

MINISTRY of HIGHER EDUCATION and SCIENTIFIC RESEARCH

University Abou-El-Kacem Saadallah Algiers II
Faculty of Foreign Languages
Department of English



**TOWARDS AN INNOVATIVE TEACHING OF READING:
REALITIES AND PERSPECTIVES OF WEBQUEST-BASED
APPROACH**

The Case of 1st and 3rd Year E.N.S Laghouat Students

Thesis Submitted in fulfillment of the requirements for the Degree of “Doctorat
es. Sciences” in Linguistics

Submitted by:

Mrs. Lamia BELFERD BENSEDDIK

Supervised by:

Prof. Zoulikha BENSAFI

Board of Examiners

Chair	Prof. Fatiha HAMITOCHE	(University of Algiers 2)
Supervisor	Prof. Zoulikha BENSAFI	(University of Algiers 2)
External Examiner	Prof. Said KESKES	(University of Setif-2)
External Examiner	Prof. Fatima Zohra NEDJAI	(Ecole Supérieure des Beaux-Arts)
Internal Examiner	Dr. Samira ARAAR	(University of Algiers 2)

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DECLARATION

I hereby declare that the substance of this thesis, entitled “Towards an Innovative Teaching of Reading: Realities and Perspectives of WebQuest-based Approach: The Case of 1st and 3rd Year E.N.S Laghouat Students” and supervised by Prof. Zoulikha BENSAFI, is entirely the result of my investigation and that reference or acknowledgement is made, whenever necessary, to the work of other researchers.

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Date: December 10th, 2019

Signed: Mrs. Lamia BELFERD BENSEDDIK

DEDICATIONS

In memory of my mother Baya, who always stood by my side

To my mother Fatima, who taught me to trust in Allah, believe in hard work, and whose affection, love, encouragement, and prayers strengthen me

To my mother Kouleikha. A strong and gentle soul who enlightens me with love and prayers

To my mother-in-law Kheira, who supports me in all hardships

To my Husband Benchohra, my unconditional companion

To my brother Fayel, and sister-in-law Laalia who knows how to cheer me up

To my sisters Nadjoua and Moudjia, who helped me so much

To all the members of my family, who encourage me

For those who answer the call for help without expecting anything in return

To all my friends, wherever they are

I dedicate this work.

Mrs. Lamia Belford Benseddik

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ABSTRACT

Teachers seek to integrate Innovative Resources in the teaching of Reading Techniques Courses in order to create meaningful environments and provide students with a possibility to use the target language in form of reading Web pages. This research attempts to present the students with an important task that does not only enhance their interest but also raises their motivation to read comprehensively more documents written in English. It investigates the effects of WebQuests on First and Third Year ENSL students' Reading Comprehension. Moreover, this study intends to examine the perceptions and the attitudes of EFL learners towards the integration of the WebQuest Instructions in the Reading Classroom. This Quantitative and Qualitative research is meant to test the use of the new method of WebQuest and explore its effects through a True Experimental Study under the design of Pretest-Posttest Control Group Method. The collected data is triangulated through the use of Pre- and Post-tests, Students' Pre- and Post- Questionnaires, Teachers' Questionnaire, and Students' Classroom Observations. The results of the study are analysed and interpreted in the light of the formulated hypotheses. Statistical analysis revealed significant gains in reading performance between pre-test and post-test and positive students' attitudes towards the use of WebQuest in the Reading Class. The outcomes of the present study are in accord with the results of some of the studies conducted in the same field. Some suggestions for further research and some pedagogical implications have been suggested at the end of this study.

Key Words: Reading, WebQuests, Innovative, Reading Comprehension, Motivation

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ENSL: Ecole Normale Supérieure of Laghouat

ENSs: plural form of Ecole Normale Supérieure of Laghouat

ICT: Information and Communications Technology

IT: Information Technology

L1: One's First Language, native language, or one's mother tongue

L2: a Second Language, a foreign Language, a target language, or a foreign tongue

TALO: Text as Linguistic Object

LIST OF TABLES

Chapter One

Table 1.1 WebQuest Model of Task: Dodge 2002.....	45-46
--	-------

Table 1.2 Related Research Studies (2005-2016).....	51-53
--	-------

Chapter Two

Table 2.1 Official Program of English at the ENSL.....	65-66
---	-------

Table 2.2 Watch out your Ethics: Eight Rules to follow.....	96-97
--	-------

Chapter Three

Table 3.1 First Year Control Group Pre-test Result.....	102
--	-----

Table 3.2 First Year Control Group Post-test Result.....	103
---	-----

Table 3.3 First Year Control Group Pre- and Post-tests Statistics.....	105
---	-----

Table 3.4 First Year Investigation Group Pre-test Result.....	106
--	-----

Table 3.5 First Year Investigation Group Post-test Result.....	107
---	-----

Table 3.6 First Year Investigation Group Pre- and Post-tests Statistics.....	109
---	-----

Table 3.7 Difference between First Year Control and Investigation group Pre-tests.	110
---	-----

Table 3.8 First Year Control and Investigation Group Pre-test Statistics.....	112
--	-----

Table 3.9 Difference between First Year Control and Investigation group Post-test.	112
---	-----

Table 3.10 First Year Control and Investigation Group Post-test Statistics.....	114
--	-----

Table 3.11 Third Year Control Group Pre-test Result.....	116
---	-----

Table 3.12 Third Year Control Group Post-test Result.....	117
--	-----

Table 3.13 Third Year Control Group Pre- and Post-tests Statistics.....	119
--	-----

Table 3.14 Third Year Experimental Group Pre-test Result.....	120
--	-----

Table 3.15 Third Year Experimental Group Post-test Result.....	120
---	-----

Table 3.16 Third Year Experimental Group Pre- and Post-tests Statistics.....	122
---	-----

Table 3.17 Difference between Third Year Control and Investigation group Pre-tests.....	123
--	-----

Table 3.18 Third Year Control and Investigation Groups Pre-test Statistics.....	125
Table 3.19 Difference between Third Year Control and Investigation group Post-tests.....	125
Table 3.20 First Year Control and Investigation Group Post-test Statistics.....	126
Table 3.21 First and Third Year Students' Age.....	129
Table 3.22 First and Third Year Students' Gender.....	130
Table 3.23 First and Third Year Students' Geographical Location.....	130
Table 3.24 First and Third Year Parents' Instructional Level.....	131
Table 3.25 First and Third Year Students' Baccalaureate Stream.....	132
Table 3.26 First and Third Year Students' number of years studying English.....	132
Table 3.27 First and Third Year Students' Reading Habits.....	133
Table 3.28 First and Third Year Students' Types of Reading	134
Table 3.29 First and Third Year Students' Reading Frequency.....	136
Table 3.30 First and Third Year Students' Reading Language.....	137
Table 3.31 First and Third Year Students' Writing Habits.....	138
Table 3.32 First and Third Year Students' Type of Writing.....	139
Table 3.33 First and Third Year Students' Writing Frequency.....	140
Table 3.34 First and Third Year Students' Writing Language.....	141
Table 3.35 First and Third Post-Questionnaire Response 2.....	145
Table 3.36 First and Third Post-Questionnaire Response 6.....	148
Table 3.37 First and Third Post-Questionnaire Response 7.....	149
Table 3.38 Teachers' Gender.....	151
Table 3.39 Teachers' Age.....	152
Table 3.40 Teachers' Degree.....	152
Table 3.41 Teachers' Affiliation.....	152
Table 3.42 Teachers' Professional Experience.....	153
Table 3.43 Teachers' Attributed Modules.....	153
Table 3.44 Teachers' Personal Computer Possession.....	154
Table 3.45 Teachers' Access to the Internet at Home	154

Table 3.46 Teachers' Access to the Internet at University.....	155
Table 3.47 Teachers' Use of Technology in the Classroom.....	155
Table 3.48 Teachers' Use of Tools in the Classroom.....	155
Table 3.49 Teachers' Use of Internet in the Classroom.....	156
Table 3.50 Teachers' Use of Technology Tools in the Classroom.....	156
Table 3.51 Teachers' View on Educational Technology Use in the Class.....	157
Table 3.52 First Year Classroom Observations Results of Semester 1.....	160
Table 3.53 First Year Classroom Observations Results of Semester 2.....	162
Table 3.54 Third Year Classroom Observations Results of Semester 1.....	165
Table 3.55 Third Year Classroom Observations Results of Semester 2.....	166

LIST OF FIGURES

Chapter One

Figure 1.1 Different Purposes of Reading.....20

Chapter Two

Figure 2.1 Data Gathering Tools..... 72

Chapter Four

Figures of “Reading Skill” WebQuest Designed for First Year ENSL

Figure 4.1 Screen Capture of the Introduction Section..... 189

Figure 4.2 Screen Capture of the Task Section.....190

Figure 4.3 Screen Capture of the Process Section.....191

Figure 4.4 Screen Capture of the Evaluation Section.....192

Figure 4.5 Screen Capture of the Conclusion Section.....193

Figure 4.6 Screen Capture of the Credits Section.....194

Figures of “The Reading Process” WebQuest Designed for Third Year ENSL

Figure 4.7 Screen Capture of the Introduction Section.....196

Figure 4.8 Screen Capture of the Task Section.....197

Figure 4.9 Screen Capture of the Process Section..... 198-200

Figure 4.10 Screen Capture of the Evaluation Section.....201

Figure 4.11 Screen Capture of the Conclusion Section.....202

Figures of “The Short Story” WebQuest Designed for First Year ENSL

Literature Class.....204-208

Figure 4.12 Screen Captures of all the Components of the “Short Story WebQuest”
.....208

Figures of “Shakespeare’s Globe” WebQuest Designed for Third Year ENSL

Literature Class210-218

Figure 4.13 Screen Captures of all the Components of “Shakespeare’s Globe WebQuest”	218
Figure 4.14 Screen Captures of all the Components of the “The United Kingdom of Great Britain and Northern Ireland” WebQuest	220-228
Figure 4.15 Screen Captures of all the Components of the “The History of the English Language” WebQuest.....	229-235
Figure 4.16 Screen Captures of all the Components of the “A Trip to the Ancient Maya, Aztec, or Inca Civilizations” WebQuest.....	236-243
Figure 4.17 Screen Captures of all the Components of the “Ancient American Civilizations” WebQuest.....	244-251
Figure 4.18 Screen Captures of all the Components of the “Ancient African Civilizations” WebQuest.....	253-260

LIST OF BAR-GRAPHS

Chapter Three

Bar-Graph 3.1 The Difference between First Year Pre- and Post- Test Means.....	115
Bar-Graph 3.2 The Difference between Third Year Pre- and Post- Test Means.....	127
Bar-Graph 3.3 First and Third Year Students' Reading Habits.....	134
Bar-Graph 3.4 First and Third Year Students' Types of Reading	135
Bar-Graph 3.5 First and Third Year Students' Reading Frequency.....	136
Bar-Graph 3.6 First and Third Year Students' Reading Language.....	137
Bar-Graph 3.7 First and Third Year Students' Writing Habits.....	138
Bar-Graph 3.8 First and Third Year Students' Types of Writing.....	140
Bar-Graph 3.9 First and Third Year Students' Writing Frequency.....	141
Bar-Graph 3.10 First and Third Year Students' Writing Language.....	142
Bar-Graph 3.11 First and Third Year Students' Post-Questionnaire Response 1.....	144
Bar-Graph 3.12 First and Third Year Students' Post-Questionnaire Response 3... ..	146
Bar-Graph 3.13 First and Third Year Students' Post-Questionnaire Response 4... ..	146
Bar-Graph 3.14 First and Third Year Students' Post-Questionnaire Response 5.....	147

LIST OF LINE-GRAPHS

Chapter Three

Line-Graph 3.1 Comparison between the Mean Average scores of the 1 st Year Experimental Group Classroom Observation parts over the 1 st and 2 nd Semester.....	162
Line-Graph 3.2 Comparison between the Mean Average scores of the 3 rd Year Experimental Group Classroom Observation parts over the 1 st and 2 nd Semester.....	166

GLOSSARY OF KEY TERMS

Dependent variable: The variable the researcher seeks to explain. These are always measured or observed – not manipulated.

Descriptive study: A study where the researcher provides a description of their observations, findings, results of data analyses, what people said during interviews etc. of a phenomenon under study.

Experimental research: A research methodology used to examine the behaviour of people in controlled settings.

External validity: The generalizability of research findings to those other than the sample or population used in the study.

Independent variable: The variable that is systematically changed or manipulated by the researcher, which creates changes in the dependent variable. These are measured and observed or manipulated.

Interval: It is the totality of points on a line between two designated points or endpoints that may or may not be included.

Likert-Scale: Also known as the *summated ratings approach*, a Likert scale has several statements that address the concept under examination with an interval scale, prepared by the researcher. The numbers given by a respondent to each of the statements on the interval scale are added to obtain a composite score.

Literature Review: An examination of the existing research publications on the topic area of a new study, to discuss their theorising, research designs, data collection methods, findings, strengths, limitations and contexts as relevant to the new one. This also includes the researcher's own views and observations, and alternative explanations of the findings as to what other factors may have given rise to those findings.

Longitudinal study: A study that collects data from the same population (but different samples) at different points in time.

Mean: Also known as the ‘average’, it is the median of a set of values. The statistical mean refers to the mean or average that is used to derive the central tendency of the data in question. It is determined by adding all the data points in a population and then dividing the total by the number of points. The resulting number is known as the mean or the average.

Measurement: The way data are collected and observations made for a given concept or variable.

Median: It is the "middle" of a sorted list of numbers. To find the Median, we have to place the numbers in value order and find the middle number.

Medium: It is the middle state or condition; it is the mean.

Methodological Triangulation: Use of several methods of data collection in the same research project to obtain several perspectives of the same phenomenon.

Qualitative: Data that is non-numerical and embedded in their context. e.g. responses to open ended questions in a survey; opinions of people.

Quantitative: Data that is numerical and can be ‘counted’. E.g. responses to close-ended questions in a survey.

Ratio: It is the relation between two similar magnitudes with respect to the number of times the first contains the second; for example, the ratio of 5 to 2, is written as 5:2 or $5/2$.

Reliability: The consistency of the findings when the study is repeated at different times or by different researchers, using the same methods and procedures.

Research Question: is used when the researcher is not sure what to look for. It indicates the general areas of the phenomenon under study. Data is then collected to examine the research questions.

Scope: Indicates how comprehensive, inclusive or general a theory is to explain a range of situations rather than just one.

Standard Deviation: is the measure of dispersion of a set of data from its mean. It measures the absolute variability of a distribution; the higher the dispersion or variability, the greater is the standard deviation and greater will be the magnitude of the deviation of the value from their mean.

Validity: The level at which the study actually measures what it was meant to measure.

Variable: The observable or measurable counterpart of a construct describing how a researcher will measure the construct. It has a set of values assigned to it and can be either quantitative or qualitative.

WebQuest: According to Dodge (1995), a WebQuest is “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web”.

TABLE OF CONTENTS

Dedications.....	I
Acknowledgements.....	II
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Figures.....	IX
List of Bar-Graphs.....	XI
List of Line- Graphs	XI
Glossary of Key Terms.....	XII
Table of Contents.....	XV
GENERAL INTRODUCTION	1
1 Purpose of the Study.....	1
2 Scope of the Study.....	2
3 Statement of the Problem.....	2
4 Research Questions	4
5 Hypotheses.....	4
6 Research Design.....	5
7 Participants of the Study.....	5
8 The Sample.....	6
9 Data Collection Tools.....	6
10 Structure of the Thesis.....	7
11. Significance of the Study	8

CHAPTER ONE: REVIEW OF LITERATURE

PART ONE: AN OVERVIEW OF READING AS A SKILL

Introduction.....	09
1.1 Processes of Reading.....	10
1.1.1 The Traditional Approach.....	13
1.1.2 The Cognitive Approach.....	14
1.1.3The Metacognitive Approach.....	16

1.2 Types of Reading.....	17
1.2.1 Intensive Reading.....	17
1.2.2 Extensive Reading.....	18
1.3 Purposes of Reading.....	19
1.4 Teaching Reading to EFL Students.....	21
1.5 Reading Materials.....	24
1.5.1 Linear Texts.....	25
1.5.2 Hyper Texts.....	26
1.6 Theories of Reading Comprehension.....	27
1.6.1 Schema Theory.....	27
1.6.2 Mental Model Theory.....	28
1.6.3 Proposition Theory.....	29
1.6.3.1 Preparational strategies.....	30
1.6.3.2 Organizational strategies.....	30
1.6.3.3 Elaboration strategies.....	30
1.6.3.4 Monitoring strategies.....	30
1.7 The importance of Reading comprehension.....	32
Conclusion.....	34

PART TWO: WEBQUESTS: STATE OF THE ART

Introduction.....	35
1.8 Technology use in the Reading Classroom.....	35
1.8.1 The Traditional Method of Teaching Reading.....	36
1.8.2 The Innovative Method of Teaching Reading.....	38
1.9 Overview of WebQuests	40
1.9.1 The Building Blocks of WebQuests.....	43
1.9.1.1 Introduction.....	43
1.9.1.2 Task.....	43

1.9.1.3 Resources.....	44
1.9.1.4 Process.....	44
1.9.1.5 Evaluation.....	44
1.9.1.6 Conclusion.....	44
1.9.2 Taxonomy of Tasks.....	44
1.10 Pedagogical Approaches underlying WebQuests.....	47
1.10.1 Constructivist Approach.....	47
1.10.2 Inquiry-based Learning Approach.....	48
1.10.3 Project-based Approach.....	48
1.10.4 Content-based Language Learning.....	48
1.11 WebQuests and the Enhancement of Reading Abilities.....	49
1.12 Related Research Studies (2005-2016).....	50
1.13 Realities of WebQuest- based Approach.....	54
Conclusion.....	59

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND REASEARCH METHODOLOGY

Introduction.....	61
2.1 The English Language Teaching Context.....	61
2.1.1 Teaching of Reading Module at the ENS.....	62
2.1.2 Time Allocation and Coefficient.....	63
2.1.3 Teachers' Profile.....	63
2.1.4 Students' Needs.....	64
2.1.5 Syllabus/ Programme Content.....	64
2.1.6 The Existing Teaching Materials.....	66
2.2 Design Method and Research Procedures.....	67
2.2.1 The Pilot Study.....	68
2.2.1.1 Participants of the pilot study.....	69
2.2.2 The Experimental Study.....	69
2.2.2.1 The Main Study.....	70

2.3 Data Collection Procedure	71
2.3.1 Students' Questionnaires	73
2.3.1.1 Students' Pre-Questionnaire	74
2.3.1.2 Students' Postal-Questionnaire	75
2.3.2 Pre- and Post-Treatment Tests	76
2.3.3 Classroom Observations	77
2.3.4 Teachers' Questionnaire.....	77
2.4 The Implementation of the webQuest-based Instructions	78
2.5 General observations	80
2.6 General Information of the WebQuest Lesson Plans	81
2.6.1 Lesson I Plan Model	81
2.6.2 Lesson II Plan Model	85
2.6.3 Assessment and Reflection	95
2.7 Evaluation of the WebQuest-based Instructions	96
2.8 Ethical considerations	96
Conclusion	98

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Introduction.....	99
3.1 Data Results and Analysis.....	99
3.1.1 Results and Discussion of 1 st Year Grade Pre- and Posttests.....	99
3.1.1.1 1 st Year Control group Pre- and Posttest Results	102
3.1.1.2 1 st Year Investigation Group Pre- and Posttest Results.....	106
3.1.1.3 Difference between 1 st Year Control and Experimental Groups Pre- tests.....	110
3.1.1.4 Difference between 1 st Year Control and Experimental Groups Post- tests.....	112

3.1.2 Results and Discussion of 3 rd Year Grade Pre- and Posttests.....	115
3.1.2.1 3 rd Year Control Group Pre- and Posttest Results.....	116
3.1.2.2 3 rd Year Investigation group Pre- and Posttest Results.....	120
3.1.2.3 Difference between 3 rd Year Control and Experimental groups Pre Tests.....	123
3.1.2.4 Difference between 3 rd Year Control and Experimental groups Post- Tests.....	125
3.1.3 Description and Results of the Students' Pre- and Post- questionnaire.....	129
3.1.3.1 Analysis of the 1 st and 3 rd Year Students' Pre- questionnaire.....	129
3.1.3.1.1 Section One Analysis	129
3.1.3.1.2 Section Two Analysis.....	133
3.1.3.1.2.1 Part One Analysis.....	134
3.1.3.1.2.2 Part Two Analysis.....	138
3.1.3.2 Analysis of the 1 st and 3 rd Year Students' Post-Questionnaire.....	143
3.1.4 Description and Results of the Teachers' Questionnaire.....	151
3.1.4.1 Section One Analysis.....	151
3.1.4.2 Section Two Analysis.....	154
3.1.4.3 Section Three Analysis.....	157
3.1.5 Description and Results of the Classroom Observations.....	159
3.1.5.1 First Year Experimental Group Classroom Observations' Results.....	159
3.1.5.2 Third Year Experimental Group Classroom Observations' Results...	163
3.2 Final Results' Interpretation.....	168
Conclusion	171

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Introduction.....	173
4.1 Perspectives of WebQuest-based Approach	173
4.2 Pedagogical Implications.....	177
4.2.1 Implications for Reading Techniques Teaching	187
4.2.1.1 First Year ENS Reading WebQuest “Reading Skill”.....	188
4.2.1.2 Third Year ENS Reading WebQuest “The Reading Process”.....	195
4.2.2 Implications for Literature Teaching.....	203
4.2.2.1 First Year ENS Literature WebQuest “The Short Story WebQuest”.....	204
4.2.2.2 Third Year ENS Literature “Shakespeare’s Globe” WebQuest.....	210
4.2.3 Implications for Civilization Teaching.....	219
4.2.3.1 First Year ENS British Civilization WebQuest “The United Kingdom of Great Britain and Northern Ireland”.....	219
4.2.3.2 Third Year ENS British Civilization WebQuest “The History of the English Language”.....	229
4.2.3.3 First Year ENS American Civilization WebQuest “A Trip to the Ancient Maya, Aztec, or Inca Civilization”.....	236
4.2.3.4 Third Year ENS American Civilization WebQuest “Ancient American Civilizations”.....	244
4.2.4 Implications for African Civilization Teaching “Ancient African Civilizations”.....	252
4.3 Recommendations for Further Research.....	261
Conclusion.....	266
GENERAL CONCLUSION.....	267
Bibliography.....	272

Appendices.....	310
Appendix A : Students' Pre-Questionnaire.....	310
Appendix B: Students' Postal-Questionnaire.....	312
Appendix C: Teachers' Questionnaire.....	314
Appendix D: First and Third Year Pre-treatment Test	316
Appendix E: First and Third Year Post-treatment Test.....	324
Appendix F: First Year Control and Experimental Group Pre and Post-tests Results.....	332
Appendix G: Third Year Control and Experimental Group Pre and Post-tests Results	333
Appendix H: Classroom Observation Grid.....	334
Appendix I: Introductory WebQuest.....	336
Appendix J: WebQuest for First Year.....	351
Appendix K: WebQuest for Third Year.....	358
Appendix L: Programme of First and Third Year ENSL Reading, Literature, and Civilization Modules	376
Appendix M: Designed Webquests References.....	382

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Back to the 1800's, Reading was one of the basic elements of a Primary school curriculum: the 3R's: 'Reading', 'riting' (Writing), and 'rithmetic (Arithmetic). As time goes on, more skills have been introduced in today's schools. An extended modern version of the 3R's consists of the Functional skill of literacy, numeracy, and ICT. Reading is one of the four fundamental skills, (Reading, Writing, Listening, and Speaking), introduced to First and Third Year ENSL teacher trainees within a skill-based programme. With the rapid rise of the Internet access and the extensive amount of information available in English, it has become easier for the teachers to incorporate new technologies, such as WebQuests, in their classrooms. English as a Foreign Language (Henceforth EFL) learners have the opportunity to develop their skills, such as Reading, thanks to the variety of authentic resources found on the Web. EFL Teachers, in their turn, seek to help their students improve their reading ability through the use of accompanying appropriate methods. Thus, EFL teachers' role is multiplied and shifts from being transmitters of knowledge to become facilitators and guides of the learning process and integrators of new technologies like WebQuests in their Reading classrooms.

