

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**A STUDY OF THE PROMOTION OF AUTONOMOUS
LEARNING IN DISTANCE EDUCATION
(WITH PARTICULAR REFERENCE TO ST. MARY'S
UNIVERSITY COLLEGE)**

BY
BY ASAYE TEKLU

JUNE 2006

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UNIVERSITY COLLEGE)**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE (TEFL)**

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CHAPTER ONE

1.1 Background of the Study

It is beyond dispute that, quality education is a common demand for any sort of teaching learning process. Ingredients, ensuring the existence of this quality education, have to be checked in all sorts of instructional process. Distance education is not an exception in this regard.

Distance education program has to meet some major requirements for its effective implementation. Among these requirements, materials of distance education need to be loyal to some basic norms and principles of the preparation of distance education materials one of the major aspects is line with these principles is the consideration of factors which promote learner autonomy in the preparation of materials and the overall instructional process of distance education.

It is well known that the active involvement of distance learners in their own study is an essential factor for their academic success. Moreover, distance learners' ability to comprehend texts, activities and instructions incorporated in the materials without the help of others would be significant to their academic success. Language materials prepared for the purpose of teaching the language skills in distance. Without these elements, the introduction of distance education in a condition where traditions of face-to-face tutorial is common could prove a major hurdle.

1.2 Statement of Problem

There are many problems which arise in relation to the motion of distance education. Some of the problems are related to the normal face-to face training programs. On the other hand, distance education specialists point out many problems which are particularly related to distance education programs. Reddy (1995) indicates that, as distance learning does not allow the conventional face-

to-face instructional process. Thus, endeavors which could possibly boost the possibility and likelihoods of the distance learners' to organize and direct their study by themselves more would be quite essential. This could lead us to very important notion; learner autonomy in distance learning.

The major challenge with regard to the instructional process of distance learning could most likely prevail from the very nature and characteristics of the distance education itself. Since the human element, acting as face-to face instructor is not there in distance learning, Reddy (Ibid) names the system as an artificial communication. This has been stated to emphasize that the teacher is not the central agent in the link between the learner and the lesson. They are the learners themselves who do the crucial activities in the overall teaching learning process. Not the teacher, the institute or whosoever. This fact leads to the pursuit of possible ways of ensuring learner autonomy which is also termed by Reddy (1995) as independent study or self-directed learning in distance education.

1.3 Objectives of the Study

The general objective of this study is to investigate elements which insure learner autonomy in the distance education program of St. Mary's University College's. (Year I, English Course). It also sets out to explore to what extent elements of distance education materials are presented in a way they could help distance learners to go about their study independently.

The Specific objectives are:-

- To explore whether or not the distance education materials, especially modules, consider the basic principles underlying the preparation of Independent-study learning material.

- To explore whether or not distance learners are provided with the appropriate supports from the institution or tutors so that they can carry on with their study independently.
- To investigate how far distance learners and material designers of distance education are aware of the significances of elements of autonomous learning for and effective instructional process of distance education.

1.4 Significance of the study

Distance education technologies are expanding at an extremely rapid rate. Instructional designers and curriculum developers should be engaged in the business of preparing distance materials by giving due considerations to the underlying issues related to the preparation of distance materials. As the number of institutions, offering distance education in Ethiopia is growing wider and wider, it would also be vital to check if material designers really consider the basic issues related to the preparation of distance materials. Among these basic issues, the review of how far distance materials lend themselves to self-directed learning opportunity is worth investigating.

The existence of elements, which create learner autonomy, self-study or independent learning are highly significant as these elements are directly related to the fundamental nature and quality of distance education. According to Richards (1984), 80-90% of all distance learning Materials fall in the category of print material. As distance education modules are considered among the major print materials in distance education, especially in Ethiopian context, (although no empirical research has been checked in this area), professionals engaged in the venture of preparing language modules need to be acquainted with the basic principles of designing effective and quality distance education module, that allows learner's follow its route independently. This

would help a lot to the successful implementation of the distance education program.

So far, few local researches have been made in the area of learner autonomy as far as the knowledge of this researcher goes: Atikilt (1998) and Tedros (2004). Nevertheless, the researcher has not come across any local research that has studied about the promotion of autonomous learning to the particular interest of distance education. One major importance of this study thus would be to fill in the gap of research in this area.

The other major importance of this study is to reflect on some fundamental inputs which foster learner autonomy in distance education program outside the materials and modules prepared to teaching language at a distance. In a way, language module designers for distance education and institutions offering distance education are expected to get a meaningful support from the study.

1.5 Scope of the Study

As it is known, there are various materials which are employed in the instructional process of distance education. Electronic, telegraphic, video-conference and audiovisual materials as well as computers are among the major devices to be mentioned in this regard. The writer of this paper believes that, researching the quality and level of elements representing learner autonomy in distance education programs using the media mentioned above would contribute a lot for the effectiveness of the distance education program in general. However, this research limits itself to the investigation of the major attributes of autonomous learning in distance learning program offered by St. Mary's University College only. Among these, the opportunities given to distance learners to make use of their suitable strategy of learning, the facilities provided to distance learners in such areas as self-assessment and

self-reflection and the extent to which materials particularly modules prepared for distance education of language lend themselves to self-directed study condition are areas to be investigated in-depth.

With this intention, this paper sets out to investigate factors of self-evaluation, self-reflection and motivation with respect to their relation to autonomous learning in year I distance education program of St. Mary's University College's English language course. Besides, interaction types, clarities of contents, and factors of motivations will also be investigated.

1.6 Operational Definitions

Learner autonomy, independent study, and self-directed study are very important terms which are used interchangeably throughout this paper. All imply the learner's ability to go about his/her study by him/herself or without the intervention of instructors or other individuals.

CHAPTER TWO

Review of Literature

2.1 Definitions, Elements and Characteristics of Distance Education.

Richards, (1984) states that many individuals take distance education equivalent to correspondence education that has long history dating back to 1728. He further explains that, correspondence education gives an emphasis to print based exchange of materials through mails. This misconception, according to the writer has become a major reason for the underestimation that has wrongly been attached to the education program in general across various parts of the world.

For this reason, Richards seems to be cautious about selecting an appropriate quotation that best represents the general essence of distance education.

Holmberg as quoted by Richards (1984:10) defines distance education as

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

This definition helps us speculate on the distance education program from different viewpoints such as its scope, characteristic features as well as what really it requires for its effective implementation. As a matter of fact, these kinds of definitions could give us more information about the concept; although they can not be considered as conclusive agreements.

Lack of general consensus among scholars as to what the conclusive definition of distance education should be does not inhibit one from grasping major concepts, which could generally represent the major characteristics of distance learning. Paran (2002) characterizes distance education from its geographical

flexibility point of view. He states that, distance education program is a kind of education system that does not force a learner to uproot from his origin and go to some institution while studying. This definition looks the concept of distance education from its geographical point of view, while Holmberg's definition tries to indicate the scope of the notion along with its distinctive characteristic features.

Apart from these, some definitions of distance education incorporate the notion of autonomous learning in their body as their vital component. The following extract could be considered as supportive evidence.

“Distance education is centered of two key concepts; teaching and learning, the designing and delivery of such programmes must therefore reflect an understanding of the needs of the distance self-satisfying learning process and methodology to deliver such process.” Shaughnessy (1993:2)

2.2 What is Learner Autonomy?

Jung (2000:2) defines learner autonomy as “...the extent to which learners make decisions regarding their own learning and construct their own knowledge based on their own experience. However, the notion of autonomy, according to Nunan, Lai and Keobke (1999:68) “...is not an absolute concept.” It is not a notion that has one and well marked definition. Yet learner autonomy has got a range of particular representative features.

For many scholars, such as Smith (1999) and Tudor (1996), learner autonomy is a goal that is expected to be met by learners gradually; not a theory that would enforce a particular way of learning. Hence, it would be rather unreliable to mark a clear limit as to how much the level of autonomy should be on the part of the learner at a given point in his educational career. According to Nunan, Lai and Keobke (Ibid), there are various degrees of learner autonomy.

They further indicate that, the ability of learners to do their works by themselves at different levels is the major doctrine of learner autonomy.

Little (1991) indicates that autonomy is likely to be hard won and its permanence cannot be guaranteed, and the learner who displays a high degree of autonomy in one area may be non-autonomous in another. This may lead us to an inference that autonomy is a educational process targeted at some particular end; not a destination by itself.

In this regard it also seems judiciary to assume learner autonomy as the ability of learner to work on educational activities independently at different level of competence. Indeed, the learner autonomy appeals for a high level effort, both from educationalists and learners for its successful rate of development.

2.3 Learner-Centeredness and Learner Autonomy

As to the reason why the learner has to be autonomous particularly in distance learning, Reddy (1995) states that the strongest pedagogical implication of learner autonomy in distance education is because the learner has to learn apart from the teacher. Learner autonomy will most likely prompt distance material designers seek for an effective way of representing language skills in a way they could ensure learner –centered media of learning.

McKay and Tom (1999:2) argue that,” In addition to language skill, students bring background knowledge and experience of their own and other cultures as well as knowledge and experience gained from world or at home.” These background inputs could serve distance material designers to create a media of learner-centered study in all the language skills represented in distance education or adult education programmes. Nunan (1988) lists out some major assumptions underlying the aim of learner-centered philosophy in teaching a specific language skill. Substances which can help the learner to identify their own preferred way of learning and to develop skills needed to negotiate the curriculum are among elements which promote learner-centered curriculum.

Nunan (Ibid) further indicates that, inputs which encourage learners to set their own objectives, help learners to adopt realistic goals as well as aid learners to develop their skills in self-evaluation are ingredients which make up the content of materials designed for learner centered language learning.

