

ADDIS ABABA UNIVESITY  
SCHOOL OF GRADUATE STUDIES



A STUDY ON THE EFFECTIVENESS OF THE IMPLEMENTATION  
OF DISTANCE EDUCATION (PROJECT 17,000) FOR THE SECOND  
CYCLE PRIMARY SCHOOL TEACHERS, SPECIFIC TO ENGLISH  
LANGUAGE COURSES

EJETA NEGERI AMUMA

JUNE 2005  
Addis Ababa, Ethiopia

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BY  
EJETA NEGERI

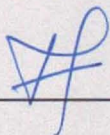
JUNE 2005

Addis Ababa, Ethiopia

ADDIS ABABA UNIVESITY  
SCHOOL OF GRADUATE STUDIES

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Teshome Nekatibeb (PhD).

Signature 

Date of approval June 4, 2005



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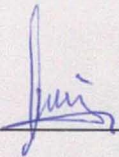
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## Declaration

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the study have been dully acknowledged.

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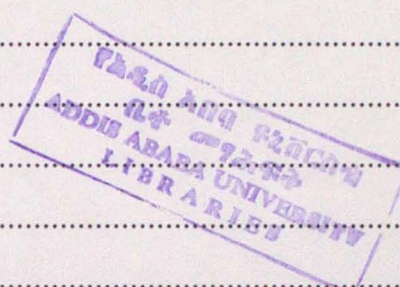
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## LIST OF ABBREVIATION

- TTI – Teacher Training Institute
- MOE – Ministry of Education
- REB - Regional Education Bureau
- EMA – Educational Media Agency
- AED – Academy for Education Development
- BESO – Basic Education Strategic Objectives
- USAID – United States of America International Development
- NTI - National Teacher Training Institutes
- DE - Distance Education
- SNNPR – Southern Nation-Nationalities' People's Region
- IGNOU – Indira Gandhi National Open University
- KCTE – Kotobe College of Teacher Education
- ICCE – International Council of Correspondence Education
- RCTE – Regional College of Teacher Education
- ODL – Open and Distance Learning
- UK – United Kingdom

## ABSTRACT

This study was set to examine the effectiveness of the implementation of the second cycle distance education diploma program specific to English Language courses. The specific purpose of the study is concerned with the match of objectives and relevance of contents of the distance English course materials to the regular college curricula for training of second cycle primary school English Language teachers, effectiveness of the implementation and efficiency of the delivery system.

For the study, a Survey Research Method was employed. Trainees, tutors and coordinators from four distance-learning centers were involved in the study to give their opinions. Qualitative and quantitative data were collected through observation, questionnaires and interviews. Documents have also been analyzed in order to crosscheck the match of objectives and relevance of contents of the distance course to the conventional program course.

The study has revealed that the objectives and contents of the two programs show high relationship. The success of the implementation was affected negatively due to leniency of follow ups, lack of timely and even distribution of modules, delay of feedback on assignments and delay in the year for completion. Absence of accountability to the program was also seen as one crucial problem. It has also been documented that instructional (delivery) of the course was affected negatively from various factors. Lack of proper training for tutors on how to teach distance program, in availability of necessary teaching kits, inconsistency in tutorial schedules, overburden of the work and the likes were some of the key problems that have been underlined for affecting the delivery system.

Nevertheless, its output is anonymously acknowledged for developing the knowledge and skills of the target group to enable them teach English language better in schools. All sampled respondents, especially, trainees, tutors and coordinators, also insinuated the importance of the program to continue for other teachers.

# CHAPTER ONE

## INTRODUCTION

This section of the study deals with the background of the study, statement of the problem, aims and objectives of the study, significance, delimitation, limitation, definition of terms, and organization of the study.

### 1.1 Background of the Study

In Ethiopia, the new education and training policy aims at employing qualified teachers at each cycle. The document on Education and training policy underlines that teachers will be certified before assigned to teach at any level of education (page 20-21). With regard to this, the necessary professional qualification for teachers' in the second cycle primary (Grades 5-8) Schools has been decided to be a diploma level. In order to provide this requirement with sufficient quantity, the previous Teacher Training Institutes (TTIs) have been upgraded, and new ones with similar standards have been opened.

Despite such timely measures, still in Ethiopian schools, especially in the second cycle primary grades, quite a large number of teachers are under the required qualification. For instance, as revealed in the Education Annual Abstract, 2000/01, out of the total 39689 who were teaching in grades 5-8, 113 were grade 12 completes and below, 29209 were graduates of Teacher Training Institutions (TTIs), 478 grade 12 completes with some additional short training, 1982, grade 12+1-3, and 7907 were diploma holders. This indicates that only 19.92% (7907) had the required qualification for teaching in this cycle while the rest 80.07% (31782) teachers were under-qualified. Even the recent data states, "At national level, in 1996 E.C. 2003/04) 96.5% primary school (grades 1-4) teachers were certified, while in the second cycle (grades 5-8) only 32.1% were certified" (Education Annual Abstract ,2003/04:12, MOE).

Hence, to fill in this wider capacity gap by upgrading the professional and academic qualification of teachers who are teaching in the second cycle primary (Grades 5-8) to diploma level, a national teachers' training program through distance learning was

introduced in December 2000 by the Ministry of Education (MOE) in collaboration with Regional Education Bureaus (REB) and colleges (EMA, 2001). The programme has been supported with a fund aided by the Academy for Educational Development (AED) through a sponsorship of Basic Education System Overhaul (BESO/USAID).

Diagram 1. Distribution of Trainees Candidates for the 2nd Cycle Primary School Distance Teacher Training Program by Region

| Amhara | Tigray | Oromia | SNNPR  | Gambella | Bene<br>Shangul- | Harari | D/Dawa | Afar  | Somali | Total |
|--------|--------|--------|--------|----------|------------------|--------|--------|-------|--------|-------|
| 5000   | 867    | 8237   | 5193   | 206      | 400              | 234    | 151    | 194   | 918    | 21400 |
| 23.36% | 4.05%  | 38.49% | 24.27% | 0.96%    | 1.87%            | 1.09%  | 0.05%  | 0.91% | 4.29%  | 99.34 |

(EMA, Distance Panel).

This above diagram shows a rough distribution of candidate teachers across ten regions. Addis Ababa City Administration is not a participant. The data does not show number of male and female candidates. Three regions (Oromia, SNNPR and Amhara) have involved large amounts (86.12%) of trainee-candidates (See the above Diagram).

The current 'Second Cycle Distance Education Diploma Teacher Training Program' was named "Project 17000", because it was primarily aimed to train 17000 Second Cycle Primary schoolteachers. However, due to a strong demand from Regional Education Bureaus (REBs), the scope has reached over 21000. The trainee teachers come from all region states except Addis Ababa City Administration.

Such programs were used as alternative means of training under-qualified teachers in different countries. In Africa, particularly, in countries like Tanzania, Kenya, Nigeria, Zimbabwe and Uganda, which have been confronted with more or less similar educational challenges, took an exemplary initiative to up-grade the professional and academic standards of unqualified teachers (EMA, 1999). Kenya, in its effort to tackle the acute shortage of qualified primary school teachers, established a National Teacher Training Institute (NTI) Distance Education College in 1976. Its mission was to provide initial teacher qualifications and upgrade the quality of teachers through distance education. Its courses and qualifications were equivalent to those of conventional Colleges Teachers' Education (UNESCO, 2001:23).

Training teachers through a distance mode is not a new initiative in Ethiopia. In the 1960s when there was a high shortage of qualified Ethiopians teachers, distance program was undertaken as a means to fill the gaps. The current Distance Education Diploma Program Project for training of Second Cycle Primary School English Language teachers also aims at promoting the quality of the English language teaching through upgrading the qualification and standard of teachers teaching in the second cycle primary schools to their diploma graduate counter-parts (EMA). However, the appropriateness of the design and effectiveness of the implementation process is not yet tested. Thus, this study is planned to examine the appropriateness of the design, and effectiveness of implementation of the program, and problems encountered during the implementation.

## 1.2. Statement of the Problem

Gibson, in an article presented in Keegan (1990-81) gives a brief account of how different authors such as Moore (1973), Wedemeyer (1981), Garrison (1989) had conceptualized distance teaching in terms of its key elements such as teacher, students, communication medium, and content. He also adhered to the inclusion of the content, in which the teaching and learning occurs, in order to broaden human conception of learning.

The wide spreading characteristics and its economically low cost of distance education for development and provision of education for all, calls for rigorous design, proper implementation, follow-up evaluation and research work at national and international level. Despite the fact that Ethiopia has launched internationally appraised type of program, the experience and implementation capacity is not yet developed. The success or failure of the programme depends on the efficiency of the implementation. Thus, the worth of examining the implementation may contribute some inputs to its future endeavor.

Thus, the purpose of this study is to examine the appropriateness of the design, the degree of the fit of the objectives and relevance of contents of the distance education program to the conventional program for training of primary school English language teachers, the effectiveness of the implementation, efficiency of the delivery system and

problems encountered during the implementation of the distance program, and to suggest some remedial actions to improve the effectiveness of the programme.

### 1.3. Research Questions

In view of this the following research questions were posed to be answered in the course of the study.

1. What are the relationships between the objectives and contents of the 2nd cycle distance education, and that of the conventional curricula for training of second cycle primary School English Language teachers? 1.1) How appropriate are the objectives of the second cycle primary school distance education diploma program for training of primary school English Language teachers?. 1.2) How relevant are the contents and methods of the second cycle primary school distance education diploma course materials to the conventional curricula for training of Primary school English Language teachers?
2. How effective is the implementation of the second cycle distance education Diploma course for training 2nd cycle primary school English Language teachers?  
2.1) Were roles and responsibilities of stakeholders clearly defined, and how effectively (efficiently) were the roles and responsibilities played by the different stakeholders? 2.2) Were there appropriate communication channels among the different responsible bodies for implementing the program? 2.3) Were there necessary learning resources available and to what extent were they accessible to the trainees?
3. How efficient was/is the instructional system of the second cycle distance Education diploma program for training of primary school English Language teachers? 3.1) How adequate and useful was the face-to face program? 3.2) How is the quality of support services provided to trainees? 3.3) How is the quality and originality of trainees' assignments for submissions? 3.4) How useful are the comments and guidance provided to trainees' by their tutors?

4. What is the impact of the distance mode of training on trainees? 4.1) Have skills in teaching English Language in Grades 5-8 gained by trainees? 4.2) Do trainees feel that they have gained/ developed sufficient skills for teaching English Language in grades 5-8? 4.3) Has the training helped the trainees teach English better in their respective classes?
5. What are the factors that influence improvement in distance program for training of primary School English Language teachers? 5.1) Is the program encouraging for training of primary school English Language teachers? 5.2). Should it continue?

#### **1. 4. General Objectives of the Study**

This study is designed to investigate issues related to the fit of objectives and relevance of contents, and effectiveness of implementation and efficiency of mode of instructional or delivery system of the second cycle distance education diploma program for training of primary school English Language teachers. The study also aims at examining problems encountered during implementing /practicing of the program.

##### **1.4.1. Specific Objectives**

Based upon the problems to be investigated, the following specific objectives have been aimed at to be answered in the course of the study.

- 1) To assess the relationship between the objectives and contents of the 2nd cycle distance diploma course curricula and that of the regular/ conventional college based curricula (syllabus) for training second cycle primary school English language teachers.
- 2) To study the effectiveness of the implementation of the second cycle distance diploma English Course/ program.
- 3) To examine the efficiency (effectiveness) of the delivery/instructional system of distance diploma program for training primary school English Language teachers.
- 4) To investigate the impact that the training might bring on the performances of the course takers in teaching English language in Grades 5 -8.

- 5) To explore out factors and means that influence improvement of the distance teacher- training program for training of primary school English language teachers in Ethiopia.

#### 1.4. Significance of the study

Though training of teachers through distance program is in a wider use in many countries, it is a relatively at its reformation stage in the Ethiopia. With this line, to the knowledge of the researcher, there is no a single study or research work, particularly related to the diploma teacher training English language course. Thus, the study is hoped to be useful in looking into the strengths and weakness of the distance teaching/learning program in order to pinpoint some constraints, and provides some hints on how to improve the program for future use.

The study also may give some clues to policy makers on factors hindering proper implementation and efficiency of the utilization of distance education for training English Language teachers. In order to examine the attitudes of the trainees about their success in their studies; some trainees from five distance learning tutorial centers were involved. In its comprehensive approach, the study has much significance to: the Educational Media Agency (EMA) on behalf of the Ministry of Education (MOE), the AED/BESO project, Amhara, Oromia and SNNPR Regional Education bureaus, Gonder, Adama, Awassa and Jimma Colleges of teacher educations.

It is significant to EMA because EMA, on behalf of the Ministry of Education, has taken the charge and played an enormous role in initiating the incoming of the program and led the planning, designing, developing, printing and distributing of the program. Thus, the study is much significant to the Educational Media Agency, who must seek to know the extent to which its effort valued in introducing the program to the country.

The AED/BESO Project, as a vanguard provider of financial and technical assistance, may need to know the extent of implementation and constraints encountered during planning through implementation process in order to evaluate and correct its similar assistance to other sectors in the future. Regional Education Bureaus (REBs) especially, Amhara, Oromia and SNNPR share the credit of the study, because they are

and were the forward partners of the project from the inception to implementation stage.

On top of this, the study might help the aforementioned three teacher education colleges to examine their experiences of the program in order to correct their previous errors and may apply to their future career of similar programs. Last but not one, the researcher believes that this study might be an initial for further study on the effectiveness of the implementation of distance education teacher training programs in Ethiopia.

### 1.5. Delimitation of the study

The scope of the study is limited to investigating issues related to appropriateness of objectives and contents, effectiveness of the implementation, efficiency of the instructional or delivery of the distance diploma level teachers training program, specific to English Language courses. It also aims at examining problems encountered by implementing /practicing the program. Therefore, the distance program English course materials, which were planned, designed and developed and distributed by the Educational Media Agency in collaboration with Regional Education Bureaus, and the implementation activities of the course are focus of the study.

In order to examine the effectiveness of the English language course materials, and the confidence levels of the learners themselves toward the program, the study embraces distance learners from Amhara, Oromia and Southern Nation Nationality Peoples' Region. The selected distance learning centers are Debrebirhan (Amhara), Adama, (Oromia) Awassa (SNNPR), and Ambo (Oromia). In addition to this one more distance learning center (Goro/Wolkte Zone) Senior Secondary School, found in SNNPR has been included for the purpose of responding only to questionnaires. In order to examine the attitude of the learners about the effectiveness of the distance program in their learning processes, some trainees were interviewed individually as well as in groups during the fieldwork.

## 1.6. Limitations of the study

All subjects of the second cycle distance education diploma program need to be assessed. Nevertheless, since this study is concerned only with the teaching-learning process of the English course, the problems to be investigated do not include problems of the other subject areas involved in the distance program.. In a similar way, the finding cannot be generalized to all distance education diploma English course trainees found in the other centers.

The observation is also limited only to surveying distance-learning centers, where the trainees attend the face-to-face tutorial programmes. Observing classroom teaching (where trainees teach) is not including in the study. Most of all, except for the fit of objectives and relevance of contents, it does not make any comparison between the teaching of the distance mode and the conventional method for training of primary school English Language teachers.

The comparison is limited to only examining appropriateness of the objectives and relevance of contents of the distance education diploma English Course materials to the objectives and contents of conventional curricula for training second cycle primary school English Language teachers. There was no any other source of information for approving or disproving the responses of trainees on their English Language-skills development. In this case, the interpretation relies only on trainees' own words.

## 1.7. Operational definition of related terms

**Second Cycle Primary School Distance Diploma Program-** refers to a programme set by the MOE in 1999/2000 to upgrade the standards of teachers teaching in the second cycle primary schools (5-8) with under qualification to the cycle.

**Regular/Conventional Curricula** –The document prepared for training diploma English Language teachers by Kotobe College of Teacher Education and others as of 1996/97 and 1999/2000.

**Delivery System** - Concerned with the instructional system of distance education selected for the implementation of the distance diploma teacher-training program.

**Fit/match** – The equivalency or synchronization of objectives of the distance diploma program and the regular course curricula for the training of 2<sup>nd</sup> cycle primary (5-8) English Language teachers.

**Distance Learning Center** – Refers to centers established at senior secondary schools or Colleges and TTIs for carrying out the face-to-face tutorial programmes planned to be held at six weeks interval.

**Tutorial Center Coordinator** - A person who was assigned to coordinate the activities planned for effective implementation of the distance course at the selected center.

**Tutor** – ‘is a member of the instructional conferences, instructs and examines students,’ (Good, 1973:623). In this study, it refers to those who were selected by the coordinator of the tutorial center to teach the distance programme English courses.

**Trainees** - Ethiopian teachers teaching English Language in the second cycle primary (5-8) schools with under qualification for the cycle and enrolled in the Distance programme to be qualified to diploma standard.

**Learning resources** – Resources put in the plan of implementation of the distance Programme including reference materials, libraries, radio, video, TV Sets and software programmes.

**Efficiency** – the ability to achieve desired results economy of time and effort in relation to the amount of work accomplished (Good, 1973:207).

**Performance**-The carry out of work by a student in an actual assignment, tests, or course (Hawas, 1989:116). In this study, the term ‘performance’ is concerned with the activities trainees are expected to accomplish in their distance course studies.

## 1.8. Organization of the study

The paper consists of five parts. In the first part, introduction, which embraces background of the study, statement of the problem, aims and objectives of the study, significance, delimitation, limitation of the study, operational definition of terms and organization of the study are included.

In the second chapter, review of the related literature, which includes: concept of distance education, why distance education is so important, the growing of distance education worldwide, implementation of distance education, managing

implementation, roles of stakeholders in the implementation of distance education, availability of necessary learning resources, the role of human communication in the implementation of distance education, distance program mode of delivery system, the use of sound media in the instruction of distance program, student's support service and its qualities, assessment methods in distance education, evaluating the effectiveness of distance learning program, measures of success in the implementation of distance program, learner's outcome, training of teachers (including Ethiopia) through distance program and examples of English Language teaching distance programs(institutions) are the focus points.

In the third chapter, theoretical framework and research methodology, theoretical framework itself, research design, data collection, data management and analysis were discussed.

The fourth chapter, which deals with data analysis and presentation, gives brief accounts of contexts of the observed sites, backgrounds of the respondents, interpretation and discussion of the data collected through questionnaires and interviews and analysis of the documents of the distance program. The final, chapter five, presents summary of the study, conclusion and recommendations based on the findings.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

This part of the thesis deals with the Review of the Related Literature to the problem under the study. It provides a theoretical background on the concept of distance education/ learning, implementation of distance education, distance program mode of delivery, evaluation of the effectiveness of distance learning program, distance program for teacher training in Ethiopia. In order to relate the literature to practical work, the documents of the second cycle primary school distance teacher-training program have also been analyzed.

#### **2.1. The Concept of Distance Education**

##### 2.1.1. Definition

Though, the concept of distance education is getting more and more recognition at recent periods in different countries, its historical perspective goes back to the early 19<sup>th</sup> century. In the past almost for over half a century, different people defined and interpreted the phrase "Distance Education" in different ways. In this case, Verduin et al., (1991), recently have examined how different researchers and educators have defined the term "distance education". They revealed that the German educator Peters (1965) popularized this term in Germany, in the 1960s and 1970s.

As these educators have observed, the term 'distance education was employed in France as a "title for distance teaching institutions". However, Moore, (1993) in Keegan, (1993:22) pointed out that the first attempt in English to define distance education and to articulate a theory appeared in 1972. According to Peters (1965) in Keegan, (1994:27), 'distance education' refers to instruction by the exchange of letters between teacher and students, a process in which the contributions of both are usually based on specially prepared and methodologically developed printed course materials.

African editors, such as Obanya, Shabani and Okebukola, (1996) have also looked at the meaning of distance education as, "form of study where students are not in direct physical contact with their teachers" (UNESCO, 1996). Verduin et al., (1991) in their book "Understanding Distance Education", have summarized Keegan's 1980 and 1986 definition of distance education and outlined four concise definitions as follows:

- (1) The separation of teacher and learners during at least a majority of the instructional process,
- (2) The influence of an educational organization, including the provision of student evaluation,
- (3) The use of educational media to unite the teacher and learner and carry course content,
- (4) (The provision of two way communication between teacher, tutor or educational agency and Learner (Ibid: 11).

McAleese (1985), in the International Encyclopedia of Education, Volume 3 page 1432, states that distance education simply and some what broadly defined is "education which either does not imply the physical presence of the teacher appointed to dispense it in the place where it is replaced, or in which the teacher is present only on occasion for selected tasks". In addition, Vertecchi, (1993), (in Keegan, 1993) asserts that distance education presupposes the existence of a 'school'-that is, an organization whose explicit purpose is to teach to a public who wants to learn.

As its definition varies, different terms have also been given to distance education. For instance, terms such as independent study, Home study, Correspondence study, out of campus study, individual study, autonomous study, and many more other terms were used to mean the same as the purpose of today's distance education.

Even today the term distance education or distance learning is used exchangeably with the expression "Open Learning". In this case Brown, (1997) in the book "Open & Distance Learning: Case study from Industry to Education", uses both terms exchangeably from its topic through the inside dialogue. Most of British based writers or authors use the term "Open learning" to mean Distance Education". Actually, the base for such expression is the popularity of the United Kingdom (UK) Open University, which is used as a model for many distance education establishments.

Whatever different definitions and terms given to the mode of instruction called 'distance education', the definition given by Keegan (1980 & 1986) & revisited by Verduin (1991) has been adopted for this study.

### 2.1.2. Why Distance Education is so important?

Different nations and countries make use of distance education for different or similar purposes. For instance, as one UNESCO, (2000) report puts it, in Africa: Kenya, Tanzania; in Asia: India, Malaysia, and Pakistan, in Europe: Britain, Spain France, in Latin America: Uruguay and Argentina have used distance education for different purposes.

Following the development of technology and specialized field of knowledge, human needs, wants and interests are increasingly growing. In order to satisfy these needs of education now it is becoming apparent that the conventional or the regular face-to-face education alone is not sufficient. Thus, governments and educational organizations are actively encouraging the use of distance education as alternative means for provision of education to large masses at different fields of studies. The importance and effective use of distance program and its expansion is widely revealing in developed countries than in developing countries. For this, Great Britain, Germany, and Australia can be mentioned as the forward examples in utilizing the innovation. Brown, (1997) in the introduction part of his book "Open& Distance Learning:" in the topic "Why bother with open learning?" has an important paragraph as a rationale for use of distance or open learning program in Europe.

Traditionally for most people and most subjects, learning has taken place in face-to-face environment, led by a teacher, instructor, or whatever. However, pressures are now growing that serve undermine the traditional structure of learning provision across all sectors...there is an increasingly urgent need for cost-effective, rapid retraining of the European workforce." Brown, (1997:2-3)

From this quotation, one can see that in developed countries distance education has upper hand over the traditional structure due to its cost effectiveness and the rapid capability of multiplying trained manpower. According to Brown, the reasons given for initiating change differ in detail from context to context but the underlying motivations include the following points: increased student access to learning; reduce learner drop-out rates; enhanced learning quality and learning strategies; wider range of learning available; more effective use of skilled tutors; reduction in costs; reduction/elimination

of time and place, dependence for interactions between learners and material, learners and tutors, learners and peers (See Brown, 1997:3).

Pertinent to the reason for employing distance education as education mode of delivery:

- a. availability of new methods of communication
- b. flexibility in relation to place, time, age & time.
- c. Learners continue earning their living while they pursue their studies
- d. political philosophy of a nation or political party in power has a very strong influence (Obanya, et al., 1996).

Vertecchi, (1993) in Keegan, (1993:154), pronounces that the demand for education is coming for other and differing reasons. Some of the reasons this author distinguished endorse the idea that people want to change their professional profile or they change their minds about what they want to do. The demands for education come from adults and it would be rather difficult to satisfy these demands in a traditional education system. According to the observation of this contributor, distance education has been seen as the correct solution to the problem, because it (distance education), breaks the temporal and spatial resistance that are typical of face-to-face education. Purposes of distance education:

- to increase learning access
- for equity & legitimacy of education
- learner-centered innovation

Distance education has existed in Ethiopia for four decades. It has been introduced in the form of correspondence education. The Ethiopian Distance Education Division had tried to justify why to introduce correspondence/distance Education in Ethiopia as follows:

It is affirmed by the department's survey of November 1977, that there is a felt need for correspondence education. For instance, out of 855 factory workers with secondary level education, 735 persons filled in the questionnaires showing interest in correspondence education, which is the educational alternative for the adult population" (as quoted in Tesfaye Ejigu, 2002).

From the above quotation, we can see that the primary need for correspondence education (now distance education) was that workers wanted to improve their education

let it be their professions on the-job or their academic qualifications. Tilson and Nekatibeb (2004:124) have examined that the need for instigation of distance education in Ethiopia was related to access, educational quality, educational costs, and capacity building. Amare, (2000:128), highlights that the inception of distance learning program in Ethiopia is at its youngest age and getting more acceptances in the Ethiopian educational system.

### 2.1.3. The Growing of Distance Education

Lockwood, (1995) and Reddy, (1996) have discussed growth of distance education largely. According to Reddy's observation, distance education took deep roots in several countries in the 1930s. The International Council for Correspondence Education (ICCE) in 1938 gave attention to the recognition of distance education throughout the world. In this case Australia, Russia, Sweden, the USA and England were the forerunners for introducing what was called correspondence education, now most shifted to distance education. The following table shows the size of distance education in the world.

Table1. Distance Education- The World-Over

| Region/Continent | Countries | No of Institutions |
|------------------|-----------|--------------------|
| Africa           | 34        | 122                |
| Asia             | 18        | 101                |
| Australia        | 4         | 68                 |
| Europe           | 18        | 240                |
| Middle East      | 2         | 3                  |
| North America    | 2         | 237                |
| Caribbean        | 4         | 6                  |
| Latin America    | 13        | 54                 |
| <b>Total</b>     | <b>95</b> | <b>835</b>         |

Source: Reddy, (1996:169)

In Europe, North America (the US & Canada), there are about 237 institutions of distance Education whereas in 34 African countries, there are only about 122 Institution of Distance Education. This implies that the growth of distance education, like its beginning, is much enormous in developed countries rather than in developing countries.

Though developed countries introduced distance education with what is now similar to the use of it in developing countries, by social, political, economical and technological development, the objectives, purposes, methods and structural development of distance

education in the developed countries are much far different from that of the developing countries. As Brown, (1997:3) examines one case study, “reduction/elimination of time and place dependence for instructions between learners and material, learners and tutors, learners and peers,” justify why people bother with Open-Learning. The main purpose for beginning Distance Education in developing countries includes:

- expanding educational opportunities to cover a large proportion of populations,
- to produce trained manpower technical & vocational areas,
- to assist the level of literacy a country has achieved (Reddy, 1996).

In this view, the main objective for introducing the second cycle distance education diploma program in Ethiopia is directly related to the description, “to produce trained manpower in order to meet their national demands in technical and vocational areas”. And, the rest two descriptions also support the main objective.

