - | - | 17% | 4% | 17% | - | 100% |
| 43 | The material interacts with the learner like a good interactive classroom teacher | External assessors | F | - | - | 10 | 20 | - | - | 30 |
| | | | % | - | - | 33% | 67% | - | - | 100% |
| | | Tutors | F | - | 1 | 2 | 3 | - | - | 6 |
| | | | % | - | 17% | 33% | 50% | - | - | 100% |

As the above Table shows, respondents were unhappy with the consideration of motivational factors. When teaching in a classroom, teachers can give a lot of comments such as 'a good approach', 'Nice attempt!' and so on to encourage learners. Course materials should also include such features. In addition, course materials can motivate learners by having attractive appearance, by including activities leading to personal involvement and 'self-investment' and activities with a competitive or problem solving element in them. Motivation can also be improved by setting attainable shorter term objectives and by using materials which lead pupils unambiguously towards those objectives (cf. Section 2.3.5.11). Type face also can affect motivation. And hence, the course designer should make the readers' eyes move smoothly from left to right. In addition, using conversational style, writing plainly (by using active verbs, familiar words and shot

sentences) and spacing appropriately increases legibility. However, as data from a close inspection of the material and questionnaire proved all these things are not considered (see appendix F).

Table 13: Subjects response on summary

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 44 | The material contains a summary of each section. | External assessors | F | - | - | - | - | 30 | - | 30 |
| | | | % | | - | - | - | 100% | - | 100% |
| | | Tutors | F | - | - | - | 1 | 5 | - | 6 |
| | | | % | - | - | - | 17% | 83% | - | 100% |
| 45 | The summary reflects back refreshingly on what has been learnt. | External assessors | F | - | - | - | - | 30 | - | 30 |
| | | | % | - | - | - | - | 100% | - | 100% |
| | | Tutors | F | - | - | - | 1 | 5 | - | 6 |
| | | | % | - | - | - | 17% | 83% | - | 100% |

A summary at the end of units provides students with practice in the manipulation of language forms and a convenient checklist. In addition, it gives a hint about the point that is going to be discussed. However, as a study on the material and data on the above Table show, the text does not have a summary at all (see appendix f).

Table 14: Subjects' response on diagrams, charts, pictures, tables and signaling devices

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 46 | The material is sufficiently illustrated. | External assessors | F | - | 1 | 12 | 17 | - | - | 30 |
| | | | % | - | 3% | 40% | 57% | - | - | 100% |
| | | Tutors | F | - | 1 | 1 | 4 | - | - | 6 |
| | | | % | - | 17% | 17% | 66% | - | - | 100% |
| 47 | It is clear for learners what to do with each illustration | External assessors | F | - | 2 | 15 | 13 | - | - | 30 |
| | | | % | - | 7% | 50% | 43% | - | - | 100% |
| | | Tutors | F | 1 | 1 | 2 | 2 | - | - | 6 |
| | | | % | 17% | 17% | 33% | 33% | - | - | 100% |
| 48 | The illustrations are close enough to add meaning to the text | External assessors | F | - | 3 | 11 | 16 | - | - | 30 |
| | | | % | - | 10% | 37% | 53% | - | - | 100% |
| | | Tutors | F | - | 1 | 2 | 3 | - | - | 6 |
| | | | % | - | 17% | 33% | 50% | - | - | 100% |
| 49 | The material uses signaling devices (such as icons, white space and so on) to help distance learners see what is going on or use related sources (video, audio tapes and so on) when needed. | External assessors | F | - | 1 | 4 | 25 | - | - | 30 |
| | | | % | - | 3% | 13% | 84% | - | - | 100% |
| | | Tutors | F | - | 2 | 3 | 1 | - | - | 6 |
| | | | % | - | 33% | 50% | 17 | - | - | 100% |

When we design course materials we should not simply write. There has to be a good balance between visual material and written text so that each supports the other. Materials should not only be sufficiently illustrated. They should be well integrated with exercises and activities to add meaning to the text. In addition, exercise and activities should direct students' attention to appropriate visual and require response based on information presented in the form of visual, diagrams or charts. Using signaling devices is also an important way of helping distance learners see what is going on and use related sources (cf. section 2.3.5.12)

As the Table above shows, the majority of tutors and assessors maintained that the material is not sufficiently illustrated. In addition, 25 Of the assessors reported that the signal devices are not enough while half of the tutors rated it adequate.

Table 15: Subjects' response on the content of the module

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 50 | The content of the module is interesting, challenging motivating and realistic | External assessors | F | - | 1 | 4 | 25 | - | - | 30 |
| | | | % | - | 3% | 13% | 84% | - | - | 100% |
| | | Tutors | F | 2 | 3 | 1 | - | - | - | 6 |
| | | | % | 33% | 50% | 17% | - | - | - | 100% |
| 51 | There is sufficient variety in the content of the material | External assessors | F | - | 6 | 5 | 19 | - | - | 30 |
| | | | % | - | 20% | 17% | 63% | - | - | 100% |
| | | Tutors | F | 3 | 2 | 1 | - | - | - | 6 |
| | | | % | 50% | 17% | 33% | - | - | - | 100% |
| 52 | The content is relevant to distance learners | External assessors | F | 1 | 2 | 5 | 22 | - | - | 30 |
| | | | % | 3% | 7% | 17% | 73% | - | - | 100% |
| | | Tutors | F | 2 | - | 4 | - | - | - | 6 |
| | | | % | 33% | - | 67% | - | - | - | 100% |

If students through the content of course material get exposure to English and become interested, their motivation will increase and will see more purpose in learning the language. Under 'content' checklist form the subjects were asked to rate the relevance of the content to the learner, whether it was motivating, realistic and challenging and the existence of variety in the content. As displayed in the Table, external evaluators seem to be dissatisfied with it. Tutors, on the other hand, expressed that they were happy with the material. While 25 of the external evaluators said that the content is not interesting, motivating and realistic, 5 of the tutors expressed that it was 'very good' or 'excellent'. Five of the evaluators rated it 'very good' or 'adequate'.

Almost all of the tutors (5 of them) confirmed that there is a variety of topics in the material. A considerable number of evaluators, on the other hand, confirmed that varieties of topics are not included. Again, while 4 of tutors said the material is adequately relevant to learners, a considerable number of evaluators (22 of them) rated it 'poor'.

Table 16: Respondents overall perception of the material

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|---|--------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 53 | The material is appropriate to achieve the objectives set | External assessors | F | - | 6 | 5 | 18 | - | 1 | 29 |
| | | | % | - | 20% | 17% | 60% | - | 3% | 97% |
| | | Tutors | F | - | 2 | 1 | 3 | - | - | 6 |
| | | | % | - | 33% | 17% | 50% | - | - | 100% |
| 54 | The material is suitable for grade 9 distance learners of the institution | External assessors | F | | 4 | 6 | 20 | - | - | 30 |
| | | | % | | 13% | 20% | 67% | - | - | 100% |
| | | Tutors | F | | 1 | 2 | 3 | - | - | 6 |
| | | | % | | 17% | 33% | 50% | - | - | 100% |
| 55 | The material satisfies language learning interest of distance learners of the institution | External assessors | F | 2 | 1 | 3 | 24 | - | - | 30 |
| | | | % | 7% | 3% | 10% | 83% | - | - | 100% |
| | | Tutors | F | | 1 | 2 | 3 | - | - | 6 |
| | | | % | | 17% | 33% | 50% | - | - | 100% |

The aim of the three items in the above table was to find the subjects' general impression of the material. For this purpose, the items were meant to summarize the general concept of the evaluation checklist of the material under study. As the Table above shows, a considerable number of the subjects expressed their negative impression all over. Eighteen and three of the assessors and tutors respectively stated that the material is 'poor' to achieve the objectives set in it while 5 of the assessors and 1 of the tutors rated it 'adequate'. Again, 20 of the assessors and 3 of the tutors claimed that the material is unsuitable for grade 9 distance learners of institution and rated 'poor' the item that requested the suitability of the material for distance learners. Six and two of them respectively rated this item 'adequate'.

The third item requested the subjects to identify if the material satisfies distance learners' language learning interest. As the Table shows, the majority of external assessors (24 of them) and half of the tutors i.e. 3, rated this item 'poor'. It was 3 and 2 of assessors and tutors respectively who rated it 'adequate'. Thus, according to these data the material is not appropriate and suitable for learners to achieve the objectives. In addition, it does not satisfy the learners' language learning interest.

4.2.2 Analysis of Data from Learners' Questionnaire

Table 17: Learners' Response on the material

| No | Item | Respondents | | Excellent | Very Good | Adequate | Poor | Completely lacking | Total | |
|----|--|-------------------|---|-----------|-----------|----------|------|--------------------|--------|-------|
| | | | | | | | | | Missed | Valid |
| 1 | The introduction is interesting and stimulating | Distance learners | F | - | 53 | 27 | 11 | - | - | 91 |
| | | | % | - | 58% | 30% | 12% | - | - | 100% |
| 2 | The feedback responses meet your need to find out 'Was I right? If not, why not?' | Distance learners | F | - | 7 | 15 | 68 | - | - | 91 |
| | | | % | - | 8% | 17% | 75% | - | - | 100% |
| 3 | The material fits your learning styles and strategies | Distance learners | F | - | 39 | 8 | 44 | - | - | 91 |
| | | | % | - | 43% | 8% | 49% | - | - | 100% |
| 4 | There are various kinds of activities to maintain interest | Distance learners | F | 67 | 13 | 6 | 4 | - | 1 | 90 |
| | | | % | 74% | 14% | 7% | 4% | - | 1% | 99% |
| 5 | The objectives are clear for you | Distance learners | F | 41 | 17 | 23 | 10 | - | - | 91 |
| | | | % | 45% | 19% | 25% | 11% | - | - | 100% |
| 6 | Objectives help you to determine whether you have achieved them | Distance learners | F | - | - | 23 | 18 | 50 | - | 91 |
| | | | % | - | - | 25% | 20% | 55% | - | 100% |
| 7 | The language input used in the material captures your interest to involve and motivate you to learn actively | Distance learners | F | - | 3 | 2 | 75 | 11 | - | 91 |
| | | | % | - | 3% | 2% | 83% | 12% | - | 100% |
| 8 | The language used is at the right level for you as a distance learner | Distance learners | F | 13 | 59 | 16 | 3 | - | - | 91 |
| | | | % | 14% | 65% | 18% | 3% | - | - | 100% |
| 9 | The progression of grammar points is appropriate | Distance learners | F | - | 16 | 31 | 42 | - | 2 | 89 |
| | | | % | - | 18% | 34% | 46% | - | 2% | 98% |
| 10 | The progression of vocabulary item is appropriate | Distance learners | F | - | 6 | 14 | 71 | - | - | 91 |
| | | | % | - | 7% | 15% | 78% | - | - | 100% |
| 11 | The grammar point is presented with brief and easy explanation | Distance learners | F | - | 6 | 23 | 58 | - | 4 | 87 |
| | | | % | - | 7% | 25% | 64% | - | 4% | 100% |
| 12 | Writing activities give you enough amount of guidance (control, accuracy, style and soon). | Distance learners | F | - | 12 | 9 | 15 | 55 | - | 91 |
| | | | % | - | 13% | 10% | 16% | 61% | - | 100% |
| 13 | Reading passages and associated activities are suitable for you | Distance learners | F | 4 | 1 | 5 | 6 | 65 | - | 91 |
| | | | % | 4% | 12% | 5% | 7% | 72% | - | 100% |
| 14 | The instructions are written in clear and simple language | Distance learners | F | 51 | 4 | 36 | - | - | - | 91 |
| | | | % | 55% | 5% | 40% | - | - | - | 100% |
| 15 | Layout, color work and type face of the material are attractive enough to motivate you to use it | Distance learners | F | - | 2 | 34 | 55 | - | - | 91 |
| | | | % | - | 2% | 38% | 60% | - | - | 99% |
| 16 | The illustrations are simple enough and add meaning to the text | Distance learners | F | 19 | - | 26 | 46 | - | - | 91 |
| | | | % | 21% | - | 29% | 50% | - | - | 100% |
| 17 | It is clear for you what to do with each illustration | Distance learners | F | - | 19 | 26 | 45 | - | - | 91 |
| | | | % | - | 21% | 29% | 50% | - | - | 100% |
| 18 | The content of the module is interesting, challenging, motivating and realistic | Distance learners | F | - | 10 | 8 | 73 | - | - | 91 |
| | | | % | - | 11% | 9% | 80% | - | - | 100% |
| 19 | The content is relevant to you | Distance learners | F | 6 | 66 | 4 | 15 | - | - | 91 |
| | | | % | 7% | 73% | 4% | 16% | - | - | 100% |
| 20 | There is sufficient variety in the content of the material | Distance learners | F | 20 | 19 | 13 | 39 | - | - | 91 |
| | | | % | 22% | 21% | 14% | 42% | - | - | 100% |
| 21 | The material is appropriate for you as a distance learner | Distance learners | F | - | 18 | 32 | 41 | - | - | 91 |
| | | | % | - | 20% | 35% | 45% | - | - | 100% |
| 22 | The material satisfies your language learning interest | Distance learners | F | 8 | - | 20 | 63 | - | - | 91 |
| | | | % | 9% | - | 22% | 69% | - | - | 100% |

As the Table above indicates, 38% of learners showed that the introduction is very good while 30% and 12% of them respectively said it was adequate or poor. As to

the feedback students also expressed their discontent in that 73% of them rated it poor while only 17% and 8% of them rated 'adequate' and 'very good'.

