The extent to which learners of the Lesotho Distance Teaching Centre

(LDTC) make appropriate use of the English Literature self-instructional

materials/ workbooks.

By

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"Tloho le tsona mama!"

Ha ho sa le hokae, se ntse ke bala linepo[1].

Ke utloa eka ke sa khoathile ho lekane,

Ho ntsaletseng ke ho phutha tsa ka ke ntan'o ikela haeso.

Ke khathetse ho kh'oloma se ke lakatsa ho bua,

Le hoja ke fumanetse mangolo thateng,

Ke fumane mangolo ka masoli ntsi li felile.

Ke tsaba sekolo ke tseba maputulo a sona,

Sekolo le khoeli ea leshome li kile tsa ntsotla.

Sekolo seotsa[2] sa bana beso,

Kolo kile sa nka bana beso,

Sa re amoha baholoane ra sala re soabile,

Mafihla-fihla pele a itlhahanetse a latetse 'M'e 'akhali,[3]

'M'e rare ee! seana ka rona, ha a n'a ka re, "Ka bana ba ka!"

Moholi thiboloha ke fete,

Ke fete Thaba li mahloa[4] esale joale esere la nthibela tsela,

Ke tlatlapetse ke jareletse thebe le marungoana,

Etsoe ele khale ke sesa masiu le ntho'a mahlo se ke sa e tsebe.

Hosasa pele le likela ke lokela be ke le hae haeso!

Pelo ea bala-bala ke hopotse ngoana, ke hopotse nkhono, le beng hae.

Pelo e hloretsoe Tsabi,Tsabinyana hae Lesotho.

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[1] Ha ke le sekolong Natala moralinyan'a ka o n'a tloaetse hore, "U tla pasa oa tseba 'm'e! 'Na se ntse ke tseba na u tl'o fumana bokae".

[2] Ke ile ka lahleheloa ke khaitseli ha ke le sekolong NUL. Ka boela ka hlokahalloa ke ausi ha ke le sekolong Natala. Bobeli ba bona ke bona ba baholo. Emong bashanyaneng, emong bananeng. Bobeli ba bolokoa ka khoeli ea leshome. Rakhali le eena a na a hlokahala khoeling ea leshome.

[3] Rakhali oa rona a le mong ea neng a re rata haholo hoo oa ho fela ea neng a mo filoe ho mo holisa a neng a sa tsebe hantle na ke 'm'e kapa rakhali, kahoo a 'mitsa " 'M'e 'akhali."

[4] Qwa-Qwa. Thaba tsa teng li apareloa ke meholi/lehloa kamehla. Nakong ena lehloa le koalla makoloi a fetang ho tsoa le ho ea Lesotho a hlaha kapa a leba Natala.

DECLARATION

I, 'Matitireng Fiee, do hereby declare that this is my own original work, and, where works of other researchers have been used, they have been duly acknowledged. I also declare that I have never submitted this work to any other university before.

The research was conducted in the School of Education of the University of Natal under the supervision of Mr. Mike Graham-Jolly in September 2002 – June 2003. It was undertaken at the Lesotho Distance Teaching Centre (LDTC) in Maseru and Qacha'snek - Lesotho.

'MATITIRENG FIEE

Durban, 2003

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my daughter Motsabi.

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ABSTRACT

This is a descriptive study that investigated the extent to which learners of the Lesotho Distance Teaching Centre (LDTC) make appropriate use of the printed learning materials/workbooks on JC English literature - that is, in a way that the centre recommends. The main target audience was learners from the centres of Maseru and Qacha'snek.

The written questionnaires were distributed to the sample of 40 learners from the two selected centres. They were completed during the orientation workshops and compared to find out if students meet the requirements on use of the workbooks. Students' appropriate use of the workbooks was measured against the learning guides taken from the two handouts namely, 'How to handle workbooks' and 'Learner Support Services Booklet for Lesotho Distance Teaching Centre Learners.' Other versions were taken from two of their workbooks, 'I am David' and 'Crocodile Burning.'

This study was guided by the two theories of the independent (Heydenbrych, 2000) and systematic approaches (Skinner, 1954). Both theories emphasise 'student active participation' and responsibility in their studies. In short, according to these theories, distance learners are expected to study on their own, making the best use of their learning materials, and, seeking occasional external support.

According to the findings of this study, generally speaking, students do make use of the workbooks appropriately. For instance, most of them do the lesson exercises especially those that come immediately after the lesson.

However, the remarkable finding from tutors of both centres is that students do not read the textbooks/setbooks. This finding justifies a concern from one of their handouts/learners' guides by the LDTC Tutor Organiser (Ntoi, undated).

It was also reflected in the study that students from the Maseru centre do not have any advantage on the use of workbooks over those from the Qacha'snek centre. Both centres have the same information on how to handle their learning materials.

Furthermore, the fact that students from the two centres do not meet some of the requirements of using the workbooks, is an indication that, both centres have some weak and good points that are not necessarily based on their being, or, not being the main centre. To give an example, while students from the Maseru centre fail to write in the workbooks, students from the Qacha'snek do not refer to pictures and other illustrations that are meant to enhance their understanding of the subject matter.

Although students do not carry out some of the activities in the workbooks, generally speaking, they do understand that the workbooks are their 'teachers'. In other words, they know very well that they should rely on them more than other media of instruction.

CHAPTER ONE

INTRODUCTION

1.1 Background

The emergence of modern information technologies has enriched distance education so vastly that thousands of candidates acquire qualifications through the use of on line and other automated learning systems. That is, lots of people get access to education without abandoning their homes and jobs by having to move to conventional schools. As Rountree (1992) rightly puts it, the new communication technologies have now brought education to the home and work place.

Despite the escalating growth in the use of new information technologies in distance education, the less developed countries are still lagging behind with the use of the old media of instruction such as print. Research shows that print still features as the principal medium of delivery of curriculum in most institutions of the developing countries, so in Lesotho too.

The Institute of Extra Mural Studies (IEMS) of the National University of Lesotho (NUL), and the 'Distance Teacher Education Programme' (DTEP) offered by the Lesotho College of Education (LCE) use print-based modules as basic self-teaching materials. Both of these institutions use occasional face-to-face tuition

only to support the written texts. The face-to-face sessions are in the form of residentials in which the students meet their tutors and interact with each other. To this point, it is evident that in Lesotho, distance learners rely as much on printed self-teaching materials as students at school would on a teacher.

The International Extension College (IEC) regards use of print, particularly in the form of a workbook as the main element of distance education. According to IEC (1983), the distance learner must actively participate in the use of workbooks "all the time that he is working through them" (p. 27). This implies that, because the workbooks are so important to distance learners, in order to benefit from them, students must make proper use of them.

The crucial question is, are the learners really making appropriate use of the workbooks? How frequently are they visiting these learning materials? Are the students following guides offered by the providing institution? It is these questions that this study seeks to address.

The purpose of this study is therefore to measure the extent to which the Lesotho Distance Teaching Centre (LDTC) correspondence learners make appropriate use of self-instructional materials in print. This study focuses, more specifically, on English literature workbooks for learners who study at the junior certificate (JC)[1] level. It also investigates if the learners make use of the reference

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[1] the third year in the post primary school leading to junior certificate

materials (textbooks/setbooks) from which the content of the workbooks have been adapted. To contextualise this study, it is vitally important to provide a brief background of the study area.

1.2 The Lesotho Distance Teaching Centre (LDTC)

The LDTC is a non-formal organisation under the Ministry of Education Lesotho. It was established in 1974 with the purpose of expanding non-formal education through the use of distance teaching methods by providing alternative educational opportunities for people who have no access to formal education (Lesotho Distance Teaching Centre, Brochure).

The objectives of the LDTC are:

i. To offer opportunities for out-of-school youth and adults to develop functional literacy and numeracy skills.

ii. To produce learning materials on practical topics for rural people.

iii. To provide correspondence courses to private candidates for Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC)[2].

iv. To act as a Service Agency to other organizations requesting the use of non-formal education techniques in their programmes (op.cit., 4).

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[2] thefinal year of post primary school leading to tertiary/university level

The scope of this paper does not allow exhaustion of all LDTC sections and their functions. Nevertheless, it is worth mentioning that the centre has two major units - The Basic Education (BE) and Continuing Education (CE) units. There are also support and administrative sections.

The Basic Education Unit (BEU) provides and administers various "basic education services to organizations involved in rural education and development as well as to the communities at grassroots level" (op.cit., 6). One remarkable service offered by this unit is provision of basic literacy and numeracy programme for herdboys.

The Continuing Education Unit (CEU), which is the concern of this study, administers the correspondence education programme for "private candidates studying [with LDTC] for examinations outside school" (LDTC Junior Certificate Prospectus, 2002, 5).

Most of the students who register with LDTC do so because they "want to improve their qualifications by taking courses at Junior Certificate (JC) and Cambridge Overseas Schools Certificate (COSC) in order to open job or academic opportunities for themselves" (Lesotho Distance Teaching Centre, Brochure, 4-5). These private candidates have the same curriculum and examinations with the conventional high schools that are designed at the national level.

LDTC is operating through multi-modal systems of print (as the main medium of instruction), which is supplemented by few slotted radio broadcasts[3] and face-to-face contact sessions (The Lesotho Distance Teaching Centre Report, 2000). The face-to-face sessions are also occasional, and are facilitated by part -time tutors[4].

The supplementary media of radio programmes and face-to face sessions are used to compensate for the print medium's boredom and lack of flexibility (Mayo, 1990; ICE, 1997).

The learners study principally through self-teaching, using specially prepared, and simplified printed learning materials called 'workbooks'. The workbooks are simplified to enable the students to study on their own. Thus, the workbooks do the job of a teacher.

The production and distribution of the workbooks is undertaken in the CE unit, and, the learners receive them as a package (Lewis & Paine, 1986). The students are also provided with some guidelines on how to use them.

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[3] radio programmes are now not on air

[4] LDTC contracts local high schools teachers to resolve problems related to students' learning

As stated earlier, this study investigates the appropriate use of the English Literature books by the LDTC learners. The criteria for measuring the good use of such materials is study guides recommended by the LDTC. They are summarised in **Figure 1.1.**

Figure 1.1: Indicators of appropriate use of workbooks

The learners are expected to:

- know the importance of the workbooks.

- follow the writer's instructions.

- get prepared to read the materials for understanding.

- read the text-references (not workbooks only).

- read the workbooks in sequence.

- read the summary of the lesson.

- write answers to self-test questions in the workbook.

- answer assignments questions after (not before) reading the workbook

- answer assignments and send them to the centre (on time) for marking.

- fill in the difficulty sheet/state the problems they met in their lessons.

