Chapter 5

Intervention Phase, Implications, Recommendations and Conclusion

5.1 Introduction

The main objectives of this research study is to find out the efficacy of course materials used in the EGAP programme as SIM and to explore the effectiveness of EGAP course materials in catering to the academic language needs of the science undergraduates. This was aimed at getting a comprehensive understanding of the context of the research study. Further, it investigated the nature of negotiation of stakeholders with the course materials. Based on the findings of phase one presented in Chapter Four, this chapter presents an intervention study, the implications for the stakeholders of the EGAP programme and the institution as a whole. Besides, this chapter presents the suggestions and recommendations for improvement of the EGAP programme and for further research in the relevant areas, and finally, the conclusion of the chapter by summing up the present research.

5.2 An intervention study

The second phase of data collection was designed as an intervention phase. The aim of the intervention study was twofold: to give suggestions for an existing unit (Unit four-Eco tourism -see appendix 5.1) and secondly, to design a course unit based on the major findings of the first phase of data collection. The intervention phase attempted to address the major issues identified in phase one pertaining to the gaps identified in the current materials used in EGAP. Both units were evaluated by the stakeholders: learners, tutors/visiting academics and course materials writers. Therefore, the units were triangulated.
5.2.1 Suggestions for the existing unit (Unit 4 - Eco-tourism)

One of the major features of Unit 4 (see appendix 5.1a) of the EGAP course materials is that all four language skills are integrated as one module. As such, Unit 4 together with Units 5 and 6 are designed to replicate real life linguistic situations in an academic context. In Unit 4 the students need to develop skills to grasp complex concepts delivered through complex modes as they are dealt with in real time. This unit is based on a power-point presentation. Currently, power-point presentations are a common mode of teaching, lecture delivery and for presenting research. Power-point presentation is a skill undergraduates need to develop as it is required for them in student seminars and research presentations. Hence, this unit expects to provide a model and a framework for learners for their own presentations. Further, it deals with the language focus of 'cause and effect' which is a notion pertaining to many academic contexts.

Suggestions for the existing unit (Unit 4-Eco-tourism) focus mainly on the self-assessment questions (SAQs) and reflective questions which are essential to enhance learner autonomy. Though some of the above are included within the lesson, they do not engage the learners to think beyond the given contexts. Therefore, some suggestions are made in terms of SAQs and reflective questions to expand the capacity of learners to think beyond the given contexts. Hence, the following were suggested as SAQs and reflective questions pertaining to the unit.

1) Self-assessment questions (SAQs)
   a. What are the main points to consider when making a presentation?
   b. What are the vocabulary items you may use in various stages of a presentation? Discuss.

Self-assessment questions are expected to test the proper grasp by the learners of the lesson that has been taught. Through SAQs, learners can evaluate themselves as to how much and how effectively they have learnt what has been taught in the lesson.
The logical order of a presentation and the vocabulary items used to indicate the sequence of events are expected to provide a common framework for the learners to be applied in other contexts where they need to make presentations.

2) **Reflective questions**

   a. When will you use presentations in your academic courses?
   
   b. Where can you use 'Cause and Effect' to describe something, in your science studies?

   The purpose of reflective questions is to enhance critical thinking in the learners. Reflection makes the learners think beyond what has been presented to them and to think of the application of knowledge. Further, it is expected to encourage the learners to find new knowledge.

These reflective questions were framed to make learners think beyond the context and relate it to their mainstream academic contexts. This would give them a sense of relevance which can be a motivating factor as well. Student and tutor feedback in the first phase of data collection had indicated a strong necessity for the lesson to be relevant to their main courses (Science).

The learner would be asked to do the questions on their own as homework and to be discussed in the contact sessions as a class discussion. Doing it on their own would build up their capacity for thinking critically and evaluating themselves. The follow up discussion in the contact session would provide them with feedback to improve on the difficulties they faced while answering those questions.

Project work is suggested as an activity to promote development of integrated language skills. Further, this kind of group work presents opportunities for real world knowledge and authentic use of language. The suggested project work for Unit 4 is given below.
3) Project - group work

Think of a process which reflects cause and effect.

Discuss different steps of the process. (You may use a graphic organizer)

Make a group presentation on the selected topic.

Project as a group work is expected to promote building up on existing knowledge, accessing new knowledge, organization of information, interaction and collaboration.

This may put all four language skills into use in an integrated manner.

This activity would be done as a group activity. The learners would be asked to work in mixed ability groups. They would be asked to discuss the topic area in the contact session and then find information on their own as had been decided at the discussion. They would be required to organize information, then discuss in the class and present it as a group activity. In this way each and every learner gets an opportunity to take part in the activity, access new knowledge, develop the skill of organizing information and to learn from their peers through scaffolding.

Workshops are suggested as a viable solution to address the many inequalities observed in the course delivery and institutional outreach. Face-to-face workshops had proved to be effective in the past. Workshops via NAC (Nodes Access Centres) is another potential solution that can be managed with available resources. A suggestion for a workshop on selected areas are given below.

3) Suggestion - a workshop

A workshop to be conducted for the students on

- Presentation skills
- Processes
- Report Writing
A workshop may give opportunities for greater interaction and collaboration in learning.

Through a workshop, the expertise in a particular area can reach a wider audience and this can be further enhanced through the use of Nodes Access Centres.

Similar workshops on other language skills would be organized. Face-to-face workshops could be shared with other centres via NAC (Nodes Access Centres). This would be an effective way of increasing the outreach and optimizing the use of available resources.

In addition to the above resources, some references are suggested as sample resources to be accessed to supplement the existing course materials.

4) References

1. **Academic Vocabulary in Use** - by Michael McCarthy and Felicity O’Dell
   - Power point - Pg. 88-89
   - Cause and Effect - Pg. 68-69

2. **Academic Writing for Graduate Students: Essential Tasks and Skills** - By John M. Swales and Christine B. Feak (Pg. 115-119, Cause and Effect)

3. **Report Writing and Experimental Processes**
   *English for Science and B.Ed. Courses - Part 2 (LSE 2303)*
   *Communication Skills (Pg.37-62)*

4. **Website** - http://language.massey.ac.nz/staff/awl
   (This website can be accessed for many sources of vocabulary learning)
   *For more vocabulary help, refer to http://writingfix.com*
5. **Apps** -

- *English dictionary*
- *Webster Dictionary*
- *Oxford English Grammar*

*(These apps can be downloaded on Play Store, on smartphones)*

References are expected to direct learners to access more knowledge in relevant areas.

Tutors and learners would be familiarised with these resources to motivate them to access new knowledge. This is expected to create awareness about the numerous resources available in addition to the course materials provided and also about how to choose and access such relevant resources.

Feedback is an important aspect in distance education. Apart from the oral and written feedback provided by the tutors, it would be useful to provide an answer key for the tasks for learners to evaluate themselves. Therefore, it is suggested that the answer key for the unit 4 provided to the tutors, be given to the learners as well. The tutors and learners would be instructed that they should refer to the answer key only after completion of the tasks.

5) **Answer key** -

An answer key should be provided to the students. The same answer key given to the teachers (see appendix 5.2), can be given to the students as well. In this way they can check on their progress and do a self-evaluation. This will particularly be useful given the limited nature of contact session.

The answer key would be helpful for learners to engage in self-learning and to check their progress.

5.2.2 **New unit for EGAP on Cultural Awareness**

The proposed unit was designed under the theme 'Cultural Awareness' which is a current and relevant theme to all the learners. Inclusion of culture in language learning has become a current trend given the fact that English has become a global language which
cuts across cultural differences. Hence, blending English with local culture and international cultures has proved to be an interesting and engaging theme in English language teaching. As a result, "the inclusion of international cultures in language teaching textbooks has been the focus of language educators, researchers and material writers" (Siddiqie, 2011). In view of these developments, 'Cultural Awareness" has been chosen as an appropriate theme for the new unit for EGAP programme. Further, this theme was expected to engage learners effectively in the target language skills, 'critical reflection' and 'self-assessment' which would ultimately lead to learner autonomy.

5.2.2.1 Activities

The unit consists of nine tasks arranged according to increasing level of difficulty. Further, the tasks are designed to navigate learners from more familiar contexts to unfamiliar contexts. This technique facilitates activation of schemata thus allowing them to make use of their experience and background knowledge in language learning.

The aim of task one is to create awareness about the concept of culture and the subdivisions of culture. This makes an effort to familiarise learners with the terminology and meanings associated with different layers of a culture and to associate those concepts with symbolic representations of the same.

**Task one** instructs the learners to brainstorm the idea of culture and identify the features of a culture. This task would start with a broader discussion on the concept of culture, its relevance and the importance of learning about other cultures. The aim of this task is to activate their background knowledge and create a sense of relevance to learners. This would create new knowledge by linking the known and familiar practices in a culture to lesser known deeper concepts related to them. In this task I would initiate a discussion on culture of Sri Lanka and try to bring in the experiences and knowledge of the learners into the lesson.

Through this task, the learners would be able to understand the concept of culture and its features. They would be able relate their knowledge to understand a new concept and
also they would be motivated to search for more information. The language focus of the task is to describe the concepts related to a culture. The teacher's role would be to facilitate and guide the learners to blend local culture with international culture and also to help the learners relate the known information to the unknown. Furthermore, the teacher would be discussing the language structures used in descriptions.

Then the learners would be asked to arrange their ideas under the different concepts of culture. An example follows which features elements of a culture and how they could be categorized under surface culture, subsurface culture and deep culture.