As it is indicated in the Table nearly half of the distance learners(49%) stated that the material is poor to fit to their learning styles and strategies while the other 51% of them stated that the material is very good or adequate in this respect. Learners' responses interestingly show the mixed nature of a group. The difference in response might be due to the fact that since there is a difference in language learning preferences, there are certain groups of students whose learning styles and strategies go with the material. Hence, we can say that there are certain groups of students who are favored by the material in question.

Distance learners approved the availability of various kinds of activities. According to the Table, 74% of them sated that the material is excellent in this regard while 14% of them rated it very good. However, tutors during focus group discussion claimed that learners request them to skip some of the activities since they are similar with the previously done ones (see analysis for focus group discussion).

Distance learners were asked two questions about the objectives in their text. As it is displayed in the Table, 45% of learners acknowledged that the material is excellent in presenting clear and concise objectives. It was only 11% of learners that negatively rated the clarity of objectives. However, students were not happy with the help objectives provide them to determine for themselves if they achieved the objectives. As indicated in the Table, 55% of them rated it completely lacking while 20% of them rated it poor.

Learners reported that they are dissatisfied with the language input of the material. As depicted in the Table, 83% of them stated that the material is poor in this regard. However, 79% of them claimed that the language used is at the right level for them. As the Table above indicates, distance learners expressed that they were not happy with the progression of grammar and vocabulary items.

The next item requested learners if the grammar point is presented with brief and easy explanations. While tutors and external evaluators (see the analysis for tutors' and evaluators' questionnaire above) rated it positively, 64% of learners claimed that the explanation is not easy. One justification for the discrepancy is that learners, with their limited ability for comprehension might have found the explanation demanding.

The Table above shows that 61% of learners stated that appropriate guidance for writing activities is completely missing while 16% of ^{them} said that the guidance is poor. Learners also rated the suitability of reading activities negatively. As shown in the Table, 72% of them rated the item completely lacking while 7% of them rated it poor.

According to the Table, learners are happy with the instructions. As indicated, 74% of them rated it excellent. Learners, on the other hand, have a negative impression towards the layout and color work of the material. As it is shown in the Table, 60% of them rated it poor while 38% of them rated it adequate. Again, learners are not happy with the clarity of the illustration. As displayed in the Table above, 50% of them rated it poor while 29% of them rated it adequate.

As to the content, 80% of learners claimed that it was poor in challenging and motivating them. However, a considerable number of learners are happy with its variety and 43% of them rated it excellent and very good. When learners were asked about the relevance of the content, 73% of them showed that they are happy and rated it very good while the other 7% of them rated it excellent.

Distance learners seem to have rather a negative overall impression of the material. As shown in the Table, 51% of them claimed that the material is poor in achieving the objectives set. Again, 45% of them rated the suitability of the material for them negatively. As the Table above shows, the final item requested if the material stratifies their language learning interest. Here again, 69% of them stated that the material is poor in this regard.

4.2.3 Analysis of Data from Focus Group Discussion

In the focus group discussion external assessors stated that the introduction should have overviewed the contents and packages included in the material. It also should have helped learners on how they should learn and use activities in the units and clarified aims of the course in an interesting way. Tutors, on the other hand, expressed that the introduction has accomplished what is expected from a good introduction.

When the subjects were asked for their opinion on the feedback of the material, assessors stated that all the answers found in the material should have been titled 'answer key' in stead of 'feedback' as feedback has a lot of points to include. They claimed that feedback in distance learning material should inform learners why the correct answer is correct and devise awareness-raising checklist to help them assess their performance. They further explained that since the distance language learner does not have the same opportunity to be aware that the difficulties which she or he is encountering are shared by others, the feedback should contain encouragement.

Tutors, on the other hand, argued that giving such kind of feedback is ineffective and difficult unless in the face-to-face language learning situation. McGrath and Howard (1995) share their fear stating that giving learners this kind of feedback is necessary, but what is not clear is how learners can be helped in this respect. However, these authorities do not fail to forward solution. They, as one solution, suggest that students should be advised to read the input text again or get in touch with tutor in someway.

Authorities such as Rowntree (1990) strengthened external assessors' point in that since distance learning materials are used without a teacher, 'bare answers' do not help learners who got the same answer as that shown in the book if they reached it by the best route and those with different answer are not told how far they were working on the right lines or where their mistakes occurred. Rowntree (1990) further discusses that when questions are open-ended it might be difficult to

predict exactly what responses the readers will make. However, the feedback should be able to discuss two or three possible answers based on previous learners' work and mention criteria against which they can judge the validity of their own responses.

The external assessors' argument can be further strengthened by first hand investigation of the material. It is true that feedback contains only correct answers and says simply 'open-ended' for questions having numerous responses (see appendix F). But scholars such as Race (2005) and Rowntree (1990) argue that feedback responses on open-ended questions or questions that have many answers should contain model or sample answers with a commentary on how students can assess their responses.

As to the study guide, both tutors and assessors stated that unlike classroom learners, distance learners can not easily confirm with their teacher that some of the material can safely be skimmed or ignored altogether. And hence the material should have included a study guide that advises learners to safely ignore or skim some of the content when time press.

Both tutors and external assessors stated that the material implicitly imposes certain learning strategies and styles that might favor some group of students. They claim that the material contains only specific kinds of controlled activities. They added that the approach to learning adopted by the material is mainly deductive. And hence, the material is not flexible enough to accommodate different learning styles and strategies.

No difference was observed on the necessity of language learning advice when designing distance learning materials. However, a difference lies in the kind and magnitude of advice included. A thorough study of the material demonstrated that there has been advice through out the units in different sections. But the only advice observed on most of the pages was 'practise' and an attempt to help learners guess meanings of words (though the model guessing is wrong by itself).

Tutors agreed that this advice is enough to help learners learn by themselves. However, assessors state that the course writer could have helped learners by including practical suggestions on how to learn and remember vocabulary and grammar items, how to use a dictionary, how to take advantage of different situation to develop their productive skills and so on.

Gardner and Miller (1999), Cunnigsworth (1995) and Dickinson (1987) also argue that course materials should show how the different aspects of language could be learned. They add that course writers should incorporate advice on the following points.

- Skills training for using a dictionary and grammar books;
- Ways of developing study skills ;
- How to practice speaking English outside classroom;
- Not to rely on tutors to improve their language.

However, as stated earlier, such advices are not found in the material (see appendix F)

External assessors agreed that in spite of the inclusion of a lot of activities, many of these follow a similar format-blank filling, rewriting sentences and matching. Tutors expressed that, during tutorial sections, only few students participate in completing activities while many of them sit silent. According to these tutors, many others say that they should skip many of the activities since they are similar with previously done activities. This implies that students might have found the repetition of activities with a similar format monotonous.

They added that most of the activities are rule oriented and these encourage only accuracy, ignoring fluency. But accuracy and fluency are complementary and should be incorporated in designing activities. Accuracy-fluency continuum can be encompassed by linking accuracy to rule understanding and fluency to language practice and skills work. For this purpose, the materials should have contained a variety of exercises with different degrees of control.

In the questionnaire subjects confirmed that the activities do not promote original responses(please see table 6). During the discussion, tutors and external assessors reasoned out that since almost all the activities are highly structured and controlled they would not help students to respond creatively and independently. A close examination of the activities in the material proves that activities that help learners to come up with their own explanations and solutions, to draw inferences, to think for themselves and to apply their learning which promote independent and creative responses are not found(see also the text analysis).

In the questionnaire (please see table 7) both tutors and external assessors agreed that the objectives are short and clear. However, objectives such as “identify the phrases used to ask to someone to lead something to someone” (page 34 of the module) are confusing and meaningless (at least to the researcher). The subjects agreed that objectives should be formulated in a way that helps learners know the expected accuracy. Accompanying objectives with standards such as ‘you should be able to summarize a story in one paragraph or write a composition containing three or four five paragraphs’ would help learners to know what is expected of them.

External assessors ascertained that the objectives can be made to help distance learners to determine whether they have achieved them by including activities related to the objectives. However, tutors doubted if it is possible at all.

As it has been mentioned in section 4.2.1, the subjects confirmed that they are not happy with the language input. When tutors and external assessors expressed their reason they stated that the material has less of authentic texts such as articles from newspaper, diary, magazine reports and so on that involve and motivate learners to learn the language.

The majority of respondents in the questionnaire claimed that the progression of vocabulary and grammar is not good (see table 8). The discussion with tutors and

assessors confirmed that both grammar and vocabulary are not presented with enough context and recycling. Tutors added that there is time when distance learners require them to discuss a grammar item that they are required to learn after a couple of lessons. When they teach conditional sentences, for example, tutors state that students ask them to teach them what perfect tense or perfect conditional means. However, the lesson on different tenses comes after they meet lessons such as conditionals, passive, active and so on which require tense as prerequisite. External assessors, on the other hand, complained that the progression of vocabulary and grammar throughout the text is linear. In a linear progression we meet a grammar item or lexis only once in the materials. They also added that vocabulary is presented in definition and matching (of course with few antonyms and synonyms) without context and other relationships such as situational relationships and collocations.

They also expressed their dissatisfaction stating that although the material contains reading, writing, speaking and listening sections, a relative emphasis is given to the reading section. They claimed that other skills are better said ignored as they are slightly touched or used to teach grammar or vocabulary item. As Cunningsworth (1995) points out incorporating the four language skills is one way of balancing the accuracy-fluency continuum. Thus, the treatment of skills in a teaching material should be balanced. In addition, skills should be treated by their own right, i.e. they should not be considered as a way to teach grammar or vocabulary. Shreein (1989) argues that the receptive skills are well suited to self-study mode since it is easy to provide feedback to students in the form of tape script, reading texts and answers to comprehension question. This writer also acknowledges that including speaking and writing in a self-study material presents difficulty in the provision of feedback for students. However, such problems could be eased if the material persuades learners that language use and practice are possible without a teacher. This can be done by including training guides and advices at the beginning of specially free speaking and writing sections (see section 2. 3. 5.10 for detailed training guides).

✓ Tutors and external assessors in the questionnaire showed a contrasting view towards the instruction. While tutors rated the instructions poor the majority of assessors had an opposite view towards instructions given in the material (see Table 11) . The focus group discussion justifies this discrepancy in that tutors complained that their students constantly asked them to explain and to provide them with examples on how to do activities during tutorial classes. Added to this, the researcher felt that students rated it 'poor' (see section 4.2.2) because they found the instructions difficult or helpless to do the activities. External assessors stated that the instructions were good on the ground that they are short. But this does not prove their clarity as tutors complain from their tutorial experience.

— As the data from questionnaire showed, some of the subjects maintained that there are some illustrations and signaling devices in the material. However, tutors and assessors in the discussion reported that these signaling devices are not meaningful enough to be understood by the learners. Learners also rated negatively the item that requests them whether the illustration is clear (see section 4.2.2). In addition, the visuals used in the material give blurred vision. The subjects, for example, claimed that a picture on page 2 looks like farmland though it is entitled 'A glider'.