Sources: Ntoi (undated) *Learner Support Services Booklet for Lesotho Distance Teaching Centre Learners'; How to handle* workbooks (undated handout); Shale (1996) *I am David*; Brandon (2000) *Crocodile Burning*.

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1.3 Motivation for the study

My interest in writing grew stronger during my involvement in the production of LDTC workbooks. However, I always wondered if my students understood me and if they were really reading the study materials. Other than through the informal conversations with the learners, I had no means of getting feedback about these concerns.

In the paper, *'Improving of Non-Formal Education in Lesotho'*, Setsabi (1997) addressed the question concerning the comprehensiveness of the written materials. According to the report, print is effective and beats other media used by LDTC (face to face and radio).

However, the report lacked information on how the learners make use of the printed materials for studying. It is this interest that made me choose this topic, which I think, would be of benefit to LDTC students' counsellors and to the learners themselves.

Although I was writing Sesotho workbooks (not English workbooks), I decided to investigate the English materials for two main reasons:

- According to the Examinations Council of Lesotho (EcoL), in Lesotho, English is a failing subject and affects the students' aggregate and pass rate for the

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external examinations (EcoL, 2000). Therefore, if learners study English properly, their overall results might also improve.

- LDTC English literature workbooks are the most popular (they are also used by teachers and full time students in schools (Chabane et al, 2001).
- I also used them when producing English Literature programmes.
- I am very familiar to them as I am also using them in the production of educational radio programmes.

I, therefore, anticipated that by using the English literature workbooks, it would be easy to access required data because many candidates do register for English and use the workbooks.

1.4 The statement of the problem

While in the conventional schools teachers are able to monitor students in their studies, in the correspondence education this is not so. This is caused by the nature of an education system that is characterised by the physical separation of a learner from the teacher (Keegan, 1988).

This being the case, it is very difficult for the providing institution to know whether students are making the best use of the study materials, as there are too many students who are moving in and out of the programme. It is, therefore, evident

that a study that investigates how learners make appropriate use of printed self-instructional materials be undertaken.

Not much has been investigated on how learners handle their learning materials. The research projects that address this question are very limited. I am aware of LDTC's study on workbooks conducted previously by Brown (1982). The study does not address the question on how learners approach their learning through use of workbooks; instead, it assesses them together with other modes of instruction used by the LDTC, and, thereafter, makes recommendations for improving their effectiveness. In other words, this study does not address the issue of student learning *per se*, but evaluates the strengths and weaknesses of all media used by the centre. Even if the question has been addressed, the study is old and needs updating. It also addresses the "workbooks in general and not ...specific subjects" (Brown, 1982, 37).

Another study, Odumbe (1992), also assesses the effectiveness of LDTC media and also found print as the most effective and accessible media. The most current study by Chabane et al (2001) "assesses the effectiveness of the three media" with the aim of integrating population and family life education (POP/FLE) issues in order to communicate their messages to the communities. Much as the study also ranked print as the most effective media, still the subject of 'learners use' is untouched; hence a need to address it. It is these limitations that this study seeks to redress.

1.5 Importance of the study

Against the above background, it is evident that an investigation on how distance learners make use of LDTC workbooks should be undertaken. The findings of the study would make student advisors/counsellors aware of areas that need more emphasis when planning orientation programmes and designing learners' guides. In essence, it is hoped that the findings from the respondents would improve student support services, particularly in the use of the workbooks.

1.6 Aim of this study

As stated earlier, the aim of this study is to investigate the extent to which LDTC learners make appropriate use of the workbooks. The specific objectives are:

1. To establish whether JC learners understand the functions of the English Literature workbooks.

2. To determine whether the learners understand the requirements of using such materials.

3. To measure the extent to which the learners make appropriate use of the materials.

4. To find out if they also refer to the reference materials/textbooks/ setbooks.

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1.7 The scope of the study

The study investigates the extent to which LDTC JC learners use the English Literature workbooks as required. I am neither getting into the content of the English Literature nor the psychological processes of information acquisition.

 Of the five study centres (Maseru, Quthing, Qacha'snek, Thaba-Tseka and Mokhotlong) in which CEU operates (M. Mohale, *personal communication, 26th September, 2002),* I have taken the target group from the two centres of Maseru (main centre) and Qacha'snek (one of the learning centres in which correspondence education has been decentralised to). All the centres operate within the same institutional framework.

1.8 Research questions

The information from the study would be considered if it could address the questions:

1. What is the main function of the workbooks?

2. Do learners understand how to use the workbooks/follow instructions in them?

3. To what extent do learners make appropriate use of the workbooks?

4. Do learners also make use of the setbooks?

1.9 Limitations of the study

Much as I wished to cover all the districts in which correspondence education is offered, I was limited by finances, time, and most of all, the scope of the study. Furthermore, I anticipated problems of access to reach the learners because they are scattered. Therefore, I chose the centres of Maseru and Qacha'snek because they are accessible to me.

1.10 Structure and direction of the study

This paper is divided into five visible chapters. The first chapter is an introductory part to the study. It covers areas of study, the statement of the problem, aim of the study, research questions, scope, structure and direction of the study.

The second chapter defines terms and concepts. It reviews the related literature and, also presents the theoretical framework that informs this study. Chapter three outlines the research design and methodology used for data collection. The fourth chapter presents data. It also analyses and interprets responses.

The final chapter concludes and makes recommendations (based on the findings) on the whole work. It also relates results to literature and theory that was used to guide the study.

All in all, the purpose of this study is to find out if the J.C learners of the LDTC are making good use of the English Literature workbooks. Good use of the materials is determined by students' ability to follow the guides offered by LDTC, and are documented in the learners' guides and workbooks themselves.

As already stated, due to financial problems and scope of the dissertation, the study is not able to cover all the five centres in which CEU operates. It covers only the two centres (Maseru and Qacha'snek) that are accessible to the researcher. I am also interested to find out if the two centres (of which one is the main and the other the satellite) have similar access to usage of the printed learning materials.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to provide a brief "review of the existing scholarship" (Mouton, 2001,87) on how distance learners handle their learning materials. It will also present the theoretical framework that has informed the study. It begins by offering definitions of the key concepts around which the study is built.

2.1.1 Distance Education

The concept of distance education has definitional shifts over decades (hence, what is referred to as, "modern distance teaching" (Rekkedal, 1994,6 in http://www.nettskolen.com/pub/artikkel.xsql?artid=139). While the old definition associated distance education with correspondence, the modern definition associates it only with the more advanced types of technology (Ljosa, 1992), meaning the education system in which students' learning relies on the use of electronic devices such as, cassette recordings and online systems.

However, for the purpose of this study, distance education is taken to mean the form of education that is characterised by spatial separation of a learner from the teacher "through the length of the learning process" (Keegan, 1990, cited in

Rekkedal, 1994, 5). Such a learner does self-study through the correspondence mode using multi-media delivery system (of radio and face- to -face tutorials) in which print is dominant (Keegan, 1988; Otto, 2000).

In simple terms, as stated earlier, the distance learners in this setting do not study through pure print nor modern technological systems but through a combination of print, face-to-face sessions as well as radio broadcasts.

2.1.2 The print-based self-instructional materials

Noted by the Institute for continuing education (ICE), the concept of self-instructional materials on print is too general and may include any type of written material that a distance learner uses to learn. According to ICE (1997), self-instructional materials on print may be textbooks, posters or workbooks. In the context of this dissertation, therefore, the terms 'printed self-instructional materials' and 'workbooks ' are used interchangeably although 'workbooks' is the preferred term as it is specific and commonly known within the members of the research site community.

2.1.3 The workbook

The term 'workbook' is defined differently, in different contexts. For example, in some institutions such as the University of South Africa (UNISA), a workbook is

designed for use along with audiotape or videotape (Rountree, 1992; Rountree, 1994; ICE, 1997).

In other institutions such as the Emlalatini Development Centre (EDC), the workbooks are used as a guide (to learners) on how to use the textbooks. However, some of EDC's workbooks are self-contained. The self-contained workbooks have adequate information that does not necessarily need reference from other sources. An example of a course that uses such workbooks is Mathematics (Ross, 1997).

(www.saide.org.za/worldbank/countries/swaziland/swaedc.htm).

2.1.4 LDTC English Literature workbooks

The English literature workbooks are adapted from the existing published textbooks such as Reaching out (Hemens, 2002) and I am David (Holm, 1989), (M. Khaketla, *personal communication, 14th May, 03*). In other words, the content from the workbook, *I am David* (Shale, 1996) has been adapted from the text, I am David (Holm, 1989). Such a textbook from which the content has been extracted contains the full story, and, a learner must read it in order to understand the lesson given in the workbook.

According to Khaketla, the LDTC English Literature workbooks are used as self-instructional learning materials designed specifically for LDTC learners. Khaketla

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further stated that, some of the LDTC workbooks are self-contained. The self-contained workbooks are on courses such as, Business Education (BE) and Development Studies (DS).

2.1.5 The structure of LDTC English Literature workbooks

The workbook has been designed in such a way that it allows a learner to read the content **(see Appendix i)** of the lesson independently. It also provides a space for a learner to write in **(see Appendix ii)** while doing self-check exercises. This allows an individual learner to do a self-check practice and carry out short exercises that are intended to help him/her to learn on their own. Also, the learner must understand the story from the textbook in order to carry out some exercises and tests in the workbook.

The workbook also contains a separate cover sheet in which a learner is expected to complete the worksheet/test exercises that are sent to the study centre for marking and comments **(Appendix iii)**.

The cover sheet also contains the difficulty sheet – a space provided for a learner to explain to their tutors (in writing) any difficulties they experienced while working on each worksheet/workbook **(Appendix iv)**. In short, a workbook comprises the basic parts of summary, short exercises, tests, difficulty sheet and submission of assignments.

2.1.6 Appropriate

Taken from the dictionary, the term 'appropriate' refers to proper or right way of doing things. In this context, it therefore, means proper use of the workbooks; according to the expectations of the providing institution **(as reflected in Figure 1.1).**

2.2 Review of existing scholarship

This section seeks to review the literature on use of print media in distance education, with particular reference to workbooks. The literature on how distance education learners make use of the workbooks is old and scarce. The existing studies are not exclusive to other instructional media such as face-to-face and electronic media. In fact, with the advent of new information technological systems, most of the current studies today focus on such new systems than on printed texts. However, the information on how different institutions, nationally and internationally, use workbooks is voluminous.

A strong debate over the importance of print as a method of delivery in distance education is going on among researchers in the field of distance education. The enthusiasts of modern information technologies feel that print medium has been totally phased out by the advent of new information systems such as the

videocassette recordings, telephone conferencing, the Internet, and other online databases (Roundtree, 1992).

