CHAPTER 4

INSTRUCTIONAL MATERIALS

4.1 Introduction

Learning materials, which encourage students to participate in the language learning process, help teachers to provide effective skills training. In the current language teaching setting, teachers design their instructional materials or adapt materials from various sources, modify or restructure the materials and use them during training. It has become a common practice for teachers to integrate various learning objects with the materials. It is worthwhile to mention that the researcher in the current study has adapted reading and writing materials from TOEFL study materials and integrated a few learning objects such as YouTube videos, Slideshare presentations, audio files and avatars to facilitate student learning. The instructional materials that were presented as modules had the following unique features:

1. They were presented both in textual and digital formats in order to cater to the needs of students with different learning styles and abilities
2. They were presented in a conversational style so that the presence of the teacher was felt by the learner.
3. They were presented as a series of steps so that the learners learnt in an organized manner.

This chapter provides a description of every module designed for the training program.

4.2 Classification of the Training Modules

The training modules designed by the researcher followed the Dick and Carey model of instructional design and had four modules: Preparatory Module, Reading Module, Writing Module and Consummatory Module. The modules presented weekly lessons that were meant to be covered in 23 weeks during the training program.
The instructional materials (Appendix I) presented in each week of the modules aimed at:

(a) introducing a new strategy;
(b) modelling the use of the strategy introduced;
(c) providing students scope for using the strategy learnt on the exercises given (referred to as first formative assessment) and also for the instructor to understand the extent to which the students had learnt the particular strategy use;
(d) giving feedback on student performance in first formative assessment;
(e) revising the lessons, if required; and
(f) providing another opportunity for students to use the particular strategy on the questions included for the second formative assessment and for the instructor to understand the effect of instruction, feedback and revision on learner achievement.

Preparatory Module

The Preparatory Module was intended to familiarize the learners with the learning environment, Wiki, and the training-specific, TOEFL. It contained two units.

Reading Module

The Reading Module comprised nine units and was intended to train the learners explicitly in the reading strategies to answer TOEFL reading comprehension questions such as Factual and Negative Factual Questions, Vocabulary Questions, Inference Questions, Rhetorical Questions, Sentence Restatement Questions, Reference Questions, Sentence Addition Questions, Summary and Chart Questions.

Writing Module

The writing module had eleven units which included independent writing tasks comprising six modules and integrated writing tasks comprising the rest. It was intended to train the learners in the process involved in writing so that they could write well-organized, clear and error-free essays. It dealt with the three stages of the
writing process pre-writing, writing and post-writing to help learners write organized and effective, independent, integrated essays. The TOEFL test takers are expected to write a five-paragraph essay on the topic given in the independent writing task, and for the integrated task they need to read a passage and then listen to a lecture and finally integrate and present as an essay the points discussed in the lecture and the reading passage.

**Consummatory Module**

The consummatory module included a 5-point Likert scale questionnaire that aimed at collecting the participants’ perceptions about the usefulness of the learning environment, instructional plan and materials.

**4.3. Description of Modules**

The description of modules in tabular form is given in Table 4.1, Table 4.2, Table 4.3 and Table 4.4. Nevertheless, a more detailed description of weekly lessons and the modules within each is as follows:
### Table 4.1: Instructional Design - Preparatory Module – Week 1 to Week 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Objective</th>
<th>Instructional Material</th>
<th>Learner Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation on Wiki</td>
<td>To familiarize the students about the platform in which they learn and also enable them to efficiently use it</td>
<td>A web link “About Wiki”</td>
<td>To read and understand the background information about Wiki</td>
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<tr>
<td></td>
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<td></td>
<td>YouTube Video Tutorial on using PB Wiki</td>
<td>Watch the videos and understand how to:</td>
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<td></td>
<td>• Set up pb Wiki</td>
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<td>• Edit Front page</td>
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<td>• Upload images and files</td>
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<td></td>
<td></td>
<td>• Manage Wiki</td>
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<td></td>
<td>Assignment</td>
<td>• To create a pb Wiki</td>
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<td>• To edit the front page by introducing oneself and write the expectations from this course</td>
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<td>• Invite the instructor using the instructor’s email id</td>
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<td>• Respond to a survey questionnaire</td>
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<tr>
<td>2</td>
<td>TOEFL Awareness</td>
<td>To create an awareness on TOEFL</td>
<td>Readings on TOEFL and PowerPoint presentation about TOEFL</td>
<td>To read all the web links and know</td>
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<td>• registering methods</td>
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<td>• types of TOEFL tests</td>
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<td>• language skills tested</td>
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<td>• question patterns</td>
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<td>• duration of the test</td>
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<td>• accepted scores and TOEFL FAQs</td>
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<td></td>
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<td></td>
<td>Assignment: Test on TOEFL Awareness</td>
<td>To attempt TOEFL Awareness Part I &amp; II tests comprising 20 questions</td>
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</tbody>
</table>