External assessors in the questionnaire reported that the material does not have variety of topics to maintain the interest of learners. In the discussion they stated that the material has less texts taken from subject areas in the school curriculum and activities adapted from relevant academic disciplines.

— When tutors expressed their overall impression of the material, they indicated that although the writer of distance ELT material is expected to include a lot of design features to help learners learn the language independently, they learned that the material they use lacks many of these features.

4.2.4 Analysis of Data from Text analysis

A close investigation of the material proved that there are two introduction sections in the material. The first introduces the course as a whole. The second introduces the module. While introduction to a course is expected to brief the general aim of the course, the introduction of this material specifically introduces the aims of some of the units included in the module. Thus, most of the aims are not broad enough to include the contents of the whole module. However, aims in an introduction to a course should enable learners to see very quickly what the material contains and whether or not it may relate to their needs.

In addition, the introduction to units does not state what is special in each skills treated in different sections of the material except informing the sections (vocabulary and grammar) and the skills contained in each unit. Furthermore, although students expect to meet integrated skill work, listening and speaking packages, these are missing in the material (please see appendix F).

A close investigation of the text also demonstrated that most of the activities involve analysis of parts and other controlled activities that promote accuracy. In addition, these activities promote passive learning. Grammar, on the other hand, is presented deductively that require learners to study grammar rules (see appendix F).

Cunningsworth (1995) ascertains that students have different styles and strategies that should be respected. So in stead of imposing learning styles and strategies, materials should meet students' needs by allowing them to use styles of learning which suits them. Teaching materials are also expected to contain learner training aimed at encouraging learners that shows them that in some cases it might be more effective to adopt different styles and strategies.

As Table 6 shows the subjects reacted positively to the suitability of activities for distance mode. Though the activities are not genuinely communicative, a close inspection of the material proved that most of the activities are designed to be

done individually at home or work place. As McGrath and Howard (1995) confirm, group activities are not inherent features of distance learning. However, this does not mean that activities which need cooperative practice such as speaking should be ignored. With appropriate advice, learners can be helped to practice such activities.

Almost all of the activities given in the material are presented as discrete items without any context or real world task. Such activities can be done quite accurately by the students who have no understanding of what they are saying. In such activities the students may understand what they are saying or writing in literal terms but will not grasp the value of the sentence as a communicative tool in the real world. A close study of the text also proved that the material includes model answers mainly on matching activities. However, other activities which need detail answers are forgotten. The researcher felt that though they might not get the correct answer, students would easily see how such exercises could be completed if appropriate hint was given. Hence, to be more useful the material should have contained model answers of questions that require detailed writing. In addition, the study on the material showed that, in situation where the answer to one activity is dependent on the other, students are not given hint or guidance if they should check their answers to the first activity (see appendix F unit 2, page 18).

Tutors and assessors expressed their dissatisfaction on the provision of different activities (see the analysis for Table 6). A thorough investigation of the material also proved that 100 activities (ten per unit) have been included in the material. Though plenty, activities such as ordering, comparing, transferring information, picture matching and gap-filling which might have met the needs of different learners are missing. Wenden (1986) in Sheerin (1989) stresses the importance of a variety of activities since different learners have different beliefs about what is important in language learning. Accordingly, if for example, learners believe that language is systematic and should be learned in a systematic way it may be

difficult to get them to engage in activities which require them to guess and take risks.

The subjects in the focus group discussion and questionnaire confirmed that they were not happy with the study guide (see sections 4.2.1 and 4.2.3). A close inspection of the book also reveals that the material does not contain effective study guide except telling learners in the introduction part to read the whole part of the material. Since a study guide can be provided separate from the main module (cf. section 2.3.5.3), the researcher confirmed that the distance material is not accompanied by a separate study guide. However, scholars such as McGrath and Howard (1995) confirm that a highly explicit guidance can help to promote confidence and to feel that the work set is manageable. A suggested model for a study guide by Mulphin (1995) contains topic, activity, medium, approximate study time and main teaching point in columns.

The subjects are seen to be positive towards the objectives as the analysis of the questionnaire shows (See Table 7). However, a close study of the material demonstrates that specific objectives are provided as course objectives. Specific objectives show learners the importance of activities, what exactly they are to do with them and serve as guides for learners how to do the activities. General objectives, on the other hand, empower learners to decide if the course as a whole is appropriate for their needs (see also section 2.3.5.10). So course objectives of the materials should have introduced the general aim of the course.

The data analyses obtained from questionnaire and focus group discussion show that the subjects are dissatisfied with the language input of the material. A study on the distance learning material also proves that the input is mostly imaginary stories such as Tales of Nasredin, The Donkey's Tail, The Case of the Stolen Ring and so on. However, authentic materials such as letters, newspaper, extracts, picture stories, business cards, photographs, shopping lists, menu, recipe, weather forecast, notice board items and so on can be used as language input to involve and motivate learners in learning the language.

Data from questionnaire and focus group discussion show that the progression and presentation of grammar and vocabulary is not suitable. A study on the material also proves that vocabulary activities such as the following are commonplace in the material after each reading passage.

Activity 4

Instructions: In the reading passage, ten words are printed in bold. They are listed in column 'A'. Match the meaning/definition of these words in column B'. Question 5 has been done for you as an example.

| Column 'A' | Column 'B' |
|----------------------|--|
| 1. Identified | A. Widespread, common |
| 2. Epidemics | B. Instrument for sucking liquid in and forcing it out again |
| 3. Transmission | C. Exposed, likely to be affected |
| 4. Contaminated | D. Takes |
| <u>B</u> 5. Syringes | E. Medicine, a substance that stimulates the nervous system |
| 6. Drug | F. Accept, recognize |
| 7. Accounts for | G. Known |
| 8. Prevalent | H. Diseases |
| 9. Subject | I. Say no |
| 10 Refuse | J. Spoil, impure |
| 11. Acknowledge | K. Passing a disease from one pea to another |

However, good vocabulary development activity is not expected to present wordlists or dictionary definitions of new words or words taught in isolation.

According to Cunningsworth (1995), good vocabulary presentation is expected to equip learners with strategies for handling the unfamiliar vocabulary and sensitize learners to the structure of the lexicon of English and to the various relationships that exist within it. Good vocabulary teaching exploits semantic relations, situational relationship, collocations and relationship of form. He added that vocabulary should be presented in context. Lists of unrelated words are difficult to learn because they do not appear to the learner to have any real meaning. Context on the other hand makes the meaning clear and helps students to work out the meaning of unfamiliar words using clues, encouraging good vocabulary learning strategies.

Another point worth mentioning is the recycling of vocabulary and grammar. A close study of the material proves that except once in the ten units the vocabulary items are not recycled. This recycling of the vocabulary itself is ineffective in that it only presents all the words learned in previous units in the form of decontextualized list. Grammar is not also recycled in the courses material adequately. In addition, while good grammar teaching is expected to teach language items in relation to one another, this is never found in the material. An examination on the material shows that present tense is discussed in one unit followed by another tense in another unit and so on.

Cunningsworth (1995) and Cunningsworth (1989) clarify that grammar and vocabulary items not only need to be met in context and actively practiced, they need to be recycled three, four or more times before they become stored in the long term memory. Recycling helps learners learn the form and the sound of a language item through progressive exposure. Learners also develop an increasing understanding of form and meaning by meeting the items in different contexts. Presenting grammar and vocabulary items without a relationship makes the task of knowing the full range of meaning ~~is~~ impossible.

The subjects expressed their dissatisfaction on the treatment of skills in the questionnaire (see section 4.2.1 and 4.2.2). A close inspection of typical lessons in different skills also shows this as follows.

The first section of unit one starts with the treatment of reading. The first reading text is about the Wright Brothers. The text talks of the success of Wilbur and Orville Wright to create the first powered flight. It starts with the following two pre-reading questions.

- Have you ever seen an aeroplane?
- Have you ever been inside an aeroplane?

It is good that the material attempts to give pre-reading questions. However, the questions are not well integrated with the passage. While the aim of pre-reading questions is to help learners relate their own background knowledge to text content and predict what is to follow by raising student imagination, these questions need a simple 'yes' or 'no' answers. By saying 'yes' or 'no', students immediately run to the text without anything to strike an imagination or a question in their mind about the content of the text. In addition, the questions ask learners if they have seen an aeroplane and if they ever have been inside an aeroplane. During discussion, respondents questioned the relationship these questions have with the success of the two brothers (Orville and Wilbur) in creating the first powered engine. This means pre-reading questions are not appropriately designed to help students reflect on what they know regarding the subject in the text.

This reading section has a while reading activity which has questions separated into two sections. The first is a true/false item and the second is a choice. Once again most of the questions require literal or surface understanding and are of straight forward as the following sample questions from the material show.

Activity 1

Instructions: Do the following statements based on the information in the reading passage: Write 'True' if the statement is correct or 'false' if it is incorrect

1. Wilbur was elder [older] than Orville.
2. Mr. Wright, the father of Wilbur and Orrville had three children.
3. Otto Lilienthal built the first glider in 1980.
4. The first flight in an aero plane happened in 1903.
5. The Wrights were born at different place.

Taken from page 3 of the material

Most of these reading questions ask for specific information that can be answered by simple scanning. However, during while-reading students should be confronted with activities designed to encourage them to process the text in some depth and to draw conclusions, to interpret what the author means and to use the information in some way. Students should also be encouraged to translate information from reading to writing to help them develop skills in summarizing expressing ideas in prose summaries and so on. However, all these are missing in most of the while-reading sections of the material (see appendix F). The post-reading activity which is one of the important components of a reading task is not found in the reading activities of the material.

The purposes of reading should be the same as they are in real world and activities should parallel the real world as closely as possible. However, ideas obtained from tutors and external evaluators during the focus group discussion and a study on the material on reading tasks proved that reading activities encourage copying rather than changing ideas into their own words. They do not help learners to summarize or express themselves in writing. In addition, questions that ask students to transform information contained in the texts into

diagrams, charts, outlines and so on are missing. The next skill treated in the material is speaking followed by listening and writing.

Section 2 Speaking

Objective

After you have studied this section, you will be able to:

- Express purpose using 'to' and 'in order to'

Following is a model conversation. The conversation is made between two grade 9 students.

Note that there are some elements of purpose in their dialogue.

Model conversation

Aster : Girma, where were you last night?

Girma: I was at the airport. What about you?

Aster: I was at the airport, fro?

Girma: Why did you go there?

Aster: To see off my younger sister who flew to Bahir Dar.

Girma: I see. By the way why did she leave Addis for Bahir Dar?

Aster: She left Addis for Bahir Dar in order to visit Lake Tana.

Which words indicate purpose in the above conversation? The words ____ and ____ indicate purpose.

The author's attempt to maintain continuity by relating the input of speaking activity to the content of reading activity should be appreciated. In addition, it is good that in **order to** and **to** are presented with context (though the lesson was planned to be speaking).

However, reading a dialogue is not a representative of real language use because the student is not actually speaking except reading the dialogue. Such predetermined dialogues do not help students to develop the ability to produce the quick real-time responses. In a real-life conversation, dialogues will not be written out and delivered to participants. In stead, the researcher assumes that the author (material) may have used an open dialogue in which only one role is

presented and the other is left blank to the student to say what is appropriate. The student then can be provided with feedback with possible answers and ways of assessing his answer. A real speaking task, Nunan (1989) comments, should incorporate uncertainty and unpredictability.

The next section in the material is listening. A close examination of the activity is also necessary to have a general idea as to how this skill is treated in the material.

Section 3: Listening

Dear learner,

This listening section is about note-taking. Though the lesson mainly focuses on the development of the listening skill [and] other skills such as writing, speaking etc. can also be developed.

Objective

By the end of this section, you should be able to:

- Take notes from a friend partner

What is note-taking?

Note-taking, as its name implies, is the activity of writing down in note form information we have heard. It simply means taking notes from a spoken source such as a teacher, a friend, a radio etc.