On the other hand, there are those who believe that print will always be the most important and pervasive mode of delivery because distance education has relied on it for many years (Ljosa, 1992). According to Ljosa, "most of [the] new media...will not replace the old media, but supplement them and enrich the total range of information and communication media available in distance education" (p.91).

Other researchers, however, believe that it is not the media that enhances students' learning. To these scholars, learning is determined by the way learners make use of the teaching-learning material (Montero-Sieburth, 1989; Commonwealth Secretariat (cited in Dlamini, 1994); Bates, 1990; Rountree, 1992).

Rountree (1992) also believes that students' learning does not only depend on the medium of instruction and its use, but also on the interest learners have towards their courses. In other words, even if students can have the range of the best media, if they do not use them properly, or are not interested in what they are learning, such media of instruction are not important to thier learning.

2.2.1 The initiated literature

Much as the information on how distance learners handle their learning materials is old and scarce, various studies have touched on some of the main questions of this study. In pursuit of these questions, Kaye (1981) investigated on how the learners perceive their learning materials. He discovered that most learners who study through the correspondence mode highly value their materials, particularly the assignment questions.

According to Kaye, frequent submission of assignments by students coupled with meeting the deadlines is an indication that students appreciate their materials. In other words, assignments submissions and their feedback help the learners to make self-assessments on whether they understand their content very well.

Although the assignments are helpful, most of the institutions complain of learners who delay to submit their assignments, hence a need to send them a letter of reminder' (P. Tale, *communication interview*, 25th November 2002). According to Tale, this is a letter that reminds an inactive student to submit assignments in order to keep his/her work up to date.

In her master's dissertation, Dlamini (1995) also conducted a study on the use of instructional materials. The research project investigated on how the primary school teachers use teaching and learning materials in Mathematics. In her

findings, the users of the materials really valued them for their power to illustrate and teach relevant concepts. Also, as the report says, the target group "used instructional materials [appropriately]" (ibid, *Abstract page*).

However, the findings of this study might not be applicable in the setting of this research project – it is outside the boarders of distance learning and used a different target group. In other words, because of their prior training on curriculum issues, the teachers are likely to be in a position to make appropriate use of the materials.

Much as learners' and teachers' contexts differ, the print-based materials have numerous advantages to learners who study through the correspondence. Of many of its advantages, the print media is valued for it "can incorporate photographs and diagrams that make easier for one to understand the lesson" (Lewis, & Nigel. 1986,79).

Other learners also like the way print medium presents content, especially when it uses user-friendly language approach in which the writer 'speaks' to a learner as in a personal face-to-face conversation. According to Chander (1991), this personal conversation between a learner and a student creates a good rapport between a learner and a writer of the course. As a result, a learner tends to develop a positive attitude towards what s/he is learning and so understands it easily.

Although print has so many advantages, it has some limitations too. These limitations are remarkable, particularly when it is compared to other media of teaching. The observation is that print is not as attractive as radio and television are (ICE, 1997). ICE also criticises print for lacking two-way communication system between a learner and providers of curriculum. In addition, where postal services are poor, learners do not get their packages on time; they are not able to answer their assignments and so their feedback is delayed.

In other situations, learners have a different perspective towards the print-based texts. In a study of perception of learning materials conducted by a group of researchers at the University of Gothenburg in Sweden (Marton & Saljo, 1976 cited in Rekkedal, 1994 http://www.nettskolen.com/pub/artikkel.xsql?artid=139), they discovered that the learners did not understand the purpose of the learning materials. To them, a printed text was just one of the tools of a learning process; hence they do not use it properly.

Most studies have similar results concerning the question on whether or not learners follow the instructions given in the workbook. As stated in Rozhan & Ad Rasid (1992), students understand how they should handle the materials though they do not have a particular way of approaching them.

According to Marland et al (1990 in Media and technology

http://www.nettskolen.com/pub/artikkel.xsql?artid=139), some learners do not

use the materials properly. It has been found that some of them do not carry out

the activities built in the learning materials.

Moreover, some researchers have a feeling that students do not follow the

instructions of an author if they are not relevant to their life situation and

experiences (Dodd, 1981; Kaye, 1981). This, however, according to Kaye, does

not imply that students do not study, but they fit in those activities that are

suitable to them than those that are prescribed.

Some researchers who do not encourage prescriptions in the learning materials

designed for distance learners do applaud a way of learning in which learners

use their own preferred way of learning. According to these writers, the learning

instructions that include how many times a learner should visit the materials deny

a learner freedom to select the learning style they are comfortable with.

ICE (1997) emphasises that, the learners should be able to "make choices about

the order in which they study certain topics" (ICE, 1997, 27). This implies that the

learning centre should not prescribe study skills on its learners but advise them

on how to study.

On the contrary, it is quite important to prescribe to learners how they should tackle their studies using the self- instructional materials. In other words, they should be guided on good study skills.   Research shows that even if they are advised on how to handle the materials, learners still do not do it properly. They sometimes do it in an illogical manner, so much that they end up losing the essence of what they are studying. For example, Ntoi (undated) indicates that some learners do not follow the steps of reading the workbook to an extent of attempting the questions before /without reading and understanding the content or summary of the lesson first. As a result, the lesson becomes senseless and loses the pith of the matter.

The issue is, why are the learners not able to use their learning materials properly? Researchers have various observations on this issue. Parer (1988 as cited in http:///www.netskolen.com/pub/artikkel.xsql?artid=139) argues that using or under-using the learning materials is determined by a number of factors, one of them being, a 'textual design'. That is, if the text is congested, and has small and illegible font, learners tend to lose interest in it.

To redress this problem, Rountree (1992) advises that students' printed materials should be attractive with legible print size and comprehensive graphics and illustrations. The graphical presentations motivate students to have desire to work on them frequently. IEC applauds this statement, stating that "the workbook [should be] well-illustrated" (IEC, 1983,27) so that learners are able to refer to

drawings and illustrations. In other words, pictures and drawings make a lesson interesting and easy to understand, than when s/he is just reading an abstract content.

Other researchers consider the availability of the materials (Heyneman & Jamison, 1998) as a determinant for appropriate use of learning materials. In other words, when the learning materials are not available, it is difficult to monitor if students are using them properly. This has been touched on by Chabane et al (2001). One of the recommendations, of this study stated that LDTC should improve the print shop in order to make the workbooks available to students in time.

Again, Honebein et al (1995) claim that students read the materials if they address their economic and social problems. This shows that distance learners come to the programme with some expectations - they anticipate that the programme should answer their socio-economic problems. In short, the learning materials attract learners to use them frequently and appropriately if they answer some of their real life problems.

Many researchers have discovered that distance learners sometimes fail to make appropriate use of the learning materials because they are not able to manage their time (Robinson, 1981). Taking into consideration that most learners who study through the correspondence mode are adults, this is quite possible. That is,

because of family and other commitments, distance learners may fail to allocate their time profitably for studying and carrying out other things.

Another concern in this study is in connection with the use of reference materials, or the textbooks from which the content of the workbooks has been taken. One study that addressed this question was undertaken at the University of Surrey (Hills, 1976). According to the report of Hill's survey, "use of the reference materials was reported as low" (Hills, 1976, 76).

Hills identified a number of factors that reduces use of the textbooks. According to the findings, most of the learning materials are self-contained, and, do not need to be supplemented with textbook information. As one of the respondents put it, one just "needs a few relatively ... texts for the references" (ibid). it is evident that, there was no need for learners to use reference materials.

In another finding one of the respondents said, "I felt many of the references are not very helpful because occasionally, students are referred to something altogether different" (ibid). The tutors also raised the problem of irrelevant and mismatching information. That is, in some workbooks, students are often referred to a text that contains irrelevant and advanced information.

Seemingly, some of the writers do not know how to use the workbooks and textbooks. They do not relate the content of the textbooks and that of the

workbook. They are not aware that workbooks are supposed to be used as guides, self-contained materials as well as teacher representative. As a result, such learning materials, instead of informing students, confuse them.

As stated earlier, studies that address the question on how distance learners make use of the study materials is very limited, and most of it seems to be undertaken outside the borders of Lesotho. However, it is quite important to examine the few local literature that touch on use of printed learning materials.

2.2.2 Use of printed materials in Distance Education - the Lesotho literature

There is lack of local studies on how individual students approach their studies using self-instructional learning materials. The local providers of distance education in Lesotho have not yet documented reports on how appropriately their learners make use of the instructional materials.

However, in a face-to-face interview with, M. Mohasi (*personal communication*, February, 12, 2003), she indicated that IEMS's students really value their modules and do carry out all the activities properly. As well, the NTTC DTEP programme is still at an infant stage, and has not yet been evaluated (M. Mokhethi, *personal communication*, February 14, 2003). Both interviewees were

consulted inorder to find out how learners of other institutions/programmes of distance education in Lesotho make use of their printed learning materials.

Moreover, the studies that have been undertaken within the LDTC focus on evaluation of all media of delivery, not necessarily on how learners use them. In other words, they are concerned with the effectiveness of all media used by LDTC, not necessarily on how learners make 'use' of them. These studies have therefore, not been very much informative in this study.

The question on the purpose of the print materials in general is, however, addressed in these studies. They also address the question of whether the users of the materials find them important or not, as well as on how they understand their instructions.

The studies include, amongst others, an *'Evaluation Report of LDTC'* (Odumbe, 1992). In this report, the researcher did discuss use of workbooks. According to the findings of this research, the tutors found the workbooks very useful except in cases where they still contain outdated information. Because they are clear and simple with good examples and illustrations, the workbooks enable the tutors to facilitate students' learning accordingly.

Furthermore, the learners also understand how to do the exercises, and they believe that those exercises give them a chance for self-assessment. Still so, the

findings are about the workbooks in general, not the English Literature workbooks in particular. Again, much as this study shows that students understand the purpose of the workbooks, still, it does not address the extent to which they make use of them.

Another study that discovered 'use' of LDTC's printed materials was undertaken by Mofana-Semoko[5] (2000) (www.saide.org.za/nadeosa/conference2000/mofana-semoko.htm. Although the aim of the study was to improve the content of LDTC's booklet on *Child Care* by investigating on information that could be included [or omitted] in the booklet, in a paper presented at the National Distance Education for Southern Africa (NADEOSA) conference, (Semoko, *personal communication*, 15th May, 2003) the researcher touched on the question of how mothers use the booklet.

According to the findings of the study, the mothers did make use of the materials quite often; hence they were able to make recommendations thereafter. They also understood "the purpose of the booklet" (op.cit., 4). The material was also found important and readable by both mothers and health experts.