2.4 Theoretical Bases for Learner Autonomy in distance education

There are some major theories of distance education which have close relevance to the notion of learner autonomy. Keegan (1988) points out theories of autonomy and independence, theories of industrialization and theories of interaction and communication to be among the major theories of distance education in this regard.

2.4.1 Theory of Autonomy and Independence

Paulsen (1993:2) citing Moore states that, " ... distance education organizations should ideally give students maximum independence with regard to choice of aims, objectives, study methods, and learning activities, study paces and progression as well as evaluation. This theory is the major theory of distance education on which the complete concern of this paper rests.

2.4.2 Constructivist Theory

There is also another theory named constructivist that has close relevance to the notion of autonomous learning in distance education this theory has got an important element to impart to the concept of autonomous learning in distance education.

Wilson (1997:1) states that,

"It (constructivist theory) presumes that students who are active and take control of their own learning at any age level or in any learning situation perform better and achieve better results. The students who already use these tactics must nurture them. Those students who do not

have the skills must develop them to be more successful. Distance education students who have developed this style will be more successful than those who have not.”

This theory clearly demonstrates that, distance learners who have more control over the complete instructional process are more advantaged in terms of their overall educational success than those who do not. It also indicates that, learner autonomy has a vital point to maintain as far as the overall instructional process of distance education is concerned. Wilson (1997:6) summarizes constructivism as “true constructivism allows students to explore and create their own meanings.”

2.4.3 Theory of Transactional Distance

According to the theory of transactional distance introduced by Moore as cited by Jason et al (2002), autonomy and transactional distance are positively related. In this theory, it is indicated that the knowledge about the level of independence the distance learner has is an important factor for an effective implementation of distance education.

From the view point of this theory, we can see that there exists some limit for the provision of independent study while discussing the issue of learner autonomy in distance education.

Based on this theory, there is a model named transactional modes introduced by Rumble as cited by Richards (1984). This model clearly analyzes the course delivery system of distance education into three parts: transactions with materials, with intermediaries and institutions. This model gives due recognition for the special nature of the teaching/learning relationship or interaction in distance education.

From the theories of distance education mentioned above, one can clearly observe that these theories unanimously capitalize on the major significance learner autonomy has to an effective distance education programme.

2.5 Why Learner Autonomy (Self-Regulated Learning) in distance learning?

According to Wilson (1997), self-regulated learning has got such attributes as: approaching education tasks with confidence, diligence, and resourcefulness where the learner knows what he should and should not do. Besides, the writer indicates that, the learner should seek out information when needed and follow the necessary steps to master it, He also argues that, the distance learner finds a way to succeed when he encounters obstacles such as poor study conditions, confusing teachers, or puzzling textbooks if he develops his self-regulated study skills.

2.5.1 The Use of learner Autonomy for Distance Education in General

Certainly, distance learners' could not get an easy chance to acquire self-study skill with no meaningful support from materials prepared to teach in distance, tutors or the institution that offers the programme. Dubin and Olshtain (1986) state that contemporary courses based on a humanistic view of teaching place much emphasis on the development of learner autonomy as the central objective of their syllabus. They further indicate that the success of the course as well as the level of achievement on the part of the learner is measured in terms of the extent the learner has become independent in his study rather than how far he mastered the subject matter. This Humanistic

view of learning seems to utterly be reflected in the notion of distance education.

In addition to this, different scholars have different suggestions concerning what learner autonomy means to distance education. For example Moore (1984) states that Learner autonomy should be a goal of distance education. He further explains that learner autonomy should be considered as an important agent which helps distance learners become self-directed in the distance education programmes.

Sure enough, much has been said and of course will also be elaborated on the significance of learner autonomy in distance education throughout this study. However, it would be important to highlight some important factors which indicate the value independent learning adds to the distance learning programme in general.

Thompson (1988) researched the help of autonomous learning for the academic achievement of distance learner and discovered a positive relationship between self-directed learning and academic achievement. In Relation to these findings, Shaughnessy (1993:1) recommends that,

“...distance learning should seek to facilitate an effective teaching and learning process wherein the distance learner is encouraged to develop a level of independent and critical thought whilst enjoying the advantages of autonomous study.

2.5.2 Learner Autonomy for Language learning in Particular

The importance of autonomous learning for the particular interest of language teaching could also emanate from some major assumptions about the constructive features of being autonomous learner. Wenden (1991) States that, as autonomous language learners assume that they

play a major role in their language learning, they are willing to assume more responsibility. Of course, Pick (1990:4) has more to stress on the significance of learner autonomy to language learning,” language learners will learn more effectively if they accept responsibility of their learning.” In addition to these, Reynard (03:4) expresses that “a key aspect of distance learning is self-direction both in navigation and resources selection.” The writer further argues that, rote learning and rigid practice will frustrate language learner in distance.

From these discussions, we can draw one major point about the relationship that lies between learner autonomy and distance education that is learner autonomy has got a positive impact on the academic achievement of learners in distance education.

2.6 Some Fundamental Elements of Learner Autonomy in Distance Education

Wedmeyer cited by Pick(1990:1) identifies the essential elements of independent learning as “...greater student responsibility, widely available instruction, effective mix of media and methods, adaptation to individual differences, and a wide variety of start, stop and learn times. Almost all points indicated above concerning learner autonomy in distance education carry nearly similar elements which could be considered among major ingredients of learner autonomy. Among these components, the substance that sustains greater responsibility for learners during their study seems to stand out dominantly.

2.6.1 Learning Strategies and Autonomous Learning

O'Malley and Chamot (1990) split learning strategies into three main sections: meta cognitive, cognitive and socio affective. Cognitive strategy is concerned with applying a certain technique to a certain task such as repeating, reasoning and analyzing. On the other hand, metacognitive strategy is related to the learning process such as organizing, planning and monitoring the learning process while the socio affective strategy is related to involving oneself or others such as co-operating with peers and seeking for clarification.

The relevance of the concept, learner strategy, to autonomous learning is quite significant when it especially comes to distance education. Hurd (1999) has made an intensive research on the significance of learner's effective use of learning strategies to autonomous learning in distance education. His discovery demonstrates that the three learning strategies are essential for and effective autonomous learning in distance education although he states that one of the strategies, metacognitive strategy, is not only essential element of distance education, but also a pre-requisite for its effectiveness in terms of promoting learner autonomy. Rising from his findings, Hurd (1999:17) stresses that,

“Language learners at a distance need to be shown more concrete examples why and how developing strategies, in particular metacognitive ones, can help promote more effective learning and by doing so, be time-saving rather than time-consuming in the long run.

At this point, it would be important to mention that a range of elements of autonomous learning which have been discussed so far and of course would also be discussed ahead are associated with one

or more of the sub-components of the three major learning strategies mentioned above.

2.6.2 Interactions and Learner Autonomy

Interactions in different directions are important aspects of distance education which can promote learner autonomy. Distance learners can interact with their tutors, other distance learners or the material itself to guarantee autonomy in their study. This kind of interaction could be associated with socio-affective strategy of learning, which has got a close relevance to the various ways of interactions autonomous learners should establish.

Moore (1984) mentions three main types of interaction in distance education: Learner-content interaction, Learner –instructor interaction and learner-learner interaction. He indicates that, texts designed for distance learning in medieval times were mainly aimed at instructing and had a very much limited aspect of entertaining learners. He termed these types of texts as content-interactive in their nature. In other words, these kinds of materials did not allow the learner to interact with the materials themselves, other learners' or tutors. They were rather bound to serve the purpose of one way interaction only; that is an interaction with the material itself. Nevertheless, he witnessed some improvements concerning the existence of more interactive equipments in distance education materials in recent times of his writing.

In this regard, it would be important to mention some characteristics of materials in terms of their capacity to lend themselves to a successful interaction; that is an interaction between materials and learners

2.6.2.1 Interaction between Materials and Learners

Reynard (2003:2) criticizes content-based language course as” ... content-based language courses often provide only de-contextualized language supports that have diminished relevance for learners.”

On the other hand, Richards (1984) indicates that an effective interaction between the material and learner builds distance learner’s confidence. He argues that, a friendly and informal use of structures such as using personal pronouns and contractions aimed at making the material user friendly could enhance learner-material interaction. With that he summarizes his argument by advising distance material writers to try to establish a meaningful and effective interaction between learner and the material in order to promote autonomous learning.

It has been indicated that materials of distance learning should be designed in such a way they could foster self-directing learning and promote learner autonomy. Dickinson (1980:80) advises material designers and individuals who adapt language teaching materials for autonomous language learning that, as the tutor are not there to administer the instruction,” ... materials themselves should ideally contain the help and information which a teacher would supply.” Here, complete clarity and explicitness of instructions and procedures concerning how to use the materials provided for distance learners is emphasized. Dickinson (1987:80) argues that,

“...since there may be no one to give direction in the organization of the work-such materials as the order of the units to be worked on, the pacing of the work, the timing of the work, the combination of various materials-then the materials themselves either must have such organization

built in them, or they must provide advice and help for the learner to make decisions for herself.”

Dickinson (Ibid) indicates that materials designed for autonomous learning should have all the features a good language teaching material should possess such as variety, interest, clarity and so on. Dickinson (1987:80) further argues that, materials designed to foster autonomous learning should also have:

“A clear statement , meaningful language input, exercise materials and activities, flexibility of materials, learning instructions, language learning advice, feedback and tests, advice about record keeping, reference materials, indexing, motivational factors, advice about progression”

The above mentioned elements are some of the important substances promoting autonomous learning. Here, we can check if there exists a substance that reflects learner autonomy in the process of distance education by evaluating the quality and range of the attributes of independent learning mentioned above.