**Task 1:**

*Cultures have differences and similarities. Those differences make cultures and the people unique. Studying about cultural differences can lead to a wide knowledge about people and their ways. It can be very useful to know about a culture especially when you travel to those places. It helps you to adjust more quickly to the new place and to avoid misunderstandings.*

*What are the things that come to your mind when you hear the word culture? Write your ideas in the chart.*
Why do we study other cultures? Discuss this in groups (During the face-to-face sessions)

Learning about other cultures can be very informative and interesting. This can include learning about the culture of your own country, the sub cultures, the micro-cultures that you are exposed to everyday and also cultures of other countries. This also gives an idea about the deep culture and the surface culture of different places, as symbolised by various souvenirs.

Discuss in the class what is meant by the term culture.
What are surface culture, sub surface culture and deep culture?
Give examples.
Here is one example for you to understand these concepts.

Anusha is a school teacher from Kandy, Sri Lanka.

She is part of the wider Sri Lankan culture. She belongs to the Kandyan sub-culture as her life is shaped according to many traditions and practices in Kandy.

Her micro cultures include the place she works (school), home, her place of worship, the people she socializes with etc.

Here is another example to understand the concepts better

Betel leaves play a significant role in Sri Lankan culture

Apart from the medicinal value, a sheaf of betel leaves is offered as a symbol of greeting, respecting elders. These symbolise the surface culture. Further, Betel is offered as a mark of forgiveness which represent sub surface culture

At a deeper level, betel symbolizes the deep rooted values family bonds and peaceful coexistence in the Sri Lankan culture

Hope you understood these concepts on Sri Lankan culture.

Could you group your ideas in these columns to illustrate "surface culture", "sub surface culture" and "deep culture"?

<table>
<thead>
<tr>
<th>Surface culture</th>
<th>Sub surface culture</th>
<th>Deep culture</th>
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</tbody>
</table>
Here is my mind map. See whether you have written similar things.

I have categorized these features of the culture under the three categories we have discussed.

<table>
<thead>
<tr>
<th>Surface culture</th>
<th>Sub surface culture</th>
<th>Deep culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Greetings</td>
<td>Beliefs</td>
</tr>
<tr>
<td>Clothing</td>
<td>Social behaviour</td>
<td>Religions</td>
</tr>
<tr>
<td>Music</td>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td>Rituals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural festivals</td>
<td></td>
</tr>
</tbody>
</table>

Some features may belong to more than one category.

*Eg.* Some cultural practices come under *surface* or *sub surface* culture but the beliefs attached to them come under *deep* culture. Further, some religious practices may come under *surface* or *sub surface* culture but the underlying ideas may come under *deep* culture.
Task 2
Task two focuses on reading information to identify the unique features of Sri Lankan culture which is the local culture of the learners. Learners are instructed to find more information on this from internet. The aim of the task is to find important information from a reading text and accessing additional information from other sources (internet etc.).

From the information given below, find out the things which are unique to Sri Lanka.
Make a list of them.
You may find out more information from internet.
Here the learners are encouraged to find more information on their own. While developing the skills of searching for information, this allows the students to exercise a certain degree of independence to make decisions on their own. In addition to what they find, some information is given in the lesson on Sri Lanka. This would make them more familiar with the chosen topic.
Read the following passage to learn more about the culture of Sri Lanka.

Culture of Sri Lanka
Sri Lanka is one of the few countries with a very vast and rich cultural diversity. The culture is itself very unique and thereby contributes to the Sri Lankan identity. Sri Lankan culture includes a lot of customs and rituals, which date back to more than 2500 years of written history. They were handed down from generation to generation. The most prominent feature of the Sri Lankan culture is its colourful festivals, which is one of the main tourist attractions. Religions also play an important role in the Sri Lankan culture and traditions.
Sri Lankan culture is often reflected by the use of art, architecture, sculptures, and even food. Some people would say that Sri Lanka has a more conventional culture which is obviously influenced by the prominent religions prevailing in the country. While Buddhist philosophy has contributed much to the unique identity of Sri Lankan culture many religions such as Hinduism, Islam, Christianity etc. have a great influence on the Sri
Lankan culture The Sri Lankan way of life is very simple and filled with humility and happiness. This is one of the reasons why the Sri Lankans have a very great sense in appreciating the simple things in life such as nature. Hospitality is also one of the prominent characteristics of the culture, making Sri Lankans one of the most friendly nations in the world.

Sri Lankan culture exhibits Indian and European influence. Since most of the time Sri Lankan kings married Indian princesses they incorporated aspects of Indian culture while still preserving the unique Sri Lankan identity. The European influence was a result of invasion from the Dutch, the Portuguese and finally the British.

Let us look at some of the unique features of the Sri Lankan culture

**Ayurvedic medicine**

Indigenous medicine is an important part of the culture which is even able to cure terminal diseases such as cancer. This contributes to tourism through a lot of ayurvedic spas and clinics open for tourists who visit the country. Those are also considered as one of the major tourist recreational facilities. Over the years, ayurvedic medicine has contributed much to the healthy lifestyle of Sri Lankan people.
Sri Lankan Cuisine

One of the most vital features that dominates our culture is our mouth-watering, exotic food. The recipes are unique in their own way. Most of the vegetable and fruits used in cooking, are only found in Sri Lanka. A variety of spices used in cooking add to the exotic taste of the Sri Lankan food. Besides the fact that the food is delicious it is widely believed that the food is made in such a way that provides for a very healthy lifestyle. The best part of the cuisine is that it is very versatile, where there are a lot of ways to cook one particular dish, which is great for avoiding monotony.

Visual and Performing Arts

The unique Sri Lankan culture is an integration of art, music, drama and also the architecture. Art plays an integral part in the history of Sri Lanka and speaks a lot about the Sri Lankan way of life. From castles to frescoes art itself builds the history and culture leaving people filled with wonder, reverence and respect.

Tea

Sri Lanka is one of the biggest and best producers of tea, in the world. Tea is an integral part of the culture since it goes hand in hand with hospitality. Every household offers tea to guests without exceptions.
Education

Sri Lanka is one of the few countries that offers free education to children up to higher education (post graduate level). This has contributed to a very high literacy rate of 97% in Sri Lanka. This is comparatively a high rate for a South Asian country.

Sports

The national sport is volleyball however Sri Lanka has done extremely well in cricket bagging the ICC World Cup in 1996. Rugby, aquatic and motor sports follow next in popularity after the former two sports. Apart from those there are numerous local sports quite popular among the Sri Lankans, many of them are much related to the culture.

Sri Lankan Martial Arts

There are two styles of martial arts native to Sri Lanka, these are Cheenadi and Angampora. Cheenadi is more popular of the two whereas Angampora shows a decline in learners each year due to the length of time taken to master the art.

Angampora

(Adapted from - Sri Lankan culture
https://www.srilankatravelandtourism.com/srilanka/culture/culture.php)
You may have listed down the unique features of the Sri Lankan culture. Discuss in small groups, in what ways these features are different from cultures of other countries.

**Task three** would attract the students as it contains souvenirs. Souvenirs are an integral part of a culture and an essential representation of a culture. In addition they symbolize different aspects of a culture at both superficial as well as deeper levels. Task three is based on souvenirs from different countries. the learners would be able to match the images of souvenirs with the descriptions. This activity aims to enhance critical thinking in learners through relating images to a description and discussing what those souvenirs symbolize in the respective cultures.

**Task 3:**
Souvenirs are very special items linked to different cultures. They represent features of a particular culture. People like to collect souvenirs from different places they visit, to remind them of their experiences in new places. Souvenirs can have surface meanings as well as very deep meanings related to a particular culture.

a) The items you are going to hear about are unique to different countries and their culture.

Match the words and phrases in the box with the photos

<table>
<thead>
<tr>
<th>A doll, Gems, Taj Mahal, A traditional mask, Eiffel Tower, A Bathik Print of Kandy Esala Perehera</th>
</tr>
</thead>
</table>

a. Which country do you think these souvenirs come from?

b. Read what seven people talk about the souvenirs in the photos. Number the souvenirs in the order they are mentioned.

c. What does each souvenir symbolize? In what ways does it reflect the “deep culture” of the country/State? The first one is done for you.
a. ------------

b. A doll - 1

c. ---------------

d. ---------------

e. ------------------------

f. ----------------------------------
Description of the souvenirs (Audio script)

1. A good souvenir from Moscow is a Matryoshka doll, with all the smaller dolls inside the bigger one. It symbolizes a collective culture.

2. Brassware is a traditional form of handicraft in Sri Lanka. The unique blend of art, culture and craftsmanship makes them very popular among the tourists.

3. A good souvenir from Kandy, the hill capitol of Sri Lanka, is a Bathik print of the Kandy Esela Perehera. Bathik is a traditional art form in Sri Lanka whereas Kandy Esela Perehera is a world famous cultural pageant with deep rooted cultural and spiritual values.

4. If you go to Paris, a replica of the Eiffel Tower would be an ideal souvenir to take home.

5. Traditional masks are a famous souvenir among the tourists to Sri Lanka. A significant component of the traditional dance forms in low country of Sri Lanka, these masks are a symbol of healing through expelling evil.

6. Sri Lanka is famous for gems. Though an expensive item, many tourists who come to Sri Lanka are keen to buy gems.

7. Taj Mahal in India is a world famous monument of love. Those who visit Taj Mahal do not forget to buy a replica of it as a souvenir.
Task four takes a further step by relating those souvenirs to the interests of people when selecting gifts for them. In this task the learners would reflect on the interests of different people and how to select a gift based on their preferences. The activity develops the skill of comparing and relating information.

