

CHAPTER ONE

INTRODUCTION

This is an introductory part of the research work which sheds light on background of the study. It also explores the knowledge on the research problem, its objective, significance and definition of operational terms.

1.1 Background of the Study

Language is the most unique gift that sets human beings apart civilization from the rest of living beings. It is the greatest accomplishment of human. It is the means by which we can perform several things - communication, thinking, inter-linguistic conflict, creation. Native speakers of a language succeed in producing and understanding an infinite number of noble utterances in their language. It is possible for them to do so because of subconscious knowledge they have internalized about their language. The internalized knowledge is what Chomsky calls "the native speaker's competence" (1965, p. 4). It refers to the knowledge of native speakers about their language which enables them to use their language effectively. It means, it is the knowledge of the pronunciation, grammar, vocabulary and spelling of the language. A native speaker's competence consists of the rules concerning the sounds, organization of different units and meaning of their language.

Regarding language, Sapir (1921) states "Language is purely a human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols."(Cited in Crystal 2000, p.400).

Among many languages, English language has become the most significant language in every corner of the world. The importance of English is increasing rapidly day by day. At present around 329 million people speak English as their first language. Crystal (2003). He further says," a quarter of the world's population speaks English and native speakers of English are in a

proportionately ever- decreasing minority.” (as cited in Harmer, 2010, p. 13). Currently it is spoken as a first language by majority of the people particularly by the inhabitants of CBANA countries (Canada, Britain America, New Zealand and Australia) .Apart from these, people of other countries like Singapore and some other areas / region of other countries like India, in Kerala also speaks English as their first language . The trend is still on the emerging way. English language has become lingua franca. It has become a language of trade, commerce, media, and international diplomacy. Sthapit and Basnyat (1988, as cited in Bhattarai, 2006) say, “It is the principal language for international communication and the gateway to the world body of knowledge” (p.2). At present, teaching of English is taking place in various forms such as English Language Teaching (ELT), Teaching English as a second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for the speaker of other Languages (TESOL), English for specific Purpose (ESP).

As the trend of going abroad for further studies is increasing, the relevance of IELTS is also increasing. IELTS has become one of the major document in order to get admission especially in English speaking countries such as the UK, Australia, the USA, New Zealand and Canada. It is to be done mostly by those students who are from non- native English speaking countries to show their certain level of English.

IELTS is particularly designed to assess the ability of the English language who wants to pursue their further education and migrate particularly in English speaking countries. However, it is mandatory in other countries too where medium of instruction is English in universities or colleges. IELTS is jointly managed by the University of Cambridge ESOL Examination, British Council and IDP: Australia.

The International English Language Testing System (IELTS) is widely recognized as a reliable means of assessing the language ability of candidates

who need to study or work where English is the language of communication. IELTS is owned by three partners, the University of Cambridge ESOL Examination, the British Council and IDP, IELTS Australia.

(Cambridge English, IELTS 9, 2013)

Thus, the importance of IELTS is getting more priority day by day among non-native speakers of English language. Candidates are tested in terms of four language skills viz. Listening, Reading, Writing and Speaking.

1.2 Statement of the Problem

It is a well known fact that technology has drastically changed the lives of people. It has greatly brought remarkable innovations. Some technologies have been taken for granted by people. To illustrate, CD-DVD ROMs have replaced the old cassettes. New technologies are showing up quickly and they are affecting the lives of human beings substantially. In a similar vein, technology, particularly computer technology, has been increasingly used in education. Computer technology has also contributed to language teaching and learning. Particularly, as English is considered as the Lingua Franca of the time, it has been the international language of the world. It has been used extensively in commerce, academia, international relations, politics, tourism, and in many other aspects of life.

The issue addressed in this study is how World Wide Web provides learners with the opportunity for interaction in learning English. World Wide Web supplies great opportunities for language learners such as getting ample amount of input and learning how to express themselves especially in communicative practices. In addition to this, it enables students to have greater confidence in interacting with people. Likewise, World Wide Web has greatly facilitated L2 learning and teaching by presenting endless input source for both learners and teachers. When English Language Teaching (ELT) is taken into consideration, World Wide Web provides English teachers with unprecedented authentic

materials, which is one of the key elements in ELT. Therefore, language teachers play a decisive role in turning technology into a functional tool that facilitates language learning and teaching. For this reason, this study is central to the identification of the contribution of World Wide Web for the preparation of IELTS.

In the context of Nepal, Information Technology based classes have been started in some of the private schools and institutions but is not in the case with all institutions. The only one barrier for the implementation of computer technologies is the low access to the internet and dependence on traditional approach students are found to be preparing for IELTS but they do not get ample exercises to practice because of their detachment with World Wide Web which provides valuable sources for rigorous practice. They sometimes use it, but their purpose may be for different recreational activities rather than practice.

I myself use World Wide Web frequently. I have been benefitted a lot. I have got various insights from it. The role of World Wide Web have encouraged me to carry out this research as well. Thus, the problems to be stated in this study are the extent to which World Wide Web used in language teaching and learning process and the reasons behind the use of World Wide Web by instructors and learners and the benefits that they get from it.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (a) To find out the use of WWW in IELTS preparation class and
- (b) To suggest some pedagogical implications regarding the use of WWW in IELTS preparation.

1.4 Research Questions

The present study attempted to answer the following question in this research work.

- a. To what extent do IELTS candidates use WWW?

1.5 Significance of the Study

The research work will be significant for language teachers, curriculum designers, textbook writers, educational administrators, policy makers, teacher trainers and specifically for those who are interested in carrying out researches on English language teaching. It will be more important for those who are preparing for IELTS. It is equally significant for those who are involved in facilitating IELTS. It is equally helpful for those who want to study further in this field in future particularly in World Wide Web related topics. It is hoped that the findings and recommendations will provide significant support in order to improve teaching methodologies in language teaching and learning.

1.6 Delimitations of the Study

The study had the following delimitations:

- i. It was limited to 40 informants of 5 educational consultancies and IELTS preparation centers.
- ii. It was limited only to learners who were preparing IELTS.
- iii. The data was collected only from learners.
- iv. The study was limited to Kathmandu Valley.
- v. The questionnaire was the tool for data collection.

1.7 Operational Definition of the Key Terms

Some relevant terms have been defined as follows:

Band score:	Band score refers to score achieved by a candidate after taking test
Candidates:	The term 'Candidate' in this study refers to one who is attending IELTS test.
Consultancies:	An educational institution which helps students in preparing different tests and assists for further study in abroad
IELTS:	The term 'IELTS' refers to International English language testing system which is particularly taken in non –English speaking countries to assess their level of English language.
World Wide Web:	World Wide Web refers to a hypermedia based system for browsing internet sites. It is one of the applications in the internet to find any information.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the detailed review works and their implications on this study. In the same way, the theoretical concepts and conceptual framework are also included in this chapter.

2.1. Review of Theoretical Literature

English is one of the major international language and one of the official languages of United Nations. The trend of teaching and learning English is widespread globally. It is one of the international languages and its popularity is spreading rapidly. According to Harmer (2010, p.10), “It is the international and a vital tool for any students to be successful in communication”. When the trend of learning and teaching grew up, language testing also emerged as it is one of the integral parts of pedagogy. Focusing the importance of teaching and testing, (Heaton, 1975, p. 1) says, “Language teaching and testing are so related that it is virtually impossible to work in either field without being constantly concerned/involved with the other”. At present, numbers of test are designed in order to test the proficiency and competency of the language.

2.1.1 IELTS: An Introduction

IELTS is an acronym of International English Language Testing System. It is a proficiency test conducted by Cambridge University as a TESOL programme. It is valid in almost institutions, colleges and universities globally. It is most regarded as valid and reliable test. The history of IELTS goes back to nineteenth century. It was started from 1989 as a measurement of a person’s proficiency in the English language and is jointly managed by the University of

Cambridge ESOL Examinations (Cambridge ESOL or UCLES), The British Council and IDP; IELTS Australia. The standardized proficiency test is subject to considerable on-going research by the IELTS development team in order to address issues of validity and reliability (Davies, 2008; IELTS, 2007).

There has been considerable debate about the role and effectiveness of the Academic IELTS test since its inception. As a standardized test of English proficiency the Academic IELTS module does not claim to adequately prepare a student for university studies but is an assessment of English language ability (UCLES, 2007).