As it has already been indicated, the learner’s comprehension of the objective of learning a particular topic in distance education material is a vital concern as far as the issue of building the confidence of the distance learner is concerned. However the mere understanding of objectives in materials designed to foster learner autonomy or self-directed study does not necessarily entail meaningful autonomy. In other words, learners should not only be expected to identify their purpose of learning in order to be autonomous learners. Objectives should also provoke learners reflect on what they are expected to perform upon completing a given task and set their own objectives following the completion of one section, besides being clear and

intelligible. With this regard, Dickinson (1987) asserts that material designers preparing materials for autonomous learning should be able to make learners' begin to think what they will be expected to do at the end of the lessons. Moreover, Dickinson (Ibid) indicates that, learners should also be encouraged to strength their independence through setting their own objectives to direct their continuing independent study. This encouragement could also be considered as one aspect of motivation which shall be treated ahead.

2.6.2.2 Interaction between Material designers' and distance learners'

The interaction between material designers and distance learners, in the area of selecting contents for the distance material could also enhance learners' motivation and intern facilitate learner autonomy. This kind of connection could build the confidence of the learner and create sense of ownership to the material. Bloor and Bloor (1988) in this line argue that, a course based on a process of negotiating the contents of the syllabus, its objectives and process of learning with learners is more motivating than the one which is imposed on the learners by an institution or another authority.

2.6.3 Preparing Materials for Autonomous Learning

While discussing the issue of learner autonomy in distance education, the role distance education materials play with regard to ensuring learner autonomy is an important concern which should not be overlooked. In this regard, it would be crucial to check the quality and rang of substances signifying learner autonomy in written materials of modules, audio materials and worksheets prepared for the instructional process of distance education.

The following review is interested in demonstrating the major attributes of distance education materials designed for the purpose of self-directed learning. Some ways and procedures for designing and adapting materials to allow learner autonomy will also be highlighted.

2.6.3.1 The Inclusion of Authentic Texts

Authentic texts have a great significance to ensure learner autonomy in different ways. Dickinson (1987) considers authentic texts among the major components of self-study materials. Authentic texts could be adapted or designed in such a way that the material designer or the tutor could work in collaboration with the learner by making use of the knowledge or experience which might not be possessed by the tutor or material designer. Here we can see that authentic materials could promote learner autonomy by allowing the learners use their own experience and background knowledge as inputs for their learning. At this point it would be important to mention a few points as to what the notion, authenticity, is all about. Carroll (1980) argues that, in order to categorize language tasks as authentic, all the tasks undertaken should be real life, interactive and communicative and should not just be designed for the purpose of language teaching.

2.6.3.2 Exploiting Learners' Background knowledge

Material designers have to create a means of making use of the background knowledge and experience of the distance learners' in order to promote autonomous learning. It is well known that, most of distance education learners are adults, who have their respective life experiences. These experiences could facilitate co-operative learning and promote autonomy if the distance learning programme creates a

favorable condition for their elicitation. Dickinson (1987:69) in this regard argues that

“The acceptance that the learner possesses the specialist knowledge of the content while the tutor has the specialist knowledge of language study techniques can lead to a collaborative approach to learning and help to accelerate the trend towards autonomy.”

After accepting that the learner has specialist knowledge of various contents of the language, the material designer needs to use his own specialist knowledge to create a link between the learner’s experience and that of his own professional talent. Out of this connection, Bloor and Bloor (1988) stress that the two parties; learners and material writers ways as continuous discussions or some sort of inventory of objectives.

2.6.3.3 The Inclusion of Motivational Elements

Motivation is one of the major factors that contribute to learner autonomy in distance education. Concerning ways of helping students to be motivated by materials of language learning, Dickinson (1987) points factors such as the attractiveness of the book, the layout, type face, should be “as professional looking as possible.” (Dickinson (1987:86).

He further indicates that motivating expressions, encouragements and warning such as ‘Never get discouraged’ ‘do not be impatient’ arose the interest of the learner to work on activities independently.’

Richards (1984) includes motivational elements among the preliminary considerations which should be made by material designers of distance education. He argues that, distance learners are usually

motivated. But this background motivation could start to decline if materials do not allow an opportunity to keep it alive. In this regard the writer outlines some viable routes which should be followed by distance module writer to make the material motivating. Among these, materials should be relevant to learner's needs, attractively presented, written in a clear and friendly style and designed to boost learner's confidence. He further indicates that, pedagogic supports that help the learners to get definite and visible knowledge about their progress on the course will increase motivation. For this purpose, Richard (1984:97) point out:" clear structure and effective 'chunking', precise objectives, self-checking mechanisms, feedback (on answers to questions) and summaries..." are important motivating factors which should come together with essential pedagogic supports that help the distance learner to boost his confidence in his study.

Besides, materials for language learning could incorporate various motivational components which could provoke learners to use them independently. for example, Tudor (1996) point out elements such as learners need to read academic material, want to get access to a popular music and need to participate in business meetings and socialize with friends and so on as some 'functional goals' towards which motivational elements of materials could be directed. Here, we can see that objectives could be written by incorporating motivational elements could be directed. Here, we can see that objectives could be written by incorporating motivational elements which could help learners to achieve goals such as the stated above or others.

There are also other motivational factors which have got a close relationship with objectives. Dickinson (1987) argues that, finding a way of mapping out a set of objectives in self-study materials will increase learners' motivation as it helps them to get insight concerning

the relevance of the consecutive topics given to their purpose, as well as the relationship that lies between contents.

2.7 Self-Assessment

Tudor (1996) states that, the term assessment is considered by most language learners who have undergone a formal face-to-face instruction as it is mainly a process in which the passing or failing of learners is determined by an external entity or examiner only. Nevertheless, the significance of the term would be by far more valuable than this when it specially comes to the concept of autonomous learning in language. Dickinson (1987:136) argues that, "The ability to evaluate the effectiveness of one's own performance in a foreign language is an important skill in learning and particularly important when the learning becomes autonomous."

2.7.1 Self-Assessment and Autonomous Learning

As to the significance of an effective autonomous language learning, Dickinson (1987) indicates that, self-assessment helps learners to have an idea as to how learners could carry on with the language learning independently by engaging themselves in an effective assessment of their learning, Dickinson (Ibid) further argues that learners' could make decisions in such areas as whether to go on to the next item or give more time for it, allocate appropriate amount of time for various language skills and make decisions concerning possible needs of remedial work. As a result, he stresses that the learners could promote to a meaningful decision making phase and eventually assume autonomy for their own learning.

2.7.2 Techniques of Self-Assessment

Self-monitoring and self-correction are two techniques of self-assessment techniques introduced by Dickenson and Carver (1980). The former techniques prompts the learner to maintain a record of his own progress through the syllabus by using simple checklist method or self-rating mechanism. On the other hand, self-correction is a process whereby the learner is given the chance to correct his won written exercise. This technique needs the provision of keys at the ends of each exercise or the book. This would allow the learner to check his answer with the key provided whenever he feels like doing so.

2.8 Self-Reflection

Self-Reflection is also another aspect which should get due consideration in relation to promoting learner autonomy. Learners who are given the chance to reflect on their study would get more chance of developing autonomy. Concerning the implication of learner reflection to academic achievements, Little (1991) segues that, learners who are autonomous with regard to their capacity to reflect on their learning, to identify the purpose of their study as well as to define their way of learning along with the degree of accomplishment prove more academic success.

There are some concrete procedures which help us to prepare materials in such a way they could promote learners reflection. For example, Nunan, Lai and Keobke (1999) recommend that the inclusion of elements that ask learners to comment on their opinion regarding how they approached different tasks and what their personal opinion about the approach of language learning adopted, facilitate self-reflection. Besides, queries about what difficulties learners faced while studying with the material and what suggestions they have for future

action in order to minimize these problems are other ways to help learners reflect on their learning.

CHAPTER THREE

Methodology

3.1 The Subjects

The subjects of this research were six module writers and twenty four distance learners. The instructors were chosen as subjects because they have been involved in the preparation of the language modules of distance education for St. Mary's University College. On the other hand the twenty four distance learners are all chosen from St. Mary's University College and have all taken ENLA 121 and 122 courses offered in the first year of their study or currently taking ENLA 122 course offered at the same institution. As they have been exposed to the distance education programme before, it is believed that they have responded to the questions properly.

3.2 Data Collection Tools

3.2.1 Questionnaires

Questionnaires have been administered both for distance learners and instructors who have involved in the preparation of materials of English language for distance education.

All the distance learners are chosen from St. Mary's University College and have either taken one course of English at distance: (ENLA. 121), they are taking the second course of language that is (ENLA. 122) or they have taken both courses before and still pursuing their distance education at the same institution. This has been made in order to

collect reliable data from distance learners who have a better exposure to distance education in language.

The module designers who have participated in the research are both from inside and outside St. Mary's University College. However all have taken part in the preparation of language modules and other materials prepared for distance education connected by St. Mary's University College.

The distance learners' questionnaire has mainly targeted at gathering information concerning how effectively they have managed to go about their study independently. Data exposing to what extent learners are aware of the significance of elements of autonomous learning and to what extent they would like to be autonomous in their study is expected to come out. Concerning teachers' questionnaire, data exposing the extent to which material designers or tutors of distance education consider the major issues related to autonomous learning are expected to come out.

3.2.2 Interview

Eight distance learners who have filled the questionnaire are involved in the interview. This instrument has been chosen for two main purposes. The first purpose is to triangulate the response of learners in the distance learners' questionnaire. Secondly, it has also been expected that factors of autonomous learning and problems related to self-directed learning, which are not responded in the questionnaire could be elicited through this instrument.

