The Effect of Using Web Quests on Improving Seventh Grade Female Students' Writing Skills in Southern AL-Mazar Directorate of Education

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Abstract

The Effect of Using Web Quest on Improving Seventh Grade Female Students' Writing Skills in Southern AL-Mazar Directorate of Education. The purpose of this study is to investigate the effect of using Web Quest on improving seventh grade female students' writing skills in southern AL-Mazar of education. To achieve the purpose of the study, a pre-post test was constructed to measure students' achievement in writing skills of 11 items on English language. The sample of the study comprised (100) seventh grade female students who were randomly selected from three schools, and was distributed into two groups: the control group (30) female students which was taught using the conventional method and two experimental group; the first group was (35) female students who were trained for (2 hours) and the second group was (35) female students who were trained for (4 hours) on using web quest. The findings of the study indicated that there were statistically significant differences at (α =0.01) between the experimental group and the control group in favor of experimental group, and there were statistically significant differences at (α =0.01) between the (two hours) and (four hours) at experimental group in favor of the (four hours). In light of the findings of the study, the researchers suggested the following recommendations; the need to apply the Web Quests in the educational process in the Jordanian schools and the need to training teachers in how to use the Web Quests and its application in the educational process.

Keywords: Web Quest, Writing Skill, English Language, Computer Assisted Language Learning.

Theoretical Background

Introduction:

The twenty first century has witnessed new challenges and demands in our society. Every day these challenges have proven that population requires a higher level of competitiveness to accomplish their goals successfully in this globalized world. Hence, using technological resources as the internet and computers has become crucial for the attainment of a complete process in education (Orozco &Marin, 2011).Moreover, technology is one of the most important assistant the language aids for the students to build confidence and facilitate learning (Ozden & Sengel , 2009).

(EL-khateeb,2012) stated that Internet is among the most important tools for teaching English language where teachers benefit from internet sites as they provide support in gaining teaching techniques and approaches. Students are beneficiaries from the internet sites as they facilitate student-centered learning process and widen their span of knowledge.

Using computers in education process increases academic success of students, motivating lesson and encouraging students to study in cooperation (Glennan & Melmed, 1996).

On the other hand, students who are called "Next generation " seek new ways to teach (Carlson, 2005). So, teachers try to use new strategies in their teaching, such as computer assisted language learning (CALL). This has attracted the interest of many educators and researchers in order to facilitate learning a foreign language (Alshumaimeri, 2008).

(Kern, 2006) stated that the world is changing rapidly, and this affects the way students learn. English foreign language (EFL) students rarely have the opportunity to speak with English native speakers. So, the use of Computer Assisted Language Learning (CALL) may help them to improve their writing, watching videos and listening to audio. There are many ways to apply (CALL) in classroom, one of these ways is called WebQuest. Web Quest is an instructional technique which is created by Professor Bernie Dodge at San Diego State University (SDSU) in the year of 1995.

A Web Quest is scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question and participation in a final group process that attempts to transform acquired information into a more sophisticated (March, 1998)

Web Quests being one of the roots of constructivist approach allows performance of research- based activities and enables students to practice, brings high thinking ability (Lahaie, 2008). Many studies such as: (Abu-Elwan,2007 ; Lim and Hernandez,2007) show that Web Quest is highly efficient to develop the ability of problem- solving, high level thinking and creativeness, to increase motivation, critical thinking and to correlate with the content (Torres ,2007) described Web Quests as task-based and content –based learning. It is a lesson prepared by teachers in the form of a web page with preselected links. It gives students the opportunity to be exposed to authentic materials that improve their language writing. Moreover, it requires collaboration and cooperation among groups, thereby helping students to learn from each other and to develop social skills and critical thinking. However, few studies have investigated its effects on improving writing skills. Web Quests provide the opportunity to integrate technology into teaching and make students focus on how to use and find quality information on the internet. Furthermore, it helps students develop autonomy as they do their work, share opinions, discuss and solve problems (Barros & carvalho, 2007).

Moreover, Web Quest allows using the internet in an enjoyable way and improves attitude towards the lesson positively and it is a method that students are engaged in upper cognitive activities and persistency of learning activities are achieved (Kurtulus and Kilic, 2009).

The use of the Web Quest as a pedagogical tool is an effective and innovative way to use the internet in EFL teaching. Nowadays, students can interact with each other and use computers as a valuable resource for information. (Alshumaimeri and Bamanger, 2013)

Writing is an important communicative language skill. It is an activity that requires a mental effort to think out the sentences and the ways of joining them to be meaningful and communicative but it is not a skill to be learned in isolation from the other language skills: listening, speaking and reading (AL-Haq and AL-Sobh, 2010).