## 2.2. Implementation of Distance Education

As Fullan, (1977) has been cited in Marew, (2000), implementation refers to the actual use of an innovation or what an innovation consists of in practice. According to this author dimension of implementation consists:

- change in materials,
- structure/organization,
- role behavior or knowledge & understanding, and
- value internalization.

In regard to this, Vertecchi (1993)’s interpretation of implementation in distance education is that many activities are required to ensure regular communications with the students once they have begun to study. In this phase, Vertecchi included activities such as: dispatching of the materials, correction of assignments, processing of data, preparation, correcting and compensatory communication to be sent to the students (Ibid: 160).

In a summary statement, Vertecchi(1993) argues that distance education presents some of the characteristics of traditional face-to-face education such as:

- i. including: uniformity of educational content;

- ii. definition of teacher's role;
- iii. social delegation for education;
- iv. definition of the learner's role and
- v. authorization of certification (Ibid:155).

In order to assess the effectiveness of implementation of distance education, it is important to review how it was operated including its managerial process, definitions of participants and clarity of communication.

### 2.2.1. Managing Implementation of distance education

Implementation is a variable, and if the change is a potentially good one, success (such as improved student learning, or increased skills on the part of teachers) will depend on the degree and quality of change in actual practice (Fullan, 2001: 70). Nekatibeb, (1990) has analyzed implementation of educational radio broadcast in Ethiopia in the contexts of: decision-making authority, autonomy, leadership, financial and manpower allocations, procuring facilities, program development, program production, transmission, human resource development and linkage roles. Paul, (1990:67) writes that leadership, rather than management, is the integrating force that brings the requisite components together and gives direction in context of the institution.

In implementing a certain program, the occupants of the different roles-teachers, head teachers, students- are often required to alter their usual ways of thinking about themselves and one another and their characteristics of behaving towards one another and within the organization. Often the organization (role relationship) change aspects of curriculum projects are left implicit in the plan (Derebssa, 2000:8-9).

By this token, the effectiveness for implementation of distance education programs can also be seen from the aspects of the roles-relationship the different institutions, learners, tutors, coordinators, and the communication aspects these parties can have among themselves.

## 2.2.2. Roles of stake-holders in the implementation of distance program

As Aspinall and his associates, (1992:33) have noted, potential areas of difficulty include:

- Unclear expectations about role performance: the requirements of role are not made clear and the individual, therefore, has no way of telling the sorts of criteria on which his or her performance is likely to be judged;
- Conflicting demands by different members of role set: for example, the head teacher expects a team leader to take a whole-school view in his or her approach to evaluation, while team members expect him or defend the team's interests in the competition for resources; conflicting elements within the role: for example to act as both appraiser and advisor/ supervisor of colleagues;
- Role overloaded: too many roles, for example, those of head of department, head of year and class teacher with a heavy teaching load,

### 2.2.2.1 Roles of distance program institutions (units)

According Verduin, (1991:166), the organizational pattern and operating practices of a distance education establishment are based on the educational philosophy of that instruction as well as some economic and political restrictions. Regarding this, Rumble, (1986) suggests three potential models for organizing distance education:

- a. institution-centered,
- b. student-centered, and
- c. society-centered.

The institution-centered model, which Rumble calls "the industrial model", can handle large number of learners and highly controlled. So, Verduin, (1991), accepts that the advantages of such a model are that large numbers of students can be served and that it is an economically advantageous way to conduct programs in this day of limited economic resource (Verduin, 1991:167). Nonetheless, Escotet, (1980) comments that in such a model, there is an absence of contact between student and instructor or student and student. However, an institution is there to manage the implementation of distance

education. Evidently, Aspinall and his associates, (1992:8), have observed that while much managerial activity is carried out through the formal structures of organization (organizational chart) it also involves the complex network of informal relationships through which much of the real work of the school or college actually gets done.

Verduin, (1991:176) claims that the distance education unit must contain a clearly defined:

- faculty or faculties,
- counselors, and
- tutors.

According to Verduin, implementation of distance education is based on team approach for sharing roles to assess learner's needs, design appropriate learning packages, provide guidance, and check performance. Panda, (in Evans, 1996:113), referring to the structure of correspondence course institutions (CCIs), spots that there are fifty directorates of Correspondence or Distance Course or departments of Correspondence/distance education, commonly known as CCIs, functioning within the institution of higher education or universities. These universities have full control over the CCIs, with little or no freedom delegated to the latter with regard to design of curriculum, development of programmes, teaching approaches and support service, student's evaluation and certification. The institutional management and in most cases, the financial allocation and expenditure, and staffing of the CCIs are determined by the host institutions (See also Panda, in Keegan, 1993:8).

Paul, (1990) writes that an institution's commitment to strong student service is critical to the fundamental value of opening up access to a university education. It is one of the critical tests of the extent to which resource allocation and decision-making are based on a value-driven approach or a more political one (Ibid, p.93).

In the context of the second cycle distance diploma program, institutional roles refer to the roles & responsibilities the following institutions perform in designing, implementing, disseminating, monitoring & evaluating the project:

- the Educational Media Agency (EMA) on behalf of the MOE,

- Regional Education Bureaus (REBs),
- Regional Colleges of Teacher Education (RCTE) - regional and federal colleges, and
- Tutorial centers.

“There is a need to work towards a clear idea of these roles, not at an administrative level, but at an educational level” (Fish, 1989:98). For the practicality of this project, there are academic and administrative roles and responsibilities set up following the structural layout of the project (See appendix 10 / Structure of Role-Relationship).

#### **2.2.2.2. Roles of the Learner**

Amudnsen, (in Keegan, 1993:76) pronounces that the purpose for learners to come to distance education situation is to learn something that fits the type of knowledge found in the field and prepares them for various forms of professional certification. As Wedemeyer (1971) has been viewed in Keegan, (1993) in any teaching-learning situation, it is generally agreed that there are four essential elements: a teacher, a learner, or learners, a communications system or mode, something to be taught/ learned.

The learner, in teaching-learning situation, is the main figure for accepting or rejecting what is to be learned and taught. In this case the perception of distance program, the learner is a decisive subject for the success or failure of the program. Following the footsteps of the theory of the perceptual psychologists; Bills, (1959), Combs, (1959), Verduin, (1991) claims that people’s perceptions of behavior and learning play a significant role in learning. Thus, he notes that one view of behavior learning, and behavior change that holds strong meaning for distance education is the perceptual theory.

After an exhaustive presentation about perceptual theory, Verduin, (1991:142) concludes that because of the significance of people's perceptions for behavior and learning, it is most important for educators to consider those things that determine or affect human perception. The identifiable perceptual determinants he remarked are: believes, values, needs, attitudes, and self-experiences.

Lewis, (1981) felt that learners might be discouraged due to difficulty of the course /subject/ studied, delay of feed back, time laps built into a postal system which may mean several weeks between discovering problem and getting an adjustment returned with its written help and encouragement (Ibid page 20). Although, Amudndsen (1993) in Keegan (1993:76), emphasizes that the learner, and his/her needs to structure and control the learning situation, has received much emphasis in distance education, it seems that there are individual differences among the learners and support might be an inevitable. Once two American researchers, (Hilgard & Bower) have reviewed several theories of learning. One of their conclusions rested on the learner's abilities. Thus, they wrote, "the learner's abilities are important, and provisions have to be made for the slower and more rapid learners; and for those with specialized abilities" (EMA, 1990: 3.5).

#### **2.2.2.3. Roles of the Tutor**

Peters (in Keegan 1994), categorizes permanent staff members of the university distance education teachers/ tutors into five types. However, for Obanya, (1996) and his associates, most of these teachers or tutors are full-time employees of other institutions paid for their service to the distance education institutions. Lockwood, (1995) from his evaluation of student support service in Open and Distance Learning (ODL), has observed some difficulties in establishing quality assurance work. One problem he insisted on was,

"...the fact that many tutorial and counseling staff work on a part-time for the institution, and their time therefore is very limited; there are so many variables in the factors that lead to student success or failure that the demonstrability of student support service has hitherto eluded researchers"(Ibid: 239).

From the experience of Open University, it is observable that due to most of the tutors are usually off-campus employees; there is some central problem in managing tutorial activities. According to Paul, (1990), some of these difficulties include the following:

- They (tutors) are part-time, and their full-time commitment may be another Institution;

- They are usually on short term or annual contracts and their overall commitment to the institution may not be as strong as that of full-time Permanent staff;
- They do not have regular face-to-face contact with their colleagues or their superiors but tend to work in isolation from their homes;
- Their roles are frequently diffusing and are not very well defined.
- They lack the usual authority of academic in the classroom because they are bound by course designed by another staff and under the justification of a central academic (Paul, 1990:113).

Actually, and practically, the question is not where these tutors come from, but the skills they have as tutors and their roles and efforts in developing the needed skills in the learner(s). Peter himself, questions whether teachers in distance education have qualities different from teachers on the campus. His conclusion was that particularly good teaching is expected from the teacher in distance education as a compensation for not having the students in the classroom (Ibid, p. 44-45).

Lewis, (1981) in a Booklet headed 'How to tutor' in an open learning scheme, indicates that it is not only students who can be isolated in open learning. Tutors often feel in the same situation and can benefit from mutual support. According to this observer, tutors need to communicate not only with one another but also with other sources of help in the college (such as Librarian, counselor, career officer) and with the source of help outside (Ibid page 131). Rooting his finding in different case studies, Lewis, (1981) senses that tutors need to have an exchange of information about usual happenings, consultation on dealing with students,(i.e., giving advice for supporting each other in professional problems).

According to Lockwood, (1995), the essence of the tutor's role is perhaps to ensure that students absorb, and understand, the knowledge and the theory components of the course. The author hints that this may involve assessing assignments and giving feedback, clarifying points in the learning assignments in the learning material, and running occasional tutorials, probably within the organization.



#### **2.2.2.4. Roles of the Coordinator**

Lewis, (1981) has indicated roles of a coordinator in the open learning scheme. One of the many roles this author assessed for a coordinator includes that a coordinator or organizer of distance education is needed to provide whatever degree of structure helps tutor. The author has listed down examples of this action as: to find a room, to encourage pairs of tutors to meet, to prepare an agenda, to arrange for staff to be released from other commitments, to act as a secretary or chairman, and there were other points he added(See Lewis 1981:9).

#### **2.2.3. Necessary Learning Resources in implementing Distance Education.**

Resources required for implementation of a curriculum may involve 'time, material resources, administrative support and expertise'. In this field, the availability of human and material resources is essential for carrying out education programs. The human factors include:

- i. the presence or "existence" of professionally competent & ethically-minded teachers in the system,
- ii. efficient management of education, and
- iii. a student-centered & equitable curriculum which has a high standard relevant to the society, and
- iv. the supply of necessary educational materials and equipment

The availability of material factors is equally important as that of human factors in implementation of an innovation. Material factor can be divided into availability of financial capacity (budget) and useable materials either in kind or in any form. Regarding financial availability, the Ethiopian Education and Training Policy Document in the section "Educational finance", remarks that the methods of financing education in any given country is among the major elements that determine the extent of access for education, the type of education given, the pattern of student distribution, the level and quality of education and the overall management and direction of

education (Ibid: 63). While clarifying what this meant, the policy statement goes on saying," the education of a given country and its role in helping meet a clear set objective (for instance, development of economic and social growth) is closely tied with the resource available and the financing method it employs"(Ibid).

The non-wasteful and economical management of the budget is another useful instrument in strengthening the financial capacity to provide quality education (Ibid page 67). Regarding the supply of educational input, the policy statement remarks that apart from teacher training, the supply of all the necessary educational inputs has a great impact on the quality of education. Thus, the policy emphasizes the supply and distribution of textbooks, the provision of other educational inputs, and the application and support of modern educational technology.

#### 2.2.4. The Role of Human Communication in the Implementation of Distance Education

Nunan, (1993) observes that the transmission of information is considered a necessary but not sufficient condition for educative process to occur (See in Keegan, 1993:202). Kumari, (in Singh, 1995) notes that communication is key effective management. No organization can exist without communication. Communication is important for the implementation of Distance Education program. Coordination of work becomes impossible and the organization will collapse for lack of it. Cooperation also becomes impossible, because people cannot communicate their needs and feelings to each others (Kumari, in Singh, 1995:35). This commentator sees that in teaching and learning context students are expected to communicate to each other ideas, feelings, and thoughts to maximize learning (36). Characteristically, communication performs an important role in facilitating decisions by transforming the data to identify and evaluate alternative choices (Ibid).

In the context of implementation of distance education, communication is seen as the right channel to transform information:

- from and to people responsible for the implementation of the 2nd cycle distance teacher training program,

- from and to individuals and institutions/organizations, which are directly or indirectly participant in the design, development, distribution, implementation, monitoring and evaluation of the program,
- from and among these above-mentioned parties and the target users (teachers) of the program.

Keegan, (1993:127) asserts that distance education is characterized by the replacement of interpersonal face-to-face communication in the learning group by personal mode of communication. As Winn, (1990) has been viewed in Keegan (1993), distance education courses are more carefully and extensively designed than courses delivered face-to-face and that they take longer to prepare.

However, Keegan's observation shows that cognitive theories of learning see communication of distance learning from the extensive interaction of students with the instruction or with the instructor. As, has been summarized in Keegan,(1993),the learning materials, both print and non-print, are designed to achieve as many of the characteristics of interpersonal communication as possible. From the reviews of Dismond Keegan's different sources, the incorporation of easily readable style, and anticipation of students' problems, careful structuring of content, self-testing questions, instructional objectives, inserted questions, model answers, typographical considerations (designing and drawings) are some of the elements that educators perceived for communication in distance education (Keegan,1993).

### 2.3. Distance Program Mode of Delivery

Distance education can be instructed or learned in various ways. Some of the outstanding ways in learning or teaching distance education include print medium, audio/ video, computer, telephone, telecom, and others. Concerning 'methods of Teaching at Distance', Sparkes,(1993) in Keegan (1993:135) illustrates that education and teaching are interpreted to mean creating environment, in which at a distance can involve the effective use of many media; including printed, video tapes, audio tapes, practical work, as well as occasional lecturing, classroom teaching and tutoring.

In 1972, in his doctoral thesis entitled, "The didactical structure of distance education: research into a more industrial form of teaching and learning", Peters (1972) pointed out that distance instruction might be understood as a combination and integration of several teaching processes. He listed ten teaching point processes, which include:

- Instruction by letter
- Instruction using printed materials
- Instruction with mass-media
- Person to person teaching and independent work.

Sparkes, (1993), adds that in order to design a distance-teaching course to match a range of educational aims it is often necessary to inter-mix various teaching methods. For this, he has discussed the uses of audiocassette, telephone, radio, and other media, as method of teaching instruments. He also adds that there are a number of methods available for teaching knowledge at a distance: principally printed texts and audio and video tapes and computer-aided learning (Keegan, 1991:141-42). Verduin, (1991) also writes, "A variety of modes and system can be used to deliver distance education. Many of these can be combined into multimedia packages that appeal to student with different learning style".

### 2.3.1. The use of Sound Media for the instruction of distance education

Verduin, (1991) includes in his methods of delivery media such as: audiocassette, telephone, radio, and other audio media such as television, tele-courses, Microwaves broadcast, satellite broadcast, computer, Interactive Video disc, and print. On the other hand, Keegan, (1993:141-48), refers to simpler medium such as: Printed texts, lecture, TV, radio and tape recorder, Practical work, the use of microcomputers, Projects, assignments, and independent studies. Lockwood, (1995) indicates that though there are tens of thousands of distance programmes for distant learners, most of these are delivered by a single teacher using a particular medium.

Though print, radio, television and audio and video cassettes have a long history in the world of education, the fast development of technology itself created different and more sophisticated communication devices such as teletext, videotext, microcomputer, cable,

satellite, teleconferencing, electronic mail(E-mail), and some more others. As Devlin, (1993: 267) explains the rapid expansion and growing sophistication of embedded help systems and computer-supported job aids also contributes to training efficiency by increasing on- the-job performance support, which reduces the need for extensive formal training. Reddy,(1996:229) says that technology can help disseminate education from all of the world's best sources to all people, irrespective of age, sex, creed, religion, and socio-economic status, who are in urgent need of education, wherever, thus crossing all geographical constraints.

In our country, the use of radio, television and audio and videocassettes has a long history in providing formal and non-formal education. Arising from this experience, it was assumed that the language courses of the Distance Diploma Programme for the Second Cycle Primary School Teachers(which is called project 17000) to be assisted by radio, audio and videocassettes(see EMA,1999).

### 2.3.2. Student's Support Service

The experiences of the Indira Gandhi National Open University (IGNOU) shows that the objectives of student support services include: a) facilitating the provision of services to learners so as to help them gainfully utilize the learning package, b) enabling learners to study effectively and to make their choices and decisions by providing them guidance and help through academic, administrative and information support, and c) providing human element in distance education in order to reduce learners sense of isolation caused by lack of regular personal contact (as quoted in EMA,1990:64).

Obanya and his associates (in UNESCO, 1996) by examining the Nigerian Distance Education Student Service model first dealt with administrative organization of distance education. Their theorizing idea is that "the principles of student support service predicted on the belief that for students who are separated from their institutions, teachers, and peers, there need to be a well developed system of answering to the many needs they may have. Needs such as reaching their institutions, lectures and other students for counseling, course and subject selection, instructional guidance, and co-

corporation with other student for peer, group tutoring or tutorial through technology such as tele-tutorial(using the telephone system) or computer conferencing, and video conferencing are some of the notable students' support service in distance education. With students' support service, Lockwood, (1991) writes;

Institutional perspectives of learner support will lie within one of two positions. The first position is complementary, viewing student support as and deficits in learning the need essential integral component of the teaching/learning process, one that has the learner as the central focus. The second position a compensatory, regarding student as having deficits in learning that need to be fixed, advocate specialists to relieve of their responsibilities for meeting individual needs (Ibid:268).

As Ljosa has underlined in Keegan, (1993:185), in order to deliver good service, the front-line staff needs efficient back-up systems. According to this author, it is only when back-up systems run smoothly that the service can supplement the personal touch that is a characteristic of high-quality service. He also adds that the success of the whole operation depends on people delivering internal or external service (Ibid, pp. 185-86).

For this author, the interaction with students is fundamental in distance education, because, the value of the service will become evident when the students interact with the course material and with the various categories of staff of the institution. Thus, he (Ljosa) summarizes by saying,

It is therefore of vital importance that everybody involved has a clear understanding of what the student wants, what the institution's service package and service philosophy is. The institution should be aware of the main values of its product. And all the service carries should not only know, but also share the values and the philosophy of delivery (Ibid Page 186).

While sharing the experience of open learning, Paul, (1990) writes that imaginative and effective orientation, information and counseling and advising programmes have been developed which enable students to test their basic skills, motivation and intentions, against the provision of and demands made by distance education programmes (Ibid: 93).This author emphasizes the importance of instructional commitment for the efficiency and quality of student support service. Thus, he wrote, "An institution's commitment to strong student service is critical to the fundamental value of opening up

access to a university education. It is one of the critical tests of the extent to which resource allocation and decision-making are based on a value-driven approach or a more political one (Ibid, p.93).

### **2.3.2.1. Qualities of Student's Support Service**

Panda, in Terry Evans and Daryl Nation, (1996), reports what has happened regarding quality and effectiveness to a distance education program once in India. As stated by this report the quality of course materials and support provided by the CCIs (Correspondence Course Institutes) lags behind the Open University's.

The open Universities differ from conventional universities in terms of instructional culture and work ethics. However, the quality of service offered to students with regard to material distribution, evaluation of assessment responses and turnaround time and academic counseling is gradually deteriorating (Ibid:13). The report goes on saying that there was an absence of strong management information systems (MIS), although quality assurance and quality audit mechanisms have been initiated which may lead to improvement (Ibid). One of Panda's suggestions comes up in, "Continuous assessment and continuous feedback might also determine the quality of students support service" (Panda, in Keegan, 1993:8).

## **2.4. Assessment Methods in Distance Education**

Else V., (1988) in Thorpe, (1988): 28), states that a holistic and pedagogically sound curriculum cannot be developed without comprehensive needs of assessment. According to Fish, (1989), the most logical form of assessing the success of the student as a teacher on any particular occasion would be to assess the progress in learning of the learner. Thus, assessment is considered as one of the key means for finding out how learners are progressing at a stage early enough to take action to help them, as well as to suggest changes that might be made for future learners. This was why Sparkes, (1993) states;

Assessment methods have profound effect on students' approaches to learning and on the kinds of learning they achieve, so it is important to match assessment methods to aims as it is to match teaching methods to them (Sparkes, in Keegan, 1993:140).

Provus, (1971:14) also discusses that program will improve only if teachers, administrators and students become involved in a comprehensive effort to review and improve their work. He also discusses that such an effort requires a careful analysis of their strengths and shortcomings of existing procedures, a description of desired events and their sequence, and the designing of a series of small experiments to test the actual effects of each event.

As documented in a distance training manual provided by IGNOU underlines, regardless of the massive numbers, diversity of courses and the vast geographical area over which the students are spread, distance education makes a very conservative effort to have continues assessment as part of its evaluation strategy. It has recently made it mandatory for the students to submit their assignments as essential pre-requisite for taking the final Term-End examination (EMA, 1990:71). The Indira Gandhi National Open University (IGNOU) experience shows that there are two types of assignments to be submitted by the students, which comprise 25% grade mark. These are Computer-marked and Tutor-marked assignments. There is one assignment for every 2-credit course subject and to a maximum of three assignments for an eight-credit course. The learner is requested to secure minimum percentage or grade in each assignment (See Reddy, 1997:70).

The second cycle distance diploma course also uses Tutor-marked type of assignment for purpose of assessing the progress of the learners a term-end exams. Nevertheless, the number of assignment is not determined by the amount of credit hours. It is determined by the amount of modules each course has. Every module requires the trainees to present one assignment.

## 2.5. Evaluating the Effectiveness of Implementation of Distance Learning Program

As Marew, (2000) viewed from different sources, the main purpose of education is to enhance change and development in social, economic and cultural phenomena. Education becomes practical when a program or an innovation of the education is put into use on a certain target group" (Marew, 2000). According to Aspinwall, et al., (1992:2), evaluation is part of the discussion making process. It involves making judgment about the worth of an activity through systematically and openly collecting and analyzing information about it and relating this to explicit objectives, criteria and values.

- a. Evaluation of distance education consists of three elements:
- b. Initial analysis of student characteristics
- c. Intermediate evaluation of the students' learning activity, and
- d. Financial evaluation.

### 2.5.1. Effectiveness

Following the definition of Drucker, (1974) Aspinwall, et al., (1992:8), wrote," an effectiveness perspective is constantly concerned with whether the things we are doing continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment"(Ibid page 8). Definitions of Drucker's (1972) efficiency and "effectiveness" can be observed in different literature reviews relating to the measurements of effectiveness.

As has previously been shown in the conceptual section of this thesis, Drucker defines efficiency' as "the art of doing things right", and 'effectiveness', as "the act of doing the right things". So, Aspinwall and his colleague, drew a logical derivation of evaluation when they wrote that "it is possible to conceive of management- and hence evaluation as being concerned with or both of these things (things they mean efficiency and effectiveness)"(Ibid page 8). According to these authors, there are many procedures in the current climate for the emphasis to be placed on "efficiency". Thus,

they put that such emphasis tends to focus on specific areas of activity within the school or the college and how they might be improved: in particular how present results might be achieved with fewer resources or how correct level of resources might be managed to achieve more (Ibid: 8) In the context of evaluating an interactive video project, Lewy, (1990) discussed assessment in relation to the instructional effectiveness and efficiency of the project within the immediate and spatial contexts of the implementation(See the introduction part of this thesis).

On the other hand, Vertecchi, (in Keegan, 1992:160), says, "Distance education requires continuous control of the progress of the operation from the point of view of the students considered as a whole and as individuals". He contrasted the face-to-face with distance: In the face-to-face education the physical presence of students is a source of information in itself. In distance education, on the other hand, the control structure provides, if not the only, certainly by far the most important source of information on the students (Ibid: 160). Out of the three elements (initial analysis of student characteristics; intermediate evaluation of the students' learning activity and final evaluation) the, "Intermediate evaluation of the students' learning activity" will give support to the purpose of this study.

Consistent with Bernadette, this is the most important aspect of the control system because the intermediate evaluation allows the implementation of compensatory procedures and the provision to each student of the help needed in overcoming difficulties in the learning task...the intermediate assignments have in addition the function of evaluating the progress of the whole course, the problems met by students, the success of the learning materials, and the effectiveness of the assignment itself (Ibid: 160).

### **2.5.2. Measures of Success in the implementation of a distance program**

When we are talking of 'success', the question of quality would be inescapable. Quality of the innovation measures the effectiveness of the innovation. However it is not easy and simple to define and measure quality in an innovation.

Once Haileselassie (in Amare, 1998) stated that in developing countries, quality of education is associated with class repetition, dropouts, overcrowded classrooms, lack of teaching-learning materials and the overall achievement of students. In developed countries, the quality of education is reflected in student's competence to cope with the society's development stage and their readiness to withstand and handle the ever-reaching challenge of the world.

Paul, (1990:78) associates measure of success with: completion rates, graduation rates, and persistence rates, measure of cost efficiency and effectiveness, skills development and postgraduate performance. Though Paul elaborates more measures of success, for the purpose this study, completion rates, dropouts, and skills development issues have been taken into consideration.

#### **2.5.2.1. Completion Rates**

Completion rate refers to students, who complete courses, in which they are registered for. According to Perraton, (1982:24) the success for completion depends upon different situations. Of these, Perraton discusses motivation as his first heading point. Thus, his conceptualization is that if one follows a distance teaching course that has no teacher with a custodial role, one can choose to drop out at any time. The teaching of a distance program will be effective when its learners kept on in their studies to the end of their courses. Regarding this, Perraton, (1982) states;

Unless there is a very efficient and sophisticated counseling service, no one may notice, let alone encourage you to go on. For distance teaching to be effective, in the sense of retaining its students to the end of their course, they need to be highly motivated and to see the relevance of their studies to their own life and their own prospects (Ibid: 23-23).

Perraton's second point for success is the provision of support for student with appropriate and efficient organization. According to this author, any distance teaching situation needs access to a minimum of equivalent for producing and distributing teaching materials and keeping records of its (an organization's) students.

For skillful instruction of distance program and keeping up students' motivation to complete their study, the integration of varieties of media is very important. However,

Perraton (1982) has observed the difficulty of integrating the media, for example radio broadcast with the program. As the author has recited the Korean use of radio for distance education delivery support, it has been proved that it was difficult to relate what teachers do on tutorial times, (usually on Saturdays and Sundays), with the radio programs. The difficulty was that the programs are/were broadcast at a time when the teachers are not listening to them. His evaluation of the source of the difficulty is very touching to our 2nd cycle distance support service. Thus, it is of paramount to recite the problems Perraton identified as a whole. The following paragraph has some good importance to quote from Perraton:

Difficulties of this kind arise partly because distance-teaching institutions seldom control all their own activities. Broadcasts usually depend, for their timing if not their content, upon national broadcasting organizations rather than educators. Tutors, who run study centers, or study group leaders often are not staff members of the distance-teaching institution with which they are working" (Ibid: 25).