3.2.3 Document Inspection

The distance education modules of ENLA. 121 for St. Mary's University College are taken as samples for document inspection to research the extent English language modules of St. Mary's University College lend themselves to autonomous learning. The researcher has used document inspection as another instrument to cross-check some responses obtained from distance learners regarding elements of autonomous learning in distance education. Some major factors representing autonomous learning such as motivating expressions, answer keys and self-assessment exercises as well as elements which promote various sorts of interactions have been extracted from the two modules. Different sorts of elements which can promote learners use of various sorts of learning strategies are also extracted from the module mentioned.

3.3 Analysis

Most of the data obtained from the questionnaires have been converted to percentage, tallied and tabulated. Similarly data obtained through interview has also been analyzed and interpreted.

CHAPTER FOUR

Presentation and Discussion of Data

Data obtained from distance learners' and material designers' of distance education are targeted mainly in the light of the following four points:

1. The extent to which learners get the opportunity to go about their distance study through elements of self-directed learning

included inside or outside distance education materials especially distance education modules.

2. Which areas of autonomous learning are most emphasized in distance education materials?
3. The extent to which distance material designers' consider the inclusion of elements of autonomous learning.
4. Learners' and module designers' attitude towards the inclusion of elements of autonomous learning in distance education programme.

The following section shows data obtained from distance learners. Each data are tabulated and followed by analysis and interpretation. Five items are included in almost all the tables.

4.1 Data collected from Distance Learners Questionnaire

Table 1 Learners response concerning how often they are exposed to situations whereby they can practice metacognitive learning strategy

No	Item:	Scales							
		Always		Usually		Sometimes		Never	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Select their own Objectives	0	0%	0	0%	4	16.6%	20	83.3%
2	Decide their study paces	2	8.3%	5	20.8%	6	25%	11	45.8%
3	Select contents of learning materials	0	0%	0	0%	0	0%	24	100%
4	Decide exam time	0	0%	0	0%	0	0%	24	100%
5	Decide ways of evaluation	0	0%	0	0%	0	0%	24	100%

The above table reveals data obtained from distance learners' questionnaire about the extent the distance learners are given the opportunity to exercise their metacognitive learning strategy in their

study. Only 8.3% and 20.8% respondents responded that they decide their study pace ‘always’ and ‘usually’ respectively. The other 25% and 45.8% respondents indicate that they ‘some times’ and ‘never’ make decisions concerning their study paces respectively.

On the other hand, only 16.6% of the respondents indicate that they can ‘some times’ get the chance to select their objectives. Otherwise, none of the respondents get the opportunity to take part in fixing exam times, selecting contents of the material, and deciding ways of evaluation.

This indicates that learners have such a limited access to exercise one very important aspect of learner strategy metacognitive learner strategy, which represents autonomous learning especially for distance education programme.

Table 2 Learners response concerning the frequency of their exposure to exercise cognitive learning strategy

No	Item: How often do materials facilitate	Scales							
		Always		Usually		Sometimes		Never	
		Freq	%	Freq.	%	Freq.	%	Freq.	%
1	Repetition	6	25%	8	33.3%	8	33.3%	2	8.3%
2	Reasoning	3	12.5%	7	29.1%	7	29.1%	7	29.1%
3	Analyzing	10	41.6	6	25%	4	16.6%	4	16.6%
4	Memorizing	8	33.3%	4	16.6%	4	16.6%	8	33.3%
5	Interpretation	7	29.1%	5	20.8%	8	33.3%	4	16.6%

As one can see from the above table, 25% and 33.3% of the respondents indicate that they get elements which facilitate repetition in their study ‘always’ and ‘Usually’ respectively. This indicates that there is a higher range of responses in the positive side to the indicates of elements which help learner’s study through repetition.

On the other hand, the other aspect of cognitive learning strategy; studying through reasoning, does not seem to have as more positive

share of responses in the distribution as that of repetition. Less than 42% of the respondents indicate that elements of reasoning are included both for the scales indicated under ‘always’ and ‘usually’. The majority respondents; that is almost 67% of them indicate that factors of analysis, which are elements of cognitive learning strategy, are included ‘always’ and ‘usually’. The other two categories of cognitive learning strategy; memorizing and interpretation appear almost under equal distribution across the four scales. From this data, one can clearly observe that the distance materials lend themselves more for learner strategy related to analysis than the other categories of cognitive learner strategies mentioned in the table.

Document inspection has been made on module 2 and 3 of distance education for St. Mary’s University College to investigate elements representing the facilitation of learner’s practicing of their cognitive learning strategy. The following table demonstrates the approximate frequencies of statements representing cognitive learning strategy in the language module being studied.

Table 3 Data showing the approximate range of elements of cognitive learning strategies included in Module 2 and 3 of ENLA 121 for St. Mary’s University College

No	Item: Activities promoting	Freq.
1	Repetition and rewriting	9
2	Reasoning	12
3	Analyzing	5
4	Memorizing	0
5	interpretation	3

The above table demonstrates that contents of the two modules promoting reasoning and repetition are the first and second highest items with regard to facilitating cognitive learning strategies (See table 3 and 6 in Appendix V) On the other hand, there are nearly five and three items facilitating analysis and

interpretation respectively (See table 4 and 5 in Appendix V) No item has been detected as representative of facilitator of memorizing in the two language modules being studied.

While the learners' response indicate that analyzing is the most frequent cognitive learning strategy to be emphasized in the distance education materials, the document inspection demonstrates that elements promoting reasoning are the ones with the highest frequency as far as contents of ENLA 121 are concerned. Surprisingly enough, no item from both modules has been detected as a representative of helping distance learners to exercise their memorizing learning strategy. Apparently, some distance learners who are keen in exercising this learning strategy seem to be disfavored. The data obtained through document inspection does not match with the data obtained through learner's response in table 4, concerning distance learners' exposure to exercise cognitive learning strategy related to memorization.

The distance education module has tried to include autonomous learning attributes related to cognitive learning strategy to a satisfactory level. However it seems that some elements of cognitive learning strategy such as conditions allowing learners to exercise memorization and interpretation have to be included more, especially in materials designed to teach language at a distance.

Table 4 Learners' response concerning how often they are exposed to the various aspects of interactions.

No	Item: Facilitating	Scales							
		Always		Usually		Sometimes		Never	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Learner-material interaction	10	41.6%	6	25%	6	25%	2	8.3%
2	Learner-tutor interaction	2	8.3%	2	8.3%	10	41.6%	6	25%
3	Peer group interaction	4	16.6%	8	33.3%	10	41.6%	2	8.3%
4	Pair-work interaction	6	25%	6	25%	6	25%	6	25%

The above table shows learners' response concerning the frequency of their exposure to the various aspects of interaction in line with promoting learner autonomy. The data in the table illustrates four sorts of interaction which are considered to facilitate learner autonomy and self-study skills. Among these, Learner material interaction appears to be facilitated more than the other types of interactions indicated in table 4. More than 58% of the respondents indicate that learner-material interaction conditions are facilitated in materials for distance education 'always' and 'usually'. On the other hand, more than 49.9% of the respondents agree that conditions are 'always' and 'usually' safe to facilitate peer group interaction. Only 16.6% respondents say that they maintain interaction with their tutors 'always' and 'Usually'.

When one looks in to this table, he can clearly distinguish that the distance education programme under investigation appears to facilitate learner-material interactions more than the other types of interactions next to learner institute interaction.

Table 5 Learners response concerning questions related to elements of motivation in the distance education programme

NO	Item: How often are	Scales							
		Always		Usually		Sometimes		Never	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Reading passages attractive	3	12.5	12	50	5	20.8	4	16.6
2	Activities and tasks attractive	4	16.6	11	45.8	6	25	3	12.5
3	Illustrations, layouts and cover pages attractive	2	8.3	2	8.3	6	25	14	58.3
4	Motivating expressions included in the materials	8	33.3	8	33.3	6	25	2	8.3
5	Contents of the material relevant to learner's need or interest	4	16.6	9	37.5	8	33.3	3	12.5

According to the data in table 5, most of the respondents 'always' and 'usually' agree that they find reading passages, activities, tasks and other contents of materials prepared for distance education attractive. Besides close to 67% respondents indicate that motivating expressions are included in modules and other materials 'always' and 'usually'. However we can witness such a limited figure of positive responses concerning the inclusion of the other aspects of motivation indicated in the table. Only 16.6% of the respondents indicate that they 'always' and 'usually' find illustrations, layouts and cover pages attractive. The rest respondents state that these elements of motivation are either not there or appear in scarce.

This statistics reveals that elements of motivation do not exist to sufficient level in the distance education materials being investigated. We can see that distance learners are rather less motivated with regard to illustrations, layouts and cover pages of the modules for language learning.

The researcher has tried to take a critical look at the second and third parts of ENLA. 121 module of distance education prepared by St. Mary's University College to look some elements of motivation discussed in table 5. According to this inspection the researcher has made his personal observation that the cover page of the module is not so attractive. Besides, illustrations and pictures included in the module appear to be less clear mostly.

On the other hand, there seems to appear few elements of motivating expressions included in the module. Nearly, two statements are sorted out from the two modules as representatives of motivating expressions. (See Appendix V table 8) Besides, there are some elements in these modules which try to make activities and tasks related to learners experience and background. In this regard nearly three statements which are taken as evidences of module designers attempt to create a link between contents of the material and learner's experience and background are sorted out (See appendix V, table 2 No 2,3 and 4)

This finding prompts one to forward some recommendations concerning the motivational elements which contribute to autonomous learning in the distance language programme in general. With this regard, contents in materials particularly in the modules see to appear moderately attractive to much of the learners. Nevertheless, the attractiveness of the covers of modules in something that has to be considered by the University College. The same is true concerning illustrations and layouts. They need to be clear and more attractive in order to provoke learners' motivation and promote more level of independent study.