(Toubat, 2003) stated that it is difficult to deny that Jordanian foreign language learners suffer from weakness in writing despite the efforts of the Jordanian educationalists to overcome this weakness. Teachers help their students to practice various relevant writing tasks to make the process of writing easier. Moreover, students may follow different process to produce good composition (arranging ideas, selecting words, forming sentences and combining these sentences into coherent paragraphs). The present study aimed to shed light on the possible effects of using Web Quests on improving seventh grade female students' writing skills in Southern Al-Mazar Directorate of Education.

Statement of the Problem

According to (Khoii and Tabrizi, 2011) writing is believed to be a rational activity. It is also a skill that many teachers find difficult to teach it. As English language experts, the researchers have noticed that writing in English as a foreign language constitutes an obstacle for most students. They had problems with constructing correct sentences, using grammar correctly and writing coherent sentences and they get low scores on their writing tasks. This may be attributed to the conventional methods of teaching writing by most of EFL teachers. Zughoul (2003) stated that although students may speak a foreign language fluently, they may face difficulties in writing it; this is especially true of Arab students. The problem of this study investigated the effect of using Web Quests on improving seventh grade female students' writing skills in Southern AL-Mazar Directorate of Education.

Significance of the study

This study would offer teachers and curriculum designers the knowledge about the positive effect of technology and its integration in the classrooms. The significance of this study is stemmed from the fact that it tries to introduce new method of teaching writing by using Web Quest.

The study may be highly significant for:

1- Helping students to develop some of their writing skill
2- It providing English language teachers with exposure to the use of internet based learning in teaching English writing.
3- It provides language teachers with information about how to teach writing skills to students using technology.
4- It encouraging the use of technology in classrooms
5- It is also significant for the field of Computer Assisted Language Learning (CALL).
6- The results of this study might help decision makers to employ the Web quests in teaching English language.

Purpose and questions of the study

The purpose of the study was to investigate the effect of using Web Quest on improving seventh grade female students' writing skills in southern Al-Mazar directorate of education. This study sought to answer the following questions

1- Are there any statistical significant differences at the level of ($\alpha \leq 0, 05$) between experimental group (Web Quest) and the control group (conventional method) on improving writing skills?
2- Are there any statistical significant differences at the level of ($\alpha = 0.01$) between students in the Web Quest use due to the time (two hours and four hours)?

Operational Definition of Terms

Web Quest: (Dodge, 1995) defined a Web Quest as an inquiry-oriented activity in which most or all of the information used by learners is drawn from the web. Web Quests are designed to use learners'time well, to focus on using information rather than looking for it, and to support learners'thinking at the levels of analysis, synthesis, and evaluation. In this study, it is the website that was prepared by the researcher.

Writing Skill: (Meyers, 2005) stated that writing is a way to produce language you do naturally when you speak. It is speaking to others on paper or on a computer screen. It is also a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In this study, it is a skill which involves the ability to write paragraph, using correct grammar and vocabulary.

Seventh Grade Students: students are between 12- 13 years old who are studying English for 7 years. It is one of the grades of primary stage in Jordan.

Limitations of the study

This study is limited to the seventh grade female students' writing skills in Southern AL-Mazar Directorate of Education, during the first semester of the academic year 2015\2016.

Benefits of Computer Assisted Language Learning

There are many benefits of CALL (March, 2007) as follows:

1. Multimedia practice with feedback
2. Individualization in a large class
3. Pair and small group work on projects, either collaboratively or competitively.
4. The fun factor
5. Variety in the resources available and learning styles used
6. Exploratory learning with large amounts of language data
7. Real-life skill- building in computer use.

Types of Computer Assisted Language Learning

There are five types of CALL in the educational environment (Hussein,1994) as follows : drill practice , tutorial, simulation, utility and internet.

Overview of WebQuests

Since the early 1980's , several internet and computer-based applications have been proposed as potentially useful methods in promoting learners ' language skills in general and the writing skill in particular. Serving mainly as a publishing, communication, and informational or venue, the internet made it possible to develop many relevant applications for language teaching and learning such as wikis, Blogs, and Web quest (Cunningham, 2000). Furthermore, searching for internet resources to gather information seems to be a frequent classroom practice in teaching and learning the English language skills particularly reading and writing as suggested by (Grabe & Grabe, 2001).

The first web quest was created by Dr. Bernie Dodge, at san Diego State University (SDSU) in 1995, includes inquiry – oriented activities in which most, or all the information used by learners , is drawn from the web (Dodge, 2001). Since then, it has been widely used in all areas and levels of education. Now, it may play a vital role in the development English language skills such as reading and writing and in enhancing students' motivation and in language practice, which may increase their proficiency.

Tom march a co-developer of web quests, reconceptualized and expanded the definition of web quest as follows:"

A web quest is a scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best web quests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own meta cognitive processes (March, 2008).

Web Quests are designed to give students the opportunity to choose a learning context through the internet. A Web Quest involves team work among groups of students accessing the web in order to gather information and reproduce it in different forms (March, 2007).

