

ABSTRACT

Voice as a Tool for the Teaching of English language by Distance Using the
Audiocassette

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This dissertation examines the hypothesis that the audiocassette is a suitable tool for teaching English language by distance to CXC adult part-time learners. This examination was done by carrying out an experiment using a Modified Solomon Four Design with treatment and control groups as a quantitative method and Focus Group sessions to assess the qualitative value of the exercise. The analysis of the quantitative data was done using one-way ANOVA analysis and t-tests to ascertain whether there were any significant differences in the performance between the three treatment groups of audio, print and a combination of audio and print as well as to determine whether performance was related to the variables of gender, age and socioeconomic status. The findings from the experiment revealed that there was no significant difference on the performance with any of the treatments but that generally there was a marginally higher level of performance among those students who were exposed to the combination of audio and print

learning materials over the other modalities of learning. The findings from the Focus Groups revealed that while there was a general discomfort with learning by distance, the subjects enjoyed using the learning materials as they found them convenient and helpful.

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