1 Purpose of the Study

This study is based on the premise that WebQuests can assist foreign language learners in their progress in reading comprehension of their related-field of study. Therefore, it is designed in an attempt to present the students with a crucial task that would not only enhance their interest but also raise their motivation to read more documents written in English. It first addresses the effects of the use of WebQuest in the teaching of Reading and Reading Techniques to both First and Third Year students of the ENS of Laghouat and tends to know about the students' perceptions towards the use of technology in the Reading Classroom.

The main focus of this research is centered on investigating WebQuest Reading instructions to improve students' reading comprehension and raise their motivation to read documents written in English. Furthermore, this study intends to examine the attitudes of learners towards the implementation of the webQuest-based instructions in the EFL Classroom.

2 Scope of the Study

The present study examines the use of WebQuest Instructions in the Reading Classroom and tends to supplement traditional paper-based Reading courses for First and Third Year grade EFL students of ENS of Laghouat. This research is meant to test the use of the Innovative Method of WebQuest and explore its effects on Students' Reading ability to comprehend their materials.

3 Statement of the Problem

The current practice of how Reading is taught in the EFL classes was the starting point of the inquiry into this topic. It has been reported by EFL teachers that the majority of pupils graduating from Secondary Schools hardly come into contact with the written form of English. They lack motivation and interest to read their textbooks. Though, they feel urged to read them in order to complete the reading tasks in their classrooms.

Foreign language teachers seek ways to help their students be more successful in reading and long for the integration of relevant and challenging activities for their learners, such as problem-solving tasks. Currently, in the Era of Information, the use of new technologies has been discussed and practised in the world of EFL teaching for several years. Among these new technologies, the webQuest tool in Reading course still has been a new experience to EFL teachers/learners of Laghouat University. It has been said that integrating technology in Reading Classroom teaching facilitates language learning and promotes reading efficiency. With the large diversity in classrooms, it is difficult to find the right balance for every student when it comes to

teaching the Reading Skill. Thus, it is efficient to use a variety of strategies to modify or supplement textbook materials used in the classroom. What has been seen so far is the lack of new technologies in the Reading Courses and unfortunately, little research has been undertaken in Algeria to demonstrate the benefits of integrating technology in the Reading Class. This research, therefore, was undertaken in response to the need for an experimental study to investigate the possibility of implementing webQuest instructions at University level. Furthermore, the different types of discourse adopted in the Reading Classroom and the designed curricula do not include any technology component in Reading Techniques modules. Consequently, students become quickly bored and feel unmotivated to learn Reading. Against this backdrop, teachers have to initiate a reform and shift from linear or paper-based courses to Web-based ones in order to actively engage students in learning by connecting their interests and needs with their field of study.

According to previous researches in the field of teaching, it has been seen that at University level, academics have not realized yet the importance of learners' motivation and autonomy. Many teachers and practitioners do not consider developing resources for more independent learning or including learner's awareness or training tasks in their teaching. The reported effect of WebQuest instructions on Reading Comprehension development in recent research provides another incentive to this study.

Through designing WebQuests in Reading Classes, students are given tasks to direct their inquiry within the content and be self-centered learners without too much control from the part of their teachers and the use of such innovative teaching may enhance collaborative environments and facilitate learning motivation, too. Nowadays, students have grown up in environments with incredibly easy access to the Internet and other innovations. Through the innovative teaching of Reading, the researcher seeks to know whether the implementation of WebQuest instructions into the Reading Class could provide effective reading and raise First and Third Year grade ENS Laghouat students' motivation towards reading their materials. Moreover, the researcher wants to examine if the use of technology, that fosters innovative teaching and learning, may yield positive results on students' reading understanding and raise

their motivation towards reading. Due to the students' lack of interest and ability to approach reading materials effectively, the present research explores the effectiveness of WebQuest reading instructions and seeks how the shift from traditional teacher-centered instructions towards the focus on promoting learner-centered instructions could help students achieve the objectives of the Reading Course. The aforementioned factors triggered the researcher's motivation for conducting this study.

4 Research questions

The study sets to explore whether designing WebQuest Reading Instructions is important for enhancing Reading Comprehension and raising students' reading motivation through the attempt to answer the following research questions:

1. Do WebQuest Reading Instructions influence First and Third Year ENS of Laghouat students' reading comprehension performance?
2. How can WebQuest Reading Instructions affect First and Third Year ENS students' motivation to read materials written in English?
3. What are the attitudes of students towards the design of the webQuest reading instructions?

5 Hypotheses

A hypothesis is a predictive statement about what one would expect to find or occur if a theory is correct. In the attempt to answer the above research questions, the following hypotheses were put forward:

1. After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.
2. The Reading WebQuest treatments increase and affect students' motivation to read materials written in English significantly.
3. The design of WebQuest in the Reading class yields positive attitudes of First and Third Year ENS students of Laghouat.

6 Research Design

The selection of research methods is crucial for the conclusions that researchers make about a phenomenon. In order to conduct this study, an experimental method is designed to empirically investigate the effects of WebQuest-based Approach on First and Third Year ENSL students' reading comprehension of their texts. In a descriptive method, there is no attempt to change conditions, the researcher observes and measures things as they are without intervening. On the contrary, in the historical method, the researcher reconstructs the past objectively and accurately in order to understand and explain the past actions. The experimental method has been chosen in order to measure the dependent variable before and after the experiment in order to see the degree of change. The researcher has chosen the experimental method for this study because neither historical nor descriptive methods are suitable for the work. The experimental research approach is implemented because it responds to the needs of the students. In this investigation, the particular aim is to assess the causal impact of the Dependent variable (the WebQuest Approach) on the independent variable (Students' reading comprehension). A True-Experimental study under the name of Pre- and Post-test Experimental Group Design is conducted in the First and Third Year Classes.

7 Participants of the Study

Participants are defined as the people involved in the experiment. The participants in the study of both grades registered in the course are fifty (50) First Year and forty (48) Third Year ENS Laghouat students. Their ages ranged from 17 to 23 for First Year students and from 20 to 25 for third year ones. The majority was females and the number of the participants was randomly chosen according to the official students' repartition of the Department of English of ENS in order control the subject characteristics threat to internal validity. The reason behind this choice was to test the implementation of the WebQuest programme in an authentic learning context.

8 The Sample

The sample population comprises 26 out of 50 learners who enrolled as First Year EFL learners. They form the Experimental group, (01 male and 25 females), who used WebQuest tasks and the Control group, consists of 24 out of 50 students (01 male and 23 females), who receive Traditional reading courses. The sample population for the Third Year students comprises 24 learners out of 48 for the experimental group (04 males and 20 females), who use WebQuest tasks whereas the control group, consists of 24 out of 48 students (03 males and 21 females), who receive Traditional Reading/Writing tasks.

The participants come from various Secondary Schools from different Wilayas of Algeria: Laghouat, Djelfa, Ghardaia, El Bayedh, Tamanrasset, Msila, Médéa and Adrar. They have learned English from five to seven years of English in Middle and Secondary Schools. They passed their 'Baccalaureate' exam in Literary, Scientific and Foreign languages streams with a coefficient of English equal to 2 or 3. As they came from state-run schools, they shared the same educational background. Arabic and French are respectively their First and Second languages. Students whose mother tongue is Algerian Arabic display a average command of the French language which is practised outside their learning environment. It is worth noting that the First year ENSL students programme aims primarily at equipping the students with the necessary language background and skills that enable them to speak and write English as efficiently as possible to obtain in their final year a "Bachelor Degree in Education".

9 Data Collection Tools

In order to answer the research questions and to provide evidence for the hypotheses, quantitative data from students' questionnaires, pre- and post-tests as well as classroom observations have been collected. The first procedure to collect data is the administration of a questionnaire for First and Third Year ENS Laghouat students in order to obtain sufficient data about the research. Then, the pre-test assessment for both control and experimental groups is designed in order to measure the degree of the independent variable (Reading Comprehension).

WebQuest treatment is used with the Investigation (experimental) groups whereas the Control group classes deal with Traditional text-paper based lessons in order to influence the dependent variable (WebQuest-based Instructions). Observations are made in order to evaluate students' achievement in the class. Finally a post-test is set for the Experimental and Control groups in order to measure the degree of change. Moreover, teachers' questionnaire is administered to EFL University teachers in order to know whether EFL teachers use technology in the EFL class or not. The results are manually analysed using students T-test in order to test the variables and reveal information about the differences between the groups.

Both qualitative and quantitative analyses are used and their results are presented descriptively (pre- and post-tests), inferentially (T-test) and statically (Tests' results, students' and Teachers' Questionnaire about the attitudes of students towards the WebQuest reading-instructions and the mean scores of both groups). Finally, general conclusions are drawn.

10 Structure of the Thesis

As an outline to this research work, two aspects are presented theoretically and conceptually. The study embodies four chapters. The first chapter is the theoretical side of the study. It is divided into two parts. An overview about the Reading Skill and some Theories related to Reading has been addressed in the first part of Chapter One. The Second part of the first chapter deals with the Use of WebQuests in the EFL Reading Class and its benefits for EFL learners. Realities of WebQuest-based Approach are also highlighted in the First chapter.

The second chapter of the study is practical in nature. It provides an outline of the context of the research. It is an overall description of the Data collection tools. It aims at describing the circumstances under which the study has been carried out. Furthermore, the second chapter discusses the research procedures of the study and describes the different Data collection instruments needed to this research, i.e. (Students' pre- and post-Questionnaires, Teachers' Questionnaire, Pre- and post-Tests, and Classroom Observations).

The Third Chapter of the present study deals with the findings of the collected Data, analysis of the findings, and the interpretation of results obtained from this study. Moreover, the Third chapter of the research sheds light on the ethical rules taken into account to conduct the experimental research.

The Fourth chapter of the study sets to discuss the Perspectives of the WebQuest-based Approach in the Algerian context, and presents some Pedagogical Implications in the First and Third Year ENSL Reading and Literature Classes. Further suggestions for future research are put forward. Despite some limitations that hinder the present work, this research work may be significant for the Students of First and Third Year ENSL students.

11. Significance of the study

The use of WebQuests has been previously discussed by some researchers from different parts of the world and practised in the world of EFL teaching for several years in different contexts. However, the design of this Web-based tool in the Reading course is still a new experience to both EFL learners and teachers in the context of the Algerian EFL class and more especially the ENS of Laghouat Reading classroom. This research should be of interest to both researchers and teachers in the sense that it may significantly contribute and enrich the body of knowledge in addressing such topics.

It is hoped that this study could be significant since it provides valuable findings for EFL learners in Algeria and more precisely in the ENS of Laghouat. Teachers of Reading Techniques can benefit from this investigation by comparing their teaching situations with the one that has been studied in this research. On the whole, the results of the current study pave the way to other areas of research on WebQuest-based approach to Reading.

**CHAPTER ONE: REVIEW OF
LITERATURE**

**PART ONE: AN OVERVIEW OF
READING AS A SKILL**

PART ONE: AN OVERVIEW OF READING AS A SKILL

Introduction

From time immemorial in Education, Reading was not only important but it was one of the crucial foundation subjects to teach as from the primary level. The key tool to the knowledge of all academic areas nowadays seems to be the Reading Skill. It has been considered as a receptive skill in which one looks at and attempts to understand what has been written in a wide variety of printed and online materials and the development of the Reading skill plays a crucial role in students' development. Hence, in the Information Age, the ability of reading in English becomes a Skill as well as a means that helps facilitate the access of daily life applied Information. Much has been written about Reading in the Digital Age and for many EFL teachers, digital media can make it possible for the majority of students to have access to materials that are beyond their reach. Therefore, the EFL Teachers are trying to develop their Teaching Approaches that suit their Students' needs and desires. Among the Technological Tools which can be brought in the Reading Classroom, WebQuests have been considered as important tools for fostering Reading Comprehension and Students' Critical thinking.

The present chapter of the study provides the Review of related Literature and the Theoretical foundations of both Reading Comprehension and WebQuest-based Approach variables. Chapter one is divided into two parts. The first part is an overview of Reading as a skill. At first, a discussion on how the Reading skill has shaped research and how it is understood in different contexts is debated. The first part also discusses the processes of Reading, the Approaches of Reading, the Types and the Purposes of Reading. Further description on how Reading is taught in the Algerian EFL Classes is stated in the first part of the study. Some information about how the focus on the 3 R's has been reshaped with the development of Technology is mentioned. In addition to some Theories on Reading Comprehension, the different strategies used by students, and the importance of Reading Comprehension in the

learning of English as a Foreign Language (EFL) are discussed at the end of the first part of the present work.

The second part of the First Chapter is devoted to the state-of-the-art Review. It describes not only the current research concerning the use of Technology in the Reading classroom, but also reviews briefly the definitions of WebQuests, the building blocks of WebQuests, and the effects of using WebQuests in Education. Furthermore, the second part of the first chapter sheds light on how the Reading skill has improved through WebQuests, and traces back the different studies conducted in the field of WebQuests. Finally, a detailed discussion about Realities of WebQuest-based Approach in the Algerian context is stated. Because Digital Technology is still in its relative infancy, it is considered as a useful educational tool. Research has shown that the use of Webquests in the EFL Reading Classroom has been effective for the benefits offered to the readers. It is important to know the way readers approach their reading materials. Therefore, the following description is devoted to the process of Reading as a Skill.

1.1 Processes of Reading

For a number of years, significant attempts at synthesising insights about reading have been made, and the desire to understand such a skill has increased remarkably. Great importance has been given to one of the receptive skills, and controversial arguments took place in order to define the Reading skill; therefore, setting up an accurate definition of reading is not an easy task.

Defined by The Oxford Companion to the English Language (2 ed.), Reading is “The process of extracting meaning from written or printed language, it is one of the four language skills (listening, speaking, reading, writing) and one of the two key aspects of literacy (reading and writing). Used in the 1960s, Reading is one way of understanding an ambiguous expression. Reading is also defined by Clay (2001) as “the interaction between sources of information in the text and readers’ prior knowledge and context. Reading for meaning involves readers in working with

CHAPTER ONE: REVIEW OF LITERATURE

information from a variety of sources. It is a means of language acquisition, communication, and of sharing information and ideas” (p.105). It seems that students find Reading a complex interaction between the text and the reader which is shaped by their prior knowledge, experiences, attitude, and language community that is culturally and socially situated. Researches in the field of reading report that it is the most important Academic language skill (Carrell, 1988; Grabe and Stoller, 2001). In the same context, Richards and Renandya (2002) claimed that “many foreign language students often have reading as one of their most important goals” and “various pedagogical purposes served by written texts help reading to receive special focus” (p. 273). Williams (1984) regarded Reading as a process whereby comprehension comes without grasping everything in a written text. In this definition, Williams focused attention on the ability to read written words without taking into consideration the difficult ideas illustrated in a text.

In contrast, Grabe and Stoller (2002) provided another definition of Reading and considered it as the ability to extract meaning from the printed page or text and interpret this information appropriately; the focus in this definition is on the general meaning of the text and the ability to review it. Goodman (1998) also defined reading in two different views as matching sounds to letters and as a mystery nobody knows how reading work. Due to the complexity of the Reading skill, Goodman (1998) described it as a phenomenon which is obscure or unexplained and said that the reader decodes from orthographic form to oral or silent sound to that of meaning. Contrary to Alderson (2000) in Berardo (2006) who perceived reading as a pleasant activity which is done by someone and it is an enjoyable activity. Aebersold & Field (1997), in their turn, considered Reading as an activity when people assign meaning to the written symbols in a text. Ashby& Rayner (2006) focused on students’ ability to comprehend the reading material and regarded Reading as “an important dimension of reading education includes understanding what skilled readers do when they read” (p.52).

CHAPTER ONE: REVIEW OF LITERATURE

From different perspectives, the above definitions focused on three basic elements which were the receiver or the reader, the text and the meaning. And all of them are necessary in achieving reading comprehension of subject materials. Elsewhere, Carrel (1988) believed that in High Education or in other programs, Reading becomes the pioneer among all the other skills of the English language and Carrel, et al. (1989) claimed, as well, that being able to read and comprehend the written text is seen as one of the most important factors of success in learning the foreign language at the University. Such importance is given to the Reading skill because it is crucial to students' academic achievement (Sloat, Beswick and Willms (2007). In the same context, Jordan (1997) traced the importance of reading for academic success because students' purpose in academic reading can include many aims for instance:

- To obtain information (facts, data, etc.)
- To understand ideas, or theories, etc.
- To discover author's viewpoints
- To seek evidence for their own viewpoint (and to quote) all of which may be needed for writing essays, reports, etc.' (p.143).

In the light of the aforementioned benefits of the Reading skill, it can be deduced that Reading requires great attention due to its impact on the learner's reading efficiency on the one hand, and its importance to the understanding of the materials, on the other. It is worth mentioning that Reading is important because it is needed from the students who read both printed texts and hypertexts, too. The reader's objective and function in such tasks is different. It has been considered that the hypertext condition liberates a content and gives more noteworthy control to readers to shape their own reading experiences.

Diverse researches in the field of Reading provided different meanings to the process of reading. Chastain (1988) regarded Reading as an active cognitive process dealing with the text in order to understand it. It was also seen as an interactive process (Carrell, Devine, & Eskey (1988); Grabe (1988,1991); Rumelhart (1977); Stanovich, (1980) and Grabe (1988, p.56) explained the idea of interactive process as a kind of a

dialogue between the reader and the text. Hennings (1994) put this notion of interactive process differently. He defined reading as an interactive-constructive process in which readers comprehend, interpret, and respond to a text according to what they already know and described effective readers as those who actively create meaning by constructing, or generating relationships between what is within the text and what they already know (p.456).

In a Reading class, each student interacts with a given text in a personal way, differs from the other student's interaction and construction of the meaning of this text and it is the role of the teacher to help him or her getting the meaning of the text by using various strategies.

According to researchers, readers activate some processes when approaching their texts and Bottom-up and Top-down models are the most famous reading processes. Researches in Reading went back to the Ninetieth Century. According to Samuel and Kamil (1988), the history of reading research started with Javal's (1879) paper on eye movements and they also said that the models of Reading appeared in the mid-1950s and 1960s to accelerate after the 1960s. After the 1980s and 1990s, Wallace (2001) stated that the reader's role changed in the models of reading. She said that "Reading was accepted as a passive skill in early accounts, then the role of the reader changed and was typically described as extracting meaning from a text and described the bottom-up model reader as passive, the top-down model reader as active, and interactive model reader as interactive (p.22). Grabe and stoller (2002) presented another kind of reading model which is the 'metaphorical models of reading' that includes all the three models: bottom-up, top-down, and interactive processes.

1.1.1 The Traditional Approach

The Traditional process was called 'Bottom-up' theory or 'data-driven' view and La Berge & Samuels, MacWorth (1973) called it 'Text-based' Theory. The Bottom-up approach was set by Gough in 1972. It starts with the text and the reader. This approach focuses on the contextual meaning. For Dole et al. (1991), readers are passive recipients of information in the text whereas Nunan (1991) saw Reading as a

matter of decoding a series of written symbols into their aural equivalents to make sense of the text. McCarthy (1991) called this view 'outside-in process'. For him, meaning exists in the printed page and interpreted by the reader. In this approach, Reading does not require any background knowledge and as Nuttall (1996) explains "the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure" Nuttall (p. 17). Gough (1972), in the same context, explains that the graphemic data or information goes through the visual system, transformed from letters to sounds at the character level, then changed into words at the lexical level and finally, meaning is understood at the deep level. What is clear in this view is that it focused on the printed form of the text and the meaning of the text is decoded. Alderson (2000) considered readers in the Bottom-up processing as "Passive decoders of graphic-syntactic-semantic systems in that order". (p. 17) The Traditional Approach was attacked for its drawbacks. In this model, no importance is given to the grammatical constructions that the reader does not understand. Thus, no comprehension is achieved. Further limitation of this process is that the amount of the prevalent information in the lower level cannot interact with that at a higher level and according to Grab & Stoller (2002):

Bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background (p.33).

Although the Bottom-up model was criticised as being unilateral in the process, it is worth to mention that its contribution to the reading research cannot be neglected due to its significance in the reading process. An alternative view has been discussed in the following point.

