



Impact of ICT on Argumentative Content and Vocabulary Usage

Prema Ponnudurai

Taylor's University (Malaysia)

Prema.Ponnudurai@taylors.edu.my

Abstract

To be a good writer a person has to be well read. Effective reading skills are believed to in turn improve writing skills in terms of vocabulary and content. At college level, writing is the focal component of most ESL (English as a Second Language) courses as it reflects not only overall language proficiency but also the level of critical thinking and depth of maturity. To develop these skills, educators use traditional printed texts for better writing output based on that information. The current 'Net Generation' of students however, are tech-savvy and more used to faster and more interactive activities (Eisner, 2005). Therefore, to enhance writing skills, educators may consider implementing more suitable reading pedagogies. Since reading online is more interactive (Chorney, 2005) than traditional print reading, a comparative study based on the constructivist theory (Vygotsky, 1978) on these two modes of reading, focusing on the quality of content and vocabulary used was conducted. In a concurrent experiment participants were asked to read a similar input text but in different modes; online and traditional print. The output writing task was analyzed, using a mixed methodology. The qualitative content analysis was based on Bloom's Taxonomy (1956). The quantitative component of our study, we used the online Vocabulary Profiler Web VP v3 Classic to assess the extent to which students integrated, into their own writing vocabulary from the input text. The results reveal that although online reading is the current trend, Gen Y is more receptive towards vocabulary online however; both groups had similar quality of content in their argumentative essays.