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[5] originally written as Mofana-Semoka. I happen to know the author very well; I therefore used her correct name as, 'Semoko' (not 'Semoka')

One of the recommendations was that some of the information in that booklet should be updated. Also, the booklet should also include some of the issues that are related to current childcare. The users of the booklet also found it important.

Much as the booklet was used successfully, the mothers did not know how to read growth charts and so did not use them as they should - "they lacked knowledge of the importance of growth monitoring and how to read and integrate growth chart" (ibid, 1).

Although this study is about LDTC books, it is not about the type of books used by correspondence students, and, therefore, the questions in relation to the use of workbooks still remain unanswered.

The most recent study that was conducted by Chabane et al (2001) also rated print as high and, therefore, effective. The finding of this study is that the print medium is the most effective and, so, is very important. This suggests that the users of the material do make use of them hence they regarded them as important.

The final and most relevant document on how distance learners use the workbooks is reflected in the paper entitled 'Mistakes that you make in your assignments' in the *Learner Support Services Booklet for Lesotho Distance Teaching Centre learners* (Ntoi, undated). This document is regarded as the

most relevant because its content has been used to analyse whether students are really making good use of the workbooks. In this paper, the writer's concerns are that sometimes learners tend to misuse or under use the workbooks.

The Ntoi document addresses the questions on use of reference materials/reference books. The writer indicates that some of the students just rely on literature workbooks without using the setbooks from which they are studying. By so doing, the students make the literature workbooks lose their essence by making them self-contained. This concern also indicates that some of the learners do not use the textbooks they are referred to in the workbook.

Although the literature discussed above addresses the issue on how some of the learners make use of the learning materials, not much is known about how appropriately the learners of Maseru and Qacha'snek centres make use of the workbooks.

From this literature, it is evident that this study will be undertaken with the belief that for now, much has not yet been written on the extent to which the learners from these two centres make proper use of the workbooks. It is, therefore, the purpose of this study to address a gap in the literature. That is, issues such, the frequency with which the learners of Maseru and Qacha'snek centres visit the workbooks and if they refer to the set books will be investigated. The special

reference is JC English Literature workbooks. For proper guidance, the study requires the relevant theoretical framework.

2.3 Theoretical framework

This study is informed by the theories of independent study (Moore, 1997) and systematic approaches. These approaches emphasise 'active learner participation', responsibility, and autonomy in the studies. Used to guide the study, these theories explore and investigate the learning activity/process undertaken by learners (Moore, 1988; Heydenrych, 2000).

According to these scholars, the independent study approach originated from the 'correspondence model' of the distance education system; hence it is also referred to as 'correspondence approach'. The independent study approach means that learners should learn on own their own and at their own time. In other words, they are responsible to control, self-pace or self-direct their studies outside the classroom setting at their own time, getting most of the guidance from the materials, predominantly 'print'.

According to Moore (1988) the learners carry out "independent work or reading, sometimes on one's own, sometimes in small groups, but with such work taking place in the absence of the teacher" (p.77). In short, the independent study approach is known for less interactivity, guidance and motivation from teachers

on a day-to-day basis. The approach, therefore, requires of learners more active participation and self-discipline (Thorpe, 1993). In essence, in this theory, a learner is responsible for his/her own work and carries out learning activities, including submission of assignments.

The independent learning that is supplemented with other forms of delivery is also supported by institutions of distance learning such as the Indira Gandi National Open University (2000). According to this institution, "The capacity for independent learning and research is the key to continued individual growth, but some period of interaction with a teacher or intellectual mentor would be necessary to develop this capacity" (p. 77). This implies that much as the theory promotes learners' independence, they still do receive some form of guidance from teachers and specialists of the providing institution (Young et al, 1980; Kaye, 1981; Heydenrych, 2000).

However, the independent study approach has some limitations. It makes "the learner... alienated" (Evans and Nations (1989, cited in Heydenrych, 2000, 8) because s/he is just filled with the content designed and decided upon by the experts in isolation. This implies that sometimes the content of the learning material does not take into consideration the needs of the learners.

Another theory of the systematic approach originated in the 1950's as a movement advocated by various scholars such as Skinner (Hills, 1976). This

paradigm could be used to motivate students by "controlled progression through structured learning material" (Hills, 1976, 11). According to Hills, the systematic approach is important because it promotes systematic use of the teaching/learning materials processes. It also encourages a more active role of students in their learning. In other words, it is more learner-centred than teacher centred. Like the independent study approach, the systematic approach advises that, a learner uses the learning material on his/her own without expecting much help from instructors.

However, as Moran & Mugridge (1993, cited in Hills, op.cit) argue, although students can work at their own pace, at their own time and place of their choice, it does not mean they are unsupported.

Furthermore, the systematic approach has some guiding principles, one of them being advocating active involvement of students in their work. In answering questions of the assignment, the student is required to follow gradual progression, or work in a prescribed sequence. With reference to use of workbooks, this suggests that a student must study according to the recommendations of the providing institution **(as reflected in Figure 1.1).** One should not work on test questions without reading and understanding the content of the lesson unless they are advised to do so by the writer.

2.4 Concluding remarks

Initiated literature has addressed some of the questions in connection with the use of the printed learning materials. The majority of the studies have touched on the importance of these materials. In short, most learners do know their and so value them.

However, some writers of the self-instructional materials do not understand the purpose of the textbooks; that is, that they contain the whole information and they should be used as good references. By failing to prescribe relevant reference materials that are compatible to self-instructional materials, the writers confuse students.

Other concerns of this study such as carrying out study activities, including how often learners visit the materials have not been addressed. To fill this gap, the study therefore, seeks to address these questions. It will also cover those that have been addressed and put them within the current context of Maseru and Qacha'snek centres of the LDTC.

CHAPTER THREE

DATA AND METHODOLOGY

3.1 Introduction

The aim of this dissertation is to investigate the extent to which LDTC JC learners make appropriate use of the English Literature workbooks. From the findings of this study, I also intend to find out whether the learners are also making use of the textbooks. This chapter outlines the research design and sample as well as the method used for data collection.

3.2 Research design

This study is a descriptive survey (Lovell & Lawson, 1970; Scott & Usher, 1996). In other words, it is not intended to generalise the findings, but to make conclusions only on the populations that have been surveyed. In this type of study, the findings also describe the current situation and individual's practices and opinion. As stated earlier, the extent to which the learners make appropriate use of the materials is measured by using the indicators taken from some of their handouts and workbooks **(see Figure 1.1).**

3.3 Description of the research sample

Sample refers to the selected group of people or elements selected from the larger population to participate in the research study. The main unit of analysis of survey in this study is an individual learner. The sample was taken from the two learning centres of Maseru and Qacha'snek. These two centres operate similarly and are both within the same framework of the LDTC. The Maseru centre is the main centre and Qacha'snek is one of the four centres within which the correspondence education has been decentralised. Of the other centres eligible for inclusion in the study, I have chosen these two centres because they are accessible to me.

Also, as stated earlier, I would also like to find out if the Maseru centre (being the main centre) has more access than other centres in terms of the orientation the learners have on how to handle the leaning materials. In short, I want to find out if the Maseru centre, being the main centre, has more access to information on how to handle the materials than the Qacha'snek centre. This, I intend to find out from the responses of the users of the materials without employing a tool of inquiry *per se*.

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Table 3.1: Enrolment figures at the two centres

Centre	Number of learners
Maseru	748
Qacha'snek	39

Source: Continuing Education Unit Enrolments per Subject.

Taking into account the limitations of this dissertation and the disparities of the populations (in numbers; ratio of the two centres is 1:19), I decided to use a technique that would make each part of the population represented (Ghauri et al, 1995; Cohen et al; 2000; Neumann, 2000). I therefore used stratified random sampling technique (Bailey, 1997; Neumann, 1997) by taking a simple sample at random from each part or subdivision of a population. As a result, I came up with 40 respondents of the questionnaires in which the Maseru centre was represented by 29 learners while 11 represented the Qacha'snek centre. However, these numbers do not bear any meaning – they could have been any numbers. For the total sample, **see Table 3.2:**

Table 3.2: The total sample size N = 40

Name of centre	Learners sample size
Maseru	29
Qacha'snek	11

3.4 Method of inquiry

The questionnaires

Considering factors of time, expense as well as administration convenience, a questionnaire was regarded to be the most suitable tool for data collection. It is also appropriate for undertaking a survey (Nisbert & Entwistle, 1970; Stoker, 1983; Kidder & Judder, 1986; Wellington, 2000). The questionnaires were designed by the researcher and were in English **(see Appendix v).**

I considered the type of questions that would cater for respondents who do not have much time to fill them up, as well as those that would not make language a barrier. Therefore the questions comprised mainly closed dichotomous questions and of a Likert scale rating. (Walter et al, 1989; Walter & McLean, 1994; Cohen et al, 2001). These types of questions have been regarded suitable because they are quick to complete.

However, to compensate for the limitations of these types of questions (of not allowing the respondents to make remarks and express themselves in the desired manner (Oppenheim, 1992 in Cohen, 2001; Neumann, 1997; Wellington, 2000; Mouton, 2001), the open-ended questions were also included. Of the 22 items in the learners' questionnaire, 6 were open-ended and required a respondent to reason out or, support his/her prior response and also make

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comments. The comments cater for the respondent's personal opinion on issues that are not captured in the ticking and filing in exercise. In other words, some questions allowed the respondents a chance to express themselves, or to make comments.

Because it was not easy to reach my target audience, arrangements were made for me to distribute the questionnaires in one of the students' workshops. The questionnaires for the two centres were administered, each at its own site. In the Maseru centre, they were distributed to the learners during the English session.

The tutors' questionnaires were completed at home and sent to the centre. The students and tutors' questionnaires for Qacha'snek centre were distributed and collected by the administrators of the programme two weeks later. Much as Qacha'snek centre is accessible to me, I was not able to make it to the workshop as planned.

3.5 Validity and reliability

Certain measures have to be taken in order to ensure that aspects of validity and reliability are covered. According to Purohit (2001), "Validity refers to the degree to which an instrument measures what it is intended to measure" (p. 37). Taken from the dictionary, reliability refers to something that could be trusted, or depended on, therefore, to ensure that the findings were valid and could be relied

upon; I made rigorous efforts to ensure that content validity was established. I did so by contacting various reference groups for verification of content, language, relevance, etc in the questionnaires.

3.5.1 Reference groups

I sent copies of the students' questionnaires to two English Language experts, one of whom happens to be the writer of the same workbooks in which the study is based. The comments improved language and content/terminology.

A third copy was sent to research and evaluation expert, whose comments were mainly technical. The comments included avoiding ambiguity in the questions as well as following the systematic format of questioning.