### Table 4.2: Instructional Design - Reading Module - Week 3 to Week 12
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Objective</th>
<th>Instructional Material</th>
<th>Learner Activity</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Skimming and Speed Reading</td>
<td>To practice reading fast and quickly identify the main idea of the text</td>
<td>A YouTube video that demonstrates the method to calculate the number of words read per minute</td>
<td>To watch the video and understand how to calculate the number of words read per minute</td>
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<td></td>
<td>A reading passage</td>
<td>To assess the current reading speed by calculating the number of words per minute</td>
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<td></td>
<td>Assignment: Practice Speed reading using ‘Spreeder’ software for the passages given</td>
<td>To practice speed reading with the existing speed as benchmark and constantly increasing the speed and chunk size</td>
</tr>
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<td></td>
<td>Survey Question</td>
<td>To respond to survey questionnaire</td>
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<tr>
<td></td>
<td>Skimming – Clue Based Reading</td>
<td>To predict the main idea using the title, heading, images, as clues</td>
<td>Instructions to use clues for skimming</td>
<td>To read and understand the process</td>
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<tr>
<td></td>
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<td></td>
<td>Assignment: A Practice on predicting the main idea using the clues- title, subtitle and images</td>
<td>To read the questions presented in the word file and give the answers in the questionnaire tool</td>
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<td>Survey Monkey</td>
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<tr>
<td>4</td>
<td>Skimming – Clue Based Reading</td>
<td>To predict the main idea using the first sentence of each paragraph and the first and last sentence of concluding paragraph as clues</td>
<td>Instructions and an example to use sentences as clues for predicting the main idea</td>
<td>To read and understand the method</td>
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<td>Assignment: Group Activity</td>
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<td>To follow the instructions to participate in the group activity and initiate a discussion on planning and execution in the ‘Discussion Board</td>
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<td>To complete the exercise in the group leader’s Wiki and paste the answer link in the Discussion Board</td>
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<tr>
<td>5</td>
<td>Scanning to locate key words and</td>
<td>To use the key word as a clue to answer factual and negative factual questions</td>
<td>Question format of factual and negative factual questions</td>
<td>To read and understand the factual, negative factual question types</td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
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<td>information</td>
<td>negative factual questions</td>
<td>Word search Puzzle</td>
<td>To find and mark the words those are arrayed in various alignments within the grid.</td>
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<td></td>
<td>Instructions and example to answer factual and negative factual questions</td>
<td>To read and understand the method</td>
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<td></td>
<td>Assignment: Formative Assessment I &amp; II prepared using Survey Monkey tool</td>
<td>To answer multiple choice questions using the strategy learnt</td>
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<td>To go through the feedback on assessment performance</td>
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<td>To learn additional inputs on the use of strategy</td>
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<td>To answer another set of multiple choice questions using the strategy learnt</td>
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<td>To respond to survey questions</td>
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<td>6</td>
<td>Guessing meaning from contextual Clues</td>
<td>To use the appropriate strategy to answer Vocabulary questions</td>
<td>A textual and YouTube tutorial on the strategy used for identifying and answering vocabulary questions</td>
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<td>Lessons on Word Analysis Strategy, Synonyms and Antonyms of the clue word as strategy, General Context strategy</td>
<td>To read and understand the strategy used to identify this type of questions and the use of contextual clues to answer them</td>
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<td>To use the examples provided as model to apply the strategy</td>
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<td>7</td>
<td>Making inferences Using contextual Clues</td>
<td>To use the contextual clues and read between the lines</td>
<td>Lessons on how inference questions are worded, the strategy A PowerPoint presentation on making inferences Games and Quiz on making inferences</td>
<td>To answer multiple choice questions using the strategy learnt To go through the feedback on assessment performance To learn additional inputs on the use of strategy To answer another set of multiple choice questions using the strategy learnt To respond to survey questions</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Assignment: Formative Assessment I &amp; II prepared using Survey Monkey tool</td>
<td>To read and understand to identify this type of question To go through the slides and understand the meaning and purpose of making inferences. To use the examples provided as model to apply the strategy To attempt on the games and the Quiz presented as a practice and to assess the knowledge gained</td>
</tr>
<tr>
<td>Week</td>
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<td>To go through the feedback on assessment performance</td>
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<td>To respond to survey questions</td>
</tr>
<tr>
<td>8</td>
<td>Recognizing type of detail and rhetorical structure</td>
<td>To recognize what kind of detail is used and how they are used so that purpose, opinion questions shall be answered</td>
<td>Lesson on types of rhetorical structure questions</td>
<td>To read and identify the two different types of rhetorical questions generally asked</td>
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<tr>
<td></td>
<td>Audio file explaining the strategy used</td>
<td>To learn to recognize the kind of detail used and how they are used in the passage</td>
<td>A textual instruction on applying the strategy and a word file explaining the different types of details and rhetorical structure with an example.</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>Objective</td>
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</table>
| 103  |        |           | Assignment: Formative Assessment I & II prepared using Survey Monkey tool | To answer multiple choice questions using the strategy learnt  
To go through the feedback on assessment performance  
To learn additional inputs on the use of strategy  
To answer another set of multiple choice questions using the strategy learnt  
To respond to survey questions |

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<th>Learning Activity</th>
</tr>
</thead>
</table>
| 9    |        | Identifying the function of the referent and connecting ideas | Web links on pronoun, adjectives-their types | To go through the links and refresh the knowledge on the functions of pronouns/adjectives  
Online language games and Quizzes on pronouns, adjectives | To play the games and enjoy learning grammar  
A textual and YouTube tutorial on the strategy used for identifying and answering reference questions | To read and understand the strategy used to identify this type of questions and the use of knowledge on the functions of pronouns/adjectives to answer them |
| Assignment: Formative Assessment I & II prepared using Survey Monkey tool | To answer multiple choice questions using the strategy learnt  
To go through the feedback on assessment performance  
To answer another set of multiple choice questions using the strategy learnt  
To respond to survey questions |
| To read and understand the questioning and marking pattern |
| A YouTube tutorial on recognizing this type of question and an explanation with an example on answering this question |
| To watch and learn the strategy used |
| PowerPoint presentations on Commonly used paraphrasing techniques  
Creating simplified sentence in own words |
| To go through the slides and learn through examples the different methods of paraphrasing and creating simplified sentence in own words |
| To attempt paraphrasing and make a self-assessment |
| Assignment: Formative Assessment I & II prepared using Survey Monkey tool | To answer multiple choice questions using the strategy learnt  
To go through the feedback on assessment performance  
To answer another set of multiple choice questions using the strategy learnt  
To respond to survey questions |
| To read and understand the questioning and marking pattern |
### List of cohesive markers and instructions to use them to sequence sentences provided with example

To read and learn to sequence sentences and make them a coherent, meaningful paragraph