**Task 4**

A. *Work individually. Read about the people in the box below. Which kind of gifts can you chose from your area/country, for these people?*

B. *Work in small groups. Decide the best gift/souvenir for each person.*

1. **Saman** is a wildlife enthusiast. He likes to collect souvenirs from the places he visits. He likes to promote recycled /eco-friendly products

2. **John** is a regular visitor to Sri Lanka. He shows a special interest in the Kandyan culture. The Kandy Esala Pageant is one of his favourite cultural events

3. **Divya** is from Hyderabad, India. She has a lot of Sri Lankan friends. She is interested in Sri Lankan Cuisine. She enjoys preparing Sri Lankan dishes.
4. Tony and Mary are interested in bird watching. They have planned to travel around Sri Lanka. They would like to learn about birds in different parts of the country.

5. David and his wife Rose like travelling to exotic destinations. They like to enjoy the culture, cuisine and clothing of the places they visit. They have come to Sri Lanka for a vacation and are interested in finding clothes unique to Sri Lanka.

Task five describes a few famous locations in Sri Lanka and asks the learners to brainstorm about different layers of the Sri Lankan culture associated with those places. The aim is to make the learners think deeper about the information and understand the culture in relation to those locations. In this task the learners would be able to understand the concept of culture in relation to different locations. This would put into practice the skills learnt in the previous tasks, the background knowledge of the learners and the information derived from given texts. Task 5 is given below.
**Task 5**

You are planning a trip to many important places in Sri Lanka. The following are among the locations you have chosen. Read the descriptions given and identify the surface culture, sub surface culture and the deep culture attached to these places of significance.

*Search the internet to find out more about the places.*

*Work in groups to complete this task.*

1) Sigiriya Rock fortress

*Sigiriya is a famous rock fortress in Sri Lanka. It is well known world over for the ancient civilization it represents, the magnificent architecture and the art forms. Sigiriya frescoes are considered as masterpieces of art and they closely resemble the frescoes in Ajantha and Ellora caves in Maharasta, India.*

*Rising 200 meters vertically from the flat pains, Sigiriya Rock provides you with one of the most dramatic sites in Sri Lanka. The top of this rock contains ruins of an ancient palace complex, built during the reign of King Kasyapa (477AD – 495 AD) and*
surrounding the rock is the Royal Garden. It is one of the 7 world heritage sites in Sri Lanka and is one of its most popular tourist destinations.

2) Sri Padaya

Sri Padaya is highly respected by Buddhists world over as a place visited by Lord Buddha. Apart from the religious significance, the unique location, picturesque sites and the difficult and unique paths and traditions of the Sri Pada tour make it very popular among the visitors. The mountain is located in the southern reaches of the Central Highlands. The surrounding region is largely forested hills, with no mountain of comparable size in the vicinity. The region along the mountain is a wildlife reserve, housing many species varying from elephants to leopards, and including many species unique to Sri Lanka. Further, Sri Padaya area is important as a water shed.
3) Pinnawala Elephant Orphanage

The Pinnawala elephant orphanage was established in 1975 by the Sri Lanka Department of Wildlife Conservation. Pinnawala provides home to the largest number of elephants kept in captivity. Apart from being a big tourist attraction, the main idea behind the establishment of the orphanage is to provide shelter to displaced, orphaned and injured elephants who cannot survive in the wild. Now this has become a major base for breeding elephants in captivity and for research on elephants.

4) Temple of the Sacred Tooth Relic
Kandy, the hill capital of Sri Lanka consists of a multi ethnic population which represents all the major world religions; Buddhism, Hinduism, Christianity, Islam and their subdivisions. Buddhism plays a significant role in Kandy with the two main Monastic orders, Malwatte and Asgiriya chapters together with numerous temples throughout the country attached to them. The Temple of the Sacred Tooth Relic constitutes the premier Buddhist Institution of Sri Lanka and remains the cynosure of the world Buddhists and is a great tourist attraction.

It is the highest venerated religious centre with a very long cultural heritage. And in recognition of the sacred temple Kandy has been declared as a World Heritage City by UNESCO. The annual pageant (Esala Perahera) constitutes the greatest religious festival of Sri Lanka which attracts thousands of pilgrims as well as tourists from all over the world. Sri Dalada Maligawa (Temple of the Sacred Tooth Relic) represents a long history of spirituality, rituals and culture which has great influence on the Sri Lankan society.

What other information do you know about these places of importance?

Complete the table with information from your own knowledge, the above descriptions and information you gathered from internet. One example is given.

<table>
<thead>
<tr>
<th>Location</th>
<th>Surface Culture</th>
<th>Sub-surface Culture</th>
<th>Deep Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sigiriya</td>
<td>Historical and geographical importance. A tourist attraction</td>
<td>Artistic and architectural value</td>
<td>The long history and lineage related to Sri Lankan royalty</td>
</tr>
<tr>
<td>Sri Padaya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinnawala Elephant Orphanage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Temple of the Sacred Tooth relic</td>
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</tr>
</tbody>
</table>
The tasks gradually make learners think at deeper level, link information and find information on their own.

**Task six** expects to engage learners to find and organize information on a selected location and write a description on that. They are being provided with a rubric to assess themselves. Self-assessment is a crucial factor to enhance learner autonomy. Therefore, in this task, the learners would be able to find and organize information on a selected location and write a description on that. They would be able to assess their own writing using a rubric. Task 6 is given below.

**Task 6**

**Individual and pair work**

*Select a location you like to visit in Sri Lanka or another country.*

*Find details on that from the internet or other sources.*

*Discuss with a friend about what you are going to write.*

*Arrange your information in a graphic organizer.*

*Eg: This is my mind map. See whether you have included similar things in your mind map.*
Write a description of the selected location based on the information you have organized. Your description may have one well-organized paragraph. Assess your writing according to the rubric provided below.

**Evaluating Your Writing**

*Using a rubric - Read the rubric below and use the rubric to score your paragraph*

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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</table>
| **3** | **Excellent**

- **Content:** Paragraph describes the chosen location so that the reader has a clear idea of the place visited. Paragraph contains elements of a description.
- **Organization:** Paragraph ideas are introduced by a topic sentence, and all sentences connect to this main idea. Related ideas are grouped together, and the title makes the reader want to read about the location/place visited.
- **Vocabulary:** A variety of adjectives are used to effectively describe the elements of a tour to a location.
- **Grammar:** The simple past tense is correctly used throughout. Paragraph has a very few grammar problems so the meaning is clear.
- **Spelling and Mechanics:** Most words are spelt correctly and punctuation of title and adjectives is correct throughout.

| **2** | **Adequate**

- **Content:** Paragraph describes the chosen location and contains most elements of a description.
- **Organization:** Paragraph ideas are introduced by a topic sentence, but some ideas may not relate to it. Some related ideas are not grouped together.
- **Vocabulary:** Some adjectives are used to describe the tour elements. Most vocabulary is used correctly.
- **Grammar:** Past tense and descriptive words are mostly used correctly.
- **Spelling and Mechanics:** Paragraph includes some spelling errors.

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| 1 Developing |  
|---|---|
| **Content:** Paragraph does not present much information about the topic, or the topic is unclear.  
**Organization:** Paragraph ideas do not connect to the topic sentence, or there is no topic sentence. Related ideas are not grouped together.  
**Vocabulary:** Vocabulary items are limited, and/or there are too many mistakes to understand the ideas.  
**Grammar:** Several grammar mistakes make the meaning unclear.  
**Spelling and Mechanics:** Paragraph contains many distracting spelling, and/or punctuation mistakes. |


*Share your paragraph with your partner and get his/her opinion on that*

*Rewrite your paragraph correcting the mistakes you observe.*

*Get the help of your teacher to correct the rewritten paragraph*

*Travelling to other countries can be a very interesting experience. You may experience new things and new cultures. It will give you a lot of information about the new places you visit.*

*Task seven* is aimed at moving learners' focus from local culture to international cultures. They are expected to compare and contrast cultures to relate known to the unknown. They are required to use the skills learnt in the previous tasks to complete this task.*
In this task I would ask the learners to discuss in groups and would assist them as a facilitator. I would help them access more materials (text-based and web-based), to make the task more effective.

Task 7 is given below

**Task 7**

*If you have three months of vacation, coming up and money to spend on three foreign tours, that you have heard about from your classmates, which would you choose and in what order?*

*Take into account preparation required, locations, and activities involved. What souvenirs would you collect? Why?*

*You may use a graphic organizer to organize this information*

*Compare the cultures of the three countries you visited? What are the similarities and differences?*

*Focus on the deep culture and surface culture of these places*

<table>
<thead>
<tr>
<th>Country</th>
<th>Surface culture</th>
<th>Deep culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tasks eight and nine** involve more critical thinking, organizing information, presentation of information, self-assessment and peer-assessment. Those tasks are more focused on productive skills and require the use of the skills gradually acquired through the previous activities.

**Task 8**

*Make a presentation on the culture of one of those countries you visited.*
Pay attention to the organization of your presentation and different aspects you are going to address through it.

Check and reflect on the presentation you made. Tick (√) the correct grid.

