CHAPTER 7

CONCLUSION

7.1 Introduction

This chapter presents the findings of the study briefly and the limitations the researcher had in conducting this study. It also provides recommendations for teachers and administrators of educational institutions, and offers suggestions for further research.

7.2 Findings

It must be stated that in this experimental study training was offered to the TOEFL aspirants in reading and writing skills using Web 2.0 tool, Wiki and the analysis of the data collected revealed the following details.

- Use of skimming strategy enabled the students to read fast and predict the main idea. The students preferred using the method of reading the first sentences of each paragraph and first and concluding sentences of the concluding paragraphs to predict the main idea.

- Use of scanning strategy helped the students to answer the questions like factual and negative factual questions that ask for specific information given in the text.

- Use of contextual clues enabled the students to guess the meaning of the words highlighted in the vocabulary questions.

- Participants could infer the implicit meaning stated in the text by using their prior knowledge and contextual clues.

- Participants could understand the rhetorical structure and also apply scanning strategy to answer questions on author’s purpose, attitude and belief questions.

- Participants were able to identify the function of the referent and connect ideas in order to answer reference questions.
Participants were able to paraphrase the given text and identify the sentence that restates the idea given in the text.

Use of cohesive devices as clues enabled the participants to sequence the sentences so as to answer sentence addition questions.

Participants were able to integrate skimming, scanning, summarizing and note taking to answer summary and chart questions.

Similarly, the performance of the students in writing test given after instruction on writing using process approach revealed that:

- Use of brainstorming and outlining as the pre-writing strategies enabled the participants to plan their writing for the given prompt. They preferred listing method for brainstorming.

- Use of note-taking and outlining as the pre-writing strategies enabled the participants to plan their writing which aimed at integrating the ideas reflected in the passage read and lecture listened.

- By understanding the functions of introductory, body and concluding paragraphs the participants were able to elaborate the points outlined during the drafting stage.

- The participants during the post writing stage were able to revise the content, flow of structure and check grammatical and spelling errors to publish effective essays.

7.3 Limitations of the Study

While conducting the study the researcher had certain limitations and they are as follows:

- The researcher chose to train TOEFL aspirants only in their reading and writing due to time constraints.

- The researcher could not use some of the advanced features like hiding pages, which helps to maintain confidentiality in answers that are posted.
by the students, since the workspace was created for free in PB works did not provide that facility.

- During the training phase of the study, scope for interaction, communication and collaboration was provided but a detailed quantitative analysis on the number of interactions, number of constructive communicational exchanges between the learners or between the instructor and the learner were not made by the researcher.

- Certain activities that were designed by the researcher which required the use of tools like, Spreeder, Creately, Essay Map and uploading files at a specified page of the Wiki required the students to learn to use these tools. This delayed the completion of tasks as the students had to devote time to learn to use the technology in addition to learning the course subject matter.

- During collaborative activities, when a member in a group was editing a page other members were not allowed to edit the same page. It could be edited by the latter user only by ‘stealing the lock’ from the earlier user. This was considered a limitation because stealing the lock from the earlier user resulted in loss of data posted by the former and waiting for the earlier user to save the information delayed the completion of the tasks.

7.4 Recommendations for Teachers and Administrators

Based on the research findings, the following recommendations are made for teachers and administrators of schools and colleges.

7.4.1 Recommendations for Teachers

It is recommended that teachers of English should:

- adopt explicit instruction while teaching reading comprehension strategies and the process approach to writing. This will enable the students taking language proficiency tests to answer the reading comprehension and writing tasks accurately and well within the time allotted.
• adopt or adapt interactive technological tools like YouTube videos, audios, SlideShare presentations and graphic organizers that are available in the world wide web in addition to the text book materials prescribed by the boards of school education and universities based on student needs. This would help students to widen their knowledge base and network with subject experts.

• learn about methods of integrating technology into the classrooms by becoming members of professional bodies, attending conferences, seminars, symposia and workshops, participating in discussion forums and undergoing short-term training online or in a traditional environment. The teacher should also implement practically ideas learnt.

• use technology as a means of engaging students in interaction and communication during learning and thereby ensure the social presence of the instructor and the learners, and not use the technology only as a medium for supplying course materials.

7.4.2 Recommendations for the Administrators

It is recommended that school/college authorities should:

• exploit developments in the use of computers and laptops by taking initiatives to use them as a platform for student learning.

• make the school/campus WiFi-enabled in order to facilitate learning with the help of web technology.

• take necessary steps to integrate Web-based learning in the curriculum in the form of activities, assignments and projects, and also to evaluate and grade students’ learning.

7.5 Conclusion

The thesis reports the experimental study on the feasibility of conducting a training on TOEFL Reading and Writing using the Web 2.0 tool, Wiki. The findings revealed that the explicit instruction of reading and writing strategies had a positive effect on the achievement in reading and writing.