Table 6 Learners' response concerning the extent to which they are exposed to engage themselves in an effective self-assessment

No	Item: Opportunity by	Scales							
		Always		Usually		Sometimes		Never	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Providing keys for self-assessment exercises	20	83.3%	1	4.1%	2	8.3%	1	4.1%
2	Providing sufficient self-assessment exercises	17	70.8%	6	25%	1	4.1%	0	0%
3	Facilitating ways of self-monitoring	16	66.6%	4	16.6%	3	12.5%	1	4.1%
4	Making learners correct their own Written exercises	7	29.1%	8	33.3%	6	25%	3	12.5%
5	Providing procedures for self-evaluation	16	66.6%	6	25%	2	8.3%	0	0%

The above table reveals the data from learner respondents concerning to what extent distance learners are exposed to conditions where they can assess their academic progress by themselves. One can see from the table that five categories, which represent various aspects of self- assessment, are sorted out for analysis, The majority of the learners 'always' and 'usually' agree that the inclusion of various ways of self- assessment exercises is important. As it has already been stated, most of the respondents label that they are provided with keys for exercises, procedure for self-evaluation and also sufficient self-assessment exercises are given at different segments of their materials.

Moreover, most of the respondents also indicate that conditions are 'always' and 'usually' safe to self-monitoring and correct one's own written exercises. The highest percent as far as the inclusion of elements which facilitate ways of self-assessment is concerned goes to the 'always' or 'usually' scale. 83.3% of the respondents indicate that keys are 'always' provided for self- assessment

exercises. On the other hand, only 29.1% respondents indicate that they are given the opportunity to correct their own written exercise.

This data clearly demonstrates that the distance education programme being investigated facilitates self-assessment opportunities well. We can see that, the majority of the learners agree that sufficient self-assessment exercise along with their keys are provide to distance learners in materials to a satisfactory level.

Document inspection has been made to look in to elements of self-assessment exercises included in the two modules mentioned before. The following table demonstrates the approximate frequency of major elements of self-assessment included in the two modules.

Table 7 Data showing the approximate frequencies of elements of self-assessment substances included in module 2 and 3, ENLA 121 distance modules of St. Mary’s University College.

No	Item:	Freq.
1	Keys	4
2	Self-assessment exercises	4
3	Self-correction writing exercises	0
4	Procedures or advices for self- evaluation	1

The above table demonstrates that there are four keys and four self-assessment exercises included in the module. There are four units included in the two modules, for each unit there is one self-assessment exercise along with its keys. On the other hand there is only one advice given to learners concerning self-evaluation; that is: “Dear student you

are supposed to check your answer with the answer keys after having attempted each and every activity. But be honest to yourself not to refer to the answer keys before you try out every activity “(Module 2 page 221). No element has been detected as self-correction written exercise throughout both the modules under investigation.

This data seems to match with data obtained from learners' questionnaire in table 6. Both tables (table 6 and table 7) demonstrate that good number of keys and self-assessment exercises are provided to learners. Yet the module needs to incorporate more advice concerning self-evaluation. Besides, it could be better if some elements of self-correction exercises to learners' written works are included in the materials.

There seems to appear sufficient elements which allow distance learners to engage in self-evaluation schemes. Yet clear procedures which help learners to engage in an effective self-evaluation seems to be in scarce and need to be included more in modules and other materials. Besides, there appears to be quite minimal elements which allow learners to correct their written exercises by themselves. These elements need to be included more in the materials too.

Table 8 Learners response concerning the frequency of their exposure to reflect their opinions concerning the various aspects of their study.

No	Item: Reflections regarding	Scales							
		Always		Usually		Sometimes		Never	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	How they have approached different tasks	0	0%	1	4.1%	22	91.6%	1	4.1%
2	Their personal opinion concerning contents in the materials	0	0%	2	8.3%	20	83.3%	2	8.3%
3	Problems faced during study	0	0%	1	4.1%	21	87.5%	2	8.3%
4	The overall instructional process	0	0%	1	4.1%	21	87.5%	2	8.3%
5	Distance learners suggestion to solve problems faced during study	0	0%	6	25%	13	54.1%	5	20.8%

The above table illustrates data concerning learners' response concerning the extent they are exposed to situations where by they can reflect on various aspects of their distance learning through various media. As we can see from the table, no student in the five categories 'always' gets the chance to reflect on issues such as how he/she approached tasks, what problems he/she faced during his study and what his/her comment on the over all academic progress is. Besides, learners responded that they have not 'always' been given the chance to comment on the contents of the materials and reflect on problems faced during study and what they feel has to be done in order to solve these problems.

The general view of the data in this table reveals that there exists a particular dissatisfaction on the part of distance learners' concerning the sufficiency of elements of reflection included in their distance education programme. The majority responses indicate that distance learners are given the chance to reflect on their ideas suggestions and opinions related to their study only 'sometimes', this may indicate that sufficient amounts of elements of reflection which could come to the level of the satisfaction of distance learners are not included in the materials prepared for distance education.

Document inspection on the two modules stated above has been made to investigate elements signifying self-reflection. The following table reveals data with this regard.

Table 9 The following table reveals data obtained from module 1 and 2 of ENLA 121 distance education for St. Mary's University College concerning various types of learners' reflection.

No	Item: Reflections facilitated in the module regarding	Freq.
1	How learners have approached different tasks	3
2	Learner's personal opinion concerning contents in the materials.	1
3	Problems faced during study	0
4	The overall instructional process	0
5	Distance learners suggestion to solve problems faced during study	0

The data obtained through document inspection in table 9 indicates that there are more number of elements facilitating learner reflection concerning how they have approached different tasks (See No 1, 2 and 4 in table 1, Appendix V) than the other elements of reflections included in the table. Distance learners are asked to reflect on contents in the material only once in both modules (See No 4 in table 1, Appendix V). In both modules, learners are not given any chance to reflect on any of the issues indicated in table 9 numbers 3, 4 and 5.

Both learners' response and the data obtained through document inspection do not indicate a well numbered figure with regard to reflections concerning issues of autonomous learning related to learners' reflection mentioned above. Materials need to allow learners to reflect on the various aspects related to their study. Indeed, the reflections will be significant provide that they are used to help material designers and learners to make remedial works rising from comments and suggestions reflected. For this purpose, networks have to be established between material designers and materials containing learners' reflections besides the inclusion of elements of reflections in materials.

Table 10 Learners' response concerning their attitudes and level of agreements concerning various facilitates of autonomous learning provided to them and what their role should be in promoting learner autonomy

No	Item:	Scales							
		Strongly agree		agree		disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	If I get the right material, I would rather study alone.	10	41.6%	12	50%	2	8.3%	0	0
2	I should not decide the course content, objective or ways of evaluation for my study	11	45.8%	8	33.3%	2	8.3%	3	12.5%
3	The module does not teach me what I really want to learn	7	29.1%	12	50%	3	12.5%	2	8.3%
4	One cannot learn well without the teacher's supervision	8	33.3%	7	29.1%	4	16.6%	5	20.8%
5	Setting objectives, identifying contents and figuring out ways of evaluation are the expert's job only.	4	16.6%	13	54.1%	5	20.8%	2	8.3%

The above table demonstrates data obtained from distance learners with regard to their level of agreement concerning the facilitation of different aspects of autonomous learning. It is mainly interested in exposing distance learner's attitudes towards the significance of being autonomous learner and the role they are supposed to play as autonomous learners in the process of promoting learner autonomy. On one hand, vast majority of respondents; more than 91% of them, 'strongly agree' and 'agree' that they can perform with their study more by themselves, provided that they get the appropriate materials. In a way that looks contradictory to this response, more than 63% of the respondents conclude that learning without the teacher's supervision is impossible. From the former data, one could infer that learners need to maintain a better degree of autonomy in their study while the latter data reveal that they rather want to stay dependent on instructors or other authorities to make sure that they are doing well in their study.

There also appears incongruence in learners' response concerning their actual attitude towards learner autonomy. As it has already been stated, the majority learners want to remain independent in their study if they get the right material, but at the same time they do not believe in the significance of one major aspect of autonomous learning to their academic success. That is they do not agree that they should involve in activities such as content selection, objective setting and decisions regarding ways of evaluation mostly.

This incongruence might have occurred because of the major emphasis learners give to one aspect of autonomous learning by distance learners that is access to an interactive material which facilitates cognitive learning strategy. The metacognitive learning strategy aspect is not considered to be a vital factor in determining the academic success of learners according to many of the respondents here.

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The reason why the vast majorities of distance learners; that is nearly 80% of the respondents specify that they don't agree with learners involvements specify that they don't agree with learners involvement in the selection of contents in the module could have come from the limited exposure they have had in their educational career which have virtually given no room for such kinds of elements of autonomous learning. On the other hand, the learners response which agrees with the idea, contents of distance module do not teach distance learners what they really want to learn, could be associated with the failure of the distance education programme to conduct a comprehensive needs analysis before handing out materials to the end users.

Table 11 Module designers' response concerning whether various aspects Motivational Elements are included in the modules he/she has prepared or not.