By using the web quest application, EFL students could avoid the pitfall of the internet while exploiting efficiently its useful resources of language teaching (Godwin-Jones, 2004). Web Quest into language instruction, thousands of schools and universities all over the world and many teachers has used web quests in classroom language instruction for several years (March, 2004). There are several types of CALL activities (Meskill,2002) as follows : Multiple-choice and true\false quizzes, matching , crossword puzzles, games , simulations , Web Quests, Web Publishing ,online communication and writing and Word processing.

Components of Web Quests

There are seven essential components of a web quest which introduce the activity to students and familiarize them with the steps of the process:

(Dodge, 2001& 2004) and (Turville, 2008) identify these components:

1. **Introduction**: it provides the learners background information on the topic to prepare them to what is coming and motivational scenarios like giving students roles to play. the goal of the introduction is to make the activity desirable and fun for students.
2. **Task**: it is a formal description of what students will have accomplished by the end of the web quest. It should be doable and interesting to them.
3. **Process**: it provides a clear description of the steps. Learners should go through in accomplishing the task, with links embedded in each step.
4. **Resources**: it consists of a list of the resources (bookmarked websites, print resources… etc) that the students will need to complete the task.
5. **Evaluation**: a set of criteria or a rubric for evaluating students' work. The standards should be fair, clear, and consistent and a specific to the tasks set.
6. **Conclusion**: it allows for reflection by the students and summation by the teacher. It reminds the learners of what they have learned as a result of completing the activity.
7. **Teachers' page:** this is the only section that is written for the students. It provides as much as detail as possible about standards, objectives, and the Web Quest itself so another teacher can adopt your Web Quest or adapt it to his or her students.

The Attributes of Web Quests

In addition to the basic components, web quest also has several attributes. Solis (2006) identifies these attributes which are:

1. Web Quests use a central question that honestly needs attention.
2. Web Quests provide learners with real resources to work with.
3. Feedback and evaluation are given to the students from real people.
4. Students take on roles within a cooperative group.
5. Web Quests utilize the process of scaffolding, an element of constructivism, to promote higher order thinking.
6. Web Quests provide the learners with examples of the topic in order to make a connection between prior knowledge and to build a new schema.

Types of Web Quests :

Web Quests can be classified into two types; short-term and long-term. These types depending on the instructional goal.

Short-Term Web Quest : can take from one to three days to complete. It can involves the learners in knowledge acquisition and integration, making sense of a large amount of information (Johnson and Zufall, 2004).

Long-Term Web Quest : can take from one to four weeks to complete. It can involve the learners in extending and refining information through analysis and demonstration (Johnson and Zufall, 2004).

The Characteristic of Using Web Quests

Web Quests should have certain characteristics, as follow (Bates and Poole, 2003):

1. It has many various sources which enrich the lesson in a positive way.
2. It enables the students to work independently, where the role of the teacher changes from conveyor of knowledge to facilitator.
3. It includes guidance on how to organize the acquired information
4. The task of the web quest accepts the implementation in a specific time.
5. The process of the web quest includes a set of guideline that help in organizing the steps of the web quest

The Advantages of Using Web Quests:

Web Quest has many advantages which were mentioned by many researchers, as follow (Saleh,2012) ; (Mitchell, 2003) ; (Torres,2007) :

1. Encouraging the collective work and exchange of ideas between the students.
2. Enabling the students the opportunities for searching deeply for specific topics.
3. Equipping the students with searching skills over the internet web.
4. Dealing with the information sources regarding the quality and efficiency.
5. Allowing the students to become a more efficient researcher of the internet.
6. Creating a positive attitude towards web quests.
7. Expanding their critical thinking skills and allow themselves ownership of their own learning.
8. Engage learners in real-world learning activities.
9. Increase students' motivation, so they will increase their effort to learn more.

Web Quests and language learning

Using web quest in learning has many advantages; it promotes the effective use of time; students use the links given by the teacher and search for information in a structured efficient manner. A further benefit of web quest use in learning is that it supports higher-order thinking. Students are required to read, think, analyze, synthesize and evaluate (Halat & Peker, 2011).

Emerging new approaches in language learning enhance communicative interaction and allow learners to be engaged in trying to communicate content towards the communicative goal (Ellis, 2000). According to Torres (2007), web quest for language teaching and learning is an inquiry orientated activity placed in a relevant thematic context which implies the use of web resources and the development of higher order thinking processes in a collaborative environment.

At the same time, he found that web quests provide the students with the opportunity to learn, to put in practice some linguistic skills, and to deal with authentic material in the target language and this can foster language learning (Torres, 2007). There are challenges that need to be considered while teaching languages with the help of web quests, as follow (Torres, 2005):

- Having to complete a web quest that is not designed in the students' native language is more demanding, requires more time and careful guidance.
- If students do not have sufficient language skills, they might lose interest and motivation in completing the web quest. In this case, they will not fully benefit from the experience.