1.1.2 The Cognitive Approach

The Cognitive Process was called 'Top-down' Theory or 'Concept-Driven'. It is from brain to text process Eskey (2005p. 563). It was set by Goodman in 1967. It means that the reader uses his background knowledge and linguistic cues to interact

with the text. Goodman (1967) and Smith (1971) called it 'Knowledge/ background/ or schemata-based' Theory, and according to Urquhart and Weir (1998), "The reader to the text with a previously formed plan, and perhaps, omits chunks of the text which seem to be irrelevant to the reader's purpose" (P. 42). Another view on the top-down approach is expressed by Nuttall (1996) as:

We draw on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. ... We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument; in order to make a reasoned guess at next step (P.16).

The Cognitive Approach suggests an opposite movement to the Bottom-up Process and is different in that the Comprehension of any text starts from Higher level of processing.

The meaning of any text is at the deep structure level where the reader can use grammatical structures at the language patterns to end with grapheme/phoneme or letter/ sound interaction in order to understand the text. For Nunan (1991), Dubin and Bycina (1991), the psycholinguistic model of Reading and the top-down model are in exact accordance. It means that readers focus on what they already know to understand a text. Both Models bring meaning to the text focusing on their experiential background and interpret text on their prior knowledge. On the same line, Alderson (2000) puts forward that the Cognitive Approach emphasises the importance of schemata or the structural organisation of the information the text represents and the reader's contribution to the incoming text.

Being the opposite of the traditional model, the Cognitive Theory of Reading has been under attack by many researchers. There has been an agreement with Weber's (1984) view that the Cognitive Approach is essentially a model of the fluent reader and does not account for all the needs of the students who are acquiring reading skills. Furthermore, Eskey (1988), believes that the Cognitive Approach is designed for the fluent autonomous readers who are able to read quickly and without conscious efforts. In other words, proficient word-recognition skills underlie fluent reading and adequate

comprehension of text. Therefore, there has been an appeal for the combination of both Bottom-up and Top-down Processes, interactively, to help readers achieve their reading objectives.

1.1.3 The Metacognitive Approach

Rumelhart, Stanovich and Eskey (1980) called it the Interactive process. This view combined both Bottom-up and Top-down processes. Stanovich (1980) opined Reading as the interaction between the reader and the text and Harmer (2001) differed between the Top-down and the Bottom-up models by providing two examples. He described top-down as *looking at a forest or looking down on something from above*, and the bottom-up as *studying the individual trees in a forest or trying to understand where a person is by being in the middle of something*.

It seems that this model assures readers the conversion of the written language into the information presented and relates it to the pre-conceived knowledge in order to achieve comprehension. In other words, the Interactive Process combines both Bottom-up and Top-down models in the interactive approach. Grabe (1988) asserted that this approach assumes that skills at all levels are interactively available to process and interpret the text.

Undoubtedly, the reading skill can be considered as an interactive process that combines the ability to decode written words and relating information to learners' pre-conceived ideas. It may also be combined to other fields such as intelligence, memory, perception... etc. which are of a great importance for learners to decipher the meaning from the text during the reading process. In real-life reading, our students will have to use a combination of the two processes, with more emphasis on Top-down or Bottom-up reading depending on their reasons for reading. However, the two types of reading can also be practised separately, as the skills involved are quite different. It is worthy to say that successful reading depends on the ability to combine these two types of processing and activities, which work on each strategy separately, should help students to combine top-down and bottom-up processes in order to become more effective readers in real-life situations and/or longer classroom session readings. This

effectiveness can help readers achieve their reading objectives due to the variety of reading materials they are approaching. The next point illustrates the types of reading students follow to achieve their aims.

1.2 Types of Reading

Due to the importance of Reading, Schools and Universities have included it as a fundamental subject in the syllabus. This receptive skill can be taught in two different ways. Intensive and extensive readings are two noteworthy approaches that have been utilized to increase the Reading skill. The two methodologies have their points of interest to offer distinctive phases of the Reading Class. In this context, teachers resort to teach the Reading skill using Technology Tools, such as WebQuests.

1.2.1 Intensive Reading

It is claimed by Nuttall (1996) that Intensive Reading occurs in the classroom under the assistance of the teacher having the learners focusing on the text (p.38). It is known as “text-based” or “skill – based”. Intensive Reading involves tasks students do in the classroom, like skimming a text for specific information, scanning a text, true or false statements or filling gaps in a summary, matching headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order. Paran (2003) emphasized the importance of the Intensive Reading “ for four main reasons to help learners comprehend written texts, to become more aware of text organization to better comprehend, to learn how to use and monitor effective reading strategies, and to develop literacy skills necessary to generate productive expressions in L2” (p. 40). In the same context, Bruce (2004) asserted that in Intensive reading, “the readers may pause to look up words in a dictionary. The reader may also mentally or even physically translate the sentence into the reader’s first language (L1) by writing down the translation of words, or speaking the translated sentence aloud.” (p. 175).

Despite the fact that Intensive Reading has advantages and that it helps students understand how meaning is constructed and delivered, it has been criticized for being language study and not reading practice. It is noticed that it can be practised only with short passages and followed by language analysis. Intensive Reading is a classroom-based approach since it is used only in the classroom where learners become totally dependent on their teachers; this fact can impede their reading competence. Students are required to follow their teachers' instructions rather than choosing the texts they want to read. Furthermore, students focus on linguistic and semantic aspects, and build more knowledge when they read intensively.

1.2.2 Extensive Reading

Another alternative for the Intensive Approach is known as the Extensive Approach of Reading. Brown (1989) explained that extensive reading is carried out "to achieve a general understanding of a text", and Long and Richards (1971) believe that extensive reading occurs "when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."(p. 216). Contrary to Grabe and Stoller (2002) who described extensive reading as an "approach to teaching and learning in which learners read large quantities of materials that is within their linguistic competence" (p. 259). The Extensive Approach of Reading differs from the Intensive model in that it builds readers' confidence and enjoyment and the attention is drawn on the meaning of the text not on the language.

The interest in the Extensive research has increased and some investigators were influenced by Krashen's Input Hypothesis¹ and it has been set in many Schools and Universities when the learner became independent in his reading as Hedge (2003)

¹ First published in 1977, the Input Hypothesis, also known as The Monitor Model, is a group of five hypotheses of Second-Language Acquisition developed by the linguist Stephen Krashen in between the 1970s and 1980s. Krashen originally formulated the Input Hypothesis as just one of the five hypotheses, but over time the term has come to refer to the Five hypotheses as a group. The Input hypothesis is Krashen's attempt to explain how the learner acquires a Second Language, how Second Language Acquisition takes place and it is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. Schütz, Ricardo. "Stephen Krashen's Theory of Second Language Acquisition." English Made in Brazil, <http://www.sk.com.br/sk-krash.html> Online. 12 de março de 2017. Accessed May 6th, 2017.

assumes that students are urged to read independently by using the resources within their reach (p.200-201). The Extensive Reading is important because this type of reading goes hand in hand with reading through WebQuests. In such situations, learners find themselves reading large amounts of printed materials and a variety of materials in order to get information. Students have the possibility to choose what they want to read to achieve their tasks. They can read for pleasure and search information in the net to get general understanding. The Extensive Approach has many advantages since students can develop their reading ability and gain more confidence in reading. This approach fosters the students' motivation, learners' autonomy and increases reading comprehension. In WebQuest-based classes, the Extensive Reading is combined to the Intensive Reading. In other words, students are engaged in the reading activity inside and outside the classrooms. One cannot deny the importance of each approach apart but it is worth mentioning that both approaches are important as Palmer (1964) thought that both types of the reading are important because the main goal of reading is to comprehend the printed pages.

1.3 Purposes of Reading

Whether students read at home or at University, they are usually aware of the aim of reading their materials because their reading can be guided, supported or independent. Students sometimes read for the sake of being informed, or in order to perform a task. Others read for literacy experiences and most of the time, students read to learn subject matter that is required for their reading class or they read for a test. Hence, the students become step by step familiar with different types of texts. Therefore, the students' motivation to read depends on their purposes for reading. Some of them read for pleasure whether they read a book or a novel, to follow a narrative or enjoy the sound, rhyme of literary text or to read a magazine, a newspaper or an article. Some others read for a specific purpose in order to get specific information. Some other purposes are drawn in the following figure:

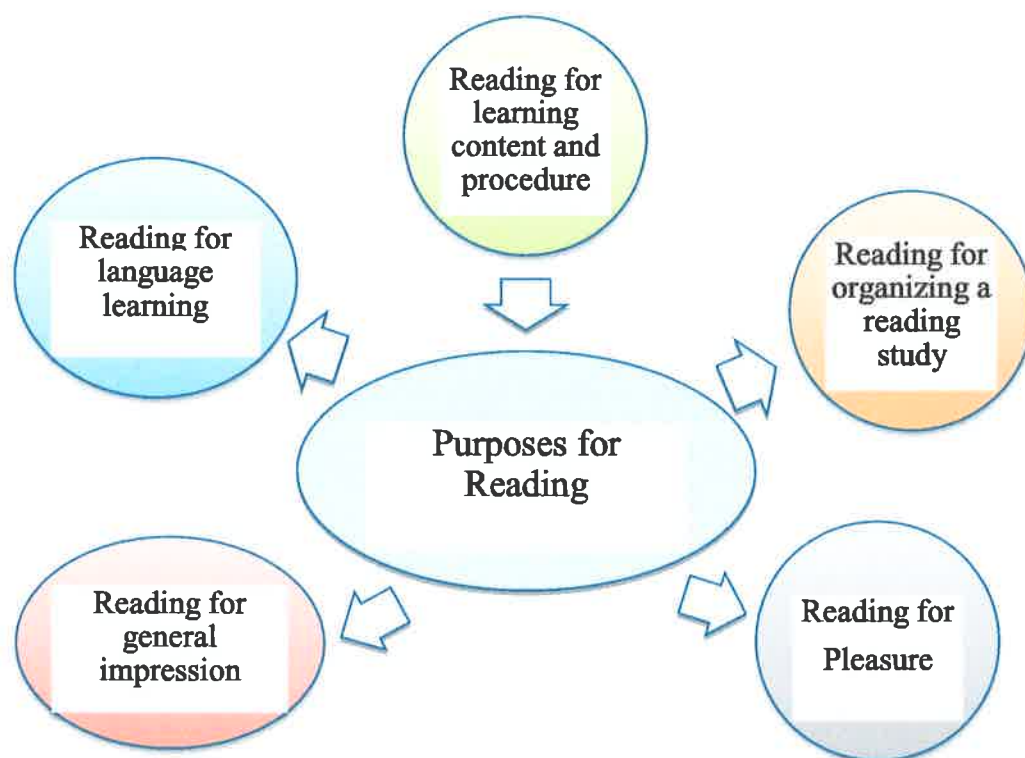


Figure 1.1 Different Purposes of Reading

Several types of reading may occur in a language classroom. As the figure 1.1 shows, there are some purposes for reading. Some students read for general impression in order to get the general meaning of the text. Some others read for organizing a reading study in order to identify the most important content elements of the text or to answer specific questions or even to decide which section of a text is worth studying. Students' purpose of reading is sometimes to learn content and procedure such as understanding new concepts or learning certain facts from a text or following instructions. Reading for language learning can be done to identify useful structures of writing or use the text as a model for writing or even practice pronunciation. Linderholm & Van den Broek (2002) think that "successful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose, are met." (p.778). Whatever the piece of writing students are approaching, almost all readers would agree that there is no reading act without a purpose. It seems that reading comprehension can be a very important step in the reading process. Therefore, readers must set a purpose before approaching the text, and choose the appropriate

strategy to comprehend any material they want to read. In addition, if the students want to read a variety of texts, they have to master the basic decoding skills in order to ensure the efficiency of their reading. For the reason that reading comprehension is a very crucial phase in the reading process, the reading skill has been included as part of students' syllabus in EFL classes.

1.4 Teaching Reading to Algerian EFL Students

Foreign Language Teachers use the Four Skills of Speaking, Listening, Reading, and Writing in order to teach any language. The Productive skills of Listening and Speaking are primarily meant to develop students' fluency while the receptive skills of Reading and Writing improve students' literacy. The teaching of any language depends on the students' reading abilities and the practice of other skills. In Schools and especially at University level, the Reading skill becomes the most essential skill at different levels. Be it a mother language or a foreign language, the place of reading, as a module, has become a major subject for teaching English as a foreign language. As from the early stages of Language acquisition, the Three Skills of Reading, Writing, and Arithmetic (the Three '3 Rs'²) were considered as the mainstay of education. Back to the 1800s, the three tenets of learning have been considered to be of great importance for any student to be able to read, gain more knowledge and learn any subject.

The success of any learner depends on his or her capacities to read, write, and understand the basics of Arithmetic or study Science. Various attempts for including the three basics in the syllabus have been seen. In counter part of the Traditional Paper-based Classes, the learners find themselves in new classroom learning environments. In Technology-based Class, the students are put under new literacy

² **The three Rs** refer to the foundations of a basic skills-oriented education program in schools: *reading*, *writing* and *arithmetic*. It appeared in print as a space-filler in "The Lady's Magazine" for 1818, although it is widely quoted as arising from a phrase coined in a toast given by Sir William Curtis, Member of Parliament, in about 1825. Since its original creation, many others have used the term to describe other trifecta; such as, Reading, Writing, and Rhetoric, because Rhetoric was taught in US Public schools until 1904, when Arithmetic replaced Rhetoric in the curriculum. https://wiki2.org/en/The_three_Rs. Accessed October 23rd 2017

CHAPTER ONE: REVIEW OF LITERATURE

learning conditions. EFL teachers have developed new Approaches to the teaching of EFL. With the inclusion of new technologies in the EFL Class, the teaching of Reading has to be developed. Moreover, the focus on the Three (3) Rs is to be renewed in order to enable the students respond to various reading materials and be able to decipher codes, present, and appropriately use the internet in their learning process.

Over the past years, many Algerian EFL students found it difficult to cope with the materials written in a language that is not theirs. Algeria is a multilingual country since the four languages (Arabic, French, English, and Spanish) are not just spoken, but written too, at least for Arabic and French. The Modern Standard Arabic (Literary Arabic) has been recognized since 1963 as an “official language”. Tamazight (Berber) has been recognized as a "national language" by constitutional amendment since May 8th, 2002. In February, 2016, a constitutional resolution was passed making Berber an official language alongside Arabic. According to the statistics, Algerian Arabic and Berber are the native languages of over 99% of Algerians, with Algerian Arabic spoken by about 72% and Berber by 27.4%. It is worth mentioning “that there exists a split between Literary Arabic and Algerian Arabic originally caused by the phenomenon of borrowings during the Spanish settlement (1509-1555)”, Bensafi (2002, p.831). The French language, though it has no official status, is widely used in government, culture, media (newspapers) and education (from primary school), due to Algeria's colonial history. Kabyle, the most spoken Berber language in the country, is taught and partially co-official (with a few restrictions) in parts of Kabylie.

The Algerian government sets French as the first mandatory foreign language for students beginning in the fourth grade in the primary cycle, from the end of the 1970s to the early 1990s. In September 1993, the Ministry of Primary and Secondary Education made French and English two separate choices for the first mandatory foreign language; students were required to pick one over the other; the great majority of students selected French as their first mandatory foreign language. According to Miliani (2000), “95% of Undergraduate and Postgraduate courses in Science or in Medicine are taught in French” (p.20).

CHAPTER ONE: REVIEW OF LITERATURE

Needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. In Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed. In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English in Algeria. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform. Above all, English is introduced at the level of first year Middle school (i.e. at the age of 11). It covers seven years of which at the middle school and three at the secondary school. English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primarily learned for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes. As set by the Ministry of Education, the teaching of English is also intended to help learners promote self-learning and critical thought and to enable learners to exploit English documents, in new situations at work.

In Algerian Reading classrooms, EFL teachers seek to develop the issue of phonetics and graphics. Through reading, we develop the idea that phonics has to be handled in order to enable learners to use the alphabetic principle³, decode word by sounds, and know how to make connections between letters of written texts because Algerian EFL students are put in a multi-linguistically complex system in terms of languages diversity, such as; Standard Arabic, Berber, French, and English that students speak. In most of the Algerian Universities, the Reading Skill is typically traditional-based taught and for some, if not all of the teachers, including Technology in the Reading classroom may be a difficult task. The students are assigned to read the text without any help from their teachers. In such situations, the focus is on the product

³ The alphabetic principle is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. The alphabetic principle is composed of two parts: 1. Alphabetic Understanding: Words are composed of letters that represent sounds. 2. Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words.

rather than on both the process and the product. Moreover, students are ill-equipped with the necessary Reading skills and strategies that require them to be fully involved in the Reading process. It seems that the Algerian University Students have become passive practionners of Reading as they cannot be autonomous readers. The Reading courses in all the Algerian Departments of English in all Universities are being taught in the same process. Namely, in the Department of English at Ecole Normale Supérieure of Laghouat (ENSL), students receive their Reading courses in English. The module of Reading is taught only for three years in ENSL for both Secondary and Middle School trainees. Furthermore, there are no official instructions to teach reading. Teachers of the Reading Techniques module try to adopt appropriate paper-based reading materials and some online printed texts that suit their students' interests and needs.

1.5 Reading Materials

The amounts of texts EFL students Approach depends on the purpose of their reading, and the selection of reading materials is done appropriately and accordingly. EFL teachers seek to select an appropriate reading material for their students on the basis of some crucial components as qualitative and quantitative measures, the reader and the task. Burke (2014), asserts that in order to select a complex reading material, one has to explore the structure of the text as well as the amount of vocabulary words needed to comprehend a text. These qualitative components help students to understand the topic and to be able to cope with the text. The Quantitative components foster readers' readability to read the text and predict what is unexpected. The reader and the task are the third measure in selecting a reading material. Burke (2014) also focuses attention on the readers' prior knowledge, their interest in the topic, and their motivation. English language teachers develop their foreign language reading materials according to each instance of learning and according to their students' needs and interests, too.

The teaching of Reading has improved over the past years alongside with the advancement of Technology. Certain readers, in specific situations, may not only benefit from the paper-based printed pages (linear texts), but from on-line texts known

as *Hypertexts*, too. Reading materials have been classified into two types: Linear and non-linear texts.

1.5.1 Linear texts

In Reading classrooms, EFL students are usually required to read paper-based printed materials. They have always experienced reading in traditional format texts in which readers read from left to right and from top to bottom with organized sequence of data. Kress (2003) defines the approached reading material as “the reading path”. Salmerón & García, (2011) consider linear reading helpful in not only identifying and connecting text ideas, but in fostering students’ reading comprehension, too. They considered students who are able to read linear texts are also able to read non-linear texts, and those less able linear-text readers find it difficult to extract meaning from non-linear materials put in the web. Despite the fact that in reading linear texts, materials are presented coherently and students share the same content. It is necessary to mention that the linearity of texts presented in reading classrooms may usually cause a kind of boredom for EFL students because they are sometimes long and complex to understand. Students’ ability to understand a text rises if the readers know much about a topic. Foltz (1996) states that “... In linear text, readers with background knowledge on the domain of the text will be better at encoding information from the text than those without the background knowledge.” Thus, linear reading text may sometimes hinder students’ reading motivation and hamper students’ excitement to read in a foreign language. Dehlin (2002) clarified that “Linear texts do not come with a package containing “...a varied diet of sights, sounds and links...” Thus reading linear materials may become a stressful activity and the act of reading may be displeasing. As an urgent need to develop skills and construct meaning from written materials, there is an appeal to a different kind of reading known as the non-linear texts reading.

1.5.2 Hyper texts

With the inclusion of technology in the educational systems, teachers found themselves obliged to supplement their traditional teaching of reading with the use of computers and other means in order to develop the teaching/learning situations and to foster students' comprehension and their reading motivation. Non-linear electronic-format texts known as *Hyper* texts were invented by Ted Nelson⁴ in the 1960s. The term hypertext is defined, in The Free Encyclopedia (2017), as "A text displayed on a computer or any other electronic device with references (hyperlinks) to other text that the reader can immediately access, usually by a mouse click or key press sequence". Hypertexts are known to facilitate research for readers, by offering those hyperlinks, and to make the learning situation easier, faster, and more interesting. Non-linear texts can also influence the way teachers and students write, read, and retrieve information as emphasized by Pea & Kurland (1987) that hypertexts are important for a good writing process. Researchers in the field of electronic reading assert that e-readers do not share the same content but find it more useful and beneficial to read texts on the net because "Reading paths, that contain visual images, are more open to interpretation and the reader's construction of meaning", Kress (2007 57). Screen-based non-linear readers, therefore, can retrieve any information they need thanks to the diverse set of links designed by the specialists in the field, Charney (1987). The reading process moves from 'one-way' author driven reading to free navigational reader-driven reading.

Kymes (2007) set an opposite view when he declared that non-linear reading texts are not coherent in sequence lines which make it hard for the readers to make connections between prior knowledge and the new information they get from their reading. Furthermore, readers sometimes do not tolerate some ambiguous information they face when reading hyper texts (Church, 2001). Thus, students should be able to relate and make connections between parts of hypertexts, in order to fully understand

⁴ Theodor Holm "Ted" Nelson (born June 17, 1937) is an American pioneer of information technology, philosopher, and sociologist. He coined the terms hypertext and hypermedia in 1963 and published them in 1965. Wikipedia contributors. "Ted Nelson." Wikipedia, The Free Encyclopaedia. Wikipedia, 29 Oct. 2017. Web.25 Nov. 2017.

their reading material, as well as to achieve their purpose of reading. Although hypertexts are important for the learners, it is necessary to mention that readers should not reject the importance of linear texts. Because of the importance of Reading Comprehension in the reading process, it is the role of the teachers to supplement the linear texts with the use of the Internet in the reading classroom according to the students' needs. Furthermore, appropriate goals have to be set in order to foster students' reading comprehension.

1.6 Theories of Reading Comprehension

Researches in the field of reading comprehension emphasized the strong relationship between the learners' reading ability and their intellectual capacity to approach the text. In other words, the reading comprehension of any text is not only dependent on the learners' reading ability but on their deep understanding of what they read, too. Therefore, specialists and researchers highly recommend the understanding of the theories behind reading comprehension, at the first place, in order to succeed in the reading comprehension process and apply appropriate strategies to improve the learners' ability to understand the reading materials. The classification of the Reading Comprehension Theories into three models went back to Gunning (1996) who categorized them into Schema Theory, Mental Model Theory, and Proposition Theory.