<table>
<thead>
<tr>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
</tr>
<tr>
<td>I was able to speak easily about the topic</td>
</tr>
<tr>
<td>My partner/group/class understood me</td>
</tr>
<tr>
<td>I used vocabulary from the unit</td>
</tr>
<tr>
<td>I presented information from notes</td>
</tr>
<tr>
<td>I correctly pronounced the words</td>
</tr>
<tr>
<td>I had organized the information in logical order</td>
</tr>
<tr>
<td>I used the relevant words to indicate the sequence of the presentation</td>
</tr>
</tbody>
</table>

**Home work**

Write a journal on your tour.

**This is my journal page on my visit to Taj Mahal in Agra**

Agra is a beautiful city and a quiet town located close to New Delhi, the capital of India. Taj Mahal is the main tourist attraction in Agra and it is one of the seven wonders in the world. The city of Agra is full of architectural monuments. Moreover, Agra is famous for handicrafts and fine arts.

Out of the many places I visited in India, the place I enjoyed the most was the city of Agra. The main purpose of my visit to Agra was to see Taj Mahal. There were a lot of visitors to see the Taj Mahal. I also visited Agra Fort. The journey to Agra from Delhi took a few hours but I felt it is worth the effort and time spent on it. Apart from architectural monuments, it was fun shopping in Agra and the visit left lasting memories in my life.

**Hope you have written an interesting journal page**
In task 9, I would help the learners with note-taking techniques and discuss with them how to take down notes from a presentation. The notes taken down by the learners would be discussed randomly to give them a clear idea about the main points and supporting details. Then they would be asked to compare presentations and discuss their comparisons in the class.

Task 9 is given below.

**Task 9**

*Take down notes on two more presentations of your friends*

<table>
<thead>
<tr>
<th>Country</th>
<th>Main ideas</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Compare those presentations with your presentation.*

*What are the similarities and differences between the culture of those countries and the country you presented on?*

<table>
<thead>
<tr>
<th>Country</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-Assessment Log**

*In this unit, you worked through the following activities. How much did they help you gain improve your English language skills?*

<table>
<thead>
<tr>
<th>Activity</th>
<th>A lot</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learnt about souvenirs in different cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the deep culture and surface culture of a place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can relate souvenirs to the deep and surface cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I can write an organized paragraph on a location

I can make a presentation on the culture of a selected location.

I can identify similarities and differences among cultures

I can take down notes from a presentation made by someone else

I can assess a presentation based on a rubric


5.2.3 Methodology for intervention phase

The intervention phase was done in two stages. At the first stage, supplementary materials were suggested for an existing unit and a new unit was designed and developed in line with the findings from phase one of data collection. In the second stage, feedback was obtained from stakeholders: learners, tutors/visiting academics and course material writers. Five members each from all three categories of stakeholders were chosen for the data collection of the intervention phase. The questionnaires focused on the effectiveness of the suggested materials as SIM in promoting learner autonomy and their efficacy as EAP materials.

5.2.4 Data analysis and interpretation

As mentioned above, the questionnaires were tried out on five tutors/visiting academics, five course material writers and five learners. The responses were analysed qualitatively and interpreted to find out the emerging views.
5.2.4.1 Responses from the tutors/visiting academics

Additional materials

Question 1 in the questionnaire for tutors (see appendix 5.2), asked their opinion on the additional materials provided for the existing unit (Unit 4-Eco-tourism-see appendix 5.1a). In response to this, the tutors had approved the supplementary materials to the existing course materials as useful and appropriate.

"Easy to understand, interesting and useful" (Tutor 1- Appendix 5.3 a)

Question 2 focused on how the additional materials would be useful to the students. The responses of the tutors indicate:

"They need support in vocabulary learning and the given references and web resources can be useful for them" (Tutor 2- Appendix 5.3 b)

At the same time they had raised doubts whether majority of the learners would be motivated to access the additional resources. The following comments had given evidence for this.

"The materials can be useful to the students who make that extra effort to engage in self-studies and find more knowledge" (Tutor 3 - Appendix 5.3 c)

The tutors had acknowledged the fact that additional materials serve to improve the vocabulary knowledge of the learners, in which they need additional support. The web links seemed to give them more knowledge on vocabulary and proved to be an effective resource.

In response to Question 3 on whether they would use additional materials on their own, the tutors had mixed responses:
"It is a tight program and teachers find it is very difficult even to complete all the tasks provided in the materials within day schools. But sometimes we try to introduce some related tasks based on their major academic field. eg. for science students" (Tutor 4-Appendix 5.3 d)

Some of them had tried out additional materials to suit the needs of the learners and some are yet to try it. The time limitation seemed to be a hindrance to trying out new materials. Also the tutors were of the view that many learners may not make much use of the additional materials due to time constraints and many other commitments, and only the most motivated and keen learners would benefit from it.

Further, they pointed out that learners liked the materials that related to them. "Yes. I sort of try to modify or adapt materials to relate to their background and context. This proves to be more effective" (Tutor 3-Appendix 5.3 c)

At the same time it was acknowledged that suggested supplementary materials would be useful as learners need additional support in vocabulary learning.

Question 4 referred to the tutors' views on the usefulness of the web links provided.

"It is important to make them familiar with the web resources and we can motivate them to find new resources" (Tutor 3-Appendix 5.3 c)

The tutors found the web links to be useful and thought that they were appropriate to be recommended for their learners. At the same time they felt more guidance and help was needed for the learners to know about and access those web resources.

Question 5 asked the tutors whether they would provide similar web links to the learners. The tutors had agreed that they would provide similar web links. "Yes, I prefer to introduce those links to guide students through self-studying" (Tutor 4-Appendix 5.3 d)
The tutors had agreed that providing similar web links would motivate the learners to access new knowledge and as such would be very useful.

In Question 6 the tutors were asked whether they would provide similar links to learn other skills like grammar, the tutors had responded positively.

"The majority will not make use of the links but this is for the benefit of the handful who will make use of all the opportunities that come their way to enhance their studies knowledge" (Tutor 1- Appendix 5.3 a)

Question 7 focused on the tutors' views on whether their students would access the additional materials they suggest.

"The time available may restrict the students from accessing those additional references. It would be useful if additional materials related to science is provided as students are keen to learn science related things (sic)"(Tutor 2- Appendix 5.3 b)

The overall view of the tutors indicated that learners' access to additional materials depends on the time availability, their level of motivation, guidance received and the relevance of the additional materials provided.

It was highlighted that those additional materials could be incorporated into the existing materials or could be used in the contact sessions to make more learners benefit from it.

"Teachers should make an effort to introduce the additional materials in the contact sessions" (Tutor 3-Appendix 5.3 c)

Question 8 sought to obtain the tutor perceptions on the inclusion of SAQs and reflective questions and the students' responses to them.
"Those questions are useful and effective to enhance critical thinking and this promotes self-learning. To what extent the students do these questions depend on the time, student motivation and support from the teacher in contact sessions" (Tutor 3-Appendix 5.3 c)

The tutors had recommended highly the inclusion of SAQs and reflective questions. They had felt this would enhance their critical thinking skills and get them more involved in self-learning. Since these are challenging skills for the learners and also time consuming, the tutors were of the view that making use of those questions and learning from them depends on the level of motivation of the learners. Hence, teachers' active participation in motivating the learners is crucial.

Question 9 focused on the provision of an answer key to the students for the existing units. The tutors had responded positively to this question.

"Yes. It will promote self-monitoring and self-learning but the students should be genuinely interested in learning as to not to check answers beforehand" (Tutor 3-Appendix 5.3 c)

The suggestion to provide an answer key to the learners, was well received by the tutors. They acknowledged that it would promote self-learning. At the same time they had pointed out that the effectiveness of the use of answer key will depend on the students' discipline to use it appropriately.

In response to Question 10 the tutors had said that the use of smartphones by the learners is rather limited but some of them make good use of them.

"Sometimes" they use the smart phones. They access resources like "the dictionary, information and images". "I have guided them" to access those resources. (Tutor 2-Appendix 5.3 b)
Learners use smart phones mostly to access the dictionary and some of them make use of it to access information. There are quite a few students who misuse the smart phone as well and therefore the teachers should be aware of those possibilities in the classroom.

**New course materials -**

Question 1 focused on the opinion of the tutors on the choice of the theme 'Cultural awareness'

"Culture relates to all the learners and therefore, it is a very appropriate theme for every learner" (Tutor 2 - Appendix 5.3 b)

The theme 'Cultural Awareness' had been endorsed by the tutors as appropriate and relevant. As opined by them, the potential of the theme to create interest among the learners lay in its relevance to all the learners alike.

Question 2 focused on the potential of the theme 'Cultural awareness' to create interest among learners.

*The lesson "can create immediate interest as it is relevant to each and every student. As there are students from various backgrounds, belonging to different cultures in the classroom itself, this is a topic that has a lot of potential to hold the students' interest throughout the lesson" (Tutor 1- Appendix 5.3 a)*

The tutors had fully endorsed the potential of the theme to create interest among learners as the theme related to them well and the content was interesting.

Question 3 focused on the potential of the activities to enhance critical thinking among the learners.
"Yes, definitely. From planning a presentation of a travel tour to evaluation of one’s own writing, students are provided with many opportunities to enhance their critical thinking skills. When students are given a rubric and asked to give marks to presentations according to that, they have to concentrate on all the aspects of the presentation which will in turn show how far they have grasped the concept of critical thinking ". (Tutor 1- Appendix 5.3 a)

The potential of the unit to enhance 'critical thinking' skill among learners, had been fully endorsed by the tutors. At the same time they had acknowledged that it would be a bit difficult for low proficiency learners to deal with SAQs and reflective questions and hence, need more attention and support from the teachers.