Stoks(2002) suggested that web quests benefit language learning in several aspects. Engaged in a web quest activity, learners have the possibilities of being exposed to the target language by surfing on the web. Making sense out of the web documents while skimming and scanning websites is a useful exercise for learners to increase their language comprehension. In addition, the problem-solving approach of web quests may facilitate language learning. On the other hand, Web Quests have proved to be a valuable language learning tool for students since engaged in a web quest activity, the language learners incorporates a reading to writing approach through internet. It has been claimed that technology such as web quests can provide opportunities for collaboration and the practice of integrated language skills such as reading, writing, and speaking (Blachowicz, Beyrsdorfer & Fisher, 2006).

Uses and advantages of Web Quests

Web Quests can be used for several instructional purposes, such as: to enable student to learn in a constructive manner and to think critically. (Kundu and Bain, 2006) describe how web quests can be used to facilitate learning in a constructive manner. While much of teaching can focus simply on the transfer of knowledge from teacher to students, web quests enable learners to take an active role in their learning. Constructivism method includes such characteristics as challenging, open-ended investigations in realistic, meaningful contexts and allowing students to generate their own hypothesis. In addition, understanding of constructivism is used to create web quests and the assessment tasks contained within them. In developing web quests, pre service students construct a problem that enables multiple solutions and allow students to think reflectively and make authentic connection between learning and real world.

Critical thinking is an important construct in web quest learning (Richard paul, 1995) in (vidoni & maddux, 2002) defines critical thinking as :

- Disciplined, self-directed thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thinking.

Web Quests provide students with an opportunity to put critical thinking skills to use. Web Quests can and do foster critical thinking skills in students because they are able to build on prior knowledge which enables them to think at a higher level.

Designing Web Quests

Dodge devised a set of principles that could be used to design a web quest, these principles are: select a topic appropriate for web quests, select a design that would fit the topic, describe how students would be evaluated, design the process by determining how specific resources could be explained further, and modify and improve the web quest check template (Dodge, 2002).

On the other hand, Turville (2008) points out nine steps to create a web quest, these steps are:

1. Use curriculum documents to determine what the students need to understand and be able to do
2. Brainstorm a variety of tasks based on what you know about the learning preferences of your students
3. Eliminate tasks that will not lead the students to the goals
4. Search for web sites that contain information that students will need
5. Design on an introduction that will engage students in that task
6. Describe the task(s) that the students will complete during the web quest
7. Write step-by-step instructions for the web quest process and add the links which will use to find information by students
8. Determine how student work will be assessed
9. Decide how student work will be shared.

Writing Skill

Writing skill is one of the four language skills, commonly accepted goals of learning a foreign language, but often a skill that" falls through" (Zen,2005).

There are many definitions for writing; some of these definitions, as follow:

(Nunan, 2003) defines that writing is a physical and a mental act. At the most basic level, it is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto a computer. On the other hand, it is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Also (Archibald, 2001) defines writing as a multidimensional skill requiring knowledge and proficiency in a number of areas. It is complex because of the interaction of the writers' knowledge, experience, skills, culture, and identity with the norms and cognitive demands of the task at hand. The researcher believes that writing is a form of communication that allows students to put their feelings and ideas on paper.

Sub-Skills of Writing

(Brown, 2001) identified the sub-skills of writing production as follow:

1. Produce graphemes and orthographic patterns of English
2. Produce an acceptable core of words and use appropriate word order patterns
3. Use acceptable grammatical systems (e.g. tenses, agreement, pluralization), pattern and rules
4. Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, using paragraphs and using feedback for revising and editing.

The Importance of Writing Skill

Writing is an important skill in school environment, community, and a workplace. Students use writing as an essential tool to learn. Through writing, students demonstrate knowledge, express opinions to readers and receive feedback. It can also facilitate learning in other subject areas (Du, 2009). Writing makes communication visible across space and time, exerting a strong influence on our life (Martlew, 1983). Because of the power of writing, good writing performance influence students' academic success at school. Students, who have not acquired good writing skills, can't make full use of writing to support and extent their learning (Graham, 2006).

Writing Skill in the EFL Classroom

(Brown, 2001) argues that writing in the EFL classroom is less varied for L2 users. Moreover writing needs vary depending on level of L2 and reasons for learning English, which usually affects the way teaching is approached. Students having to write clients abroad will need to learn the formulaic language used in business letters and emails as well the levels of formality used when writing English to various audiences, whereas learners wanting to chat on-line to make friends may prefer more conversational or informal writing practice. (Raimes,1993) cited in (Nunan,1999) identifies two kinds of writing in the EFL classroom; the first type is writing for learning, which includes pre-writing, drafting, revisions and editing; the second type is writing for display such as examination writing.

Difficulties of Writing Skill

Students face difficulties in writing, these difficulties due to: lack of knowledge about the goal of writing, difficulty in planning, organizing and revising, and a lack of knowledge of grammar (Graham & Harris, 2003).Students with writing difficulties usually have difficulty integrating all of the skills into their writing (Brice, 1995).