<table>
<thead>
<tr>
<th>Online Picture Perfect Game</th>
<th>To play the games and enjoy learning to sequence sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment: Formative Assessment I &amp; II prepared using Survey Monkey tool</td>
<td>To answer multiple choice questions using the strategy learnt To go through the feedback on assessment performance To answer another set of multiple choice questions using the strategy learnt To respond to survey questions</td>
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<thead>
<tr>
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<th>Learning Activity</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Summarizing, Skimming, Scanning</td>
<td>To integrate skimming, scanning with summarizing to answer summary –chart questions</td>
<td>Description on question pattern and marks awarded for each correct response To read and understand the questioning and marking pattern</td>
<td>Instructions and example to answer Summary –Chart questions To read and understand the method</td>
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<td></td>
<td>PowerPoint presentation on Summarising To go through the slides and learn through examples the summarizing process</td>
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<td>Online Quiz on Summarising</td>
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</tbody>
</table>
| Assignment: Formative Assessment I & II prepared using Survey Monkey tool | To answer multiple choice questions using the strategy learnt
To go through the feedback on assessment performance.
To answer another set of multiple choice questions using the strategy learnt.
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<table>
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<tr>
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<th>Instructional Material</th>
<th>Learning Activity</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>TOEFL Writing Independent task-pre writing-brainstorming</td>
<td>To understand the Writing Process and learn to brainstorm ideas for given topic</td>
<td>Lessons on TOEFL Question types and Scoring Standards, PowerPoint presentation on Writing Process, PowerPoint presentation on Brainstorming methods, Example for listing, charting and clustering methods of brainstorming</td>
<td>To read and understand the types of writing questions asked in TOEFL and to know through the rubrics the evaluation process, To go through the slides and know the different stages of writing process, To go through the slides and learn the different methods of brainstorming and how to use them appropriately for the given topic, To go through the example and practically learn to brainstorm</td>
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<tr>
<td>Week</td>
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<td>Instructional Material</td>
<td>Learning Activity</td>
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<tr>
<td>14</td>
<td>TOEFL</td>
<td>Writing Independent task-</td>
<td>Lesson on preparing an outline for five paragraph essay demonstrated with an example</td>
<td>Read and understand the points to be considered while preparing an outline</td>
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<tr>
<td></td>
<td></td>
<td>Pre-writing- Outlining</td>
<td>Assignment: Practice preparing an outline at Essay map for the given prompts</td>
<td>To brainstorm and prepare an outline for the given topics at Essay map – online interactive graphic organizer and share with the instructor</td>
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<td>Survey Questionnaire</td>
<td>To respond to the Questionnaire</td>
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<td></td>
<td>Learn to plan and prepare an outline for an essay</td>
<td>Assignment: Practice preparing an outline at Essay map for the given prompts Survey Questionnaire</td>
<td>To brainstorm and prepare an outline for the given topics at Essay map – online interactive graphic organizer and share with the instructor To respond to the Questionnaire</td>
</tr>
<tr>
<td>15</td>
<td>TOEFL</td>
<td>Writing Independent task-writing- Writing Introductory Paragraph</td>
<td>Lesson on functions of an Introductory paragraph explained with examples</td>
<td>To read and understand the information to be included in an introductory paragraph</td>
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<td></td>
<td>Assignment: Writing Introduction for the prompts already given Survey Question prepared using Survey Monkey</td>
<td>To write an introductory paragraphs for the prompts in the template provided and save them in their computer To respond to the survey questions</td>
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<td></td>
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<td>Learn to write an effective introduction with an attention grabber and thesis statement</td>
<td>Assignment: Writing Introduction for the prompts already given Survey Question prepared using Survey Monkey</td>
<td>To write an introductory paragraphs for the prompts in the template provided and save them in their computer To respond to the survey questions</td>
</tr>
<tr>
<td>16</td>
<td>TOEFL</td>
<td>Writing Independent task-writing- Writing Body and Concluding Paragraph</td>
<td>Lessons on the Do’s of writing Body paragraphs List of structures and sentence patterns used to express one’s ideas effectively</td>
<td>To read and understand to elaborate the points outlined and write a five paragraph essay</td>
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<td>PowerPoint presentation on transition words</td>
<td>To go through the slides and learn about transitional words and how they are used</td>
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<td>-To elaborate the points outlined and to use appropriate transition words and phrases - To write a conclusion with summary statement and to restate the thesis statement</td>
<td>Quiz on Transitional words</td>
<td>To assess the knowledge on using transitional words</td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
<td>Objective</td>
<td>Instructional Material</td>
<td>Learning Activity</td>
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<td>To write body and concluding paragraphs</td>
<td>Assignment&lt;br&gt;Survey Question prepared using Survey Monkey</td>
<td>To elaborate the points outlined during week 14 and write body and concluding paragraphs in the template in which introductory paragraphs were written&lt;br&gt;To respond to the survey questionnaire</td>
</tr>
<tr>
<td>17</td>
<td>TOEFL Writing&lt;br&gt;Independent task&lt;br&gt;Writing- Post-Writing- Revising and Editing</td>
<td>Learn to proof read and edit the essays and ensure that the essay is free from organizational, grammatical and mechanical errors</td>
<td>Lessons on proof reading and looking for organizational, mechanical and grammatical errors&lt;br&gt;Web links on grammar, spelling and punctuation</td>
<td>To read and learn the elements to be checked for writing error free essays&lt;br&gt;To refresh the knowledge on grammar</td>
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<td>Check list to ensure error free essays</td>
<td>To use the check list for reference</td>
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<tr>
<td>Week</td>
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<td>18</td>
<td>TOEFL Writing</td>
<td>Integrated task- Pre writing- Reading and Note taking</td>
<td>To be familiar about the integrated task question type and also learn to take notes from a reading passage</td>
<td>Textual lesson on integrated question type</td>
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<td></td>
<td>Assignment</td>
<td>Lessons on importance of taking notes, tips on reading and note taking and common abbreviations used while taking notes. Sample note taking</td>
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<td>Assignment</td>
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<td>To take notes on short passages and long passages</td>
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<tr>
<td>19</td>
<td>TOEFL Writing Integrated task- Pre writing- Listening and Note taking</td>
<td>Learn to take notes from a reading passage</td>
<td>Lessons on tips on listening and note taking Sample note taking</td>
<td>To read and understand the process of taking notes</td>
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<td></td>
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<td></td>
<td>Assignment</td>
<td>To attempt taking notes on short and long lectures in the template provided and save them in the computer</td>
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<td></td>
<td>Assignment</td>
<td>To respond to survey questionnaire</td>
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<td></td>
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<td></td>
<td>To take notes on short lectures created at Voki Speaking Avatar</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>To take notes on long lectures created at Spoken Text .Net and edited using Audacity</td>
<td></td>
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<tr>
<td>20</td>
<td>TOEFL Writing Integrated task- Pre writing- Outlining</td>
<td>Learn prepare an outline using the notes made</td>
<td>Lesson on preparing an outline for five paragraph essay demonstrated with an example</td>
<td>To read and understand the points to be considered while preparing an outline</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment: Practice preparing an outline based on the notes taken</td>
<td>To prepare an outline by comparing the notes of the reading passage and lecture notes in the template provided and save them in their computer</td>
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<td></td>
<td>To respond to survey questionnaire</td>
</tr>
<tr>
<td>21</td>
<td>TOEFL Writing Integrated task- Writing- Outlining</td>
<td>To elaborate the points outlined and compare, contrast, and summarize the information given in the passage and lecture</td>
<td>Lessons on the Do’s and Don’ts while writing integrated essays Sample five paragraph Integrated essay</td>
<td>To read and understand to elaborate the points outlined and write a five paragraph essay</td>
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<td></td>
<td></td>
<td></td>
<td>Sample integrated responses and their ratings</td>
<td>To understand how the TOEFL integrated responses are rated</td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
<td>Objective</td>
<td>Instructional Material</td>
<td>Learning Activity</td>
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<td></td>
<td></td>
<td>Assignment To practice writing five paragraph integrated essay</td>
<td>To elaborate the points outlined during week 20 and write an essay in the template provided. The essays written to be uploaded in the Course Wiki To respond to survey questionnaire</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>TOEFL Writing Integrated task- Post - Writing- Revising and Editing</td>
<td>Learn to proof read and edit the essays and ensure that the essay is free from organizational, grammatical and mechanical errors</td>
<td>Lessons on proof reading and looking for organizational, mechanical and grammatical errors Web links on grammar, spelling and punctuation</td>
<td>To read and learn the elements to be checked for writing error free essays To refresh the knowledge on grammar</td>
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<tr>
<td></td>
<td></td>
<td>Check list to ensure error free essays</td>
<td>To use the check list for reference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment</td>
<td>To revise the essay written in the template and upload in course Wiki for evaluation To go through the feedback provided using ‘Jing’ To write an essay collaboratively integrating the given passage and lecture To write essays for another set of passages and lectures and upload them in the course Wiki To respond to survey questionnaire</td>
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</tbody>
</table>