Question 4 focused on the technique followed in the lesson: moving from known to unknown contexts and the expected responses of the learners for the same.

"That is a method that can hold the students’ interest. ‘Known’ contexts will activate their existing schemata and pave way to the ‘unknown’. This will not burden the student with unfamiliar information at the beginning of the lesson, but the student can easily ‘slip into’ new knowledge and enjoy the process too”. (Tutor 1- Appendix 5.3 a)

‘Moving from familiar to unfamiliar is no doubt an effective learning technique” (Tutor 4- Appendix 5.3 d)

Moving from familiar to unfamiliar contexts had been acknowledged as a commonly used and effective technique of teaching. It was highly endorsed as an appropriate method to teach subject relevant language skills. The opinions of the tutors reflected this claim.

One tutor had raised doubts about task 7 which asked the students to write about a tour to a foreign country. The tutor raised the point that unfamiliarity in the context may hinder the learner from effectively tackling the task. On the other hand it could be argued that
moving from familiar context would make it less difficult for the learner to relate to an unknown context.

"In this lesson, task 7 is to describe their tour of another country. Most of the students have not visited another country" (Tutor 4- Appendix 5.3 d)

As suggestions for further improvement, tutors had suggested that more technology related study materials should be incorporated, specifically video clips and web based materials.

5.2 .4.2 Responses from the course material writers

Additional materials -

In response to Question 1, course material writers had approved the inclusion of additional materials to the existing unit (Unit 4 - Eco-tourism) but at the same time had mixed responses to the way learners would make use of those resources. They had accepted that vocabulary learning was an important skill which needed more support than what was already given through the lesson.

"Vocabulary is an essential part of language learning. Therefore, supporting students with a list of vocabulary for each language area would be useful" (Course material writer1-Appendix 5.5a)

"Language learning is more than learning a list of words. Learning through contextual situations would be more beneficial" (Course material writer 2- Appendix 5.5b)

"It will help those who are interested and motivated" (Course material writer 5 - Appendix 5.5e)

Moreover, they had voiced their concern over the students' level of motivation to reach out for additional resources as well as the time constraints that would hinder the use of
additional materials. As a solution they had suggested that more support in vocabulary learning should be incorporated in the unit itself.

"Additional support is needed for vocabulary learning and those additional references provided can be useful. At the same time, many students do not refer to additional resources due to time constraints and it would be better if those can be incorporated in the materials or the teachers can use them in the classroom" (Course material writer 4- Appendix 5.5d)

Question 2 dealt with the incorporation of web-based materials by the course material writers in writing materials for EGAP. Some material writers had made use of web-based materials in the process of writing materials for the EGAP while some are yet to do that.

"Many of the web resources were accessed while writing materials for EGAP" (Course material writer 4- Appendix 5.5d)

The course materials writers had shown a positive attitude towards incorporation of web-based materials in the EGAP course materials.

Question 3 asked for the opinion of the course material writers on complementing text-based materials with web-based materials

"It is good because it provides good opportunities for the learners to get familiar with the web resources" (Course material writer 3- Appendix 5.5c)

They had felt that it would be useful for the learners to familiarise themselves with web resources. At the same time they had pointed out the need for guidance for the learners to familiarise themselves with the web resources.
"Some students may be familiar with and may be having the facilities to access web based materials. For the majority of the students, more guidance and help from the teachers is needed" (Course material writer 4- appendix 5.5d)

In response to question 4, the course materials writers had mixed opinions about the use of smart phones and similar electronic equipment in language learning. They had felt that electronic equipment could enhance effective language learning but learners should be well-disciplined and focused to make good use of such equipment. This implied the need for guidance, focus and proper use of technology for effective language learning.

"According to my opinion, the use of modern technological devices directly enhance language learning" (Course material writer 1- Appendix 5.5a)

"Unless the student is well focused, it can deviate his/her attention and also waste time"(Course material writer 2- Appendix 5.5b)

"My opinion is that it will create interest in the learners"(Course material writer 3- Appendix 5.5c)

"It can be very effective if it is used with proper focus and discipline"(Course material writer 4- Appendix 5.5d)

The question 5, sought the opinion of the course material writers on the effectiveness of self-assessment questions and discussion topics in the lesson. Material writers had expressed positive views. Those views were reflected in their opinions given below.

"I think it is a good way of making students revise what has been taught" (Course material writer 1- Appendix 5.5a)
"It will be useful and enhance their self-learning skills. At the same time, the additional time that needs to be spent on it will be an issue." (Course materials writer 3- Appendix 5.5c)

"Those are useful and have the potential to make the students think critically. A way to monitor whether the students do those questions and guidance on that is also a necessity" (Course material writer 4- Appendix 5.5d)

"It depends on the motivational level of the student, the teaching/learning environment, the desire to add value/quality to their learning etc."(Course material writer 5- Appendix 5.5e)

The course material writers had endorsed the inclusion of SAQs and reflective questions as a beneficial move towards enhancing critical thinking and self-learning. At the same time they had raised concern over the student motivation, the time constraints and extra guidance and monitoring needed for the same.

Question 6 dealt with the inclusion of workshops in the course. The views of the materials writers were reflected in their comments.

"Web-based workshops may be a bit unfamiliar for the learners and it needs to be trialed and introduced gradually.(Sic) Face-to-face workshops will be effective as learners are more used to it" (Course material writer 3- Appendix 5.5c)

"If trained resource persons and reliable resources can be made available, workshops of this kind will prove to be an effective method of language teaching" (Course material writer 2- Appendix 5.5b)

Workshops had been well received by the course materials writers as an effective teaching technique. Though they fully endorsed the usefulness of face to face workshops, they were a bit sceptical about the web-based workshop. The reason behind this was the
assumed unfamiliarity of learners about the web-based technology. They had emphasised the need for gradual introduction of technology and more guidance for learners in the same.

Question 7 sought the opinions of the course materials writers on the supplementary materials provided for the subject specific language skills. Some of the responses are given below.

"Since our aim of the EGAP course is to provide general academic language skills required for undergraduates in any field of study, I do not see a necessity to provide supplementary materials on subject specific language skills" (Course material writer 2- Appendix 5.5b)

"This will be a useful step as learners are keen to learn the skills relevant to their science subjects" (Course material writer 3- Appendix 5.5c)

"This will be useful for the students as they are keen to learn discipline specific language skills. They may need some guidance and motivation to do the extra materials as time is a huge constraint" (Course material writer 4- Appendix 5.5d)

The course materials writers were of varying opinions towards subject-specific additional materials suggested. Some of them felt that this is a requirement for the learners and hence such materials need to be provided. On the other hand, some of them felt that materials for general academic skills would be sufficient. Those views were reflected in their comments.

**New course materials**

In response to Question 1, the course materials writers had a positive opinion on the choice of theme for the new unit (Cultural Awareness) They had felt it to be interesting, relevant and current.
"Interesting theme and it would create interest among learners" (Course material writer 2- Appendix 5.5b)

"This is appropriate and also a current theme" (Course material writer 3- Appendix 5.5c)

One course materials writer had suggested to reword the theme to suit the existing themes in EGAP programme.

"The concept is good if it can be reworded to bring in a sense of inclusiveness and to blend with the existing themes. Suggested theme units - *Different world cultures,* Diverse cultures” (Course material writer 3- Appendix 5.5c)

Question 2 under new course materials, given in the questionnaire for course materials writers (appendix 5.4), asked about the perceptions of the course material writers on the potential of the new materials to get learners engaged and to create interest. The responses of the course materials writers are given below.

"A culture could be effectively learnt through watching video clips" (Course material writer 2- Appendix 5.5b)

"This has the potential to activate the students' background knowledge and also it is relevant to all the learners" (Course material writer 3- Appendix 5.5c)

The course material writers had suggested that the new unit should be expanded by incorporating more sub topics on different aspects of culture. They had also pointed out that the new unit could be further developed through incorporation of technology. They had acknowledged the fact that the new unit has the potential to get the learners engaged in learning.

Course materials writers had given the following responses for Question 3 (about new unit) on effective integration of skills:
"Integration of reading, writing and speaking skills can be noted. However, the listening skill does not seem to be included" (Course material writer 1- Appendix 5.5a)

"The integration of skills are effective as there is a gradual progression from affective skills to productive skills. It should be noted that listening skill is not included much in the lesson" (Course material writer 4- Appendix 5.5d)

The course material writers had acknowledged the effective integration of language skills under one theme. At the same time they had pointed out the lack of activities to practice the listening skills.

Question 4 dealt with the views of course material writers on the potential of the new unit to enhance critical thinking among the learners. Some of the responses are given below.

"According to my opinion, this unit enhances critical thinking through activities like task 7" (Course material writer 1- Appendix 5.5a)

"The theme has the potential to enhance critical thinking as it takes students from known to unknown contexts which helps to activate their schemata on the given topic". (Course material writer 2- Appendix 5.5b)

"The activities require a great deal of thinking, relating and use of background knowledge. This can be expected to enhance their critical thinking skills" (Course material writer 3- Appendix 5.5c)

The course material writers had fully endorsed the potential of the new unit to enhance critical thinking skills of the students. They had attributed this mainly to the technique of moving from known to unknown content through the progression of the unit. This was evidenced by the comments of the course material writers.
In response to the last question (Question 5) on the new materials, asking for the comments, opinions or suggestions for improvement, the course materials writers had responded as follows:

"Time allocated for this unit is 3 hours and according to my opinion, this time is insufficient for this lesson" (Course materials writer 2- Appendix 5.5c)

"The lesson would be more effective with incorporation of technology (video clips). The lesson be made more lively by addition of more activities on different features of various cultures" (Course materials writer 4- Appendix 5.5d)

The overall comments and suggestions by the material writers on the new unit indicated that they had felt a vast potential of the lesson to be improved through incorporation of technology, specifically video clips. Further, they had seen a potential for expansion of the unit through inclusion of more sub topics and activities on different aspects of cultures. They had also pointed out the inadequacy of time allocated for the lesson.