Writing is the most difficult task for L2 learner. This difficulty lies in both generating and organizing ideas. Translating these ideas into a readable text is a difficult task (Richards & Renandya, 2002).

Purposes of Teaching Writing Skill

(Foong, 1999) points out four purposes for teaching writing, as follow :

- Writing for language practice
- Writing for rhetorical practice
- Writing for communication
- Writing as a discovery and cognitive process

Review of Related Literature

Li and yang (2007) investigated the effectiveness of web quest on elementary school students' higher-order thinking (HOT), learning motivation, and English learning achievement. This experiment used a quasi-experimental design to test the research hypothesis about the effectiveness of different instructional strategies in improving students' HOT, learning motivation, and English learning achievement. The participant was 108 six-grade students in three classes enrolled at a large elementary school. The subject of the course is English integrated with computer. Initially 38,35 and 35 students were recruited for this study in the comparison group, the treatment 1 and the treatment 2. These three groups had the same course content, text materials and instructor, but differed in terms of instructional treatment used. The results indicated that the experiment group scored higher marks that the traditional group in the problem solving test and the English achievement test. The survey indicated that the students had a positive attitude toward the web quests and increased the students' learning motivation.

Chou (2007) investigated the effect of the web quest writing instruction program on Taiwanese EFL learners' writing performance, writing apprehension and perception of web-resource integrated language learning. Participants were students from two junior college classes. One class received traditional classroom writing instruction and the other class, the WQWI program. The sample of the two classes was 54 students in each was selected randomly from the second year of the junior college division with a population of approximately 600 students. Three instruments were utilized in this study. They were writing performance test, the writing apprehension test, and the post- instruction perception Questionnaire. The results indicated that students in the WQWI class improved their writing performance significantly more than those in the traditional classroom writing class. The WQWI class also experienced significant reduction in writing apprehension; however, no significant differences in reduced apprehension could be found between the two classes.

Termsinsawadi (2008) investigated the effect of using web quest module for enhancing EFL reading and writing abilities of Thai undergraduate engineering students. The participants of the main study consisted of an intact group of 40 second- year (RMUTP) male engineering students who were enrolled in the " Technical English 1" course in the first semester of the academic year 2009. The study used pretest and posttests for their reading ability in terms of reading comprehension, the writing pretest and posttest, interview and a questionnaire. The results indicated that the students' scores of the reading and writing posttests significantly increased. Analysis of data obtained from learning logs indicated that the effective features of the web quest modules were the authenticity of the tasks that motivated the students to be actively engaged in the instructional process, and the abundant scaffolding was found to be useful for the performance of reading and writing tasks. The findings from the questionnaires of interview showed that most students had positive attitudes towards the implementation of the web quest modules as a whole. The research results also indicated that these web- based learning activities could make students more engaged in the learning process.

Kocoglu (2010) explored whether or not using web quest was effective in enhancing writing and reading performance of EFL students. A total of 34 first- year ELT students enrolled in a Turkish university participated in the study. They ranged in age from 18 to 19 years old. One class, as the experimental group (consisted of 13 students, 4 male and 9 female) used web quest tasks. Other class, as control group (consisted of 14 students, 2 male and 12 female) received traditional teacher led reading \ writing tasks. The data came from reading performance test, writing performance test and reading and writing performance scores. The reading performance test was given as pre and posttest in which students were asked to read a passage and answers reading comprehension questions. Another test, which was on the same topic, was given as the posttest at the end of the semester. The writing performance test consisted of pretest and posttest was given where students performed a writing task. The findings indicated that the experimental group scored higher on reading scores than did the control group. On the other hand, both groups scored equally on writing scores.

Alshumaimeri, Almasri and Alfadda (2011) explored how web quests an internet based learning tool affects fifth grade Saudi female EFL students' writing skills. The students a total of 63 in three classes were given a pretest prior to using web quests a posttest six weeks later. A pretest was used to measure the participants' performance in writing before the treatment. In addition, it was used to ensure that any differences in the writing performance would be due to the experimental conditions rather than preexisting knowledge. The pretest also revealed whether all groups were at the same proficiency level in their EFL writing. Then, the posttest was used to measure the students' performance in comparison to the pretest results.

The results indicated that the experimental group outperformed the control group. There were significant differences in favor of the experimental group in terms of vocabulary, grammar, organization, content. Length and total overall scores.

Gaith & Awada (2014) examined the relative effectiveness of the Web Quest technological model in improving the English as a foreign language (EFL) writing proficiency of grade eight students in Lebanon and decreasing their levels of writing apprehension. The study also looked into the perceptions of the participants of the relevance and efficacy of using Web Quest as an instructional model. The study is based on the assumption that the Web Quest model provides an excellent opportunity for teachers to provide supplementary activities and materials that enrich the content and exercises of the regular EFL textbooks. The study employed an experimental pretest-posttest control group design whereby two intact classes were randomly assigned to control and experimental conditions. The results of the study indicated that the Web Quest model proved to be more effective than regular process writing instruction in enhancing achievement and decreasing writing apprehension. In addition, the participants in the experimental group underscored both the importance and usefulness of using the Web Quest model in teaching EFL.