It is good again that there is an attempt to present the lesson in a conversational style and to make the objective clear. These are qualities that distinguish distance lessons from conventional (face-to-face) lesson. In addition, students are expected to develop their writing and speaking lesson. However, the reader of this research might feel that something, which exists in the original material, had been cut off when it was transferred to this paper. However, this is the whole material found in this listening lesson (see appendix F, unit 1 p.10). Another lesson on listening is given below:

Section 3: Listening

Dear learner

(Distance learners are presented with introduction which discusses how HIV/AIDS is claiming the lives of many people in Ethiopia. It also informs learners of organizations that attempt to ease the problem)

Objective

By the end of this listening section, you should be able to

- Listen to radio public speech etc. and do the activity

As you know a lot of bodies are working hard to bring about behavioral change on HIV/AIDS. Teachers, health workers, media practioners are few examples of bodies that are involved in this task. The 'folk' media (a kind of media hat uses the people to pass ideas and messages) has a big role in the prevention of HIV/AIDS. So do the activities [y] according to the instruction.

Listen to a radio programme about HIV/AIDS and then write the main point here _____

* Taken from unit 3, page 25 of the material

As it is true for a reading lesson, a listening lesson is expected to include pre-listening, while listening and post listening activities. A pre-listening activity is assumed to focus learners' attention on the topic of the passage.

In the first listening lesson above, students had been expected to take note from a recorded source. However, no tape script or recorded material is to be found. In addition, students are not provided with a framework that decides the kind of note to be taken. No task that students are expected to do had been assigned to the activity. While the objective is to integrate listening, writing and speaking, it failed even to develop an effective listening as a discrete skill. It does nothing except explaining the meaning of 'note-taking'.

The second listening is good in that at least it gives some background knowledge. However, the background information has nothing to do with what students are expected to do. While the activity asked learners to listen to a radio programme and write main points, the information given as introduction or background briefs learners of the endeavor different organizations and individuals do in the fight against HIV/AIDS.

Also, the activity given is not effective in that it only considered learners as a tape recorder. Students should have been guided as to which areas are the main points. In addition, this lesson could have been more meaningful if students had been provided with a recorded source. Listening lends itself to self-study mode. However, the material fails to do so since it does not encompass what a successful listening involves such as skills in segmenting the stream of speech into meaningful input, relating in coming message to ones own background knowledge, extracting gist/essential information from longer aural texts and so on (see also section 2.3.5.10). The following lesson shows a typical grammar lesson from the material

Verbs followed by object + infinitive

Some English verbs are followed by object + an infinitive. The object can not be left out. For example: She ordered me to clean my shoes. In this sentence the verb is ordered, the object is me and the infinitive is verb to clean. Therefore, the object 'me' can not be left out. The following table consists of verbs followed by object + infinitive.

| | | |
|--------|----------|-------|
| allow | invite | teach |
| ask | order | tell |
| forbid | remind | warn |
| force | show how | want |

Activity 7

Instructions: Underline the correct form of the object that completes each sentence.

1. He told (them, they) to speak the truth
2. The manager ordered (we, us) to arrive very soon.
3. His father has forbidden (him, he) to drink alcohol.
4. The teacher wants (she, her) to answer the question.
5. Hagos forced (me, I) to carry his bags.

Taken from pages 6-7 of the material

In this lesson students are expected to know verbs that take object with the infinitive form of the verb. However, the researcher felt that the material fails to do so. For one thing, the concept of object and infinitive might not be clear unless students are presented with explanation. The author might have assumed that students already know what an 'object' or 'followed by' mean. However, this might not be the case. In addition, the explanation informs learners that **ordered** is the verb, **me** is the object and **to clean** is the infinitive. However, the sentence 'Therefore, the object **'me'** cannot be left out' is confusing since it gives the impression that the object **me** cannot be left out because **ordered** is the verb, **me** is the object and **to clean** is the infinitive. Another problem is observed when we look at activity 7. In fact there is activity 6 which asks distance learners to use the correct form of the verb in bracket (see appendix F). However, a brief glance at activity 7 proves that it is a sudden insertion of an untreated topic because the explanation does not offer learners a hint on how to identify direct objects form indirect ones. So such gaps in grammar explanation part and the lack of context could create problems in learners to understand grammar items.

During the discussion and in the questionnaire the subjects assured that much time is devoted to practicing sub skills such as punctuation and mechanics. In addition, designed activities are not appropriate enough to meet the objectives set. However, as well as teaching the mechanics of writing at sentence level, writing material is expected to familiarize learners with how written text is organized. Data from text analysis also proves this as the following lesson shows.

Section 4: Writing

In this section, you should be able to:

- Write instructions by looking at pictures

(Explanation about the use of paragraphs and numbered lists is omitted from this place) We use an imperative clause when we are telling some one to do something or not to do something. The imperative form of the verb is the same as its root form.

Example: **Come** here.

Take two tablets every four hours.

For a negative imperative, we use **don't** and the root form of the verb. In formal English, we use **do not** at the end the root form of the verb.

Example: **Don't** make sex before marriage.

Don't discriminate people with HIV drivers [disease]

Activity 10

Instruction: Here are nine sentences that describe the experiment in the picture. But the sentences are not in a sensible order. Then write the sentences as a numbered list in the space provided below the numbered list. The first answer has been done for you as an example.

An experiment to show the effect of air pressure

1. Take the paper out of the glass. It will be dry.
2. Turn the glass upside down and, keeping it vertical, push it carefully into the water.
3. Make sure that the paper is in the glass tightly so that it will not fallout.
4. The paper did not get wet because the pressure of the air prevented the water from entering the glass.
5. Get a glass and put a piece of paper into the bottom of it.
6. Counts slowly to ten and then carefully lift the glass out of the water.
7. Fill a large container with water
8. When you lift the glass out of the water, make sure that you hold it perfectly straight.
9. Push the glass into the water so that it is completely covered.

Answers

7. Fill a large container with water

This lesson presents learners with a basic knowledge of arranging sentence in a sensible order. This is an important skill to lead learners to a more independent creative writing. However, this activity could have been extended to ask learners to use conjunctions and write it in the form of a paragraph. The biggest limitation of the lesson is that the activity is not appropriate to achieve the objective specified, i.e. writing instructions by looking at pictures. Students did not write instructions

of their own. But instead they rearranged instructions. So how can they develop skill of writing instruction, without being exposed to such tasks? In addition, most of the lessons in the material are found to be less effective in that they do not promote and involve the process approach to learning.

Tutors claimed that the material contains parts that are expected to help learners to learn skills integratively. However, when they try to practice it, the integration becomes superficial and that the lesson presents only one skill. The following is an example of a lesson that tutors claim integrates skills superficially.

Section 2: Speaking and Listening

Dear learner,

In this lesson you will learn how to ask to borrow something. This is an area which many students, learning to speak English, find it difficult. There are common errors made. Therefore, this section will try to prevent you from making these common errors. You should also involve another person for asking to borrow something. The two skills, that is to say speaking and listening will be developed.

Objectives

- After studying this section, you should be able to identify the phrase used to ask to borrow something from someone Identify the phrase used to ask to someone to lend something to someone
- Listen to partner's speech and respond accordingly.

Asking to borrow something

What does 'borrow' mean

To borrow means to take or have the use of something with the understanding that you will return it.

The following phrases can be used to start the expression

May I ...

Can I ...

Could I ...

If you borrow your friends' pen, you will use it when you have finished with it, you will then give it back to your friend. In such base, you can say as follows

- May I borrow your pen?

Or

- Can I borrow your pen?
- Could I borrow your pen?

Common errors May you borrow me your pen?

Will you borrow me your pen?

Activity 5

Instructions: The following activities will help you develop your speaking as well as writing skills. Do the following questions according to the instruction.

1. Using the different expressions you learned, ask your friend to lend you his/her book.
2. Assume that you have run out of money to buy some fruits from the grocery. You have suddenly met your neighbor. Borrow some money from him using the expressions we discussed.

*Taken from page 34 of unit 3

In this lesson, students are urged to speak and listen ^{to} a friend. However, it is not clear as to how students will be speaking. Everything before activity 5 explains only how to use the word 'borrow'. Therefore, students are not given a meaningful task that can be extended to complete writing, to talk about or to listen to. Activity 5, on the other hand, states that students are to develop speaking and writing. The researcher felt that students in this activity will hopefully write two separate sentences. In addition, it is doubtful if students can improve their writing by practicing only two separate sentences. Writing involves more than this- organizing ideas, paragraphing and so on.

Learners' and tutors' questionnaire data shows that they are unhappy with the instruction. Data from the text analysis also support their position

Activity 5:

- Instruction: The following activities will help you develop your speaking as well as writing skills. Do the following questions according to the instruction.

Activity 8

- Instructions: Rewrite the following sentences by using the correct form of the verbs in [the] bracket.

Most instructions in the material are written in this way. In the first instruction, students are expected to speak and write. However, it is not clear how they should speak and write. In addition, the second sentence urges students to do the questions according to the instruction. But it is not clear which instruction students use. The first sentence is not an instruction. It simply tells students the aim of the activity.

The instruction under 'Activity 8' asks students to use the correct form of the verb. However, since example is not given on what happens to the verbs when they are changed into the 'correct form' students might use different forms such as the present form, past form, past perfect and so on. Sheerin (1989) states that if students are to work on their own, there is a need for the utmost clarity and clear examples of what is required.

The data from the focus group discussion and questionnaire confirmed that the subjects are not happy with the material. Data from the text analysis also shows that from the ten units, three of the topics deal with 'Tells of Nasredin and the other three are about detective stories (The Case of the Stolen Ring, The Donkey's Tail and The Case of Poisoned

Sweets). The other four topics are 'Taking off', 'HIV/AIDS' 'Babies are Amazing' and 'How writing Developed'. Thus, the researcher felt that the material is covered with imaginary and childish stories and characters. As Cunningsworth (1989) states real things and characters in material capture our interest since in reality we spend a good deal of time talking about ourselves and about other people whom we know. We normally do not discuss at length imaginary characters lacking merit. In addition ,the researcher felt that since distance learners of the institution (see figure 1) are adult learners, the topics are too silly to be relevant to them.

The researcher from the overall analysis of the material has found that

1. most activities are observed to be unsatisfactory to achieve the objectives.
2. language skills are not appropriately presented and integrated.
3. learners styles and strategies are not considered
4. variety in activities and topics is not observed.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Producing an appropriate distance material is a demanding task that requires expertise in the field. However, Rowntree (1992), Boyle (1993), McGrath and Howard (1995) complain that material designers tend to ignore the time and effort it requires. So for this reason many distance language materials have been found to be lacking the required level.

The purpose of this study was to find out the status of the distance English language learning material of Pan Africa Distance Academy. An attempt was made to describe if important design features have been included in the material. To do this, tutors, distance learners and external assessors were included as study samples. Questionnaire was distributed to these subjects. In addition, focus group discussion was conducted with tutors and external assessors. Furthermore, the material under study was closely studied by the researcher. Therefore, based on all these instruments the following observations have been made:

- Tutors and learners stated that the introduction of the material has done what is expected from a good introduction. External assessors and the text analysis, on the other hand, show that the introduction does not do its functions effectively. The text analysis proved that the introduction to the course (module) as a whole was not broad enough to include the content of the whole material.
- Tutors in the questionnaire reported that the feedback contained in the material is effective to help learners know why they were wrong or / and right. They held this position on the ground that giving this kind of feedback is quite impossible. External assessors, on the other hand, confirmed that the feedback given in the material is ineffective since it does not help learners know why the correct answer is correct and vice versa.

- All the respondents in the questionnaire and FGD agreed that the study guide found in the material is ineffective to lead learners which source material to use, which section to give emphasis and how long to spend on each section. The text analysis also proved this in that the only advice found in the material is telling learners to read the whole part of it.
- Tutors and external assessors unanimously confirmed that students' learning styles and strategies are not considered in the material. Half of the students agreed that the material goes with their learning strategies and styles while the other half reported that the material does not go with their learning styles and strategies.
- All the respondents in the questionnaire and during focus group discussion confirmed that the material does not include language learning advice, summary, index, reference sections and motivational factors. This was also confirmed by text analysis.
- Distance learners confirmed that the progression of grammar and vocabulary is appropriate. Tutors, on the other hand, reported the opposite. From their tutorial experience, tutors stated that there are times when learners get confused as to which tense to use since some lessons presupposes the knowledge of tense.
- The FGD with tutors and assessors and a study on the material proved that the activities follow a similar format. Learners, on the other hand, approved the existence of variety of activities. However, tutors, during focus group discussion, asserted that the learners ask them to skip many of the activities since they are similar with the previously done ones.