5.2.4.3 Responses from the learners

Additional materials
In response to Question 1 in student questionnaire (appendix 5.6), on the additional materials they refer to, for improving vocabulary, the learners had given the following responses.

"Dictionary, glossary, books" (Learner 2 - Appendix 5.7b)
"Books, dictionary, web" (Learner 4 - Appendix 5.7d)

They had accessed more text-based materials than web-based materials when it comes to use of additional materials. The feedback had indicated that they refer to dictionaries, glossaries and books more than web-resources for vocabulary learning. At the same time they had acknowledged web resources as a useful source.
The Question 2 asked which of the given references they had used. In response to question 2, they had given the following responses:
"The web link" (Learner 4- Appendix 5.7d)

Many of them had not referred to the given additional resources. This implied that those resources should be made available for them and they should be easily accessible. Those could be made available in the library or a self-access centre.

Question 3 had asked the students to access the given web links and give their feedback on them. Some of them had accessed the suggested web links and found them to be useful.

Question 4 requested the students to use a smart phone and access the dictionary on it. Their feedback was sought on this experience. They had mixed responses on that:

"It is easy and useful" (Learner 2- Appendix 5.7b)
"It is useful. Do not have a smart phone but use dictionary in the normal phone" (Learner 2- Appendix 5.7b)

The responses indicated that the learners who had smart phones use it for educational purposes but it is not very common yet. They also had used the dictionary on smart phones and found it to be useful.

Question 5 dealt with the learners' opinion on the potential of the SAQs and reflective questions to make them think. They had given many positive responses regarding this.

'We have to plan and organize information" (Learner 3- Appendix 5.7c)
"Help to think and organize points and to learn vocabulary in presentations" (Learner 2- Appendix 5.7b)
"Difficult but useful, make us think" (Learner 5- Appendix 5.7e)
The SAQs and reflective questions had posed them a challenge but they had found it to be useful.

The last question on additional materials (question 6), in questionnaire for learners (appendix 5.6) ask for the students' opinion on the provision of an answer key. The responses are as follows:

*The answer key is "useful. It help check our answers" (Learner 2- Appendix 5.7b)*
*The answer key "is useful, we can do work at home" (Learner 3- Appendix 5.7c)*

The learners had positive views on the provision of the answer key. They had felt that it would promote self-learning among them.

**New course materials -**

The Question 1 focused on how the lesson helps the learners to learn more about their culture

"*The places we know and the lesson gives more information" (Learner 2- Appendix 5.7b)*

The learners had positive views on the new unit on 'Cultural Awareness'. The main point highlighted was the relevance of the theme to the learners. It related to their background knowledge and expanded it by providing more information on the same theme. This view was reflected in the comments of the learners.

Question 2 dealt with what ways the learners could relate local culture to international cultures. Some of their responses are as follows

"*Comparing cultures help to learn about different cultures" (Learner 2- Appendix 5.7b)*
"*We learn about our culture and other cultures. Learning about our culture helps to learn about other cultures through comparing" (Learner 3- Appendix 5.7c)"
The learners seemed to have grasped the techniques of moving from known to unknown contexts. They could relate the local culture to foreign cultures through comparison and contrast.

Question 3 focused on the students' view on whether the new unit was interesting.

"Theme is about things we know and it is interesting"(Learner 2- Appendix 5.7b)

The learners had agreed on the fact that the new unit was interesting as it dealt with known contexts.

Question 4 focused on the effectiveness of the activities to make learners think beyond the given information.

"Yes. We have to think and discuss to do the activities. Have to find information from internet(sic)" (Learner 2- Appendix 5.7b)
"Activities need discussing with group and organizing information. it make us think (Sic) "(Learner 3- Appendix 5.7c)

The learners had acknowledged that the new unit made them look for more information. As a result it had made them reach out beyond what is given in the lesson. This fact is evidenced through their comments.

Question 5 dealt with the problems the learners faced in completing the new unit.

"More time for activities and lessons. More time to discuss. More time for speaking" (Learner 4- Appendix 5.7d)

The difficulty level of certain activities and the inadequacy of time had been highlighted as some of the issues the learners had to face. The learners had suggested that there should be more time for speaking and listening activities, specifically speaking. Further,
they had asked for more time for interaction and more teacher support. The high demand for incorporation of technology is a noteworthy feature.

Finally the learners' views, opinions and suggestions were obtained for improvement of the new unit
"Need more time. Videos and multimedia. Power point presentations"(Learner 5 - Appendix 5.7e)

It was noted that there was a demand for more time for collaborative work, incorporation of technology and interesting themes which relate to them.

### 5.2.5 Findings from the questionnaires:

- Overall opinion of the stake holders showed that relevant themes like culture which were common to everyone were well received by them alike.
- Moving from known contexts to unknown contexts proved to be an effective technique as it was well received by the stake holders.
- SAQs and self-assessment questions had been approved by the stake holders as effective in promoting critical thinking and self-learning. At the same time, lower proficiency learners needed more time and support in this regard.
- Incorporation of technology; video clips, web-based materials etc. had been endorsed by the stake holders. At the same time it was highlighted that proper guidance and standards are required for this to be effective.
- Request for the inclusion of more subject specific materials needs policy makers' consideration.
- Inadequate time allocation for the programme, lessons and activities proved to be a constraint.

### 5.2.6 Suggested listening comprehension tasks

The suggested new lesson had not included many listening comprehension tasks separately though the tasks have been designed for the learners to listen to descriptions
and relate them to relevant images. Furthermore, the last three activities require the students to make notes on presentations by other learners as well as to evaluate them. In that way, listening skill has been integrated with other skills for learners to grasp it in real life situations.

As has been suggested by the course materials writers (1 and 4) in their feedback (given below) on the suggested new unit on 'Cultural Awareness', two listening tasks have been included below, as sample tasks:

"Integration of reading, writing and speaking skills can be noted. However, the listening skill does not seem to be included" (Course material writer 1 - Appendix 5.5a)

"It should be noted that listening skill is not included much in the lesson" (Course material writer 4 - Appendix 5.5d)

**Listening Task 1**

The listening text is a description of the 'Temple of the Sacred Tooth Relic' in Kandy. We have dealt with the same topic in our previous activities. By now you may be familiar with the topic.

*Listen to the audio script once. As you listen to the listening text for the second time, complete the following lecture summary by filling in the blanks.*

**The Temple of the Sacred Tooth Relic (Dalada Maligawa)**

The Temple of the Tooth at Kandy is the final location of the Sacred Tooth (Left Canine) of the Buddha, which was brought to Sri Lanka during the reign of King Kirtisri Megahavanna (301-328) by Prince Danta and Princess Hemamala from Kingdom of Kalinga, India. It (1) ____________ the paladium of the Sri Lankan King and was (2) ____________ guarded in a special Shrine built within the (3) ____________ of the royal palace, whereever the (4) ____________ was located. The ruins of such edifices remain in ancient (5) ____________ of Anuradhapura, Polonnaruwa, Dambadeniya, Yapahuwa,
Kurunegala, Kotte and Gampola and while at Kandy, the last (6) to be the greatest shrine that receives the utmost (8) of the Buddhist world.

Wimaladharasuriya I (1590 - 1604) was the first King who brought the Tooth Relic to Kandy from Delgamuwa, Rathnapura, and (9) it in a three storeyed Shrine within the (10) complex. Thereafter, due to various disturbances which resulted in (11) and decay, the King that followed removed the Tooth Relic to safer (12) such as Medamahanuwara and Kundasale. New shrines were built by Kings such as Senerath, Rajasinghe II and Wimaladharasuriya II.

The present two-storeyed Shrine is said to have been built by King Narendrasinghe (1707-1739). Keerthi Sri Rajasinghe (1747 -1781), great (13) of Buddhism, was responsible for several (14) and embellishments to the Tooth Relic Shrine, including the building of a Shrine known as Pallemale Viharaya. The last King of Kandy, Sri Wickrama Rajasinghe (1798- 1815), (15) the Dalada Maligawa by construction of the Octagon (Paththirippuwa). The British Government too, at the time of signing the Kandyan Convention, agreed to protect the Sacred Tooth Relic and conduct all (16) services without a break, and these are being carried out to the present day under the strict (17) of the three chief custodians of the Tooth Relic, the most (18) Mahanayakes of Malwatte and Asgiriya and the lay (19), the Diyawadana Nilame.