It is the proficiency test particularly designed for those students and candidates who are from Non- English Background, who are willing to study in English speaking countries or those universities in abroad where the medium of instruction is English. In the case of Nepal also numbers of students are preparing IELTS exam and several institutions and educational consultancies are also managing class for IELTS preparation. Even, British Council is launching IELTS preparation classes from different modes too. At present British Council and IDP is conducting IELTS exam in different 5 regions of Nepal. Over 9000 organizations and 1.5 million test takers around the world trust and recognize IELTS as a secure valid and reliable English language proficiency test. Source adapted from

(https://en.wikipedia.org/wiki/International_English_Language_Testing_System)

Test Scores

IELTS provides a proficiency report of a candidate to use English. Candidates receive a report after 13 days in online and after 17th days in a hard paper. They receive band score in the range of band 1-9. Overall band score and individual band score are reported in whole or half bands.

IELTS TEST score is valid for 2 years only. The band score is shown in given chart:

IELTS Band Scores:

9 Expert User-Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8 Very good user- Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies.

Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.

7 Good Users- Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

6 Competent User- Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5 Modest User - Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

4 Limited User- Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

3 Extremely Limited User- Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

2 Intermittent User- No real communications is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

1 Non User- Essential has no ability to use the language beyond possibly a few isolation words.

0 Did not attempt the test- No assessable information provided.

IELTS Book 9: CUP

The Test Format

There are four different sub-tests, or modules, to the IELTS test: Listening, Reading, Writing, and Speaking. Students must attempt all four sub-tests.

While all students take the same Listening and Speaking tests, they sit different

Reading and Writing tests, depending on whether they have selected the Academic modules or the General training Modules.

On the day of the test, the four subsections will be taken in the following order:

Total Time: 2 hours 45 minutes



Source: ielts-exam.net

The Speaking test may even take place a day or two later at some centers.

Listening Test: IELTS listening lasts for about 30 minutes. It consists of four sections, played on cassette tape, in order of increasing difficulty. Each section might be a dialogue or a monologue. The test is played once only, and the questions for each section must be answered while listening, although time is given for students to check their answers. It is same for both candidates of Academic Test and General Training groups.

Reading Test: IELTS Reading test lasts for 60 minutes. Students are given an Academic Reading test, or a General Training Reading test. Both tests consist of three sections, and in both tests the sections are in order of increasing difficulty. The nature of reading passage in Academic Test is generally of an academic nature. Passages are normally selected from reports, research,

dissertation or any article from newspaper, magazines or journals. Passages of General Tests are linked with daily basic needs. These are generally from advertisements, reports or from cutouts of newspaper or magazines.

Writing Test: IELTS writing test also lasts for 60 minutes. Again, students take either an Academic Module, or a General Training Module. Student must perform two writing tasks, which require different styles of writing. There is no choice of question topics. The proficiency test of writing Task 1 in both Academic and General Modules is assessed in terms of following points:

1. Task Achievement
2. Cohesion and Coherence
3. Lexical Resources
4. Grammatical Range and Accuracy

IELTS Writing Task 1 - Academic

IELTS Sample Charts (IELTS Writing Task 1)

The Writing Task 1 of the IELTS Academic test requires writing a summary of at least 150 words in response to a particular graph (bar, line or pie graph), table, chart, or process (how something works, how something is done). This task tests ability to select and report the main features, to describe and compare data, identify significance and trends in factual information, or describe a process.

IELTS Writing Task 1 - General

IELTS Sample Letters (IELTS Writing Task 1)

The purpose of this section is to help candidates with the Writing Task 1 of the IELTS General test. In Task 1, candidates are asked to respond to a given problem with a letter requesting information or explaining a situation. It is suggested that about 20 minutes is spent on Task 1, which requires candidates

to write at least 150 words. Depending on the task suggested, candidates are assessed on their ability to:

- Engage in personal correspondence
- Elicit and provide general factual information
- Express needs, wants, likes and dislikes
- Express opinions (views, complaints)

IELTS writing Task 2

Academic and General Writing

In this test students have to write an essay in at least 250 words. Essays are generally in discursive or argumentative nature. The time limit is approximately 40 minutes. This essay aims to assess the ability of candidates in expressing subjective feelings, their opinions, arguments and disagreement based on the questions. The essay topic of Academic tests are generally academic in nature however, questions in General Training are linked with daily life events. The writing proficiency of a Candidate is assessed in terms of following points:

1. Task Response
2. Cohesion and Coherence
3. Lexical Resources
4. Grammatical Range and Accuracy

Speaking test: IELTS speaking test consists of a one-to-one interview with a specially trained examiner. The interview is recorded and has three separate parts.

An introduction and interview, an individual long turn where the candidate speaks for one or two minutes on a particular topic, and a two-way discussion thematically linked to the individual long turn. This interview will last for approximately 11-14 minutes. The format of speaking test is same for both Academic Modules and General Training Modules.

2.1.2 World Wide Web (www)

Many people use internet and www interchangeably, however, these are not exactly the same. Internet can be taken as an umbrella term. The World Wide Web is the primary application that numbers of people use in the internet, and it has changed lives immeasurably. However, internet is more of this. It is the connection of numbers of computers globally.

The web is a global set of documents, images and other resources, logically interrelated by hyperlinks and referenced with Uniform Resource identifiers (URIs). URIs symbolically identify services, servers and others database, and the documents and resources that they can provide. Hypertext Transfer Protocol (HTTP) is the main access protocol of the World Wide Web. Web services also use HTTP to allow software systems to communicate in order to communicate in order to share and exchange business logic and data.

Some of the World Wide Web browser's software such as Microsoft's Internet Explorer, Mozilla Firefox, Opera, Apple's Safari, and Google chrome allows people to navigate from one web page to another via hyperlinks embedded in the documents all over the world. These documents may include any texts, graphs, audio, visual, audio visual, or any kinds of animation, games or office packages. With the help of keyboard, or mouse or any other external instruction system one can have a easy access to the vast knowledge of the world through different search engines like Yahoo, Google. Compared to print media, books encyclopedias and traditional libraries, the World Wide Web enabled the decentralization of information on a large scale.

It has also make possible to publish any material by using different websites, blogs or any web page to publish ideas and information with a limited wages and with a short period of time span. Individual as well as organizations use logs or blogs in WWW as easily updatable online diaries. At present, Teachers,

facilitators also encourage learners to use www from numbers of ways. Focusing on the importance of WWW in pedagogy field Li and Hart (2002, as cited in Richards and Renendya, 2002.) argue that, 'from the view point of English language instruction, an added advantage is the fact that web documents, which covers a huge set of subject matters, are mostly written in English.' Teachers use different blogs related with their educational topics or background by which students can have much advantage. Companies also encourage their staffs to use internet to explore knowledge and be updated.

Advertising using www has become widespread. People prefer more to use internet and www to purchase goods and services nowadays. People fell life has become more convenience through this. The popularity and craze of WWW and Internet seems to grow in future more.

2.1.2.1 Development of World Wide Web

The development of www occurs because the internet only is too difficult to get all the required information instantly and easily. The only people who could do it were the computers geeks. Regarding this Ian Peter (retrived from <http://webfoundation.org/about/vision/history-of-the-web/>) says:

Before the development of WWW the internet only provided screen full of texts (and usually only one in one font and font size). So although it was pretty good for exchanging information, and indeed for accessing information such as the Catalogue of the US Library of Congress, it was visually very boring.

In an attempt to make this more aesthetic, companies like CompuServe and AOL began developing what used to be called GUIs (or graphical user interfaces). GUIs added a color and a bit of layout, but were still pretty boring. Indeed IBM personal computers were only beginning to

adopt Windows interfaces- before that MSDOS interfaces they were pretty primitive. So the internet might have been useful, but it wasn't good looking.

World Wide Web not only save the net but it also change its appearance by which it make possible for pictures and sound to be displayed and exchanged too.