The main emphases in this quotation are:

- distance teaching institutions do not control their activities,
- broadcast and learning programs are not coordinated,
- tutors and coordinators are not the member of the institutions.

The observation of the selected study sites and the result of the study have approved that some of the factors raised above by Perraton, (1982) are prevalent in the implementation of our second cycle distance diploma program.

#### **2.5.2.2. Skill Development**

Paul, (1990:78), addresses skill development as the degree to which students develop their independent learning skills, so that they can increasingly take responsibility for their own learning. Sparkes, (in Keegan, 1993: 137), defines skills as 'the ability to do specific things without thinking too much about how to do them'. As this author has elaborated, the amount of knowledge and understanding needed to be deployed in skills varies considerably, from very little in speaking and walking, to a great deal in science and engineering design.

On the other hand, Knowles, (1980: 212-) writes that evaluators in adult education cannot be satisfied with measuring changes in knowledge, understanding, attitude, skills, values, and interests; they have to be concerned with the transfer of these kinds of learning to behavioral performance. He presents seven points for obtaining data about behavioral change. These include: 1) Standardized tests, 2) Tailor-made tests, 3) Performance tests, 4) Case studies, 5) Student products, 6) Job-performance, and 7) Instructor evaluations (Ibid, pp.213-14).

Paul (1990:124) expresses that the relevance of learner performance data is most clear on courses which are associated or which are closely tied to job performance. Even where courses are not assessed or job-related, it may be possible to specify particular outcomes or competences which are the goal of the course, and learners the extent to which they feel they have achieved them. Fish, (1989) gives comprehensive text regarding areas of skills learners need to develop. According to this writer, trainees need to learn about themselves, about their various capabilities for relating to and fostering the learning of other people, their knowledge of their subject, of children and their development and a clear understanding of various theoretical perspectives, together with an ability to form their own personal theory (Fish,1989:91).With this understanding, the second cycle distance education distance English course taker-trainees' skill development is measured with performances or change of knowledge, areas of knowledge developed more, and impact of the gained knowledge on trainees' professional careers.

### 2.5.3. Impact/Learner's Outcome

Verduin, and his associates, (1991:88- ) have analyzed learner's outcome in three major skills, namely:

- i. cognitive,
- ii. psychomotor, and
- iii. affective.

Rossi, et al., (1989:245) noted that alternative measure of outcome can be viewed as more or less direct expansion of program objectives. For these authors, a good

outcome measure is one that is feasible to employ, given the constraints of time and budget and one that directly enough related to the goals of the program to be valid (Ibid). The impact of distance teaching university on the educational system may be long or short term (Verduin, 1991:109). Verduin sees success or outcome as broadening or spreading of the given program or an innovation. Therefore, impact can be seen from a student's personal achievement and development or expansion of institution's modeled innovation.

## 2.6. Training of Teachers through Distance Program

As has been recited in the Encyclopedia of Education (1985:2511-12), national governments have been giving increasing attention to in-service teacher education recently for at least same reasons. These include: a) they believe that educational practice needs to be more closely linked to national needs of the local community; b) approaches to educational change which neglect the INSET dimension are usually unsuccessful; c) teachers, like other adults need continuing education to keep abreast of change in modern society.

According UNESCO (2001) report, distance education plays a paramount role in teacher education in South Africa. This report indicates that more than a third of its primary and secondary school teachers were involved in distance education in 1995. In this case, the program began as in-service ones but later diversified to include a pre-service target group, too in response to government policy (UNESCO, 2001:23). Indonesia can also be mentioned as one example in making use of distance education for training of teachers.

As Bloom, (1980) has been viewed in the International Encyclopedia of Education, (1985: 2511), the in-service teacher education and training activities engaged in primary and secondary schools, following their initial professional certification and intended mainly to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively.

Directing towards the future endeavor of training, the Ethiopian education and training policy statement promises that schools will be staffed by adequately trained teachers in

order to assure sufficient educational inputs and to maintain quality of education (MOE, 2002: 109). Employing only conventional education or conventional training modes, as has already been hinted, cannot attain this opted quality. As examples of different countries, especially, developing countries exhibit, distance education is an optimum way to exploit for producing more teachers in quantity as well as in quality in the Ethiopian existing situation.

It was such a situation that called for the introduction of the project 17000 in Ethiopia. To quicken the pace, the Ministry of Education, through the delegation of the Educational Media Agency (EMA), has initiated training of teacher's on-job through distance education.

This training by distance education (for the first batch) was started in 2000/2001 and will continue for two and a half years until mid 2003. At the end of this period, 21,000 old teachers will have upgraded to the desired level. As distance education is useful for teachers of all educational levels and for their continuous on-the-job training, distance education departments are being set up in all the training colleges (MOE).

Despite the initial estimation that the first batch to complete the program within two and a half years (from February 2000 to mid of 2003), by the end of 2003 the students were in their second year first semester.

### 2.6.1. Training of English Language Teachers through Distance Program in Ethiopia

In relation to the rationale between language and socio-cultural environment, the International Encyclopedia of Education depicts that language is related to the particular socio-cultural environment of the country where the language is spoken. The Encyclopedia also adds that it is only within a certain socio-cultural setting that a language becomes living means of communication. McNab, (1989:124) used questionnaire to collect information on student teachers' language skills and language teaching strategies from the language instructors and the principals of the ten Teacher Training Institutions (TTIs) in Ethiopia. One of her findings depicts that "primary

school teachers are trained as generalists and this limits the amount of language teaching expertise they can gain during the training"(Ibid p. 129).

The Education policy statement of 2002, asserts that the low mastery of the English language at all levels of the educational system is a glaring weakness. In order to correct this situation, the policy statement promises that special attention will be given to the training of teachers. In this case, native speakers of English will, with the aid of language laboratories and other teaching aids, teach students enrolled in teacher training colleges. Short upgrading courses will also be offered to those currently teaching the subject (MOE, 2002: 113). It is with intent that the study examines the efficiency of distance mode of training second cycle primary school English Language teachers.

### 2.6.2. Examples of English Language Teaching Distance Programs

This section cites only examples of English language taught through Open Universities. The examples are obtained from websites. The teaching of English through distance mode is being run widely in the United Kingdom (UK) and Australia. For instance, the Institute of Education, University of London, in UK, is running so many units of distance programs. The TESOL (Teaching of English Language for Speakers of other Languages), which now provides Certificate; Diploma and Masters Degree is one of the unit departments of distance education. Since the foundation of the University, in 1948, the MA TESOL has a long and distinguished history of catering to English teachers from the UK and overseas. As a piece of information obtained from website indicates, the course is intended for practicing teachers of English to speakers of other languages both in the UK and throughout the world.

## CHAPTER THREE

### Theoretical Framework and Research Methodology

#### 3.1. Theoretical Framework

Though there are plenty of models of evaluation, for this study, the procedure of Reeves' six levels of evaluation of interactive video has been adopted. However, this study is referred only to five levels. These are: a) assessment of the work of objective, b) formative evaluation, c) process evaluation, d) immediate effectiveness evaluation, and e) impact evaluation.

*Diagram 2. Five levels of strategies for the evaluation of the implementation of distance education for the second cycle primary school teacher training.*

| No | Sample Questions   | Levels   | Sample action  |
|----|--|--|--|
| 1  | What are the relationships between the objectives and contents of the 2nd cycle distance education and the conventional curricula for training of second cycle primary School English Language teachers? | Assessment of the worth of objectives and contents | Are objectives equivalent?<br>Are contents relevant to the need and interests of trainees?<br>How is the organization of the course materials? |
| 2  | What does the implementation of the 2nd cycle distance education diploma English Course program look like?   | Out put/ Process evaluation                        | Is there clearly set strategies for implementation?<br>Are roles defined, and accomplished effectively?  |
| 3  | How effective is the instructional/ delivery system of the 2nd cycle distance education diploma English course program?  | Immediate effectiveness evaluation                 | How efficient is the support service?  |
| 4  | What is the impact of the distance mode of training? What learning performances do coordinators and tutors observe, and what gains do trainees report?   | Impact/in put Evaluation                           | Are skills developed adequately? Have trainees gained adequate for teaching English Language knowledge in grades 5-8?                          |
| 5  | How can distance teacher training mode be improved in Ethiopia?  | Formative Evaluation                               | Is the program encouraging for training of teachers?<br>Should it continue?  |

*Note: Adapted from Lewy, (1990) Studies in Educational evaluation, page 120*

The sample questions and sample decisions items were also adoptable based on the research questions.

Though Reeves has operationally explained each of these levels, since this study is designed based on an indirect adoption of the levels, the researcher has used other relevant definitions inline with the formulated questions for the study. Figure 2 illustrates these five point levels, and some generic questions with predicted decision ideas entitled Five Levels of Evaluation for the second cycle Primary school teacher training English course materials design and implementation process (See Figure 2).

### 3.1.1. Assessment

According to Provus, (1971:12), evaluation serves at least three purposes: (1) to ensure the quality of the product, (2) to ensure this quality at minimum cost, and (3) to help management make decisions about what should be and how.

Evidently, this shows that the effectiveness of an innovation can be observed or examined at its design and implementation stage. And both design and implementation are manageable for evaluation purposes.

Lewy (1990) explains that assessment worth of objectives as a separate activity because of the tendency of interactive videodisc designers and users to become so fixed. In this case the objective assessment of the 2nd cycle distance teacher-training program has employed comprehensive needs assessment and contextual analysis.

### 3.1.2. Evaluation

Curriculum evaluation is defined as: an appraised by experienced educators of the current curriculum for purposes of such ....value of content, effectiveness of learning, validity of objectives and achievements of goals(Hawas,1982:60).

Usually, evaluation consists of formative and summative approaches. However, this study is limited only to examining the design and effectiveness of the implementation of the 2nd cycle distance diploma English Language teacher-training program on process. Thus, it is concerned only with the formative part of evaluation.

#### 3.1.2.1. Formative Evaluation

Formative evaluation for the interactive video was used in the sense of collecting opinions, suggestions, and criticism of the project for the purposes of revising aspects of the innovation (interactive video). Lewy, (1990:122) rephrased the term formative evaluation as "the essence of good instructional design". He also notes the importance of formative evaluation methods such as questionnaires, interviews, and observation to be used with typical users of interactive video to collect data for making improvement at various stages of development (Ibid).

From this, it looks appropriate to adopt the method used in evaluating interactive video in examining the design and implementation stages of the 2nd cycle distance diploma teacher-training program. Lewy, (1990) hints that it; (formative evaluation) should be carried out with respect to all aspects of the project, and i.e., the process as well as the product (Ibid page 122). As Romiszowski, (1986) has been cited, formative evaluation should be a major emphasis during the prototype testing and field testing (implementation) phase of a project as well as throughout the development and production phase. Nevertheless, this study does not make use of testing.

### **3.1.2.2. Immediate Effectiveness**

In the context of evaluating an interactive video project, Lewy related to the assessment of the instructional effectiveness and efficiency of the project within the immediate and spatial contexts of implementation. According to the author, the immediate goals or objectives can be accomplished within the time frame of the actual use of the project, where as the long term goals/objectives may not be accomplished until some times of often users have completed a program (Lewy, 1990:123).

Though it is difficult to measure effectiveness of an innovation, the study tries to examine the effectiveness of the designing of the materials and the implementation from different aspects. As was quoted and paraphrased in a report of a study team conducted in 1974, Druker, (1966) had made a useful distinction between effectiveness and efficiency. The report states that Druker defined the word 'efficiency' as "... the art of doing things right", and the word 'effectiveness' as "... the act of doing the right

thing". Following the footsteps of Druker, (1966), the study team suggested the need for both efficiency and effectiveness in education. While reporting the effectiveness of the Mauritius distance programme, Perraton, (1982:12) has verified criteria of effectiveness in the following manners.

The effectiveness of the Mauritius College of Air (MCA) school program can be examined in a least four ways. Three of them relate to the college's own objectives and those set for it by the government, the fourth relates to the primary aim of the students, their parents, and the school using the courses.

Hawkrige, Kiyanjui, Nkinangi, and Orvel (1982:207) have also analyzed criteria of effectiveness in the process of reviewing the Kenyan In-Service Teacher Training Program through distance education.

It was from this point of view that the study was designed to assess appropriateness of the design, effectiveness of the implementation and the efficiency/successfulness of the delivery system of the second cycle distance education diploma program English course materials. As has already been indicated, the study does not make use of pre-or post-tests. The appropriateness stages can be measured from the fitness or match of objectives, relevance of contents, and the organization of the course materials related to the design.

The effectiveness of its implementation can be seen from the role-relationships of stakeholders; flaw of information communication, efficiency of distribution; availability of learning resources and degree of their use; factors affecting success of implementation and learners' drop-outs. In order to investigate the efficiency (successfulness) of the delivery system, adequacy of the face-to-face tutorial programmes, qualities of services provided, and quality adequacy and of assistances given to trainees in their learning process are included.

### **3.1.2.3. Impact Evaluation**

For Lewy, (1990) this measures the transfer of knowledge from either the learned materials or from the educator to the learner. The crucial question, as one author puts it, the most basic form of evaluation is asking whether the learners achieve their objectives or not.

Distance program by its characteristics is not an easy innovation to be studied. Its infancy stage, as many professional say, calls for better strategies that can help its development. The need for studying distance program, as McAleese, (1985:1432-33) explains, is the obtaining of expansion, diplomas, degrees, and the acquisition and/or upgrading of professional and career related skills make it ranked at high position. Distance program could be studied or evaluated from different aspects; However, McAleese, (1985: 1434-35), considers three major elements. These are its global approach, its materials organization from the views of the tutors and the learners, the integration of different media components are seen as the main criterion, in studying distance program.

### 3.2. Design

This study mainly uses Survey Research Method. This is selected because survey method helps to obtain first hand information and enables the researcher to have access to multiple methods of gathering information. According to Dane, (1990), survey research methods involve obtaining information directly from the participants by posing questions. The information collected by survey can be of various types (Borg, 1983:404). The researcher's assumption is that the implementation of the second cycle distance diploma English Language teacher training program requires field activities, which survey method also is convenient to study its implementation.

#### 3.2.1. Data Collection

##### 3.2.1.1. Instrument

The study makes uses of methodological triangulation. As Denzin (1978a), in Patton, (1987) has been reviewed, one of the four basic types of triangulation is 'methodological triangulation, which makes uses of multiple methods to study a single problem or program, such as interviews, observations, questionnaires and documents (Patton, 1987:60). Therefore, for this study, observations, questionnaire, interviews, and document analysis were selected as the main instruments. More specifically,

information about the scene of the selected sites and practical activities were gathered through observation.

Information from trainee teachers was gathered through the use of questionnaire and informal group discussion, whereas, information from experts, coordinators tutors was collected through the use of both semi-structured and structured interviews. The documents of the second cycle distance education diploma program and the conventional college based curriculum for training second cycle Primary School English Language teachers have also been analyzed.

#### **3.2.1.1.1. Observation**

According to Patton, (1987:70) an important source of qualitative evaluation data is direct, first hand observation of the program. "The main advantage of observation is its directness....moreover data collected by observation may describe the observed phenomena as they occur in their natural setting" (Nachmias & Nachmias, (1992:199). They also state that field research is a way of empathizing and understanding the subjective meanings of those being studied (Ibid: 289).

The purpose of observational evaluation data is first to describe the program thoroughly and carefully. This includes describing the activities that took place in the program, the people who participated in those activities, and meaning to those people what was observed (Patton: 1987:72). Therefore, the observation for this study was planned in order to have better understanding about the context within which the activities of the program were taking place. The observations were focused on: trainees' regular appearance on the face-to-face tutorial programs; presence and use of necessary learning resources; trainees' acceptance and coping up with the teaching system; tutors' teaching(tutoring) mode and interaction trainees make with their course materials and their tutors in the classroom.

#### **3.2.1.1.2. Questionnaire**

There was only one type of questionnaire, but was developed with multipurpose.

As McMillan, (1988) suggestions, there is a possibility for either using available instruments or developing new ones. In forming new one, the most common situation that requires a locally developed measure is evaluation research for specific setting. McMillan adds that a common approach is to develop an instrument that seems reasonable and gather pilot data on it to revise the instrument (McMillan, 1988:175). To the knowledge of the researcher, there was no single research paper existed related to the implementation the second cycle distance programs in Ethiopia. Therefore, it has been found important to develop a new questionnaire.

The questionnaire and most of the interview guidelines were developed based on the ideas designed for the evaluation of open learning programs by Thorpe, (1988). Besides, the ideas of Lewis (1990) were referred to. From the piloting of the questionnaire, very important lesson has been taught. The number of the original questions was numerous, and questions were not put in sequential order. In addition, questions were also scattered across several content areas, and there was conflicting ideas. Thanks, to the pilot study, these were solved by categorizing questions which have similar ideas in a table.

As for the format of the questions, closed-ended questions in which respondents were offered a set of answers and asked to choose the one that closely represent their views; open-ended questions, which invite the respondents to provide their thoughts freely and to explain their feelings further or to give a rationale for a preceding question were used. Further, instructions such as 'circle' or write the number or the letter of the answer, rate with given scale in order to enable respondents to make their own judgment; and matrix questions in which a large set of rating questions that have the same response categories were utilized.

#### **3.2.1.1.3. Interview**

For this study, interview guides were developed to collect data from experts, coordinators, tutors, and a limited number of trainees. According to Patton, (1987:11) an interview guide is a list of questions or issues that are to be used in the course of an interview, and it provides topic or subject areas about which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular

subject (Patton, 1987:11). On the topic of "Semi-structured interview guides" (Tim May, 2001), explains the importance of using an interview guide. According to the author, an interview guide enables the interviewer to have more latitude to probe beyond the answer and thus enter into dialogue with the interviewee (Tim May, 2001).

#### **3.2.1.1.4. Document Analysis**

Content analysis involves identifying coherent and important examples and pattern in the data (Patton1987: 149). As a sub-source of the data, the national syllabus (curriculum) for training English Language teachers of the second cycle through conventional methods and the materials prepared for training the English Language teachers through distance mode have been analyzed. The analysis was focused only on objectives, contents (course description), and relevance of contents of the distance mode to the conventional one.

#### **3.2.2. Source of Data**

The main sources of data for this study comprises: selected number of the Second Cycle Distance Education English Language Course taker trainees, eight English Course tutors of the selected four centers, four distance unit or/and program coordinators at the selected centers, concerned persons in Educational Media agency (EMA) were used as the main sources of data for this study.

#### **3.2.3. Administration of Instruments**

The questionnaire, which were prepared for the trainee-teachers have been pilot-tested on 25 primary school teachers teaching English language in grades 5-8, in east and north-east Shoa (Oromia). For reliability and validity of the interview guides, ideas of experts in offices were used, comments accepted and the interview guides were corrected and revised. Two extensive observations were conducted on each of the four tutorial centers. The first observation at each center was just to assess the situation of the tutorial centers and to gather preliminary information according to a checklist drafted.

The second round observations were conducted in order to see how efficiently the actual teaching-learning activities were occurring. Video and audio recordings were also used for collecting the necessary data during the observations. The questionnaires prepared for trainees were administered while the trainees were attending the 3rd round face-to-face tutorial programme for the second year second semester.

### 3.3. Sampling

#### 3.3.1. Research Settings

Initially, there were 71 tutorial centers planned to engage the 17,000 trainees in the country. But, the number of trainees increased from 17,000 to 21400. Accordingly, tutorial centers was also increased from 71 to (82% of them are located in Oromia 940), SNNPR (23), and Amhara (19)). For the study, first these three regions were picked up by convenience sampling methods, because convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained (Cohen, 1989:103). Next, five research sites were identified with the help of purposive sampling method. The purposive sampling method was used, because the intention of the researcher was to involve respondents in the study from different directions, (for example, from north to south and from east to west).

Therefore, the setting of the research encompasses four geographical parts of the country. North-Debrebirhan -Haile Mariam Mamo Senior Secondary School (Tutorial Center -Amhara Region), East Shoa-Adama Teachers Education College (Tutorial Center and Coordinating college-Oromia Region), Southern part -Awassa Teachers' College (as Coordinating College) and Awassa Senior Secondary School (Tutorial Center -SNNPR), West Shoa-Ambo Senior Secondary School (Tutorial Center -Oromia Region), and Goro Senior Secondary School (Tutorial center- SNNPR).

##### 3.3.1.1. Site Selection Procedures

Multiple Case study approach was adopted in order to examine the objectives of the study at varied areas. Although the Course English as a second language discipline is homogeneous for every English course participants, multiple case study approach was employed in order to examine views of the course takers who were located at different geographically settings areas.

### **Oromia**

Oromia, with two coordinating colleges (Adama and Jimma), is selected because of its physically diversified distribution of schools and teachers. It consists of 8237(38.03%) candidates and 40(37.03%) tutorial centers. It is also a lonely region to accommodate trainees in 2 (28.57%) different organizing colleges. Thus, out of the 40 centers available in Oromia, 2(5%), one center from each college, were selected.

### **SNNPR**

Awassa with 5,193 (24.22%) trainees is the second largest candidate. Awassa College of Teacher Education (ACTE), as an organizer was selected for two purposes. One was for finding the regional distance unit coordinator working in close collaboration with a nearby school based tutorial center. The second was for observing the degree of support a nearby organizing (coordinating) college can provide to a nearby tutorial center. The other centers do not have such chance.

### **Amhara**

For purpose of convenience, the researcher has first decided that the number of sites to be observed not to exceed beyond four. With this understanding, a region with large number of tutorial centers and candidates was given a chance to allocate two centers and the rest to allocate one center each. Amhara, with 5000(23.30%) candidates was the third largest region in the country to involve trainees in the program. Although it was possible to select one center from any of the tutorial centers in Amhara, with the theory of 'convenience sampling', which involves "choosing the nearest individuals to serve as respondents" (Cohen (1989:103), Debreberhan Senior Secondary School tutorial Center was selected.

### 3.3.2. Selection of Participants

As already has been pointed out, the main purpose of the study was to examine the relationships between the objectives and contents of the 2nd Cycle distance diploma program English Language Course and, the objectives and contents of the National curriculum for training English Language teachers, and the effectiveness of the course design and implementation of these course materials, the efficiency of the mode of the instruction that the course has in teaching English Language in grades 5-8, and the impact the training might have on the performances of primary school English Language teachers.

For their study availability of sampling procedure was used because it was not possible to find a group of distance students (trainees) at one school or even at a given locality. Therefore, it was decided to collect the data while the trainees were conducting face-to-face tutorial programmes. Besides, the availability of the distance learner on the tutorial programme also depends on conditions. Due to this, it was convenient to use availability sampling. McMillan and Schumacher, (1989:161) stated "Availability sampling is also called convenience sampling involves using whatever subjects are available to the researcher". One of the limitations of availability sampling is that it is not representative of a larger population, so generalizing is more restricted. The generalization of the findings is limited to the characteristics of the subjects. However, if the subjects are described carefully to show although they were not selected randomly from a larger population, the characteristics of the subjects appear representative of much of the population (Ibid).

By this token, it was affirmative that for this study, the English Language Course tutors and the coordinators of the programs at the selected centers were picked as participant samples by availability sampling method. This is so, because there were only two English Courses (EnLa.206 and EnLa.243), for this second year, and there was only one tutor for each subject, and only one coordinator to the center. Thus, one coordinator and the two tutors were taken from each of the four tutorial centers.

In selecting the participants from the second cycle distance English Language Course trainees, availability sampling was also employed, because there were only limited number of English Course takers, and their coming to the tutorial centers was dependent upon uncontrollable situation. Sometimes they come to the tutorial programme in a large number and other times very few of them appear on the programme. Therefore, it was determined to use all English Language Course trainees registered for the center (both majors and minors).

Hence, all the 486 registered trainees distance diploma program English Language course participants, including both major and minor areas; 4 coordinators of the distance tutorial centers, 8 English language tutors, (2 from each center); three coordinators of distance program at Regional Education Bureaus, two distance program coordinators at regional Colleges of teacher Education, 4 persons at the Educational Media Agency (Distance panel head, and distance media package /radio/ audio/ programs production and distribution coordinator, and English Language Course edition coordinator, and one former distance panel head were taken as participants of the study.

Diagram 3: Summary of sample Population

| No    | Sources of Data  | In Number | Location                               | Instrument used                        |
|-------|--|-----------|--|--|
| 1     | 2nd cycle primary schools distance teacher training English language course participants trainees  | 486       | Debrebirhan, Adama, Awassa, Ambo, Goro | Questionnaire & unstructured interview |
| 2     | Coordinators of the 4 distance tutorial centers  | 4         | Debrebirhan, Adama, Awassa, Ambo       | Interview                              |
| 3     | Distance program coordinators at regional Education bureaus  | 2         | , Oromia, and SNNPR                    | Interview                              |
| 4     | Media programs production coordinator, Distance panel head (X-distance program head), English course edition coordinator, and media packages/radio/ audio) programs production and distribution coordinator) | 5         | EMA                                    | Interview                              |
| 5     | Organizers/ Coordinators :or Deans/ of Coordinating colleges   | 2         | At 2 Colleges                          | Interview                              |
| 6     | English Language Tutors of the distance teacher training Programs tutoring at the four tutorial centers  | 8         | At 4 Tutorial centers                  | Interview                              |
| Total |  | 507       |  |  |

However, out of 486 envisaged second cycle distance diploma program English course trainees, only 302 have been accessed during the dispatch of the questionnaire. Therefore, the study was accomplished successfully on 302 trainees and 21 persons whose duties were related to the implementation of the second cycle distance diploma teacher-training programme.

### 3.4. Data Management and Analysis

Organization, management and analysis of the data, and tools used for analyzing the data are explained bellow.

#### 3.4.1. Organization of Data

Presence and completeness of collected data were checked first. Especially in the questionnaire, incomplete papers were sorted out and discarded. Then, the main data were coded and entered to SPSS Computer software, and were cleaned. Then, all pieces of information were tabulated distinguishing valid number of respondents and missed ones each with percentage for convenience of interpretations.

#### 3.4.2. Data Analysis

Analysis of the data began by describing contexts of the observed sites using notes maintained and recorded materials during the observation. The information collected through questionnaire were analyzed using tables, percentage and word expressions the information gathered by the use of observation and interview guides were transcribed and summarized using word expression and supplemented to the main interpretation. Correspondingly, the information collected through the interviews were transcribed and summarized. All pieces of information were combined in a supplementary approach to each other during the analysis.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This part of the thesis deals with the presentation and analysis of the data collected from the sample respondents to seek appropriate responses for the basic questions raised at the beginning of the research.

#### 4.1. Background of the Respondents

The scene in this section refers to background of respondents who responded to the questionnaires, and interviewed for data collection purposes.