1.6.1 Schema Theory

The Schema Theory is known to be the elaboration of how readers use their prior knowledge in order to assimilate their reading material (Rumelhart, 1980). The term 'Schema' has been introduced, at the first glance, in Psychology by Barlett (1932) who defined it as "an active organization of past reactions or experiences" (p.201). Rumelhart (1980), in his turn, considered the term to be "a data structure for representing the genetic concepts stored in memory" (p. 34). Many researchers, later, used the term 'schema' in the field of Reading and emphasized the importance of prior knowledge in the Reading Comprehension of the text [Rumelhart (1980), Carell (1981), and Hudson (1982)]. Plethora of definitions of the term 'schema' has been provided and almost all researchers agreed upon the same meaning. Anderson and Pearson (1984) considered 'schema' as "an abstract knowledge structure" (p.42). In the

same context, Medin and Russ (1992) consider it as "a general knowledge structure used for understanding" (p.246). Schema Theory is also considered by Gunning (1996) as "the organized knowledge that one already has about people, places, things, and events" and according to Kitao (1990) the term 'schema' "entails an interaction between the reader's own knowledge and the text, which results in comprehension." We can say that the principle dogma of the Schema Theory is built upon the fact that readers cannot understand the meaning of any text unless they use their prior knowledge.

The comprehension of reading materials, according to Carrel and Eiserhold (1983), works in two processes: Bottom-up and Top-down. In other words, readers activate the Bottom-up process when they use specific information in the reading material and activate their general knowledge in order to understand the text. According to Carrel and Eiserhold (1983) readers use both processes interactively and simultaneously in order to understand the text. Through the Schema Theory, students comprehend their reading materials thanks to amount of knowledge and the pre-conceived ideas stored in their minds. Therefore, the readers' comprehension of texts may vary according to their prior knowledge and it is the role of the teachers to evaluate their students' background knowledge in order to explore new materials because once prior knowledge is integrated in the comprehension of a text, students build a mental model to make inferences about the reading materials.

1.6.2 Mental Model Theory

The second classification of Reading Comprehension Theories, according to Gunning (1996), is known as the Mental Model Theory which is considered to be "a mind movie that is found in one's mind, and based on the text readers explore". The term was first introduced in 1943 by Kenneth Craik who suggested that the mind constructs "small-scale models" of reality that it uses to anticipate events.

The term 'model' refers particularly to "a representation of the psychological processes that comprise a component or set of components involved in human text comprehension" (Goldman, Golden, & Van den Broek, 2007 27). There has been a

disagreement among researchers about the exact definition of the Mental Model but it is known to be the representations in the mind of real or imaginary situations. Doyle & Ford (1998) said that “The structure of mental models ‘mirrors’ the perceived structure of the external system being modelled” (p. 17). Once readers use their background knowledge, in accordance with other text features, they can construct a mental model. In other words, readers relate smaller units of the texts with their prior knowledge in order to construct an image in their mind and infer information from the text so as to achieve comprehension of their reading materials. Perkins (1991) focused on the task teachers can provide to help their students stay focused on the reading text. Through setting appropriate questions, teachers build accurate image of the reading material. In addition, they may provide their students with materials felicitous to their level and try to encourage them to project their thoughts through suitable activities.

1.6.3 Proposition Theory

A proposition may be defined by Kintsch and Van Dijk (1978) as “a unit of meaning roughly corresponding to a phrase or a clause”. The Proposition Theory focuses attention on the structures of information the readers build in their minds while reading at both micro- and macro-levels. The text is cut into ideas or propositions which help learners comprehend the reading material. Gunning (1978), in his classification of Proposition Theory, believes that the success to comprehend, store information of the text and retain it remains dependant on the readers’ ability to provide the main idea and the supporting details of the text that are well organised. Therefore, he proposed four types of comprehension strategies; namely, Preparational, Organizational, Elaboration and Monitoring strategies.

The propositional representation [of a text], or “text base”, is broadly described by Singer & Leon (2007) as “one of at least three critical representational levels that result from discourse comprehension, along with representations of the surface details of discourse and of the situations to which the discourse refers” (p. 11). As put by Katims (1997), the word ‘strategy’ means “the student’s approach to achieve a task in an independent way”. Reading Comprehension strategies include Preparing, Selecting and Organizing, Elaborating, Rehearsing, and Monitoring.

1.6.3.1 Preparational Strategies

According to Gunning (1996), Preparational strategies help readers activate prior knowledge and think about the topic of the reading text. Readers can easily memorize information when they have enough amount of knowledge. He added that teachers can assign their students with some activities such as predicting through pictures, titles, words maps in order to introduce the topic, and help students to be familiar with the topic they are going to read about. This will somehow ensure the students' comprehension of the reading material.

1.6.3.2 Organizational Strategies

The second type of strategies suggested by Gunning (1996) is the organizational strategies. They are seen as “the process of selecting important details and building relations from them”. Activities such as identifying the main idea and topic sentences, classifying information, deciding which information is relevant, sequencing and summarizing would be the suitable activities teachers can assign their students in order to help them better comprehend their reading material. Though, it needs to be well taught to be a proficient user of such strategies.

1.6.3.3 Elaboration Strategies

The third Reading Comprehension strategy that Gunning (1996) identified is known as Elaboration Strategy. This latter develops readers' comprehension of the text because they relate readers' prior knowledge and the reading materials. Activities like making inferences, picturing images, and asking questions about the text, are the most suitable elaboration strategies the readers can use to comprehend the text.

1.6.3.4 Monitoring Strategies

The last type of strategies is known as Monitoring and is described as “ the reader's own mental process that is designed for independent thinkers who are able to comprehend the reading material in many ways and can use all the previous mentioned strategies” (Gunning 1996). In other words, the monitoring strategies are

CHAPTER ONE: REVIEW OF LITERATURE

those which can be used by competent readers who can decipher meaning from the text and practise different strategies in order to comprehend their reading materials.

It is deduced that all the aforementioned strategies work independently and readers must be aware of how and when to use these strategies accordingly. Gunning (1996) believes that Preparational strategies occur in the pre-reading phase, and they are part of the Schema theory. The Organizational strategies are used in the while-reading phase and are part of both Mental Model and Proposition Theories. Readers can use Elaboration strategies before, during and after reading a text and are part of Schema, Mental Model, and Propositional theories. The readers can use Monitoring strategies while reading the text. These strategies are known to be the most difficult strategies and they are part of the Propositional theory.

It has been considered that all the theories of reading comprehension are interdependent and complementary in the reading comprehension process. Readers cannot form a Mental Model in their mind unless they activate their prior knowledge and form their Schema, thus they form the Proposition Model because they form the mental model at the macrostructure level.

It is necessary to mention that the students' Reading Comprehension is of paramount importance and plays a great role in the Reading process. Students as readers should be aware of the importance of reading, and should be encouraged to read not only in school but also in their daily life taking into account the comprehension of their reading material. Maagero & Seip onnessen (2006) emphasized the importance of Reading Comprehension and considered that text comprehension is a vital element to succeed in the reading process. Whether it is the need for learning something new, increasing knowledge, or searching for information, one has to be able to read with comprehension.

It is very important to relate students' reading success with text understanding. According to Koda (2005), "Comprehension occurs when the reader extracts, integrates information from the text, and combines it with what is already known"(p.4). In the same context, Ashby & Rayner (2006) considered "the central

goal of reading is to help children learn how to read effortlessly and focus on the contents” (p. 52). It is crucial to mention that Reading Comprehension of any text plays a crucial role in the reading process. Thus, the role of EFL teachers is really important in helping their students to read a variety of texts and understand different types of classroom printed texts and/or hyper- based reading materials.

1.7 The Importance of Reading Comprehension

There has been a common agreement, among researchers, that Reading Comprehension requires the assimilation of the written material, and the ability to read the text, process it, and understand its meaning. When readers approach texts, in both linear and electronic types, the uttermost goal of their reading may remain the same. EFL readers seek comprehension and may be frustrated without the understanding of the written materials. Some researchers in the field of Reading tried to define Reading Comprehension as the way of retrieving information and building meaning while engaging with the text. In order to make Reading Comprehension a successful task, Snow (2002) made an emphasis on three important elements in the reading activity and considered “the reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11). In the previous stated definition of the Reading Comprehension, the ‘reader’ is considered as the most important of the three elements required in the comprehension task and is seen as the one who has to be capable to read, has a prior knowledge of the topic, and has to be well experienced in the reading activity. The second important element entailing comprehension is the ‘text’ which, in its formats, is crucial for the understanding of the written material. The last element is the act of reading itself. Readers have to set a purpose for their reading, follow the reading process, and be able to draw conclusions on their written material, and all the three elements are very important in the development of text comprehension.

In the same context, (Gaskins, 1998; Gaskins et al., 1993; Gaskins & Elliot, 1991) provided a similar definition to reading comprehension “...as requiring the reader to take charge of text, task, and context variables, presumably an implicit acknowledgment that text, task, and context are all important in defining reading

comprehension and can be obstacles to comprehension, while at the same time the reader is seen as the most central element". A further definition was set by Baker (2002) to define comprehension as "A metacognitive competency, referring to students' awareness of their strategies as they attempt to understand text". Further, she added that "Comprehension monitoring is often considered to be a comprehension strategy in itself" (p.79). Urquhart (1987), on his part, defined Reading Comprehension as the "different product of the reading process and the standards which comprehension depends on are more or less under the conscious command of the reader" (p. 387).

According to Kendeou et al (2007), "Comprehension is not a unitary phenomenon but rather a family of skills and activities. A general component in many definitions of comprehension is the interpretation of the information in the text... At the core of comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about" (p.28-9). Furthermore, Reading comprehension is considered to be a complicated process for the skills required in the reading activity and because it is of a great importance, many researchers, namely Barrett (1968), treated reading comprehension as a set of skills and classified them in a hierarchical system to help readers develop the ability to fully understand the reading material and assist teachers in asking appropriate reading comprehension questions (Clymer, 1968).

Barrett's Taxonomy of Reading Comprehension (1968) implies four different levels of questions. The first level of comprehension is called the Literal level, in which students recognize, locate and identify details from the reading material. The next level is the Inference level, in which readers use a synthesis of the literal content, his personal knowledge, his imagination and infer details from the text. The third level is the Evaluation level, where the reader makes judgements about the content in terms of appropriateness, acceptability, and validity. The last level of comprehension is the appreciation level where the reader reacts emotionally to the author, content, use of language and character development. Barrett's taxonomy is developed from the simple to the complex mental activities. Herber (1978) also identified three levels of reading

CHAPTER ONE: REVIEW OF LITERATURE

comprehension questions to fully understand the reading material. Herber's levels were called literal, interpretive, and applied levels, while Schell (1972), Lanier and Davies (1972), Ruddell (1974), and Rupley and Blair (1979) have similarly classified the comprehension levels into Literal or Factual, Interpretive, and Applicable or Critical. The aforementioned levels are based on readers' skills competencies which require readers' ability to respond to the information and ideas of the text explicitly, reach the deep meaning and infer the main ideas implicitly and finally apply past experiences, give judgement and evaluate the quality of the reading material. In order to succeed in the Reading Comprehension process, readers should possess skills to reach an adequate level of comprehension, and be able to read the lines, between the lines, and beyond the lines of the reading material experienced by the readers.

To conclude, we can say that with nowadays advancement in Technology, a new look to the Reading Class has been shaped and the combination of reading and the Internet has led to a better exploration of the world of Literacy. Further discussion about technology and its impacts on the students' Reading Comprehension is discussed in the second section of the first chapter.

Conclusion

The first part of the present chapter has shed the light on Reading as a skill. First of all, definitions of reading have been provided and highlighted what researchers in the field of Reading have suggested. Further analysis of the benefits of Reading, Approaches of Reading, and its Processes have been illustrated to consider that the metacognitive view of reading is important in the reading process because it combines both traditional and cognitive approaches. Then, a detailed discussion about the Types and the Purposes of Reading has been highlighted, defining each of the types, analysing its characteristics and its benefits. Further discussion on the teaching of Reading to EFL students is dealt with. The first part of this chapter has also addressed the different types of reading materials as well as the contribution of the Reading Comprehension in the learning of EFL. This part ends with some explanations of the Reading Comprehension Theories, different reading strategies used by the readers and the importance of the Reading skill in the EFL Classroom.

**CHAPTER ONE: REVIEW OF
LITERATURE**

**PART TWO: WEBQUESTS: STATE
OF THE ART**

PART TWO: WEBQUESTS: STATE OF THE ART

Introduction

The second part of the present chapter is the state-of-the-art review dealing with the current research about the use of Technology in the EFL Reading Classroom. The difference between traditional teaching method of reading and the innovative way of instruction is presented. Then, definitions of WebQuests are provided, followed by a detailed explanation of the building blocks or the constituents of WebQuests. The next point is about the pedagogical approaches underlying Webquests. Further discussion about the effects of using WebQuests in Education, the enhancement of reading abilities through WebQuests, and how they can improve the reading skill is presented. Some advantages and limitations are drawn, and finally, related studies and researches in the field of WebQuests are reported. Realities of WebQuest based-Approach in Algeria are shown and discussed in the second part of this chapter, too.

1.8 Technology Use in the Reading Classroom

With the rapid rise of the Internet access and the extensive amount of information available in English, it becomes easier for the teachers to incorporate new technologies, such as WebQuests, in their classrooms. English as a Foreign Language learners have the opportunity to develop their skills, such as Reading, thanks to the variety of authentic resources found on the Web. EFL Teachers, in their turn, seek to help EFL learners improve their reading ability through the use of accompanying appropriate methods. Thus, EFL teachers' role is multiplied and shifts from being transmitters of knowledge to become facilitators and guides of the learning process and integrators of new technologies like WebQuests in their Reading classrooms.

There has been an enormous interest in Web-based activities for language learning and researchers have tried to integrate innovative resources in their teaching-learning process, thus trying to create meaningful environments. And when faced with the need to prepare students to be successful in using technology in an online

classroom environment, EFL teachers may face multiple challenges. Such challenges require from the students more than just finding and the information but taking the information they research and transform it into something else, too. In the era of technology, EFL teachers have been discussing and practising new technologies in the world of EFL teaching for several years. Among these new technologies, the webQuest tool in the reading course still has been a new experience to some EFL teachers/learners around the world.

It has been said that integrating technology in the Reading classroom teaching facilitates language learning and promotes reading efficiency. Research has shown that WebQuests have been successfully incorporated across the curriculum at all grade levels and in a broad array of content areas, Crocco & Cramer (2005). Technology seems to have a great impact on EFL learners' Knowledge construction, and helps them achieve their goals. EFL teachers find it necessary to adopt appropriate methods that not only promote reading at the appropriate level accordingly but improve EFL students' language ability, too.

The central factor in the choice of methods is the learners' needs and characters, something works for one person well but the same method might not work at all for another person. This assumption emphasizes the idea that the way reading is taught may differ from one instructor to another and from one context to another one, though the same remains the same. It is noticed that some EFL teachers still use Traditional teaching in their reading classes while others prefer implementing technology on their teaching. More methods about the methods will be developed in the next page.

1.8.1 The Traditional Method of Teaching Reading

It is a common belief that in order to achieve the learning aims, both teachers and learners become important factors in the learning process due to their respective roles in the class. In the traditional teaching method of reading, learners are considered as listeners and followers. Kuzu (2007) explains this fact as follows: "In the traditional view of education, teachers serve as the source of knowledge while learners serve as passive learners" (p.36). The teachers' role in the traditional learning is indicated as

CHAPTER ONE: REVIEW OF LITERATURE

authority of the classroom. The primary role of the teachers is to design lessons according to the study programmes and curricula, and learning in the traditional reading class happens in a teacher-dominated interaction class. Therefore, we can say that the traditional reading class is totally teacher-centred, and according to Richards (2008), “learning is very much seen as under the control of the teacher” (p. 4).

In a Traditional Teacher-centred Classroom, the teacher is the pivot who interacts, asks questions, and guides his students. The teacher explains the lesson and gives the important indications on the same time (Sandholtz, et al. 1997). The traditional-instruction method is known to be face-to-face-based classroom or as Metz (1988) calls it ‘real school’ where students just listen to the teacher read-aloud method, answer the questions, and work independently inside the classroom. Moreover, learners find themselves merged into a “one-size-fits-all” curriculum where the teachers perform the lessons according to the study program and the curriculum in specific (Wagner, 2008). It is very clear that traditional reading classrooms remain the best choice for both learners and teachers who prefer instructor-led learning leading spur-of-the-moment discussions unlike those who thrive modern teaching where the students are the centre of instruction. Because the Traditional method of teaching Reading is said to be teacher-centred and seems to focus on deciphering the meaning rather than approaching the text in the English language, the learning outcome is not fully achieved, as pointed out by Tyler (2008), “Reading in a foreign language seems to have more to do with deciphering than with reading in one’s mother tongue” (p.23). Therefore, practionners in the field of education seek effective and appropriate methods to foster learning.

The Traditional Method of teaching reading has been criticized for its creation of non-appropriate users of the English language in communicative situations as viewed by Broughton (1994), “This approach has for so many years produced generations of non-communicator” (p.39). In addition, “ many learners experienced significant frustration at the moment of realizing that they were not able to speak in common life situations” (Broughton et al. 1994). The Traditional Approach of reading has been known by its tiredness and heaviness of the work inside the classroom where the

teacher uses old-fashioned instruments to teach reading. This is clear in Scrivener's (1996) idea when he said "The teacher spends quite a lot of class time using the board and explaining things-as if transmitting knowledge" (p.16). Although the Traditional Method of teaching Reading has many drawbacks, it has been the most used method of teaching nowadays because it is still the predominant classroom method in some cultures.

A possible application in the Traditional Reading classroom has been known as technology. The basic concept of technology is to shift from the traditional teaching to the innovative way of instruction because technology facilitates teaching and learning. More discussion about the modern teaching class comes in the next point.

1.8.2 The Innovative Method of Teaching Reading

Over the past few years, there has been much debate over the use of computers and the new technologies in foreign language teaching and it has been said that teachers can support effective technology usage in the meaningful learning environment by implementing some instructional methods requiring the use of technology. Lipscomb (2003) explained this situation as follows:

Rather than engaging with the new technology in dynamic classroom settings, students continue to learn in traditional ways and rarely use computers for anything more than word processing and simple research. Technology can greatly benefit teachers hoping to supplement their classroom curriculum and make it more meaningful for their students. (p. 152)

There is an appeal for the inclusion of technology in EFL classes in order to help teachers make their objective come true, and supplement face-to-face teaching classes. As a matter of fact, computers and applications of technology became more pervasive in society which led to a concern about the need for computing skills in everyday life.

However, there have constantly been debates among educators on how Technology should be used and how improvements in the students' learning could be expected. Therefore, Foreign Language teachers needed to develop technological

knowledge when applying technology in order to facilitate the knowledge-constructed classroom where students can work in collaboration, and think critically. Focus in the Modern Approach of teaching reading is on the learner. It seems to be “student-centred”. According to Scrivener (2005), “the teacher’s main role is to help learning to happen . . . enabling learners to participate, talk, interact, and do things” (p. 18-19).

Unlike the Traditional Approach of teaching reading, the modern methodology focuses on communication based on the learners’ needs in order to fulfil their aim as brightly put by Richards (2008), “attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and so on” (p.8). Furthermore, White (1988) traced a three-principle methodology putting the emphasis on the primary speech, the centrality of connected text as the heart of teaching-learning process, and the absolute priority of an oral methodology in the classroom. The Modern Approach of teaching Reading has been described as the one which develops all the receptive and productive skills.

Although Technology has become important in the education process, face-to-face education remains popular and irreplaceable because students and learners interact with each other, and as said by Şimşek (2009), such an interaction seems to be a must for permanent learning and for the teacher’s control over this activity. The interactions among learners cannot be fulfilled with or via distant learning, unless learners share the same environment. This indeed appeals for a combining approach of the Traditional and the Modern methodologies. This approach has been known as the Blended Learning.

The balance between the two approaches has been discussed by many researchers. According to Balci (2008), the blended learning approach brings two teaching approaches together correcting their deficiencies: The Traditional Approach has been used for ages and the other has a history of a quarter-Century age. This Learning Approach has been known for its advantages. Singh and Reed (2001) consider it as the transfer of right skills to the right person at the right time by matching the right learning technologies with the right learning style for the purpose of achieving the

learning objectives. In this definition, there is a balance between the face-to-face learning and on-line approach. The Learning Approach emphasizes the crucial role of both Technology and Web-based learning Methodology in the learning process. Technology kept developing in recent years in education. One of the means of Education technological tools is known as Web-Quest-based approach. The next discussion will tackle the advantages of this Approach in detail.

1.9 Overview of WebQuests

Curricula have undergone a number of serious changes alongside the evolution of technology and the methodology of language learning has developed a new way of using information and communication tools (ICT) in teaching. One tool of ICT is known as WebQuests. First introduced in 1995, Bernie Dodge describes a WebQuest as “an inquiry oriented activity in which some or all the information that learners interact with comes from resources on the Internet” (p.1).

On the same line, the co-creator of Webquests Tom March (2003) asserts that a true WebQuest is an authentic task to motivate students’ investigation of an open-ended question, development of individual expertise, and participation in a group process that will transform newly acquired information into a more sophisticated understanding. In his turn, Kelly (2001) defines a WebQuest approach as “a teacher-created lesson plan in the form of a simple World Wide Web page with active, preselected Internet links and a specific purpose for students. It is designed to provide students with an independent or small group activity that incorporates research, problem solving, and application of basic skills” (p.1). In this definition the focus is on the purpose of the lesson, accompanied with the different activities provided in a web-based page. A WebQuest is a way to motivate learners to achieve their goal individually or in groups.

In the same context, March (2001) considered the WebQuest as:

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 (p. 667).

The benefits of WebQuests are clear in March's (2001) definition of a WebQuest. In other words, the students become more engaged in the learning situation as participants and critical thinkers rather than just listeners and passive learners. It is necessary to note that WebQuests come to the learners under two categories as put by Dodge (1995). They can be either short-term WebQuests or long-term ones. Both categories have the same principles and the same methods. The only difference between the short-term WebQuests can be achieved within less than two or three lessons with a limited amount of information for learners in order to understand and to fulfil the aim. Whereas the long-term WebQuests are set in a week or a month, focusing on certain tasks in order to analyse, elaborate, and synthesize new information.