No	Item: Does the language module	Scales			
		Yes		No	
		Freq.	%	Freq.	%
1	Map out the major topics procedures and the relationship that lies between topics?	6	100%	0	0%
2	Give clear information about time allotment at different important sections?	4	66.6%	2	33.3%
3	Show the relationship the previous topic has with that of the next?	3	50%	3	50%
4	Give encouraging statements and warnings?	3	50%	3	50%
5	Help learners prefer their own way of studying?	5	83.3%	1	16.6%

The above table demonstrates module designers' response concerning the inclusion of motivational elements in the module they prepared. All of the

respondents indicate that they map out the major topics, procedures and the relationship that lies between topics. 66.6% and 33.3% of the respondents say 'yes' and 'no' respectively to the question if they think that they have given clear information about time allotment at different important sections. On the other hand, half of the respondents have responded 'yes' for both the questions of they have prepared show the relationship the previous topic has with that of the next an if the module includes encouraging statements and warnings in it. Other half respondents say 'yes' to the question if the language module shows them the relationship the previous topic has with that of the next?

When it comes to the other question that asks module designers if they agree that the language module helps learners to prefer distance learners to choose their own way of studying, 83.3% of the respondents responded 'yes' and the rest 16.6% responded 'no'.

Table 12 The extent to which module designers agree with the inclusion of the various facilitates promoting learner autonomy in distance education modules.

No	Item:	Scales							
		Strongly agree		agree		disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Distance learners should be allowed to evaluate their own progress.	6	100%	0	0%	0	0%	0	0%
2	Distance education should be more of learner – centered	5	83.3%	1	16.6%	0	0%	0	0%
3	Distance learning modules should consider some possible constraints which distance learners could face	3	50%	3	50%	0	0%	0	0%
4	Autonomous learning is more relevant concept for Distance learning than to the normal face-to-face learning.	4	66.6%	2	33.3%	0	0%	0	0%
5	Autonomous learning facilitates academic success for distance education	3	50%	1	16.6%	2	33.3%	0	0%

As we can see from the table, all the respondents neither ‘disagree’ nor ‘strongly disagree’ with issues of autonomous learning stated. The only two biggest data that goes to ‘agree’ scale in the data are module designers’ response concerning the importance of considering possible constraints of distance learners which preparing modules and the relevance of the concept autonomous learning to distance education; which have 50% and 33.3% share respectively. Otherwise, the majority respondents ‘strongly agree’ with the idea related to autonomous learning stated in table 12.

As far as the relevance of autonomous learning to the particular interest of distance education is concerned, 66.6% and 33.3% of the respondents strongly agree and agree.

Table 13 Module Designers’ response regarding whether they have taken some measures related to autonomous learning while preparing materials and they have the exposure to issues related to autonomous learning.

No	Item:	Scales			
		Yes		No	
		Freq.	%	Freq.	%
1	Have you ever attended learner autonomy or self-directed learning sessions at professional conferences?	0	0%	6	100%
2	Do conditions in your particular case allow you to try to make use of elements promoting autonomous learning?	2	33.3%	4	66.6%
3	Did you take time to talk to distance learners before, while or after the preparation of the module.	1	16.6%	5	83.3%
4	Do you think that learner autonomy is a vital concept with regard to distance education?	5	83.3%	1	16.6%
5	Do you think that you have included sufficient elements of learner autonomy in the module you have prepared?	3	50%	3	50%

This table illustrates module designer's response concerning different aspects of autonomous learning and the level of awareness material designers have about the concept. As one can see from the table, no respondent has ever attended any professional conference related to autonomous learning. However, modules designers maintain firm position concerning the significance of the concept autonomous learning to distance education. The majority of respondents; 83.3% maintain that autonomous learning is a vital concept to distance education. Among the respondents, 66.6% of them say that conditions are not comfortable in their particular case in order to allow them include elements which promote learner autonomy in the materials they prepared. Accordingly, half of the respondents say 'no' to the question whether they think that they have included enough elements of autonomous learning in the material they have prepared.

Here a meaningful relationship could be created between table 12 and table 13, to come up with sound recommendation. As we can see from table 12, material designers have a positive attitude towards the inclusion of elements of autonomous learning into the materials prepared to distance education. They also strongly agree that elements of autonomous learning are of vital importance to the successful implementation of distance education. Nevertheless, findings from table 13 indicate that the majority of module designers are not satisfied with conditions which allow them to incorporate as much elements of autonomous learning as needed. In relation to this only half of the respondents say that they have included sufficient elements of learner autonomy in the modules they have prepared.

The data obtained from module designers' questionnaire in table 12 and 13 generates useful information. It indicates that most of the respondents have a positive attitude towards the inclusion of elements which are significant to promote autonomous learning. However conditions are not mostly safe to

include these elements to the desired level. Thus, the University College needs to work more on one facility which will help module designers get a better opportunity of including as much elements of autonomous learning as necessary in the materials they prepare.

Table 14 Module designers' response concerning how often they include factors of motivation while preparing language modules for distance education.

No	Item: How often do you	Scales							
		Always		Usually		Sometimes		Never	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Consider the issue of making activities attractive?	6	100	0	0	0	0	0	0
2	Use motivating expressions while writing the module?	4	66	2	33.3	0	0	0	0
3	Provide varieties of activities and tasks?	3	50	2	33.3	1	16.6	0	0
4	Provide clear procedures to let learners go about their studies independently?	3	50%	1	16.6%	2	33.3%	0	0%
5	Include real life and interactive tasks, activities and reading passages?	5	83.3%	1	16.6%	0	0%	0	0%

The above table reveals module designer's endeavor to include factors of Motivation in the module they prepare to promote learner autonomy. The majority of respondents 'always' and 'usually' consider issues related to making activities attractive. Using motivating expressions, providing clear instructions and supplying varieties of activities and tasks as well as including real life and interactive elements.

The biggest range from this distribution is the issue of considering activities and tasks attractive while preparing materials. All of the respondents are 'always' conscious of making activities attractive. Material designers 'always' consider the issue of providing clear instructions under consideration according to the data. Here we can also see that 83.3% respondents 'always'

consider the issue of providing clear instructions under consideration according to the data. Here we can also see that 83.3% respondents ‘always’ consider the issue of including real life and interactive texts in the materials they prepare while the rest 16.67% ‘usually’ put the matter under consideration.

Table 15 Module designers’ response concerning how often they interact with their distance learners regarding various issues of learning.

No	Item: How often do you	Scales							
		Always		Usually		Sometimes		Never	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Contact learners before the preparation of the modules to discuss their needs, experiences and preferred study methods?	0	0	0	0%	3	50%	3	50%
2	Contact learners after the preparation of the modules to discuss their needs, experiences and preferred study methods?	0	0	0	0%	2	33.3%	4	66.6%
3	Contact learners while the instruction is in progress to discuss their needs, experiences and preferred study methods?	0	0	0	0%	1	16.6%	5	83.3%
4	Give advice to learners concerning issues related to effective self-study?	1	16.6%	2	33.3%	1	16.6%	2	33.3%
5	Contact learners to discuss some problems they faced during their study.	0	0	1	16.6%	0	0%	5	83.3%

Table 15 exposes the data from module designers concerning the extent to which they maintain contact with distance learners in order to help them with their independent study. As one can see from the table, no respondent from the distance module designers has contacted distance learners before, after or during the preparation of the module to discuss issues of learner’s need, experience, or preferred study method. About 33.3% of the respondents indicate that they ‘usually’ give advice to distance learners concerning issues related to effective self-study. Only 16% of the respondents said that they always give advice to learners concerning issues related to self-study always. The other 16.6% respondents’ say that they ‘usually’ contact distance learners to discuss some problems learners faced during their study. Otherwise, all the

other respondents either contact their distance learners ‘sometimes’ or ‘never’ contact them in order to discuss issues related to learners distance study.

Document inspection has been made on the two modules indicated before to investigate on the inclusion of accesses of interactions mentioned in table 12. The following table illustrates data obtained in this regard.

Table 16 Data obtained from module 1 and 2 of ENLA. 121 distance education for St. Mary’s University College to illustrate the approximate frequencies of elements of interactions included in the two modules mentioned above.

NO	Item: Elements of the modules which:	Freq.
1	Give map of contents	1
2	Facilitate pair-work	2
3	Facilitate group-work	0
4	Facilitate learner –tutor interaction.	0

From the above table we can see that map of contents have been provided at the beginning of the units in the module. Nearly toe statements facilitating pair work are included in the two modules being studied (See Appendix V, table 7).

4.2 Data obtained through an interview

Discussion and Interpretation

Eight students who have already filled the questionnaire were randomly selected for the interview. The interview has been conducted mainly with the interest of eliciting distance learner’s responses regarding:

1. What self-study or independent study means to them.
2. The kind of help they get from the University College in order to develop their self-study skill.

3. What the University College should do to make distance learners more independent with their study.

Items which are included either in the learners' or module designers' questionnaires do also appear in the distance learner's interview for the purpose of cross-checking responses for similar questions.

According to the data obtained from the interview, all of the respondents agree that no tutor has been assigned to them. Two participants however mentioned that they have just contacted two individuals at the beginning of the course and have given them a kind of orientation. Similarly, non of the respondents responded 'yes' to the question whether they have been involved in objective setting, content selection and time fixing decisions throughout the time of their study.

Six students (75%) indicated that they have access to the University College library which has sufficient reference materials in it. They further indicate that they can borrow books from the library. They considered this facility among the major helps the University College provides in order to help them improve their self-study skill. However two learners (25%) are not satisfied with the amount of materials the library has; particularly the ones which are related to their purpose. These two learners further indicate that conditions are not mostly safe on their parts to study independently up to the required level because of various conditions related to work and social commitments.

A question was forwarded to the two learners if they have any way to suggest in order to solve problems related to self- study, which they have mentioned. Both of them agree that they have to be indicated to a place where they can get

materials by themselves through purchasing, renting or borrowing from different sources in addition to the materials in the University College's library. These sources according to the two respondents will increase the chance of learners to access materials outside the working hours and over the weekends. One of these two respondents also discussed that this kind of help could allow him or other distance learners, like him to access reference materials at their vicinity rather than going to campus.