All visitors to the Dalada Maligawa would enter the Esplanade (Maha Maluwa) through the newly built (20) (Vahalkada) in front of the Queen's Hotel and (21) on the paved path to the end of the Esplanade, which had been originally constructed by Sri Wickrema Rajasinghe, who gave (22) to the people from the Octagon (Pattirippuwa) above. The visitor will pass through the (23) statues of D. S. Senanayake, the first Prime Minister of Sri Lanka after (24) --, Madduma Bandara, the young hero son of Ehalepola, the first Adikaram of Sri Wickremendra Rajasinghe and (25) pillar enshrining the skull of Keppetipola Disava of the Uva Rebellion fame. To the right of the visitors’ path could be
seen a modern representation of Danta and Hemamala the Royal Prince and Princess, who brought the Tooth Relic from India in the 4th century. To the left is a statue of Wariyapola Sri Sumangala Thera who brought down the British flag when it was before the Kandyan Treaty. The Mahamaluwa is on the right by the Dalada Veediya and Kandy Lake (Kirimuhuda) constructed by the last king, while on the left side are located Natha and Pattini Devales together with Vishnu, Skanda and Goddess Pattini - and they are considered to be the protective divinities of the Sacred Tooth Relic and hence, play a significant role in the annual Dalada Perehera.

Audio script

**The Temple of the Sacred Tooth Relic (Dalada Maligawa)**

The Temple of the Tooth at Kandy is the final location of the Sacred Tooth (Left Canine) of the Buddha, which was brought to Sri Lanka during the reign of King Kirtisri Megahavanna (301-328) by Prince Danta and Princess Hemamala from Kingdom of Kalinga, India. It became the paladium of the Sri Lankan King and was preciously guarded in a special Shrine built within the precincts of the royal palace, whereever the capital was located. The ruins of such edifices remain in ancient capitals of Anuradhapura, Polonnaruwa, Dambadeniya, Yapahuwa, Kurunegala, Kotte and Gampola and while at Kandy, the last capital, the Sacred Tooth Relic Temple continues to be the greatest shrine that receives the utmost veneration of the Buddhist world.

Wimaladharmasuriya I (1590 - 1604) was the first King who brought the Tooth Relic to Kandy from Delgamuwa, Rathnapura, and located it in a three-storeyed Shrine within the palace complex. Thereafter, due to various disturbances which resulted in disrepair and decay, the King that followed removed the Tooth Relic to safer locations such as Medamahanuwara and Kundasale. New shrines were built by Kings such as Senerath, Rajasinghe II and Wimaladharmasuriya II.

The present two-storeyed Shrine is said to have been built by King Narandrasinghe (1707-1739). Keerthi Sri Rajasinghe (1747 -1781), great benefactor of Buddhism, was
responsible for several renovations and embellishments to the Tooth Relic Shrine, including the building of a Shrine known as Pallemale Viharaya. The last King of Kandy, Sri Wickrama Rajasinghe (1798-1815), beautified the Dalada Maligawa by construction of the Octagon (Paththirippuwa). The British Government too, at the time of signing the Kandyan Convention, agreed to protect the Sacred Tooth Relic and conduct all religious services without a break, and these are being carried out to the present day under the strict surveillance of the three chief custodians of the Tooth Relic, the most Venerable Mahanayakes of Malwatte and Asgiriya and the lay custodian, the Diyawadana Nilame.

All visitors to the Dalada Maligawa would enter the Esplanade (Maha Maluwa) through the newly built gateway (Vahalkada) in front of the Queen’s Hotel and proceed on the paved path to the end of the Esplanade, which had been originally constructed by Sri Wickrema Rajasinghe, who gave audience to the people from the Octagon (Pattirippuwa) above. The visitor will pass through the memorial statues of D. S. Senanayake, the first Prime Minister of Sri Lanka after independence, Madduma Bandara, the young hero son of Ehalepola, the first Adikaram of Sri Wickrema Rajasinghe and memorial pillar enshrining the skull of Keppetipola Disava of the Uva Rebellion fame. To the right of the visitors’ path could be seen a modern sculptural representation of Danta and Hemamala the Royal Prince and Princess, who brought the Tooth Relic from India in the 4th century. To the left is a statue of Wariyapola Sri Sumangala Thera who brought down the British flag when it was hoisted before signing the Kandyan Treaty. The Mahamaluwa is bordered on the right by the Dalada Veediya and Kandy Lake (Kirimuhuda) constructed by the last king, while on the left side are located Natha and Pattini Devales together with Vishnu, Skanda and Goddess Pattini respectively and they are considered to be the protective divinities of the Sacred Tooth Relic and hence, play a significant role in the annual Dalada Perehera.


**Listening Task 2**

The listening text is a description of the 'Tsunami'. "Tsunami' is a familiar phenomenon in Sri Lanka. Though Sri Lanka was affected only once by a 'Tsunami', its magnitude and the devastation it caused left lasting sad memories in the minds of Sri Lankan people.

**Tsunamis**

The Japanese word 'tsunami ' (pronounced 'soo-na-mi') literally means a harbour wave. If a larger earthquake or volcanic explosion in the oceanic crust causes a sudden local change in the level of the ocean bottom, the ocean water may respond to the disturbance by creating high energy (1) ------------------ which can travel at speeds of 500 miles an hour, or more, reaching large distances from the site of the earthquake.

When the ocean waves so generated approach the (2) ----------------------- waters, the height of the waves can grow to 50 feet, and the length of the crests may be hundreds of miles. Near the shore the ocean surface can experience (3) ---------------------- -. Such waves can cause massive destruction of coastal areas.

While the occurrences of earthquakes cannot be predicted, every time a large earthquake in the (4) ---------------------- that can trigger a tsunami occurs, warnings are issued to inform the people in the coastal areas about the possibility of a (5) -------------------. If this information reaches the people in time, their lives may be saved if they stay away from the coasts until the tsunami is over, or the warning is (6) ---------------------- .

Tsunamis occur much more frequently in the Pacific Ocean than elsewhere. On 26th December, 2004, a large (7) ---------------------- of magnitude 9.0 near the northern tip of Sumathra caused a tsunami which hit the Indian coast and caused large scale damage in (8) ----------------------. Sumathra and Java islands are on a line of subduction in which
the oceanic crust in the south is moving northward and going down into the mantle.

Tsunamis can also be set off by volcanic explosions, as it happened with the explosion of the Krakatoa in Indonesia in August, 1983.

Audio Script

Tsunamis

The Japanese word 'tsunami ' (pronounced 'soo-na-mi') literally means a harbour wave. If a larger earthquake or volcanic explosion in the oceanic crust causes a sudden local change in the level of the ocean bottom, the ocean water may respond to the disturbance by creating high energy 'shock' waves which can travel at speeds of 500 miles an hour, or more, reaching large distances from the site of the earthquake.

When the ocean waves so generated approach the shallow near shore waters, the height of the waves can grow to 50 feet, and the length of the crests may be hundreds of miles. Near the shore the ocean surface can experience catastrophic oscillations. Such waves can cause massive destruction of coastal areas.

While the occurrences of earthquakes cannot be predicted, every time a large earthquake in the oceanic crust that can trigger a tsunami occurs, warnings are issued to inform the people in the coastal areas about the possibility of a tsunami. If this information reaches the people in time, their lives may be saved if they stay away from the coasts until the tsunami is over, or the warning is withdrawn.

Tsunamis occur much more frequently in the Pacific Ocean than elsewhere. On 26th December, 2004, a large earthquake of magnitude 9.0 near the northern tip of Sumathra caused a tsunami which hit the Indian coast and caused large scale damage in India and Sri Lanka. Sumathra and Java islands are on a line of subduction in which the oceanic crust in the south is moving northward and going down into the mantle.
Tsunamis can also be set off by volcanic explosions, as it happened with the explosion of the Krakatoa volcano in Indonesia in August, 1983.

(Personal Communication: Prof. D. Gupthasarma, Former Director, National Geophysical research Institute, Hyderabad, India)

5.3 Implications of the study

The findings of the study have many implications for the stakeholders as well as for the institution (OUSL).

5.3.1 Implications for the students

The findings of the research have many implications for learners in terms of the academic content, skills, facilities, training etc. More importantly, it was observed that their study habits and beliefs too have a greater impact on the learning process. The evidence for such traits was derived through direct as well as indirect methods.

5.3.1.1 Creating awareness and training

The learners in EGAP programme are mostly young learners who enter distance education directly after completing their school education in conventional education system. Therefore, majority of the learners do not have a clear understanding of the concept of distance education and their expected role as a distance learner. This necessitates the need for creating awareness through orientation programmes and information on the learning process. It is essential for creating awareness to be followed by ongoing training to absorb the learners into the process of distance learning. The training can be given in the form of workshops, additional materials and classroom activities at the contact sessions. In this context, it is crucial for the teachers to be familiar with language learning in distance education to guide learners in the same direction.

The new unit on 'Cultural Awareness' has exposed them to many skills that learners need to be successfully engaged with, in DE. The skills: critical thinking, self-assessment, self
learning etc. have been endorsed by the learners as useful and appropriate. As such, more training and exposure is needed for the learners to grasp and practise these areas better.

5.3.1.2 Learners and materials in EGAP

The learners' lack of proper grasp of the concepts of DE was reflected in the way they negotiate with the materials. This is expected and is quite acceptable at the beginning given the fact that the majority of learners come with very little or no exposure to distance mode education. At the same time, it is arguable whether sufficient guidance and exposure is provided to learners in the EGAP programme to inculcate the necessary understanding and practices of DE, specifically language learning in DE. As such, more effort is needed in terms of guidance provided to help the learners adapt to the DE context.

The feedback of learners on the two phases of data collection has indicated their need for more learner-friendly materials with interesting themes. Their suggestions for incorporation of appropriate technology, interesting themes and more interactive and collaborative activities need due consideration.