Abbit & Ophus (2008) think that the use of WebQuests in classrooms can have a positive impact on motivation and WebQuests are often preferred by students as a way to engage their curiosity and desire to learn. Furthermore, Dudeney (2003), on his part, recognized the WebQuest as a potential pedagogical tool by pointing out several advantages. Webquests provide an easy way to incorporate the Internet into language classroom and lead to more communication and interaction through group activities eliciting greater learner motivation through interdisciplinary studies as well as "real-life" tasks. It is worth mentioning that WebQuests also benefit language learning in several aspects. For instance, learners have the possibility of being exposed to the target language by surfing on the Web and the problem-solving approach of WebQuests may facilitate language learning.

CHAPTER ONE: REVIEW OF LITERATURE

As a pedagogical strategy, Dudeney and Hockly (2007) assert that WebQuests provide the students a chance to use the target language in form of reading web pages which can develop student's critical thinking and writing production of a task. It has been also demonstrated that the use of Webquests in classrooms can yield positive impact on motivation and when students are motivated, they are likely to put in more effort, and their minds are more alert and ready to make connections. With inquiry-based activities, students do not just memorize facts and retell them to the teacher. They are expected to take the information that they interact with and transform it to create new information that has meaning to them. With WebQuests, students create meaningful projects that they share with others via oral presentations, posting to the web, etc. Put differently, WebQuests are different from other Web-based lessons and experiences. They focus on engaging and achievable tasks. These WebQuest tasks go beyond simply answering questions; they require higher order thinking skills such as creativity, analysis, synthesis, judgment and problem solving. In the same context, Lahaie (2008) stated that WebQuests that enhance and promote higher order- thinking skills are consistent with Blooms Taxonomy and reflect a learner-centred instructional methodology.

One cannot deny the great role WebQuests play in promoting and raising students' motivation towards reading their authentic materials. However, major question can be asked: Do students just receive information? Are students really able to analyse information in order to attain the purpose of reading? These issues have been discussed by Sen and Neufeld (2006) who think that "the essence of WebQuests should lie in the given task that requires a higher order of thinking" (p. 50). In other words, students are not expected to only receive information passively but rather to use it actively to achieve a certain purpose such as reading. On the same line, Lipscomb (2003) asserts that this activity is "gaining popularity with teachers and students for its ability to interact with online resources" (p.152). Similar Opinion has been discussed by Scott (2005) who discussed the connection that exists between the material and research, synthesis and information writing. It seems that the teacher's role is absent.

From a different point of view, while students are trying to perform such abilities, the role of the instructor is shifted to guide from authority figure standing out in front of the classroom. Broadly speaking, WebQuests are structured-web supported activities that want learners to explore the given web resources or printed materials to transform information into different formats or new forms. Kirschner and Wopereis (2003) traced that WebQuests can develop and stimulate cognitive and creative interaction with one's environment as mediated through the internet. In the light of what has been said before, WebQuest integration in foreign language classrooms has been proved to be an efficient way to create collaborative, creative, and critical learning environments.

1.9.1 The Building Blocks of WebQuests

With its six components, the WebQuest method is not only an instructional method enhancing inquiry, problem and project-based learning but also an effective technology-integration strategy in the school environments. Such use of technology may help make reading lively for reluctant readers and for those with limited reading experiences. A well-designed webQuest typically consists of six components, as proposed by (Dodge 1996): The Introduction, the task, the resources, the process, the evaluation, and finally the conclusion.

1.9.1.1 Introduction

According to Dodge (1996), the introduction serves to launch the topic and gives some background information about the topic. Its major aim is to motivate learners, create their curiosity to do the task, and address their interests and prior knowledge.

1.9.1.2 Task

The task gives brief information about what to do at the end of the webQuest project. It is important because it is a doable and interesting task. It is a clear statement of purpose consisting of guiding questions about the task.

1.9.1.3 Resources

The next component is the resources which provide a list of links to high-quality Internet-based resources that students will use to complete the activity. This reduces the chances to access inappropriate material. These resources may include Web documents, experts, Real-time conferencing, searchable databases on the net, books, and other documents.

1.9.1.4 Process

The other step is the process which provides a step-by-step guide for the completion of the activity. It has to be clear and unambiguous.

1.9.1.5 Evaluation

The following component is the explicit criterion that informs learners about how the product will be evaluated by the instructor, usually in the form of a rubric or checklist and evaluation criteria should be fair, clear, consistent and specific to the tasks.

1.9.1.6 Conclusion

The last step of any WebQuest is the conclusion that brings closure to the activity and summarizes what the teacher hopes students have learned as a result of completing the activity and perhaps encourages students extend the experience into other domains.

1.9.2 Taxonomy of Tasks

The WebQuest model has been adapted by the ESL teachers around the world since 1995. In order to apply curriculum and content to the classroom, some teachers have adapted some task formats and have also engaged their students in the learning process. As set by Dodge (1995), WebQuest tasks can be classified into various types and can be applied according to the appropriate step of the WebQuest reading lesson. The following table explains the different tasks suggested by Dodge (2002):

CHAPTER ONE: REVIEW OF LITERATURE

The Task	Description	The Aim
<ul style="list-style-type: none"> • Retelling Task 	<p>It is an activity based on retelling an authentic story source. Presentation/product task based on summarizing.</p>	<ul style="list-style-type: none"> • To develop background understanding of a topic in combination with one of the tasks suggested
<ul style="list-style-type: none"> • Compilation Task 	<p>It is based on using information from different formats and rewriting them to create a compilation. The students compile several sources of information into one format.</p>	<ul style="list-style-type: none"> • To develop students' own criteria for selecting the items put together and to articulate their criteria
<ul style="list-style-type: none"> • Mystery Task 	<p>The task is based on synthesizing information from a variety of sources and creating a difficult puzzle to solve. It is an introduction in detective or puzzle format.</p>	<ul style="list-style-type: none"> • To lure students into a topic and create stories
<ul style="list-style-type: none"> • Journalistic Task 	<p>It depends on asking students to act like reporters covering some events.</p>	<ul style="list-style-type: none"> • To maximize accuracy • To broaden and deepen students' understanding • To write a report or an event
<ul style="list-style-type: none"> • Design Task 	<p>Students' task is to create a product or a plan of an action that accomplishes a pre-determined goal and works within specified constraints.</p>	<ul style="list-style-type: none"> • To describe a genuine product needed somewhere by someone • To describe resource and other constraints • To encourage creativity within constraints
<ul style="list-style-type: none"> • Creative Product Task 	<p>This task leads to the production of something within a given format (a play, a poster, a game, a song, etc...)</p>	<ul style="list-style-type: none"> • To invite creativity by being somewhat open-ended
<ul style="list-style-type: none"> • Consensus Building Task 	<p>It is based on the essence of a consensus that requires differing viewpoints which should be articulated, considered, and accommodated where possible.</p>	<ul style="list-style-type: none"> • To involve learners in taking on different perspectives by studying different sets of sources • To develop a common report that has a specific audience in a form of analogous to the one used in the world outside the classroom
<ul style="list-style-type: none"> • Persuasion Task 	<p>This task develops a convincing case that is based on what students have learnt (like writing a letter, editorial or press release).</p>	<ul style="list-style-type: none"> • To convince an external audience of a particular point of view

CHAPTER ONE: REVIEW OF LITERATURE

<ul style="list-style-type: none"> • Self-knowledge Task 	It develops students' understanding of themselves through guided exploration of on-and off-line resources by answering questions about themselves.	<ul style="list-style-type: none"> • To understand one's self • To analyse students' goal and strengths
<ul style="list-style-type: none"> • Analytical Task 	The task provides a venue for developing a knowledge	<ul style="list-style-type: none"> • To look closely at one or more things and to find similarities and differences and to figure out cause and effect
<ul style="list-style-type: none"> • Judgement Task 	This task presents a number of items to the learners and asks students to rank or rate these items or to make an informed decision among a limited number of choices.	<ul style="list-style-type: none"> • To accomplish a judgement task • To create one's criteria for evaluation
<ul style="list-style-type: none"> • Scientific Task 	It is based on the scientific method making hypotheses, testing them by gathering data from pre-selected sources, then describing the results and their implications. This task is an internet activity that stimulates a real science activity.	<ul style="list-style-type: none"> • To understand how science works • To create a scientific report

Table 1.1 WebQuest Model of Tasks: Dodge (2002)

The above table illustrates the classification of WebQuest tasks set by Dodge (2002). WebQuest designers should choose the tasks that serve their topic and the aim of their reading lessons.

Effective authentic WebQuest task has to promote students' motivation, and the three R's must be available at the level of the task. It must be real, rich, and relevant (Dodge 2002). Moreover, Keller (1987) states that in order to motivate the learner, the four *ARCS* filter elements have to be developed for the selection of any task. The WebQuest task should attract students' Attention, and should be Relevant to their needs, interests, and motives. The task should also inspire the students' Confidence in achieving success and it should leave both students and teachers its completion with a sense of Satisfaction in the accomplishment of the task. Students therefore are able to solve problems critically, judge, analyse, and synthesize.

Teachers, as pointed out by Kelly (2000), must have a page editor in order to construct a WebQuest page. They should access the Internet, start putting the

headings, the text, the pictures, and then follow the steps of designing a WebQuest lesson. Dodge (2001), in his turn, suggested the acronym 'FOCUS' for the creation of any WebQuest lesson at any level. The 'F' stands for *finding up-to-date* and new sites that match age, group, topic, and goals. The 'O' is for *orchestrating* learners and resources to ensure everyone has a task to do and use the resources well. The 'C' means to *challenge learners* to think and engage them in the research. The 'U' is for *using the medium of WebQuest* in different ways with different media. Finally, the 'S' stands for *scaffolding* to support high expectations. There has been an enormous emphasis on the way WebQuest tasks are chosen. According to March (2003), WebQuests should inspire students to see richer thematic relationships exploring web resources; facilitate a contribution to the real world of learning, and reflect on their metacognitive processes. Webquests should promote students' active learning and higher order thinking, and improve their motivation.

1.10 Pedagogical Approaches Underlying WebQuests

There are some pedagogical approaches that underlie Webquests. According to Tuan (2011), a WebQuest "combines the benefits of the constructivist approach, inquiry-based learning approach, project-based approach and content-based language learning" (p.666).

1.10.1 Constructivist Approach

WebQuests are often claimed to be a good model for Constructivist learning. In the constructivist principle, learning according to Keys and Bryan (2000) should be an active and interactive process. And knowledge is viewed as something learners must construct. Under this view of constructivism, instead of transmitting knowledge, the teacher is seen as a guide and facilitator of the students' process to construct knowledge. The key concept of the Constructivist Approach is that, learning is an active process of creating rather than acquiring knowledge. The Constructivist Learning Approach requires the utilization of authentic activities to get a purposeful and meaningful learning.

1.10.2 Inquiry-based Learning Approach

The second approach underlying WebQuests is Inquiry-based learning in which Pérez Torres (2005) believes that a webQuest, for teaching and learning language, is an Inquiry oriented activity placed in a relevant thematic context in which the development of the task implies using web resources and developing high order thinking processes in a collaborative environment. This process starts with inquiring to seek for appropriate resolutions to questions and issues. In other words, EFL teachers try to develop their students' inquiry skills, their information, and encourage them to seek infinite knowledge.

1.10.3 Project-based Approach

The third approach is an instructional students-centred educational Approach. Warschauer et al. (2000) think that students work in teams in order to explore real-world problems and create presentations in order to share their learning. The use of project-based approach enhances deeper knowledge of subject matter and increases self-direction and motivation. Blasszaver (2003), also stated that students can acquire lifelong learning skills which include the ability to find the use of appropriate learning resources.

1.10.4 Content-based Language Learning

The focus of instruction in the teaching/learning process is shifted from pure language instruction to the integration of both language and content. Webquests are activities especially suited to content-based language learning and learners perform a real world task using authentic materials related to a topic of their field of study.

Generally speaking, WebQuests are rooted to constructivist, inquiry-based, project-based learning, and content-based learning approaches (Hopkins-Moore and Fowler (2002); Matejka (2004) since they seek students' motivation and authenticity. Both Approaches develop higher thinking skills and promote cooperative learning.

To sum up the reviewed theoretical approaches, it can be concluded that the WebQuest method presents real contributions for promoting the teaching/learning process. Moreover, the WebQuest method is not only an instructional method

enhancing inquiry, problem and project-based learning but it is also an effective technology integration strategy in the school environments. Nevertheless, it can be seen as a medium offering various Web sources and printed materials that may sway the teaching-learning process and yield positive results.

1.11 WebQuests and the Enhancement of Reading Abilities

Through designing WebQuests in Reading classes, students are given tasks to direct their inquiry within the content and be self-centered learners without too much control from the part of their teachers. The use of such innovative teaching may enhance collaborative environments and facilitate learning motivation, too. Stoks (2002) suggested that being involved in a WebQuest; the students increase their language comprehension and succeed in problem solving through language learning. Teaching reading using WebQuests has many benefits. According to Samra (2009), WebQuests have the ability to increase motivation and allow students to become active learners when they practise the Reading skill. Joiner (2010, 7) considered WebQuests as having strengths. He put forward that WebQuests increase high interest and captivate students' attention. Furthermore, WebQuests make learners become active learners and allow teachers to assess the content knowledge as well as technological knowledge and ability. They do not only increase students' motivation to learn and work hard, but can also support peer interactions in collaborative environments, too.

On the same line, Kelly (2003) claimed that "when teachers use WebQuests, they can focus on accommodations and modifications to support the child's success in the general curriculum" (p. 3). Further classification of the use of WebQuests in the Reading class is explained by Wasanasomsithi (2011). He divided the Reading WebQuest-based lesson into three stages: the pre-reading phase, the reading phase, and the post-reading stage. The steps of the WebQuest can be applied accordingly. The Introduction and the Task sections of the WebQuest lesson come in the pre-reading phase, whereas the Process step occurs in the reading and post-reading phases. Finally, the Evaluation and the Conclusion sections are part of the post-reading phase.

Thus students develop their higher-thinking order by using technology and enhance their reading ability.

There have been various attempts to search for ways to make the Reading skill more communicative and a real situation experience for EFL learners. As pointed out by Egbert & Handson-Smith (1999), WebQuests can be utilized by teachers who wish to make an effective use of technology to achieve these goals. According to Peterson et al. (2003), WebQuests provide a new instructional opportunity for developing Academic Reading and Writing skills.

It is worth noting that WebQuests develop Academic Reading and Writing, and the inclusion of the WebQuest innovative tool in the EFL reading classroom has been considered an effective tool because students practise reading on-line reading, use on-line dictionaries, and improve their reading ability through technology.

Although technology is a useful digital tool that fosters students' reading ability and motivation, and exposes learners to a variety of method, there should be a balance between the two methods of teaching Reading. One cannot deny the importance of face-to-face learning for learners who need more assistance from the part of their teachers. Both methods appear to be useful tools. Therefore, WebQuests have to be used as a supplement to the traditional method of teaching the reading skill in EFL classrooms.

1.12 Related Research Studies (2005-2016)

A plethora of studies about the use of WebQuests in the EFL reading classroom, covering the years 2005-2016, has been conducted. These studies were published in International Journals and Abstract Data bases, and the research revealed that not many articles have been put on the net so far. In order to compare the present research with the published articles, some similarities and differences, in terms of the method, the population, the aim of the study, and the results, have been established. A classification of some studies about the teaching of reading using WebQuests is presented in the following table:

CHAPTER ONE: REVIEW OF LITERATURE

Year of publication	Author's Name/ Context	Research Title	Method	Results
2005	Tsai Taiwan	The Effects of EFL Reading Instruction WebQuest on Reading Performance and Vocabulary Acquisition Using Computer Assisted Instruction	Experimental	- Significant improvement on Students' vocabulary Acquisition and reading performance - Positive students' attitudes towards WebQuest
2006	Anthony Berardo Italy	The Use of Authentic Materials in the Teaching of Reading	Action Research	- Positive achievement in reading performance using Internet resources
2006	Ayfer Sen & Steve Neufeld North Cyprus	In Pursuit of Alternatives in ELT Methodology WebQuests	Action Research	Improvement in EFL Learning using WebQuests
2007	Barrosand Carvalho Brazil	From a WebQuest to a Reading Quest: Learners' Reactions in an EFL Extensive Reading Class	Experimental	- Positive reactions towards the use of Webquests - Reading performance improvement
2009	Puthikanon & Nunthika Thailand	Examining Critical Thinking and Language Use Through the Use of WebQuests in an EFL Reading lass	Case study approach with mixed methods research design	-Promoting critical thinking and development of language use in the EFL reading classroom
2009	Mostefa Egypt	Integrating Internet Resources into EFL Curricula Using the WebQuest Model to enhance Graduate Students' Reading and Writing Skills for Research Purposes	Experimental	-Positive learning experience -Effectiveness of the WebQuest Model in enhancing the reading and writing skills for research purposes
2010	Kocoglu Turkey	WebQuests in EFL Reading /Writing Classroom	Experimental	-High Scores of reading and writing courses -Positive feedback
2011	Fitria Widyarini Indonesia	Improving Students' Reading Comprehension Using WebQuests	Action Research	-Positive results -Improvement in the ninth grade of Negeri 5 Surakarta students' reading comprehension scores

CHAPTER ONE: REVIEW OF LITERATURE

2011	Chen Shan China	Using WebQuests to Facilitate Task-based English Reading Instruction for Graduate Students	Experimental	-Positive Feedback -Improvement in the reading comprehension scores
2011	Pornpilai Termsinsawadi Thailand	WebQuest Module Development for Enhancing EFL Reading and Writing Abilities of Thai Undergraduate Engineering Students	Action Research	-High Scores of reading and writing -Improvement in students' reading and writing abilities
2011	Luu Trong Tuan Vietnam	Teaching Reading through WebQuest	Action Research	- Significant improvement of the reading skill -Positive students' attitudes towards the implementation of the Web-based reading programs
2012	Evon Ragheb El Khateeb Gaza	The Impact of Using WebQuests on the Palestinian Seventh Graders' English Reading Comprehension Skills and their Attitudes Towards WebQuest	Experimental Research	-Positive Impact of WebQuests on reading comprehension and improvement in students' scores -Positive attitudes and perceptions towards the use of WebQuests
2012	Yousif Alshumaimeri Saudi Arabia	The Effects of Using WebQuests on Reading Comprehension Performance of Saudi EFL Students	Experimental Research	-Improvement in the students' scores of reading - High EFL Saudi Students' reading comprehension performance.

CHAPTER ONE: REVIEW OF LITERATURE

2014	Chris Kobylinski South Korea	Students' Feedback on the Effectiveness of Using a WebQuest for an Integrative skills Course in Korean University	Experimental Research	<p>-The format of the WebQuest did not promote student interest and engagement with a reading text</p> <p>- The WebQuest format did not increase students' motivation, and did not stimulate writing compared to the traditional reading</p>
2015	Hadriana Indonesia	The Effect of M-WebQuest on Students' Achievement in Reading Comprehension and self-learning	Quasi-Experiment	-Significant relation between self-learning and students' achievement in reading comprehension
2016	Ahmed Salah Bakheet Gaza	The Impact of Using a Website on 1th graders English Vocabulary, Retention and Reading Skills	Experimental Study	<p>-Significant differences in the reading scores of both control and experimental groups</p> <p>-Website was effective in developing students' reading comprehension, vocabulary and its retention</p>

Table 1.2 Related Research Studies (2005-2016)

The above studies in the field of Reading using the WebQuest teaching have been published on the net through different sources. Research has noticed some studies about the use of the WebQuest method in different fields with different aims of the study in comparison with the above mentioned studies. According to the results of the research, it is noticed that all the (2005-2016) previous studies yielded positive results about the teaching of the Reading skill using WebQuests. The results revealed positive attitudes towards the use of WebQuests in the EFL reading classroom. They supported the idea that technology and WebQuest in particular, facilitate the students' learning, and considered the WebQuest use as a beneficial and useful tool in the EFL reading comprehension performance. It has been found that only one research, conducted in

2014 in South Korea, out of 16 studies has found that the WebQuest did not improve the students' reading performance. Condensed research about the use of the WebQuest tool in the Reading course has been made, and the researcher reached the following results: The studies were made in different parts of the world covering the years (2005-2016); some were conducted in Taiwan, Italy, North Cyprus, Brazil, Egypt, Turkey, China, Vietnam, South Korea, and Saudi Arabia. Double research studies were made in Thailand, Indonesia, and in Gaza. There were nine (09) experimental⁵ research designs, five (05) Action⁶ researches, one (01) Quasi-experiment⁷ research, and only one (01) Case study conducted in the field of teaching Reading through WebQuests. It seems that, no research study has been conducted in Algeria concerning WebQuest-based Reading classroom teaching so far. The research showed that there exists some lack in the research concerning the teaching of Reading in Algeria and all the pre-conducted studies so far tackled different research topics with different variables in different contexts.

1.13 Realities of WebQuest-based Approach

There have been huge number of Internet users in Algeria over the past years and thanks to the great amount of information and the materials found on the Net, the Web has become an opportunity for both EFL teachers and learners to foster language learning and develop the students' critical thinking. With the appearance of the Web in the past decade, technology has become a fruitful way to help EFL learners and teachers develop their cultural awareness.

Like the book, the Web is a new tool that requires a new Teaching Approach. It is seen as an open space which needs control, under strict regulations. One way of applying this innovative method is known as the WebQuest Approach. It gives EFL learners the chance to approach an infinite number of texts and articles put on the Net

⁵ Experimental research is a study that strictly adheres to a scientific research design. It includes a hypothesis, a variable that can be manipulated by the researcher, and variables that can be measured, calculated and compared.

⁶ Action Research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently.

⁷ Quasi-experimental research is similar to true experimental research but does not use a random allocation of test subjects to a control or experimental group. In fact, quasi-experimental research may lack any control group at all, making analysis of the subject more difficult.

but such a tool requires a correct ideology of its use. Because the Web is international, it may include information which may clash with certain cultural contents in the Algerian school.