5.2 Conclusions

It is good that there has been an attempt to help students reflect on their learning in the form a checklist. However, these checklists at the end of the units could have been more useful if they had urged learners to plan on a remedial work, review those outcomes they have not fully met and note down actions they will take. Another good quality of the material is that the size of each unit seemed to

be manageable to read (at least to the researchers' satisfaction). However, as the study on the material proved that the following limitations have been observed:

- There is a disparity between the stated objectives and the real application of the material. Though equal mastery of the four language skills is expected in the stated objectives, the findings reveal that the material fails to develop the speaking, listening and writing skills. Reading skill is fairly good when compared to the other three skills. However, it has been observed that comprehension questions ask literal or surface meaning and do not develop creative and independent answers. In addition, the reading tasks do not develop good reading strategy and pre-reading and post reading activities are not well treated. Further more, skills are not treated integratively. On the whole, most of the activities are not appropriate enough to meet the objectives specified in the material. However, since objectives are not specified in vocabulary and grammar lesson of the material (please see all the samples included in the study and appendix F), the researcher found it difficult to conclude if the objectives of these lessons are materialized.
- There is less variation in terms of format and style, and hardly any use of visual materials to accommodate different learning styles.
- While the general advice is to think distance learning materials as a tutorial-in-print, here the material of the institution represents a lecture followed by activities.
- The material has not included many of the design features of distance learning materials such as summary, language learning advice, reference sections , index and study guide.
- While topics which are real and immediate commands interest and response from learners, most contents and topics are imaginary. In addition, most topics and contents do not cross subject boundaries to include history, geography, and science and so on.

5.3 Recommendations

The researcher based on the study and conclusions, forwards the following points as recommendations.

Tutors should not be hopeless on the value of the material. Since the role of materials is inspiration which stimulate the tutors own creative potential, tutors should use some supplementary materials to enhance the existing material. As stated in the conclusions section, the material does not treat the four skills intergratively and in a balanced way. And hence, tutors should look for tasks and activities that teach the skills effectively and integratively instead of heavily depending on the material.

The material needs a lot of revision work. When revising the material, the revisers need to be able to incorporate the learners' needs and interests. In addition, they should write the material in conversational style. As Rowntree (1990) confirms the learner should be considered an active partner in a dialogue or conversation. They should also include language learning advice, summary, reference sections, index and feedback and convince students of the usefulness of the activities suggested and state their objectives clearly. They should provide plenty of variety in topics and activities to maintain interest, to encompass different learning styles and strategies and to keep students actively involved. Topics and contents should include other school subjects and real things to be accepted by learners. In addition, the revisers should include visuals and illustrations and closely inspect the activities and redesign them so that they could achieve the objectives planned.

And finally, because of time constraint, this work of mine does not include model distance language learning material. Researchers, therefore, should conduct broad study in the field and provide distance institutions with material that shows them how to design their own ELT distance materials.

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Appendix A

A Questionnaire to be filled by External Assessors
Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
Graduate Studies Programme

Dear External Assessors,

This questionnaire aims at collecting data on the effectiveness of grade 9 English language distance learning material of Pan Africa Distance Academy. The material has been attached with this questionnaire. Please read the material very carefully and fill in the questionnaire attached. Put a tick “√” mark under the column which you think is correct about the material. I would like to assure you that the information would be used for academic purpose only.

Notice that

4=Excellent

2=Adequate

0= Completely Lacking

3=Very Good

1=Poor

Thank you in advance!

| Distance English Language Learning Material Evaluation Checklist | | | | 4 | 3 | 2 | 1 | 0 |
|--|--|--|--|---|---|---|---|---|
| Student's Book | | | | | | | | |
| Introduction | | | | | | | | |
| 1. Each part is introduced in an interesting and stimulating way. | | | | | | | | |
| 2. It gives highlight to contents to follow and the topics to be discussed. | | | | | | | | |
| 3. It identifies the aim of the course, and the language skills that it hopes students would develop. | | | | | | | | |
| Feedback | | | | | | | | |
| 4. The feedback meets each learner's need to find out 'was I right? If not, why not?' | | | | | | | | |
| 5. The feedback provides appropriate praise (for example 'well done!' or 'splendid!' if the task was really difficult). | | | | | | | | |
| 6. The feedback includes something like 'this was a tough one!' or 'most people get this wrong at first!' to help learners not to feel like complete idiots when they get things wrong. | | | | | | | | |
| 7. It contains questions on what they have learned from the activities. | | | | | | | | |
| Study Guide | | | | | | | | |
| 8. The study guide specifies which source materials should be used when working through the package. | | | | | | | | |
| 9. It briefs learners to focus their reading on particular pages/section | | | | | | | | |
| 10. It gives learners the maximum and minimum time to spend with any source | | | | | | | | |
| Flexibility | | | | | | | | |
| 11. The material considers different learning styles and strategies. | | | | | | | | |
| 12. The material provides different kinds of strategies for learning the language. | | | | | | | | |
| Language Learning Advices | | | | | | | | |
| 13. The material provides advices on how to do exercises, how to learn vocabulary, whether to learn explicit grammar rules, when to use dictionaries and grammar books and so on. | | | | | | | | |
| Activities | | | | | | | | |
| 14. There are various kinds of activities to cater for different types of learner and to maintain interest among all learners (i.e. they allow for students variation in applying different strategies for comprehension). | | | | | | | | |
| 15. The activities are suitable for distance learning mode (for example they don't require several participants). | | | | | | | | |
| 16. The activities are set in a real-world context or represent a real world task. | | | | | | | | |
| 17. The activities provide guidance or hints for facilitating comprehension. | | | | | | | | |
| 18. The activities include free and controlled exercises (tasks that focus on both fluent and accurate production). | | | | | | | | |
| 19. They promote creative, original and independent responses. | | | | | | | | |
| Objectives | | | | | | | | |
| 20. Objectives are provided in each activity. | | | | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 21. The objectives are clear and concise for the learners. | | | | | |
| 22. The objectives specify the conditions and standards of performance (e.g. 'You should be able to summarize a story in one paragraph'). | | | | | |
| 23. The objectives provide the means by which students can determine for themselves whether they have achieved them. | | | | | |
| Language Input | | | | | |
| 24. The language input used in the material captures learner's interest, involve and motivate them to learn actively. | | | | | |
| 25. The language used is at the right level for distance learners. | | | | | |
| 26. The progression of grammar points is appropriate. | | | | | |
| 27. The progression of vocabulary items is appropriate. | | | | | |
| 28. The grammar point is presented with brief and easy explanations. | | | | | |
| Skills | | | | | |
| 29. The material provides an appropriate balance of the four language skills (speaking, listening, writing and reading). | | | | | |
| 30. Writing activities are suitable in terms of amount of guidance (control, degree of accuracy and use of appropriate styles | | | | | |
| 31. Reading passages and associated activities are suitable for the students' level, interest and so on. | | | | | |
| 32. Material for spoken English (dialogues, role plays etc) is well designed to equip learners for real-life interactions | | | | | |
| 33. The material pays attention to sub-skills i.e. listening for gist, note-taking, skimming for information and so on | | | | | |
| 34. There is material for integrated skills work. | | | | | |
| Reference Materials and Index | | | | | |
| 35. The material contains grammar reference section, vocabulary in a glossary or separate lists, material for how to pronounce words with the help of instruction and cassette. | | | | | |
| 36. The material includes content list (index) that help learners find explanations of grammatical or discourse point. | | | | | |
| 37. The material contains tape scripts of listening and speaking activities. | | | | | |
| Instructions | | | | | |
| 38. The instructions are written in clear and simple language. | | | | | |
| 39. The instructions give advice on the order in which various activities should be done, how they are to be done, in what medium they should be done (orally, written and so on) and how much time they might take. | | | | | |
| Motivational Factors | | | | | |
| 40. The layout, color work and type face of the material is attractive enough to motivate learners to use it. | | | | | |
| 41. The material includes encouragement and warning such as 'Never get discouraged!', 'Well done!' 'This was really a tough question' and so on. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 42. The material encourages learners to make use of their experience of life, their interests, enthusiasms, their view, attitudes and feelings. | | | | | |
| 43. The material interacts with the learner like a good interactive classroom teacher. | | | | | |
| Summary | | | | | |
| 44. The material contains a summary of each section. | | | | | |
| 45. The summary reflects back refreshingly on what has been learnt. | | | | | |
| Diagrams, Charts, Pictures , Tables, Signaling devices | | | | | |
| 46. The material is sufficiently illustrated. | | | | | |
| 47. It is clear for learners what to do with each illustration | | | | | |
| 48. The illustrations are close enough to add meaning to the text. | | | | | |
| 49. The material uses signaling devices (such as icons white space and so on) to help distance learners see what is going on or use related sources (video, audio tapes and so on) when needed. | | | | | |
| Content | | | | | |
| 50. The content of the module is interesting, challenging motivating and realistic. | | | | | |
| 51. There is sufficient variety in the content of the material. | | | | | |
| 52. The content is relevant to distance learners. | | | | | |
| General | | | | | |
| 53. The material is appropriate to achieve the objectives set. | | | | | |
| 54. The material is suitable for grade 9 distance learners of the institution. | | | | | |
| 55. It satisfies distance learners' language learning interest. | | | | | |

Appendix B

A Questionnaire to be filled by Grade 9 Tutors
Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
Graduate Studies Programme

Dear Tutors,

This questionnaire aims at collecting data on the effectiveness of grade 9 English language distance learning material of the academy. As you have been using the material when you tutor distance learners, I believe that you provide first hand information. I would like to assure you that the information would be used for academic purpose only.

Thank you in advance!

Part 1: Tutors' Profile: Please fill in the information using a tick “√” mark in the right place. Note that writing your name is not necessary.

Qualification: Degree Diploma M.A

Other (please specify) _____

Part 2: Evaluating the distance language learning material.

Please put a tick mark “√” under the column which you think is correct about the material. Notice that