**Table 4.4: Instructional Design- Consummatory Module - Week 23**

23 Feedback and To understand the Questionnaire and reflections Students to register their feedback by
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Objective</th>
<th>Instructional Material</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation</td>
<td>effectiveness of the course</td>
<td>page to evaluate the course</td>
<td>responding to the questionnaire and posting their opinion on the reflections page.</td>
</tr>
</tbody>
</table>
Weekly Lesson 1- Preparatory Module -Unit 1- Orientation on PB Wiki

Unit 1 of the preparatory module aimed at familiarizing the participants with the learning management system, Wiki. In other words it aimed at familiarizing the learners about the Wiki and also the ways of using it effectively during training.

In order to achieve these objectives, an introduction about Wiki was provided in an exclusive page and linked to the weekly lesson page. Further, two YouTube videos were embedded as teaching materials. These videos provided a step-by-step guide and a practical demonstration on creating a workspace, creating and editing pages, uploading images and files in the workspace. The students were given working instructions as sequential steps.

- First, they were asked to click the link “About Wiki” and read and understand the background information about Wiki.
- Next, they were asked to watch the YouTube videos on using Wiki.
- After having watched the video tutorial, the students were asked to create a workspace in pb works and to edit the front page of their workspace with a brief introduction about them, their expectations from the course and finally invite the instructor (researcher) to join their Wiki.
- Meanwhile they were asked to register their doubts, if any, in the reflection page which were clarified.
- Finally, they were asked to respond to a survey questionnaire prepared using ‘Survey Monkey’. The survey reflected the way the students handled the task.

Weekly lesson 2- Preparatory Module –Unit 2- Awareness of TOEFL

The Unit 2 of the preparatory module aimed at creating awareness in the learners about the TOEFL examination offered by the Educational Testing Services. It aimed to provide learners the general, procedural and framework knowledge of TOEFL. In order to achieve these aims the researcher adopted the following procedure.
• Various web links related to the expansion and pronunciation of the acronym TOEFL, registering methods, types of TOEFL tests, language skills tested, question patterns, duration of the test, accepted scores and TOEFL FAQs were linked in a single platform as reading materials to give learners a comprehensive idea about TOEFL.

• Further, two PowerPoint presentations were embedded to function as a visual tool to learn about TOEFL.

• Finally, a test was administered using a free online questionnaire tool Survey Monkey (www.surveymonkey.com) to check the learners’ level of understanding of TOEFL after reading the lessons.

**Weekly Lesson 3- Reading Module-Unit -1- Skimming for Main Ideas**

The first week of the reading module, aimed at giving learners an idea of the TOEFL reading question types and introducing them to a sub-skill, skimming. Skimming was dealt with to train students to read fast and comprehend the main ideas of a text so that they could answer TOEFL reading questions accurately and well within the time. Therefore, speed reading and clue-based reading were the main focus for the week.

Firstly, the number of passages, number of questions and the types of reading comprehension questions asked in TOEFL Reading were presented in an exclusive page and linked to the unit. Secondly, inputs on calculating the reading speed were provided to skim the passage by reading fast. This involved a series of steps:

1. A YouTube video describing a method of calculating reading speed in terms of words per minute was embedded.

2. The students were asked to watch the video and learn the method of calculation.

3. They then had to read the text provided by the instructor and calculate the number of words read by them per minute as directed in the video and also note the gist of the given text.

4. Next, a web link of the speed reading software “spreeder” was provided (http://www.spreeder.com) in this module. Spreeder.com is a free online
speed reading software designed and provided by ‘7-Speed-Reading’ to improve one’s reading speed and comprehension.

5. Separate instructions were given to the learners on using spreeder software with Internet Explorer or Firefox Browser. The verbal instructions were supplemented by pictorial representations for better understanding. A word document with pictorial representation “Speed Reading Illustration” was provided as a link adjacent to the verbal instructions.

6. The learners were recommended to click the spreeder link and practise speed reading online. Based on the calculations made earlier, they had to set the reading speed at spreeder and practise speed reading using the passages given by the instructor for practice. In total 7 passages were given as “Practice Exercise Reading” in a word document and it was linked to the unit.

7. The students were asked either to increase or to decrease the reading speed for each of the passages based on their comprehending capacity. They were asked to calculate the total words read by them per minute in each passage and make note of them and the main ideas of the passages.

8. They were also asked to document their reading speed value and the gist of the passages in the questionnaire created using the Survey Monkey questionnaire tool.

9. After practising speed reading, they were asked to take a speed reading test and comprehend the main idea for which the ‘Survey Monkey’ questionnaire was used.

