

and utilization of the technology in education. The adverse effect has been the underutilization of the technology especially in underdeveloped countries such as Tanzania.

In this research, emphasis on using offline CBL as a means for distance learning is made. This can be achieved through various means; flash disks, compact disks, DVDs, etc. Furthermore, it is concurred with Hall [18] that e-Learning is one way of delivering and acquiring education a distant. Internet connectivity is linked with online learning and web learning but it is not a necessary condition for deployment of CBL or e-Learning or distance learning.

Offline CBL is a method which is already well developed and can effectively be deployed in places where internet connectivity does not exist. It was found that combining offline CBL with face-to-face is more effective than deploying CBL alone. The claim that using Kiswahili (local language) in tandem with CBL as an instruction language could improve the level of understanding was echoed. The main emphasis, in future, should be producing parallel Kiswahili translations for all English videos in order to provide students with two alternatives.

Web learning will require optimal power supply, permanent internet connectivity and proper network management. To surmount these hurdles in the current Tanzanian context, enormous resources will be required, which is next to impossible. Since less than 15% of the students demanded an interactive component to the lectures -which is an indication that offline mode is a possible alternative for deploying digital content- full connectivity will lead to loss of the opportunities offered by offline CBL. While efforts towards internet connectivity must continue, more focus should be on deployment of CBL offline instead of basic computer knowledge and interactive classes. In the long run, M-learning would be an easier and more effective alternative because it relies less on optimal power and local network management. There is evidence that if emphasis is directed in deploying CBL offline, benefits will be quick and enormous.

Future works will focus on blending the current content with parallel Kiswahili translations, preparing adequate digital content which is commensurate with Tanzanian syllabus and deploying digital content using domestic televisions as means for mitigating the impact of insufficient books and teachers. Possibility to design and develop small devices for deployment of digital content must be explored.

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9. References

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