4=Excellent

2=Adequate

0= Completely Lacking

3=Very Good

1=Poor

| Distance English Language Learning Material Evaluation Checklist | | | | 4 | 3 | 2 | 1 | 0 |
|--|--|--|--|----------|----------|----------|----------|----------|
| Student's Book | | | | | | | | |
| Introduction | | | | | | | | |
| 1. Each part is introduced in an interesting and stimulating way. | | | | | | | | |
| 2. It gives highlight to contents to follow and the topics to be discussed. | | | | | | | | |
| 3. It identifies the aim of the course, and the language skills that it hopes students would develop. | | | | | | | | |
| Feedback | | | | | | | | |
| 4. The feedback meets each learner's need to find out 'was I right? If not, why not?'. | | | | | | | | |
| 5. The feedback provides appropriate praise (for example 'well done!' or 'splendid!' if the task was really difficult). | | | | | | | | |
| 6. The feedback includes something like 'this was a tough one!' or 'most people get this wrong at first!' to help learners not to feel like complete idiots when they get things wrong. | | | | | | | | |
| 7. It contains questions on what they have learned from the activities. | | | | | | | | |
| Study Guide | | | | | | | | |
| 8. The study guide specifies which source materials should be used when working through the package. | | | | | | | | |
| 9. It briefs learners to focus their reading on particular pages/section | | | | | | | | |
| 10. It gives learners the maximum and minimum time to spend with any source | | | | | | | | |
| Flexibility | | | | | | | | |
| 11. The material considers different learning styles and strategies. | | | | | | | | |
| 12. The material provides different kinds of strategies for learning the language. | | | | | | | | |
| Language Learning Advices | | | | | | | | |
| 13. The material provides advices on how to do exercises, how to learn vocabulary, whether to learn explicit grammar rules, when to use dictionaries and grammar books and so on. | | | | | | | | |
| Activities | | | | | | | | |
| 14. There are various kinds of activities to cater for different types of learner and to maintain interest among all learners (i.e. they allow for students variation in applying different strategies for comprehension). | | | | | | | | |
| 15. The activities are suitable for distance learning mode (for example they don't require several participants). | | | | | | | | |
| 16. The activities are set in a real-world context or represent a real world task. | | | | | | | | |
| 17. The activities provide guidance or hints for facilitating comprehension. | | | | | | | | |
| 18. The activities include free and controlled exercises (tasks that focus on both fluent and accurate production). | | | | | | | | |
| 19. They promote creative, original and independent responses. | | | | | | | | |
| Objectives | | | | | | | | |
| 20. Objectives are provided in each activity. | | | | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 21. The objectives are clear and concise for the learners. | | | | | |
| 22. The objectives specify the conditions and standards of performance (e.g. 'You should be able to summarize a story in one paragraph). | | | | | |
| 23. The objectives provide the means by which students can determine for themselves whether they have achieved them. | | | | | |
| Language Input | | | | | |
| 24. The language input used in the material captures learner's interest, involve and motivate them to learn actively. | | | | | |
| 25. The language used is at the right level for distance learners. | | | | | |
| 26. The progression of grammar points is appropriate. | | | | | |
| 27. The progression of vocabulary items is appropriate. | | | | | |
| 28. The grammar point is presented with brief and easy explanations. | | | | | |
| Skills | | | | | |
| 29. The material provides an appropriate balance of the four language skills (speaking, listening, writing and reading). | | | | | |
| 30. Writing activities are suitable in terms of amount of guidance (control, degree of accuracy and use of appropriate styles | | | | | |
| 31. Reading passages and associated activities are suitable for the students' level, interest and so on. | | | | | |
| 32. Material for spoken English (dialogues, role plays etc) is well designed to equip learners for real-life interactions | | | | | |
| 33. The material pays attention to sub-skills i.e. listening for gist, note-taking, skimming for information and so on | | | | | |
| 34. There is material for integrated skills work. | | | | | |
| Reference Materials and Index | | | | | |
| 35. The material contains grammar reference section, vocabulary in a glossary or separate lists, material for how to pronounce words with the help of instruction and cassette. | | | | | |
| 36. The material includes content list (index) that help learners find explanations of grammatical or discourse point. | | | | | |
| 37. The material contains tape scripts of listening and speaking activities. | | | | | |
| Instructions | | | | | |
| 38. The instructions are written in clear and simple language. | | | | | |
| 39. The instructions give advice on the order in which various activities should be done, how they are to be done, in what medium they should be done (orally, written and so on) and how much time they might take. | | | | | |
| Motivational Factors | | | | | |
| 40. The layout, color work and type face of the material is attractive enough to motivate learners to use it. | | | | | |
| 41. The material includes encouragement and warning such as 'Never get discouraged!', 'Well done!' 'This was really a tough question' and so on. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 42. The material encourages learners to make use of their experience of life, their interests, enthusiasms, their view, attitudes and feelings. | | | | | |
| 43. The material interacts with the learner like a good interactive classroom teacher. | | | | | |
| Summary | | | | | |
| 44. The material contains a summary of each section. | | | | | |
| 45. The summary reflects back refreshingly on what has been learnt. | | | | | |
| Diagrams, Charts, Pictures , Tables, Signaling devices | | | | | |
| 46. The material is sufficiently illustrated. | | | | | |
| 47. It is clear for learners what to do with each illustration | | | | | |
| 48. The illustrations are close enough to add meaning to the text. | | | | | |
| 49. The material uses signaling devices (such as icons white space and so on) to help distance learners see what is going on or use related sources (video, audio tapes and so on) when needed. | | | | | |
| Content | | | | | |
| 50. The content of the module is interesting, challenging motivating and realistic. | | | | | |
| 51. There is sufficient variety in the content of the material. | | | | | |
| 52. The content is relevant to distance learners. | | | | | |
| General | | | | | |
| 53. The material is appropriate to achieve the objectives set. | | | | | |
| 54. The material is suitable for grade 9 distance learners of the institution. | | | | | |
| 55. It satisfies distance learners' language learning interest. | | | | | |

Appendix C

A Questionnaire to be filled by Grade 9 Distance learners

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

Graduate Studies Programme

Dear Distance Learners,

This questionnaire aims at collecting data on the effectiveness of grade 9 English language distance learning material of the academy. As you have been using the material since the beginning of this year, I believe that you provide first hand information. I would like to assure you that the information would be used for academic purpose only.

Thank you in advance!

Part 1: Learners' Profile: Please fill in the information using a tick "√" mark in the right place. Note that writing your name is not necessary.

Age: Below 18 18-30 31-40 above 40

Part 2: Evaluating the distance language learning material.

Please put a tick mark "√" under the column which you think is correct about the material. Notice that:

4=Excellent

2=Adequate

0= Completely Lacking

3=Very Good

1=Poor

| Distance ELT Material Evaluation Checklist | | 4 | 3 | 2 | 1 | 0 |
|--|--|---|---|---|---|---|
| | Student's Book | | | | | |
| 1 | The introduction is interesting and stimulating | | | | | |
| 2 | The feedback responses meet your need to find out 'Was I right? If not, why not?' | | | | | |
| 3 | The material fits our learning styles and strategies | | | | | |
| 4 | There are various kinds of activities to maintain interest | | | | | |
| 5 | The objectives are clear and concise for you | | | | | |
| 6 | Objectives help you to determine whether you have achieved them | | | | | |
| 7 | The language input used in the material captures your interest to involve and motivate you to learn actively | | | | | |
| 8 | The language used is at the right level for you as a distance learner | | | | | |
| 9 | The progression of grammar points is appropriate | | | | | |
| 10 | The progression of vocabulary item is appropriate | | | | | |
| 11 | The grammar point is presented with brief and easy explanation | | | | | |
| 12 | Writing activities give you enough amount of guidance (control, accuracy, style and soon). | | | | | |
| 13 | Reading passages and associated activities are suitable for you | | | | | |
| 14 | The instructions are written in clear and simple language | | | | | |
| 15 | Layout, color work and type face of the material are attractive enough to motivate you to use it | | | | | |
| 16 | The illustrations are simple enough and add meaning to the text | | | | | |
| 17 | It is clear for you what to do with each illustration | | | | | |
| 18 | The content of the module is interesting, challenging, motivating and realistic | | | | | |
| 19 | The content is relevant to you | | | | | |
| 20 | There is sufficient variety in the content of the material | | | | | |
| 21 | The material is appropriate for you as a distance learner | | | | | |
| 22 | The material satisfies your language learning interest | | | | | |

23. Please write any comments (strengths or weaknesses) you have about the material and ways of improving it _____

Appendix D

| Distance English Language Material Evaluation Checklist | Level | Remark |
|--|--------------|---------------|
| Student's Book | | |
| Introduction | | |
| 1. Each part is introduced in an interesting and stimulating way. | | |
| 2. It gives highlight to contents to follow and the topics to be discussed. | | |
| 3. It identifies the aim of the course, and the language skills that it hopes students would develop. | | |
| Feedback | | |
| 4. The feedback meets each learner's need to find out 'was I right? If not, why not?' | | |
| 5. The feedback provides appropriate praise (for example 'well done!' or 'splendid!' if the task was really difficult). | | |
| 6. The feedback includes something like 'this was a tough one!' or 'most people get this wrong at first!' to help learners not to feel like complete idiots when they get things wrong. | | |
| 7. It contains questions on what they have learned from the activities. | | |
| Study Guide | | |
| 8. The study guide specifies which source materials should be used when working through the package. | | |
| 9. It briefs learners to focus their reading on particular pages/section | | |
| 10. It gives learners the maximum and minimum time to spend with any source | | |
| 11. The study guide specifies which source materials should be used when working through the package. | | |
| 12. It briefs learners to focus their reading on particular pages/section | | |
| Language Learning Advices | | |
| 13. The material provides advices on how to do exercises, how to learn vocabulary, whether to learn explicit grammar rules, when to use dictionaries and grammar books and so on. | | |
| Activities | | |
| 14. There are various kinds of activities to cater for different types of learner and to maintain interest among all learners (i.e. they allow for students variation in applying different strategies for comprehension). | | |

| | | |
|---|--|--|
| 15. The activities are suitable for distance learning mode (for example they don't require several participants). | | |
| 16. The activities are set in a real-world context or represent a real world task. | | |
| 17. The activities provide guidance or hints for facilitating comprehension. | | |
| 18. The activities include free and controlled exercises (tasks that focus on both fluent and accurate production). | | |
| 19. They promote creative, original and independent responses. | | |
| Objectives | | |
| 20. Objectives are provided in each activity. | | |
| 21. The objectives are clear and concise for the learners. | | |
| 22. The objectives specify the conditions and standards of performance (e.g. 'You should be able to summarize a story in one paragraph'). | | |
| 23. The objectives provide the means by which students can determine for themselves whether they have achieved them. | | |
| Language Input | | |
| 24. The language input used in the material captures learner's interest, involve and motivate them to learn actively. | | |
| 25. The language used is at the right level for distance learners. | | |
| 26. The progression of grammar points is appropriate. | | |
| 27. The progression of vocabulary items is appropriate. | | |
| 28. The grammar point is presented with brief and easy explanations. | | |
| Skills | | |
| 29. The material provides an appropriate balance of the four language skills (speaking, listening, writing and reading). | | |
| 30. Writing activities are suitable in terms of amount of guidance (control, degree of accuracy and use of appropriate styles | | |
| 31. Reading passages and associated activities are suitable for the students' level, interest and so on. | | |
| 32. Material for spoken English (dialogues, role plays etc) is well designed to equip learners for real-life interactions | | |
| 33. The material pays attention to sub-skills i.e. listening for gist, note-taking, skimming for information and so on | | |
| 34. There is material for integrated skills work. | | |

| Reference Materials and Index | | |
|--|--|--|
| 35. The material contains grammar reference section, vocabulary in a glossary or separate lists, material for how to pronounce words with the help of instruction and cassette. | | |
| 36. The material includes content list (index) that help learners find explanations of grammatical or discourse point. | | |
| 37. The material contains tape scripts of listening and speaking activities. | | |
| Instructions | | |
| 38. The instructions are written in clear and simple language. | | |
| 39. The instructions give advice on the order in which various activities should be done, how they are to be done, in what medium they should be done (orally, written and so on) and how much time they might take. | | |
| Motivational Factors | | |
| 40. The layout, color work and type face of the material is attractive enough to motivate learners to use it. | | |
| 41. The material includes encouragement and warning such as 'Never get discouraged!', 'Well done!' 'This was really a tough question' and so on. | | |
| 42. The material encourages learners to make use of their experience of life, their interests, enthusiasms, their view, attitudes and feelings. | | |
| 43. The material interacts with the learner like a good interactive classroom teacher. | | |
| Summary | | |
| 44. The material contains a summary of each section. | | |
| 45. The summary reflects back refreshingly on what has been learnt. | | |
| Diagrams, Charts, Pictures , Tables, Signaling devices | | |
| 46. The material is sufficiently illustrated. | | |
| 47. It is clear for learners what to do with each illustration | | |
| 48. The illustrations are close enough to add meaning to the text. | | |
| 49. The material uses signaling devices (such as icons white space and so on) to help distance learners see what is gong on or use related sources (video, audio tapes and so on) when needed. | | |
| Content | | |
| 50. The content of the module is interesting, challenging motivating and realistic. | | |
| 51. There is sufficient variety in the content of the material. | | |

| | | |
|--|--|--|
| 52. The content is relevant to distance learners. | | |
| General | | |
| 53. The material is appropriate to achieve the objectives set. | | |
| 54. The material is suitable for grade 9 distance learners of the institution. | | |
| 55. It satisfies distance learners' language learning interest. | | |

Appendix E

Focus Group Discussion (FGD) Guide

1. How do you evaluate the following features of the material?
 - a. Introduction
 - b. Feedback
 - c. Study Guide
 - d. Flexibility
 - e. activities
 - f. Objectives
 - g. Instruction
 - h. Language input, skills and topics
2. Do you think there is enough language learning advice in the material?
3. Are motivational factors considered in the material?
4. What is your over all comment of the material in relation to achieving the objectives set its suitability for distance learning and so on?

Appendix F

COURSE INTRODUCTION

Dear Learner,



I would like to welcome you to Grade Nine English language course. I hope you will find it very helpful and enjoyable.

Pan-African Distance Education Academy (PADEA) is established with the aim of providing quality education for people living in the different parts of the country. This alternative education is given for those who can't attend their education through the regular or extension class.

Dear learner your Grade Nine English language course consists of **three** modules. They are named Module 1, Module 2 and Module 3. Module 1 and 2 have three units each. Module 3, however, contains four units. So you have ten units all in all.