Later on, Ted Nelson's Xanadu project was developed as an important predecessor which worked on the concept of Hypertext. In order to click on hyperlinks, Douglas Engelbart invented the mouse which later becomes the major parts of personal computer. The next one was the development of URL or Uniform Resource Locator. This allows us to select a particular site by typing its name like, (www.youtube.com) one of the special features is HTML which helps to allow pages to display different fonts and sizes, pictures, colours. Before the development of HTML, Such standard was not maintained and GUIs belongs to different computers or different computers software which are not networked.

The actual developmental history of www dates back to 1989 by English computer scientist Berners- Lee who brought this all together and created World Wide Web. The first trial of WWW was at the CERN laboratories in Switzerland in 1990 which is one of the largest research laboratory in Europe. Using concepts from earlier hypertext systems, Sir Berners Lee, now Director of World Wide Web Consotrium (w3c), states in a proposal in 1990 about the use of Hypertext "... To link and access information of various kinds as a web of nods in which the user can browse at will..." and later, they introduce the project in December.

Slowly and slowly the development of WWW developed .By 1991 browser and web server software was available. In 1992, a few preliminary sites existed in

places like University of Illinois, where Mark Andreessen became involved. By the end of 1992, there were about 26 such sites.

On April 30, 1993 CERNS's directors made a statement that was a true milestone in internet history. In the same day, he declared that WWW technology would be free for everyone, with no fees being payable to CERN.

The first search engine was developed in 1990. However, Google also become popular very soon. In 1994, there were a million browsers copies in practice. By 1998 there were 750,000 commercial sites on the World Wide Web. From the starting of 2000, the internet era had begun.

The development of WWW was basically to share information among internationally dispersed teams of researchers at the European Laboratory for Particle Physics in Geneva, Switzerland. This subsequently becomes platform for related software developers. Finally, numbers of users increases rapidly including a large business marketplace. Its further marketplace is guided by the WWW consortium based at the Massachusetts Institute of Technology in Cambridge, Massachusetts.

Now, use of WWW is a major source of information in every sector. At present, WWW has become an evitable part of every parts of our life.

2.1.2.2 Importance of WWW for Developing English Language Proficiency

For the purpose of learning language through World Wide Web is one of the best ways of learning through information technology. Lifelong learners are constantly on the search for new information and the internet has made it even easier to track down authoritative journals, libraries and museums around the world, college courses, language tools and other learners poking around online.

English is one of the most widely spoken languages in the world. We can learn English by taking a class or by self-practice too. Sometimes, we need to take

English classes too in which we will learn how to speak and write English correctly. Correct grammar and punctuations are needed in order to learn well English. Learning English language through online sources, web, internet, and wiki is more convenient and information we get from these sources are based on facts. To learn English through online resources are today's need and they are beneficial for us.

Nothing before has captured the imagination and interest of educators simultaneously around the globe more than the World Wide Web. The Web is now causing educators, from pre-school to graduate school, to re-think the very nature of teaching, learning, and schooling. Ronald D. Owston(n.d)(Retrieved from <http://www.yorku.ca/rowston/article.html>)

Nowadays, most of the colleges, schools and Universities are using internet and Web. They are getting more-information through Web which also helps them to solve their course problem themselves without any doubt. There are various types of websites for particular subject matters. Like:

- List of biological websites.
- List of web directories.
- List of question and answer websites.
- List of video sharing websites.
- List of photo sharing

All these websites are used for particular purposes only. For the learning of English language also there are many websites like: www.Sai2000.org, www.learnenglish.del, www.agendaweb.org, <http://www.bbc.co.UK/>, <http://esl.about.com/od/speaking-English/>, www.englishnow.co.uk, www.teachingenglish.org.uk, www.eslcafe.com to name few.

For learning grammar, punctuation, vocabulary there are different websites which we can use as tools for learning English. From the online resources, learners can learn English effectively. With the help of free websites from the

British council with games, stories, listening activities, and grammar exercises learners can learn English. Learners will find lots of new listening activities and video content in listen and watch. Learners also have a new Grammar section and new IELTS exam practice materials. Anyone can read grammar topics and complete the interactive exercises. They can also use the site search to find grammar areas of interest like, pronouns, adjectives, determiners, nouns, verbs, adverbs, clauses, phrases, sentences

Using different websites, learners can learn four skills for language skills- speaking, listening, reading and writing. This is the best way to learn English through the use of Web. Learners can find many listening texts, reading articles and books, videos and tapes recorded, which helps to improve the English language. Free English learning courses are also found in Web.

Thus, with the help of Web we can learn many things and it is one of the instructional tools for learning English. They can get indebted information and techniques to learn language. Not only for improving language skill it helps to improve my internal skill and improve the habit of self-study. It is one of the essential tools for now. Nowadays, most of the students and learners use Web for getting information and grow the habit of self-research. Web is a useful tool for learning English and to develop confident.

2.1.2.3 Common Tools and Techniques of WWW

The World Wide Web has been one of the important means in language teaching and same is the case in IELTS preparation from both candidates as well as from instructor perspective too. Some of the common tools and techniques which are frequently used in IELTS are stated below.

a. Email and Internet

Email is one of the applications of the internet. It is one of the major way to contact each other from one corner to the next corner of the world. It can be used to exchange their messages. At present, email and internet has become on

of the major tools in pedagogy too, particularly in the field of language teaching. Learners and teachers can use email and internet for various purposes of their tasks. In this regards, Warshauer and Whittaker (2002, as cited in Richards and Renandya, 2002.) notes:

Internet is a computers connection that is made up of a huge numbers of networks worldwide. Computers users can be connected with each other globally. Numbers of computers are connected through internet. The internet application that is mostly used all over the world is WWW. Using this, people are connected with the next world instantly. Chhabra (2012) defines, 'Internet is not merely a source of authentic material in English but also a source of information in the form of articles, courses, conferences and many more'.

Bryant (2006, as cited in Sabieh 2001, p. 67) notes that "In the USA, 95 percent of the educational institutions and 72 percent of classroom has internet connections".

Numbers of software and sites are available in the internet which helps learners to practice their language skills on their own skills as well as assess it also.

There are several possible reasons for using the internet in language teaching. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. It has been found, for example, that electronic discourse tends to be more lexically and syntactically complex than oral discourse and features a broad range of linguistic function beneficial for language learning.

Another possible reason for using the internet is that it creates optimal conditions for learning to write, since it provides an authentic audience for written communication. A third possible reason is that it can increase students' motivation.

b. Blogs and Wikis

Blogs (short for Weblogs) are the application of web 2.0 technology. Parker and Chao(2007). Just like wikis, Blogs are also the application of web2.0 application. Blogs are uncensored forum for public to exchange their feelings and thoughts in particular topics. A blog is a frequently edited website which often resemblance an online journal. The matters in the blogs are frequently updated, revised, re- edited for the benefit for its users. We can create our on blogs and keep updated the information that is needed. In language learning and teaching field, leaners all over the world use blogs to enhance their learning. In the same way teachers learners may also visit blogs created by experts, or professionals around the world. Students are encouraged to create their own blogs too which obviously help them to share ideas and expertise in a particular field. Using blogs students are generally involved in three major aspects of learning: Construction, communication and Research.

Blogs and wikis are commonly taken as a synonymous terms. Although most of the features matched each other, these have some differences too. Wikis are designed for collaborating authoring, while blogs are more personal and generally written by a single author. Wikis receives feedback by allowing the public to edit topics directly, while blogs provide a mechanism for reader comments. The contents in blogs belong to the owner (Parker and Chao 2007).

Blogs are a better communication tool for disseminating information to people and for enabling feedback while keeping the original text intact. Wikis are better when information is intended to be modified and enhanced as a part of a collaborative effort. Mader (2006) in P.Candace Deans's, 'Social software and web 2.0 Technology Trends'(2009).

Wikis are also the application of Web 2.0 technology. It is derived from the Hawaiian phrase, wiki wiki, which means quick. It is one of the quick method of sharing opinions and ideas. It is a web communication and collaborative tools matters are expressed, edited frequently. Learners can be used to engage

students in learning with others within a collaborative environment (Parker and Chao (2007). Wikis receive feedback by allowing the public or viewers directly.

c. Web Quest

A web quest is an inquiry- oriented web page which is widely used nowadays all over the world particularly by who are involved in pedagogical field. It was developed by Bernie Dodge at Ran Diego State University in February, 1995. According to Dodge, Web quest are based on constructive learning theory and have been a part of project- based learning and teaching in mainstream education for some time, but they also have a multitude of application in ESL/EFL, both in ESL/EFL classes that are focused on content/ or theme- based learning and in teacher training. Dodge, (1995) says, "A Web Quest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing". Learners can have instructional and cognitive lessons like practicing a way of critical thinking and problem solving through authentic assessment, cooperative learning, scaffolding, and feedback and technology integration. This also promotes to develop the higher level of thinking as Bloom's taxonomy: Analysis, Synthesis and Evaluation.