Thirdly, lessons on clue-based reading for skimming were given as series of steps.

1. Five steps to identify the main idea of a passage, viz. looking at headings, illustrations, pictures, looking for key words, reading the first and the last sentence of the paragraphs, were explained. However, using the first and the last sentence of the paragraphs as a clue was dealt with in the succeeding week.
2. The students were asked to predict the main ideas of passages using headings, illustrations, pictures and key words as clues. This was done by answering the questions prepared using the ‘Survey Monkey’ questionnaire tool, which was linked to the page.

Finally, feedback on the instructional materials, learning objects and the tasks was collected as reflections.

**Weekly Lesson 4- Reading Module- Unit 1 Continuation- Skimming for Main Idea**

Unit 1 of reading module, as mentioned earlier, is a continuation of clue-based reading, i.e. identifying the main idea using the first sentence of each paragraph and the last sentence of the concluding paragraph. This unit was presented in the following way:

- First, the task was illustrated with a sample. In the illustration given, the first sentence of each paragraph and the first and last sentence of the concluding paragraph of the passage were highlighted in different colours. This enabled the learners to read fast and connect all the ideas found in the sentences highlighted.

- The learners were asked to use the sample as a lead-in to practise finding the main idea of the passages given in the word document “Practice Exercise Reading first Sentences Group Task”.

- As it was a group task, the learners were divided into groups with one member as the leader and the discussions had to be carried out by them in the space allocated in the page “Discussion Board”, one of the links provided in the front page of the Course Wiki.

- The instructions for going about the task were given in a separate word document linked to the unit.

- The learners were asked to carry out the task in the work space of the leader (created at PB works by the learner in the preparatory module) and
the leaders of the groups were asked to link the page in the place specified in the discussion board of the course wiki.

- Finally, the learners were asked to give general feedback on the task as reflections.

**Weekly Lesson 5- Reading Module- Unit 2- Scanning for Specific Information**

Unit 2 of the reading module dealt with scanning, a reading comprehension strategy. The objective of the module was to help the learners locate key words and answer the factual and negative questions of TOEFL Reading. The lessons were presented in the following sequence:

- First, the structure of factual and negative factual questions was described. The number of questions of this type asked in general and the marks allocated for each correct answer of this question type were explained.

- Next, as a training to locate key words among groups of letters and words, interactive word search puzzles were created in www.wordsearchmaker.net and linked to the page so as to give a break to the serious and solemn learning style.

- The application of scanning strategy was explained in six steps and a modeling on applying scanning strategy for answering factual and negative factual questions was done by the researcher.

- The learners were asked to apply scanning strategy on seven questions and the responses were formatively assessed.

- Feedback on performance and explanation on the correct answers were sent to the students through email initially and linked to the announcement page when all the students completed the task. They were asked to compare their answers with the correct answers given.

- As the major portion of TOEFL reading constitutes factual and negative factual questions (26%), realizing the impact it would have on the overall score, additional inputs were provided by modelling the scanning strategy.
• The students were then asked to take up the second formative assessment test.

• Finally, they were asked to respond to a questionnaire on the usefulness of the word search puzzles and the scanning strategy in answering factual and negative factual questions. They were also encouraged to register their feedback on the reflections page.

**Weekly Lesson 6- Reading Module- Unit 3-Guessing Meaning using Contextual Clues**

Unit 3 of the reading module dealt with ‘Guessing the Meaning using Contextual Clues’. The objective of the unit was to help students use contextual clues to guess the meaning of the given word. This unit helped the learners in answering the vocabulary questions that tested the understanding of the specific words presented in the passage.

The materials were presented as follows:

• First, the structure of vocabulary questions was described. The number of questions of this type asked in general and points awarded for each correct answer were also provided.

• Next, five steps that had to be applied to guessing the meaning using context clues were listed.

• A YouTube video that modeled the use of using contextual clues for finding the meaning of a given word was embedded.

• Links of 3 pages that were created by the researcher, the administrator of the Wiki, were added. Page 1 dealt with the strategy of using synonyms and antonyms of the clue word.
  
  ▪ Using synonyms and antonyms of a given word to find the answer was exemplified with the help of a sample.
  
  ▪ A link to TOEFL word list was added with a view to giving students a fair idea of the level of vocabulary they had to possess.
• A self-test on vocabulary through online quizzes at www.testyourenglish.net was given so that they could analyse their word power and take steps to strengthen their vocabulary.

• An online thesaurus was also linked to give students an understanding of the different meanings of the same word they referred to and unfamiliar words they came across when they took up the self-test.

Page 2 dealt with the strategy of using Word Analysis strategy.

• An illustration of one of the methods to analyse words based on their prefixes and suffixes and thereby guess the meaning was provided.

• The page was also embedded with a YouTube video that demonstrated word analysis using prefixes and suffixes.

• A list of prefixes and suffixes was also provided for reference.

Page 3 dealt with the strategy of using General Context.

• The page presented an example that showed how the meaning of a word could be guessed based on its general context.

• After learning the different strategies for answering Vocabulary Questions the learners were asked to take up the first formative assessment test.

• The feedback and explanation of correct answers for the first formative assessment were first sent to the email of the students and was uploaded in the Course Wiki at a later stage.

• Additional lessons on using contextual clues were given for two reasons: (i) the number of questions of this type asked in TOEFL is equal in number to that of factual and negative factual questions; (ii) their performance in the first formative assessment test did not show much improvement.
• After the remedial measures the second formative assessment test was given to the students.

• Finally, the students were asked to respond to questions on the usefulness of the learning object, YouTube, and the strategy. They were also encouraged to post their feedback on the page “reflections”.

Weekly Lesson 7- Reading Module- Unit 4- Making Inferences

Unit 4 of the reading module dealt with the strategy of Making Inferences. The objective of the module was to help the learners read between the lines and answer the questions that required the application of inference strategy.

• First, the page introduced the different structures used to denote the questions on inferences that were asked in TOEFL Reading. The number of questions of this type asked and the marks awarded for each correct answer were given.

• Then the task of finding the information implicitly stated in the text was illustrated with a sample.

• The page was embedded with a PowerPoint presentation and linked with a webpage that gave detailed and additional explanation on making inferences.

• It was also linked with an online quiz (www.quia.com) that promoted fun learning and facilitated self-evaluation.