We have tried our level best to make the English language lesson as communicative as possible. A number of activities are given for you to do in each unit. The course is also characterized by its integrated nature. By integrated we mean the four basic language skills; namely, listening, speaking, reading & writing and other language skills such as vocabulary and grammar have close relationship in each unit. Last but not least you should bear in mind that before completing each module a separate '**Assignment**' is prepared and sent to you for evaluation. The assignment is accounted for thirty percent (30%) of your total mark. The remaining seventy percent (70%) goes to your final examination, which you take after you complete each module.

Course Objectives

By the end of the Grade Nine course, you should be able to:

- ✔ listen and respond to instructions, information and explanations on a range of topics;
- ✔ read and understand, silently and independently, a wider range of English texts for information and enjoyment;
- ✔ write short compositions on related topics; and
- ✔ complete a summary from outline notes.



MODULE 1

Introduction



This module has **three** units. Each unit is further divided into different sections. The first unit is called *Taking off*. The reading passage set for this unit will introduce you two brothers who contributed to the invention of air planes. You will find this in section 1. Speaking, Listening and Writing are treated in sections 2, 3 and 4 respectively.

Unit Two is about *HIV/AIDS-Symptoms, Transmission, Stigma*. The first section, as usual, contains a reading passage, vocabulary and grammar. Section 2 of the unit is a speaking section. It deals with three important language functions. The listening part, which appears in section 3, requires you to do different tasks. The last section of this unit is on writing. It mainly concentrates on sentence arrangement.

The last unit, Unit Three, has the topic called *How Writing Developed*. This unit is unique because it has only three sections. The first section comprises three sub sections. The first section comprises three sub sections. The speaking and listening lessons are integrated in section 2. The writing section is the last part of this unit.

Objectives

After studying this module, you should be able to:

- read texts silently and independently;
- skim texts for the general gist and scan for specific details;
- identify the meaning of words from their context;
- listen and respond to instructions, information and explanations on a range of topics



A. Comprehension passage

Dear learner,

Before you move to the reading passage, I would like to ask you the following quick questions.



Have you ever seen an aeroplane?

Have you ever been inside an aeroplane?

The Wright Brothers

Wilbur and Orville Wright were American **aviators**. They are considered the fathers of the first successful piloted heavier-than-air flying machine.

Orville Wright (1871 – 1948) was born in Dayton, Ohio. Whereas Wilbur (1867 – 1912) was born in Millville, Indiana. He was the third of five Wright children. Their father was a bishop of the United Brethren Church. The two brothers **attended** high school in Dayton, but neither boy formally graduated from high school. After leaving school, the brothers made several **attempts** at printing small local newspapers.



Fig 1.1.1: Wilbur and Orville Wright

On December 17th 1903, Wilbur and Orville Wright succeeded in making man's first flight in an aeroplane with its own power. At Kitty Hawk, North Carolina, Orville made the first successful flight. That first flight travelled a distance of 36.5 meters. It **lasted** 12 seconds. Later the same day Wilbur made a flight of 260 meters in 59 seconds. Soon, the Wright brothers were flying for as long as an hour.

The work of Otto Lilienthal, the German **pioneer** of gliders, inspired the Wrights to begin the possibilities of powered flight in the 1890s. Lilienthal died in an 1896 glider **crash**. His death convinced the brothers that they not only must build successful airplanes, but must also learn to fly them correctly.



Figure 1.1.2: A glider



Vocabulary refers to the words we know and use. For example **aeroplane** is one of the English vocabularies that we know. We use this word to refer to an aircraft with wings and one or more engines.

Dear learner, before you do 'Activity 3', please think of the words '**bold**' and '**clue**'



- ◆ A word is said to be '**bold**' if it appears in darker print than the other words. For example, the word '**aviators**' is printed in bold in paragraph 1 of the reading passage.
- ◆ A '**clue**' is a piece of information or a sign that helps you to find the answer to a question or a problem.



Activity 3

Instructions: Here is a list of clues in **column 1**. Find the answers to these clues from the words printed in bold in the reading passage. Write your answers in the space provided in **column 2**. The first one has been done for you.

Column 1

1. took
2. accident
3. learned
4. a person who is the first to develop in a new area of knowledge
5. efforts
6. persons who fly an aeroplane
7. were successful

Column 2

_____ lasted _____

Dear learner,

You should always bear in mind that practice increases one's proficiency in the language. Accordingly, I want you to construct your own sentences using the words you have supplied in 'column 2' of 'Activity 3'. The purpose is to check whether or not you have understood the meanings of the key words appeared in the reading passage.

For example the words '**lasted**' and '**took**' are similar in meaning.



Do you know what words which are the same in meaning, are called?

Yes, words that have the same, or nearly the same, meaning are called **synonyms**. Therefore the words '**lasted**' and '**took**' can be used interchangeably. That is to say we can use the word '**lasted**' in place of the word '**took**' in sentences like the following.

1. Orville's flight **took** 12 seconds.
Orville's flight **lasted** 12 seconds
2. Abebe made a long speech which **lasted** 2 hours.
Abebe made a long speech which **took** 2 hours.



- ◆ The tourists **want to visit** the Ajora falls.

Activity 5

Instructions: Re write the following sentences by using the correct form of the verbs in brackets.

1. He is planning (pursue) his education next year.

2. Abrham wants (be) a pilot.

3. I forgot (bring) my pen.

4. I am sorry. I didn't mean (hurt) you.

5. She is prepared (fly) to Dire Dawa by plane.

6. The Konsos have managed (conserve) the soil.

7. Mohammed longs (see) his aunt who lives in Harar.

8. They arranged (meet) at the bus stop.

9. He seemed (like) her.

10. She refused (fly) to Cairo.

ii. Verbs followed by object + infinitive

Some English verbs are followed by an **object** + an **infinitive**. The object cannot be left out.

For example She ordered me to clean my shoes.

In this sentence the verb is **ordered**, the object is **me** and the infinitive verb is **to clean**. Therefore, the object '**me**' cannot be left out.

The following table consists of verbs that are followed by **object + infinitive**.

| | | |
|--------|----------|-------|
| allow | invite | teach |
| ask | order | tell |
| forbid | remind | warn |
| force | show how | want |



Activity 8

Instructions: Re-write the following sentences using the correct form of the verb in the bracket.

1. The children admitted (break) the glasses.

2. Tenagne has finished (read) the book.

3. I detest (smoke) cigarettes.

4. He doesn't mind (open) the window.

5. They always avoid (watch) films.

iv. Expressing purpose using 'to' and 'inorder to'

Dear learner,

In English we can express **purpose** by using '**to**' or '**inorder to**' + a verb.

For example = He studied day and night to get good marks.

In this sentence the word '**to**' plus the verb **get** have been used to introduce the purpose clause.

Purpose clauses indicate the intention someone has when they do something.

'inorder to' + get can also be used in place of 'to' as in the following sentence

He studied day and night **inorder to** get good marks.

So you can see that in these sentences '**to**' and '**inorder to**' have the same meaning.



Why did he study day and night?

What was the purpose of his action?

It is clear that " He studied day and night 'to' or 'inorder to' get good marks"

We can also use 'to' or 'inorder to' to give a short answer if we are asked why someone did something?

For example

Question Why did she go to Lalibella?

Answer 1. **To** see the rock-hewn churches.

2. **Inorder to** see the rock-hewn churches.



Model Conversation

Aster: Girma, where were you last night?
 Girma: I was at the airport . What about you?
 Aster: I was at the airport, too
 Girma: Why did you go there?
 Aster: To see off my younger sister who flew to Bahir Dar.
 Girma: I see. By the way why did she leave Addis for BahirDar?
 Aster: She left Addis for Bahir Dar inorder to visit Lake Tana.



Which words indicate 'purpose' in the above conversation?
 The words _____ and _____ indicate purpose.

I have three words of advice to improve your speaking skill. Thy are **practise, practise, practise.**



Checklist

Put a tick mark for the task you can perform

| | | |
|--|--------------------------|--------------------------|
| I can | Yes | No |
| ♦ identify the words that are used to express purpose | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ express my self in English in situations that need the use of purpose..... | <input type="checkbox"/> | <input type="checkbox"/> |

Section 3: Listening



Dear learner,

This listening section is about **note-taking**. Though the lesson mainly focuses on the development of the listening skill other skills such as writing, speaking etc. can also be developed.

Objective

By the end of this section, you should be able to:

- take notes from a friend /partner.



What is note-taking?

Note-taking, as its name implies, is the activity of writing down in note form information we have heard. It simply means taking notes from a spoken source such as a teacher, a friend, a radio, etc.

Section 4: Writing

Dear learner,



In this writing section, you will develop your writing skill further. You will be required to write a composition.



Paragraph 3

- A. Carrier-based air planes are a specially modified type of land plane.
- B. The craft is launched by a steam driven catapult.
- C. They have a strengthened structure.

Paragraph 4

- A. Known as flying boats, they may have small floats attached to their outer wing panels.
- B. A number of sea planes have been designed from scratch to operate only from water bases.
- C. Sea planes are often ordinary land planes modified with floats instead of wheels so they can operate from water.
- D. Such seaplanes have fuselages that resemble and perform like ship hulls.



Checklist

Put a mark for the tasks you can confidently perform. Put a cross mark for those you are not sure of. If so please go back and revise the part(s) you are not clear.

| I can | Yes | No |
|---|--------------------------|--------------------------|
| ♦ define a paragraph | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ define a composition | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ tell the difference between a paragraph and a composition | <input type="checkbox"/> | <input type="checkbox"/> |
| ♦ arrange sentences into their correct order to form a paragraph..... | <input type="checkbox"/> | <input type="checkbox"/> |



Self-test Exercise 1

Exercise 1

Instructions: The following words are taken from the reading passage called 'The Wright Brothers'. Choose the word that best completes each sentence.

attended crash succeeded lasted aviators

1. The boys _____ in climbing the mountain.
2. I _____ my elementary school in Awassa.
3. It is because of the _____ that the plane landed safely.
4. Yesterday there was a serious car _____ and it caused heavy casualty.
5. His speech was so long that it _____ three hours.

Exercise 2

Instructions:- Complete the following sentences by using the correct form of the verb.

For example: Almaz has managed (answer) the question.

Answer: Almaz has managed **to answer** the question.

1. I forgot (bring) my pencil.

2. The pilot showed me how (land) the plane.

3. My sister doesn't mind (drink) milk.

4. The thief denied (steal) the TV set.

5. The girl refused (accept) the invitation.



Scanning Questions

Dear learner scan the passage for the following questions.

1. Which paragraphs contain the abbreviation 'AIDS' ?
2. Which paragraph talks about 'flu-like' symptoms?
3. How many countries are mentioned by name in paragraphs 8 and 9 ? What are they?

HIV/AIDS-Its Realities

¹ AIDS was first **identified** in 1981 in New York and California. Shortly after its detection in the United States, evidence of AIDS **epidemics** grew in sub-Saharan Africa. AIDS quickly developed into a worldwide epidemic, affecting virtually every nation. By the year 2000 an estimated 34.7 million adults and 1.4 million children worldwide were living with HIV infection or AIDS. From 1981 to the end of 2000 about 21.8 million people died as a result of AIDS. More than 4.3 million of those who died were children under the age of 15.

² Scientists have identified three ways of the **transmission** of HIV. They are sexual intercourse with an infected person, contact with **contaminated** blood, and transmission from an infected mother to her child before or during birth or through breast feeding.

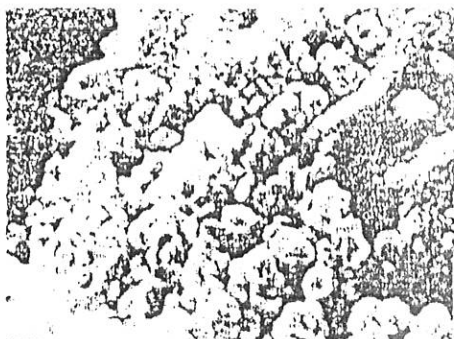


Fig 1.1.3: The structure of HIV

³ HIV transmission occurs most commonly during intimate sexual contact with an infected person. The virus is present in the infected person's semen or vaginal fluids. During sexual intercourse, the virus gains access to the bloodstream of the uninfected person by passing through opening in the mucous membrane.

⁴ Direct contact with HIV-infected blood occurs when people share needles or syringes contaminated with infected blood. Sharing of contaminated needles among **drug** users is the primary cause of HIV infection in eastern Europe.