As its name suggests, in web quest generally students/ learners raise their queries in a web page and try to seek the possible responses. Nowadays, it is taken as one of the interesting and motivating resource for both students and learners. The process is often assisted by facilitator. It can be called as a inquiry based learning also. The inquiry- based instruction is principally very close related to the development and practice of thinking skills.

d. Online Resources

Any resources in the internet which are useful for learners are called online resources. Online resources are useful tools particularly for language learners.

People all over the globe nowadays use online resources as a major tool to explore ideas and knowledge as their necessity and interests. Various websites, search engines, e- dictionary and e- library are some of the common online resources. Some common online resources in language learning are stated below:

- Different web sites
- Online dictionary and encyclopedia
- Online Newspaper or broadcasting associations
- Different blogs, web quest, Wikis and e- publication
- The search engine as GOOGLE
- Online classes

e. Social Networking Sites

At present, use of social sites has become an evitable for every walks of our life. Same is the case in any kind of pedagogical field as well as in IELTS too. Numbers of students/ learners and instructor and teachers are interlinked each other with the help of such social sites. Students can ask the queries to each other, try to find the solutions and solve it too. Apart from this, they can use social sites mostly to improve their language proficiency too. It's often to see that many institutions and experts are sharing new tricks and techniques and common questions too in such social sites. Facebook is one of the finest examples of such social sites. Apart from this, Facebook, Twitter, Whatsapps, skype, Viver and Imo can be taken as other examples.

2.1.2.4 Use of WWW in IELTS

Use of World Wide Web has become one of the major tools in every sphere of our lives. It might be one of the most commonly experienced applications by the citizen of the world. It is a common tool in IELTS preparation nowadays. People all over the world are interested to learn English language. Varieties of

tools and technologies have developed in order to teach or learn language skills or its aspects in a convenient way.

The vast development of internet makes it possible to use worldwide. Any individual whether teacher or learner use WWW as one of the important tools. WWW helps students for self-learning too.

English language has become the Lingua franca. Citizen of the world now face the importance of the English language. In order to get admission in university particularly of English speaking countries or in those universities of other countries where the medium of instruction is English, a proficiency test of English language has become mandatory. Among many, IELTS has become global accepted proficiency test to assess the level of English language. Use of www has become wider spread. Use of WWW had made both learners and instructor more convenient to get score and made prepare for the examination. In the beginning of its commencement, generally teacher/ instructor prepare their student by a traditional method of teaching. Students also follow just some references materials and some series of the IELTS book. However, later, slowly and slowly use of technology particularly WWW has become wider spread. Nowadays, we notice people depend more on technology like WWW rather than merely books and notes. This kind of practice is noticed even in other kind of tests too like TOEFL, CAE, and PTE to name few.

Lorenzen carried out a study on ‘High School Students and their use of the World Wide Web’ he states, "the emergence of the WWW has created another information resource of conducting research. The www is a wonderful tool for individual and organizations that want to reach large number of people. It is also a great resource for finding information on currents events. However, the lack of traditional gate keeping that print material has used to filter information such as editors and peer reviewing is for the most part missing on the WWW. This puts the user of the Web in the position of having to be their own gatekeepers of information”.

In this way, WWW is playing a great role in preparing of world accepted IELTS test.

(a) Technology in Language Learning, Teaching and Testing

Technology has become an integral part of pedagogy. It is more used nowadays in language teaching particularly in English language teaching. The influence of technology in education is a widespread phenomenon. Integration of technology in education is very important as it caters to the needs of the diverse learners. Focusing on the importance of web in pedagogy sector Ronald (n.d) asserts ‘Learning resources of the world can be found through the use of web in any classroom. Moreover, it helps us to re- focus our institutions from teaching to learning and from teacher to student.’

Technology has changed the way learners learn nowadays. Students are more motivated, become proactive and creative today. They can raise the issue, find the solutions and can come to conclusion. This all become possible by the use of technology.

Teachers too are much creative nowadays. They search new material, methodology and way of teaching. Teachers can run class or give information using technology today. Li and Hart (2002, as cited in Richard and Renandya, 2002) states that ‘ from the view point of English language instruction, and added advantage is the fact that web documents, which covers a huge set of subject matters, are mostly written in English.’ Thus, the web provides ample database of authentic materials.

Testing learners after a certain period is an integral part of teaching leaning activities. Technology has made it possible to access learners and provide necessary feedback and suggestions too.

Regarding the wide spread of technology in ELT, Fominykh (n.d.) writes:

If you avoid using technologies, may be afraid of them you can consider yourself as a technophobe. If you think you have come too late to the world of technology you are certainly a digital immigrant. You can define yourself as a digital native if you feel comfortable and confident using computer's the internet and its tools. And lastly if you believe that the internet will help you to become a better teacher or a better student, you enjoy using technologies in class and would like to know more about it, then you can proudly regard yourself as a techno geek, because you are a real technology enthusiast.

Thus, WWW is one of the major developments of technology. The development of www makes it possible to search and explore any information in more systematic and convenient way.

(b) Computer Assisted Language Learning

Computer assisted language learning, CALL in short can be defined as a technique of using computer for language teaching or learning purpose with the integration of word processor. In the word of Wars Chaucer (1996), CALL in the broadest sense refers to “the study of the use of computers in learning and teaching languages from the use of word processors to the use of the internet”. (pp. 3-9). In other words CALL refers to the use of computer in order to enhance language teaching and learning practically. The history of CALL goes back to the date of early 1960s and became dominant in language pedagogy in 1980s. It has brought a great revolution in the application of different technologies in the classroom especially in the case of using technologies.

In the beginning, use of CALL is more in the developed countries. However, it has been in a wide practice globally. Historically CALL developed gradually over the last 30 years. In the period of its origin during 1960s, computer

assisted language learning and its evaluation methods were strongly influenced by Skinner's (1958, 1963) programmed learning and later by communicative CALL' (1980s) and then by 'integrative CALL' (multimedia and Internet 1990s). Beatty (2010) outlines some examples of computer assisted language learning which began in the late 1950s, with machine translations. One particular software program called, Eliza is an example of a computer being used to simulate human intelligence.

The development and advancement of technology can be notice in the development of CALL also. CALL nowadays has become increasingly sophisticated and more advance. "basically, it integrates computing and language learning, instruction technology, computational linguistics, artificial intelligence, computer- mediated communication and an astonishing number of disciplines" (Tucker, 1999, as cited in Boulter, 2007, p. 116).

Learners can learn individually, in a pair, or in a group. Students are assigned different sorts of task according to their level and checked later and discuss on the issues too. Students are involved in writing, editing, commenting and reading others work. It provides and effective learning environment so that students can practice in an interactive manner using multi- media content, either with the supervision of teachers or on their own pace in self- learning.

Liontas (2002), as cited in Boulter, 2007, p. 117) argues that CALL:

... empowers students to feel proactively involved, encourage creativity, presents structured opportunities to home language and culture skills, offers unprecedented interactive possibilities, promotes engagement, collaboration, creativity and opportunities for risk-taking, enables active participation by all students without labeling them weak or strong. (p. 318).

Regarding the effectiveness of CALL to a language teacher, Lionatas (2002, p.318, as cited in Boulter, 2007) further states, CALL:

...enables teachers to optimize the learning process of language acquisition and classroom dynamics which helps students learn, improves their attitudes and perceptions toward the target culture according to their interest and increases their affective motivation through a diversity of modes for contextualized interaction in the classroom, (p.118)

Overall, CALL has become an inescapable part of pedagogy particularly, in a foreign language teaching and learning. The use of CALL seems to be used in teaching from basic level to advance.