It is now commonly agreed that the teaching of a foreign language implies the teaching of its culture. Therefore, the EFL teacher has to manipulate with care what s/he is going to introduce in his or her classroom. Moreover, the impact of the Web is now extending outside the school. Nowadays, the learners have access to the Internet everywhere, they can bring into their class pertinent and up-to-date information they collect themselves by themselves. Thus, the Web is not just an in-class approach; it is also part and parcel of the social and communicative environment.

The teaching of Reading in Algerian Universities is by and large based on the face-to-face learning method where the students are given a variety of texts adapted to fixed curricula. These curricula have undergone several changes via a series of Reforms. There have been two main reforms of the University sector: the 1971 Reform which changed the structure of the Universities from Institutes to Faculties, and recently the LMD Reform that started in 2004 and was finalized in 2010. The introduction of the Reform meant the change of the Degree system into a 'Licence' Degree that reduces years of study from four to three years of Licence Degree. Then, the Master Degree of two years of study (launched in 2007, replacing the Magister Degree) and finally, the Doctorate Degree (also launched in 2009) of three years of study. The training curricula were also adapted in order to teach and learn different modules with completely different way of grades calculation.

In addition to Universities, Higher Education includes also University Centres (composed of Institutes), Higher National Schools (*Écoles Nationales Supérieures*) and the Higher Training Schools (*Écoles Normales Supérieures*) ENS. Those ENSs train teachers for Primary, Middle and Secondary school, specializing in languages, history/geography, sciences, philosophy, music and natural sciences, among others). As far as the curricula are concerned they are designed along 13 domains, namely law, sciences and technology, social sciences, foreign letters and languages, Arabic language and literature, material sciences, mathematics and informatics, natural and

life sciences, sciences of earth and the universe, sciences of economics, management and commerce, arts, Amazigh (Berber) language and culture newly incorporated.

The Algerian Universities first adopted a system based on the French model which meant that the University Faculties were autonomous in designing the teaching curricula. The system resulted in the duplication of academic offerings, and complete loss of credits by students changing programs (Ben Rabah, 1999). Some reforms designed to modernize the University System were introduced in 1971, and major reforms were introduced in 1988. As pointed out by Bouhadiba (2002), “The majority of teachers were not at all interested in the syllabus presented to them and they found it meaningless and boring”, he then added that “under the old time-based teaching program, the learner was supposed to learn at the pace “imposed” by the teacher, the text-book, or the course itself.” Yet, we know now that not “all learners learn at the same pace, nor is the teacher’s output necessarily the same as the learner’s input” (Krashen, 1995). Bouhadiba (2002) also argues that the failure of a time-based teaching program, no matter where it is implemented (developing or more advanced societies), depends on the way the instructor teaches different lessons or units within the limits of the scheduled teaching program unlike the competency-based approach.

The classical (Old) System of the Algerian Universities, i.e., four years Bachelor, two years Magister - four years Doctorate system, did not respond to main challenges imposed by the economic, political and social changes taking place in Algeria. Hence, the Government and Education policy makers were led to reshape the educational system in Algeria and to integrate a new system that could correspond and respond to the various socio-economic mutations which characterized the evolution of the country. As matter of fact, a decision was made to implement the European Educational System known as LMD (Licence - Master – Doctorate) in 2004 (*Réformes de l’Enseignement Supérieur*”, Juin 2007).

The new approach of the LMD system is based on the Communicative Approach that has been implemented in the Algerian University almost in all subjects and specialties. This “International” system was introduced into our Universities by

August 2003. The LMD system, as the latest new Reform applied in the Algerian Universities, aimed at bringing the Algerian diploma to a universal level and the Algerian student to a higher level of learning on the one hand and integrating him to the business world on the other.

The introduction of LMD into the Algerian universities is accompanied by these new ideas for innovative teaching practices in order to not only improve the performance of the University system but also lead to greater employability of graduates.

Another aspect that the LMD system brought into the universities is the new roles of teachers and students in the teaching and learning process. In this respect, the recent pedagogical procedures that were born out of many reflections tend to transform the student, the docile “object” and the passive agent into a principal active agent as the learner in the learning process. Consequently, the role of teachers has been modified for the reason that it suits the freedom given and prescribed for the learner. Thus, teachers had to accept now their role as a mediator, a facilitator of the knowledge. Nowadays, in order to qualify for teaching students, either LMD in the University or licence d’Enseignement holders in the Ecole Normale Supérieure around Algeria, teachers need perfect teaching materials in order to develop the individuals’ capacity; for instance, the integration of the use of Information and Communication Technologies (ICTs) in the Classroom, mainly the use of the Internet, is a challenging tool for the teachers and learners in terms of specialization-focused teaching units as well the integration of ICTs in the current system curricula. The LMD system is also at the level of high quality teaching that could be reached through the integration of new technologies as teaching materials. These disciplines are so current and so focused, that they become important as new teaching units that meet the needs of English studies under the University system. One of these new technologies that can be used as teaching materials in University Classes, and more precisely in Reading classes is the WebQuest-based-method.

CHAPTER ONE: REVIEW OF LITERATURE

Through the WebQuest Approach, learners do not only find themselves in front of real-world information and accompanied with contemporary language learning methodology but also immersed in a collaborative learning environment, and engaged in the constructivist activities resulting in shared learning experiences. New knowledge based on inquiry- oriented language use and Web research skills, too. Through the innovative learning of WebQuests, Algerian EFL learners use the target language associated with a creative and flexible use of language. This is what Koenraad (2002) named the TalenQuest and he further states that the “Goal of this project is to replace the fossilized content of textbooks with real books dealing with real-world, dynamic content designed for use at a variety of skill levels” (159-168). we should say that professionally oriented teaching English at the university aims to provide the student with not only a certain amount of knowledge and set of abilities and skills, but also take into account his (her) specific needs, based on the professional orientation of the one or another specialty in the field of English language, in accordance with the requirements of educational standards and regulations. The aim of the WebQuest innovative method is to help teachers change their roles from the transferors of knowledge to mediators, initiators, motivators, organizers, and helpers to their students in the modern educational setting based on different ideology and concepts.

The use of WebQuests can further direct the appropriate use of Internet for information research and the development of activities that are guided by a teacher. WebQuests also help students involve in the development of a project that should go beyond classroom space and time.

The Web has entered most homes, brains, and regions in Algeria. This “invasion” has contributed to the spreading of globalization and more particularly, the cultural globalization. In this regard, we could state that Technology helps in improving the students’ ability to access information. Moreover, education has become easier to obtain with the advancement of the Internet in the last ten years in Algeria. Hence, students learn about the different cultures of other environments. In this respect, EFL teachers have to be able to skim, and also to design the most appropriate syllabus for

their students. The content and information, coming from the Web, could be adapted to the Algerian learning/teaching approach, but it really needs skimming and sifting in order to motivate learners.

As a matter of fact, education becomes alternative when it is really productive due to the great impact that ICT plays on the conceptualization of the contemporary education. In this perspective, this study tried to explore the possibilities of the WebQuest innovative method as an educational technology that favours teaching, research, and practice in the Algerian University Context.

Conclusion

The theoretical chapter dealt with two issues of the study. The first part of this chapter discussed the issue of Reading and the different theoretical foundations of the Reading skill. It has shown the importance of reading in the EFL classroom and how the choice of the reading materials can foster the readers' comprehension of both linear and digital forms. The first part has also viewed the place of Reading in the Algerian EFL classrooms and how it is taught. The second part of the first chapter discussed the use of technology in the EFL reading classroom.

The difference between the Traditional and Innovative Methods of teaching the Reading Skill has been illustrated. A detailed discussion about the WebQuest method has been provided, followed by the advantages of the WebQuests in the EFL classroom, and how they can foster the students' reading abilities. Furthermore, the second part of this chapter highlighted some related research studies have been presented to see whether the present study could yield similar results. To end up the second part of the first chapter, Realities of WebQuest-based Approach in the Algerian context and the different Reforms that occurred in the Algerian University Curricula have been tackled to show, at the one hand, how the different Reforms differed and how the Algerian Class developed through the use of the new technologies, and also to highlight how the use of the WebQuests in the Algerian EFL Reading classroom has been found effective, thanks to the enormous benefits offered to the readers at the other hand.

CHAPTER ONE: REVIEW OF LITERATURE

The present chapter aimed to highlight the variables considered in the study. In this respect, this study explored the use of the WebQuest innovative method as an educational technology that favours the teaching of the Reading skill in the Algerian EFL classroom.

CHAPTER TWO:
THE TEACHING/LEARNING
SITUATION
AND REASEARCH METHODOLOGY

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Introduction

The present chapter of the study provides an outline of the context of the research. It aims at introducing and describing the circumstances under which the research study was carried out. It begins with a discussion of the teaching/learning situation at the Department of English of The Ecole Normale Supérieure Laghouat (ENSL). This chapter identifies the field of research: the pilot study, the experimental research and its participants, the data gathering instruments needed in the research, and gives a detailed explanation of the performance of the lessons of each grade. Finally, this chapter sheds light on the ethical rules taken into account to conduct the experimental research.

2.1 The English Language Teaching Context

The Department of English at the Ecole Normale Supérieure (ENS) was founded in 2012 with really too restricted pedagogical resources and staff. In the present, it is part of a larger institution. The objective of teaching English as a Foreign Language in the English Department, as any other Departments of English in Algerian Schools and Universities, is to promote the learning and teaching of English. The Department of English has a total of 331 students studying in the First, Second, Third, Fourth, and Fifth Year. The goal of the Department is to train High School Trainers, with ten (10) full-time teachers, four (04) associate teachers and nine (09) part-time teachers.

The candidates are accepted in the English Department at the ENSL if they fulfill the conditions for registration: the Scientific Stream Baccalaureate rate must be equal to or be greater than 14.77/20 whereas the Literary Stream Baccalaureate rate must be equal to or be greater than 13.91/20. The mark in the English exam must be above 10/20. Students have to sit for an oral selective test. The final condition for registration at the ENSL concerns the residence of the candidates which has to be in accordance with the Ministerial laws. Students come from different regions namely: Laghouat, Djelfa, Ghardaia, El Bayedh, Tamanrasset, Msila, Medea and Adrar.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.1.1 Teaching of the Reading module at the ENSL

Back to the 1800's, Reading is one of the basic elements of a primary school curriculum: the 3R's: 'Reading', 'riting' (Writing), and 'rithmetic (Arithmetic). As time goes on, more skills are introduced in today's schools. An extended modern version of the 3R's consists of the Functional skill of literacy, numeracy, and ICT. Reading is one of the four skills, (Reading, Writing, Listening, and Speaking), introduced to First Year EFL ENSL teacher trainees within a skill-based programme including Reading Techniques, Listening & Speaking, Writing, Grammar, Phonetics, and Linguistics. Throughout the Five-year ENS programme, the module of Reading Techniques is scheduled only in the First, Second, and Third year. It is taught by full-time teachers with the purpose to consolidate the reading strategies and techniques studied so far. Despite the fact that it may be considered as a key-access to the study and mastery of other modules, the Reading Course is not provided with the importance it deserves and no official sources are recommended. The way the module of Reading Techniques is taught is part of some personal efforts lecturers make in order to practise the Directives of the Ministry of Higher Education and Scientific Research.

As it has already been noticed in many Algerian Departments of English, the Reading Courses are taught using the Traditional and unimpressive Approach. In such a practice, teachers focus on Reading as a means to reinforce students' vocabulary and grammar rather than an independent discipline. It is product-based approach to reach and not a process to develop. Evidence has been provided in the way students are being tested. Some University teachers believe that the reading act is an inquiry-based product in its nature where the teacher assigns a piece of writing and asks his or her students to read. It is worth mentioning that the Reading activity must combine both Product and Process-based Approaches in order to improve students' reading Comprehension.

It is necessary to mention that the way the Reading module is taught in almost all Algerian Universities may be not productive in the sense that there is no attempt to develop students' skills. In everyday life, one reads for a variety of reasons. In the

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

classroom, students apparently read to answer comprehension questions only. There is a place for the use of comprehension questions while there are other purposeful tasks or exercises the teacher asks his class to do. The Traditional Approach which focuses on the language part of a text exemplifies what Johns & Davies (1982) described as Text as Linguistic Object (TALO) where the reading texts are used as a vehicle for the teaching of vocabulary and structures. Language tasks should not be looked upon as the main components of a reading lesson.

2.1.2 Time Allocation and Coefficient

The students' attainment depends on the time allocated to the teaching of the modules. The reading techniques module is scheduled in the first, second, and third year of study. The module is taught twice a week to First year students whereas only once a week to Third year students. It is scheduled for one hour and a half for each category with a coefficient of two (02) to First Year students and one (01) coefficient to Third Year classes.

The time devoted for each level seems to be inadequate. Some complex reading materials require much more time to be approached while, in some situations, long-term projects need longer periods to be completed. It is common that some, if not the majority of the students, find it difficult to achieve their tasks in a short time. Thus, teachers always select plain and short texts in their reading techniques classes rather than engaging students in more difficult tasks that foster their critical thinking and motivation.

2.1.3 Teachers' Profile

The module of Reading Techniques is allocated to full-time teachers. They are dedicated, resourceful and goal-driven professional educators with a solid commitment to the social and academic growth and development of students. They are accommodating individuals with a talent to develop inspiring hands-on lessons that will capture the students' imagination and breed success. Among the staff, there exist

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

some highly motivated, enthusiastic and dedicated educators who want their students to be successful learners. Furthermore, full-time teachers at the ENSL are self-directed, action-oriented professionals with over a ten-year experience in education. They like to create a cooperative community in the classroom; model the importance of mutual respect and cooperation among all staff members. They are skilled in adapting to students' diverse learning styles.

2.1.4 Students' Needs

Teachers and researchers involved in the field of language teaching are supposed to meet their students' needs. They are also supposed to understand and analyze those needs in order to contribute to the whole teaching/learning process. Thus, they set appropriate methods, approaches, and materials to be implemented. According to Davis (2004), analyzing learners' needs is "...an attempt to identify the gap between what students know and what they can do at the present point of time and what they need ideally to be able to do it in the target situation"(p. 675). We cannot state that one skill or one language is better or more beneficial than another for students. We may refer to the needs which are prior than others. Thus, in order to draw the students' needs, the sample group under study undertook a short diagnostic survey about their reading habits. The answers served as the background for the choice of the method used. The responses differed according to their interests, hobbies, family background and level of their reading and writing proficiency. A detailed discussion of Students' Questionnaire is illustrated further.

2.1.5 Syllabus/ Programme Content

According to the objectives set by the Ministry of Higher Education and Scientific Research, Foreign Languages Teaching aims to enable students use the English language correctly in Academic Institutions and use it in their teaching of English as a Foreign Language. The central mission to teaching English at the ENSL is to train future teachers and promote the learning and teaching of English.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

The ENSL students' training is carried out over a five-year curriculum based on the following modules: [Language Skills (Listening and speaking, reading techniques and writing), Grammar, Phonetics, Introduction to Western Civilization, Linguistics (General Linguistics and Applied Linguistics), Literature (British, American, African, and contemporary), Civilization (British, American, and African), Information and Technology, Educational Sciences, Introduction to Psychology and Teenage Psychology, TEFL (from theory to practice), Psycho pedagogy, Pedagogical Trends & Educational Systems, Communication & Attitude Preoccupations, Syllabus Design and Development, Material Design and Development, Issues in Culture, and writing a Scientific Report in Education].

In their Fifth year, the students are required to write an extended final Research Paper and submit it to a Jury. They have to attend a Teacher Training in Secondary Schools then report on it in a memoir. The following table summarizes the curriculum of the ENSL Department of English has adopted in Constantine since the academic year 2002.

Year Level→ Discipline↓	First	Second	Third	Fourth	Fifth
Linguistic &/or Language Skills	<ul style="list-style-type: none"> •Linguistics (1.30 hr) •Phonetics (1.30 hr) •Reading Techniques (3 hrs) •Writing (3 hrs) •Listening & speaking (4.30 hrs) •Grammar (3 hrs) 	<ul style="list-style-type: none"> •Linguistics (1.30 hr) •Phonetics (1.30 hr) •Reading Techniques (3 hrs) •Writing (3 hrs) •Listening & speaking (4.30 hrs) •Grammar (3 hrs) 	<ul style="list-style-type: none"> •Writing & Grammar (3hrs) •Speaking & Phonetics ((3hrs) •Reading (1.30 hr) •Linguistics (1.30 hr) 	<ul style="list-style-type: none"> •Applied Linguistics (1.30 hr) 	<ul style="list-style-type: none"> •Applied Linguistics (1.30 hr)
Literary	None	<ul style="list-style-type: none"> •Contemporary Literature in Arabic (1.30 hr) 	<ul style="list-style-type: none"> •British Lit (1.30 hr) •American Lit (1.30 hr) 	<ul style="list-style-type: none"> •British Lit (lect Tutorial) (1.30 hr) •American Lit (lect Tutorial) (1.30 hr) •African Lit (lect Tutorial) (1.30hr) 	<ul style="list-style-type: none"> •British Lit (lect Tutorial) (1.30 hr) •American Lit (lect Tutorial) (1.30 hr) •African Lit (lect Tutorial) (1.30hr)

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Historical	<ul style="list-style-type: none"> • Introduction to Western Civ (1.30 hr) 	<ul style="list-style-type: none"> • Introduction to Western Civ (1.30 hr) 	<ul style="list-style-type: none"> • British Civ (1.30 hr) • American Civ (1.30 hr) 	<ul style="list-style-type: none"> • British Civ (lect Tutorial) (1.30 hr) • American Civ (lect Tutorial) (1.30 hr) • African Civ (lect Tutorial) (1.30hr) 	<ul style="list-style-type: none"> • British Civ (lect Tutorial) (1.30 hr) • American Civ (lect Tutorial) (1.30 hr) • African Civ (lect Tutorial) (1.30hr)
Didactic	<ul style="list-style-type: none"> • Educational Sciences in Arabic (1.30 hr) • Inforamtion & Technology (1.30 hr) 	<ul style="list-style-type: none"> • Teenage Psychology in Arabic (1.30 hr) • Inforamtion & Technology (1.30 hr) • Spanish 	<ul style="list-style-type: none"> • Introduction to Psychology (1.30 hr) • TEFL: From Theory to Praticce (1.30hr) • Pedagogical Trends & Educational Systems (1.30 hr) • Communication & Attitude Preoccupations (1.30 hr) 	<ul style="list-style-type: none"> • Psychopedagogy (1.30 hr) • TEFL (1.30hr) • Syllabus Design and Textbook Evaluation (1.30 hr) • Material Design & Development (1.30 hr) • Writing a scientific Report in Education (1.30 hr) 	<ul style="list-style-type: none"> • Issues in Culture (1.30 hr) • Syllabus Design (Lecture and workshop) (1.30 hr) • Pedagogy: Contemporar y Trends (1.30 hr) • Memoir (1.30 hr) • Stage (6 hrs)

Table 2.1: Official Program of English at the ENSL

2.1.6 The Existing Teaching Materials

The pedagogical materials in the Department of English are supposed to be a combination of the common sources (classrooms, whiteboards/markers, tape recorders, laptops/speakers, a printer and two data-shows) with only one classroom equipped with one PC and a giant TV screen used for students' presentations.

Due to the lack of the Internet access, the students could hardly connect to the Internet in order to complete their tasks. All what the students need is to bring their WiFi-connected cell phones or visit public cybercafés in order to do their work. Similarly, teachers use their personal equipment to achieve their teaching mission. The only office that could access the internet is that of the head of the department. This drawback rendered the teaching/learning situation a difficult mission to achieve.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.2 Design Method and Research Procedures

The selection of any research method is crucial for what conclusions researchers are to make about a phenomenon. The method which was used in the study was a true experimental study under the Design of Pretest-Posttest Control group. Before selecting the experimental design for the study, some questions were raised-up. These questions were about the aim of the study, the feasibility to collect data, the validity and reliability of the data. The approaches to the research were quantitative and qualitative since the study was to generate information converted into numbers and non-numerical data and gathered information were analysed in an interpretative manner.

First, a pilot study was conducted in the reading course offered to first year EFL learners of the Department of English at Laghouat University. It lasted eight weeks during the Second Semester of the Academic Year 2013-2014. Weekly schedule of the Reading Skill consisted of three hours. The targeted students of the pilot study were thirty six participants out of the whole population and the courses took place in the classroom of Foreign Languages at the Department of English of Laghouat University. The next step was the administration of the questionnaire. At the end of the courses, the researcher sought to examine the students' attitudes towards the design and implementation of the webQuest-based reading courses. The answers of the questionnaire were considered as the starting point of the research. From this point of departure, the design of the main study was employed. The main study was conducted in the reading classes offered to First and Third Year EFL learners of the High School of Teachers (ENS) of Laghouat. It lasted a whole year and the weekly schedule of the course consisted of three hours of study for the First Grade and one hour and a half for the Third Year population.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.2.1 The Pilot Study

The purpose of conducting a pilot study was to examine the feasibility of the research that was intended to be used in a larger scale study. It was used to evaluate the feasibility of the webQuest new method and its implementation in the reading class. The pilot study is very crucial for the integrity of research methodology. Its purpose was to eliminate issues of ambiguity, clarity, insensitivity, time constraints, and confidentiality. The pilot study was conducted once in order not to influence the response of the experimental group students. The investigator thought that conducting a pilot study could be a requisite initial step in exploring WebQuests intervention. It was applied on a random sample of thirty six students. The intervention and the design of WebQuests were administered by a specialist in the field i.e., British Civilization teacher. Observations and results were recorded. It was a Three hour weekly scheduled short term WebQuest intervention which lasted eight weeks during the Second Semester of the Academic Year 2013-2014.

At the end of the pilot study, the investigator administered a questionnaire in order to examine students' attitudes towards the design and implementation of the courses. The results of the Questionnaire were considered as the starting point of the research. The participants of the pilot study were very motivated when dealing with the webQuest instruction method in their reading class sessions. The students who participated in the pilot study had attained a lower band of WebQuests lessons as compared to the main subjects in the experiment besides the nonequivalence between the participants in the pilot study and those in the main experiment later were the constraints during the piloting process. The final test results were calculated and the test value was 0.96 which meant that the method was reliable and trustful and could be applicable with the experimental group students.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.2.1.1 Participants of the Pilot Study

As stated previously, a pilot study was conducted in the class and was offered to First Year EFL learners of the Department of English at Laghouat University. It aimed at testing the feasibility to implement WebQuest Reading instructions in an authentic learning context. The targeted students' number of the pilot study comprised thirty six participants out of the whole population and the courses took place in one of the classrooms of Foreign Languages at the Department of English of Laghouat University. The sample consisted of 25 females (72.5%) and 11 males (27.5 %). They were all EFL learners randomly chosen according to the official students' group classification of the Department of English.