• The learners were then asked to take the first formative assessment test on making inferences prepared using the ‘Survey Monkey’ questionnaire tool.

• The feedback and explanation of correct answers for the first formative assessment were first sent to the email of the students and later uploaded in the Course Wiki.

• Considering the fact that the strategy of making inference had to be integrated to answer other TOEFL question types, additional inputs on making inferences were given.
• Then the students were asked to take up the second formative assessment test.

• Finally, the students were asked to respond to questions on the usefulness of the learning object, slideshare presentation, and the strategy. They were also encouraged to post their feedback on the page “reflections”.

**Weekly Lesson 8- Reading Module- Unit 5-Recognizing Type of Detail and Rhetorical Structure**

Unit 5 of the reading module focused on recognizing the type of details and rhetorical structure which would help the learners to answer questions about the author’s purpose, methods and opinions. It aimed at making the students understand and identify the type of detail and rhetorical structure, scan for key ideas and infer the meaning, connect multiple phrases so as to answer such questions. The sequence in which the lessons were presented was as follows:

• First, the page introduced the different structures used to denote the questions on rhetorical structure that are asked in TOEFL Reading. The number of questions of this type asked and the marks allocated for each question were explained.

• Step-by-step guidelines on how to answer rhetorical structure questions was presented.

• An audio file which highlighted the importance of using strategies for answering such questions was uploaded.

• A word file explaining the different types of details and rhetorical structure was provided. An example for each type was also provided so as to enable the learners to recognize the type of detail and rhetorical structures.

• Then the learners were asked to take up the first formative assessment prepared using the ‘Survey Monkey’ questionnaire tool.

• Feedback and explanation of correct answers were first sent to the email of the students and later uploaded in the Course Wiki.
• Considering the students’ difficulty in handling some of the types of rhetorical structure questions, additional inputs were given.

• Then the students were asked to attempt the second formative assessment test, which was also prepared using the ‘survey monkey’ questionnaire tool.

• The students were asked to respond to the questionnaire about the effectiveness of the learning objects (word file and audio file used) and the strategy taught.

• They were also encouraged to give descriptive feedback.

Weekly Lesson 9- Reading Module- Unit 6- Identifying the Referents

Unit 6 of the Reading Module dealt with grammar aspects, i.e. Pronouns and Adjectives. The objective was to help the students understand the function of the referent, connect ideas and answer the reference questions. In order to achieve the objective, the lessons were presented in the following way:

• The page introduced the different structures used to denote the reference questions. It also introduced to the learners the number of reference questions asked in TOEFL and marks awarded for each correct answer.

• Various web links on pronoun and their types, viz. www.englishclub.com, www.englishlanguageguide.com, were linked to revisit the grammar learnt in high school and answer TOEFL reference questions.

• As grammar is generally considered as uninteresting, various grammar games related to pronouns were introduced as one of the learning activities.

• In addition, a YouTube video on “Answering Pronoun Referents” was embedded.

• A step-by-step guide to answer reference questions was also provided.

• Then the students were asked to take up the first formative assessment prepared using the ‘Survey Monkey’ questionnaire tool.
• Next, feedback and explanation of correct answers were sent to the email of the students, which were later uploaded in the Course Wiki.

• Then the students were asked to attempt the second formative assessment test which was also prepared using the ‘Survey Monkey’ questionnaire tool.

• They were asked to respond to a questionnaire on the effectiveness of the YouTube video, language games and about the explanation given on the use of strategy.

• Finally, they were asked to give descriptive feedback on the reflections page.

**Weekly Lesson 10- Reading Module- Unit 7- Paraphrasing**

Unit 7 of the reading module was about paraphrasing and the different techniques involved in paraphrasing a text in one’s own words. It was intended to train the learners to paraphrase a text to answer sentence restatement questions in TOEFL. For this purpose the lessons were presented in a sequence as follows:

• First, the page introduced the different structures used to denote sentence restatement questions. The number of questions of this type asked and the marks awarded for each correct answer were presented.

• A YouTube video was embedded, which also explained the ways of recognizing paraphrasing questions. The video explained with an example the various steps to be followed while paraphrasing a text.

• Further, two PowerPoint presentations that explained with examples the process and techniques to be followed while paraphrasing were also embedded.

• After completing these lessons on paraphrasing, the students were instructed to take a self-test and a quiz using the web links provided, which helped them to evaluate their paraphrasing skills.

• Next, they were asked to take up the first formative assessment test, which was prepared using the ‘Survey Monkey’ questionnaire tool.
• Next, feedback and explanation of correct answers were sent to the email of the students which were later uploaded in the Course Wiki.

• Then the students were asked to take the second formative assessment test.

• They were asked to respond to a questionnaire on the effectiveness of the YouTube video, PowerPoint presentations and the strategy.

• Finally, they were asked to give descriptive feedback on the reflections page.

Weekly Lesson 11 - Reading Module - Unit 8 - Sequencing Sentences by Identifying Cohesive Devices

Unit 8 of the reading module offered input on the use of signal words that indicate sequence to answer sentence addition questions. The objective of the unit was to help learners to identify the cohesive devices in a given passage and use them to sequence sentences. The lessons were provided in the following sequence:

• First, the pattern in which this type of question is asked in TOEFL was presented. Further, the number of questions of this type asked and the marks awarded for correct responses were provided.

• Step-by-step guidelines that intended to help learners in sequencing sentences and making them into a coherent, meaningful paragraph was provided.

• A list of cohesive markers was also provided.

• A demonstration on the application of this strategy was given using a sample.

• A picture perfect game; i.e. to uncover a hidden picture by putting sentences in order, was given for practice, which enabled them to evaluate their sequencing skills.

• Then, the students were asked to take up the first formative assessment test on sentence addition questions.
• Feedback on their performance and explanation for the correct answers were provided to the learners to evaluate their level of understanding.

• Then, they were asked to take up the second formative assessment prepared using the ‘Survey Monkey’ questionnaire tool.

• They were then asked to respond to a questionnaire on the usefulness of the game, instructions and the strategy taught.

• Finally, they were asked to give descriptive feedback on the reflections page.

**Weekly Lesson 12- Reading Module- Module 9- Summarizing idea**

Unit 9, the last unit of the reading module dealt with summarizing techniques and used skimming and scanning strategies as well to answer the summary and chart questions. The lessons presented as a series of steps are described here:

• First, a clear description of the points awarded for correct choices was given as the marking for this type of question differed from other types of questions.