2.1.3 Current practices of using WWW in IELTS in Nepalese Context

As the use of internet or WWW has become an integral part of every sphere of our lives. The use of www has been widely accepted in pedagogy sectors as well as in language testing or accessing. In the preparation of IELTS also the use of WWW is wide. In the context of Nepal, millions of students are appearing in IELTS exam every year. Some prepare their test self. However, some go to consultancies, institute or IELTS centers for preparation. However, they are practicing students are using internet or WWW any other tools of www to enhance their learning. Both instructor and learners has found WWW as an important tool to practice and gain information.

In most of the major cities of Nepal basically in Kathmandu, numbers of institute consultancies and IELTS centers are preparing their students for IELTS exam. Some practice self also. They are using WWW in either of the ways. Most of the training centers have managed the facilities of internet from

where learners can use any tools of WWW. This less practiced in remote areas where there is still less accessibility of internet.

Learners attend online courses provided by British Council for 30 hours. They make a group to practice, share and ask queries, and solve them also. Sometime teachers or instructor gives questions using email or internet and give some sample answers to.

Students go to YouTube, which is a very common site for people. Particularly, test takers visit this sites and gain information on listening, speaking, reading and writing skills. They go through different models answers and also learn from instructor globally. Chhabra (2012) argue that 'the real advantage of using You Tube in teaching English is that it offers authentic examples of everyday English used by everyday people'. Furthermore, the teachers can use it as a tool for improving their students' target language skills in an integrated way.

IELTS have managed different authentic sites for learners globally. Learners are much benefited by these. 'Ieltsbuddy.com' is one of the commonly used sites by learners.

As it is an international test, students must have the exposure of international context. Students can reach this exposure by the use of WWW. Use of WWW makes student more confident and active too.

2.2 Review of Related Empirical Literature

In order to carry out this research work, the following previous thesis carried out at the Department of English Education as well as other related literature are reviewed.

Adhikari (2008) conducted research on "Effectiveness of using computer in teaching vocabulary". He aimed to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the tools for data collection of the basis of 'Our English" grade nine, prescribe for high school curriculum. He selected 24 students for his

study. These students were classified into two groups namely controlled and experimental on the basis of odd and even number of their score on pre-test. He concluded his research work stating that using computer in teaching vocabulary was a significantly effective way of presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on "Attitudes of higher secondary teacher towards the use of computer and the internet." This study was carried out to study the attitudes of higher secondary English language teacher of Kathmandu Valley and their perception on the basis of their personal characteristics, relative to computer competence and the availability of computer and the internet. His study was survey in nature. He collected data from 32 teachers of higher secondary school of Kathmandu valley. The major tool of his study consisted of questionnaire and interview schedule. He concluded his study with the findings that majority of the teachers had positive attitudes towards the computer and the internet. Although less than 25 percent English teacher of higher secondary school in Kathmandu valley were still away from computer and the internet and did not have the positive attitude towards the use of them in curricular activities. All teachers were found to be interested in increasing computer and the internet access in the future.

Adhikari (2009) carried out a research on, "A study on Reading Comprehension based on IELTS". His major objective was to find out the reading comprehension ability based on IELTS on grade xii students of Kaski. This study was survey design in nature. I selected 60 students through the use of purposive non random sampling procedure from 6 schools. The major tools of his study consisted of questionnaire. He found out that the +2 students of higher education board have secured good second division marks but their reading comprehension ability is not adequate in terms of IELTS standard, where their average score is just 5 bands out of 9 bands.

Chaudary (2010) carried out research on "Use of the internet as a language learning tool." The study was carried out to find out the extent to which the student use the internet as a language learning tools, to find out nature variation of the internet use by two groups of students and to list some pedagogical implications . He selected sample size through the use of non-purposive random sampling procedure. He used questionnaire as a research tool research tool and the sample size was 80 students: forty students from each group. His findings were that 80% of the M. Ed and 76.6% of the M.A students used the internet as a language learning tools and since the number of the internet users as a language learning tool M.Ed. exceeded than that of M.A by 3.33% of the only, the result was significant.

Pandit (2011) conducted survey research entitled "The Impact of Internet on Language Learner in ELT". The main objective of his study was to explore the opinion of students towards the use of internet in ELT. He used questionnaire and observation as tools of data collection. The sample of the study were fifty students of M.Ed second year. He found that Internet has positive impact to language learners. Internet was found as a major source to provide theory, materials and practices in ELT.

Joshi (2012) conducted a research entitled "Language Used on Facebook". The main objective of her study was to find out the language used on facebook when people communicate with others. The primary sources of date of her study were 15 Facebook users. She used quota sampling. As a tool of data collection, she used the observation. The major finding of her study was that the language of Facebook includes abbreviated forms cod switching, use of emotics, excessive duplication.

K.C. (2012) conducted a survey research entitled "Use of Internet for Language Learning". His main objective was to find out the use of internet for language learning. The primary sources of his study were 80 students of M.Ed. first year and second year specializing in English. The tool of data collection was the

questionnaires. The study showed that majority of the students used the internet for language learning.

In the same way, Acharya (2013) conducted a survey research entitled “Use of ICT and Web tools in English Language Teaching”. The objective of the research were to identify the commonly used ICT web tools in ELT and to find the use of ICT web tools in carrying out effective ELT activities. This was a survey research. Forty teachers were selected as the informants through the use of purposive non random sampling procedure. The tool of his study was consisted of questionnaire. Finally, he concluded that majority of the teachers use ICT tools (mobiles phones, laptops, multimedia projectors) and web tools (youtube, facebook, wiki, email, blogs) frequently in language teaching.

Phuyal, (2015) carried out the research entitled “use of World Wide Web for learning English”. She took the samples from Grade 12 students from four different reputed colleges of Kathmandu. She used purposive non random sampling procedure to collect the sample. Her research design was survey in nature. She found that at present, maximum numbers of students are using Internet as a major source for learning English language

Though, the above studies are related to the use of computer, internet and language in Facebook, no study is there about the world wide web for IELTS preparation. So, this study is different from the existing studies. It means that this research becomes the first study about the world wide web and its use in IELTS preparation classes.

2.3 Implications of the Review for the Study

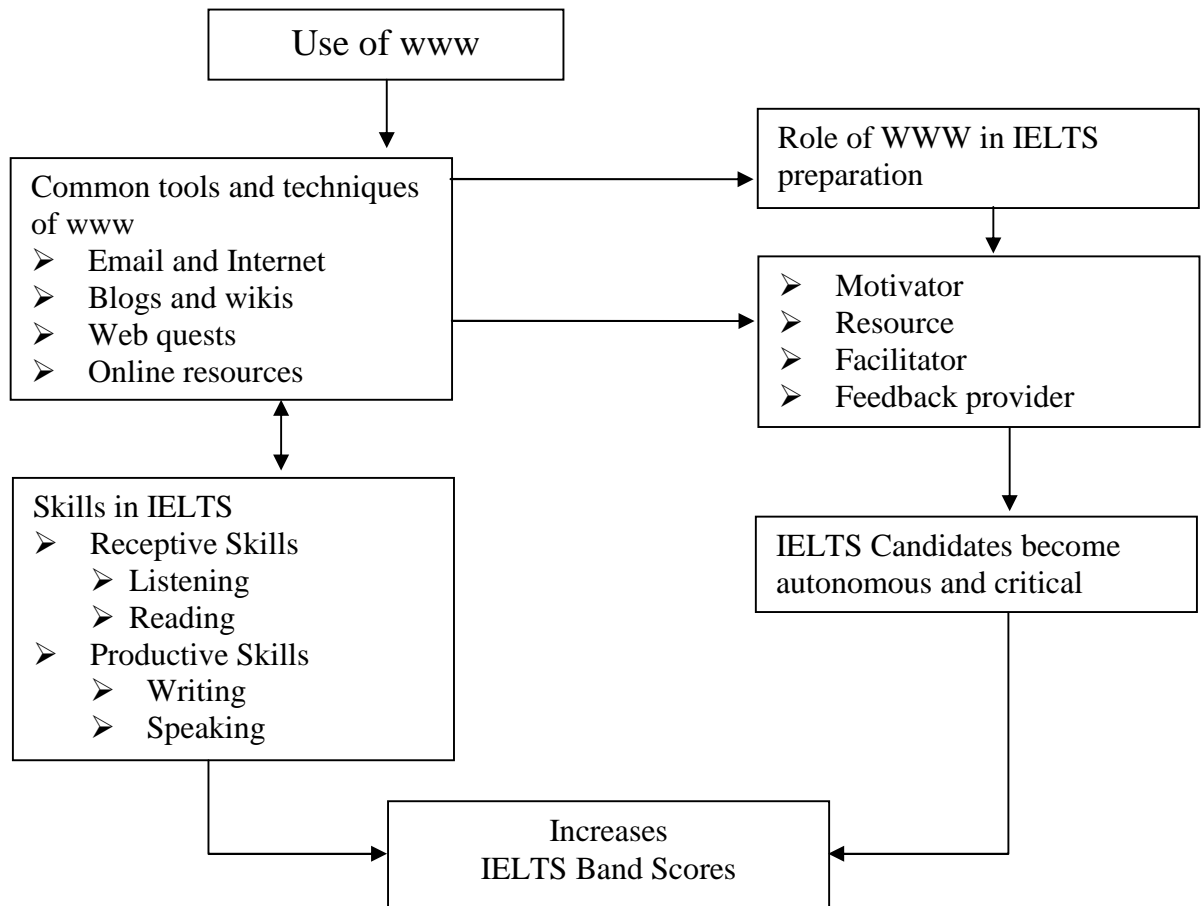
The review of the literature is a milestone for any research. The purpose of literature review is to expand upon the context and background of the research. I also consulted many sources to broad the horizon of my knowledge to proceed my research work. I have reviewed many books, articles and research work to facilitate this research. Particularly, the study by Adhikari (2009) and