Here it would be important to indicate that some distance learners are not at an advantage in terms of accessing materials helpful to their self-study because of conditions related to their work and social commitment. Proper needs analysis could help a lot here in order to address the special needs related to distance learners' material requirements. Self-access centers and other places where learners can access reference materials in their vicinity could be arranged after a thorough needs analysis.

A question was forwarded to the interviewees about what they know concerning independent study or self-directed study and its relevance to the distance education programme. Half of the participants have almost similar interpretation for the concept self-study or independent study. They say it is learners ability to study alone or without the help of the instructor.

Two of the interviewees (25%) did not like to give any opinion on the issue as they felt that it is far beyond their level of understanding. However, two (25%) of the participants perceive self-study or independent study as a kind of study where by materials are handed out to learners and learners are made to go about their study with no intervention of institute or whatsoever. According to

these two respondents; administration of exams. Fixing exam times. Awarding certificates or deciding on promotions is not relevant self-directed study or independent study.

In general, they (the two interviewees) conclude that self-study and independent study materials are just kinds of books or handouts which are given or sold to interested individuals so that they can use them alone with their own pace, preference and interest. The conception these two respondents have concerning self-study materials or independent study materials is similar to the major misconception most individuals have with regard to equating independent study and self-instruction materials.

The other question forwarded for the two distance learners who have defined self-study or independent study was if they think that the concept has any relevance to the distance education programme. Both of them responded 'Yes' provided that some conditions are met. One of the respondents said, self-study inputs could be productive to distance education if continuous feedbacks are given from instructors and tutors. On the other hand, four other learners state that independent study will remain significant to the success of distance learners in order to develop their self-study skill. Two of the respondents have no opinion in this regard.

In response to the difficulty level of the materials for distance language study, the learners' response appears to be quite varied. Two (25%) of the respondents say they get contents of the materials mostly difficult. As a result, they recommend material designers to prepare materials which match their level of understanding or modify the existing ones by considering the difficulty level of

contents properly. Three (37.5%) of the respondents say contents are sometimes difficult level of being subject to change or modification. The other three (37.5%) respondents say contents match their level of understanding. Only one (12.5%) respondent says contents are far below her level of understanding and have to be revised to meet her level.

In response to the how attractive contents in the language module and other materials provided for distance language learning are, four students (50%) state that they find contents of the module interesting Mostly. Two participants (25%) say contents are sometimes attractive and the rest two (25%) responded that they did not find the contents of materials attractive at all.

Four of the interviewees who did not get contents of the module interesting most of the time were asked to suggest what considerations should be made while changing or modifying contents of materials. The first two respondents who responded that contents are too difficult most of the time simply responded that material designers should make activities and tasks simple. One of these two respondents also said materials should show us clear and detailed procedures in addition to making instructions clear.

On the other hand the one interviewee who said contents are so simple suggested that material designers should include elements which make distance learners think critically. The remaining respondents who said contents are sometimes difficult did not say much about what should be done to avoid the rare occurrence of contents being difficult in the distance language materials. All that he has said is that, it is all right if they remain the way they are.

As it has been stated earlier, no distance learner from the discussion indicated that he/she has involved in objective setting, content selection or time fixing activities in his/ her distance study this data pretty matches with the findings obtained from distance learners' questionnaire in table 1.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

This study has made a modest attempt to investigate some major attributes of distance education which represent autonomous learning. This attributes have been investigated both from inside and outside the materials prepared for distance education with this regard, learners' role in relation to decision making regarding their roles in the educational process has been studied.

Learners access to materials and tutors, and the level or degree of various ways of interactions distance learners have with tutors, material designers or other concerned individuals in the university college (if any) in relation to their study have also been emphasized. Besides. Opportunities give to distance learners to evaluate their program and engage in an effective self-evaluation scheme have also been other areas of concern for the study. Attempts made by the distance education division of the University College to help learners make use of their own learning strategy have also been discussed.

Rising from the major findings in this study one can conclude that there exists a universal agreement concerning the use of incorporation inputs which facilitate learner autonomy in the distance education program offered at St. Mary's University College. Besides, We can see attempts make by material designers of distance education to make activities, tasks and other contents suitable to promote autonomous learning. The existence of moderate elements which represent one aspect of autonomous learning; that is cognitive learning strategy could be taken as the reflections of the module designers' endeavor

with this regard. Besides, we could see sufficient elements of self-evaluation exercises along with their answer keys which are also other manifestation of material designers' effort to foster learner autonomy through effective self-evaluation.

On the other hand, there appears to be a major inadequacy of elements representing metacognitive learning strategy, which is among the major requirements for the successful implementation of distance education program. Moreover, some substances which foster the interests of distance learners to carry on with their study independently seem to suffer from inadequacy. The less attractiveness of the cover pages of modules could be taken as an example with this regard.

In general we can conclude that the University College has made a reasonable attempt to foster autonomous learning in the distance education program it offers. However we can also see that there are some very relevant elements of autonomous learning in the distance education program it offers. However we can also see that there are some very relevant elements of autonomous learning which are not given the due attention in the distance education program.

5.2 Recommendations

Below are the major Recommendations given based on the findings from the study?

5.2.1 The distance education programme has to facilitate ways in order to allow learners exercise their metacognitive strategy of learning, which is very

important to the successful implementation of distance education. This researcher believes that creating media where by learners can exercise their metacognitive strategy of learning is not such a simple matter given cultural, economic and other conditions working against the attempt to create such opportunities. However, start has to be made from some point on this regard as almost no data in this study shows that there is even a minimal attempt on the part of the University College with this respect.

5.2.2 In general, the researcher has managed to witness some major attributes which signify autonomous learning in the distance education programme offered by St. Mary's University College. At the same time, there are some elements of autonomous learning which are very important to the notion of distance education and apparently seem to be overlooked by the University College. Thus the general recommendation of the researcher would be, as autonomous learning is a process, all that the University College is supposed to do with regard to promoting a better degree of autonomous learning would be to build on what it already has concerning the inclusion of inputs of autonomous education and other supports which facilitate learner autonomy outside these materials. With more effort, better degree of autonomy outside these materials. With more effort, better degree of autonomy could be maintained by learners and better degree of success could be achieved by distance learners as a result.

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APPENDIX I

Questionnaire for the Distance Learners

Dear distance learner:

This questionnaire is prepared to get information concerning how easily you can work on your study without the teacher's help while using your distance education module for language. Please note that, all your responses will be kept secret and just be used for the purpose of the research only. You do not need to write your name or use any kind of coding concerning your identity. Your careful responses for the questionnaires will be of great value for the research. The word 'institution' stands for St. Mary's University College throughout the questionnaire.

Section I

A please respond to the questions below by ringing the letter of your choice or by completing blank spaces where provided.

How often

1 do you select your own objectives?

a) Always b) usually c) sometimes d)never

2 do you decide your study pace

a) Always b) usually c) sometimes d)never

3 do you select contents of your learning material?

a) Always b) usually c) sometimes d)never

4 decide exam time?

a) Always b) usually c) sometimes d)never

5 decide ways of evaluation?

a) Always b) usually c) sometimes d)never

6 Contact your tutor?

a) Always b) usually c) sometimes d)never

- 7 are you given the chance to contact the institution to discuss issues related to your study?
a) Always b) usually c) sometimes d)never
- 8 do you get the chance to discuss with other distance learners concerning your study
a) Always b) usually c) sometimes d)never
- 9 do you get the chance to work in pairs?
a) Always b) usually c) sometimes d)never
- 10 do you get tasks and activities attractive
a) Always b) usually c) sometimes d)never
- 11 do you find contents of the material easy and user friendly?
a) Always b) usually c) sometimes d)never
- 12 do you get layouts, illustrations, and cover pages attractive?
a) Always b) usually c) sometimes d)never
- 13 do you get encouraging statements, warnings and advices in the materials?
a) Always b) usually c) sometimes d)never
- 14 do you get contents of the material relevant to your need?
a) Always b) usually c) sometimes d)never
- 15 do materials facilitate repetition for study?
a) Always b) usually c) sometimes d)never
- 16 do materials facilitate reasoning for study?
a) Always b) usually c) sometimes d)never
- 17 do materials facilitate analyzing for study?
a) Always b) usually c) sometimes d)never
- 18 do materials facilitate interpretation for study?
a) Always b) usually c) sometimes d)never
- 19 do materials facilitate memorizing for study?
a) Always b) usually c) sometimes d)never
- 20 does the module provide keys for self assessment exercises?
a) Always b) usually c) sometimes d)never
- 21 do materials encourage you keep records of your own progress?
a) Always b) usually c) sometimes d)never
- 22 are you given the chance to give your opinion (in writing or otherwise) concerning how you have approached different study conditions?

33 Give clear information about time allotment at different important sections?

Yes

No

34 Show the relationship the previous topic has with that of the next?

Yes

No

35 Help you prefer your favorable way of study?

Yes

No

Appendix II

Questionnaire for Module Designers

Dear Sir/Madam

Thank you very much for your kind consent to be part of this research. This study is targeted to targeted information concerning the extent to which the distance language module of freshman English for St. Mary's University College promotes autonomous learning. The study leads to masters of art degree in teaching English as a foreign language. The whole purpose of this research is to get a reliable data regarding what considerations distance material designers' take, in order to allow distance learners', carry on their study without the help of the instructor.

There is no 'right' or 'wrong' response in this study. The information you provide would be completely confidential and be used for the purpose of the research only. You do not need to write your name. Your genuine answer for the questions would be of great value to the success of the research.