There were a total of sixteen sections offered for this short term programme. The courses were designed to First Year students at the University and it aimed at testing the applicability of webQuest reading instructions to students in an Algerian context. The teacher of the Pilot Study implemented a WebQuest in his British Civilization class in the second midterm of the Academic Year 2014. He agreed to participate in the full study. He had a good knowledge of computers and had had experience teaching EFL students for several years. The teacher integrated the appropriate WebQuests into the syllabus. They were not very different in terms of grade levels, topic or level of difficulty. The WebQuest lessons were implemented during the last eight weeks (sixteen classes, 90 minutes each) to the Pilot Study group whereas the control groups read paper-based passages on the same topic.

2.2.2 The Experimental Method

The investigation was conducted at the Ecole Normale Supérieure (ENS) Laghouat. The School has multiple academic divisions according to students' choice, in terms of, Primary, Middle, or Secondary teaching. This is not the case for the Department of English because it includes only one division for teaching English. All ranked students were teacher trainees for Secondary Schools. In the first Three Years of the study at the ENS, the students were instructed under the English language

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

curriculum of Reading Techniques module. The First Year Students took their Reading courses three times a week, whereas Third Year students had their weekly- scheduled session or Reading once a week. True experimental study under the Design of Pretest- Posttest Control Group was designed in this research and WebQuest lessons were implemented in sections of Reading courses over a one year period.

2.2.2.1 The Main study

The experimental research was implemented for both First and Third Grades because it responded to the needs of the researcher to apply the approach which was assumed to make the webQuest programme effective in engaging students to read. As a consequence, with this approach, the results of surveys and questionnaires were assessed with the goal of improving the reading motivation of students through the webQuest programme of study and controlling the degree of change and improvement in students' reading proficiency. The course of the main study, for both grades, began with an introductory webQuest instruction in order to make students familiar with the new method. Using the data show projector, the course started with the presentation and the explanation of the procedures of how to create a webQuest as a lesson model. Thus, the targeted students out of the whole population took part in the study and due to the pre-design of the students in the pedagogical groups.

It was, however, difficult, for the researcher, to divide the population into control and experimental groups. Consequently, randomization of the groups was the only way to get two equal number groups. The first step in the instruction was devoted to the administration of the pretest for both groups. It was a reading passage including comprehension questions, vocabulary, grammar and a written product. It aimed at measuring the degree of the dependent variable i.e., reading comprehension before the treatment. The next step was concerned with the instruction of annual webQuest-based courses to the experimental group while traditional reading paper-based courses for the control group. Such procedure aimed at influencing the dependent variable.

Finally, a posttest was administered to both groups in order to measure the degree of change after the treatment. The results of both groups' tests were analysed

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

quantitatively and qualitatively. As a final step of the study, a questionnaire was given to webQuest-based courses group in order to examine students' motivation and their attitudes towards the design of the new approach. The study was conducted in the High School of Teachers (ENS) of Laghouat and more precisely in the Foreign Languages Technology room.

2.3 Data collection Procedure

The data needed for this research study were gathered through namely instruments. The use of more than one data collection tool ensured the triangulation of data sources as well as the validity of the research. According to Denzin (1978, Qtd in Dornyei, 2007):

The term triangulation refers to the generation of multiple perspectives on a phenomenon by using a variety of data sources, investigators, theories, or research methods with the purpose of corroborating an overall interpretation (p.16)

In the light of Denzin's quote, triangulation, in research, refers to the use of more than one data sources. It can be employed in both quantitative and qualitative studies. Its aim is to facilitate validation of data through more than two sources. An equation of adding the pre- and post- questionnaires, the two assessments, and the classroom observations gives the triangulation of sources as it is illustrated below:

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

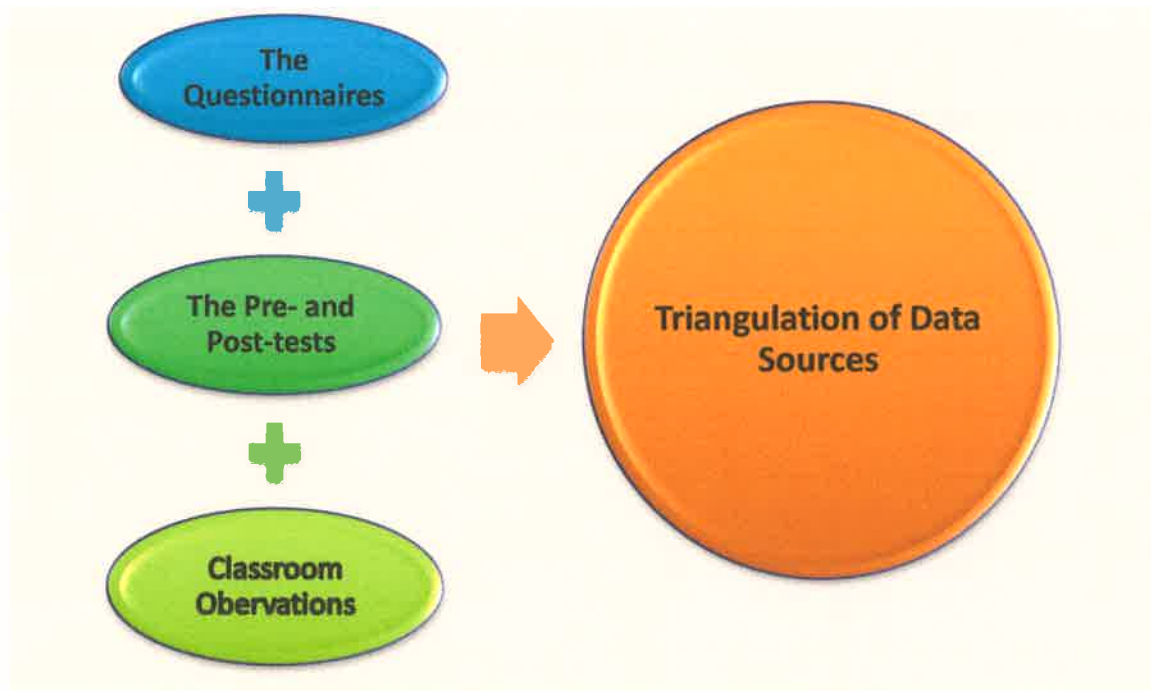


Figure 2.1 Data Gathering Tools

Data were collected and analyzed in the following seven steps:

- 1- Designing a questionnaire for the samples.
- 2- Setting pre-tests to both experimental and control groups.
- 3- Observing the experimental group and treating the data using WebQuests method.
- 4- Setting post-tests for both groups.
- 5- Designing a post questionnaire for the samples.
- 6- Comparing the results of tests between groups and analyzing them.
- 7- Drawing conclusions.

It was important to know how the data was collected so that the limitations of the generalizability of results could be determined and the proper analyses could be performed. The researcher could select the appropriate method of data collection since every step was planned and analyzed carefully before conducting the experiment.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.3.1 Students' Questionnaires

A questionnaire can be useful for collecting a wide range of information from respondents and it is used in quantitative research. Nunan (1992) stated that " A questionnaire is an instrument for the collection of data, usually in written form consisting of open and/ or closed questions and other probes requiring a response from subjects" (p. 231). Therefore, the students' Questionnaires were needed to gather data. They were designed for the purpose of collecting sufficient information about students' reading habits so as to assist the researcher in evaluating students' reading proficiency and the completion of the questionnaires indicated students' consent to participate in the research. As pointed by Anderson (1990), a questionnaire is "All gathering of reliable and valid data, relatively, in a short time" (p. 207). Thus, in order to yield valid results, the questionnaires were validated by the Professor from the Department of English of Algiers University. Students' questionnaires were constructed and administered to the class by the investigator herself. Some pertinent questions were asked before the administration of the questionnaires and the researcher went through the following points:

- 1- To see whether there were mistakes in asking the questions.
- 2- Try to ask as specific, comprehensible, relevant, and applicable questions to all respondents as possible.
- 3- Avoid ambiguous questions.
- 4- Present clear instructions.
- 5- Present usable questions data.

Different Questionnaires have been presented to the informants. Though, the questionnaires provided in the Appendices part are the ones that have been addressed because the researcher received more answers and reactions from the part of the respondents. The students chose to answer clear direct and simple questions rather than long and difficult questions. The researcher made it easy for respondents to give the necessary information and for the investigator to record the answer. Furthermore, the questions were arranged so that sound analysis and interpretation could be

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

possible. Therefore, the questionnaires were brief and to the point so that the respondents remained interested throughout the questionnaires.

The Pre- and post-Questionnaires have not been piloted or administered before conducting the experimental study. Questionnaires have been directly set to First and Third year ENSL students. The participants have accepted to take part in the questionnaires and the investigator assured them anonymity to encourage them to be more forthcoming and if anonymity is assured, there are relatively few ethical issues in scientific polling. Moreover, the questions asked were easy to analyze manually or with modern data. The investigator administered two questionnaires for students: the first one was set before the treatment of WebQuests, to gather as much as useful information about reading proficiency of students, whereas the second questionnaire was set at the end of the experiment in order to test students' perception about the method used in the study.

2.3.1.1 Students' Pre- Questionnaire

The participants' pre-questionnaire was provided to collect sufficient information about students' reading habits which assisted the researcher to evaluate their reading proficiency. It was divided into two sections: the first one concerned the in-depth profiles of participants in terms of their age, their gender, the geographical provenance, their parents' instructional level, the Baccalaureate Stream, and how long they have been studying English for. Respondents had to complete the questionnaire by answering the rating questions by putting a cross (×) in the appropriate box. The second section of the questionnaire contained two parts. Part A concerned the participants' reading proficiency. It consisted of four questions about students' reading habits, types of reading they read, how often they read and the language they read in. The questions were multiple choice questions except for one question which utilized the five-point scale format: Very often, often, sometimes, seldom, and never. This

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

scale format was similar to the five-point Likert¹ Scale: Strongly disagree, disagree, neither agree nor disagree, Agree, and strongly agree. The part 'B' of the questionnaire considered the students' writing proficiency and it consisted of four similar questions, too. The questions were very easy to respond and the participants were very motivated and cooperative with the investigator since she reminded them that the answers were to remain anonymous, no marks were to be awarded, and that there was no 'right' or 'wrong' answer. All what they had to do was to fill in the questionnaire in the presence of the researcher whose role was to clarify any misunderstanding that might occur. The investigator collected the questionnaires, reported the answers and summated the scales and analyzed them later. For the general layout of the students' Questionnaire, please see Appendix 'A'.

2.3.1.2 Students' Postal- Questionnaire

After the inclusion of the WebQuests treatment to both First and Third Year Classes, a postal questionnaire was administered to the same sample in order to test the efficiency of the method and how important the WebQuests were for the students. The Post-Students' Questionnaire aimed to assess the use of the innovative teaching of reading and how students perceive its use in reading classrooms after the study. The researcher could contact the students easily and efficiently using a postal questionnaire. This type of questionnaires could be relatively quick, easy to create, and interpret. In addition, the respondents did the time-consuming part of completing the questionnaire. It involved nine questions. The respondents had to fill in the questionnaire by answering different questions. The first question was about whether they liked working with the computer/ internet providing their reasons.

The second question was about how much personal knowledge the students gained from the project and they had to precise what they learned. The third one concerned their satisfaction with the results they obtained with their groups. Then, they had to

¹ Likert Scale is a popular format of questionnaire that is used in educational survey research set by Rensis Likert (an educator and a psychologist). It may be a four point, five point, six point, and so on. It is an ordered, one-dimensional scale from which respondents choose one option that best aligns with their view.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

rank their participation in group work from 10% to 100%. In the fifth question, respondents had to use the criteria from the WebQuests they studied to do self-assessment. They had to assess their work and their group work achievement. Then, the use of the Internet and the computer was assessed and finally, they had to assess their use of Wiki documents. The Students had to rate the four-scale assessment according to the degree of achievement from very good, good, average, and not good. The next question in the questionnaire was about the time they took for each of the WebQuests and in the seventh question, students were asked if they enjoyed using the computer/internet more often and were asked to give their reasons for their responses. Finally, participants were invited to suggest things they would like to change and/or to give their opinions. It was emphasized that the students' answers had to be as honest and open as possible. Thus, the investigator reminded her students that all responses were to remain anonymous. We received a variety of responses each of which was categorized, coded and quantified, then analyzed later. For the general layout of the students' postal questionnaire, please refer to the appendix 'B'.

2.3.2 Pre- and Post- Treatment Tests

In order to test reading efficiency among the designed population, two assessment tests were set. The pre-test was administered before the implementation of the webQuest instructions. It was used to measure the starting point of pre-existing knowledge on the reading course and students' ability to comprehend their material. The post-test was administered after the treatment. It aimed to measure the degree of change as a result of the course experience of the main study. After the randomization of the groups into experimental and control classes, both of them received a pre-test for the sake of measuring the dependent variable which is reading comprehension before setting the main study. During the next step, the experimental group of both levels participated in webQuest reading instructions while the control groups continued with traditional reading instructions. All groups received a post-test after the inclusion of the treatment, in order to measure the degree of change and to know how and if students became fluent and motivated to read independently.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Both Pre- and Post- Treatment Tests for both levels were provided by the investigator who adopted appropriate knowledge, comprehension, and application questions related to the text. The text chosen for both the pre- and post-tests of the first and third year grade levels were narrative passages. They were stories with the same level of difficulty including general knowledge, comprehension, and application questions. For more details about the tests, see Appendices 'D' and 'E'. In order to reveal information about the differences between the experimental and the control groups, the investigator used a T-test which tested significant differences between the groups and meant that the treatment had a positive reliability. Finally, the results of the groups were analysed.

2.3.3 Classroom Observations

Classrooms Observations have crucial roles in helping teachers define clear goals and creating a shared purpose. They can also provide an objective method for measuring progress towards these goals and provide a framework for giving constructive and focused feedback that helps teachers incorporate higher levels of desired behaviors into their interactions with students in the classroom. Classroom observations started with the clarification of the learning goal, and then instructional experiences that lead to the desired outcome were designed. The outline of the lessons was used by the investigator teacher who observed the lessons and took notes, with a focus on what the students were doing and understanding. At the end of the sessions, the investigator revised the observations of the lessons seeking to find any including differences, similarities, and changes, and then she outlined learning achievements in relation to the identified student learning needs. Students of the experimental group levels were observed according to their attitudes in the classroom, their interaction with the group, their active involvement, their oral participation, their motivation, any other relevant information, and their use of different steps of the webQuest lessons. Finally, the results were summated according to the five-point scale: Almost always, Often, Sometimes, Seldom, and Never. An observation grid (Appendix H) is provided in the appendices part.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.3.4 Teachers' Questionnaire

The Teachers' Questionnaire was administered to the EFL teachers of the ENS Laghouat, ENS Bouzaréah, ENS Constantine, Ammar Thelidji University Laghouat, Algiers II University, and Oran University teachers. It was provided to collect sufficient information about the use of Educational Technology tools in the teaching of the English language at the University. The Teachers' Questionnaire assisted us in evaluating teachers' use of Technology in the EFL Classrooms. The Questionnaire consisted of three sections, on top of background information and some open-ended questions. The first section of the Questionnaire consisted of six questions about the teacher, his/her education, the time s/he had spent in teaching English at University, his/her professional experiences, and the different subject areas s/he was specialized in. Meanwhile, the second section of the Questionnaire consisted of eight short questions about the teachers' use of some Technology tools inside the class. The teacher had to rate the amount of time s/he spent working with Technology in his /her classroom. The last section of the Questionnaire attempted to tab teachers' view on Educational Technology use in EFL classrooms. The teacher had to show the extent to which s/he agreed with each statement by marking one choice in each row. Descriptive analyses are presented in the fourth chapter of the present study.

2.4 The Implementation of the WebQuest-based Instructions

The experimental research was implemented for both First and Third Grades and the courses of the main study began with an introductory WebQuest instruction. During the preparation phase, the investigator selected '*A WebQuest on Creating a WebQuest*' as her first unit WebQuest lesson in order to introduce the method and make students familiar with the new approach thus, motivated to be more engaged in the reading process. Using the data show projector, the course started with the presentation and the explanation of the procedures of how to create a WebQuest as a lesson model. In an attempt to integrate the lessons into the curriculum, the main concern of the investigator in selecting an appropriate WebQuest was its connection with the existing curriculum. In comparison to the readings the students had in their

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

regular class, the WebQuests were not very different in terms of grade levels or level of difficulty. The teacher's role was to select appropriate WebQuests, plan the lessons and prepare the materials for each grade. In order to make the Reading Courses easy to assimilate, and to motivate her Students to read more materials written in English, First year students were designed WebQuests lessons that would help them explore the Western Civilization and Literature Courses. Besides, WebQuests on British and American Civilizations were designed for Third Year common core students.

The courses were offered every semester because it was a compulsory course for all First and Third Year students at the ENSL. The purpose of the Reading course was to prepare students to master various reading skills and strategies they needed in order to understand informative reading. The Reading Class focused on building students' metacognitive reading skills, such as skimming, outlining, recognizing referents, guessing meaning by using context clues, etc. There were a total of twelve WebQuest units, designed by the investigator, used throughout the semester. The Control group classes of both First and Third levels were taught traditionally paper-based courses of reading. For more details about the designed WebQuests for each Grade, please refer to Appendix 'C'.

The study lasted twenty four weeks divided into twelve weeks in the First Semester and twelve in the Second one. Experimental students of both grades received twelve webQuest instructions per semester. The participants were placed in a computer lab with Internet access. In the opening session, the teacher introduced WebQuests to them and demonstrated how to use them. They were also given time to navigate through the sites on their own to get familiar with each section of a WebQuest. Each unit lasted two sessions (two weeks) and was composed of three phases: the pre-task, during-task, and post-task phase.

In the pre-task phase, the topic and task(s) were introduced by the teacher, including the goal, procedure, and time needed. Warm-up activities were usually included to set and provide some background information, such as brainstorming, mind mapping, and anticipation guides.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

In the during-task phase, the students worked individually or collaboratively to complete tasks and a formal description of what they needed to accomplish the webQuest was illustrated. The teacher's role was to function as facilitator, organizer, and monitor, providing scaffolding for learning. The students took initiative and responsibility for their learning and asked for help when they needed it. Students were provided with a list of resources and web documents that helped them achieve the task. Then, a description of the steps the learners should go through in accomplishing the task was set for them. The process had to be broken out into clearly described increments and some guidance on how to organize the information was essential.

In the post-task phase, or evaluation part, students assessed themselves on how well they met the requirements of the webQuest and a rubric was often used for this purpose. Finally, in the conclusion step, students were given the opportunity to reflect on what they had learned and review targeted knowledge or skills. The teacher also evaluated students' work and possibly provided opportunities for repeated performance. The point was to encourage students extend the knowledge into other domains. A detailed lesson planning model is presented further.

2.5 General observations

Throughout the webQuest interventions, the investigator could observe and then assess that WebQuests inclusion in the Reading class could create a different authentic learning environment that differed from traditional classroom practices. This study marked the first attempt to apply the WebQuest technique to the ENSL students in an Algerian context. The program enabled students to do research, create projects, and communicate with each other and teacher using the laptops. They were encouraged to analyze, synthesize, and evaluate information, as well as look for it.

Through the investigator's continuous observations, it was recorded also that concerning group work, each team could develop a sense of responsibility, and research tasks were initially divided among the group members but soon became a

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

collaborative effort, with the students brainstorming and sending each other to pages that they found especially useful. Because of the small size of the grades, the students were already familiar with each other and knew each other's working styles. They themselves decided how to divide the labor according to the team members' interests and talents. The students used the Internet to get information, and PowerPoint to prepare and display the presentations. Without the wireless laptops, the students could still have done the presentations, but it would have taken a lot longer to finish the projects. Finally, it was noticed that students of the experimental groups in both grades showed positive attitudes toward incorporating technology in instruction thanks to their engagement in the learning process through the use of the WebQuest design.

2.6 General Information on the WebQuest Lesson Plans

Level: 1st / 3rd Year ENSL students

Interaction Patterns: Group work, whole class activities and discussions (T-S), and individual work (S)

Skills: Reading, Writing, Speaking, and Listening

Materials: Data show projector, visual aids, laptops, PowerPoint presentations, paper, internet, pens, and colored pencils

Rationale: A WebQuest is a teacher-created lesson plan in the form of a simple World Wide Web page with active, preselected Internet links and a specific purpose for students. It is designed to provide students with an independent or small group activity that incorporates research, problem-solving, and application of basic skills. There are six essential components of a WebQuest that are used to structure the activity and organise students. They are: Introduction, task, resources, process, evaluation, and conclusion.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

2.6.1 Lesson I Plan model

Lesson: One

Subject/ Topic: WebQuest-based instruction course

Grade level(s): 1st year ENSL students

Duration: 1h 30 mns

Lesson/unit Title: Ancient Egypt: The Culture of Boats

Driving question for study:

- a) To explore the purpose and use of boats in ancient Egypt and to Gain more knowledge of the Egyptian culture
- b) To increase students' knowledge of the webQuest Instruction and make them involve in an interactive process
- c) To create an understanding of the components of the webQuest
- d) To motivate students and help them comprehend their materials

Internet Site Title: zunal.com

Internet Site URL: www.zunal.com/webquest.php?w=54689

Author: Jonathan Bielak

Keywords: Egypt, history, culture, boats, hunting, fishing, transportation of resources, entertainment, sport, military, religion, funerals, ceremonies

Students' objectives: By the end of the lesson, the students will be equipped with a variety of activities so that they not only will comprehend texts written in English, gain knowledge about the Egyptian culture but practise and master the reading skill and use information in the net appropriately, too.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Site Description: Let it be known that in preparing for the journey Pharaoh will make it Westward across the great River Nile to the afterlife, Pharaoh has commanded that a fleet of model boats be constructed and placed in the royal tomb.

◆ Let it be known that you, the most highly skilled and talented boat- and shipbuilders of all Egypt must construct these model boats and ships.