As has already been acknowledged, from the envisaged 480-second cycle distance diploma program trainees, 302 of them have responded questionnaires. These were taken from three regions namely, Amhara, Oromia and SNNPR. (See the methodology section).

Out of the sampled 302-second cycle distance diploma program trainees, 289 (95.7%) have filled in the questionnaire on the information for sex identification. The rest 13 (4.3%) did not give information on their sexes (See Table 3, in the appendix).

From those filled in the questionnaire, 213 (73.7%) are male gents whereas 76 (26.3%) are female gents.

##### 4.1.1. Respondents by age

Regarding the ages of the respondents, 282 (93.4 percents) have filled in questionnaire properly while 20 (6 percent) trainees did not indicate their ages (See Appendix 7.1.3).

Among valid 282 (93.4 percent) respondents, the majority (91 or 32 percent) are aged between 31 and 35. Below the age of 30 there are 30 (10 percent) trainees, whereas above the age of 45 only 26 (9.2 percent) are attendants.

This may indicate that young teachers (aged between 30 and 35) are favoring distance program for improving their teaching professions on-the-job. Actually, the next

majority (69) 24.5 percent (Appendix 7.1.3.) respondents are found between the age categories 40 to 45.

Majorities of the respondents have service years from 11 to 15(30.4%) and between 21 and 25 (25.9%). Three (1.0%) respondents do not fit to the criteria of candidate selection for studying the distance program, because the criteria require five and above years service (EMA 2000).

#### 4.1.2. Selection of Candidates for the Second Cycle Distance Education Diploma English Course Programme

It was instigated as vital information confining how the trainees were selected to study the English language course at distance program. Therefore, a question entitled, “please indicate how you have been selected to study the Second cycle Distance Education Diploma Program” was provided to the trainees with the alternatives indicated in table 10 below.

Table 2. Trainees’ Selection for studying the Distance Program

| Responses |                           |     |            |
|-----------|---------------------------|-----|------------|
|           | Selection Substances      | N   | Percentage |
| A         | Asking for priority       | 31  | 11.1       |
| B         | Age and Service Seniority | 13  | 4.6        |
| C         | Wok Efficiency            | 152 | 54.3       |
| D         | Employer’s recommendation | 24  | 8.6        |
| E         | If, others                | 35  | 12.5       |
|           | Sub Total                 | 257 | 91.1       |
|           | * Selected A,B,C          | 25  | 8.9        |
|           | Total                     | 270 | 100        |

As can be viewed in table 2 (above), the majority (54.3 percent) of the responses show that the trainees were selected by work efficiency. The least response falls on age and service seniority (4.6 percent), which is followed by employer’s recommendation (8.6 percent). Those who have chosen alternative ‘others’ said they were selected by the results of the Ethiopian School Leaving Certificate Examination (ESLCE), and high GPA in their Primary School Teacher Training Institute (TTI) result, and also in other social and political participations. 8.9\* percent (25) trainees have justified that all the

first three elements (asking for priority, age and service seniority and work efficiency) were used as criterion for their selections. As a recruiting criteria document reveals, the enrolment criteria includes, “TTI graduates (completes), service year - must have been teaching in grades 5-8, priorities for female teachers who were teaching in grades 5-8” were the main criteria for selecting candidates (EMA, 1999).

#### 4.1.3. How Trainees become to study English Language as their major or minor areas

Trainees were asked to indicate how they become to study English language as their major or minor areas (See table3 below). Concerning this, a question was presented saying “How did you become to study English Language Course as your major or minor course?”, with the alternatives shown in table 3 (below).

For this 79.7 percent English majoring trainees responded by saying they applied for it by interest where as 60 percent English minor trainees said their respective education bureaus or offices assigned them.

Table 3. How trainees become to study English as their major/minor

|                                       | As Major |      | As Minor |      |
|---------------------------------------|----------|------|----------|------|
|                                       | N        | %    | N        | %    |
| Applied for it by interest            | 141      | 79.7 | 10       | 9.1  |
| Assigned by the respective REB        | 12       | 6.8  | 66       | 60.0 |
| No better subject rather than English | 4        | 2.3  | 3        | 2.7  |
| Because I teach English at my school  | 17       | 9.6  | 31       | 28.2 |
| My School wanted to cover its quota   | 3        | 1.7  | -        | -    |
| Total                                 | 177      | 100  | 110      | 100  |

At the stream end, 1.7 percent trainees who take English as their major course responded that their school wanted to cover its quota. In a similar way, 2.7 trainees with minor English said “No better subject rather than English” to select for their minor areas.

Thus, from the responses of those who take English as major subject almost their interest was considered whereas for those who take English as minor area nearly no interest was maintained. The respondents have also been asked to indicate subjects they teach at their schools at the time of the selection for enrollment.

As has been shown in table 4 above, 125 (47 percent) trainees were teaching English only and 24 (9.1 percent) teach Amharic only. 60 (/22.%) were teaching English and other subject whereas 55 (20.8 percent) were teaching other than language areas at their schools. 12.6 percent trainees remained not responding because they were not schoolteachers but serve at the Woreda or school education offices.

Table 4. Subject Trainees Teach During Recruiting

| Frequency of trainees teaching the listed Subjects |              |              |                          |                      |         |       |
|--|--------------|--------------|--------------------------|----------------------|---------|-------|
| Subject trainees teach                             | English Only | Amharic Only | English + other subjects | Other than Languages | Missing | Total |
| N  | 125          | 24           | 60                       | 55                   | 38      | 264   |
| %  | 41.4         | 7.9          | 19.9                     | 18.2                 | 12.6    | 87.4  |
| Valid%   | 47.3         | 9.1          | 22.7                     | 20.8                 | -       | 100   |

In this case, the selection process hints that there was a deviation from its original set objectives. As selection document states about the target group, the program was set for teachers teaching in the 2nd cycle primary (5-8) schools with under qualification for the cycle. As the profile of the target group shows they must have been currently teaching in the second cycle primary schools and must be well acquainted with the curriculum of the cycle, have interest in and motivation for participating in an in-service training that would upgrade their qualification to required level (EMA, /MOE/ Sep. 1999).

#### 4.1.4. Who are the Course Tutors?

Only six actively working tutors were contacted for observation as well as for interviews. One tutor was contacted only for interview. This means no observation was conducted in the center.

Table 5. Number of English Course Tutors

| Center            | Tutors |        |
|-------------------|--------|--------|
|                   | Sex    | Number |
| Adama             | M      | 2      |
| Awassa            | M      | 1      |
| Goro/Wolkte       | M      | 1      |
| Haile Mariam Mamo | M      | 1      |
| West Shoa-Ambo    | M      | 2      |
| Total             |        | 7      |

All observed tutors were regular high school English Language teachers. Though Adama and Awassa distance learning centers had access of employing college English Language teachers, due to their personal conditions, the college teachers refused to give tutorial services.



#### 4.1.5. Tutorial Center Coordinators

Each of the selected distance learning centers has its own coordinator. Accordingly, there were two overall coordinators of continuing education for Adama and Awassa colleges. All the five distance learning tutorial centers have one site coordinator each. Except the Adama College tutorial site coordinator, the others were directors of the school and were selected or assigned to coordinate distance program activities for the centers established in their school. The Adama college site coordinator is a teacher in the college and was assigned by the college to coordinate the activities for the single center established in the college compound.

Table 6. Number of Tutorial Centers' Coordinators

| Center                  | Sex | Number | Responsibility                      |
|-------------------------|-----|--------|-------------------------------------|
| Adama CTE               | M   | 1      | Coordinator of Continuing Education |
| Adama of CTE            | M   | 1      | Tutor Center Coordinator            |
| Awassa CTE              | M   | 1      | Coordinator of Continuing Education |
| Awassa Senior Sec. Sch. | F   | 1      | Tutorial Center Coordinator         |
| Goro Senior Sec. Sch.   | M   | 1      | Tutorial Center Coordinator         |
| HaileMariam Mamo        | M   | 1      | Tutorial Center Coordinator         |
| West Shoa-Ambo          | M   | 1      | Tutorial Center Coordinator         |
| Total                   |     | 7      |                                     |

Key: CTE = College of Teacher Education, Sec. Sch. = Secondary School

The above table exhibits number of college distance unit, and tutorial center coordinators. Out of the total reached coordinators only one (14.29%) is a female while 6(85.71%) are male gents. As has been indicated in the table, Adama CTE is the only center where both the college distance coordinator and tutorial site coordinator were working in the same department. The Coordinator of Continuing Education in Awassa CTE is located in the college. All the other tutorial center coordinators are located in senior secondary schools. They are also the directors of their respective schools.

## 4.2. Background of program of the Study

One of the methods for studying the effectiveness of an innovation and its implementation is by analyzing the necessary documents.

The analysis of the contents of the course in this study is related to both 'Spoken English (EnLa.206) and 'Teaching English Language Skills' (EnLa. 243). The underlying principle for selecting these two courses is that during the observations it was these two courses that the researcher found the trainees attending for their face-to-face teaching-learning process. Thus, its equivalent course title in the conventional program is also Spoken English (EnLa I & II) and, 'Teaching the Language Skills I & II (EnLa142, and EnLa 241). Therefore, it is justifiable to analyze the objectives and contents (course descriptions) of these two courses in both programmes.

### 4.2.1. The Distance Diploma Course

The second cycle primary school distance education diploma programme for training of primary school teachers consists of eight various modular-based courses that were distributed along four semesters. However, the subject of this study is related only to Spoken English (EnLa 206) and 'Teaching English language Skills (EnLa 243).

Table 7. Course titles for the Distance Education Diploma English Program

| Course Title                        | Course Number | Credit/<br>Contact Hours | Year/<br>Semester | No. Of<br>Modules |
|-------------------------------------|---------------|--------------------------|-------------------|-------------------|
| Spoken English                      | EnLa 206      | 3/3                      | II/I              | 3                 |
| Teaching English<br>Language Skills | EnLa.243      | 4/3                      | II/I              | 7                 |

**Source:** EMA, Second cycle Distance Diploma Training Program

The Distance Course Spoken English was developed as combination of Spoken English I and Spoken English II (EnLa.104 & EnLa.205) of the conventional course. It has three modules. The course 'Teaching the Language Skills' is also a combination of 'Teaching Language Skills I' and 'Teaching language Skills II (EnLa.142 & EnLa.241). It has seven modules. The course Spoken English has three credit hours

whereas the course teaching English Language Skills has four credit hours, but both have the same number of contact (tutorial) hours at the centers.

#### 4.2.2. The Conventional Diploma Course

In contrast, the conventional college based curricula for training of primary school English Language Teachers' (reference to Kotobe College of Teacher Education Catalogue) shows list of courses offered to diploma programme, and the objectives and description of each course. The regular/ conventional diploma course for Training English Teachers comprises fourteen course titles, which Spoken English and 'Teaching the Language Skills' are among them. The two Conventional Diploma Program English courses have part I and part II. Part one of each course is offered in the first year second semester, and part two is offered in year two first semesters (See the above table---in the Appendix).

#### 4.3. Context of the observed Sites

This section explains what the observed sites look like, activities observed, and the participants themselves. As previously has been stated, the observed sites were: Ambo, Debrebirhan, Awassa and Adama distance learning centers.

##### 4.3.1. Ambo Senior Secondary School

One of the selected centers in Oromia region is situated in Ambo Senior Secondary School.

Table 8. Number of Trainees taking English Course at Ambo Senior Secondary School-Distance Learning Center

| Major Course | Minor Course | Number |        | Total |
|--------------|--------------|--------|--------|-------|
|              |              | Male   | Female |       |
| English      | Afan Oromo   | 39     | 2      | 41    |
| Afan Oromo   | English      | 55     | 5      | 60    |
| English      | Amharic      | 10     | 1      | 11    |
| Amharic      | English      | 36     | 14     | 40    |
| Grand Total  |              | 140    | 22     | 152   |

This distance learning center is also one of the 21 centers coordinated by Jimma College of Teacher Education (JCTE). At this center, as the second year first semester registration list shows the number of trainees registered for both English Course takers as majors and minors is 152 (see Table 8 above).

However, for this session, the number of students (trainees) present for both Spoken English (EnLa 206) and Teaching English Language Skills (EnLa 243) was 97. The director of the school is the site coordinator for this center. There were two English Course tutors who were teaching English in Ambo Senior Secondary School. The school has big and medium size rooms for accommodating large number of tutees as needed.

#### **4.3.1.1. Classroom Teaching Practice**

This session was the second round (for all centers coordinated under Jimma College of Teacher Education). The observation was done with both the Spoken English (EnLa 206) and the Teaching Language Skills (EnLa 243) classes. First the Spoken English class was observed. The class was composed of both English majors and minor students/trainees. Though the tutor expects about 150 trainees, there were only 97 (40 majors and 57 minors) present.

The tutor was teaching module two. The contents of the module include opening & closing conversation; word stress, classroom language, beginning of a lesson: steps, pairs and groups; setting home work; word and sentence stress; intonations, How to start conversation with some one new, but does not speak your language? The responses were given as, "using certain words such as "Imagine, suppose, think, believe, hope," "Using tag questions", "Make distinctions between formal and informal ways of communication", and using "Apology". The teaching system was devoting itself to explaining all the teaching points in the module. The tutor lectures from the module (text). He doesn't have any handwritten note, and does not go beyond the points given in the text.

The other Tutor was teaching the Language skills (EnLa.243). On this particular day, he was teaching Module Three. The contents of this module include asking and giving directions, tone group and expressing likes and dislikes; rising and falling intonation; describing people; oral practice; characteristics of spoken language; forms of spoken languages; functions of spoken languages; teaching pronunciation; reading and factors involving reading..

The tutor of this course often holds hand prepared note. He also writes on the blackboard while speaking. The trainees take full note following his speech. He is cool, clear and expressive. He also relates the contents of the course with the contents of the course 'Spoken English', and tells the trainees to make cross-references while studying. Questions usually come in between from individual trainees and the tutor answers with full confidence. His class activity was almost similar with the Debrebirhan tutor.

#### 4.3.2. Awassa Senior Secondary School

This center is located near Awassa College of Teacher Education (ACTE), distance programs coordinating college in the SNNPR. The second year first semester recording list indicates that 91 for both whose English is their major and minor course were registered trainees (see table 9, below).

A senior English Language teacher of the school is the only English language tutor at this center. He teaches both major and minor English language courses takers.

Table 9. Number of English Course Trainees at Awassa Senior Sec. Sch. Distance Learning Center

| Major Course | Minor Course | Number |        | Total |
|--------------|--------------|--------|--------|-------|
|              |              | Male   | Female |       |
| English      | Amharic      | 53     | 7      | 60    |
| Amharic      | English      | 13     | 18     | 31    |
| Grand Total  |              | 66     | 25     | 91    |

The site coordinator is the director of the Awassa Senior Secondary School (a female director). Trainees do not come to the center frequently. At each of the two observations times, the researcher couldn't find more than 20 (combined classes of

English major and minor) trainees in the tutorial class. Of all the sites observed by the researcher, Awassa tutorial center is relatively the least in attendance of trainees at the tutorial program.

Though this center is very near to the coordinating college, the tutor and the trainees speak of not having any feasible help from the college. The site coordinator, (the head teacher of Awassa Senior Secondary school) also substantiates the complaints.

#### 4.3.2.1. Classroom Teaching Practice:

Though the classroom is large enough to accommodate over eighty learners, the seats were not properly arranged and the space between the teacher (tutor) and the blackboard and also between the tutor and the front seats is very small that prohibit the tutor to move back and forth when he needs to.

The tutor has a good deal of experience in teaching English to high school students. His English is excellent. His teaching was integrated of explanation and discussion. Discussion time overwhelms his teaching time.

#### 4.3.3. Haile-Mariam Mamo Senior Secondary School

The third site selected for the study was situated at Hailemariam Mamo Senior Secondary School (North Shoa-Amhara). The number of trainees registered for English Language courses (only as major) at this center was 113. Table 10, below shows number of trainees registered for this center.

Table 10: Number of Trainees attending English Course at HaileMariam Mamo Senior Secondary School- Distance Learning Center

| Subject Area |              | Number |        | Total |
|--------------|--------------|--------|--------|-------|
| Major Course | Minor Course | Male   | Female |       |
| English      | Amharic      | 87     | 26     | 113   |
| Grand Total  |              | 87     | 26     | 113   |

The English Course taker trainees at this center do not take Amharic or any other language as major course. Actually this is true for all second cycle distance education diploma programme English Language course takers found in Amhara region.

Thus, all English course majors take Amharic as their minor. The center has lack of English Language tutors (teachers). There was only one English Language teacher at the school actively working on tutoring the English language course trainees. Experienced English Language teachers at Haile Mariam Mamo High School were transferred to the newly opened Debrebirhan College of Teacher Education (DTEC), which was a TTI just before it was upgraded to college standard.

#### **4.3.3.1. Class Teaching Practice**

This session was a combination of two sessions (the first and the second rounds face-to-face programs in Amhara region). Therefore the schedule was set for four consecutive days (from Thursday through Sunday). Nevertheless, the Thursday and Friday classes were not effective because regular students occupied the tutors and the classroom. Instead the coordinator made a little modification in the schedule for Saturday and Sunday the whole days.

The English course tutor is a young teacher who looks in his middle thirties. His language is very good, and he has an audible voice. He started the teaching with the course 'Teaching the Language Skills' (EnLa 243) with topic, "Act of Reading". The tutor defined what reading means following the module. Some of the trainees do not have their modules with them. Some were looking at their neighbor's books and some simply listening to the tutor. The tutor went from topic to sub-topics explaining, asking eliciting from the trainees, and writing on the blackboard from his own notes.

#### **4.3.4. Adama College of Teacher Education Distance Learning Center**

Adama College of Teacher Education is found on three kilometers to the West of Adama Town, on the road to Wonji-Sugare Factory. The college is upgraded from former Nazareth Teacher Training Institute almost four years before.

The college was serving as a coordinator or an organizer of the distance teacher training programs tutorial centers held in Eastern parts of Oromia region.

Consequently, there were 19 centers coordinated by the college. The college runs its regular day and extension studies. The second cycle distance program was given to the college as a board coordinator. And the college formed one tutorial center in its compound, and has assigned one overall distance program coordinator to the distance learning centers administered under the college and one site coordinator to the single center situated in the compound.

According to the registration list, there were 130 trainees registered for the second year first semester English courses (both major and minor) for the center.

Table 11. Number of English Course Trainees at Adama CTE Distance Learning Center

| Major Course | Minor Course | Number |        | Total |
|--------------|--------------|--------|--------|-------|
|              |              | Male   | Female |       |
| English      | Afan Oromo   |        |        | 13    |
| Afan Oromo   | English      |        |        | 42    |
| English      | Amharic      |        |        | 30    |
| Amharic      | English      |        |        | 45    |
| Grand total  |              |        |        | 130   |

Note: No data found on sex of the trainees registered for the second year first Semester English course takers.

The English Language instructors of the college were busy with other activities and do not have time to provide tuition to the second cycle distance diploma program trainees. Therefore, there were two English Course tutors who come from Galladewos High School. This center was on schedule and the coordination looks far better from the other observed centers. The site coordinator was busy guiding and providing information to the trainees on any type of information they want to know.

The main defect of the center, as observed, was learners' (trainees') profile was not recorded with full information. For example, it was difficult to find data (information) such as exact number of trainees registered for the course at the beginning, number of dropouts before the first year final exam, dismissed trainees (students) due to failure in exams, number of registered students for the 2nd year first semester courses, information on pure pass, provision, and a failure, and number of active students.

#### 4.3.4.1. Class Teaching Practice:

There were two English course teachers, (one for spoken Language – EnLa.206, and the other for teaching the Language Skills- EnLa.243).

The first class observed at this center was Spoken English –EnLa 206. The topic of this section is “Elements of English pronunciation”. It has different sub sections. Tone group and nucleus group were two of them.

The language of the tutor was good. The black board is very big and the tutor filled the blackboard with notes. Most of the students were observed not to speak, and except some women even those speak loud were not confident of their English.

The contents of this section are purely related to science of linguistics, and so the teaching is difficult. The tutor himself remarks again and again, that it is not easy.

Elements such as intonation pattern, falling and rising intonations etc, to distinguish and teach are not easy and simply by putting a figure on the blackboard. Trainees have detected the difficulty levels of inability to distinguish whether a word is in a falling or rising intonation in speech. The lesson was not supported with recordings (either audio or video cassettes), which could have been a model for pronunciation. Nevertheless, the tutor was trying to make his best to transmit knowledge of the language item in this topic area.

The tutor for the course EnLa 243 was tutoring on modules 3 and 4. He is a young tutor, in his late thirties. He started his teaching with the topic “Characteristics of Spoken Language”, which includes Spoken language functions, translational function, and others.

Encompassed with an excellent preparation, his manner with moderate accent/pronunciation/ catches the attention of listeners. He wrote all the points from his notebook on the blackboard. The teaching was more of lecture type, with some intentional questions in between and at the end of each section in a module.

The nature of the subject is difficult and kept the students from not actively participating. When the tutor introduced the topic "Pronunciation", he reminded the students that this part was also found in the course 'Spoken English'. So, he did not do much on this part. His next topic was, "Syllable" He defined what a syllable is.

The final topic was 'teaching writing skills'. In this section, he discussed purpose of writing; types of writing (graphic, syllable, letters, words, phrases, sentences; written text- permanence).

The tutor was moving from place to place, from one edge to the other edge of the blackboard, and with full notes. Despite the good efforts the tutor tries, the teaching looks a teacher-centered regular classroom teaching. Perhaps this could be due to the very less number of the modules (only three), whereas the course Structure of English (EnLa 243) has seven modules. The number of face-to-face contact for both courses is the same, three in a semester. Though they differ abundantly in amount of modules, in credit hours they differ only by one (Spoken English has 3 while teaching the language skills has 4 credit hours).

#### 4.3.5. Summary of the Context

From the observation of the distance teaching classes and their surroundings, it seems that there are some guidelines were missed in the way the different distance learning center coordinators and tutors operated the implementation. The concern and commitment of individual site coordinators has great contribution for the success of the trainees' learning. It has been seen that some coordinators show more effort while some seem reluctant. Although there is variation of experiences and knowledge of the subject areas among the tutors, their effort has high value for guiding the trainees to their successful study of the program. Nevertheless, there was no standardized distance course teaching technique shown among the tutors.

Though it is difficult to say which teaching method is better for distance teaching than the other, the tutors were observed applying different methods (techniques) in their teachings. Some used mere lecture, some used a form of discussion and others also used lecture /and or discussion and demonstrations. Only a few of the tutors were observed

relating the teaching to trainees' life situations. Most of the teaching activities were observed just lecturing and discussing topics tutors prepared on the modules. No much time was dedicated for discussing trainees' assignments. Thus, it is possible to say that tutoring was very similar to teaching in the regular/ conventional classroom teaching, rather than being a discussion period on learners' difficulty areas. They did not have spare time to stop and think how to get the students to present their problems, share experiences. The tutors treat only a few questions related to their teaching in the classroom.

Nevertheless, tutors at some tutorial centers, such as Adama, have more exposure to tutoring situations since they work as part time lecturers at private colleges. So, they have better experience than other tutors had been observed teaching in the other tutorial centers. Actually Fullan, (1977:385) has reviewed Crowther, (1972) and, Lukas and Wohlleb, (1973) that not all teachers have the same propensity to implement any given innovation. According to this understanding, types of previous training and ability to use the innovation are found among the characteristics of individual roles. However, Pratt, (1980) indicates that the method by which knowledge is presented affects both the effectiveness and the efficiency of learning.

The total context of the teaching of the second cycle distance program, in the observed areas is not much appealing as distance teaching technique. The program does not have its own employee for recoding, distribution and smooth running of related work. There is no separate place or office to keep the purchased or provided materials for the implementation of the program. The activities are also dependent on the will of the director, in which he/she commits himself or his/herself to the time.

#### 4.4. Match or fit of objectives

The fundamental purpose of the distance education (project 17,000) for the second cycle primary school teachers is to promote the quality of English language teaching through upgrading the qualification and standard of teachers teaching in the second cycle primary schools to their diploma graduate counter-parts (EMA September 1992 E.C.). Each course has its general modular, unit and section objectives. Thus, it is

hoped that the combination of each course objectives can make the general objectives of the English Course.

Murcia, (2001:217) while emphasizing the importance of fit to teaching or learning materials to the interest of the learner expresses that textbooks are for students. According to this author, in order to meet their (students), the textbooks must have not just the English language or communication skill and contents demand by the curriculum but must also fit the needs of the students as learners of English. One of the objectives of this study was to assess the relationship between the stated objectives of the second cycle distance diploma English course materials and the exiting curricula for training of second cycle primary school (grades 5-8) English Language teachers (See section I). With regard to this, three questions were presented to the trainees (see table 12 below) to respond using five-point scale alternatives.

Table12. Measurement for fit of the objectives of the Distance English Course materials to the objectives of the Curricula for Teaching English in Grades 5-8

| Items |  | Responses |      |        |      |            |       |     |
|-------|--|-----------|------|--------|------|------------|-------|-----|
|       |  | Very Much | Much | Fairly | Less | Not at all | Total |     |
| 1.    | Do the objectives of the distance course materials fit to the objectives of the conventional/regular English course program? | No        | 124  | 99     | 44   | 13         | 2     | 282 |
|       |  | %         | 44.0 | 35.1   | 15.6 | 4.6        | .7    | 100 |
| 2     | To what extent are the objectives of the course reflecting trainees' personal interests and needs?                           | No        | 128  | 84     | 58   | 12         | 3     | 285 |
|       |  | %         | 44.9 | 29.5   | 20.4 | 4.2        | 1.1   | 100 |
| 3     | To what extent do the objectives in the course modules enable trainees meet their professional needs?                        | No        | 153  | 107    | 16   | 9          | -     | 285 |
|       |  | %         | 53.7 | 37.5   | 5.6  | 3.2        | -     | 100 |

The first question was closely related to the degree of the objectives of the grades 5-8 English language materials have been reflected in the second cycle distance diploma English course materials. In reference to this question, 44.0 (124) percent respondents said the objectives of the grades 5-8 curricula materials are reflected very much, while 35.1 (99) percent said it is reflected much and 15.6 percent (44) answered reflected fairly. About 6.6 percent said less reflected whereas 0.7 percent evaluated it as not related at all. The second question is presented to see the extent to which the objectives of the second cycle distance English course materials recognize trainees' personal

interests. For this, 44.9 percent (128) respondents said their interest is reflected very much, 29.5 percent (84) much and 20.4 percent (58) said fairly reflected. The rest 4.2 and 1.1 percent said their interest is reflected less and not reflected at all, respectively.

The third question was presented in order to evaluate the extent the objectives stated in the second cycle distance diploma program English course materials could enable the trainees meet their professional needs. In regard to this question, 53.7 (153) percent responded it saying it enables them very much whereas 37.5(153) percent accepted that it enables them fairly.

From the responses of these three questions, no significant problems (discrepancies) were found to exist between the objectives of the second cycle distance diploma program English course and the materials for teaching English Language in grades 5-8.