Khanal (2008) helped me to design my theoretical background and necessary research tools. Similarly, the work of Chaudhary (2010) provided me with an insight to prepare the methodology for my research. Pandit's (2011) study widen my knowledge on impact of internet in ELT classroom.

Joshi (2012) and K.C. (2012) work gave idea of use of tools of WWW. I got more knowledge from Chandra (2013)'s works on the contemporary use of WWW and ICT Web Tools in ELT. Phuyal (2013) research work guide me to continue my research work in the field of IELTS.

2.4 Conceptual Framework

The following conceptual frame work was developed to carry out the present study.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the methods and procedure of the study, which involves the design and method of the study, population, sample and sampling strategy, study area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. I adopted the following methodologies for this research work.

3.1 Design of the Study

The design of this study was survey research design. Survey research studies large population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time. (p.140)

Thus, from the above definition, we can say that survey research is carried out to illuminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research

design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study was related to educational issues and tried to get factual information, the use of survey research design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researcher has to follow the systematic process.

Step 1: Defining objectives

In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere. Therefore, defining objectives is the first and the most important thing in any research design.

Step 2: Identify target population

Under this step, target population of the study is mentioned. For example, students, teachers.

Step 3: Literature review

Under this step, related literature is reviewed. It helps to know about what other have said or discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling is also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist.

Step 6: Design survey procedure

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in a narrative way with description.

3.2 Population, Sample and Sampling Strategy

The population of the study consisted of all students who were preparing IELTS in different consultancies in Kathmandu valley. Forty students were selected from five different consultancies through the use of purposive non-random sampling procedure, eight student from each consultancy.

3.3 Study Area / Field

The area of this study was Kathmandu valley and the field of it was concerned with the use of world wide web for the preparation of IELTS.

3.4 Data Collection Tools and Techniques

The tools for data collection included questionnaire having both close-ended and open-ended questions.

3.5 Data Collection Procedures

The following procedures were adopted to collect data for the present study.

- i. At first, the researcher went to different consultancies and developed friendly rapport with the manager of the consultancy and explained about the purpose of his visit.
- ii. He talked to the concerned authority and asked for permission to conduct his questionnaire among the students.
- iii. He clarified about the questionnaire and told the students to fill it up and returned back.
- iv. Finally, he collected the questionnaire and thanked them for assistance.

3.6 Data Analysis and Interpretation Procedures

Data analysis and interpretation were done under the primary sources of data collection. It consisted questionnaire. Data were obtained through questionnaire. After data analysis, the researcher interpreted the collected data by using simple statistical tools like mean and percentage.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected through questionnaire. The questionnaire consisted of both open-ended and close-ended types of questions. The data collected through the questionnaire were analyzed and interpreted. I collected data from forty candidates who were preparing IELTS in five different consultancies in Kathmandu Valley. Eight students from each consultancy were selected as the informants. The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following sub headings.

- (i) Holistic Analysis
- (ii) Itemwise analysis
- (iii) The analysis of open ended question

4.1 Holistic Analysis of World Wide Web in IELTS Preparation Class

Similar, they were asked different items related to their use of World Wide Web in IELTS class. The following table shows the students' views on using World Wide Web IELTS class:

Table 1

Holistic Analysis of World Wide Web in IELTS Preparation Class

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	I use World Wide Web to get information related to IELTS	8	20	16	40	8	20	8	20	-	-
2	World Wide Web provides schedule event which helps me to remind for upcoming events	6	15	16	40	8	20	10	25	-	-

3	The post class note makes my study easier.	10	25	20	50	4	10	6	15	-	-
4	The poll class project makes learning interactive	4	10	18	45	6	15	8	20	4	10
5	The post homework project makes all the students busy in their task	8	20	18	45	10	25	4	10	-	-
6	World Wide Web promotes the collaboration	4	10	14	35	14	35	14	35	8	20
7	World Wide Web provides an opportunity to meet ex-students of my college as guest speaker in the classroom.	3	7.5	12	30	13	32.5	12	30	-	-
8	World Wide Web facilitates my classmate connection.	5	12.5	25	62.5	10	25	-	-	-	-
9	The skoolpool helps me to provide best connection.	4	10	8	20	6	15	18	45	4	10
10	World Wide Web is a brainstorming tool.	-	-	6	15	30	75	4	10	-	-
11	To-do list is necessary for both instructor and students.	5	12.5	6	15	23	57.5	6	15	-	-
12	The LibGuide helps me to find content from library.	-	20	8	20	24	60	4	10	4	10

13	World Wide Web contributes in language proficiency	8	10	27	67.5	2	5	3	7.5	-	-
14	It has crucial role in learning new language items.	4		20	50	10	25	6	15	-	-
15	It offers large number of learning materials.	-	-	24	60	6	15	10	25	-	-

Note: S.A. = Strongly Agree, A = Agree, N.S. = Not Sure, D = Disagree, S.D. = Strongly Disagree
 (-) = Refers to no answer, N. = Number

The fifteen of the items in the table above were asked to identify the fact that why the students used World Wide Web and what they got from the World Wide Web. First item was related with use of World Wide Web to get information related to IELTS. The responses of the respondents to the item 1 shows that 60% of the student agreed on using World Wide Web to get information related to IELTS. It also shows that 20 percentages of the respondents were found strongly agreed with it. Similarly, 10% of the respondents were not sure and the same percentage (i.e. 10%) of the respondents disagreed with World Wide Web was used for getting information related to IELTS.

Similarly, the percentage of the respondents who agreed with the statement that World Wide Web provided schedule event which helps to remind for upcoming events was 40%. Likewise, 15% of the respondents were found strongly agreed, 20% of the respondents replied as they were not sure and only 25% of the students disagreed with the statement.

Analyzing the responses of the item 3, many of the students (i.e.50%) agreed with post class note made their study easier. It also shows that 25 percent of the students strongly agreed with the statement. Likewise, 15% of the students' responses were not sure. Only, 10% of the students disagreed with it.

The item 4 was used to find out the poll class projects makes learning interactive. The analysis shows that 45% of the students agreed with poll class

projects made their learning interactive. On the other hand, 10% students strongly agreed with it. The 15% of the students were not sure to it. Likewise, 20% of the students disagreed with the statement. Only, 10% of the students were strongly disagreed with it.

Regarding the item related to post homework project makes all the students busy in their task, as in item 5, the percentages of the respondents who agreed with it was 45. The percentages of the students who were not sure on the statement were 25. Similarly, 20% of the students strongly agreed. Only, 10% of the students disagreed with the statement.