• The steps to be followed to answer “Complete Summary and Chart Questions” were provided.

• A lesson on summarizing as strategy was given through a PowerPoint presentation.

• A sample solved summary and chart type question was provided with explanation.

• A summarizing game and quiz were also given to drive away the monotony.

• The students worked out summary and chart type questions given in the first formative assessment test.

• Feedback on their performance in the first formative assessment test and explanation for correct answers were provided.
• The students were asked to go through the feedback and compare their answers with the explanation provided.

• The students were then asked to take up the second formative assessment test.

• They were then asked to respond to a survey questionnaire on the effectiveness of the instructional materials used.

• They were also encouraged to give descriptive feedback on the reflections page.

**Weekly Lesson 13- Writing Module- Unit 1- Brainstorming Ideas**

The writing module began with a welcome note for the writing section and was linked with pages that gave a comprehensive view on TOEFL writing question types and scoring standards. PowerPoint presentation that explained the process involved in writing was provided.

Unit 1 of the writing module focused on the pre-writing stage in which the students were trained to brainstorm ideas on the topic given. Lessons on how to generate ideas for writing were given as follows:

• First, a PowerPoint presentation on clustering, listing and charting methods was embedded.

• An explanation on the process involved in each of the methods was provided with an example.

• The students were asked to practise generating ideas using the listing method for the prompts given. The ‘Survey Monkey’ questionnaire tool was used for this purpose.

• They were asked to practise using the clustering method with the help of a free online diagramming tool “Creately”. In order to use “Creately”:

  1. The students were asked to create a free account at “Creately”.

  2. Then they were asked to prepare a cluster chart of desired shapes for the given prompt and save the page at “Creately”.
After completing the task at “Creately” the students were asked to add the link of the saved file to the space provided in the Course Wiki.

Similarly, a “Venn Diagram Worksheet Maker” of “teachnology.com” was used for generating ideas using the charting method.

The students were asked to upload as a word file the Venn Diagram generated for the given topic and add it as a link in the space provided at the Course Wiki.

Instructions describing the process involved in creating diagrams at “Creately” and “teachnology” were presented side by side to provide a working knowledge.

The students were asked to respond to a questionnaire on the usefulness of listing, clustering and charting methods. They were also asked to respond to questions about the usefulness of “Creately” and “Venn Diagram worksheet maker.

They were also encouraged to give descriptive feedback on the reflections page.

Weekly Lesson 14- Writing Module- Unit 2- Outlining Ideas Brainstormed

Unit 2 of the Writing Module also focused on the pre-writing stage i.e. outlining, normally done after brainstorming. It was intended to train the students to prepare a working outline for the essay based on the ideas generated. In order to achieve this objective the lessons were presented as follows:

First, the process of outlining was explained.

A framework for the five-paragraph TOEFL independent writing task was provided.

An interactive graphic organizer, ‘Essay Map’ was introduced to practise outlining. This was given to enable students to organize and outline their ideas. The points outlined in the ‘Essay Map’ could be saved as a pdf file and shared.
• The students were given seven prompts for which they were asked to brainstorm, choosing one of the methods taught during the previous week and prepare an outline using ‘Essay Map’.

• They were asked to save their responses as pdf file and send it as email to the instructor.

• The students were then asked to respond to the questionnaire on the usefulness of pre-writing techniques and the tool ‘Essay Map’

• Finally, they were asked to give descriptive feedback on the reflections page.

Weekly Lesson 15- Writing Module- Unit 3- Writing Introduction paragraph

Unit 3 of the writing module dealt with the drafting stage of the writing process. It focused on training the students in writing a good, effective introductory paragraph. The lessons were presented in the following sequence:

• First, a list of functions of the introductory paragraphs was given and the students were advised to follow one of the functions given in the list while writing introductory paragraphs.

• A model introductory paragraph for each of the functions listed was given with explanation.

• The students were asked to write introductory paragraphs for the seven prompts (given during the previous week) for which they had already prepared an outline.

• For this purpose a five-paragraph template was created in a word file by the instructor and uploaded in the Course Wiki.

• The students were asked to download the word file and save it in their computer.

• They were asked to write the introductory paragraph in the space specified in the template.
They were asked to keep the filled-in template saved in their system as they would have to use it for writing body and conclusion paragraphs.

Finally, the students were asked to give descriptive feedback on the reflections page.

**Weekly Lesson 16- Writing Module- Unit 4- Writing Body and Conclusion Paragraphs**

Unit 4 of the writing module was the continuation of the drafting stage of the writing process, which dealt with writing body paragraphs and conclusion. It aimed to train learners in writing effective body and concluding paragraphs and the lessons were presented as follows:

- First, the functions of the body paragraph and concluding paragraph were listed.
- A table listing the structures and sentence patterns that could be effectively used to express the ideas was provided.
- PowerPoint presentation explaining the purpose and use of appropriate transitional words was embedded.
- The learners were asked to take a quiz on transitional words to assess themselves on the knowledge acquired.
- Example body and concluding paragraphs were presented with explanation.
- The learners were asked to write the body paragraphs and concluding paragraph for the prompts for which they had already brainstormed, outlined and written introductory paragraphs during the previous weeks. They were asked to use the five-paragraph template which they had already downloaded from the Course Wiki.
- The students were asked to respond to the questionnaire on the effectiveness of the training given to write body and concluding paragraphs.
They were also encouraged to give descriptive feedback on the reflections page.

**Weekly Lesson 17- Writing Module- Unit 5- Proof Reading and Editing**

Unit 5 of the writing module dealt with the final stage of the writing process, i.e. post-writing stage. It was intended to train the learners to proofread, edit and fine tune their writing, and the lessons were presented as follows:

- First, a list of items to be checked to achieve good flow and structure in the essays and to ensure that the essays were free from grammatical and mechanical errors was provided.

- In order to refresh their knowledge on grammar, spelling and punctuation, various web links, viz. tenses, concord, active-passive voice, rules on spelling and punctuation, were provided.

- Further, a checklist was provided so that the students could use it as a guide to ensure that the essay was free from organizational, grammatical and mechanical errors.

- The learners were asked to revise the essays written and upload them in the Course Wiki. The responses were evaluated and formatively assessed.

- Feedback on the responses was provided using ‘Jing’.