The document analysis also shows that the objectives of the second cycle distance English course materials are there, but not word in word. Therefore, it is viable to say that the responses of the sample shows that there is a high relationship between the objectives of the distance course materials and the existing regular curricula materials for teaching English in Grades 5-8. Nevertheless, differences in stating the objectives and the types of terms used were not exactly matching.

#### 4.4.1. Similarities in the objectives of both Courses

Objective is, by definition, an intended learning out-come of a curriculum (Pratt, 1980). According to Pratt's analysis of objectives, objectives which begin with, 'the students will study...' or 'the student will learn about...' usually refer to learning out comes. On the contrary, statements of single behavior, such as 'the student will write one page on...' or 'the student will demonstrate...' refer not outcomes but performance criteria. In the design of the second cycle distance English course objective description, both courses used specific and general objective-description words, such as: develop, grasp, understand, reflect, and know for general and 'identify, readout, speak, explain,' for specific ones.

#### 4.4.2. Differences between the objectives of the two Courses

As can be observed in the table, the distance courses (both EnLa.206 and EnLa.243) use more objective expression words than the conventional (EnLa.205 and EnLa.241). The distance Spoken English (EnLa.206) used 6 words and the conventional Spoken English (EnLa.205) used 4 words. In the course 'teaching the language skills' distance (EnLa.243) course used 8 words and the conventional (EnLa. 241) used only 4 words. However the distance course used more specific words (differentiate, define, identify, ask and give, readout, and the conventional course used: develop, read out) than the conventional one. The conventional course used more general words such as know, have understanding, reflect, grasp, and understand, whereas the conventional used only "develop", and "reflect" to design the objectives.

On the other hand, editors of the courses speak that the match of the objectives and contents of the distance program to that of the regular/ conventional English Language teacher training curriculum was maintained through careful designing of the distance course as it can promote active learning among the trainees. In an interview held with one EMA distance program production expert,

The course writers were trained in how to write the courses in close relation to the conventional course objectives. For this purpose, the courses were designed jointly with different Teacher Training College instructors and EMA experts. In addition to this, the courses were written by college teachers (e.g. Awassa, Kotobe, Bahir Dar college teachers). And they were again edited by other college teachers. Thus, the qualities of the distance courses are not less than that of the conventional course materials (Teacher Education Coordinator, EMA, and Jan.2005).

In both courses, concepts of the stated objectives are almost common, but used expressions are different. However, the distance course uses more functional objective-words, activity-based in style, singular/individual-based ('you'/ 'the trainee') in structure. The objectives of regular/conventional college based course look more general, academic, with wide coverage and mass-based (the trainees') objectives. Consequently, it can be said that the objectives of the distance course are reflection of the objectives of the regular/conventional course.

#### 4.5. Relevance of Contents of the Second Cycle Distance program for training of primary School English language teachers

Good (1973:488) defines relevance as pertinence to a situation, significantly related to the problem at hand or to the problem with which people are struggling in a given period. In line with this, the relevance of the contents of the second cycle distance diploma program English course materials have to the curricula of teaching of English Language in grades 5-8 was investigated.

The first a question was stated as: "How much would you say the contents of the English courses materials for the second cycle distance education diploma teacher training program are interesting to you?" Respondents were asked to rate the item on three-point scale ranging from 'very much interesting' (3) to 'insignificantly' interesting (1). The given responses indicated that 53.0 (149) percent of the valid respondents answered very much interesting and 35.9 (101) percent said much interesting. 7.9(24) respondents accepted it as fairly interesting. All together about 97.5 (270) percent rated from fairly interesting to very much interesting.

The relevance indicator factor questions presented in table 13 below (A-F) were meant for assessing the relevance of the course materials, which respondents answered using three-point scale ranging from 'very low' (1) to 'high' (3).

The questions are focused on the relevance of the exercises in the course materials; the relationships of the contents of the course materials to the contents of the grades 5-8, usefulness of examples included in course materials to the teaching of English language in grades 5-8; sufficiency and appropriateness of included (used) methodology for enabling the teaching of English Language; clarity of given self-test questions and importance of included model answers in the distance course materials. The question was put as, "Please indicate the relevance of the English Language Course materials of the distance diploma teacher-training program along the following points by making a tick ( ) mark in the appropriate grid". Table 13 (below) shows that the highest degree of responses was rated to the degree of "High", in all items. For example, above (67. %)

respondents said the relevance of the exercise in the distance course materials is high, whereas only 5.2% evaluated the exercise as low.

Table 13. Relevance of the contents of the distance education English Course Materials

| Relevance are Indicator |   | N | Degree of Relevance |        |      |       |
|-------------------------|---|---|---------------------|--------|------|-------|
|                         |   |   | Low                 | Medium | High | Total |
| A                       | Exercises in the course materials   | N | 15                  | 80     | 193  | 288   |
|                         |   | % | 5.2                 | 27.8   | 67.0 | 100   |
| B                       | Relationships of contents of the course materials to the contents of grades 5-8 English         | N | 15                  | 115    | 150  | 283   |
|                         |   | % | 5.3                 | 40.5   | 54.2 | 100   |
| C                       | Usefulness of examples included in the course materials to the teaching of English in grades5-8 | N | 35                  | 78     | 168  | 281   |
|                         |   | % | 12.5                | 27.8   | 59.7 | 100   |
| D                       | Sufficiency of included methods on how to teach English   | N | 20                  | 79     | 188  | 287   |
|                         |   | % | 6.8                 | 27.5   | 55.5 | 99.8  |
| E                       | Clarity of given self-test questions  | N | 4                   | 63     | 219  | 286   |
|                         |   | % | 1.4                 | 22.0   | 76.6 | 100   |
| F                       | Importance of included model answers  | N | 9                   | 51     | 126  | 286   |
|                         |   | % | 3.1                 | 17.8   | 79.1 | 100   |

In regard to the relationship of the contents of the distance course to the regular curricula materials for teaching English in grades 5-8, 54.2%, (almost above average) said it is high, and only very insignificant percent (3,3%) saw it as having low relevance. 40.5% accepted the content-relationship as “medium”, mean average. With the usefulness of examples included in the course materials to the teaching of English in Grades 5-8, 59.7 percent responses evaluated it as having high relationship. On the contrary, 40.3% saw it as not having fair relationship. Pertinent to the sufficiency of included methods on how to teach English in grades-8, 55.5 % accepted it as high, 27.5% low and 8.6 said it is low. As to the clarity of given self-test questions, the majority (76.6%) respondents said it has high clarity, where as 23.4% said its clarity is low. The last item, ‘importance of included model answers’ has been responded as “high” by 79.1%, and low by 17.8% and 3. % rated it with ‘very low’ remark.

Presumably, regarding the grades 5-8 English Course materials as part and parcel of the primary school English Language teaching curriculum, the questions in table 15 above mainly has tried to assess the relevance of the content (explanations) appropriateness of included or used examples to the lives and interests of the trainees whether the task provided enough variety to meet the needs of the trainees for teaching

English in grades 5-8. As the results of these ratings show, the contents, objectives, methods and even the included examples in the second cycle distance diploma program English course materials are relevant to the teaching of English language in grades 5.8.

#### 4.5.2. Presentation of the Course Materials

In order to measure the clarity level of the second cycle distance program English Course materials: readability of the course materials; the degree of difficulty or easiness or simplicity, and organizations of the course materials were taken as variables (see table 19 below). As to measure the appropriateness of the print medium of the distance course materials, it is vital to look at the layouts and the relationships that the contents have with the overall curricula materials for training second cycle primary school English Language teachers.

Pertinent to the readability level of the course materials, 288 respondents gave their answers. From this, 92% (265) evaluated the readability as 'well readable'. They were also asked to label the difficulty level of the course materials, which 65.1 (188) percent ranked it as average and, 24.5 (57) percent said it is difficult to read. On the contrary, 10.3(30) percent said it is simple.

Table 14. Clarity level and organization of presentation of the distance English Course contents

| Items   | Alternatives           | Responses |      |
|---|------------------------|-----------|------|
|   |                        | N         | %    |
| 1. How readable are the Course materials?                             | a) well readable       | 265       | 92.0 |
|   | b) fairly readable     | 18        | 6.3  |
|   | c) not readable        | 5         | 1.7  |
|   | Total                  | 288       | 100  |
| 2. Difficulty Level of the course materials                           | a) difficult           | 57        | 24.5 |
|   | b) average             | 188       | 65.1 |
|   | c) simple              | 30        | 10.3 |
|   | Total                  | 289       | 100  |
| 3. How well have presentation of the course materials been organized? | a) well organized      | 222       | 77.2 |
|   | c) averagely organized | 53        | 19.1 |
|   | e) not organized       | 2         | 0.7  |
|   | Total                  | 277       | 100  |

In the case of organization of the course materials, 77.2 (222) percent ranked it as well organized; and 19.1% (53) said it is averagely organized. At the opposite side, only 0.7 percent said not organized. As ratings of the respondents showed, the readability; simplicity and organization of the second cycle distance diploma program English course materials was evaluated by majority of the trainees as well readable, its difficulty level as average and its presentation (organization) as well arranged.

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On the other hand, the analysis of the course materials shows that the contents of the distance program Spoken English (EnLa.206) course are not found at course level. They are found only at modular level. But the contents of the course 'Teaching the Language Skills' (EnLa.243) are available both at course level and modular based. The contents of the regular course are developed at course level in the syllabus.

#### 4.5.3. Similarities and differences in the contents of both the distance and conventional Courses

Functional and structural forms typify the content design of both courses. In methodological aspect, both courses emphasize on language teaching pattern such as reading pattern, developing writing skills and sub skills such as discussing communicative events, grammar, patterns of classroom interaction, language testing and correction of errors.

It is difficult to distinguish the differences between the contents of the distance and conventional modes because one is interlinked in the other. Nevertheless, it looks that 'speaking' is not stated separately as a main skill in the distance course. In a similar way 'listening' is not indicated separately as a core skill in the conventional course. The contents of the distance course are inclined to be more of linguistics whereas the

contents of the conventional course fall towards communication functions. In the distance Spoken English course, topics such as "Phonetic alphabet", "Introducing people", "characteristics of spoken language", "expressing likes and dislikes" are present, whereas these topics are not put separately in the contents of the regular course. Nonetheless, the contents of the regular course "communicative functions taught in grades 5-8..." might embrace the peculiarity that the distance course has. A brief picture of the contents of the distance and the regular/ conventional course materials is given in the Appendix.

#### 4.6.1. Roles and Responsibility of Implementing Agents

In the case of the courses "teaching the Language skills", almost all illustrated contents are common in both the distance and the regular courses. However, topics such as "developing listening skills", "function of effective listening", "discussing communicative activities", and "teaching grammar" are not stated in the regular course. On the other hand "Focus on language classroom functioning", and "correcting written errors" are appeared in the regular one, but not found in the distance course. Yet, the general topics of the regular course look to contain the details stated in the distance course. Like in the objectives design, in the contents mapping description, in most of the items (contents) are similar except there exist differences in the way the contents are stated. Therefore, it is feasible to conclude that the contents of the distance course are embraced in the contents of the conventional course.

This idea is also supported by trainees' freely stated opinions (see in the topic on how to improve distance program), when the trainees said, "The materials are well prepared, all materials are very well developed". Thus, from the aspects of readability, simplicity and presentation (organization) of contents, the distance English course is relevant to the professional needs and interests of trainees.

#### 4.6. The Effectiveness of the Implementation of the Second Cycle Distance Education Diploma Program English Courses.

Effectiveness is constantly concerned with whether the things we are doing continue to be appropriate, particularly in the context of rapidly and increasingly demanding

external environment (Aspinall, et al, (1992:8). In this prospect, it has been tried to assess factors that influence effectiveness of the implementation, and efficiency of the delivery of the second cycle distance diploma program English course materials. In this case, roles and responsibilities of implementers, the extent of communications trainees make; availability and degree of utilization of learning resources, factors might affect the effectiveness of implementation and causes/reasons for some trainees' dropping-outs are discussed.

#### 4.6.1. Roles and Responsibility of Implementing Agents

Under this topic, the sated specific questions include: 'were roles and responsibilities of stakeholders clearly defined?' and 'how effectively (efficiently) were the roles and responsibilities played by the different stakeholders?' are the two main leading questions.

In any teaching-learning situation it is generally agreed that there are four essential elements: a teacher, a learner, or learners, a communications system or mode, something to be taught/learned (Wedemeyer 1971:549). Learners are just one of the stakeholders in the current education system (Mannova, 2004:246)

#### 4.6.2. Trainees' Roles and Responsibilities

In the course of implementation of distance education, clarity of one's role and efficiency of having clear information (communication) are vital. In regard to these, a question read as "Are you clear with your responsibilities?" was presented to the trainees, which they answered by ticking "Yes" or "No"

The item was presented to investigate whether the trainees were well clear with their own responsibilities in the course of the study. Out of the total 289 respondents, 84.1 (243) percent said they were well clear with their responsibilities and 15.9% (46) answered they were not clear about it.

This question was followed with an open-ended item, which asks 'If your response is 'Yes', please indicate some of your roles and responsibilities, as a distance learner/student'. For this 25.09% stated that their responsibility is studying the

modules; 21.81% referred to their responsibility as doing (working on) the assignments for submissions; 18.54% said their responsibility is attending the tutorial (face-to-face program). There are also responses given which vary from 8.54% (maximum) to 1.09% (minimum). These include: working self-test exercises, submitting the assignments, preparing oneself for the exams; teaching/helping students; discussing with groups/peers; consulting other language teachers; informing problems they have o their tutors; and obeying the regulations of the distance program.

The total purpose of the second cycle distance diploma program lists down kinds of input it contributes to trainees' learning the distance program. These include:

- Providing education in which trainee teachers would upgrade their academic skills to diploma level in order to be able to teach subjects to the students the in cycle efficiently;
- by providing training, which can develop the efficiency of the trainee teachers making the cycle's teaching-learning process more effective;
- helping the trainee teachers equip themselves with new and up-to-date knowledge and skill in the subjects he/she is teaching and in educational profession;
- enabling the trainee teachers realize (grasp) the vision of the country's development aspects (အဓိကရည်ရွယ်ချက်) and focus views in order to have necessary knowledge and skills so as to make active participation;
- by making (enabling) trainee teachers develop skills and views to understand the problems of their society and making them become change agents and leaders of development in their society (EMA, 1999).

As a result, from those above stated statements, one can come up with the conclusion that the roles and responsibilities of the trainees is to study and gain the desired skills for conducting effective teaching in the cycle.

Literature supports that the purpose for learners to come to distance education situation is to learn something that fits the type of knowledge found in the field and prepares

them for various forms of professional certification (Amudndsen, 1996:76). Likewise, the responses of trainees listed (above) indicate that except for two points, which say "teaching students" (4.36%) and "obeying regulations of the program" (1.09%), all are directly related to learning purposes.

### **4.6.3. Roles and Responsibilities of other Stake-holders**

As pointed out in chapter two of the thesis, in the context of the second cycle distance diploma program, the roles of the stake-holders include the role and responsibilities that the Educational Media Agency (EMA) on behalf of the MOE, Distance unit coordinators at Regional Education Bureaus (REBs), Regional Colleges of Teacher Education (RCTE) - both regional and federal colleges, and tutorial centers, and tutors have in the design, implementation, and dissemination, monitoring and evaluation of the project.

Therefore, to the question, "were roles and responsibilities of stakeholders clearly defined?" document analysis and result of the interviews show that roles and responsibilities of tutorial center coordinators; Educational Media Agency (EMA) and of Coordinating Colleges (see EMA Sep.1999: Appendices -1, 4, and 5 respectively) were defined during the planning stage. However, roles and responsibilities of Regional Education Bureau were not indicated in the document.

In order to seek an answer to the question, 'how effectively (efficiently) were the roles and responsibilities played by the different stakeholders?', College Distance Units, and all the four tutorial site coordinators were asked what their roles and responsibilities look like in the course of implementation of the second cycle distance education diploma program.

To begin with, the Awassa Teacher Education Distance unit Coordinator says,

"For the practicality of this project, there are academic and administrative roles and relations set following the structural layout of the project. The roles and communication relationship were mainly set for defining the roles EMA, Regional Education Bureaus, Participant Teacher Education Colleges and Tutorial centers play. But, none of these has accomplished its role and responsibility efficiently" (interview held with Awassa CTE Distance unit coordinator).

The Ambo distance learning center coordinator also has the following to say:

“The program was not proceeding according to its plan. From managerial aspects, there is no responsible or accountable body for the program. Due to such cumulative effects, some learners lost hope and interrupted their studies”.

On behalf the Educational Media Agency (EMA), the distance education panel head was interviewed. He has the following remarks:

“Our roles include preparing manuscripts, editing of the manuscripts, printing and distributing to regional education bureaus, and implementation is the responsibilities of regional colleges. We give only technical support” (EMA-Distance Education Panel Head).

In relation to this, the academic and administrative roles of EMA (in EMA Sep.1999) were stated as follows:

1. Coordinates the production of the distance courses: under this there are 8 dotted detail activities listed;
2. Produces supportive media programs: this is followed by 3 dotted points
3. Produce necessary manuals /guidance for course writers, course editors, layout designers, and for media program producers;
4. Gives training for person who work on the organization of the distance programme;
5. In collaboration with regional education bureaus and regional teacher education colleges, conducts formative and summative evaluation on the distance programs;
6. Facilitates for capacity building of the distance programme units: under this there were 3 dotted points, which related to research and information gathering from different sources.
7. Collects quantitative and qualitative data related to distance programme teacher education, analyzes the data, record documents, distributes data;
8. Prepares quality standards which assists in maintaining the qualities and efficiency of the distance programmes: under this there were three dotted points stated;
9. In collaboration with regional education bureaus and regional colleges, prepares projects and run studies for the strengthening of the distance programme (EMA, 1999).

The nine point academic and administration roles stated above support the ideas underlined by the distance panel head. No point or a sentence was found to involve EMA directly related to implementation activities. But all activities undertake EMA as a facilitator of pre-implementation activities.

#### 4.6.5. How effective are the strategies set for communication among the Implementers of the distance program

In this section, the question “were there appropriate communication strategies among the different responsible bodies for implementing the program?” leads us into examining the extent the learners and support providers communicate for the efficiency of the instruction. Communication is key effective management. No organization can exist without communication (Kumari, 1995:35). In the context of implementation of the second cycle distance education diploma program, communication is seen as the right channel to transform information (a) from and to people responsible for the implementation of the second cycle distance teacher training program,; (b) from and to persons and stake holders, which were directly or indirectly responsible for the design, development, distribution, implementation, monitoring and evaluation of the program, and (c) from and among these above-mentioned parties and the target users - trainees.

The document analysis verifies that there are established academic and administrative relationships among the agents for the implementation of the second cycle distance diploma program. These are expressed in line with academic and administrative relationships between: EMA and regional distance program coordinating colleges; EMA and distance program tutorial centres, between regional coordinating colleges and tutorial centres; and administrative relationship between EMA and Regional Education Bureaus, distance coordinating colleges and Regional Education bureaus (see EMA, Sep.1999). These parties keep academic and administrative communication relationship among themselves for selection/recruiting of trainees, building tutorial centres; assigning tuition fees; facilitating the availability of learning materials, and

monitoring the general administration related to the implementation of the second cycle distance program.

There were four communication strategies set to facilitate healthy communications among colleges as well as between colleges and EMA. These include:

- installing cost effective large area network internet to enable colleges make communication among themselves as well as with EMA;
- exchanging urgent information among colleges as well as with EMA using Fax machine;
- exchanging an trivial and excess information among colleges as well as with EMA through letters(postage);
- exchanging short information among colleges as well as with EMA through telephone (See EMA, Sep.1999:17).

Then, for the question, “were there appropriate communication strategies among the different responsible bodies for implementing the program?” the answer can be, “Yes, there were established communication strategies”. Nevertheless, the question, “are the established strategies efficiently utilized?” leads us in to more discussion.

In regard to this, in an interview held with coordinating college and tutorial center coordinators, a question entitled, “would you explain the strategies set and used in Implementing the second cycle distance education diploma program, and how effective these strategies are in meeting the set objectives?” was provided. In responses recorded to this question, the Awassa Teacher Education Distance unit Coordinator has enlightened the existence of set roles and relationship though none of the stakeholders has accomplished its role efficiently. The roles were not accomplished because the established strategies were not realized efficiently in the process of the implementation.

Wit this, the Debrebirhan distance learning center coordinator comments:

There is a communication gap between the regional college distance coordinator and the center(s). Management wise, it is not known who is accountable to the program”.

As this coordinator elaborated more, when the center asks the region education bureau (Amhara), the bureau says it is the college, and the college in turn points toward the

Educational Media Agency for any event occurs to the implementation process (interview held with Debrebirhan Distance Learning Center Coordinator). The Ambo tutorial center Coordinator has also evaluated the overall situation with the following phrases:

Leniency of communication among stake holders, lack of budget for communication facilities such as telephone lines, lack of budget for transportation, feedback problems, made the program loses its fame and credibility." (An interview held with Ambo Distance learning Coordinator).

From the responses provided by the coordinators, it can be concluded that despite the fact that communication strategies were set at planning stage for the purpose of effective implementation of the distance diploma program, the desired communication was not realized effectively during the implementation. What has been recorded from all responses is that each participant blames the other and the others blame another person. The causes for such blame might be that the responsibilities were not clearly addressed or the participants themselves did not accept their responsibilities from the very beginning voluntarily.

#### 4.6.6. Contact trainees had with their Tutors and Tutorial Center Coordinators

In teaching and learning context students are expected to communicate to each other idea, feelings, and thoughts to maximize learning. Characteristically, communication performs an important role in facilitating decisions by transforming the data to identify and evaluate alternative choices (Kumari, 1995:36

A question containing three items (See Table 15, below: A, B, and C) was offered to trainees in order to examine whether they have communications /make contacts, and with whom they may make contacts for the purpose of their distance course studies.

Their rating shows that out of the total valid respondents, 52.6 (152) percent said they make contacts wit their tutor outside the regular face to face program whereas 47.4 (137)

percent responded that they do not make contacts with their tutor outside the regular tutorial programs.

Table 15. Frequency of contact trainees make

| Items |  | Yes |      | No  |      | Total |     |
|-------|--|-----|------|-----|------|-------|-----|
|       |  | N   | %    | N   | %    | N     | %   |
| A.    | Do you make contacts with your tutor<br>Outside the regular face to-face programs? | 152 | 52.6 | 137 | 47.4 | 289   | 100 |
| B.    | Do you make contacts with<br>The coordinator of the tutorial center                | 184 | 64.3 | 102 | 35.7 | 286   | 100 |
| C.    | Do you make contacts with your peers<br>(other distance course learners)?          | 223 | 77.2 | 66  | 22.8 | 289   | 100 |

The majority (64.3 percent) rated that they make contacts with their tutorial center coordinator(s) but 35.7 percent do not make any contact at all. In a similar case 77.2(223) percent respondents have emphasized that they make contacts with their own peer groups (other distance learners), while 22.6 (66) percent indicated that they do not make any contact. However, tutors and coordinators did not approve trainees' high frequency contact outside the regular face-to-face program.

The trainees have also been asked what means of communications they use to contact their tutors as well as their tutorial center coordinator. It was in this respect that five means of communication channels were listed for the trainees to tick in a box or boxes they use for contacting their tutors or their study center coordinator. These means of communications are: postal services, telephone lines, written messages, in person/face-to-face, and to specify if they use others. They gave much diversified response about means of communication they used. For example 4.4 percent uses only telephone; 18.0 percent uses written message or postal services, and 77.2 percent uses face-to-face means of communication. 0.4 percent responded saying that they used all. Nevertheless, they did not respond to an open-ended question that says, "If you use any other means of communication, please specify".

From the responses, it can be summarized that only the majority of the respondents utilized the face-to-face communication channel. It also implies that trends in making communication through different channels are not yet been adopted by distance learners.

As an ingredient to the evaluation of the effectiveness of the implementation of the distance program, the trainees were also asked to rate how frequently they have followed the face-to-face tutorial programs held during the second year first semester. For this, only 14.7 percent said they have missed the tutorial programs while 83.4 percent indicated that they have not missed.

However, this finding cannot be generalized to other trainees since only trainees who were always present on the tutorial programs respond it. Those who missed any or some of the tutorial programs justified their reasons with: 'I did not know the date'; 'due to lack of communication'; 'family problems', 'due to personal health'...." From these words of trainees, it is understood that clear information is needed in order to get the trainees attend the program regularly.

This finding can also add support to the inefficiency of the communication among the stakeholders because the trainees missed the face-to-face program due to lack of information from the implementing agents.

#### **4.6.7. Availability of Learning Resources**

Learning resource must be accepted as an integral part of the learning process rather than recognizing as supplementary materials (Rajput, 1996:309). Availability of necessary leaning resources is much significant for effectiveness of an implementation. It was on the basis of such intention that during the design of the program some necessary learning resources were identified by name as well as by item and were recommended to be utilized in the process of the implementation. Therefore, trainees were expected to have access to all or most of the following learning resources (See table 16 below).

In the lists of learning resources displayed in the table; libraries, reference materials, listening rooms, Video decks and Video cassettes, tape recorders/players, audio cassette programs, radio broadcast and broadcasting (listening) schedule (time table) and

radio/audio guide (notes) were few of the expected available learning resources at the tutorial centers.

Table 16. Availability of Learning resources and Support materials

| Items |   | Yes |      | No  |      | Total |     |
|-------|---|-----|------|-----|------|-------|-----|
|       |   | No  | %    | No  | %    | No    | %   |
| A     | Do you use a library (libraries) in your study center?                    | 46  | 14.7 | 231 | 83.4 | 277   | 100 |
| B     | Do you get sufficient reference materials?                                | 47  | 17.2 | 227 | 82.8 | 274   | 100 |
| C     | Is there a listening room arranged for you?                               | 52  | 19.3 | 217 | 80.7 | 269   | 100 |
| D     | Are there video decks and videocassettes?                                 | 11  | 4.1  | 258 | 95.9 | 269   | 100 |
| E     | Are there tape recorders/players?   | 53  | 19.3 | 221 | 80.7 | 274   | 100 |
| F     | Are there sufficient audiocassette programs at the center for you to use? | 30  | 11.1 | 240 | 88.9 | 270   | 100 |
| G     | Is there Radio broadcast for the programs?                                | 73  | 26.9 | 198 | 65.6 | 271   | 100 |
| H     | Are there Radio/audio guides or notes?                                    | 32  | 11.9 | 238 | 88.1 | 270   | 100 |

Regardless, the result of the respondents' rating does not endorse the availability of the resources as expected. Majority of the respondents have indicated that these abovementioned learning resources were not available at the centers. For example; 83.4 percent trainees responded there is no library (libraries) at the center, whereas 82.8 percent responded that they could not get sufficient reference materials, 80.7 percent said no listening room, and still 95.9 percent have indicated the absence of video decks and videocassettes. 80.7 percent said there are no tape recorders, 88.9 percent even answered there are no sufficient audio cassette programs, and 65.6 percent answered they are not using radio broadcasts. 88.1 percent responded that they did not get any radio/audio guides.