5.3.2 Implications for the tutors/visiting academics

The tutors play a crucial role as the human interface between the learners and the materials. Given the traditional education the learners are exposed to at school level, the teacher's support at the contact sessions is crucial for them to adapt well to the DE mode of education. Hence, the tutor attitudes and practices towards self-learning and learner autonomy play an important role in shaping the student attitudes and approaches to DE. In this light teacher training and guidance to teachers are of immense importance in the context of EGAP programme at OUSL.

Further, the recognition of teacher's experience and capacity to adapt the materials to the requirements of the learners needs to be recognized and given due consideration. The teachers’ capacity as materials writers also can be incorporated in the course in a positive
way. The new unit on 'Cultural awareness' provides opportunities for both learners and teachers to make use of their background knowledge and experience.

5.3.3 Implications for the course materials writers

Materials need to be relevant to all the learners and learning needs to be initiated through interesting materials which equally relate to all the learners. This was effectively illustrated by the new unit on 'Cultural awareness' and the feedback received for it from the stake holders. Further, the materials should be designed to motivate the learners to work more on their own and adequate choices and activities need to be designed in this regard. The experience and knowledge of the tutors can be incorporated more into the materials by giving them more freedom to adapt the materials or incorporate their own materials to suit their learners.

5.3.4 Implications for the language experts

Language experts play a crucial role in the EGAP as decision makers and course designers of the programme. Their expertise is disseminated to the tutors/visiting academics and learners through course materials, instruction, training workshops, counselling etc. The evidence from the current research show that this process needs to be an effective two-way process, where the views, needs and experiences of the tutors and learners should be shared with the language experts in order to incorporate them in course designing process. Currently there seems to be an imbalance in this and hence more effort should be made on the part of language experts to reach out for the opinions of the other stakeholders.

Further, it would be beneficial if they could pay attention to the learners' needs like more appropriate themes, better technology, methodology and interactive materials in language learning.
5.3.5 Implications for the policy makers

The inadequacy of time for the EGAP programme has been highlighted by all the stakeholders alike. Therefore, it would be beneficial for them if the policy makers could take measures to expand the course duration or offer an ongoing English language course to the learners.

The request from learners, tutors and course materials writers for more technology based course materials needs to be taken into consideration. At the same time, it should be noted that technology needs to be accompanied by proper guidance, infrastructure facilities, proper maintenance and technical support.

Request from stakeholders for more subject-specific language skills is another aspect that requires due attention of the policy makers.

5.3.6 Implications on materials of EGAP

The selection of content of EGAP materials was based on the fact that it should be general in nature and should create interest among learners from different disciplines. Further, materials have been selected to represent certain local cultural backgrounds as well as local cultures. Certain content proved to be unsuitable for the mental maturity of the learners, specifically the unit on 'Gender and Representation'. The content of this unit seemed far too advanced for many learners mainly due to the depth of the topic and the learners' unfamiliarity with the content. Further, themes like 'Religions' as well as 'Gender and Representation' could not create much interest among the learners and some learners as well as teachers felt themes like 'Religion' is not an appropriate subject to be included in a lesson and not a suitable topic for comparison. Further, a song by 'Michael Jackson" did not relate well to many learners due to their social background and the resultant unfamiliarity with such content. As such, it is important to give due consideration to the diversity of students, when choosing content and themes. Further, unfamiliar content should be gradually approached through familiar content. This point is well validated through the feedback for the new unit on 'Cultural Awareness' which was given as a new unit. In this the unit theme was well received by the stakeholders as interesting. The
activities proved to be effective as they were designed to activate the schemata through familiar contexts and move on to similar unfamiliar contexts. This can be practised in the contexts of moving from EGAP to ESAP.

5.4 Recommendations

I. The teachers should be encouraged and given guidance to develop materials as additional support for their own students. This can be expected to cater to the contextual as well as student needs of a particular context. Further, it will help the teachers better articulate their teaching in the relevant context, relate more to the learning theories as well as lead them to theorize their practice.

II. Additional materials like the new unit (Cultural awareness) and additional resources should be provided to the learners to give them more choice and flexibility in learning.

III. The course-writers should provide different contexts to the learners so that the learners can use language in various discourses. This can be done through extra materials, use of corpus data, giving more examples etc.

IV. Making use of the available resources like NAC and elementary computer labs in the centres across the island would be a viable option to provide more advanced facilities for learning as well as to enhance the outreach.

V. The proposed self-access centre in Colombo regional centre is a current requirement to provide access to more text-based and digital resources for learners.

5.5 Significance of the study

The significance of the study lies in the fact that the problems faced by the stakeholders of the EGAP programme have been identified and necessary steps are suggested to solve them. The problems were identified in terms of academic issues, administrative issues and learner-teacher factors. The EGAP programme has been investigated from many angles using different research tools to ensure the validity of findings. Materials evaluation and course evaluation as a whole shed light on the positive impacts and
existing gaps of the EGAP programme. This has special significance as EGAP is a programme which contributes largely to the entire graduate output of the OUSL.

This study also provides a holistic view of the theory and practice pertaining to the focus of the research: the role of materials as SIM in the EGAP programme at OUSL and how effectively this role is carried out in collaboration with the other interacting course dimensions. In a wider perspective, language learning in OUSL is a unique context and research findings can contribute to more streamlined language learning facilities in the context under focus. Further, this study provides insights into the possible and potential areas of further research.

5.6 Suggestions for further research

I. More research should be conducted in materials development and evaluation, higher education and distance education, the contexts of EAP and combinations of both areas.

II. Fostering learner autonomy in distance mode language learning is a pertinent area which needs further research, specifically in the context of the current research. Though learner autonomy is an important and essential dimension of DE, this seems to have been given less importance in terms of research, particularly in relation to language learning, in the context under focus.

III. Research studies on the potential of learning materials to capture the advances in DE are an area of current importance given the rapid developments in ICT. It is essential to make use of the appropriate and innovative technologies to enhance the efficacy of the learning materials as well as to increase the outreach.

IV. Longitudinal research studies to explore the efficacy of the 'competence' and 'capacity' building are timely needs specifically pertaining to the context of the current research, the OUSL and language learning. In this context, the
'competence' refers to the effectiveness of grasping the common core language skills and using them effectively in the mainstream course. 'Capacity' refers to the ability to change and apply the learnt skills to choose the situations and contexts as the learners progress through the mainstream courses and beyond.

V. It is essential to conduct research in different contexts to build up theories on language learning in distance education. This is an area which has not been researched adequately due to the unique and diverse nature of DE contexts. Further, it is essential to conduct long term and genuine research to come to valid conclusions. The wide range of contexts and aspects should be researched more extensively to reach at more valid findings which link the theory to practice and help theorize the practices.

5.7 Conclusion

The role of the materials as SIM, needs to be articulated well by the stakeholders, particularly the learners and the teachers. This is crucial for an effective learning process as course materials form the central dimension as well as the linking factor between other course dimensions. It can be observed that lack of awareness and training has led to more teacher-dependent, conventional learning set-up within and outside the contact sessions. This hampers the development of independent learning skills of the learners. Providing training to teachers as well as learners on distance mode education is crucial in this regard. Further, training and creating awareness is instrumental in enhancing autonomy among learners and teachers, which will ultimately lead to self-directed, independent learning. Further, contextual factors play an integral role in the nature of materials, the teaching methods and the learning outcome. Therefore, each DE context is unique in its own sense and this factor should be given due attention in designing materials and planning the teaching-learning process.

Due to the more structured nature of the EGAP programme in terms of time and content, the expansion of the programme needs to be through supplementation and adaptation. This can be done through text based, AV and online materials. Furthermore interactive
sessions in the form of workshops would be useful. Blended learning would be an ideal option to initiate this expansion. More choices and options should be provided considering the diverse and dynamic nature of the learners. This will also cater to individual learner needs more effectively, given the fact that individual learner needs should be a central focus in DE to provide equal access to education to a heterogeneous student clientele.

The interactive sessions, text-based materials as the main study resource and the role of the teacher as the human interface between the learners and the learning materials form the key components of the learning process of EGAP. Therefore, the supplementary materials and the extra educational support need to be provided as extensions of the current resources. Furthermore, interesting and stimulating themes and activities which enhance the critical thinking skills of the learners need to be introduced. These materials need to have the potential to take forward the learners from known skills and content to the unknown more advanced skills and content. This can be aptly supported by modern educational technology. These factors have been well illustrated through the new course unit 'Cultural awareness' and the feedback from the stakeholders on that.

The high demand for an ESAP element in the EGAP program is evidenced by the responses of the stakeholders. This dimension is further supported by theoretical evidence and ongoing debates on the EGAP/ESAP. This is a clear indication of the requirement for a discipline specific language component in EAP courses, specifically in EGAP programme in the OUSL. While endorsing the effectiveness of the selected new lesson and the suggestions for the existing lesson, the stakeholders have pointed out the necessity of the inclusion of an ESAP element in EGAP programme.

The new unit on 'Cultural awareness' cater to many crucial areas (self-assessment, reflection, critical thinking, etc.) that should be integral to DE. Therefore, more such materials should be introduced in the contact sessions or made available as supplementary materials. This lesson was designed in a way that would give more freedom for learners and tutors to incorporate their knowledge and experience into the
lesson. The co-construction of knowledge is essential in DE and adult learning. Further, the new lesson facilitates more interaction and collaboration. It gives more opportunities for self-evaluation and peer evaluation which leads to more self-learning and autonomy.