3.5.2 Sources of data collection

Many scholars in the field of research recommend triangulation of various tools of data collection for enough information (Neumann, 1997; Neumann, 2000; Cohen et al, 2000). I was not able to employ them because of time and financial constraints. To redress the limitations of using only one tool of data collection, I used the triangulation method by including tutors as well to form part of the sample. This was done in order to verify information provided by students **(see Appendix vi for tutors' questionnaire).**

The questions for both learners and tutors comprised the same theme. They covered items on the 'use' of the workbooks. I also cross-checked some of the information through discussion with some of the officers in charge of the LDTC correspondence education.

3.5.3 Piloting the questionnaire

Still with the intention to make the study valid and reliable (Neumann, 1997), I piloted the questionnaire. According to Cohen et al (2001), the questionnaires, especially of the closed and structured format, "need to be piloted and refined so that the final version contains as full a range of possible responses as can reasonably be foreseen"(p. 248). In addition, as Mouton (2001) argues, most errors, such as misunderstanding questions because of their ambiguity are caused by failure to pre-test the questionnaire.

The pretest was taken at the main centre (Maseru) seven days prior to the date of their distribution. The questionnaire was pre-tested on a group with similar characteristics to those of the sample (Neumann, 1997) but who are not part of the sample.

Although the questionnaires were self-administered, the learners consulted whenever they needed clarification. The copies of the questionnaire were collected by the researcher immediately after they were completed.

However, the exercise was not very successful. This pilot test was undertaken at the beginning of the academic year (February), when most learners who came to the centre were new and only came for registration. These learners were not suitable because they were new in the programme and had not been using the learning materials; therefore, they would not be in a position to provide the required information. Of the six targeted students, only four of them were identified.

Nevertheless, the students in pilot answered the questions appropriately, asking where they did not understand. However, the constant rate at which they wanted certain terms and instructions to be clarified taught me that the questionnaires needed refinement.

In essence, the pretest exercise and comments from experts taught me to refine my measurement tool. The final version was processed after considering alterations and refinements resulting from the comments from the resource persons and responses from the pre test.

3.6 Limitations of the study

As stated earlier, because my audience are not easily reached, it has been very difficult to employ a range of data collection instruments and techniques. However, with the help of the Student Advisor and the Assistant Student Advisor,

arrangements to invite learners to attend an orientation workshop (P. Tale, *personal communication, February, 2003)* in which the questionnaires were distributed were made. Also, due to financial and other constraints, I was not able to conduct a study that would be generalisable to all users of the LDTC English Literature workbooks.

3.7 Permission to undertake the study

I wrote a letter to the Director of LDTC to ask for permission to use it as a site of my research. In the letter, I requested to liaise with the relevant offices of the organisation during the process of the project. I received a positive response and, so I worked very closely with the section heads of the Continuing Education and Evaluation and Research units. Our correspondence with LDTC Director was through the Internet (hence it is not reflected in this document).

3.8 Data analysis

I used tables and graphs to show the findings from data analysis. Data represented in these forms were also explained. Few questions that needed the respondents' expression were also explained and whenever possible were also cited.

3.9 Concluding remarks

This chapter has focused on the methodology and specific methods of gathering information in response to the research questions on how LDTC learners in the centres of Qacha'snek and Maseru handle their English literature materials.

The following were also undertaken: pretesting the questionnaires, employing a range of experts to validate them, and asking for permission from the authorities of the research site.

The major problem indicated in this study is of having few chances of employing a range of techniques of conducting research. The cause of the problem is the nature of the population I studied. Their physical separation from the institution makes them less accessible to the researcher.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter seeks to analyse and interpret data that were collected to measure the extent to which LDTC learners make use of the English Literature workbooks. The study is analytical and descriptive. To make findings meaningful, the chapter first discusses the sample and its characteristics. Second, it presents and discusses the main findings. Also, for comparison purposes, the responses (from the centres of Maseru and Qacha'snek) and the interpretations of the findings will be presented simultaneously.

4.2 The characteristics of the sample

It has been indicated in the previous chapter that data were collected from a sample of learners from the LDTC learning centres of Maseru and Qacha'snek. To justify some elements of content and responses from learners, the researcher had some informal discussions with the officers who are in charge of the correspondence and production of the materials. Also, to cross check the learners' responses, some of the information was obtained from the tutors from both centres using a questionnaire.

4.3 Particulars of respondents (see Tables 4.1 & 4.2).

Table 4.1: Summary of tutor profile N = 4

Maseru		Qacha'snek	
male	-	male	-
female	3	female	1
Position in school	All Assistant teachers	Position in school	Assistant teacher 1
Academic qualifications	BA ed/Bed	Academic qualifications	BA ed/Bed
Average teaching experience (in years)	19	Average teaching experience (in years)	11
Experience with LDTC (in years)	1 5 years 2 1 year	Experience with LDTC (in years)	less than 1 year

Table 4.1 shows that the tutor profile comprises no male. They are all qualified, with a university degree and many years of teaching experience, and hold the positions of assistant teachers. With the exception of one tutor from Maseru who has 5 years experience with LDTC, others have less experience with LDTC.

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Table 4.2: Summary of learner profile   N= 40

Maseru N=29			Qacha'snek N=11		
Age			Age		
under 15	1		under 15	-	
15-17	2		15-17	-	
17-19	4		17-19	2	
19-21	7		19-21	3	
Over 21	15		Over 21	6	
Gender			Gender		
male	13		male	4	
female	16		female	7	
Occupation			Occupation		
civil service	4		civil service	1	
private sector	4		private sector	2	
military/police	2		military/police	-	
full time homemaker	12		full time homemaker	6	
Other			Other		
scholar	2		scholar	1	
industry	1		industry	1	
N/A	4		N/A	-	
Experience with LDTC	19	3 years	Experience with LDTC	4	3 years
	6	2 years		7	2 years
	4	1 year			
Average number of subjects registered for	3		Average number of subjects registered for	3	

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As reflected in Table 4.2, in both centres, there are more females than males. One of the respondents for Maseru centre is under 15 years of age, two are aged between 15-17 and, four of them are between 17-19 years old. The rest (15) are over 21 years of age.

The first range for Qacha'snek centre with two respondents is from 17-19 years. Three of them are aged between 19-21 and, six of them are over 21 years old. In both centres, the majority of participants are not employed but are doing home duties on a full time basis.

The employed participants are within the civil service and private sectors, with two military/police sectors and one industrial worker from Maseru. The profile for Qachas'nek centre also comprises one full time scholar while Maseru has two. The majority of learners have experience of 3 years with LDTC. The average number of subjects they have registered for is 3 in each centre.

4.4 Findings

The study on use of workbooks used a structured questionnaire to measure the appropriate use with which learners read and work on their materials. This section presents such data and its analysis. Because tutors are facilitators of students' learning, have personal contacts with them and mark their assignments, they are in a position to know how students use the learning

materials. Therefore, their (tutors') responses will also be used to verify or reject students' responses. The other back up information will be from the officers who are in charge of the correspondence programme.

The presentation of the findings and the discussion of the results will be by theme/ specific questions of the research (Mouton, 2001).

A. Functions of workbooks

In relation to the question on whether they understand the purpose of using the workbooks **(item No. 5 on the learner's questionnaire)** in their studies, the learners gave the following responses:

Table 4.3: The purpose of workbooks

Response	Maseru		Qacha'snek		Average
	N=29	%	N=11	%	
yes	27	96%	8	73%	83%
no	2	7%	3	27%	17%

As reflected in table 4.3, the majority of learners from both centres say they know very well what workbooks are for. Some of them even went further to explain that the workbooks help them to understand the story better even when they are studying alone **(item No. 6 of the learners' questionnaire).** This has also been

confirmed by all tutors **(item No.8 of the tutors' questionnaire)** from both centres who rated learners' understanding of the purpose of workbooks as good **(item No.9 of the tutors' questionnaires).** Given this picture, it is clear that because the majority of learners understand the purpose of the workbooks, they use them accordingly.

However, as indicated in Table 4.3, there are few students that do not understand what workbooks are for **(see Figure 4.1 below).** The reason might be that some of the learners do not have much experience **(reflected in the learners' profile in Table 4.2)** with LDTC, and, are not well informed on appropriate use of the LDTC materials. In that case, one would expect that there are learners who may have problems with using the workbooks appropriately.

Figure 4.1

Students' understanding of the purpose of the workbooks expressed in the following pie chart

☐ understand
☐ do not understand
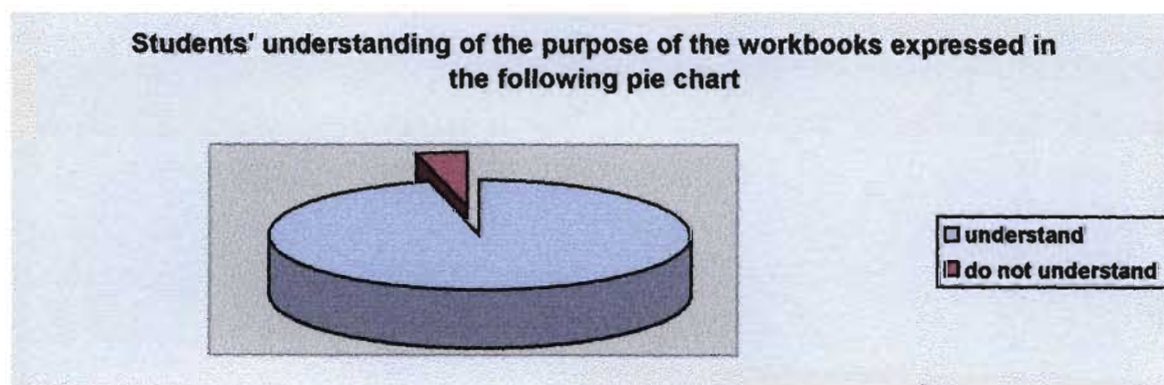
B. The requirements of using the workbooks

Students were given series of instructions extracted from the learners' guides and workbooks, and, asked whether they followed them or not **(item No. 7 of the learners' questionnaire and No.10 of the tutors' questionnaire. Table 4.4):**

Table 4.4: Using the workbooks

Do you always	Response	Maseru	Qacha'snek
7.1 read the summary?	yes no	27 2	9 2
7.2 refer to pictures and other illustrations?	yes no	22 7	2 9
7.3 do the exercises that come immediately after the lesson?	yes no	26 3	7 4
7.4 write in the workbook?	yes no	24 5	9 2
7.5 answer the questions before referring to the answers?	yes no	26 3	10 1
7.6 check the answers after answering all the questions?	yes no	27 2	10 -
7.7 revise the lesson by taking only the main points?	yes no	22 7	8 3
7.8 try to understand why you got the answer wrong?	yes no	24 5	9 2
7.9 do the exercises in the worksheet?	yes no	26 3	8 3
7.10 send the worksheet to LDTC for marking?	yes no	26 3	10 -
7.11 fill in the difficulty sheet?	yes no	24 5	8 3

Sources: How to handle workbooks (undated); Ntoi (undated) Learner Support Services Booklet for Lesotho Distance Teaching Centre Learners; Shale (1996) *I am David.*

As reflected in Table 4.4, the learners from the two centres do follow instructions given in the workbooks. Of the eleven items that they were asked about, they do carry out ten (90.9%) of them satisfactorily. The tutors, too, confirm that students do understand the instructions in the workbooks very well. It is, therefore, evident that learners do understand the requirements of using the workbooks very well and they also follow instructions provided in the workbooks.