The necessary materials recommended for the implementation of the program include: reference materials, models, maps, charts, video cassettes, shelves, consumable laboratory items (commodities), radio/audio cassette players, video cassette recorders and TV monitors (See EMA Sep.1999, Appendix4). In spite of the fact that the training proposal document lists down the above necessary learning resources that need to be available at the distance learning centers, there were very limited percentage of respondents agreed the presence of those aforementioned resource materials at their centers. For example, 26.9 percent respondents answered by saying, "Yes, there is

radio broadcast for the programs”, and 19.3 percent agreed with the presence of tape recorders/players. Actually, the least positive response (4.1%) was given to the availability of video decks and videocassettes at the centers.

#### 4.6.8. Degree of Utilization of Available Resource Materials

For effective implementation of distance programs, the use of media technology, as one aspect of leaning resource, is unquestionable. Ready, (1996:229) notes that technology can help disseminate education from all of the world’s best sources to all people, irrespective of age, sex, creed, religion, and socio-economic status, who are in urgent need of education, wherever, thus crossing all geographical constraints. According to Edinger (1971), the use of instructional technology necessitates major changes in teacher education programs, both pre-service and in-service.

In the implementation of the second cycle distance diploma English Course, radio/audio was in the plan to assist the instruction as an integrated component. Thus, trainees were asked to rate three types of media services (radio, audio cassettes, and video) to which they have access most and degree of the use(See Table 17, below).

Table 17. Degree of the use of available Learning Resources.

| Items   | Alternatives        | Responses |      |
|---|---------------------|-----------|------|
|   |                     | N         | %    |
| 1. Media services most used                                     | a) ) radio          | 119       | 41.8 |
|   | b) audio cassettes  | 16        | 5.6  |
|   | c) video            | 3         | 1.1  |
|   | d) none             | 134       | 47.0 |
|   | *Multiple responses | 13        | 4.5  |
|   | Total               | 281       | 100  |
| 2. Degree of the use of any of the available learning resources | a) most of the time | 70        | 24.9 |
|   | b) some times       | 179       | 63.7 |
|   | c) rarely           | 22        | 7.8  |
|   | d) never use        | 32        | 3.6  |
|   | Total               | 285       | 100  |

On this subject, 41.8 percent rated radio as the most used’, and 5.6 percent took audiocassettes as the most used. A significant number of respondents (46.3%) answered

saying they have used none of these three aforementioned media package. About 4.5 percent of the respondents have indicated that they have used two or all of the given media services.

For those respondents who used any of the three media services, a question was issued (Table 13 above) related to the degree of the use, which they answered based on three-point scale that values 'most of the time'(3) to 'never use'(1). For this item, the maximum response (63.7 %) indicated that trainees use the media services sometimes. The responses given by those trainees who said they use rarely (7.8%) and never use (3.6%) hints an inefficient use of the services provided.

An open question was presented to those who responded that they have not used any of the listed media to justify why they have not used. Among the reasons that respondents highlighted for not using the materials the following are the common ones.

There are no radios or audiocassette programs permitted to us; because there is no media service in our tutorial center.

Except the modules other learning resources are not available in the center.

The tutors are not ready to use them due to shortage of time.

Our center did not arrange for us to use media programs.

There was/is no such materials (programs) distributed.

I have no information about the media service.

These above phrases were written down by most of the respondents. Whether in written form or oral presentation, the trainees from different centers used common or similar words in explaining problems encountered them in the process of their studies. However, there is a little exaggeration in the comments trainees presented because the responses obtained from the tutors' interview show that tutors have used some media programs.

The tutors speak that they used radio and audiocassettes as components to their English courses only in the first semester of the first year. Coordinators have also confirmed this idea. They accept the arrival of audiocassette programs only for the first year first semester courses. But due to lack of cassette players and inconvenience of time for the trainees and tutors to use them, some of the coordinators even did not inform the availability of the programs to the trainees.

Perraton (1982:24) notices the difficulty of integrating the media, for example radio broadcast with the program. As the author has recited the Korean use of radio for distance education delivery support, it had been proved that it was difficult to relate what teachers do on tutorial times, (usually on Saturdays and Sundays), with the radio programs. According to the author, the difficulty was that the programs were broadcast at a time when the teachers were not listening to them. His evaluation of the source of the difficulty is very touching to our 2nd cycle distance program support service. Thus, it is of paramount to recite the problems Perraton identified as a whole. According to this author, difficulties of this kind arise partly because distance-teaching institutions seldom control all their own activities, and broadcasts usually depend, for their timing if not their content. Tutors, who run study centers, or study group leaders often were not staff members of the distance-teaching institution with which they were working (See Perraton, 1982:25).

On the other hand, EMA Teacher Education expert, who was responsible for the design and production of media packages for the distance programs, explains that support audio /radio programs were prepared based on the three semester courses and distributed to the centers on audio cassettes and also were sent to broadcasting stations on reel tapes.

Besides, regions have demonstrated their enthusiasm in having scheduled for delivery and implementation of media programs and their support materials. For example, in a consultant meeting held at the MOE Hall from December 25-26/2001 for regional education bureau heads, colleges and university representatives, distance program unit coordination representatives, and other stake-holder participants the Amhara and Oromia distance program unit coordinators have manifested that they have prepared and distributed distance program broadcasting schedules to centers (Meeting minute, MOE: Dec.25-26/2001).

Then, where does the gap lie? Presumably, it lies in the ineffective implementation system. The head of distance panel at EMA says," Since there was very loose

coordination and communication among the different parties who were responsible for implementation activities, their accomplishments were not efficient". The Ambo distance learning center Coordinator also says, "The program was not proceeding according to its plan. Materials delivery is not efficient. From managerial aspects, there was no accountable or responsible body to the program". All coordinators and tutors with whom the researcher had access to contact share this idea.

As has been revealed in different literature reviews, in developing world, whether for conventional type or distance mode, utilization is mostly related to the use of print, radio, television broadcasts, and audio and videocassettes. The amazing thing is that even these limited media technologies, especially, radio and television broadcasting, are used scantily. Regarding this, Bates, (1990) has elaborated that the more traditional broadcasting through television and radio, audio and video cassettes, and old type of print production are being utilized but have not been fully exploited; some of them have not been used at all

#### 4.6.9. Factors that affect Trainees' Success in their Distance programme studies

Under this heading, mixed factors such as difficulty level of the course materials, delay in the arrival of the modules/materials, delay of feedbacks, voluminous of the modules, inconsistency in the tutorial schedules, and delay in the years for completion of their study program are discussed as factors for affecting trainees' success in completion of their distance program study.

##### 4.6.9.1. Mixed Factors

A question entitled, "Are there any discouraging situations in your study?" was presented to the trainees, which they have answered using 'Yes' (64.3%), and 'No' (35.7%). Their response shows that there were some difficulties or problems. Thus, using the above question as baseline information to the difficulties, a question entitled, "How much does each of the elements be factor or problem in affecting your study for completion of you course?" presented. The factor indicator items were put in a table

with three point scales (See Table 18 below). These include difficulty of course materials; delay in the arrival of the course materials or modules; delay of feed back on assignments (from the tutor), inconsistency of tutorial schedules; voluminous of the modules and delay in the year for completion of the course.

Table 18. Degree of problems affecting trainees' course completion

| Items |                                       | Degree of the problem |      |      |     |       |
|-------|---------------------------------------|-----------------------|------|------|-----|-------|
|       |                                       | N&%                   | VM   | M    | L   | Total |
| A     | Difficulties of course materials      | N                     | 162  | 113  | 10  | 285   |
|       |                                       | %                     | 56.8 | 39.6 | 3.5 | 100   |
| B     | Delay in arrivals of course materials | N                     | 213  | 57   | 13  | 283   |
|       |                                       | %                     | 75.3 | 20.1 | 4.6 | 100   |
| C     | Delay of feedback on assignments      | N                     | 179  | 91   | 14  | 284   |
|       |                                       | %                     | 63.1 | 32.0 | 4.9 | 100   |
| D     | Inconsistence of tutorial schedules   | N                     | 207  | 52   | 22  | 281   |
|       |                                       | %                     | 73.7 | 18.5 | 7.8 | 100   |
| E     | Voluminous of the modules             | N                     | 184  | 76   | 23  | 283   |
|       |                                       | %                     | 65.0 | 26.9 | 8.1 | 100   |
| F     | Delay in the year for completion      | N                     | 199  | 77   | 8   | 284   |
|       |                                       | %                     | 67.3 | 26.9 | 2.8 | 100   |

Key: VM = Very Much; M = Much; L = Less

From table 18 (above), we can see that more than 60% of the responses confirm that every item shown in the table affects trainees' study for completion of their courses negatively. Especially, delay in the arrival of the course materials (75.3%); inconsistency of tutorial schedules (73.7%); and delay in the year for completion of the study/program (67.3%) have been taken as the most affecting factors in their study skills. Voluminous of course materials, i.e., page size and numbers of modules (65.0%), delay in feedback (63.1%) and difficulty of course materials (56.8) is also factors that were recorded as much affecting trainees' study skills. These problems can be seen from two directions. The difficulties of the course materials and voluminous of the modules (course materials) relates to course design problems, and the rest factor indicator problems are related to implementation.

An open-ended question was presented to trainees to provide their opinions related to each of the items in table 18, above. For instance the next statements depict their opinion about the difficulty of the course materials:

- It is difficult to understand the materials;
- The course materials should be related to the trainees' level of language capacity and to the expressions in the second cycle primary school (5-8) materials,
- Some of the contents of the modules are very difficult to learn alone.

Like the comments they highlighted justifying the reasons they have not used media programs, here the trainees also justify how the problems indicated in table 25 affect their studies. In relation to delay in arrival of the course materials, they had a lot to say. They want that the materials should be arrived at the centers on time and distribution should be carried out immediately with the schedule. Regarding the voluminous of the modules, their comments by their own words:

- All the materials are very wide,
- Too many modules.
- Limitation of modules is preferable.
- The materials are very good, but please summarize the modules.
- The materials should be clear and not much voluminous.

The trainees' comments on voluminous of the course materials are relevant to the variation of modules between the two English Language courses. The course 'Teaching the Language skills (EnLa.243) has seven modules and the Spoken English' (EnLa206) has three modules. Their difference in credit hours is only by one point, i.e., the course 'Teaching the Language Skills' has 4 credit hours whereas the course 'Spoken English' has 3 credit hours. However, their difference in the number of modules is very wide. According to the EMA distance education panel head, there was no rationale for preparing that lot modules from EMA's side. It was only the interest of the contract course writer to distribute the contents into seven modules and write the modules.

In another way, the writers had freedom of expanding or contracting the number of modules as they like.

In order to summarize the cumulative effects of the problems that affect trainees' study skills, tutors have also been inquired if there was any disappointing situation in their

distance tutoring. Unlike the academic worry of the trainees' tutors were much considerate with their rights- about their tutorial service payments. There is very high grievance by the tutors for two matters: 1) Tutors' payment was condensing from their first agreement to a half (50%) of what they were expecting. For example a tutor who works for two hours is being paid a payment rate of one hour. 2) Even, that small money is not paid to them on time, and due to this they lost faith/beliefs in the work. The Debreberhan and Ambo tutors have similar saying about their tutorial services:

'We work not to be paid, but only we have been assigned by the coordinator (the director of the school), and as a head of our school, we obey to his request (Interview with the Ambo tutors).

The researcher had a chance to listen to a discussion held between a group of trainees and the Oromia Education Bureau distance Unit coordinator on one of his observation days. The following points were summarized from the discussion as severe problems in the implementation of the second cycle distance diploma program. The program is suffering from uneven distribution of modules. Modules in a course do not arrive in their sequential orders; i.e., sometimes the last module arrives first and the first modules come late. In some courses, modules do not come corresponding to the number of students. Lack of necessary media kits such as programmes on audiocassettes; their guides and cassette players were also listed as problem to the implementation.

In addition to this, inconsistency of tutorial schedules was affecting the trainees' work time and budget. Elasticity or lengthening of the program beyond the set time was also mentioned as causing moral demolition. Delay in the year for completion was actually the most threat to their success in their study. One-trainee comments, "Due to managerial matters, the one semester program went over a year and a year also went to another year, so completion time is elongated". The information released from the MOE about graduates of the program can be a support to this idea.

The distance education program for teachers of the second cycle had enrolled 21,400 primary school teachers to upgrade their level of qualification from certificate to diploma. Among these 12,972 completed the program and improved their level of qualification from certificate to diploma in 1996E.C. (2003/04) Education statistics Annual Abstract 2003/04).

From the information, it is clear that about 40% of the first batch, which were involved in the second cycle distance education diploma program, could not complete their studies.

#### 4.7. Efficiency of the Instructional System of the Second Cycle distance education diploma English Course Programme

This section examines how successful/efficient the delivery system of the distance education diploma program for training second cycle primary school English Language teachers. The questions were focused on adequacy of the face-to-face tutorial programme; quality of support services provided, quality of trainees' assignments for submission, and usefulness of the tutors' comments.

##### 4.7.1. Adequacy of the Face-to-face Tutorial Programmes

Two questions were presented to the trainees, which are related to the adequacy of their face-to-face contact programs. The first question was addressing, "how would you rate the adequacy of the face-to-face tutorial sessions/programs for your English courses?" which trainees answered using five point scales (See table 19, below).

Pertinent to the adequacy of the face-to-face tutorial programs, 46.3 percent said the face-to-face tutorial program is adequate whereas 26.5 percent said it is fairly adequate. Nevertheless, 27.2 percent evaluated it as not adequate. Therefore, the adequacy of the face-to-face programs is also inviting another argumentative situation in the presentation.

Table 19. Degree of response indicator on the adequacy of the face-to-face program

| Degree of response | A    | FA   | NA   | Total |
|--------------------|------|------|------|-------|
| N                  | 131  | 75   | 77   | 283   |
| %                  | 46.3 | 26.5 | 27.2 | 100   |

A= Adequate; FA= fairly adequate; NA=Not adequate

According to set plans of implementation at the designing time, for one semester course there were three face-to-face tutorial schedules, which were planned to be conducted at

least in every six weeks' interval. However, due to shortage of budget for tutors' payments, print and distribution expenses of materials, and other administrative constraints, the first year and the second year first semester face-to-face tutorial programs were missing(postponing) their originally set schedules and run in a clash program whenever they are ready.

Thus, centers were obliged to run two round programmes together at once. During one of the surveying period, it was observed that the Hailemariam Mamo Secondary School based distance-learning center was conducting two face-to-face programs (one and two) together for four consecutive days (from Thursday to Sunday). Actually, this schedule comes from the region's distance program coordinating, Gonder College of Teacher education), and imitative line letters come from the region's education bureau/ Bahir Dar (Source: Interview with the site coordinator).

Such schedules have their advantages and disadvantages. The advantage might include using economized time, decreasing transportation expense, providing ample time for the distance learners to meet and share experiences, and so on. On the other hand, if such program (schedule) is not utilized properly, its disadvantage overwhelms the advantage. During the aforementioned tutorial program, the researcher was informed by his contact person that a four days face-to-face program was going to take place from Thursday to Sunday. Happily the researcher made its visit on Friday to the center thinking that the program has already started. Nevertheless, the distance programs coordinator at the region seems to have forgotten that Thursday and Fridays are school days and the teachers and regular students occupy the classes.

Due to this, and other interdepartmental reasons, the trainees who arrived on Thursday at the center did not have any contact with their tutors until Saturday morning. On top of this, unfortunately the English language course tutor fall sick and could not come to classes on Saturday. Thus, his students could meet him only on Sunday, when he recovered and came to school. His four days programmes were abbreviated to one day. Most of the trainees come from distant places where they cannot go back overnight. Meals and shelter (bed) expenses require extra budget. Thursday and Fridays' work

schedules at schools wasted vainly. On the other hand, one of the tutors at Ambo Distance Learning center comments,

The tutorial schedule is not pre-planned but arranges as it suits the people in college, and as they like. Due to such unplanned arrange for the face-to-face programs, some time trainees were not pre informed to appear on the program. Schedules also change because either modules were not ready or some other duties replace the schedule.

The Debrebirhan site coordinator (director of the school) says, “The schedule is a sudden to the center. We were not informed about the four consecutive days’ program in advance”, because they (the college and the center) did not have any direct face-to-face (in person) or telephone communication on this matter.

The Ambo tutor also adds, “Overlapping of other activities with the tutorial programs is also one problem in running the tutorial programs effectively”. The tutor referred this to the last two sessions, which were coincided with meetings. On the first session of the semester, there was political and disciplinary matters awareness meeting running, which actually invited teachers to attend. On the second session, there was a workshop running in the school for English Language teachers who were teaching in the senior secondary schools, and the tutors as Senior English teachers were participants.

If such coincidences happen repeatedly, the tuition period is failed by fifty to twenty five percent, and it cannot be said that the programme supported by effective face-to-face contact. This means that only twenty-five or at maximum fifty percent of the face-to face programmes were utilized properly.

#### 4.7.2. Quality of Services provided for the implementation of the Second Cycle distance education diploma programme English Courses

The effectiveness of instructional (delivery) system requires qualities of services provided in implementing the set program. In this case it was vital to evaluate the quality of services provided to the trainees by their tutors. Therefore, a question consisting six items was presented to the trainees for supplying their opinion by ticking agree or disagree about the quality of services provided to them by their tutors (See Table 20

below). Almost in every item enumerated A to E (see table 20, below), maximum percentage of the responses indicates that the quality of services provided to trainees by their tutor is medium. For example, 68.2 percent aid the clarity of explanation provided by the tutor is medium whereas 20.3 percent s said it is high.

Table 20. Quality of Services Provided by Tutors

| SL | Items  | N &<br>% | Degree of Services provided |      |      |       |
|----|--|----------|-----------------------------|------|------|-------|
|    |  |          | H                           | M    | L    | Total |
| A  | Clarity of your tutor's explanations           | N        | 56                          | 188  | 32   | 276   |
|    |  | %        | 20.3                        | 68.2 | 11.5 | 100   |
| B  | Well prepared and organized                    | N        | 46                          | 177  | 55   | 278   |
|    |  | %        | 16.5                        | 63.7 | 19.8 | 100   |
| C  | Returns assignments quickly                    | N        | 44                          | 122  | 110  | 276   |
|    |  | %        | 15.9                        | 44.2 | 39.9 | 100   |
| D  | His/her commitment to help                     | N        | 64                          | 174  | 39   | 277   |
|    |  | %        | 23.1                        | 62.8 | 14.1 | 100   |
| E  | His/her proper use of time during the tutorial | N        | 66                          | 154  | 57   | 277   |
|    |  | %        | 23.8                        | 55.6 | 20.6 | 100   |

H = High, M = Medium, L = Low;

Regarding tutor's preparation and presentation (organization of ideas), the majority (63.7%) respondents rated it as medium. Similarly, 44.2 percent respondents evaluated the speed of the tutor in retiring trainees' assignments as medium.

However, 39.9 percent indicated the speed of the tutor is low in returning their assignments for submissions. Regarding the commitment of their tutors, 62.8 responds rated as medium, but 23.1 percent responses show that the tutor has high commitment in helping them in their studies. Finally, 55.6 percent respondents say their tutors' use of time is medium and 23.8 see it as high. Actually, in all the five items, the maximum response portrays that quality of services provided by their tutors is medium. The percentage of responses rated as 'low' in all the items is also not negligible. This might call for argumentative situation about the quality of services provided to the trainees by their tutors during the face-to-face program.

In an interview conducted with three tutorial center coordinators (Debrebirhan, Adama and Ambo), it has been pointed out that the quality of services provided to trainees was affected negatively due to certain constraints. Two of these constraints were identified as high mobility of tutors and payments problems (Debreberhan& Ambo). Accordingly, the

result of the interview shows that the teachers with previous year's experiences were either transferred to nearby private colleges or just refused to tutor. They also had complaints about the payments. Evidently, the Debrebirhan Center coordinator says,

The teachers with previous year's experience were not happy about the payment and refused to tutor. Therefore, only one teacher, even without having orientation and experience with distance programs tutoring, was voluntary on two provisions.

These two provisions have been explained by the tutor himself as: "one, to build an experience", and "two, only because I am obedient to the director's request". The site coordinator of the Adama distance learning center also says, "the English Language instructors of the college were busy with other activities and do not have time to provide tuition to the distance diploma program trainees". In addition to this, the coordinator hints that the college teachers were much disappointed by the inconvenience of the previous year's tuition situation, and were not voluntary to give coaching service to the trainees.

#### 4.7.3. Quality and adequacy of assistances provided to trainees in their distance learning processes.

As reviewed in the literature section, distance education makes a very conservative effort to have continuous assessment as part of its evaluation strategy. With this respect the second cycle distance education diploma programme was designed with the mandatory that students (trainees) should work out and submit their assignments as essential pre-requisite for taking the final term-end examination (EMA, 1999).

It was in this context that trainees were asked two different questions but complementing to each other (table 21 below). The first question is related to the extent to which trainees received enough assistance from their tutors in working their assignments. For this, 41.9 percent trainees replied that they received enough assistance whereas 48.9 percent trainees answered saying they received not enough assistances, and 9.2 percent said that they have received no assistance at all (table 21, below).

In an open-ended question that trainees were asked to provide their opinions about types of assistance they need from their tutors. For this question, they have indicated

that they need help in working their assignments for submissions, they need advice on how they could progress in their studies, and they need help or support and explanations in how to work the self-test questions.

Table 21. Degree of assistances provided to trainees by tutors

| SLN | Items   | Alternatives            | Responses |      |
|-----|---|-------------------------|-----------|------|
|     |   |                         | N         | %    |
| 1   | To what extent did you get assistance or help from your tutor in writing your assignment for submission?            | a) Enough               | 118       | 41.9 |
|     |   | b) Not enough           | 138       | 48.9 |
|     |   | c) No assistance at all | 26        | 9.2  |
|     |   | Total                   | 282       | 100  |
| 2   | In general, how do you evaluate the comments given by your tutors for your work in the assignments for submissions? | a) Most encouraging     | 36        | 12.7 |
|     |   | b) Encouraging          | 95        | 33.6 |
|     |   | c) Less encouraging     | 152       | 53.7 |
|     | Total   | 283                     | 100       |      |

They also need explanations in how to be effective in studying their English course modules, they need explanations or interpretations of some terminologies in the modules, they need to have an immediate feedback on their assignments and term-end tests (exams), and they need general and particular guidance in how to study their course modules and get themselves ready for final term-end exams. The paragraph below is taken from trainees' own words providing types of assistance they need from their tutors.

I need help in how I should work through my assignments and discussion on how I can progress in my studies. I need some support on how to work on the question or exercises. I also need some explanations on how to be effective in studying the modules. I need interpretation of some terminologies, immediate feedback of assignments and tests. I need guidance about the course and particularly about the assignments (*Interview held with one Debreberhan trainee*).

Since trainees have defined one of their roles and responsibilities as "doing assignments for submission", and "submitting assignments to tutors", they also need enough help from their tutors in how to tackle their problems.

The second question is related to trainees' evaluations about the usefulness of comments given by their tutors for their work in the assignments for submission (See table 21 above).

According to trainees' responses, 12.7 percent shows that tutors' comments were 'most encouraging', 33.6 percent 'encouraging', and 53.7 percent indicates that tutors' comments were 'less encouraging'.

From response, one can see that assistances or comments were not provided sufficiently to trainees by their tutors. Distance learning can be effective only when it is provided with efficient support from the tutors and other support providers.

Differently speaking, in regard to the quality of trainees' assignments for submissions, all tutors and coordinators at the four distance learning centers have similar ideas. They complain that some of the assignments for submissions have too many pages, and no key answers were provided to guide them in correcting the assignments. Tutors also complain that trainees' responses were duplication of each other.

Trainees who come from one Woreda or nearby Woredas present similar assignments by making change of names only. So, one tutor remarks, "as for me, result of the assignments must not be considered, and the trainees should be evaluated only by their exams' results".

In this case, abundance of the assignments for submissions, lack of key answers to guide correction, low qualities of the assignments for submissions, and trainees' duplication of assignments have added low quality to the services provided to trainees.

#### 4.8. Performances expected to be attained by Trainees

The relevance of learners' performance data is most clear on courses which are associated or which are closely tied to job performance (Paul, 1990:124). In this study, the performance of trainees' are related to knowledge gained, area of knowledge gained or developed more, and impact of the gained knowledge on their professional endeavors are discussed.

##### 4.8.1. Knowledge/Performance Developed More

Trainees were expected to develop their knowledge of English as teachers of grades 5-8. So, in order to examine these expected performances to be attained or met, trainees were

asked to respond to the question, “would you say that you have developed knowledge and skills in using English language as the result of the training?”, which they answered using “Yes” or “No” responses. Thus, out of 302 reached respondents, 270 have answered. Accordingly, 259(95.9 percent) said ‘yes’ while 11(4.1 percent) responded ‘No’. Therefore, anonymously, trainees accepted that they have developed some knowledge or skills for using English language.

#### 4.8.2. Areas of Knowledge developed more

They were also asked, specifically, to indicate the degree of knowledge that has been gained in each of the four skill areas (See table 22 below). The degree of the measurement is arranged in three -point scale beginning from low (1) to very high (3).

Table 22. Degree of knowledge expected to be attained by trainees

|   | Skills    | Degree of developed/gained Knowledge |      |      |      |       |
|---|-----------|--------------------------------------|------|------|------|-------|
|   |           |                                      | L    | H    | VH   | Total |
| A | Reading   | N                                    | 6    | 48   |      | 228   |
|   |           | %                                    | 2.2  | 17   | 80.9 | 100   |
| B | Writing   | N                                    | 13   | 89   | 180  | 282   |
|   |           | %                                    | 4.6  | 31.6 | 63.8 | 100   |
| C | Speaking  | N                                    | 34   | 129  | 119  | 282   |
|   |           | %                                    | 12.1 | 45.7 | 42.2 | 100   |
| D | Listening | N                                    | 32   | 96   | 154  | 282   |
|   |           | %                                    | 11.3 | 34.0 | 54.6 | 100   |

L =Low; H=High; VH= Very High

Thus, more than 80 percent respondents have rated that they have developed their reading skills very high whereas 17.0% responded that the development of their reading skills was only high. Regarding the writing skills, 63.8% respondents indicated that they have developed their writing skills very high and 3.6 percent said the development of their writing skills is high.

The degree of trainees’ speaking skills development or gain is reversed in that majority (45.7%) evaluated that their speaking skills development was high, and 42.2% said it was very high. In this case, 12.1 percent respondents said that their speaking skills development was low.

In regard to the ratings for listening skill, the majority (54.7%) responded that it was very high and 34.0% said their listening skill was developed at high degree. However, for 11.3% trainees, listening skills development was rated as low. The responses of the trainees show that very high development (80.9%) was recorded for reading skills. Writing and listening skills were rated ranked at second and third place by 63.8% and 54.6% respectively.