Population and Sample of the Study

The population of the study consisted of all seventh grade female students in Southern AL-Mazar directorate, during the first semester 2015\2016 whom were (694) female students. The sample of the study comprised (100) seventh grade female students in Southern AL-Mazar directorate, it consisted of four schools :

1.   AL-Mazar basic school for girls
2.   Asmaa bint abi- baker school for girls
3.   That Raas basic school for girls

The reason for selecting these schools is that it is equipped with computers with internet access, which is necessary for the application of this program. The study sample was distributed into two groups: one of the group represented the control group of (30) students, and the other represented the experimental group which is distributed into two groups; (35) students who were trained for (2) hours and (35) students who were trained for (4) hours.

Instruments of the Study

The researchers used a pretest to measure the students' performance in writing skill before the treatment. Later, the same test was administered as a posttest to the control and experimental groups. The test was consisted of eleven questions to assess students' writing skill. It includes completing a word by adding the missing letter, arranging words to make a coherent sentences, writing a short paragraph about the topic which is the Global Warming, writing about recycling project which the students made, correcting the words grammatically, filling in the blank and the punctuation, the students are given pictures and asked to write a sentence about these pictures. The test is corrected according to vocabulary, grammar, punctuation, content, coherent and organization. The total mark of the test is 100.

The researchers used a website to develop the Web Quest. The Web Quest website is http://asmaanaemat.wix.com/globalwarming . The topic of the Web Quest is Global Warming; it includes 7 components which are:

- *Introduction:* The researchers in this section given students background information about the topic. The goal of this section was to make the activity fun for students.
- *Task:* The researchers gave students a brief description of what they should do.
- Process: The researchers gave students steps that should go through in completing the task.
- Resources: It includes a websites that students will use it to gather information.
- *Evaluation:* The Web Quest includes a rubric to help the students to evaluate their work. It was five leveled rubric that describes the criteria according to which students' overall work would be evaluated. The evaluation rubric included: information collected during research, writing an-email, writing a paragraph, PowerPoint presentation, group work and participation in the Web Quest.
- *Conclusion:* this section helped to remind students of what they have done throughout the Web Quest.
- *Teachers' Page:* in this section, the researchers provided the teachers some standards to give students better understanding of the Web Quest.

Validity of the test

The researchers validated the test and the Web Quest by submitting it to a jury of (12) specialist in the field of methods of teaching English and teachers of English. The test items was (6) questions and the test mark was(50), the referee asked the researcher to omit the question number six , add also six questions and modification the questions linguistically. The test items became (11) questions, the referee asked the researcher to make the mark 100. The researchers also submitted the Web Quest to a jury to check for the content. The referees gave the researcher some notes on the Web Quest and the researchers adjusted it.

Reliability of the test

To ensure the reliability of the test, test\retest was applied on a pilot study of 30 female seventh graders which were from the population of the study and excluded from the sample of the study. Reliability of the test was computed for each test using the test\retest method (Cohen, Manion & Morrison, 2007). The reliability results were (0.728) for the first test and (0.731) for the second test.

Designing the Web Quests

The researchers adopted the Analysis, Design, Development, Implemented and Evaluate (ADDIE) instructional model for developing the writing comprehension Web Quests model.
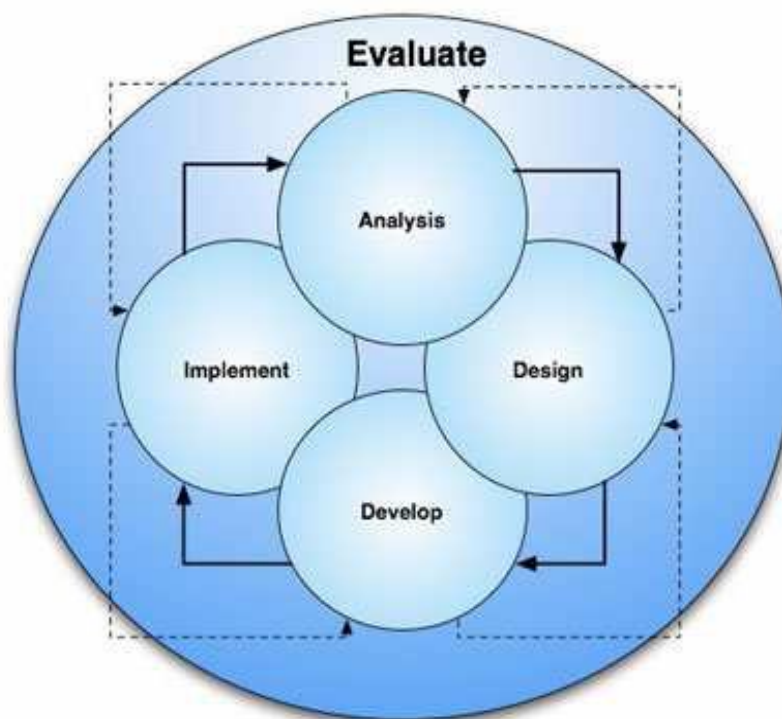According to this standard, the designation steps are:

