

**INDIVIDUAL TUTORING PLAN (ITP) IN MAPPING CONTENT FOR TEACHING  
READING STRATEGIES USING ASYNCHRONOUS E-LEARNING AS SUPPLEMENTARY  
TOOL: AN EXPERIMENTAL STUDY**

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**ABSTRACT**

The development of new Information and Communication Technology (ICT) is found unavoidable in the field of English Language Teaching and Learning (ELT&L) and students' interests toward online learning platforms and virtual worlds are growing swiftly. A question, 'Can e-learning replace the conventional system of learning and teaching methods?' comes to the mind of all teacher and researcher while dealing with ICT in education. This article aims not on replacing conventional learning with e-learning, but incorporating asynchronous e-learning methods in the conventional system of learning. It is interesting to study e-learning in the context under this adaptation, e-learning as a supplementary tool to in-class instruction, where more investigation is needed (AL Fahad, N.F., 2010). In research and practice there are many educational implementations of technology in classrooms that were found useful (Baytak, A., 2011).

The focus of this article is on setting Individual Tutoring Plan (ITP) for student based on their levels which are identified based on the scores in the pre-test. The curriculum adopted for the study was reading strategies such as identifying main idea, finding supporting details, compare and contrast, distinguishing fact from opinion, and drawing conclusion. The experimental and control groups of this research are post secondary ESL students. Gilly Salmon's Five Stage Model was adopted for e-moderation. The analytical method, ANOVA, is used to project the performance difference between the controlled and experimental groups.

**KEYWORDS:** Information and Communication Technology (ICT), Online Learning, E-Learning, Conventional System, Supplementary Tool, Individual Tutoring Plan (ITP), Reading Strategies, Post Secondary ESL Students, Five Stage Model