#### 4.8.3. Trainees' Progress in developing their English Language Teaching Skills

The last part of the questionnaire sticks to opinions of respondents in their progress in developing Language/ Teaching Skills. This part of the data contains questions about contents of the exams and the impacts of the training upon the teaching performances of the trainees. For this, there are three hypothesized affirmative items presented in table 32, below, which trainees required to answer using three-point scale that ranges from Agree (3) to disagree' (1). Table23 (below) depicts opinions of respondents on their English Language Skills development.

Table 23. Opinions of Respondents about their language skills development

| Items |   | Degree of the gained /developed skill |      |      |     |       |
|-------|---|---------------------------------------|------|------|-----|-------|
|       |   |                                       | A    | UD   | DA  | Total |
| 1     | I have made a very high progress in developing the proficiency as the result of the training course               | N                                     | 165  | 100  | 18  | 283   |
|       |   | %                                     | 58.3 | 35.3 | 6.4 | 100   |
| 2     | The skills and experiences I have gained will help me make my career practical to most extent in teaching English | N                                     | 246  | 23   | 9   | 278   |
|       |   | %                                     | 88.5 | 8.3  | 3.2 | 100   |
| 3     | The training in the course will prepare me most for teaching English language in grades 5-8                       | N                                     | 238  | 19   | 12  | 269   |
|       |   | %                                     | 88.4 | 7.1  | 4.5 | 100   |

Key: A = Agree; UD = Undecided; DA = Disagree;

Regarding progress in developing the proficiency as the result of the training/ course (i.e., after they started), 58.3 percent agree that they made very high progress in developing their English Language proficiency as the result of the training, whereas 35.3 percent did not decided whether to agree or disagree about their progress in their English

language proficiency. Actually, 6.4 percent respondents disagree with having English language proficiency as the result of the training.

Almost majority (88.2%) of the trainees agree that the skills and experiences they gained would help them make practical in applying the knowledge and the language they learned in their future careers. Nevertheless, 8.3% did not decide whether it help them or not, and 3.2% even do not agree with the help it provides them to make their knowledge transfer.

Finally, as an impact of the training program, respondents accepted that skills and experiences they gained would enable them prepare themselves most for teaching English Language in Grades 5-8. In this case, majority of the respondents (88.4 percent) agree that it would prepare them most for teaching English language in grades 5-8. On this idea, 4.5% disagree, and 7.1% did not decide whether it prepares them most for teaching English language in grades 5-8 or not.

In an interview made to a group of trainees, one trainee has emphasized the importance of the training in developing his English Language proficiency as, "The training has helped me to speak English the whole period while teaching English".

#### 4.9. How Can Distance Program for Training of English Language Teachers is improved?

As Smith and Kelly, (1987:17) saw that distance educations are subject to criticism and open to improvement through criticism. Ravi (2003) also states that in order to ascertain value to increase a program's competitive standing, any distance education program must be evaluated at some leveling order to identify and make improvements and assure success for the long term.

General questions, which ask both trainees to give their opinions on how the distance course for training of primary school English Language teachers could be improved for future endeavor, were presented. In this area, the respondents have emphasized on the strong side of the existing program materials and advantages the program has to them. For instance phases such as, "The materials are very excellent", "the materials are well

prepared”, “The materials are very important to improve English language for teaching-learning process”, “I do not have enough words to appreciate the preparation of each of the English course materials”, “the materials of the Distance education English course are very useful for teaching English for primary school children”, “All materials are very well developed.

The materials of the English Language course are prepared very importantly and very helpful for us. The course materials are helpful for the teachers-especially for teaching English in grades 5-8”, are much common to all the trainees. In an interview held with a group of trainees, one lady teacher (trainee) says;

The modules were prepared in such a way that we, the trainees, study them without problem. The modules provide us with sufficient examples, though it requires group study system.

Most of the trainees’ words of appreciations contain constructive and despairing ideas jointed with the conjunction “but”. For example;

- The materials are well prepared, but on distribution, it is not uniform.
- The materials were designed very well, but the problem is with distribution.
- The materials are well organized, the objectives, topics and subtopics are well organized, but for clear information the tutors themselves are not well trained.
- The material is very interesting. It covers all the skills and can develop the proficiency level of the teacher, but we cannot get it on time.
- The materials are excellent, but the distribution of the materials is under question mark.

This implies that the trainees have much positive idea towards the materials but they did not like the way the implementation was carried out. Tutors have also positive feeling towards the program. For example, the paragraph below is taken from an interview held with one of the Ambo English Course tutors.

The program is a solution for upgrading teachers’ qualification and easing of unskilled English Language teachers. Therefore, the program must be continued for other teachers who did not have such a chance to improve their skills and professions (interview with the Ambo tutors).

The comments given both by tutors and trainees for improvement of the delivery system of the course referred to: effective distribution of modules, incorporating necessary learning resources such as reference materials, radio-audio programs packages, adjustment of air time for listening, allocation of trained and experienced tutors, sharing responsibilities to Woreda school offices, continuation of information exchange, setting reliable schedules for face-to-face tutorial programs and exam time, providing immediate feedback, and running effective follow up were some of the main constructive comments respondents proposed.

Therefore, provided that these above mentioned comments are taken into consideration and remedial is given, the program has much more contribution than it was intended.

## CHAPTER FIVE

### Summary, Conclusion and Recommendations

#### 4.10.1. Summary

The main objective of the study was to investigate issues related to the fit of objectives and relevant of contents, effectiveness of implementation and efficiency of mode of the delivery system of the second cycle distance education diploma program for training of primary school English Language teachers. The study also aimed at examining problems encountered during implementing practicing of the program.

In an attempt to achieve the stated objectives, related literature on the topics concept of distance education, the different terms of distance education, the importance of distance education, growth of distance education-in both developed and developing countries; implementation of distance education, distance program mode of evaluating the effectiveness of distance education programs; measure of success of an innovation; learners' skills development; training of teachers through distance education; were examined. In order to relate the literature to practical works, the documents of the second cycle primary school distance teacher-training program have also been analyzed.

As to carry out the intended study, a theoretical framework, which embraces five levels of evaluation for distance teacher training, was adopted from Reeve's six levels of evaluation. As for the design, making use of both qualitative and quantitative approaches were employed a Survey Research Method. This was selected because survey method facilitates way of obtaining first hand information and enables the researcher to have access to multiple methods of gathering information. For collecting the desired data different instruments such as observation; questionnaire; semi-structured interview guides and document analysis were employed.

As sources of data, five distance learning centers from three regions (Amhara, Oromia and SNNPR) were selected using purposive sampling method, and trainees who were studying English as major and minor areas at these centers were listed and picked up using availability sampling method. Tutors for both major and minor English courses, and coordinators of the sites at the selected centers were also taken using availability sampling.

The questionnaires prepared for trainees were pilot-tested on twenty-five primary schools English Language teachers teaching in grades 5-8. For reliability and validity of the interview guides, in its much informal form, it was tried with the directors of the schools where the questions were pre-tested. In addition to this, the outline was given to colleagues and comments gathered and correction was inserted. In order to obtain the data, two round observations were conducted on four sites, which were supported by audio and video recordings. The questionnaires were administered while the trainees were attending the third (last) part of their second year second semester face-to-face tutorial programmes.

The collected data were organized and analyzed by using Microsoft and SPSS soft wares. Thus, the information gathered through observations and semi-structured interviews were described by using narrative approaches and word quotations from the respondents. The data collected though the help of statistical operations such as tables and percentage processed questionnaires.

### **The Findings**

In the study it was attempted to examine the background of the respondents from age level, work experience, interest of their study areas and occupation or position at the time of selection. As a result, 90.8% have labeled their age category, but 9.8% were refrained themselves from indicating their ages. The majority (32.3%) of the trainees were aged between 31 and 35. From the trainees' responses it was instigated that almost the majority (54%) were selected based on work efficiency as efficient candidates to study the distance course. However, when it comes to selection of subject area (for studying), 79.7% English majors were allocated by their interests whereas their respective education bureaus or departments allocated 60% English minors. In this

case, the study reveals that the interest of trainees who study English as minor subject was not maintained. Regarding the subject areas (occupation/position) at the recruiting time, 47.3 percent trainees were found teaching only English, 9.1% only Amharic, 22.7% were teaching English and other subject areas while 20.8% were teaching other than languages. About 12.6% respondents were not teaching any subject because they were service providers at Woreda or school offices.

In the study, the observation has verified that there were no sufficient and trained tutors available for tutoring the distance education diploma English Courses. Those tutors who have been observed teaching at the distance learning centers were regular high school English Language teachers, most of them without enough training. Trained and experienced tutors refused to work the tutoring due to unattractiveness of payments they experienced in the previous year. No orientation or formal training was provided to the new ones.

One of the targets of the study was mainly related to fit of objectives of the second cycle distance diploma English courses materials to the regular/ conventional college based diploma curricula. Whether from the document analysis or interviews and questionnaires, the study did not find significant difference between the objectives of the distance and the conventional college based curricula, except for ways of expressions of the objectives of the two courses. As the document analysis depicts, the objectives of the distance course materials look narrower in coverage, activity-based in style, singular/individual-based ('you'/ 'the trainee') in structure. The objectives of conventional college based course look more general, academic, with wide coverage and mass-based (the trainees') objectives. Consequently, it can be said that the objectives of the distance course are constituted of the objectives of the conventional course though they are expressed in different way from the conventional one.

Pertinent to the relevance of contents of the distance course to the curricula for teaching English in grades 5-8, nearly all (89.0%) responses have approved that there is high relationship between the contents of both courses(see table 16). When it comes to the readability, difficulty level, and organization of the distance course materials, almost

the majority of the responses in each item supported the positive side of the course materials. For example, 92.0 percent response show it is well readable, 65.1 percent indicates the difficulty level is average, and 77.2 percent took it as well organized.

In reference to the effectiveness of the implementation of the second cycle distance education diploma English course, roles and responsibilities of implementers, trainees' roles and responsibilities were related to only learning situations. Thus, the study materializes that with those who were regularly studying and attending the face-to-face tutorial programmes, roles and responsibilities were accomplished. On the other hand, due to the gap of communication among the implementing agents, the study displays that the roles and responsibilities of the stakeholders were not accomplished as planned to.

The study also shows that very significant number of trainees makes only face-to-face contacts with their tutorial center coordinators, their tutors and with each other out side the regular face-to-face tutorial schedules. They have not used much of electronic medium such as telephone, E-mail, or postal messages and so on.

In regard to attending the face-to-face tutorial programmes, 83.4 percent trainees found to have been actively participating and only 14.7 % have missed the programmes. Some of the reasons as respondents stated were lack of information about the schedule of the programme, family problems and personal health cases.

In the study, availability and utilization of necessary learning resources was recorded as nonexistent, because the majority of the trainees denied the availability and use of these resources. Evidently, 60 percent of the responses indicate that those recommended learning resources were not available at the centers; 83.4 percent shows that no library (libraries) at the centers, 82.8 percent pointed out that there were no sufficient reference materials, 80.7 percent said no listening rooms, 95.9 percent designated the absence of video decks and video cassettes, 80.7 percent said there were no tape recorders, and 88.9 percent even answered there were no sufficient audio cassette programs at the centers.

With utilization of any available learning resources, 41.8 percent indicates that they used radio broadcast for the first year first semester programmes; more percent (46.3

percent) response shows that trainees never used any learning resources at all. The responses obtained from the tutors' interview also added that they used these items, especially, radio and audiocassettes as components to their English courses only in the first semester of the first year. Coordinators have also confirmed the arrival of audiocassette programs only for the first year first semester courses. But due to lack of cassette players and appropriate time for the trainees and tutors to use them, some of the coordinators even did not inform the availability of the programs to the trainees.

From trainees' comments, it can be summarized even available radio/audio programmes were not arranged for them to use when convenient, tutorial centers did not take the charge of facilitating such instructional materials, tutors were not voluntary to make use of the audio cassettes due to shortage of time, there was no initiation and consideration for arranging available learning resources for trainees to use, and similar comments indicate that there was inefficiency in utilization of any available learning resources.

In reference to factors for affecting success of trainees in their course of studies, , 48.4p percent delay in arrival of modules, 47 percent difficulty of course materials, another 47 percent volumes of the course (module), 45.2 percent inconsistency of tutorial schedules, and 35.6 percent delay of feed backs; were taken as threat to trainees' success in the their studies. Most notably, 48.4 delays in the completion of the course within the allocated time were found to be very critical to the success of the study.

Efficiency or success of the instructional /delivery system is seen through analyzing the adequacy of the face-to-face tutorial programmes, quality of support services provided, quality of trainees' assignment for submission, and quality and adequacy of assistances provided to trainees in their learning processes.

In reference to the adequacy of the face-to-face tutorial programmes, in their responses to the questionnaires, the majority of trainees' responses depict that it was adequate. For example, 12.7% accepted it as most adequate, 33.65% adequate and 26.5% fairly adequate. But 20.7 % took it as was not adequate. Nonetheless, this does not refer to the quality of services provided, but only the schedules (three round-face-to-face tutorial times) in a semester are adequate. They did not need extra tutorial time provided that the set schedules were employed efficiently.

Concerned the quality of services provided, the study reveals that due to lack of training for tutors on how to tutor distance programmes and scarcity of qualified teacher (tutors) at schools, unavailability of necessary teaching kit/resources, lack of budget, inconsistency in tutorial programme schedules, lack of proper communications among the implementers, course knowledge being beyond tutors' abilities, unattractiveness of payment to tutors' services; overburden of the work, especially correcting too many assignments for submissions, which tutors were obliged to correct without payment. Trainees have evaluated the quality of any service provided to them during their study time with the degree of "medium".

It has also been hinted that assistances, explanations and comments provided by tutors related to trainees' work on assignments for submissions were not sufficient and encouraging. Besides, abundance of the assignments for submissions, lack of answer keys to guide correction, the low qualities of the assignments for submissions, and duplication of assignments were found to be significant problem to the quality of services provided.

Trainees' performances/skills development- This was seen from knowledge developed areas of knowledge developed more, and trainees' progress in developing their English Language teaching capacity in schools.

Trainees were expected to develop their knowledge of English as teachers of grades 5-8, and they, anonymously, acknowledged that they have developed knowledge or skills for using English language. In regarding to which areas of English Language skills developed more, the responses of the trainees address that they have developed reading skill very high (41.5) than the other three skills. Listening and writing skills were rated as high by 35.5 and 45 percent respondents respectively. They also have evaluated their speaking skill to have been developed at average level by 45.7% respondents.

In relation to trainees' English Language skills development, 58 % respondents answered saying that they have made a very high progress in developing their English Language proficiency as the result of the training. 88.5 % trainees have accepted that the experiences

they have gained would help them to make practical their transfer of knowledge for teaching English in grades 5-8. About 88 percent said the training in the course would prepare them most for teaching English language in grades 5-8.

In spite of trainee's approval for developing their English Language skills, there was no any other source of information for approving or disproving their responses. But, the distance learning class teaching was observed that some tutors were demonstrating some good models such as role playing, holding group discussion, pair activities and similar ones. This surely may add to trainees' development of good experience and methods of language teaching.

For the question, "How distance program for training of primary school English Language could be improved?", the opinions given both by tutors and trainees summarized with effective distribution of modules, incorporating of audio/radio program packages, air time adjustment for listening, stable face-to-face tutorial time, immediate feedback, and effective follow.

#### **4.10.2. Conclusions**

Based on the findings the following conclusion points can be drawn.

In this study, 70.5% male and 25.25 female have located their gender whereas about 4.3% did not indicate their sexes. The majority of these respondents (80.2%) are found within the age category 31- 45.

The study has emphasized on fit of objectives, relevance of contents of the second cycle distance education diploma program English course to the regular curricula for training second cycle of primary school English Language teachers; and efficiency and qualities of instructional system of the distance mode of training teachers. Training can be viewed in terms of producing efficient and skilled English Language teachers to the needed cycle.

As a baseline data gathering purpose background and age levels and areas of subject interest of the trainees were assessed by coincidence. Though the professional interests

of the trainees was maintained, allocation to courses was not accomplished according to interests of the trainees, especially for those who take English course as their minor areas.

By its characteristics, teaching language is very illusive. As the observation revealed, teaching/tutoring by the different tutors also vary based on their experiences and interests they have in the course. The main emphasis of the face-to-face teaching almost ended up in transmitting academic knowledge rather than sticking to the problems trainees had while studying alone. Trained and experienced tutors refused to carry over the tutoring due to dissatisfaction in payment. This in turn has affected the quality of the instruction. Unless instruction is carried out effectively, implementation cannot be efficient. Since training of teachers through distance mode of delivery is at its early stages in Ethiopia, tutors need orientation and effective training in how to run effective tutoring to distance students.

The study pinpointed that roles and responsibilities of the stakeholders was not effectively exercised during the implementation. Leniency of communication, lack of budget and lack of personal commitment were found to be the cause for inability to employ one's role and responsibility. On the other hand, with very limited elements, the roles and responsibilities undertaken by the trainees were registered more or less as "studying".

Any organizational and administrative structure must have effective communication for it to succeed (Verduin, 1991:195). Despite such assumptions, the stakeholders in implementing the second cycle distance diploma program were found not to have exercising effective communications in the process of implementation of the program. The majority of Trainees (69.9%) in the process of learning the second cycle distance education diploma English Course, made only face-to-face methods of communication among themselves. Other means of communication channels were not exercised also. Thus, it is not possible to say 'effective communication' has been employed in the processes of teaching and learning the distance program.

The in availability of learning resources at the observed tutorial centers implies the inefficiency of services provided. Regions were aware of the radio/audio program production but no follow up was done for collecting and implementing. Though coordinators acknowledge the existence of the programs, they also preferred to keep quiet and never tried to trace where about the continuing programs to the trainees to use.

In spite of the variety of delivery mode of distance education, the second cycle distance program instruction was carried out only through provisions of printing materials and very limited number of face-to-face tutorial programmes.

The quality of instruction was affected negatively by delay in arrival of modules, inconsistency of tutorial schedule, absences of training for the tutors, abundance of workload on tutors, low qualities of provisions of learners' assignments for submissions, absence of answer keys, delay in feedbacks from the tutors, were registered as causes for provisions of low quality services.

Though a large number of trainees claim to have adequate proficiency of English Language before they came to the training, they all agreed that the training helped them develop their skills(reading, writing, listening and speaking skills respectively) very progressively. They also stressed that the training would enable them make practical the transfer of their professionally gained knowledge to their students.

#### **4.10.3. Recommendations**

The main focus of the study is concerned with the effectiveness of the implementation of the distance English course. However, effective implementation in distance education can occur within the interactions of activities take place before and during implementation processes. With this consideration, the following points have been recommended for effective implementation of the distance program.

### **1. Allocation of distance students:**

The study has identified that from the assigning of trainees to subject areas of study, some trainees were assigned to subjects they did not have acquaintance and interests. Although it is not possible to put everybody with his/her interest, when allocating a trainee to such professional subject areas of study, it would be advisable at least to consult/inform why he/she could not be assigned to his/her priority selection of subject area.

### **2. Design of the course Materials (Modules):**

Though there were no significant differences between the objectives of the distance course and the regular curricula for training of primary school English Language teachers, as the regular curricula is a reference to any adopted training course, the maintenance or preservation of the terminology of the source keeps relevance and clarity of the latter one. Therefore, when designing objectives for such courses, keeping the main structures and terminologies of the original materials help to assure reliability of the new course.

In its internal characteristics, the contents of the distance education course have rooms in the contents of the regular course. But, it takes time to someone to see and find the unity of the regular and the distance course. Therefore, I think, it is good for designers to use similar terminologies, since they work for the same outcome.

### **3. Presentation of the course Materials (Modules):**

Course materials are there for distance learners to study by themselves without guidance of a teacher. As the study found out difficulty of course materials (terminologies in the materials) and voluminous of the modules were seen as factors for affecting learners' interests and motivation in studying the materials. Therefore, during design of distance course materials, it is necessary to keep terminologies used to learners' language capacity. Volume of the course materials must also consider the number of credit hours allocated for the course and necessary time budgeted to study the course.

#### 4. Regarding Implementation

The effectiveness in the implementation of the distance English course was examined from different aspects. In this case, role-relationship of the implementing agents is one of the notable features for success or failure of an implementation. The study has widely registered that there were communication gaps among the agents for implementation, for example, EMA, Regional Education bureaus, regional distance coordinating colleges, tutorial center coordinators and tutors. Unless this body of agents keep strong relationship, each executing their roles and responsibilities, the implementation would not be effective. Therefore,

- it is paramount for maintaining very firm communication channel among the stakeholders.
- besides, stakeholders should devote themselves to the responsibilities they have shared by interest or by possession, in order to assure effective implementation.

The study found out that the implementation was affected much by problems of distribution of modules (delay in arrival of modules, mismatch of number of modules with number of trainees studying the center). Unless modules arrive on time with equal number of students available at the study center, time passes before students study their materials. Therefore, modules must be ready for distribution with sufficient number of copies and in their sequential order before a term commences.

In implementing an innovation the availability of necessary materials, i.e., human and material resources are determinant factors. In distance education, learning resources must not be taken as mere supplementary kit. In this line, availabilities of media programmes, especially radio and audiocassettes; their guides and cassette players and their effective utilization mechanisms must be thought along the design of the programme. In addition to this, the data from students' responses indicate, tutors were not interested to use even an available resource. Thus, the mandatory for making use of given learning resources during the tutorial face-to-face programmes, must be included in the tuition contract agreements.

## 5. Delivery / Instructional system.

Effectiveness in implementation of a program can be reflected by its delivery system. Thus, the following recommendation statements are referred to the efficiency of the delivery system employed during the implementation.

5.1. Face-to-face tutorial programme is planned in distance education, “as a compensation for not having the students in the (regular) classroom”. However, in the instruction of the second cycle distance program, it has been seen that inconsistency and overlapping of the tutorial schedules was affecting the trainees’ work time and budget. Therefore, it must be taken seriously, and coordinators must see (check) its regular occurring.

5.2. Good teaching is expected from the teacher in distance education as a compensation for not having the students in the classroom. Therefore, for the effectiveness of the implementation of distance courses, selection of tutors should consider not only qualification, but also their experiences and exposures that they have in the subject area must be taken into account.

5.3. As the tutorial class teaching observation identified, the tutoring was very similar with regular class teaching. However; distance face-to-face tutorial programme is conducted mainly to discuss the hardships/ problems of distance students. Thus, it is important for coordinators to prepare guidelines for tutors in order to maintain standard tutoring activities.

5.4. Due to lack of training for tutors on how to tutor distance learners the qualities of services and assistance tutors provided to their trainees in their studies were not efficient. Therefore, tutors should get training or at least orientation on how to treat distance students, so that tutors can provide effective services. The training should also continue to new tutors who replace /substitute those who depart due to different cases.

5.5. Trainees have emphasized that they need help in how they should work through their assignments and discussion on how they can progress in their studies. They also want interpretation of some terminologies/ explanations. In general speaking they need efficient guidance from their tutors on how to workout through their studies in order to be effective distance learners. Therefore;

- Study guidelines must be provided to trainees;
- Tutors should be well oriented on how to provide assistance/help to trainees;
- Coordinators should see that trainees had enough academic assistance from their tutors.

5.6. Unsatisfactory payments for tutors' services have been detected as one factor for not able to run effective implementation of the distance program. Therefore, tutors should be given fair tuition and their payments should be conducted on time.

5.7. The study found out that the implementation was much affected by problems of distribution of modules, delay in feedback from the tutors, lengthening of time of the program beyond its limit. From this understanding, it is possible to draw the following recommendation statements:

- Feedbacks help distance learners be encouraged and correct their mistakes by the help of the feedbacks they obtain from their tutors. Thus, giving feedback must not be seen as optional and must be treated seriously.
- Although it was well clear that the completion time of programme of the study was stretched beyond the planned schedule due to different factors, it was necessary to keep the trainees in touch (in contact) as to help them keep up with their studies without losing hope. Therefore, along the design of such programmes, setting proper communication channel in which the trainers and trainees have access of contacting each other should not be neglected.

## **6. Skill development (outcome):**

Though trainees talk of developing their English Language skills, it should be considered that had the teaching-learning situations were been assisted by proper language teaching -learning kits, the development of the skill areas, for example, parts of speech such as intonation, rising-falling sounds, pronunciation, and the others could have been developed better. Therefore, language-teaching kits need to be provided with the course as an integral part of the learning process.

## **7. Out come of the program?**

Tutors and trainees have witnessed the importance of this program. According to the comments given by both tutors and trainees, the program is a solution for upgrading teachers' qualification and easing of unskilled English Language teachers.

As a result, provided that all comments and criticisms arose in the discussion section taken into consideration and remedial is given, the program has much more contribution to teachers on the job. Therefore, the program must be continued for other teachers who did not have such a chance to improve their skills and professions.