Section I

Please respond to the questions below by ringing the letter of your choice or by completing blank spaces where provided.

A How often do you

1 consider the issue of making activities attractive under consideration?

- a) Always b) usually c) sometimes d) never

2 use motivating expressions while writing distance education modules?

- a) Always b) usually c) sometimes d) never

3 Provide varieties of activities and tasks?

- a) Always b) usually c) sometimes d) never

4 provide clear procedures to let learners go about their study independently?

- a) Always b) usually c) sometimes d) never

5 Include real life and interactive tasks activities and reading passages?

- a) Always b) usually c) sometimes d) never

6 Contact learners before the preparation of the modules to analyze their needs?

- a) Always b) usually c) sometimes d) never

7 Contact learners after the preparation of the module to analyze their needs?

- a) Always b) usually c) sometimes d) never

8 Contact learners while the instruction is in progress to analyze their needs?

- a) Always b) usually c) sometimes d) never

9 Give advice to learners concerning issues related to effective self-study?

- a) Always b) usually c) sometimes d) never

10 Contact learners to discuss some problems related to their study?

- a) Always b) usually c) sometimes d) never

Section II

B To what extent do you agree with the following statements?

11 Distance learners should be allowed to evaluate their own progress.

- a) Strongly agree b) agree c) disagree d)strongly

12 Distance education should be more of learner centered.

- a) Strongly agree b) agree c) disagree d)strongly

13 Distance education materials should consider some possible constraints which learners could face.

- a) Strongly agree b) agree c) disagree d)strongly

14 Autonomous learning is more relevant concept for distance learning than it is for the normal face -to-face learning.

- a) Strongly agree b) agree c) disagree d)strongly

15 Autonomous learning facilitates academic success for distance education.

- a) Strongly agree b) agree c) disagree d)strongly

Section III

C Please respond to the questions below by ringing 'Yes' or 'No'

Do modules or other materials

16 map out the major topics to be worked on and their relationships?

- Yes No

17 give clear information about the allotment of time at different important sections?

Yes No

18 Show procedures clearly?

Yes No

19 Help learners prefer their preferred way of study?

Yes No

20 Do you think that learner autonomy is a vital concept for distance education?

Yes No

21 Do you think that you have included enough elements of learner autonomy or self-study factors in the material you have prepared?

Yes No

Appendix III

Interview Questions

- 1 Is there any tutor assigned for you in order to give you advice concerning your distance learning?
- 2 Do you have access to the University College's library?
- 3 Do you have any problem related to using the University College's library?
- 4 What does 'independent study' or 'self-directed study' mean to you?
- 5 Is the concept 'self-directed study' or 'independent study' in any way related to your distance learning of language? Why?
- 6 How easy or difficult are contents included in materials prepared for your distance education?
- 7 To what extent are contents that are included in materials prepared for your distance education attractive?
- 8 Is there anyone among you, who have involved in decision making activities such as fixing exam time, setting objectives of lessons or selecting contents of materials regarding his/her own distance study?

Appendix IV
Questions and Responses from the Interview

- Key**
- Q= Question Item**
 - R= Response**
 - R1= Respondent one**
 - R2= Respondent two**
 - R3= Respondent three**
 - R4= Respondent four**
 - R5= Respondent five**
 - R6= Respondent six**
 - R7= Respondent seven**
 - R8= Respondent eight**

Q1 Is there any tutor assigned for you in order to give you advice concerning your distance learning?

R All the respondents say no.

R2 Of course I just have contacted two instructors at the campus at the beginning of my study and have attended orientation concerning my distance study with them. That is all. Otherwise I did not have any other experience.

Q2 Do you have access to the University College's library?

R All respondents say 'Yes'

Q3 Do you have any problem related to using the University College's library?

R2 Yes, I do have problem. I don't think that the library has all the necessary reference materials I need for my distance study of language. That is a big problem for me.

R5 I do also have another problem. My work condition does not allow me to go to the library during working hours. As I am the head of my family, I

have to spend much of my time with my family outside working hours instead of going to the library and study. Besides, my house is far from the campus.

Q What solution do you suggest to solve or minimize this problem?

R5 The materials of the university college or other people from the university college should tell us some other place where we can get reference materials from, other than the library. If you take me as an example, I don't have any financial problem with regard to buying materials related to my study. The problem is there is no one to tell me where I could get these necessary materials.

Q4 What does 'independent study' or 'self-directed study' mean to you?

R1,R4,R5,and R8 It is the ability to study alone. That means being able to study with out the help of others.

R2 and R3 I don't have any idea.

R6 It is a kind of study where there is no tutorial intyerference. I think there is no exam, test, promotion or any formal instruction for independent-study. Self- study and independent study materials are just kinds of books or handouts which are given or sold to interested individuals so that they can use them alone with their own pace, proference and interest.

R7 I agree with him. 'R6'

Q5 Is the concept 'self-directed study' or 'independent study' in any way related to your destance learning of language? Why?

R4,R5,R6,and R7 Yes it is relevant because there is no one to help us in our study. That is why; we need to be self-directed or independent learners as distance learners.

R3, and R7 I don't have any idea.

R1 Well it could be relevant. The material has to be very much explanatory or I need to get a very good lesson concerning how to study independently if self directed study should be relevant to my distance education.

R2 I also agree with what he 'R1' has said. Besides, instructors should listen to our problems and give us solutions concerning problems related to self-study. Otherwise, I can't see the relevance of self-directed study to distance education

Q6 How easy or difficult are contents included in materials prepared for your distance education? Should they be modified, totally changed or remain as they are?

R4 Contents are Usually difficult. They have to be prepared in a simplified way. They should. either be modified or changed totally to meet my level.

R6 I agree with him. 'R4'

R1, R2 and R8 Contents are sometimes difficult. But they don't need to be changed or modified.

R3 and R5 They fit my level of understanding well. I really like most of the contents. They should neither be changed nor be modified.

R7 Contents are so simple most of the time. I don't like their simplicity. They should either be modified or be changed totally to fit my level of understanding.

Q7 To what extent are contents that are included in materials prepared for your distance education attractive?

R3, R5, R6, R8 Most of the time contents are attractive.

R1 and R2 They are sometimes attractive.

R4 and R7 I don't usually get attractive things in the materials prepared for my distance language learning. They are mostly boring.

Q8 Is there anyone among you, who have involved in decision making activities such as fixing exam time, setting objectives of lessons or selecting contents of materials regarding his/her own distance study?

R All the respondents say 'no'

Appendix V

Below are items and statements extracted from Module 1 and 2 of ENLA 122 course books prepared for distance education of St. Mary's University College

Table 1 Expressions promoting learner Reflection regarding how he/she has approached different parts of the lessons

No	Statements	Page no
1	How did you get on with practicing the time expressions and prepositions?	259
2	Dear student, how did you get on? (for pre reading questions)	285
3	Hello, dear student! Have you found the diary a bit long	290
4	Dear student, have you done all the above activities, how did you find them?	309

Table 2 Expressions promoting learner reflection regarding his/her background knowledge

No	Statements	Page no
1	Dear student, have you ever made notes before you write any paragraph or composition?	274
2	What do you know about the following creatures?	285
3	Have you ever heard about a crane	323
4	Have you ever had a frightening experience? If "Yes", what, When and Where was it? What happened to you?	383

Table 3 Expressions promoting reasoning

No	Statements and activities	Page no
1	Could you explain why?	241
2	Who do you support? Give reasons	248
3	Were you able to convince Girum? If "yes" Why? If "no" why not?	266
4	Is the writer for/ against? How did you know?	280

5	Give supporting evidences for your answers.	374
6	Which foods do you eat too much? Why	376
7	Which foods do you avoid eating? Why	376
8	Do you agree or disagree... Why?	378
9	Which of these sports do you find the most /least enjoyable? Why?	412
10	Which do you think is a better headline? Why?	437
11	In your opinion, do you think the two pieces are generally organized in a similar way to each other, or a different way? Why?	437
12	Which of the two articles do you find easier to undrstand? Why?	437

Table 4 Expressions promoting analysis.

No	Items and statements	Page No
1	Context analysis as learning strategy to build vocabulary	237
2	Compound analysis as learning strategy to build vocabulary	241
3	Compound analysis as earning strategy to build vocabulary	245
4	Analyzing paragraph	372-381
5	Context analysis as learning strategy to build vocabulary	388

Table 5 Expressions promoting analysis.

No	Items	Page No
1	Interpreting pictures	241
2	Interpreting diagram	295
3	Interpreting graphs	383

Table 6 Expressions promoting Repetition, rewriting and revision.

No	Statements	Page No
1	Dear student, the language element you studied in the previous course regarding how to request politely will very much help you	264
2	Identify punctuation errors and rewrite exercises.	271
3	Correct and rewrite	315
4	Try to immedate the speakers.	322
5	Listen to the text again and write down every time the passive is used	362
6	Re-read Paragraphs...	381
7	Re-write each pair of sentences...	406
8	You will need to listen to this part again	413
9	Read back to the article in order to answer the following questions.	432

Table 7 Expressions facilitating pair work

No	Items	Page No
1	Find a partner and play a role	265
2	Try to get partner and tell a story	327

Table 8 Motivational Expressions

No	Items	Page No
1	Dear student, how did you find the story? Definitely interesting we hope you will tell even a more interesting story. Do it!	328
2	How did you get on? Where you able give related answers? If you did that's really great.	379

Declaration

I the undersigned, declare that this thesis is my original work and that all sources of material used for the theses have been duly acknowledged.

Name: _____

Signature: _____

Place: _____

Date: _____