⁵ HIV can be transmitted from an infected mother to her baby. This happens when the baby is still in the woman's uterus or during child birth. The virus can also be transmitted through the mother's breast milk during breast feeding. Mother-to-child transmission **accounts** for 90 percent of all cases of AIDS in children. Mother-to-child transmission is particularly **prevalent** in Africa.

⁶ Many people experience flu-like symptoms, such as fever, sore throat, headache and skin rash within one to three weeks after infection with HIV. These symptoms last one to four weeks. During this phase, HIV reproduces rapidly in the blood.



4. How do babies or children contract (get) HIV virus?
 - a) when they are in their mothers' uterus
 - b) when they suck their mother's breast milk
 - c) when they are born
 - d) All are possible answers
5. Which continent has the highest percentage of HIV's mother-to-child transmission?
 - a) Africa
 - b) eastern Europe
 - c) North America
 - d) Asia
6. One of the following symptoms **does not** exist in people in early HIV-infection?
 - a) fever
 - b) headache
 - c) the disease AIDS
 - d) sore throat
7. According to paragraph 7, _____
 - a) husbands are the source of HIV
 - b) illegal people contract HIV virus
 - c) HIV- positive children can't attend school
 - d) HIV-positive women are more exposed to violence than HIV-positive men.
8. Which country is educating its people to reduce HIV-infection?
 - a) China
 - b) Uganda
 - c) India
 - d) All

Activity 3 (Reference Questions)

Instructions: Look at the following words that are underlined in the passage. What other words, phrases or ideas do they refer to in the passage?

1. its (paragraph 1)
 - a) New York's
 - b) AIDS's
 - c) California's
 - d) United States'
2. They (paragraph 2)
 - a) Scientists
 - b) sexual intercourse
 - c) HIV
 - d) three ways of the transmission
3. This (paragraph 5)
 - a) baby
 - b) transmission from an infected mother to a baby
 - c) HIV
 - d) woman's
4. they (paragraph 7)
 - a) Women
 - b) parts
 - c) consequences
 - d) parents
- 5) Who (paragraph 8)
 - a) doctors
 - b) nurses
 - c) nurses and doctors
 - d) individuals

Dear Learner,

Read the following interview very carefully



Do you know what 'interview' means?

Dear learner, don't worry what it is. The following picture and the talk between the teacher and the student will clarify the matter.



So, a syringe is an instrument for sucking liquid in and forcing it out again

Activity 4

Instructions: In the reading passage, ten words are printed in bold. They are listed in column 'A'. Match the meaning/definition of these words in column B. Question 5 has been done for you as an example.

| Column A | Column B |
|-----------------------|--|
| _____ 1. identified | A. widespread, common |
| _____ 2. epidemics | B. instrument for sucking liquid in and forcing it out again |
| _____ 3. transmission | C. exposed, likely to be affected |
| _____ 4. contaminated | D. takes |
| B 5. syringes | E. medicine; a substance that stimulates the nervous system |
| _____ 6. drug | F. accept, recognize |
| _____ 7. accounts for | G. known |
| _____ 8. prevalent | H. diseases |
| _____ 9. subject | I. say no |
| _____ 10. refuse | J. spoiled, impure |
| _____ 11. acknowledge | K. passing a disease from one person to another |

Activity 5

Instructions: The following sentences are incomplete. Complete each sentence by adding a word/phrase from the lists in **column A** of Activity 4. Don't use one word more than once.

For example Syringes are used in medicine.

1. Women are _____ to rape in developing countries.
2. Typhoid _____ broke out in the region.
3. They always _____ to accept my invitation.
4. Unsafe sex is the main cause for the _____ of HIV.
5. HIV/AIDS is more _____ in sub-Saharan Africa than any other part of the world.
6. The cause of tuberculosis (TB) was _____ many years ago.
7. Agriculture _____ the highest percentage of the country's economy.
8. She became sick because she ate _____ food.
9. _____ users are exposed to different diseases.
10. They always _____ his great work.

C. Grammar

Lesson Topic: Conditional Sentences

Dear learner,

In this lesson, you will learn about *probable condition* and *'Unless to mean if ---- not'* But now, answer this quick question.



How many parts does a conditional sentence have?



ii. 'Unless' to mean 'if ----- not'

Unless has a negative meaning.

It means the same as *if --- not ----*

Unless can replace *if --- not ---* when it introduces an exception to whatever is stated in the main clause.

Study the following sentences.

- 1) a) You will have an accident **if** you **don't** care.
b) You will have an accident **unless** you take care.
- 2) a) I won't go to her party **if** she **doesn't** invite me.
b) I won't go to her party **unless** she invites me.



- ◆ Remember that the verb after 'Unless' is positive.
- ◆ The word 'not' is never use after unless
- ◆ Unless usually comes after the main clause



Activity 7
Instructions: Change the following sentences by using **unless** instead of 'if - not - "
 1. He won't pass the exam if he doesn't study hard.

 2. You will be exposed to HIV virus if you don't take care.

 3. We will not go out if it doesn't stop raining.

 4. I will not buy a car if I don't get enough money.

 5. The house will fall down if it is not repaired.



Checklist

Dear learner,

Use the following points to revise your **section 1** on reading.

I can

- ◆ scan a passage for specific information.....
- ◆ answer comprehension questions.....
- ◆ write interview questions.....
- ◆ correctly match new words with their meanings.....
- ◆ use key words in sentences correctly.....
- ◆ express probable conditions.....
- ◆ use 'unless' correctly in sentences instead of 'if --not'

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
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Section 2: Speaking



This speaking lesson deals with three important language functions. They are

- saying that you don't understand something;





Only would is used if the verb is mind. We don't use can or could in this regard.

Dear learner,

The following phrases are used to start a request for help. They are

- Excuse me, -----
- I'm Sorry, -----



Activity 8

Instructions: Answer the following questions orally. Use the above expressions for your answer.

1. You are in a Mathematics lesson. You don't know how to draw a rectangle. What would you say to your tutor?
2. You are in a hospital. The doctor has said 'stigma'. You haven't understood the word itself. You want the doctor to repeat it. What would you say to the doctor?
3. Your English language tutor has told you to define HIV and AIDS. You didn't hear what he said. What would you say?



Checklist

Instructions: The following points help you to revise the speaking lesson. Make sure that you/can perform the tasks.

I Can

- correctly use the expressions to
 - say that you don't understand something.....
 - ask someone how to do something.....
 - ask someone to repeat something.....
- identify the form of the verbs that follows the word *mind*.....

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Section 3: Listening

Dear learner,



As you may know, HIV/AIDS is claiming the lives of many people in the world. Countries like Ethiopia are seriously affected by the epidemic. Thus a lot of work is being done in the education, health, media (such as radio, television etc) sectors. The aim is to bring about behavioural change and thereby reduce the rate of infection.

This listening lesson gives you wide opportunities to listen to radio, television, etc on HIV/AIDS.

Objective

By the end of this listening section, you should be able to:

• listen to radio, public speech, etc and do the activity

Dear learner,



- Examples: Come here.
 Take two tablets every four hours.
 Enjoy yourself.

For a negative imperative, we use don't and the root form of the verb. In formal English, we use do not and the root form

- Examples: Don't make sex before marriage.
 Don't discriminate people write HIV drivers. ? edit this
 Do not forget to bring my pen.

Activity 10

Instruction: Here are nine sentences that describe the experiment in the picture. But the sentences are not in a sensible order. Decide on the correct order. Then write the sentences as a numbered list in the space provided below the numbered list. The first answer has been done for you as an example.



An experiment to show the effect of air pressure

1. Take the paper out of the glass. It will be dry.
2. Turn the glass upside down and, keeping it vertical, push it carefully into the water.
3. Make sure that the paper is in the glass tightly so that it will not fall out when you turn the glass upside down.
4. The paper did not get wet because the pressure of the air prevented the water from entering the glass.
5. Get a glass and put a piece of paper into the bottom of it.
6. Count slowly to ten and then carefully lift the glass out of the water.
7. Fill a large container with water.
8. When you lift the glass out of the water, make sure that you hold it perfectly straight.
9. Push the glass into the water so that it is completely covered.

Answers (NA clear) there should have been explanation

7. Fill a large container with water.

Source: English for Ethiopia
 Grade 9- Book1
 Students' Book
 Page 80





Checklist

Put a tick by any of these points you can perform.

I can

- | | | |
|---|--------------------------|--------------------------|
| ◆ identify the use of: | Yes | No |
| ▪ capital letters..... | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ full stop mark..... | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ question mark..... | <input type="checkbox"/> | <input type="checkbox"/> |
| ◆ correctly use capital letters, the full stop mark and question mark in paragraphs | <input type="checkbox"/> | <input type="checkbox"/> |



Self-test Exercises 3

Exercise 1

Instructions: Use the words listed below to complete the sentence

represent combination accurately
ancient invented

- 'Geez' is one of the _____ languages of Ethiopia.
- Water is a _____ of 'hydrogen' and 'oxygen'.
- A bird was used to _____ peace.
- Aeroplane was _____ by Americans.
- He answered the question _____.

Exercise 2

Instructions: Change the following **passive voice** sentences into **active voice**.

- The car was repaired by Abera.
- The letter has been written by Mahilet.
- Sport is loved by them.
- The bed was being arranged by him.
- The answer will be given by the teacher.



Activity 1

1. True 2. True 3. False 4. True 5. False

Activity 2

1. d 2. b 3. c 4. d 5. a 6. c 7. d 8. b

Activity 3

1. b 2. d 3. b 4. a 5. c

Activity 4

1. G 2. H 3. K 4. J 6. E 7. D 8. A 9. C 10. I 11. F

Activity 5

1. subject 2. epidemics 3. refuse 4. transmission 5. prevalent 6. identified 7. accounts for 8. contaminated 9. Drug 10. acknowledge

Activity 6

1. If you drink a lot of alcohol, you **will be** sick.
2. If he meets HIV positive people, he **will support** them.
3. If they take this medicine, they **will feel** better.
4. She will catch the 7:30 bus if she leaves now.
5. I **will see** lake Abaya if I get enough money.

Activity 7

1. He won't pass the exam unless he studies hard
2. You will be exposed to HIV virus unless you take care
3. We will not go out unless it stops raining.
4. I will not buy a car unless I get enough money.
5. The house will fall down unless it is repaired.

Activity 8

Open ended

Using English only, answer them appropriately

Activity 9

Open-ended

Activity 10

5. Get a glass and put a piece of paper into the bottom of it.
3. Make sure that the paper is in the glass tightly so that it will not fall out when you return the glass upside down.
2. Turn the glass upside down and, keeping it vertical, push it carefully into the water.
9. Push the glass into the water so that it is completely covered
6. Count slowly to ten and then carefully lift the glass out of the water.
8. When you lift the glass out of the water, make sure that you hold it perfectly straight.
1. Take the paper out of the glass. It will be dry.
4. The paper did not get wet because the pressure of the air prevented the water from entering the glass.

Unit 3

Activity 1

1. People used pictures to make records of events and to communicate.
2. There were three kinds of picture-writing.
3. Pictures which represent things are called 'pictograms'.
4. the **moon** and a **month**
5. Pictures which represented ideas are called ideograms.



Checklist

Put a tick by any of these points you can perform.

I can

- ◆ identify the use of:
 - capital letters.....
 - full stop mark.....
 - question mark.....
- ◆ correctly use capital letters, the full stop mark and question mark in paragraphs

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

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Activity 3

1. b 2. d 3. b 4. a 5. c

Activity 4

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Open ended

Using English only, answer them appropriately

Activity 9

Open-ended

Activity 10

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9. Push the glass into the water so that it is completely covered
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3. Pictures which represent things are called 'pictograms'.
4. the **moon** and a **month**
5. Pictures which represented ideas are called ideograms.



I, the undersigned, declare that this thesis is my original work and has not been presented in any other university.

Name Sualih M. VSSA

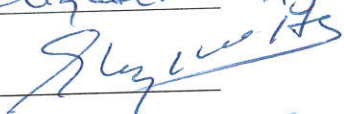
Signature 

Date of Submission 16 June 2008

This thesis has been submitted for examination with my approval as university advisor.

Confirmed by the advisor:

Name Elizabeth Ayala

Signature 

Date 16 June 2008