Although they do not have problems with the requirements of using the workbooks, the learners do not carry out all the instructions very well. The findings also show that most of the learners from the Qacha'snek centre do not refer to pictures and illustrations **(see Figure 4.2).**

This might be so because the students do not see the connection between following the basic steps of using a workbook such as answering assignment questions and reference to pictures. That is to say, they know that when they answer the questions of the exercises, they will be graded, and, if they do not answer them properly, they might lose marks. But, if they are not referring to pictures, they never gain any reward, and that it will not be reflected anywhere.

One other point, some of the pictures are not relevant to the learners' real life situation, so are not appealing. As stated in the literature, therefore, it is recommended that the print text should have attractive graphics and illustrations as they are more informing (Rountree, 1992; ICE, 1983).

Students were also asked whether they follow the main steps of using the workbook **(item No. 8 of the learners' questionnaire - Table 4.5).**

Table 4.5: Main steps of using the workbooks

Do you always	Responses	Maseru	Qacha'snek
8.1 read the	yes	26	9
summary?	no	3	2
8.2 do the short	yes	25	4
exercises?	no	4	7
8.3 do the worksheet	yes	18	6
exercises?	no	11	5
8.4 fill in the difficulty	yes	27	9
sheet?	no	2	1
8.5 send in	yes	27	8
assignments?	no	2	3

Source: Shale (1996) *I am David*

As reflected in Table 4.5, students from both centres say they do read the summary, do short exercises, fill in the difficulty sheet and do send in assignments **(see Figure 4.3).** Not many of them do worksheet exercises **(reflected in Figure 4.4).**

The tutors for the Qacha'snek centre confirm that students submit assignments satisfactorily. The tutors also rate submission of assignments as good **(item 11 of tutors' questionnaire).** This has also been confirmed by the Student Advisor who stated, "students do submit assignments satisfactorily except in cases where we run short of workbooks for them to work on" (M. Mohale, *telephonic conversation*, 16th May, 2003).

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Figure 4.2
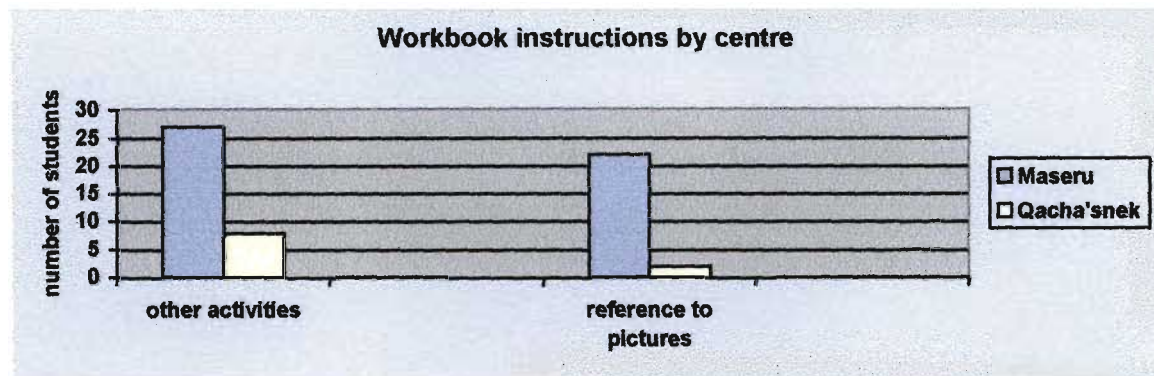
Most of the learners also know why it is important to follow the instructions in the workbooks. For example, the majority of them know that in order to understand the content of the lesson, they should read the summary and do the exercises in the lesson. The tutors too agree that students do follow the main steps of using the workbooks **(Table 4.5).** They also confirm that most learners understand the content of the lesson **(item No.10 of tutors' questionnaires).**

However, the tutors complain that many of them do not fill in the difficulty sheet. It is therefore difficult to know the problems students have in relation to understanding the lesson. "The students do not explain their difficulties. The difficulty sheet is often blank", one of them stated **(items No. 14 of the tutors' questionnaire).** This contradicts to what students say. Most of them say that they do fill in the difficulty sheet **(reflected in Figure 4.3).**

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Figure 4.3

How learners use space provided for difficulty sheet

Legend:
- Qacha'snek
- Maseru

Categories:
- fill in difficulty sheet
- do not fill in difficulty sheet

X-axis: 0, 5, 10, 15, 20, 25, 30
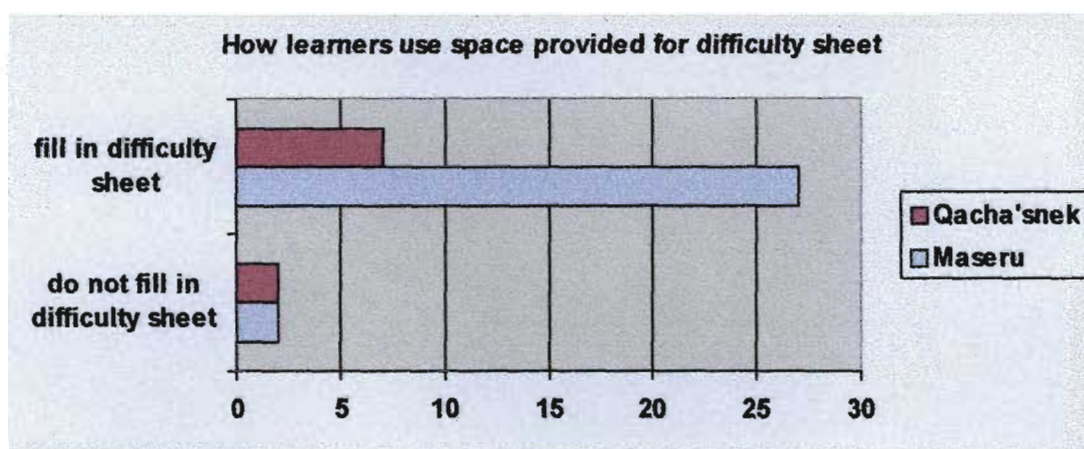
The same reason of not seeing the seriousness of ungraded activities might be applicable here. In other words, students have no motivation to respond to learning activities they do not get marks on. They, therefore, do not see the importance of communicating with their tutors. For those who do, they do not know the right way of doing it. For example, one of the tutors commented that sometimes students make general statements: " I do not understand lesson 2." **(This is item No.14 of tutors' questionnaires).** It will, therefore, be difficult for a tutor to assist such a student, as the tutor would not know which part of lesson 2 a student needs clarification on.

C. Extent of using the workbooks

Another question was on appropriately students make use of the learning materials. This includes, the frequency with which learners visit them, how many workbooks they read, how they approach the lessons, how often they carry out

the exercises and whether they read the setbooks. In other words, this section looks if students follow the criteria of making good use of the workbooks that are reflected in **Figure 1.1.** The question first asked them the number of workbooks they are expected to read in this particular course **(item No. 9 of the learners' questionnaires - responses are summarised on Table 4.6).**

Table 4.6: Number of workbooks read

Number of students (Maseru) N = 29	No of workbooks to read	No of students (Maseru) N = 29	No of workbooks read	Number of students (Qacha'snek) N = 11	No of workbooks to read	No of students (Qacha'snek) N = 11	No of workbooks read
4	5	1	2	-	N/A	1	1
3	2	5	3	-	N/A	1	6
1	7	1	5	-	N/A	1	3
2	12	4	4	-	N/A	1	4
1	6	2	8				
1	10	1	9				
1	3	2	12				
1	20						
-		-		-		-	

As shown in table 4.6, the unpatterned responses (number of workbooks) show clearly that most learners do not know the number of workbooks they are

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expected to read in the English Literature course. This occurred in Maseru centre and the worst case is of the Qacha'snek centre, in which none of the respondents attempted this question.

One factor that might contribute to students' lack of information on workbooks they are supposed to read, in particular reference to the Qacha'snek centre is that there is a high tutor turnover – most of the times the new and inexperienced tutors come in while the more experienced are no longer able to assist LDTC students (L. Ntoi, *personal communication*, 14th May, 03). Tutor instability might affect they way learners handle their learning materials in the sense that they might lack regular guidance they receive from their tutors as they receive feedback from their assignments.

Concerning the number of workbooks they have read so far **(item No. 10 of learners' questionnaire)**, the Maseru centre followed the same pattern of clustered numbers of workbooks they claimed to have read. The Qacha'snek centre followed the same trend of jotting unpatterned numbers.

Generally speaking, from these results, learners do not know the workbooks they are supposed to cover for the course. These responses indicate that they are likely not to have read some of them if they do not know them. Students might be confused by the titles of the workbooks that are similar to the setbooks they have been extracted from.

This was reflected during the writing of this dissertation. No matter how many times I gave a briefing on the connection between LDTC workbooks and the original texts, most of the readers of this work were confused and thought that the two texts shared the title. For instance, to them, there are two texts that bear the title of <u>Growing up with poetry</u> (Rubadiri, 1963) and *Growing up with poetry* (Khaketla & Shale, 2000).

Therefore, assuming that not all learners have enough orientation about their texts, it is possible that some of them are not aware that they should read both workbooks and the textbooks.

C (i) Approaching the lesson in the workbook

Students had to estimate the degree to which they usually understand the lesson before they move on to the next one by indicating: very clearly, clearly, not clearly, depends on chapter and not sure **(item No. 11 of learners' questionnaire)**.

Table 4.7: How learners approach lessons

	very clearly	clearly	not clearly	depends on chapter	not sure	Total
Maseru	6	7	7	6	3	29
Qacha'snek	2	3	2	3	1	11

Apparently **(as indicated in Table 4.7)**, students do not have a particular way of approaching the lessons. This has also been noted by Biggs (1987); Matthews (1991); Atkison (1998). Some make sure they first understand the lesson they are working on clearly, before they move on to the next chapter. Others move to the next lesson before finishing the one they are working on.