Figure: 1 General Model of Design
Source: (Haboush, 2010)

Analysis stage
Analyzing the content
The researchers analyzed the lessons from unit (2)
Design stage
The Web Quest design process was developed through number of steps as shown in the next figure:
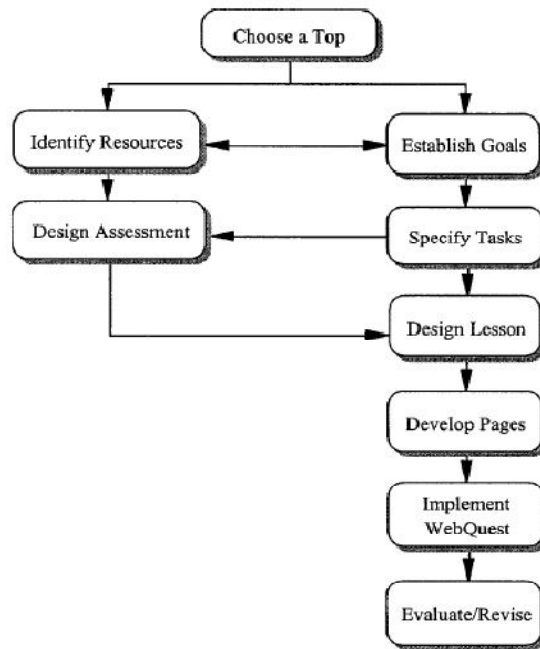
Figure: 2 Designation Steps
Source: (Haboush, 2010)

Development stage

The researchers used this website to develop the Web Quest: http://www.wix.com
The Web Quest website is: www.asmaanaemat.wix.com\globalwarming

Implementation stage

Train students to use the Web Quest and assessment tools
Post the Web Quest on the internet
The researchers posted the Web Quest on the internet and thus it was ready to be accessed via the web for all participants.

Evaluation stage

The evaluation phase is the stage to examine the effect of the Web Quest on seventh grade female students' writing skills. To investigate whether the Web Quest has positive effect on the students' writing skills, the scores on the pre-post writing test were analyzed by using (SPSS) program.

Instructional material

The researchers adopted the English textbook action pack 7, Virginia Paris which is assigned to 7th grade as the material for this study. Action Pack 6 consists of six modules; each module consists of six components: Title, Structures, Functions, Vocabulary, Skills and Project. The instructional material of this study was the second unit from the seventh grade students' English textbook Module two (Global Warming) was selected. The module teaches students write about the global warming, the causes, the effects and how to slow down it.

Also, the students read about recycling instruction and they make a recycling project to solve global warming. the module teach students some of English language grammar such as present simple with adverbs of frequency and the imperative, and gave students extra vocabulary. The test was corrected according to: grammar, vocabulary, punctuation, content and organization.

Procedures of the Study

To implement the study, the researchers followed the following procedures:

1. Reviewing the theoretical literature and previous studies, which were relevant to the current study?
2. Obtaining the official approval from Mutah University to conduct the study.
3. Obtaining the permission from Al-Mazar directorate of education to conduct the study.

4.   Selecting the appropriate instructional material
5.   A quasi experimental research design was employed for this study.
6.   Designing the material using Web Quest.
7.   Constructing a writing test.
8.   Ensuring the validity and reliability of the test
9.   Visiting the schools which were selected to conduct the study
10. Assigning the population and the sample of the study (experimental and control).
11.   The researchers met the teachers in schools and clarified the experimental method which was Web Quest.
12. Applying the writing test before applying the study to verify the equality of the two study groups; experimental and control group.
13.   The control group was taught the module using the conventional method.
14. The experimental group distributed into two groups; (35) students who are trained for two hours, (35) students who are trained for four hours. They also were taught the module obtained from action pack 7 using Web Quest for three weeks in the first semester in the academic year 2015\2016 from 14\10 to 4\11.
15.   The experimental group used this website which was prepared by the researcher www.asmaanaemat.wix.com/globalwarming to learn the module (Global Warming) then the students in both groups answered the activity which was on the activity book.
16. By the end of the three weeks, the two groups were tested again at the end of the experimental by means of a post-test which was originally used as a pre-test to check the effect of using Web Quest on teaching writing skill.
17. After applying the study, collection data and analyzing these data using the statistical package for social sciences(SPSS), the researcher inferred the answers of the questions of the study