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## 7. APPENDICES:

### APPENDIX 7.1

#### Appendix 7.1.1. Distribution of Sample Population per the Sampled Regions

| SLN   | Region | Number of Sampled Trainees | Percentage |
|-------|--------|----------------------------|------------|
| 1     | Oromia | 185                        | 61.3       |
| 2     | SNNPR  | 62                         | 20.5       |
| 3     | Amhara | 55                         | 18.2       |
| Total |        | 302                        | 100        |

#### Appendix 7.1.2. Distribution of sample respondents by sex

| Sex    | N   | Percentage |
|--------|-----|------------|
| Male   | 213 | 73.7       |
| Female | 76  | 26.3       |
| Total  | 289 | 100        |

#### Appendix 7.1.3. Ages of Respondents

| Age Group  | Below 30 | 31-35 | 36-40 | 41-45 | Above 45 | Total |
|------------|----------|-------|-------|-------|----------|-------|
| Number     | 30       | 91    | 66    | 69    | 26       | 282   |
| Percentage | 10.6     | 32.3  | 23.4  | 24.5  | 9.2      | 100   |



#### APPENDIX 7.1.4. Respondents' Service years (grouped).

| Years | Frequency of grouped service years |      |       |       |       |       |         | Total |
|-------|------------------------------------|------|-------|-------|-------|-------|---------|-------|
|       | Less 5 yrs                         | 5-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31and + |       |
| N     | 3                                  | 39   | 87    | 50    | 74    | 25    | 8       | 286   |
| %     | 1.0                                | 13.6 | 30.4  | 17.5  | 25.9  | 8.7   | 2.8     | 100   |

APPENDIX 7.1.5. Titles of English Course for the Regular/Conventional Diploma Program

| Course Title                    | Course Number | Credit/<br>Contact Hours | Year/<br>Semester |
|---------------------------------|---------------|--------------------------|-------------------|
| Spoken English I                | EnLa 104      | 2/2                      | I/II              |
| Spoken English II               | EnLa 205      | 2/2                      | II/I              |
| Teaching the Language Skills I  | EnLa 142      | 3/3                      | I/II              |
| Teaching the Language Skills II | EnLa 241      | 3/3                      | II/I              |

*Source: Kotobe College of Teacher Education (Revised, August 1999)*

APPENDIX 7.1.6. Terms used for stating of objectives of both the distance and conventional English Courses

|                              | Distance English Course  | Conventional English Course  |
|------------------------------|--|--|
| Spoken English               | <ul style="list-style-type: none"> <li>▪ differentiate</li> <li>▪ define</li> <li>▪ know</li> <li>▪ identify</li> <li>▪ ask and give</li> <li>▪ speak</li> </ul>   | <ul style="list-style-type: none"> <li>▪ develop</li> <li>▪ communicate</li> <li>▪ develop</li> <li>▪ readout</li> </ul> |
| Teaching the language Skills | <ul style="list-style-type: none"> <li>• identify</li> <li>• have understanding</li> <li>• explain</li> <li>• reflect</li> <li>• grasp</li> <li>• understand</li> <li>• use</li> <li>• identify</li> </ul> | <ul style="list-style-type: none"> <li>• readout</li> <li>• develop</li> <li>• develop</li> <li>• reflect</li> </ul>     |

APPENDIX 7.1.7. Content map of the conventional and distance English Course programs

|                              | Distance Course  | Conventional Course  |
|------------------------------|--|--|
| Spoken English               | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Pronunciation</li> <li>• Consonants</li> <li>• Conversation</li> <li>• Forms ,characters, functions of Spoken English Language</li> <li>• Expressing likes and dislikes</li> </ul>      | <ul style="list-style-type: none"> <li>• Communication functions</li> <li>• Structures and vocabularies</li> <li>• Pronunciation</li> <li>• Classroom language</li> </ul>  |
| Teaching the Language Skills | <ul style="list-style-type: none"> <li>• General over view of reading</li> <li>• Listening, types of listening</li> <li>• Grammar: Role of grammar in language learning</li> <li>• Nature and purpose of writing</li> <li>• Testing technique</li> </ul> | <ul style="list-style-type: none"> <li>• Focuses of language of classroom</li> <li>• Beginning and ending lesson</li> <li>• Classroom management</li> <li>• Teaching reading skills:</li> <li>• Vocabulary building skills</li> <li>• Developing writing Skills</li> <li>• Integrating the skills</li> </ul> |

## Appendix 7.2: Questionnaire to be filled by the distance diploma program English Course taker- trainees

Addis Ababa University,  
School of Graduate Studies,  
Faculty of Education,  
Department of Curriculum & Instruction  
(Year 2004)

### Objectives

The main purpose of this questionnaire is to gather information on the relevance of the contents and objectives of the English Courses for the Distance Diploma Teacher Training Program to the teaching of English Language to grades 5-8. Besides, it aims to finding out the effectiveness of the design, implementation and students' support services provided during the implementation process. Thus, it is initiated to obtain the necessary data from you, as a vital source of information in the teaching-learning process of the courses. The questions are prepared for all trainees who are taking the English Courses as their MAJOR and MINOR areas. Therefore, I believe that you would respond to the questionnaire with honest and truthfully. I also swear to you that law of research keeps your responses and suggestions confidential.

Thank You!

### Part I: Personal detail

Please fill in the information carefully. Writing your name is not necessary.

1. Region \_\_\_\_\_
2. Subject you were teaching during selection \_\_\_\_\_
3. Total Service in year \_\_\_\_\_
5. Gender:    Male                          Female
6. Age: (Please Circle one):  
                  A) Below 30    B) 31-35    C) 36-40    D) 41-45    E) Above 45
7. You're major and minor (courses you are studying at distance):  
Major course: \_\_\_\_\_ Minor course \_\_\_\_\_

## PART II

This question paper consists of six sections. Each section has its own sub-title and instruction. Please answer the questions either by writing the letter of your preference in the space provided at the left side of every question number, or by using a tick (✓) mark in the appropriate box or grid, according to each specific instruction. For those questions, which require your opinion, please give short and clear answer(s) in the given lines.

Thank you in advance for your commitment to answer the questions!

### Section I

#### SECTION I.1.

The following three questions are presented in order to know your, the trainees' background on how you have been selected for the 2nd cycle distance diploma English Language Teacher Training Program.

\_\_\_ 1.1.1. Please indicate how you have been selected for the 2nd Cycle Distance Education Diploma Teacher Training program.

By: a) asking for priority    b) age and service seniority    c) work efficiency  
d) Recommended by your employer e) if other(s) please specify.

\_\_\_ 1.1.2. How did you become to study the English Courses, as your major area?  
(Note: This question is proposed to be answered only by trainees who are taking English as their MAJOR COURSE).

- a) I applied for it by interest
- b) I was assigned by my Education Bureau
- c) I did not get any better subject area
- d) Because I teach English at my school
- e) My school wanted to cover its quota.

1.1.3. How did you select English Language as your Minor Course? Please Circle One alternative. Note: This question is for trainees who are taking English as their Minor Course).

- a) By interest    b) Assigned by your respective college    c) I did not get any better subject area
- d) Because I teach English at my school    e) My school wanted to cover its quota.

SECTION I. 2.

1.2. The next three questions (in the table) are proposed in order to measure how appropriate the objectives of the 2nd Cycle Distance Diploma Program English Course materials to the teaching of English Language in grades 5–8. Please tick in the appropriate grid.

| Items |   | Responses |      |        |      |            |
|-------|---|-----------|------|--------|------|------------|
|       |   | Very Much | Much | Fairly | Less | Not at all |
| 1     | Do the objectives of the distance course materials fit to the objectives of the conventional/ regular English course program? |           |      |        |      |            |
| 2     | To what extent are the objectives of the course reflecting trainees' personal interests and needs?                            |           |      |        |      |            |
| 3     | To what extent do the objectives in the course modules enable trainees meet their professional needs?                         |           |      |        |      |            |

SECTION I. 3.

1.3. The next questions are presented in order to measure the clarity level, the degree of difficulty or easiness or simplicity, and organizations of the 2nd cycle distance diploma program English Course materials.

\_\_\_ 1.3.1. How readable are the English Course modules (materials)?

- a) More readable                      b) Readable      c) Fairly readable  
 d) Badly readable                      e) Not readable at all

\_\_\_ 1.3.2. How do you evaluate the difficulty level of the English Course materials?

- a) Very difficult                      b) Difficult              c) Average  
 d) Simple                                  e) Very simple

SECTION I.4.

1.4. Below, there are questions set to assess the relevance of the second cycle distance diploma program English course materials to the teaching of English in Grades 5- 8.

\_\_\_ 1. 4.1. How much would you say the contents of the English Courses for the 2nd cycle? distance diploma teacher training program are interesting to you?

- a) Very much    b) Much    c) Fairly    d) Less    e) Insignificantly

1. 4.2. Please indicate the relevance of the English Language Course materials of the distance diploma teacher-training program along the following points by making a tick ( ) mark in the appropriate grid.

| Relevance indicator |  | Degree of relevance |     |        |      |           |
|---------------------|--|---------------------|-----|--------|------|-----------|
|                     |  | Very low            | Low | Medium | High | Very high |
| A                   | Exercises in the course materials?   |                     |     |        |      |           |
| B                   | Relationships of contents of the course materials to the contents of grades 5-8 English  |                     |     |        |      |           |
| C                   | Usefulness of examples included in the course materials to the teaching of English in Grades 5-8?                                      |                     |     |        |      |           |
| D                   | Reflection of the general and specific objectives of the English Course materials to the objectives of teaching English in grades 5-8. |                     |     |        |      |           |
| E                   | Sufficiency of included Methods on how to teach English?   |                     |     |        |      |           |
| F                   | Clarity of given self-test questions   |                     |     |        |      |           |
| G                   | Importance of included model answers   |                     |     |        |      |           |

## SECTION II. Effectiveness of Implementation

2. The next questions are proposed to examine the effectiveness of the implementation of the 2nd cycle Distance Diploma Program English Courses.

2.1. Are you well clear with your responsibilities in your distance program?  
study?

Yes  No

- 2.1.1. If your response to item 2.1 above is "Yes", would you please state some of your responsibilities, as a distance learner/ student?

\_\_\_\_\_

\_\_\_\_\_

2.2. Do you make contacts with?

|   |   | Yes | No |
|---|---|-----|----|
| A | your tutor outside the general face-to-face programs? |     |    |
| B | the coordinator of the tutorial center?               |     |    |
| C | your peers (other distance course learners)?          |     |    |

- 2.2.1. Please tick in the box or boxes against the means of communication(s) you used for contacting your tutor or your study center coordinator.

a) Telephone  b) Written messages (Postal service)

c) In person/ face-to-face

d) If others, please specify \_\_\_\_\_

2.3. Was there a time that you have missed any of the three rounds tutorials?  
Sessions held in the second year first semester?

Yes  No

2.3.1. If your response to question 2.3 above is "Yes", what are the reasons for your missing of the face-to-face tutorial program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.4. Availability and use of Learning Resource Materials

2.4.1. Are the following learning resources and support materials available at the tutorial center for you to use? Please tick in the right box.

| Types of expected learning resources |  | Yes | No |
|--------------------------------------|--|-----|----|
| A                                    | Is/are there a library (libraries)?  |     |    |
| B                                    | Do you get sufficient reference materials?                                 |     |    |
| C                                    | Is there a listening room?   |     |    |
| D                                    | Are there video decks and video cassettes                                  |     |    |
| E                                    | Are there tape recorders/players   |     |    |
| F                                    | Are there sufficient audio cassette programs at the center for you to use? |     |    |
| G                                    | Is there Radio broadcast for the programs?                                 |     |    |
| H                                    | Are there Radio/audio guides or notes?                                     |     |    |

2.4.2. To what extent or degree did you make use of any of the available Learning resources?

- a) Most of the time      b) Some times      c) Rarely  
d) As much as you have time      e) Never use

2.4.3. Which of the following Media services did you use most for your Distance English Courses? You may tick in more than one box.

- a) Radio       b) Audio Cassettes       c) Video   
d) All       e) None

2.4.3.1. If your response to question number 3.2 above is "None", why didn't you use them? Please specify:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.4.3.2. If you have used either radio or audiocassette programs, how important are they, along the following items? Please tick in the appropriate box/grid.

| Items  | Very low | Low | Medium | High | Very high |
|--|----------|-----|--------|------|-----------|
| A Helping understanding of your course                       |          |     |        |      |           |
| B Improving your listening abilities                         |          |     |        |      |           |
| C Improving your speaking abilities                          |          |     |        |      |           |
| D Pronouncing words and phases                               |          |     |        |      |           |
| E Improving your general knowledge about the language Course |          |     |        |      |           |

2.5. Are there any discouraging situations in your study?

Yes  No

2.6. Please show the degree of your agreement or disagreement whether the following elements affect your study negatively, or not. Please tick ( ) in the appropriate grid against each element.

| Problems                                | Degree of the problem |      |            |      |       |
|---|-----------------------|------|------------|------|-------|
|   | Very Much             | Much | Un-decided | Less | Least |
| A Difficulties of course materials      |                       |      |            |      |       |
| B Lack of study skills                  |                       |      |            |      |       |
| C Delay in arrivals of course materials |                       |      |            |      |       |
| D Delay of feedback on assignments      |                       |      |            |      |       |
| E Inconsistence of tutorial schedules   |                       |      |            |      |       |
| F Voluminous of the modules             |                       |      |            |      |       |
| G Delay in the year for completion      |                       |      |            |      |       |

2.7. To what extent do you think the following factors would hinder the completion of your distance study?

KEY: VH = Very high, H=high, M= Medium

| Hindrance  | Degree of hindrance for expectation |   |   |      |       |
|--|-------------------------------------|---|---|------|-------|
|  | VH                                  | H | M | Less | Least |
| A Your clarity in your learning objectives                                 |                                     |   |   |      |       |
| B Your commitment in reading your courses                                  |                                     |   |   |      |       |
| C Your efficiency in writing and preparing your assignments for submission |                                     |   |   |      |       |
| D Your efficiency in preparing yourself for final exams                    |                                     |   |   |      |       |
| E Your efficiency in managing your study time                              |                                     |   |   |      |       |
| F Your strength in self motivation   |                                     |   |   |      |       |

2.8. Which of the following elements do you think could be the most reason(s) for dropping-outs of some of your fellow trainees? Please indicate your opinion by making a tick ( ) mark against each element.

| Reasons for dropping-outs |   | Most reason | Fair reason | Some reason | Least reason | Never be a reason |
|---------------------------|---|-------------|-------------|-------------|--------------|-------------------|
| A                         | Lack of proper study skills                                   |             |             |             |              |                   |
| B                         | Difficulty of the course materials                            |             |             |             |              |                   |
| C                         | Situation of work load  |             |             |             |              |                   |
| D                         | Lack of help and encouragement from the tutor                 |             |             |             |              |                   |
| E                         | Situation of tutorial center administration                   |             |             |             |              |                   |
| F                         | Lose of hope due to the lengthening of the year in the course |             |             |             |              |                   |

### SECTION III: Effectiveness of the Instructional (Delivery) system.

3. The following questions are prepared in order to investigate the effectiveness of the instructional system and the qualities of support services provided to the English course taker-trainees of the 2nd cycle Distance Education Diploma teacher training program.

3.1. To what extent do you need the following services from your tutor(s)? Please indicate your level of need by putting a tick ( ) mark in the grid corresponding to the each statement.

| Types of help needed from tutor(s) |  | Degree of help needed |             |      |             |            |
|------------------------------------|--|-----------------------|-------------|------|-------------|------------|
|                                    |  | A lot of help         | Enough help | Some | Not decided | Never need |
| A                                  | Explanations on the texts materials you are using.                         |                       |             |      |             |            |
| B                                  | Discussion on how you were progressing in your studies.                    |                       |             |      |             |            |
| C                                  | Guidance in how you should work through your assignment.                   |                       |             |      |             |            |
| D                                  | Explanation with identifying your strength and weakness in your assignment |                       |             |      |             |            |
| E                                  | Help with how you should prepare yourself for Exams.                       |                       |             |      |             |            |

3.2. To what extent did you get assistance or help from your tutor in writing your assignment for submission?

- a) Much assistance    b) Average assistance    c) Some assistance  
d) Negligible assistance    e) Not at all

3.2.1. Would you please list down types of assistances you wanted but did not get while working on your assignments for submission?

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_  
e) \_\_\_\_\_

3.3. Please show if you agree or disagree about the qualities of services provided to you by your tutor on the following characteristics by putting a tick ( ) mark in the appropriate box or grid.

| Characteristics |  | High | Medium | Un-decided | Low | Very Low |
|-----------------|--|------|--------|------------|-----|----------|
| A               | His/her Clarity of explanation   |      |        |            |     |          |
| B               | He/she is well prepared and organized                                  |      |        |            |     |          |
| C               | He/she stimulates good group discussions                               |      |        |            |     |          |
| D               | He/she resolves specific difficulties & questions I have in the course |      |        |            |     |          |
| E               | He/she returns assignments quickly                                     |      |        |            |     |          |
| F               | He/she leaves me feeling more encouraged to carry on                   |      |        |            |     |          |
| G               | He/she is accessible whenever I need him/her                           |      |        |            |     |          |
| H               | His/her commitment to help   |      |        |            |     |          |
| I               | His/her proper use of time during the tutorial programs                |      |        |            |     |          |

3.3.1. Please specify if there are other characteristics you agree or disagree about you tutor

\_\_\_\_\_

\_\_\_\_\_

3.4. How often does your tutor give comments, explanations, and guidance concerning questions you failed to have answered in your assignments?

- a) Always   b) Most of the time   c) Sometimes,   d) Rarely   e) Not at all

\_\_\_ 3.5. How would you rate the adequacy of the face-to-face tutorial sessions/programs for your English courses?

- a) Most adequate   b) Adequate   c) Fairly adequate  
d) Difficult to tell   e) Not adequate

\_\_\_ 3.6. In general, how do you evaluate the comments given by your tutor for your work in the assignments for submission?

- a) Most encouraging   b) Encouraging   c) Less encouraging  
d) Least encouraging   e) not encouraging at all.

#### Section IV: Performance Assessment/ Impact of the Course

4. The next questions are prepared in order to assess the degree of performances that is expected to be attained by the trainees at the end of the course.

4.1. To what extent do you think your knowledge has been developed or gained in each of the following language skills? Please rate in degrees of your gaining by using a tick ( ) mark in the appropriate grid

| Skills    | Very low | Low | Average | High | Very high |
|-----------|----------|-----|---------|------|-----------|
| Reading   |          |     |         |      |           |
| Writing   |          |     |         |      |           |
| Speaking  |          |     |         |      |           |
| Listening |          |     |         |      |           |

4.2. Would you say that you have developed knowledge and skills in using English language as the result of the training?

Yes  No

4.5. How do you evaluate your progress (your English language speaking, reading and Writing) proficiency as the result of the training you are taking?

a) Very high      b) High      c) Satisfactory      d) Fair      e) No much progress.

4.6. Below, there are two questions on the impact of the training of the Distance Education Diploma English Course program might bring upon the teaching performances of the trainees in their respective primary schools.

4.6.1. How practical would you say the skills and experiences you have gained from your study in the English Language courses, enable you teach English better in grades 5-8?

a) Most practical      b) Practical      c) To some extent  
d) Less practical      e) Not practical.

4.6.2. To what extent do you say the training in the English Language Course would prepare you for teaching English language in grades 5-8?

a) Most sufficiently      b) Sufficiently      c) Fairly      d) To some extent      e) Not much.

### Section V: General Remarks.

5. In general, would you like to give any comments or suggestions you think are important for improving:

5. A) the materials of the English Language Courses of the Distance Education Diploma for the 2nd Cycle Primary School (SCPS) Teachers?

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5. B) Tutorial center administration for the English Language Course of the Distance Education Diploma for SCPS Teachers?

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5) Tutoring situations for the English Language Courses of the Distance Education Diploma for SCPS Teachers?

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Thank you very much!

## Appendix 7.3: Interview Guides

### Appendix 7.3.1: Interview Guides for Tutorial Center Coordinators

#### Objectives

The main purpose of the study is to gather information on the appropriateness of the design, effectiveness of the implementation, and efficiency of the instructional system of the 2nd cycle distance education diploma Teacher Training Program specific to the English Language Courses. Thus, as a coordinator for the implementation of the programme in this center, the information you give is very important for the success of the study.

Thus,

1. I would very glad if you could explain to me the strategies used in implementing the program?
2. As a Tutorial Center Coordinator for Distance Education Diploma Teacher Training Program, would you please tell me what your roles and responsibilities are in the implementation of the 2nd cycle distance teacher-training program?
  - 2.1. How would you say the roles-relationships among the different groups/parties, i.e. your office, regional education Bureau, Distance unit coordinating College, and so on, for the implementation of the program?
  - 2.2. From your observation, how much would say these different parties have accomplished their responsibilities effectively?
- 3.1. To what extent or degree would you say that any available learning resources and support services are accessible to the trainees?
- 4.1. How are trainee's attitudes towards completion of the course?
5. Would you please explain the situation of the tutorial program, i.e.,
  - if there were problems,
  - how you solved the problems
  - how effective the tutorial program is/was,
6. In general, would you like to add any comment, suggestions, or recommendations in how to improve the implementation process of such distance program?

## Appendix 7.3.2: Interview guide for English Language Course tutors

### Objectives

The main purpose of the study is to gather information on the appropriateness of the design, effectiveness of the implementation, and efficiency of the instructional system of the 2nd cycle distance education diploma Teacher Training Program specific to the English Language Courses. Thus, as a tutor of the English Course of the programme, it is hoped that the success of the study depends mainly on the information you provide me.

Therefore,

1. As a tutor of the distance diploma English course, how would you say your role is similar or different from your role in the conventional program?
2. How would you evaluate the relationships of the objectives of the 2nd Cycle Distance Education Diploma Teacher Training English Courses and the objectives of the conventional English Language Teacher Training Program
3. How is your evaluation about the contents of the 2nd Cycle Distance Education Diploma Teacher Training English Course Materials/modules to the needs and interests of the trainees?
4. How would you evaluate the design of the English Language Course Modules in regard to:
  - Relevance of contents to the teaching of English in grades 5-8,
  - Appropriateness of contents to the needs, ability level(standard) of the trainees,
  - Organization of the contents,
  - Coverage and balance of skill areas, and so on.?
5. To what extent or degree would you say that any available learning resources and support services are accessible to the trainees?
6. Would you like to explain the situation of the tutorial program in regard to:
  - sufficiency of logistics and availability of support services
  - learners' attitudes, interests, participation
  - efficiency of management
  - if there is any encountered problems/ hard ships in your tutoring process
7. How would you evaluate the quality and originality of trainees' assignments for submissions?
8. How would you evaluate learners' English Language skills development due to the results of the training?
9. In general, would you like to add any comment, suggestions, or recommendations in how to improve the tuition process of such distance program?

### Appendix 7.3.3: Interview Guide for College Distance Unit Coordinator

#### Objectives

The main purpose of the study is to gather information on the appropriateness of the design, effectiveness of the implementation, and efficiency of the instructional system of the 2nd cycle distance education diploma Teacher Training Program specific to the English Language Courses. Therefore, it is hoped that you as a source of information on overall implementation activities of the programme, the data you provide me is much vital for the study.

Thus,

1. As a coordinator of the 2nd Cycle Distance Education Diploma Teacher Training Program, how are your roles differ or similar to your work with the regular program?
2. Would you please explain criteria of selection of candidates for the 2nd Cycle Distance Education Diploma Teacher Training Program?
3. Would you please brief me on the objectives of the 2nd Cycle Distance Education Diploma Teacher Training Program? How are these objectives related to the objectives of the conventional diploma program for training of second cycle primary school English language teachers?
4. I would be very glad if you could explain to me the strategies set and used for implementing the program? How effective these strategies are in meeting the set objectives?
5. How would you say the roles-relationships among the different groups/parties, i.e., your office, regional education Bureau, tutorial center coordination, tutors and so on, for the implementation of the program?
  - 5.1. From your observation, how much would say these different parties have accomplished their responsibilities effectively?
6. In general, would you like to add any comment, suggestions, or recommendations in how to improve the implementation process of such distance program?

## Appendix 7.3.4. Interview Guide for administrators and experts in Central offices

### Objectives

The main purpose of the study is to gather information on the appropriateness of the design, effectiveness of the implementation, and efficiency of the instructional system of the 2nd cycle distance education diploma Teacher Training Program specific to the English Language Courses. Thus, as a coordinator for overall: design, production and dissemination of the programme, the information you provide me is much vital to the study.

Therefore,

1. Would you please brief me on how the English courses materials for the 2nd cycle distance diploma teacher-training program, were designed, developed and distributed?
2. To what extent, do you say:
  - (1) the objectives, and (2) the contents of the 2nd Cycle distance diploma teacher-training program were related to the objectives of the conventional diploma English Language teacher training program?
3. How do you evaluate the relevance of the objectives and contents of the second cycle distance diploma program English Language course materials to the teaching of English in grades 5-8?
4. Would you please explain what have been used to maintain the match/fit between the objectives and contents of the second cycle distance diploma program and that of the conventional program during the development stage of the materials?
5. To what extent do you say the methodology and teaching strategy deigned for training the distance diploma teachers make them effective English Language teachers in grades 5-8?
6. What instructional support materials were devised for the implementation of the English Language courses? And how effective were these instructional used?
7. During plan of the course, it was recommended that language course would be supported by media, especially radio and audio kits. So, I am very glad if you could explain:
  - 1) Number of English Courses supported by these programs
  - 2) How they are/were prepared
  - 3) How they are/were distributed
8. Finally, would you list down responsible parties for monitoring the effective of utilization of these media kits during implementation?

Thank you very much!

### Appendix 7.3.5. Information Check List for Trainees' enrollment

| No | Needed Information   | In Figure |        |       |
|----|--|-----------|--------|-------|
|    |  | Male      | Female | Total |
| 1  | Number of trainees registered for the English course(both major and minors) at the beginning |           |        |       |
| 2  | Number of drop-outs(interrupted study)   |           |        |       |
| 3  | Number of trainees sat for first year first semester term-end exam                           |           |        |       |
| 4  | Number of trainees passed the term-end exam successfully                                     |           |        |       |
| 5  | Number of trainees failed in the first year first semester term-end exams                    |           |        |       |
| 6  | Number of trainees dismissed due to failure in the first year first semester term-end exams  |           |        |       |
| 7  | Number of trainees registered for the second year first semester English course              |           |        |       |
| 8  | Number of trainees sat for the 2nd year first semester term-end exams                        |           |        |       |
| 9  | Number of trainees passed the 2nd year first semester term-end exams                         |           |        |       |
| 10 | Number of trainees failed in the 2nd year first semester term-end exams                      |           |        |       |
| 11 | Number of trainees registered for the 2nd year second semester English course                |           |        |       |

### Appendix 7.3.6. Check List for Availability of necessary Learning Resources

| No | Type of Available Learning Resource    | Yes | No | Qt, if 'yes' |
|----|--|-----|----|--------------|
| 1  | Radio/audio player(tape recorder)      |     |    |              |
| 2  | Radio/ Audio Cassette programs         |     |    |              |
| 3  | Video sets                             |     |    |              |
| 4  | TV/ Video Programs(recorded)           |     |    |              |
| 5  | TV Set for receiving programs from air |     |    |              |
| 6  | Computers with accessories             |     |    |              |
| 7  | Library( Libraries)                    |     |    |              |
| 8  | Sufficient reference materials         |     |    |              |

Appendix 7.3.7. Tutorial Session Observation /Classroom performances/  
Check List

Location \_\_\_\_\_  
 Name of the center \_\_\_\_\_  
 Subject observed \_\_\_\_\_  
 Name of the tutor (teacher) \_\_\_\_\_  
 Date of observation: \_\_\_\_\_, Time: \_\_\_\_\_

1. Classroom situation:

- large enough \_\_\_\_\_
- lets light \_\_\_\_\_
- has facilities \_\_\_\_\_
- Noise protected \_\_\_\_\_

2. Classroom performances:

| Classroom performance   | Degree of performance |        |      |        |
|---|-----------------------|--------|------|--------|
|   | Low                   | Medium | High | V.High |
| Trainees centeredness of the session  |                       |        |      |        |
| Tutor knowledge of the subject matter   |                       |        |      |        |
| Use of varied teaching/tutoring methods   |                       |        |      |        |
| Tutor-trainees interaction(Communication)   |                       |        |      |        |
| Trainees' participation in the teaching-learning process (asking/answering, etc.) |                       |        |      |        |
| Degree of confidence in asking/answering  |                       |        |      |        |
| Methods applied   | Lecture               |        |      |        |
|   | Discussion            |        |      |        |
|   | Eliciting             |        |      |        |
|   | Q & A                 |        |      |        |
|   | Role playing          |        |      |        |
|   | Others                |        |      |        |
| Tutor's proper use of time  |                       |        |      |        |
| Availability and use of support materials   |                       |        |      |        |
| Trainees' satisfaction about the tutoring   |                       |        |      |        |

### Appendix 7.3.8. Tutorial Class Teaching Observation form

Places: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_

Subject observed: EnLa.206 \_\_\_\_\_ EnLa. 243 \_\_\_\_\_

No. of Students present in the class: Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

a) Activities performed before the class:

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b) Activities performed during the class

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b) Activities performed after the class

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General comment

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