Most of them say they work on one lesson at least twice before they pass on to the next one **(item No. 12 of learners' questionnaire)**. They read the summary of one chapter at least 2-3 times, and, few of them read the summary once **(item No. 13 of learners questionnaire).** Students might skip other lessons or chapters because they do not understand the content of the particular chapter they are working on.

C (ii) The exercises that are done most often

Students had to state whether or not they often work on lesson exercises that follow the lesson, worksheet exercises, or, both **(item No.15 of learners' questionnaire).** The responses are reflected in **Figure 4.4.**

Figure 4.4
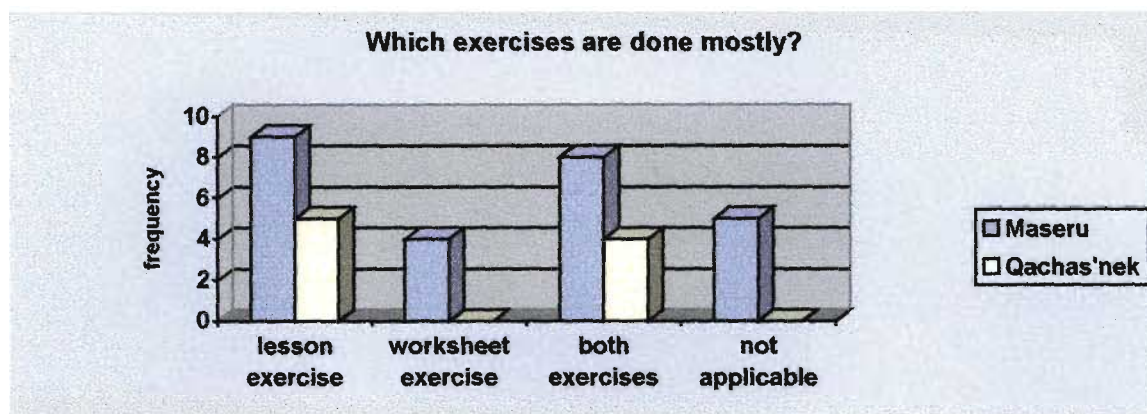
The majority of learners from the Maseru centre state that they do those exercises that come immediately after the lesson, as well as those that are answered on the worksheet. In other words, they do both exercises well. Few of them do only worksheet exercises.

On the other hand, the Qacha'snek centre does only the lesson exercises. Surprisingly, the results for this centre are contradictory in the sense that the learners do only the short exercises, not those on the worksheet, and they also claim to do both exercises.

Despite the contradictions in the responses, it is clear that students prefer the questions that come immediately after the lessons. This might be so because they are short and simple, and they also come immediately after the lesson when most of the content is still fresh. The other contributing factor might be that

students find these types of questions convenient to work on because they have answers provided for students to refer to.

C (iii) How regularly do you do these activities? (items No. 16 & 18 of learners' questionnaire).

The respondents had to indicate how often they carry out each of the steps indicated on **Table 4.8.**

Table 4.8: Frequency of carrying out activities

How regularly do you do each of these activities?	Frequency	Maseru		Qacha'snek	
		N=29	%	N=11	%
writing in the workbook	not regularly	12	41%	2	18%
	regularly	11	38%	8	73%
	never	6	24%	1	9%
doing the exercises	not regularly	15	52%	7	64%
	regularly	11	38%	2	18%
	never	1	4%	2	18%
submitting assignments	not regularly	12	41%	3	27%
	regularly	10	34%	6	55%
	never	7	24%	2	18%

Most students from the Maseru centre mention that they do the exercises but not on a regular basis. In fact, relatively speaking, the majority of them say they seldom write in the workbook. They also do submit assignments though in the low rate.

Seemingly some of the students are not aware that they should write in the workbooks. One of the respondents stated that workbooks are not meant for writing in but for reading **(item No. 17 of the learners' questionnaire).** This background might emanate from formal schooling that books should be handled properly so that they could be passed on to the siblings. This is also supported by Dlamini (1995) by stating that even the teachers keep the books in the cabinets for fear of them being spoiled.

However, this is quite opposite to the recommendations by Ntoi that learners should use the workbooks as their personal property that they do not lend out or pass on to their siblings; meaning, while they are still learning, learners should write in the workbooks as freely as they can.

As mentioned earlier, the findings show that the Qacha'snek centre is outstanding (70%) in writing in the workbooks. They also submit assignments (55%). However, they do not do the exercises regularly. The issue of submission of assignments is contradictory to what has been reported earlier. The Qacha'snek centre does not do worksheet questions; they also do not submit

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assignments because answering the worksheet and submission of assignments are very interrelated (How to handle workbooks, *undated*).

D. Use of setbooks (items No.19 of learners'&12 of tutors' questionnaires)

In response to the question on whether they read the textbooks, students gave these responses **(Table 4.9)**:

Table 4.9: Do you read the setbooks?

Response	Maseru		Qacha'snek	
	N=29	%	N=11	%
yes	19	66%	5	55%
no	6	21%	3	10%
N/A	4	14%	3	27%

Table 4.9, indicates that 55% of learners from the Qacha'snek centre and 66% of Maseru do read the textbooks. Also, in response to the question on the importance of the textbooks **(item No. 20 of learners' questionnaire)**, some of the learners commented that the textbooks help them get the whole story even before they read the workbooks. Others also indicated that they acquire language skills and vocabulary from the textbooks.

Surprisingly, much as some students claim to read the textbooks, their tutors reject these claims **(items No. 12 & 13 of tutors' questionnaire).** All the tutors say that the students do not read the textbooks, but rely only on workbooks. "Learners depend only on workbooks", one of them stated. This confirms the claim made by Ntoi (How to handle the workbooks, *undated handout*).

There are many reasons that could contribute to students not reading their study materials. Adey et al (1990) argues that sometimes the content of the materials might make learners lose interest in them. In other words, when the content is too difficult to understand, or, irrelevant, students tend to be demotivated and at the end, they lose interest in it. This might be applicable in this context. One learner complained that the story in the text, I am David (Holme, 1963) is too difficult to understand.

In the experience of other writers (Hills, 1976), students do not use reference materials because sometimes their content is not compatible to the one in the workbooks. This claim is not a case with LDTC materials. Students do not complain of irrelevance of reference materials. The point is that they are not very clear about the prescribed textbooks. Few of them know them and read them. Those who read them know that they contain the whole story.

E. Comments (items No. 22 of learners' & 14 of tutor's questionnaires)

The tutors made the following comments:

- "Students need more workshops on use of the workbooks".

- They also need a list of reference books on different subjects.

- Need access to libraries.

- Students should buy textbooks.

- "Best workbooks should replace textbooks".

- "They should make workbooks their friends".

4.5 Concluding remarks

This chapter has presented data that measured how the learners of the LDTC centres of Qacha'snek and Maseru approach their learning, using the workbooks. Generally speaking, students do make good use of the learning materials. The students from both centres know and understand the purpose of the workbooks very well. They also know that they should rely on them as they enable them understand their lesson when they study alone. The tutors too state that students are very clear about the importance of the workbooks.

Furthermore, students from both centres understand how to use the workbooks on their own – they are able to follow the instructions and other activities that are expected to carry out. In short, they understand the requirements of using the

workbooks very well. Much so, students sometimes do not carry out instructions as prescribed.

Another good point is that most students work on one lesson at least more than once before they go to the next one. They also read the summary of each lesson at least more than two times.

However, students do not have a particular pattern of studying the workbooks. While some do not attempt new lessons without first understanding the ones they are working on, others have a tendency to skip lessons and start new ones. As seen from the literature this habit makes students lose the message of the writer and so the content of the lesson.

Much as students skip lessons, most of them first do so after they have done the short exercises. The students from the Maseru centre do both short and long exercises; while students from the Qacha'snek centre do mostly short exercises

Students seem not to know the workbooks they are expected to study for the course. This might make them not visit them as frequently as they are expected. They also do not read the textbooks.

In short, the study answered all my questions on whether LDTC students are using the workbooks appropriately. I also found out from this study that it does

not follow that because the Maseru centre is the main centre, it has more access

to information on proper use of the learning materials. Both centres have almost

the same orientation. As has been stated, each has its weak and strong points

that are not necessarily borne by physical distance from the main office.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the concluding chapter of a study that investigated how LDTC learners at the JC level make appropriate use of English Literature workbooks. The study focused on two centres of Maseru and Qacha'snek.

The chapter seeks to relate the main findings/ results obtained from the previous chapters to the literature (discussed on chapter two) and the theory on which the study is built upon (Holliday, 2001) **(see figure 5.1).**

Figure 5.1: The intersection of findings, commentary and literature/ theory

findings/results   literature/ theory

commentry
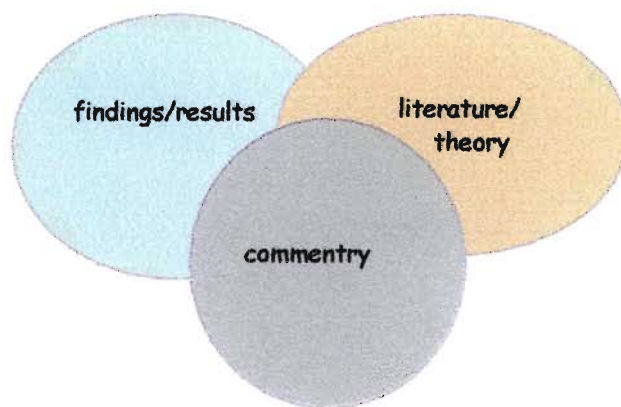
5.2 The theoretical framework

This dissertation was guided by the theories of the independent study and systematic approaches (Moore, 1988; Heydenrych, 2000). Both theories emphasise learner's 'active participation and responsibility' with the minimum support from staff of the providing institution.

These theories have been found applicable to this dissertation. The results from this study show that learners from both centres do take active participation in their studies because they are able to make use of the workbooks on their own.

5.3 Gaps/ anomalities/deviations

There are some odd issues from the students' results. It is surprising that the learners from the Qacha'snek centre do not answer the worksheet, and yet they submit assignments. The worksheet exercises and the assignments are related. Again, while students say that they read the textbooks, their tutors reject this claim.

5.4 Concluding remarks

The study that was undertaken to measure how distance learners use their instructional materials. It was based on the Maseru and Qacha'snek centres of the LDTC. The structured questionnaires were used on a sample of 40 learners who were selected at random. The information they provided was backed up by the one from tutors' and the providers of the LDTC correspondence education.

The study was guided by the independent and systematic approaches. They were found applicable in this study.

The findings of the study show that learners do use the workbooks appropriately. They also understand that their studying rely largely on the use of these printed materials.