Results, Discussion of the Results and Recommendations

Results of the study

In this section the researchers present the results of the study through answering the questions of the study. Table (1) shows means and standard deviation and t-test of the groups of the pre-test:

Table 1: Means, standard deviation and t-test of the groups of the pre-test

Variables		Number	Means	St.D	test (t)	Significance
	Control	30	51.9	7.34	0.153	0.354
	Experimental	70	52.7	7.94		
Experimental	Two hours	35	52.9	5.23		
	Four hours	35	52.5	5.73	0.173	0.412

Table (1) showed that there were no statistically significant differences (α≤ 0, 05) between the experimental group and the control group. As we noted from table (1) there was no statistically significant difference (α≤ 0, 05) in the pre-test attributed to training time. Also table showed that, there were no statistically significant differences at (α≤ 0, 05) between the two hours group students and students of the four hours group. Results Related to the First Question: "Are there any statistical significant differences at (α≤ 0, 05) between experimental group (Web Quest) and the control group (conventional method) on improving writing skills?"

To investigate the first question, means and standard deviation of the experimental and the control groups' results were computed. (t- Test) was used to measure the significance of differences. Table (2) shows means, standard deviation and t-test of the groups of the post-test.

Table 2: Means, standard deviation and t-test of the groups of the post-test

Variables		Number	Means	St.D	test (t)	Significance
Teaching method	experimental	70	64.70	8.67		
	control	30	53.16	6.14	3.754	0.001

Table (2) indicated that the means score was (64.70) and the standard deviation was (8.67) of the experimental group. While means score was (53.16) and standard deviation was (6.14) of the control group. In addition, the table showed that (t- test) was (3.754), this means that there are significant differences at (α= 0.01) between the experimental group and the control group in favor of experimental group.

This large effect can be attributed to the variety of teaching aids, activities and different links used in the Web Quests method, all these techniques help students to improve their writing skills. In addition, this result is attributed to the effectiveness of Web Quests strategy, because it practiced through the Internet which provides students with multimedia advantages. Any piece of information a student searches for is accompanied with sound, movement, pictures and colors. Web Quest provides different resources of information in different contexts. (Vidom & Maddux, 2002) stated that Web Quests are valuable tools for various reasons. First, they have the ability to contextualize learning in a variety of meaningful ways; both motivation and the different resources of information incite students' imagination and expectation which means that he is capable of wider and more accurate prediction.

This result agreed with the results of some of the previous studies: Kocoglu (2010), Termsinsawadi (2008), Halat (2013), Gaith & Awada (2014).

Results Related to the Second Question: "Are there any statistical significant differences between students in the Web Quest use due to the time (two hours and four hours)?"

To investigate the second question, means and standard deviation of the female at the experimental group results were computed. (t-test) was used to measure the significance of differences. Table (3) shows means, standard deviation and t-test of the impact of time on the performance of students in the experimental group.

Table 3: Means, standard deviation and t-test of the impact of time on the performance of students in the experimental group

Variables		Number	Means	St.D	test (t)	Significance
Time	Two hours	35	61.37	6.79		
	Four hours	35	68.02	7.41	3.61	0.001

Table (3) showed that the means score was (61.37) and the standard deviation was (6.79) in favor of the (two hours group) at experimental group. While means score was (68.02) and standard deviation was (7.41) in favor of the (four hours group) at experimental group. In addition, the table indicated that (t-test) was (3.61),this means that there are significant differences at ($\alpha= 0.01$) between the (two hours) and (four hours) at experimental group, in favor of (four hours) group.

This result can be attributed to that, any new method needs more time, to learn it better, as well, that the practice of learning by (Web Quest) for a longer time, makes the student able to use all the available activities (Web Quest), which allow the student to gain more information, so the writing skill will be improved better.

Discussion of the Results

The results of the first question showed differences of statistical significance between the experimental and the control group in favor of the experimental group due to the teaching method. The results of the second question indicated significant differences at ($\alpha = 0.01$) between the (two hours) and (four hours) at experimental group, in favor of (four hours) group.

The researchers attribute these results to the characteristics of the Web Quests as a teaching method, these characteristics are: authenticity, cognitive development, motivation, cooperative work among students, analysis of the interaction, and enhances the communication among students. And there are many advantages for using Web Quests, such as:

1. Internet sites are pre-selected so students don't waste time searching.
2. Students are lead to use higher level thinking to process information.
3. Processing information helps avoid plagiarism.
4. Makes efficient use of the net.
5. Employs cooperative learning (students are in pairs or teams for most).
6. Students will do real world research that is current and up-to-date.
7. Scaffolding provided within the lesson can help lower learners catch up.
8. Lessons are designed to motivate students by capturing their interest.

Recommendations

In light of results of the study, the following recommendations were suggested:

1. The need to apply the Web Quests in the educational process in the Jordanian schools.
2. The need to training teachers on how to use the Web Quests strategy, and its applications in the educational process.

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