- Further, the students were asked write an independent essay for a given prompt collaboratively. For this purpose, they were put into groups and the way they handled the collaborative task was observed. They were asked to write in the Wiki (created during the first week of the training) of the leader of the group and later add it as a link in the Course Wiki.

- The students were then asked to take the second formative assessment for which another set of seven prompts were given. The responses were also formatively assessed.

- The students were asked to respond to a questionnaire about the effectiveness of ‘Jing’ and collaborative task.
They were also encouraged to give descriptive feedback.

**Weekly Lesson 18- Writing Module- Unit 6- Reading and Note Taking**

Unit 6 to Unit 22 of the writing module dealt with the lessons on other types of TOEFL writing tasks, the integrated task. They aimed at training the learners to integrate and summarize the information given in the passage they had read and the lecture they had listened to.

Unit 6 dealt with the lessons on pre-writing reading and note-taking. The students were given lessons on ways of taking notes while reading in the following manner:

- Initially the students were briefed about the integrated writing task.
- A pre-writing activity, reading and note-taking, was introduced.
- Tips on note-taking and a sample note-taking exercise were provided to help the learners to understand the process of making effective notes.
- A practice exercise in taking notes on short passages was given. For this purpose the ‘Survey Monkey’ questionnaire tool was used.
- A practice exercise in taking notes on longer passages was also given. For this purpose a template was created in word file and uploaded in the course Wiki. The learners were asked to download the template, take notes on the passages and save them in their computer.
- The students responded to a questionnaire about the effectiveness of the training on note-making.
- They were also asked to give descriptive feedback on the reflections page.

**Weekly Lesson 19- Writing Module- Unit 7- Listening and Note Taking**

Unit 7 of the writing module focused on yet another prewriting activity listening and note-taking. The lessons were presented in a sequence as follows:

- First, the process of taking notes from a lecture was elaborated.
- Sample notes for a lecture were provided for better understanding.
• A practice exercise on note-taking for short lecturers and long lectures was given. For this purpose:

1. The audio files were uploaded in the Course Wiki and inserted as plugins.

2. “Voki Speaking Avatar” was used for short lectures. The learners were asked to listen to the speech, take notes in the template provided and save it in their computer.

3. For longer lectures, the researcher used “Spoken text.net” an online text-to-speech converter to convert the listening transcripts into speech. “Audacity” software was used to edit the recordings. The file generated was transformed into ‘wav’ file in order to facilitate easy listening. The transformed ‘wav’ files were uploaded and added as links in the Course Wiki. The learners again listened to the lectures, took notes in the template provided and saved them in their computer.

• The students responded to the questionnaire about the effectiveness of the training on note-making and the tools used.

• They were also asked to give descriptive feedback on the reflections page.

**Weekly Lesson 20- Writing Module- Unit 8- Outlining the Notes Taken**

Unit 8 of the writing module dealt with another pre-writing activity, outlining. It aimed at training the participants to make a point-by-point comparison of the key ideas presented in the passage and in the lecture, and finally prepare an outline. In order to achieve the objective the lessons were presented as follows:

• First, the learners were taught how to make point-by-point comparison of the key ideas in a passage and a lecture based on the notes taken.

• They were taught, through an example, to identify three key ideas and prepare an outline for writing a five-paragraph essay.
• A framework for outlining was provided.

• The learners were asked to outline their essays based on the notes taken during the previous week for the given passages and lectures, and save them to their computer.

• The learners were then asked to respond to a questionnaire on the effectiveness of the training to prepare an outline.

• They were encouraged to give descriptive feedback on the reflections page.

Weekly Lesson 21- Writing Module- Unit 9- Writing Introduction, body and Conclusion Paragraphs

Unit 9 of the writing module focused on the second stage of the writing process, i.e. drafting. The lessons were presented as follows:

• The students were provided with a list of points to be remembered while writing integrated essays.

• A sample five-paragraph integrated essay was provided for clear understanding.

• In addition a link to sample TOEFL integrated essays with their ratings was given so that the learners would get a clear idea of the evaluation system and thereby gain knowledge on writing effective integrated essays.

• The learners were asked to elaborate the points outlined and write essays. After writing they were asked to save their responses in their computer.

• They were asked to respond to a survey questionnaire and provide descriptive feedback on the reflections page.

Weekly Lesson 22- Writing Module- Unit 10- Proof Reading and Editing

Unit 10 of the writing module dealt with the last stage of the writing process, post-writing revising and editing. It aimed at training the participants in preparing an integrated essay by using the techniques of editing, proofreading and fine tuning
while writing the document. It reiterated to the learners the process they had already learnt while learning to revise and edit the independent essay. The lessons were presented as follows:

- A checklist was provided to ensure that the essay was free from organizational, grammatical and mechanical errors.

- The learners were asked to revise the essays written and upload them in the Course Wiki. The responses were evaluated and formatively assessed.

- Feedback on the responses was provided using ‘Jing’.

- Further, the students were asked to write an integrated essay collaboratively. For this purpose they were put into groups and the way they handled the collaborative task was observed. They were asked to perform in the Wiki (created during the first week of the training) of the leader of the group and later add it as a link in the Course Wiki.

- The students were then asked to take the second formative assessment for which another set of seven lectures and passages were given. The responses were also formatively assessed.

- The students were asked to respond to a questionnaire about the effectiveness of ‘Jing’ and the collaborative task.

- They were also encouraged to give descriptive feedback.

- Week 22 closed with an adieu note as an indication of closure.

4.3.23. Weekly Lesson 23- Consummatory Module

Week 23 was allotted for learners to key in their feedback on the course. It aimed at collecting the students’ perceptions about the contribution of Wiki, instructional plan and materials towards learner participation and their effect on learning outcomes. Feedback was provided by the students quantitatively and qualitatively in the following ways:

- A 5-point Likert scale questionnaire focusing on features of Wiki viz. settings, creating pages, editing, inserting plugins, adding links, uploading
files, restoration through history page, flexibility, collaboration, training plan, learner participation and learning outcomes were provided for the students to respond to.

- The students were asked to register their descriptive feedback about the overall effectiveness of the training provided.

4.4 Conclusion

This chapter provided a comprehensive idea about the division of the course into modules and of each module into units. It also described in detail the instructional materials used and the way teaching and learning was carried out in the Wiki platform. The following chapter will discuss the methodology followed to carry out the research study.