Again, students from both centres understand how to use the workbooks on their own – they do follow the instructions. In other words, they are clear about the requirements of using the workbooks.

In addition, most students work on one lesson at least more than once before they go to the next one. They also read the summary of each lesson at least more than twice. The students however do no not read the setbooks. Some of

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them also do not know the number of workbooks they are expected to work on inorder to complete their course.

The study answered all my concerns though as it unfolded, it also developed new concerns. It also showed that students get the same orientation on use of the learning materials irrespective of their physical environment.

In conclusion, the study answered all my questions on whether LDTC students are using the workbooks appropriately. I also found out from this study that it does not follow that because the Maseru centre is the main centre, it has more access to information on proper use of the learning materials. Both centres have almost the same orientation. As has been stated, each has its weak and strong points that are not necessarily borne by physical distance from the main office.

5.5 Recommendations

I will not repeat the recommendations that have already been made by earlier researchers in connection with LDTC learning materials. However, in this study, the most critical concern is, whether students understand the relationship between the original textbooks prescribed for JC English Literature examinations and the workbooks.

This study, therefore, recommends that:

- Further research on whether LDTC students really understand the difference between the workbooks and the textbooks and how the two are related be undertaken.

- The titles of the textbooks/setbooks and the workbooks indicate clearly that the two are different texts. For instance, a workbook title such as, *Crocodile Burning J.C Novel* seems ambiguous - it implies that it is a novel itself, whereas, it is a workbook taken from the novel, <u>Crocodile Burning</u>.

It is hoped, therefore, that this study would strengthen the measures that LDTC is already taking to orientate its learners.

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Appendix i   Summary of the lesson

CHAPTER ONE

In this chapter David is in a concentration camp. A concentration camp is a place where prisoners-of-war (people who are captured during war) are imprisoned. But David is not a prisoner-of-war. David has been here ever since he was very young and now he is 12 years old. As he has lived there all his life, he is very ignorant and inexperienced in many things, as he has never been exposed to them.

One of the guards in the concentration camp, whom David hates very much and addresses him only as "the man", organises David's escape. Although David is a bit reluctant in the beginning as he suspects he is being trapped, he finally agrees. Among the things that the guard gives David there is a compass which will show which direction to follow. The guard tells David to go to Salonica, then get a ship to Italy and finally head for Denmark where he will be safe. But it is not said why he will be safe in Denmark.

Source: Shale (1999) I am David

Appendix ii   An example of short self-check exercises

Exercise 2

1.   What does the guard give David to show that it is time for him to escape?

_____

_____

_____

2.   David addresses the man who organises his escape as "the man". Why?

_____

_____

_____

3.   Why does "the man" want David to escape?

_____

_____

_____

_____

4.   Why is David reluctant to go even though "the man" has told him to go?

_____

_____

_____

_____

Source: Shale (1999) I am David

Appendix iii   Part of major test to be sent to the centre for marking

SECTION A

100 marks

Complete this exercise. Put "T" beside the sentences that are true and an "F" beside the sentences that are false.

1.   King is the name of Giovanni's dog.
2.   "The man" used to give David vitamins.
3.   "The man" organised David's escape.
4.   The farmer was very good to David.
5.   David enjoys helping people voluntarily.
6.   David saw the picture of Saint Christopher in the church.
7.   David learned to set a table at Sophie's place.
8.   The Americans decided to hide the money in David's luggage because they knew that he was not going accept it.
9.   Just like other children David hates school.
10.   Sophie is a friend of David's mother.

[20]

SECTION B

1.   While in Italy how does David keep himself busy during the day when he is not in town?

....

....

2

2.   Why is David interested in looking at himself in the mirror?

....

....

2

3.   What things does David buy with the money he is given by the Americans?

....

....

3

Source: Shale (1999) I am David

Appendix iv

DIFFICULTY SHEET

Dear student,

On this sheet you should explain to your tutor any difficulties that you may have experienced in this part of your work. If you had no difficulty at all, you need not fill in this sheet.

Dear Tutor,

I had difficulty with the following:

Workbook............Page.............

Worksheet............Page.............

Explain your difficulty in detail:

Source: Shale (1999) I am David

Appendix v

LEARNERS QUESTIONNAIRE

Please assist with my research on the 'use' of LDTC workbooks by filling in this questionnaire. The purpose of this study is to investigate the extent to which distance learners make use of the printed self- instructional materials. The 'focus' is on JC English workbooks. **This means all your responses should be in relation to the English literature workbooks ONLY.** *All the information you provide will be treated with confidentiality. You do not need to write your name.*

CONFIDENTIAL

PART ONE *Personal Information*

Please place a cross (X) in the appropriate spaces to indicate your:

1.   AGE

1.1	under 15 years	☐
1.2	15 - 17 years	☐
1.3	17 - 19 years	☐
1.4	19 - 21 years	☐
1.5	over 21 years	☐

2.   SEX

2.1	Male	☐
2.2	Female	☐

3.   OCCUPATION

       3.1   civil servant   ☐

       3.2   private sector   ☐

       3.3   military/ police   ☐

       3.4   full-time homemaker   ☐

       3.5   other (please specify)   --

4.

      a. For how long have you been studying with LDTC?   ....

      b. How many subjects have you registered for? ....

      c. is English also one of the subjects you registered for?   ....

PART TWO

Section One   *Functions of workbooks:*

5.   Do you understand the purpose of the workbooks?

      yes   ☐

      no   ☐

6.   If your answer is 'yes', how useful are the English Literature workbooks? ....

      ....

      ....

Section Two   *Understanding the requirements of using the workbooks*

7.   Indicate with an **X** whether or not you follow each of the following instructions:

Do you always	yes	no
try to read and understand the lesson from the summary?		
refer to pictures and other illustrations?		
do the exercises that come immediately after the lesson?		
write in the workbook?		
answer the questions before referring to the answers?		
check the answers after answering all the questions?		
revise the lesson by taking only the main points?		
try to understand why you got the answer wrong?		
fill in the difficulty sheet?		
do the exercises in the worksheet?		
send the worksheet to LDTC for marking?		

8.   Please indicate as above if you understand the importance of each of the following activities:

Do you know why it is important to	yes	no
read the summary of the lesson?		
do the short exercises of the lesson?		
fill in the worksheet		
fill in the difficulty sheet?		
send assignment for marking?		

Section Three   *Extent of using the workbooks*

9.   How   many   books   are   you   expected   to   read   for   this   course?

....

10.   How many workbooks have you read so far?

----

11.   Would you say you usually understand a lesson before you move on to

the next one

very clearly   ☐

clearly   ☐

not clearly   ☐

depends on individual chapter?   ☐

you are not sure   ☐

12.   I work on one lesson at least   .... times before I pass on to the

next one.

13.   I read the summary of one chapter at least.................................times.

14.   At least how much work do you do everyday?

one lesson   ☐

two lessons

☐

other (specify number of lessons)   ....

sometimes I do not do lessons at all   ☐

15.   Which exercises of the lesson do you do quite often?

Those that come immediately after the lesson   ☐

Those that are answered on the worksheet   ☐

Both   ☐

16.   Please tick in the appropriate column against each activity to indicate how often you do each of them?

How often do you	often	not often	never
write in a workbook?			
fill in the worksheet?			
submit assignments?			

17.   If you answered 'never,' please state reasons to support your responses

....

....

18.   How often do you do the exercises in the workbook?

often   ☐

not often   ☐

never   ☐

If your answer is 'never', state why   ....

Section Four *Use of other materials*

19. Do you ever read the textbooks that you are asked to refer to?

yes ☐

no ☐

20. If your answer is 'yes', how useful are the textbooks?

....

....

....

....

....

21. If you answered 'no', state reasons to support your response ....

....

....

....

Section Five *Comments*

22. Any comments about use of workbooks ....

....

....

....

....

....

....

Thank you for your time.

'Matitireng Fiee.

TUTORS QUESTIONNAIRE

*Please assist with my research on the 'use' of LDTC workbooks by filling in this questionnaire. The purpose of this study is to investigate the extent to which distance learners make use of the printed self- instructional materials. The 'focus' is on **the JC English Literature workbooks.** All the information you provide will be treated with confidentiality. You do not need to write your name.*

CONFIDENTIAL

PART ONE   *Personal Information*

Please indicate with a cross **(X)** where appropriate.

1. Age: ....

2. Sex: ....

3. Position held at the school: ..../...................................

4. Educational qualifications: ....Date(s) obtained:................

5. Teaching experience   ....years.

6.   Experience as LDTC tutor   ....years

PART TWO

Section One   *Understanding the requirements of using the workbooks*

7. Did you get an opportunity to participate in the training on the 'use' of LDTC

    workbooks?

    yes   ……………

    no   ……………

8. Would you say learners in general understand the requirements of using the

    workbooks?

    yes: ………

    no: ………

9. If you answered 'yes', how would you rate their understanding on the 'use' of

    workbooks?

    excellent ………

    good   ………

    fair   ………………

    poor   ………

    very poor ………

Section Two *Extent of using the workbooks*

10. Please indicate with an **X** whether or not learners are able to do each of the following accordingly:

Activities	yes	no
reading and understanding the content		
following instructions		
filling in the difficulty sheet		
filling in the worksheet		
submitting assignments		

11. Please indicate with an **X** the rate at which the learners submit assignments:

excellent ....

good ....

fair ....

poor ....

very poor................

Section Three   *Use of other materials*

12.   Are the learners able to refer to other materials such as textbooks?

yes   ……………

no   ……………..

13.   To what extent would you say the learners make use of the textbooks?

to a greater extent   …………..

to some extent   ……………

to a less extent   ……………

Part Four   *Comments:*

14.   Kindly indicate below, any other comments you may have concerning the 'use' of

workbooks:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you for your time

'Matitireng Fiee.

ACRONYMS

ADE	Adult Education
BE	Basic Education
BE	Business Education
BEU	Basic Education Unit
CE	Continuing Education
CEU	Continuing Education Unit
COSC	Cambridge Overseas Schools Certificate
DS	Development Studies
DTEP	Distance Teacher Education Programme
EcoL	Examinations Council of Lesotho
EDC	Emlalatini Development Centre
JC	Junior Certificate
ICE	Institute for Continuing Education
IEC	International College of Education
IEMS	Institute of Extra Mural Studies
LCE	Lesotho College of Education
LDTC	Lesotho Distance Teaching Centre
LP	Lerotholi Polytechnic
NADEOSA	National Distance Education for Southern Africa
NMDS	National Manpower Development Secretariat
NTTC	National Teacher Training College
NUL	National University of Lesotho
POP/FLE	Population and Family Life Education
RE	Research and Evaluation
SAIDE	South African Institute for Distance Education
UNISA	University of South Africa