The item 6 was designed to investigate whether World Wide Web promotes the collaboration or not. The response of the respondents to the item 6 shows that 35% of the students agreed with World Wide Web promotes the collaboration. Same percentage, i.e. 35%, respondents were not sure. Minority of the students, i.e.30%, disagreed with the statement. And 10% of the students strongly agreed with it.

Similarly, item 7 was used to find out whether World Wide Web provides an opportunity to meet ex- students of my college as a guest speaker in the classroom or not. Most of the students, i.e. 32.5% were not sure with World Wide Web provides an opportunity to meet ex- students of their college as a guest speaker in the classroom. Similarly, 30% of the students disagreed with the item 7. Likewise, 20% of the students agreed with it. Only, 7.5% of the students strongly agreed with the above statement.

Analyzing the item 8, it was used to investigate whether World Wide Web facilitates their classmate connection or not. The percent of the respondents who agreed that World Wide Web facilitates their classmate connection were 62.5. Likewise, 25% of the respondents were not sure with it. And only 12.5% of the respondents strongly agreed with World Wide Web facilitating their classmate connection.

The question used in the item 9 was ‘does the skoolpoll help me to provide best connection?’. The majority of the respondents (i.e. 45%) disagreed with the question. Similarly, 20% of the respondents agreed with the item 9. Likewise, 15% of the respondents were not sure. And the 10% of the respondents strongly agreed with it. The percentages of the respondents who strongly disagreed with the statement were 10.

Similarly, the item 10 was to find out that World Wide Web as a brainstorming tool. The majority of the students (i.e. 75%) were not sure with the statement. While 15% of the students agreed with it. And only 10% student disagreed with the statement.

The item 11 was designed to find out whether to-do list is necessary for both instructor and students or not. Majority of the students i.e. 57.5% were not sure with to-do list is necessary for both instructor and students. 15% of the students disagreed with the item 11. On the other hand, same percentage of the students (i.e. 15%) agreed. Similarly, 12.5% of the students strongly agreed with the statement.

The item 12 was to find out whether libguide helped them to find content from library or not. Majority of the students (i.e. 60%) were not sure with this statement. Similarly, 20% of the students agreed with it. On the other hand, 10% of the students disagreed and same percentages (i.e.10%) of the students strongly disagreed with it.

Regarding the contribution of World Wide Web in language proficiency as asked in item 13, the majority of the students, i.e. 67.5% agreed with contribution of World Wide Web in language proficiency. Similarly, 20% of the students strongly agreed with the statement. But, 20% of the students disagreed and 5% replied that they were not sure with the statement.

The item 14 was used to find out whether the World Wide Web has crucial role in learning new language items or not. Majority of the students (i.e. 50%)

agreed with World Wide Web has a crucial role in learning new items. Only, 25% of the students were not sure with the item 14. The percentages of the students who disagreed with it were 15 but, only few students (i.e. 10%) strongly agreed with the statement.

The item 15 was designed to investigate the number of learning materials they get through World Wide Web. The majority of the students, i.e. 60% agreed with World Wide Web offering large number of learning materials. Only 15% of students replied that they were not sure with the statement and 25% of the students disagreed with the statement.

In overall, it shows that students had positive perception regarding the contribution of World Wide Web in IELTS. They were found more facilitated in learning through its application.

4.2 Itemwise Analysis

The data of this study were collected through the questionnaire which consisted of both open ended questions and close ended questions. The close ended question had alternatives to be selected. However, subjective questions demanded subjectivity on the part of the respondents. Both open ended and close ended questions have been analyzed under the following different sub headings:

4.2.1 Itemwise Analysis of Close Ended Questions

In this section, I had made an effort to analyze all the close ended question items.

The following items were analyzed.

Item No. 1: Access of Internet in Classroom

In this section, the students were asked whether they had the access of internet in their classroom or not. The responses obtained from them are presented in the table given below:

Table 2
Access of Internet in Classroom

Description of item	Responses			
	Yes		No	
	No.	%	No.	%
Access of internet in Classroom	27	67.5	13	32.5

From the above table, it is clear that 67.54 percent students responded that there was an access of internet in the IELTS preparation classroom whereas 13 percent students responded that there was no internet access in IELTS preparation classroom. Thus, most of the classes had the provision of internet access.

Item 2: Use of the Tool of WWW

I asked the students whether there was the provision of the tool of WWW in their IELTS preparation classroom or not and they responded differently their responses are given in the following table:

Table 3
Use of the Tool of WWW

Description of item	Responses							
	Always		Often		Sometimes		Never	
	No.	%	No.	%	No.	%	No.	%
Use of the tool of WWW	22	55	8	20	6	15	4	10

From the above table, it was found that 55 percent instructors used WWW in their classroom. Twenty percent instructors often used WWW in the classroom. Likewise, fifteen percent instructors sometimes used WWW in their classroom to facilitate the teaching learning process. However, ten percent instructor never used WWW in their language classroom. Thus, most of the instructors used WWW to facilitate the teaching in the classroom.

Item 3: Attitude towards IELTS Classroom

In this section, students were asked about their attitude towards the IELTS classroom. The responses obtained from the respondents are presented in the following table:

Table 4
Attitude towards IELTS Classroom

Description of item	Responses							
	Very interesting		Interesting		Tolerable		Boring	
	No.	%	No.	%	No.	%	No.	%
Attitude towards IELTS classroom	11	27.50	17	42.50	3	7.50	9	22.50

Table 3 shows that 27.50 percent students believed that their class was very interesting. Around forty two percent students viewed that their class was interesting. Similarly, near seven percent students thought that their class was tolerable. Likewise, approximately twenty two percent students believed that their class was boring. Thus, most of them responded that their class was very interesting because of the use of the tools of WWW.

Item No. 4: Using WWW While Preparing IELTS

The students were asked about how often they use WWW while preparing IELTS classroom and they responded differently.

Their responses are given in the following table:

Table 5
Feasible Materials to Increase the Ability of the Students

Using WWW While Preparing IELTS	Responses							
	Frequently		Sometimes		Rarerly		Never	
	No.	%	No.	%	No.	%	No.	%
Using WWW while preparing IELTS	10	25	10	25	2	5	18	45

The above table explicitly shows that most of the students responded that they never used WWW in their preparation which which was of 45%. Similarly, twenty five percent of the students responded that they used WWW while preparing their IELTS. Likewise, twenty five percent of studentsd responded that they never used WWW while preparing IELTS. And only five percent of the students responded that they rarerly used WWW while preparing IELTS.

Item No. 5: Feeling Easy on Using WWW

The students were asked about how they feel on using WWW in their classroom. They responded differently. Their responses are presented in the following table.

Table 6
Feeling Easy on Using WWW

Description of item	Responses							
	Very easy		Easy		Moderatley easy		Difficult	
	No.	%	No.	%	No.	%	No.	%
Feeling easy on using WWW	6	15	22	55	4	10	8	20

From the above table, it was found that 55 percent of the students responded that they felt easy using WWW. Similarly, twenty percent students responded that the felt difficult using WWW. However, fifteen percent students responded

that they felt very easy using WWW. Only 10 percent students responded that they felt moderately easy using WWW.

Item No. 7: Mostly Used Tools

The students were asked about the tools that they mostly used in their classroom. The responses, tabulation and its interpretation are presented below:

Table 7
Mostly Used Tools

Description of item	Responses							
	E-mail		Internet		Wikis and Blogs		Online Resources	
	No.	%	No.	%	No.	%	No.	%
Mostly used tools	20	50	7	17.5	10	25	3	7.5

From the above table, it is clear that 50 percent students responded that they used internet or email for the preparation of IELTS. 17.5 percent students that they used wikis and blogs for the preparation of IELTS. Likewise, twenty five percent students responded that they used online classes for IELTS preparation. However, above seven percent students responded that they used online resources for IELTS preparation.

Item No. 8: Developing Skills through WWW

When I asked the students which skill is mostly developed by using WWW. They presented their views differently. Their responses or views are presented in the given below table.

Table 8
Developing Skills through WWW

Description of item	Responses							
	Listening		Reading		Writing		Speking	
	No.	%	No.	%	No.	%	No.	%
Developing skills through WWW	20	50	2	5	12	30	6	15

As it is presented in the table above, the most of the students or 50 percent of the students responded that they developed listening skill through WWW. Similarly , five percent of the students responded that they developed reading skill through the use of WWW. Likewise, thirty percent of the students responded that they developed writing skills through the use of WWW, and 15 percent of the students responded that they developed speaking skills through the use of WWW.

Item No. 9: Using Online Classes to Improve Band Score

I asked the students whether they took any online classes to improve their band score or not. The responses that they presented are given in the following table.

Table 9
Using Online Classes to Improve Band Score

Description of item	Responses					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Using online classes to improve band score	8	20	26	65	6	15

From the above table, it was found that 65 percent students responded that they sometimes used online classes to improve their band score. Similarly, only 20 percent students responded that they always used online classes to improve their band score. However, fifteen percent students responded that they never used online classes to improve their band score.

Item No. 10: Effectiveness of Online Classes Provided by British Council

I asked the students about the effectiveness of online classes provided by British council. They provided different views on it which are given in the following table :

Table 10**Effectiveness of Online Classes Provided by British Council**

Description of item	Responses							
	Very effective		Effective		Slightly effective		No effective	
	No.	%	No.	%	No.	%	No.	%
Online classes provided by british council	20	50	2	5	12	30	6	15

As it is presented in the table above, 50 percent of the students responded that they found very effective the classes provided by British Council. Similarly , 5 percent of the students found the classes provided by British council effective. Likewise, 30 percent of the students found the classes provided by British council slightly effective, and 15 percent of the students responded that they did not find it so effective.

Item No. 11: Using Internet or WWW at Home

The respondents were asked to give their responses on whether they use internet at their home or not. Their responses are given in the following table:

Table 11**Using Internet or WWW at Home**

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Using internet or WWW at home	32	80	4	10	4	10

From the above table, it was found that 80 percent of the students used internet at their home. Similarly, only 10 percent of the students said that they did not use internet at their home. However, ten percent of the students responded that they sometimes used internet at their home.

Item No. 12: Downloading Materials from the Internet

I had asked the students about downloading the materials from the internet.

They responded differently regarding this question.

Table 12
Downloading Materials from the Internet

Description of item	Responses							
	Frequently		Sometimes		Rarerly		Never	
	No.	%	No.	%	No.	%	No.	%
Downloading materials from the Internet	14	35	4	10	20	50	2	5

The above table shows that 50 percent of the students responded that they rarely downloaded materials from the internet. Similarly, thirty five percent of the students responded that they frequently downloaded material from the internet. Likewise, ten percent of the students responded that they sometimes downloaded material from internet. However, 5 percent of the students never downloaded materials from internet.

4.3 The Analysis of Open Ended Question

I had designed only open ended questions to get the subjective views of the respondent on the different topics. Their responses varied markedly. The analysis of these responses are presented in the following sub headings.

4.3.1 Making Class Effective

I had asked the respondent to give their responses on how they think that their classes would be more effective. Most of them (75%) opined that the effective use of new technology can make the class more effective. However, twenty five percent of the respondent viewed that the use of print material could make the class more effective.

4.3.2 Effective Use of WWW in Using Improving Band Score in IELTS

I had asked the respondents to give their responses on what can be done to make the effective use of WWW in improving band score in IELTS classroom. 90% of them responded that the regular use of WWW could provide extra material on four skill to practice a lot at leisure time. However, 10% of them responded that WWW can be used to practice listening and reading skill.

4.3.3 Reason for Using Authentic Materials

I had asked the respondent to give their responses on what they think could be the reason for using authentic materials in the language classroom. They presented the following reason to support their answer:

- (i) To increase students' proficiency.
- (ii) To make them the member of world community.
- (iii) It helps the students to learn varieties of cultural words.
- (iv) It broadens the capacity of understanding language in the context.
- (v) Student get different coined words to facilitated their communication.

4.3.4 Types of Authentic Materials Used in Language Classroom

I had asked the respondent to give their responses on what kind of authentic materials were viable in the classroom. They opined that printed and CD could be viable authentic materials in the language classroom to enhance the learning capacity of the students.

4.4 Summary of Findings

After the analysis and interpretation of the data collected through the questionnaire, the following findings have been derived.

- (i) Overall, I found that the students used World Wide Web in their classroom for IELTS preparation.
- (ii) Majority of the candidates, 67.54 percent students responded that there was an access of internet in their IELTS preparation.
- (iii) It was found that most of the instructors (i.e. 55%) always used WWW in their classroom teaching.
- (iv) Regarding the views on the classroom, it was found that 42.50 percent students responded that IELTS class was interesting.
- (v) It was found that most of the candidates (i.e. 55%) felt easy using world wide web for IELTS preparation.
- (vi) Most of the candidates were found to using internet, e-mail for facilitating learning.
- (vii) Half of the candidates i.e. 50% responded that they developed listening skill through the use World Wide Web in their class.
- (viii) It was found that most of the candidates (i.e. 65%) followed online classes to improve their band score.
- (ix) Nearly half of the candidates responded that the classes provided by British Council was very effective.
- (x) Most of the candidates (i.e. 60%) agreed that they used World Wide Web to get information related to IELTS.
- (xi) Only 14% students replied that World Wide Web is important for brain storming.
- (xii) A large number of candidates i.e. 75 percent of the students responded that the use of new technology could make the class more effective.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

The research study has been concluded in this section and its recommendation on policy level, practice level and further research has also been discussed. In fact, this chapter provides a brief summary of the whole study. As the concluding chapter of the study, it presents the major conclusion drawn from the discussion. It also provides some guidelines to implement the main findings at policy level, practice level and provides guidelines to those who want to conduct further research under this area.

5.1 Conclusion

The topic of my study was “Use of World Wide Web for the Preparation of IELTS”. The introductory part which includes background of the study describes about the language and provides quotes from authentic writers to strengthen the ideas. The objective of study is to find out the use of World Wide Web for the preparation of IELTS. My research was limited to 40 students who were preparing IELTS in five different consultancies in Kathmandu valley. This study was limited to questionnaire as a tool for data collection. Operational definitions of the key terms have been used in the research reports. I used 'World Wide Web' as the key term which helps the readers to understand the research report. It also deals with implication of the literatures or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this item, I went through different sources available related to proposed study.

I used survey design research to find out the existing classroom management. The population of the study were 40 students from five different consultancies of Kathmandu valley. As the main tool for data collection, I used questionnaire to elicit the required data for the study. The systematically collected data have been analyzed on the basis of observation and questionnaire as a research tool.

The results of the study shows that most of the students are connected with the use of world wide web for preparation of IELTS. It seems that there should be the provision of internet in almost all consultancies to facilitate the learning of the students.

5.2 Recommendations

This section includes the recommendations of this research study at different levels. They are:

5.2.1 Policy Related

This is the highest level of recommendation. The things that are implemented at this level would change the whole system of the country. Some of the recommendations for this study at policy level are;

-) At present E-learning and technology based education has great scope. It has minimized the value of outdated teaching method (such as lecture method, GT method). Hence, the policy makers should be aware with the scope and positive effects of E-Learning in education system while they prepare IELTS.
-) Different types of awareness programs regarding the importance of technology in education to the learners and instructors are needed to be conducted in the IELTS preparation classroom.
-) The policy makers, text book writers, course developers and curriculum designers should include the teaching learning materials, activities and exercise in e-form and post them regularly in particular site.

5.2.2 Practice Related

This is the level of actual implementation of the policies into classroom practice. Some of the implications of this study for this level are as below;

-) The instructor should be trained to equip learners with the use of technology in the IELTS classroom.
-) Internet facility and computer lab should be developed in consultancies, colleges and educational institutions.
-) The instructor should create separate group in social media to deal with students in different study matter.
-) Teaching and learning process conducting through World Wide Web helps the students who are absent in the classroom and they understand more if they get confusion of previous learning.
-) The instructor should encourage the students to use digital text rather than print as the students get instant feedback.
-) Instructor should give assignments that require the students to follow internet at outside the classroom.

5.2.3 Further Research Related

Some of the recommendation that would be helpful for those who attempt to conduct research under this area are as follows;

-) Further research in the field of technology in proficiency test like, IELTS and ELT must be carried in order to help the policy maker to determine the objective based on technology.
-) Further experimental investigation should be conducted by focusing on the benefits in language teaching and learning by use of WWW.

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