◆ Let it be known that the boats and ships Pharaoh wants built must come from the following list:

1. Hunting and fishing
2. Transportation of resources and trade goods
3. Relaxation, entertainment (including competition and sports)
4. Religious ceremonies (especially funerals)
5. Warfare

◆ Let it be known that to accomplish this task, you will form work parties of no more than two per group and will divide the tasks of this construction project between you, collaborating with each other in the following ways:

1. Chief engineer
2. Primary artist
3. Hieroglyphics expert
4. Scribe

Site Purpose: To make students involved in the research and to introduce the Egyptian culture to them.

Lesson Introduction: You will work in groups to build a boat. All what you have to do is to follow the steps below.

Final Product or Task:

Task #1: RESEARCH the use of boats in Egyptian history from ancient times down to the Roman period, the first century BC/BCE.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Task #2: **SELECT** a period of Egyptian history, a dynasty from that period, and one pharaoh from that dynasty who interests you and your partner(s) most.

Task #3: **CHOOSE** a boat type that was (or might have been) used during your pharaoh's reign. Make your choice from the following list of boat types:

- Fishing and hunting
- Transporting resources include trade goods
- Entertainment including competition and sports
- Religious ceremonies including funerals and preparation for the afterlife
- Military purposes
- (Other?)

Task #4: **MAKE** a model boat that Egyptians living during your pharaoh's reign would have recognized. You may use any suitable material for your boat such as paper or wood or clay etc.

Lesson Description: Process DIRECTIONS: Complete each of these steps

1. **Research:** All members of the group research Egyptian boats following the links provided in Resources or any other websites that are relevant to your search
2. **Boat type:** Choose one boat type that most interests you and your group (ex. hunting boat)
3. **Model:** Make a large paper model from stiff paper or card (see Resources below)
4. **Decoration:** Decide what symbols to use to decorate your model boat (see Resources below)
5. **Hieroglyphics:** Create your pharaoh's name in a cartouche and add this to your boat (see Resources below)

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

6. **Presentation:** Make a PowerPoint slide show to describe and explain your boat to the class

Evaluation: This unit is designed to show what progress students have made with regard to their:

- Understanding of the importance of boats in Egyptian culture
- Ability to research information and use it effectively to recreate historical meaning
- Collaborative skills as they work together to meet a common goal on time
- Communication skills as they present their project to the class clearly and coherently

Evaluation Rubric

	1	2	3	4	Score
Model boat	Poor	Average	Good	Great	4
Class presentation	Poor	Average	Good	Great	4
Group work	Poor	Average	Good	Great	4
Individual effort	Poor	Average	Good	Great	4

Total Score: 16

Conclusion: - This unit helps the students to understand the role boats played in the culture of ancient Egypt from fishing and hunting, transporting resources, entertainment and sport, religion, especially funerary ceremonies, military expeditions and any other purposes discovered while researching.

- This unit enables students to practice collaborative skills as they worked with each other to recreate historical meaning by synthesizing their research and collaborating on the making of a model boat.

- This unit enables students to practice their communication skills as they plan and present their project to the class in a dynamic, mixed-media presentation.

2.6.2 Lesson II Plan model

Lesson: One

Subject/ Topic: WebQuest-based instruction course

Grade level(s): 3rd year ENSL students

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Duration: 1h 30 mns

Lesson/unit Title: A Family Trip to London

Driving question for study:

- a) To explore the purpose and plan a trip to London and to Gain more knowledge of the British culture
- b) To increase students' knowledge of the webQuest Instruction and make them involve in an interactive process
- c) To create an understanding of the components of the webQuest
- d) To motivate students and help them comprehend their materials

Internet Site Title: absolutenglish.org

Internet Site URL: <http://absolutenglish-972.pagespersoorange.fr/notes/webquest/page1.htm>

Author: Laurence Bernard

Keywords: London, trip, culture, Paris, photos, visit, journey, underground stations, museum/gallery/site, place /area, cost, accommodation, transportation means.

Students' objectives: By the end of the lesson, students will be equipped with a variety of activities so that they not only will comprehend texts written in English, gain knowledge about the British culture but practise and master the reading skill and use information in the net appropriately, too.

Site Description: You're the member of a family composed of four people including yourself.

- You want to go for a 3 days' trip to London, from Paris, with all your family.
- How will you go to London?
- What will you do and see in London?
- How much will the holiday cost?
- What photos will you take?

Site Purpose: To make students involved in the research and to introduce the British culture for them.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Lesson Introduction: You will work in groups of four including yourself to plan a family trip to London. All what you have to do is to follow the steps below.

Final Product or Task:

With your partners, decide which of the four proposed roles (mother, father, daughter, son) each student is going to play.

- Ø You will first plan your holiday individually
- Ø you will also calculate your budget, step by step.
- Ø For each step, you will have grids to fill in. Only fill in the column which concerns you.
- Ø You will also have to indicate on a map of London all the Underground Stations you plan to use, all the places and sites you plan to visit.

Those grids and map will then help you to:

- Ø- Discuss your choices with the other members of the family and decide of a common program.
- Ø - Either present your future trip orally to the class before your holiday or give a report of your trip after your holiday

Lesson Description: The Process, Step 1

Ø Before visiting any website, fill in the following grid about yourself (depending on your assigned role)

	FATHER	MOTHER	DAUGHTER	SON
Name				
age	38		15	
Main hobbies or interests		Painting		Trains
Visits you won't miss in London	The British Museum	The National Gallery	London Zoo	

- Ø Meet the other members of your group, and complete with their help the table for all

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

the family

∅ Be ready to introduce your family briefly to the class

Process, Step 2, THE JOURNEY

∅ Your holiday will have to take place sometime between June 1 and July 31 of this year. Decide on a precise date.

∅ The whole family is taking the Eurostar. Visit their website [here](#) and plan the journey by filling in the following table

PARIS- LONDON

Trip out	date	city	Station name	time	Check-in time
departure					
Arrival					

LONDON-PARIS

Trip back	date	city	Station name	time	Check-in time
departure					
Arrival					

COST PARIS-LONDON + LONDON-PARIS

	Total for family In £	Total for family In Euro
RETURN TICKET		

Convert pounds £ into Euros €

Process, Step 3, GET A MAP OF LONDON

Get a map [There](#)

∅ Circle all areas, streets, underground stations corresponding to your choices, and draw the legend to your itinerary on the map (for example, avoid circling in the same colour places that you won't visit on the same day)

Process , Step 4, PLAN ALL VISITS

∅ Visit the following sites to help you discover London and schedule your visits according to your likes, interests, hobbies

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

<u>TIME OUT</u>		<u>LONDON ON LINE</u>			
<u>LONDON TOWN</u>		<u>ROYAL RESIDENCES</u>			
<u>THIS IS LONDON</u>		<u>ROYAL PORTRAITS</u>			
Museums and galleries		Father	Mother	Daughter	son
Day 1	1-Name of museum/gallery/site	.....	.....	.....	.....
	2- Place /area	.....	.....	.....	.....
	3-Underground station	.....	.....	.....	.....
	4- cost	.....€	.....€	.....€	.....
				
				£
				€
Day2	1-Name of museum/gallery/site	.....	.....	.....	.....
	2- Place /area	.....	.....	.....	.....
	3-Underground station	.....	.....	.....	.....
	4- Cost	.....€	.....€	.....€	.....
				
				£
				€

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Day 3	1-Name of museum/gallery/site	.....	.....	.....	.....
	2- Place /area	.....	.....	.....	.....
	3-Underground station	.....	.....	.....	.....
	4- Cost	.....£ .....€	.....£ .....€	.....£ .....€	.....

Process, STEP 5, FIND ACCOMODATION

- Ø Try to find a hotel in central London that would suit all the family
- Ø Your maximum budget for all the weekend for the family is £ 400

HOTELS-LONDON.com

- Ø Then, fill in the following table about the hotel you have chosen

Hotel Name:	
Hotel Place:	
Underground station:	
Phone number:	
Type of bedroom chosen:	
Price for 4 people per night:	
TOTAL PRICE FOR WEEK END (2 nights)	£= EURO=

Process, Step 6, TRANSPORT IN LONDON

The easiest way to travel in London is to use the underground. First, get a copy of the Underground Map

Now that you know where you want to go and what you want to do and see, determine what type of Travel card you'll need to travel

THE TUBE	ALL MAPS	TUBE PLANNER
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CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Note that transport in London is rather expensive, and that fares depend on “Zones”

Don't buy a 4- Zones card if you only plan to travel within zone 1 and 2.

How many zones are there altogether in London?

How many zones do you plan to cover each day?

	DAY 1	DAY 2	DAY 3	TOTAL
tr av el ca rd	Number of zones	Number of zones	Number of zones	Number of zones for 3 days
C o s t££££

€€€€

Process, Step 7, SHOPPING And SIGHTSEEING

Ø Visit the following link to Shopping areas in London, Decide on what shopping areas each member would like to visit, and why?

TIME OUT

Among your teacher's favourite places and sites in LONDON are:

Shopping areas and famous streets

- ü Piccadilly Circus ü Carnaby St ü Oxford street ü TheStran
- ü Harrods

choose one market you would like to visit, say when and why

- ü Covent Garden ü Portobello Market ü Candem Town

Monuments not to be missed for my PHOTO ALBUM

In central London

- ü Nelson's Column at Trafalgar Sq.
- ü The Statue of Eros at Piccadilly Circus

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Parks

- ü Hyde Park
- ü Green Park
- ü London Zoo

Along the Thames

- ü Westminster
- ü Big Ben,
- ü House of Parliament
- ü St Paul's Cathedral

EVALUATION

Ø Choose 4 photos from the e-Gallery

1- Describe and Write a short comment on each photograph: where you took it, when you was like, who you were with, how you liked the place.

Ø DO the Following interactive exercises

[Exercise 1](#)

[Exercise 2](#)

[Exercise 3](#)

[Exercise 4](#)

[Exercise 5](#)

Evaluation

You will be evaluated using the following rubric. You will receive points for your individual work (including your pro/con list), your group work (including your final list), and your final essay. Your final grade will be based on your research, your credibility of your role, and your involvement with your group. Use the following rubrics as guidelines while you are working.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Individual Work					
Research and Gather Information	Does not collect any information that relates to the topic. Student didn't fill in the tables, didn't collect a map.	Collects little information. Some relates to topic.	Collects good information. Most of it relates to the topic.	Collects a great deal of information. All of it relates to the topic.	
Problem Solving Skills	Student is very frustrated with project. Gives up easily.	Student is somewhat frustrated with project but is able to continue working if prodded by teacher or group members.	Student is rarely frustrated and is able to think of some viable options.	Student is never frustrated with project and is able to think of multiple options for problems.	
Content	Does not include enough information with respects to role and situation. Grids and tables are not helpful in family meeting.	Includes some good information. Some is appropriate in role but some is useless. Grids and tables bring minimal use to family meeting.	Includes mostly useful information. Most is appropriate in role. Brings useful points to family meeting.	Includes all useful information that is role appropriate. Is a great help for the family meeting.	
Group Work					
Shares Information	Does not relay any information with group members.	Relays very little information.	Relays some basic information which relates to the topic.	Relays a great deal of information which all relates to the topic.	
Fulfills Role's Responsibilities.	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Speaks in English in Family Meeting.	Does not speak in English during meeting.	Speaks in some English during meeting.	Speaks mostly in English.	Speaks in English exclusively.	
Cooperates with Group	Usually argues with group members.	Sometimes argues.	Rarely argues.	Never argues.	
Makes Fair Decisions	Usually wants to have things own way.	Often sides with friends instead of considering all views.	Usually considers all views.	Always helps team to reach a fair decision.	
Final Report					
Content	Does not report trip has planned in family meetings. Shows little	Reports trip vaguely.	Report contains main information	Relays a great deal of information. Report is	

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

	concern for topic.	Information is appropriate but report lacks organisation and cohesion.		organised.
Grammar	Contains many grammatical errors.	Contains several errors.	Contains some errors.	Is virtually error free.

	Father	Mother	Daughter	son
<u>Shopping place</u>				
<u>N° 1</u>	1-	1-	1-	1-
1- name:				
	2-	2-	2-	2-
2- Underground station				
	3-	3-	3-	3-
3- Shops to visit				
	4-	4-	4-	4-
4- Motivations				
	5-	5-	5-	5-
5- Estimated expense				

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

Shopping place N° 2 1- name:	1-	1-	1-	1-
2- Underground station	2-	2-	2-	2-
3- Shops to visit	3-	3-	3-	3-
4- Motivations	4-	4-	4-	4-
5- Estimated expense	5-	5-	5-	5-

Conclusion: - This unit helps students understand the British culture

- This unit enables students to practice collaborative skills as they worked with each other to recreate historical meaning by synthesizing their research and collaborating on the making of a family plan to visit London.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

- This unit enables students to practice their communication skills as they plan and present their project to the class in a dynamic, mixed-media presentation.

2.6.3 Assessment and Reflection

The implementation of the webQuest instruction in the treatment was gradually perceived positively. Students found it difficult at the beginning of the instruction because it was a new technique for them. When getting involved in the research, the students became motivated and interested in reading through Technology.

2.7 Evaluation of the WebQuest-based Instructions

The WebQuests-based courses were resorted from the Internet. In order to complete the WebQuest-based tasks, both First and Third Year Experimental group students had to access a computer with an internet connection. They were provided links to outside resources to further explain procedures. Unfortunately, the investigator sometimes acquainted them with some photocopying pages from the webQuest and handed them out to students because of the low band of Internet connection. Regular observations helped in the assessment of students' evolution in comprehending their materials. Finally, one can say that thanks to the small number of the population, it was made easy to control and observe students' reading attitudes and test their motivation and their positive attitudes towards the use of technology in their classes.

2.8 Ethical considerations

In order to ensure a valid research, many ethical considerations or regulations were essential to be taken into account and some guidelines had to be considered for the sake of conducting the work. These ethical considerations counted as a primordial objective in writing the dissertation because ethics in research are important when conducting an experiment. One important test for ethical research is to ask yourself how you would feel if you were to be researched by the same methods you implement on respondents (Sikes 2004, 25). The researcher maintained Wellington's (2000) eight

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

rules, that should not be broken, to follow ethics throughout the research. According to Wellington Jerry:

1. No parties should be involved without their prior knowledge or permission and informed consent, i.e. they know what they are letting themselves in for and what your 'findings' might be publicized.
2. No attempt should be made to force people to do anything unsafe, or do something unwillingly, e.g. have their voice tape-recorded.
3. Relevant information about the nature and purpose of the research should always be given.
4. No attempt should be made to deceive the participants.
5. Avoid invading participants' privacy or taking too much of their time.
6. Benefits should not be withheld from some participants (e.g. in a control or experimental group).
7. All participants should be treated fairly, with consideration, with respect and with honesty.
8. Confidentiality and anonymity should be maintained at every stage, especially in publication.

Table 2.2 Watch your Ethics: Eight Rules to follow (Wellington J, 2000, p.57)

The First and Third Year Students as well as the EFL teachers of ENSL were informed beforehand about the Questionnaire's purpose. The investigator informed her students about the aim and the nature of the research, how data would be stored, and how they would have to access it in the future. She ensured her students that the only purpose to set the study was only for academic research aims and no information divulgation or distribution would occur to other persons.

Confidentiality had been ensured by making the students' anonymity protected and they were put at ease to ask questions about the objectives of the study whenever they wanted. The Students were also made aware of their participation in the assessments.

CHAPTER TWO: THE TEACHING/LEARNING SITUATION AND RESEARCH METHODOLOGY

All the students and colleagues accepted the proposal and were ready to cooperate with the investigator.

At the final stage, all the results and analyses were presented in an anonymous way and students were made known they could consult the results afterwards. More discussions about plagiarizing the work of others have been taken into consideration throughout the whole work.

Conclusion

This practical chapter has helped to set the investigation in context. It has discussed the teaching/learning situation at the Department of English of the ENSL and the methodology used in the study. Likewise, it has described the reasons why the research was carried out and has highlighted the implementation of the WebQuest instruction in an experimental design. Furthermore, it has pinpointed the research questions and its hypotheses. A detailed discussion has been illustrated on how the investigator proceeded in the research, the pilot study, and the participants of the pilot study, the experimental research and its participants. The investigator has dealt with the different data gathering tools (Pre- and Post-tests, Students' Pre- and Postal Questionnaires, and Classroom Observations) needed to the accomplishment of this research study. Likewise, the investigator has explained deeply the steps of the lesson performance and has provided a webQuest lesson plan models for each grade level. In order to achieve reliability and the validity of the research, the investigator has stated the ethical rules taken into account to conduct the experimental research. The investigator has concluded the practical chapter by revealing the different limitations and constraints encountered during the research process. Further discussions about the results and their interpretations will be discussed in chapter Three.

CHAPTER THREE:
RESULTS ANALYSIS AND
INTERPRETATIONS

Introduction

The Third chapter of the present study deals with the findings of the Data Collected, Data analysis, and interpretation and discussion of the results. It seeks to answer the research questions and test hypotheses, listed in the General Introduction of the study, through Students' and Teachers' Questionnaires, Pre-and Post-tests, and Classroom Observations. Quantitative and Qualitative Data are used to analyse and interpret the results in light of the previous researches conducted in the same field of the following research.

3.1 Data Results and Analysis

The study seeks to answer the research questions and test the hypotheses through qualitative and quantitative analyses. The results have been presented descriptively through (Pre- and Posttests and Classroom Observations), inferentially (T-test), and statistically through (Tests' results, and students'/teachers' Questionnaires). The following section deals with the results analyses of both First and Third Year Pre- and Post-tests. Furthermore, explanations and details of the conditions under which the t-test was set, standard deviation, p and t values formulae are provided.

3.1.1 Results and Discussion of First Year Grade Pre- and Post-tests

In order to test reading efficiency among the designed population, two assessment tests were set for First Year students in order to put in evidence to the first hypothesis which claimed that 1) After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests. In order to reveal information about the differences between the Experimental and the Control groups, the investigator used a T-test which aimed to test significant differences between the two groups.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The results of the pre- and post- tests are described quantitatively or statistically (the mean of the tests, standard deviation, P-value and T-test statistics), then analysed descriptively in this section and finally a comparison between both control and experimental groups is presented. The student t-test, which means a statistical test widely used to compare the mean of two groups of samples, was used in the study. Its' aim was to evaluate whether the means of the two sets of data were statistically significantly different from each other. The researcher used two types of T-test in this study depending on whether the two sets represented independent or paired data in order to achieve more valid and reliable results. First, the paired t-test was used to compare the means between two related groups of samples. That is to say, the same sample group (whether Control or Experimental) was tested but at different times or under different measurement conditions (Pre- and post-test). After that, the Independent data of the unpaired two sample t-test were obtained from two different sample groups. This test was used to compare the mean of two independent samples (The difference between the Control and the Experimental group means in the Pre- and post-tests).

The result of both Control and Experimental Groups pre- and post- tests results were calculated. After that, The T-test used the *t* statistic and its *P*- value to analyze the significance of the difference in the sample means. When the statistical significance test shows that an observed difference would occur only five times if the experiment were repeated 100 times, this is often taken as sufficient evidence that the null hypothesis is unlikely to be true. Therefore, the conclusion is that there is (probably) a real difference between the pre- and post-treatments. This level of probability is generally expressed as: 'the difference was statistically significant', or 'significant at the 5% level' or ' $P = 0.05$ ' (*P* is the probability based on chance alone). The (0.05 level) in the research means that only 5 times out of 100 times the difference between the group means will not be found between statistics. In other words, we assume that if the calculated *p*-value is below the threshold chosen for statistical

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

significance (the 0.05 level), then the null hypothesis is rejected in favour of the alternative hypothesis.

The t-test was used for the purpose of hypothesis testing. It required three data values. The t-test included the difference between the mean values from each data set (called the mean difference), the standard deviation of each group, and the number of data values of each group. The formula for each data value is presented as follows:

1. The Mean formula is: $m = \frac{x}{n}$ where (m): is the symbol for the mean or the average, (x) is the symbol for the scores, and (n) is the symbol for the number of scores. The mean equals the scores divided up by the number of the scores.

2. The Standard Deviation formula is: $s = \sqrt{\frac{\sum(X-M)^2}{n-1}}$ where: (Σ) means the Sum of (X) = Individual score, (M) = Mean of all scores, and (n) is the Sample size or (Number of scores).

We mean by standard deviation the measure of the amount of variation or dispersion of a set of values. A low standard deviation indicates that the values tend to be close to the mean (also called the expected value) of the set, while a high standard deviation indicates that the values are spread out over a wider range. In order to calculate the standard deviation, the following steps had to be followed: 1. First, we had to work out the Mean (the simple average of the numbers (students' pre or post-tests average), 2. Then for each number: we subtracted the Mean and squared the result, 3. after that, we worked out the mean of those squared differences, and finally, 4. we took the square root of that result. More details about the results and how we calculated the t-test have been discussed and presented in the following section.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

3.1.1.1 First Year Control Group Pre- and Posttest Results

After the administration of the pre-test to the First Year Control group, the investigator had scored the results out of twenty (.../20) because it was a reading comprehension test and required analysis of appropriate knowledge, Comprehension, and application questions related to the text.

The investigator recorded the results of the test and counted the mean of the group work manually by dividing the total scores of the students on their number, i.e. applying the mathematical operation: $m = \frac{\sum x}{N}$ where (m) is the symbol for the mean or the average, (\sum) is the Greek letter sigma, the symbol for summation, (x) is the symbol for the scores and (N) is the symbol for the number of scores. The investigator summarized students' achievements in the Pre-test in the following table:

Number of control group students: 24	Valid	21
	Lost	03
Mean		11.75
Medium %		87.50%
Minimum grade		07.00
Maximum grade		15.50

Table 3.1 First Year Control group Pre-test Results

The results in **Table 3.1** show that twenty four (24) students of the Control group took the pre-test. Twenty one students performed above the passing grade (points over 20 or valid grade) and only three students performed below the passing grade which means lost grade. The percentage of (87.50%) out of the whole sample of twenty four students (100%) referred to the medium in the table above. It means that twenty one valid marks which refer to the medium of 87.50% out of the 100% of the whole class obtained valid marks beyond ten out of twenty. The average or the mean of the students was calculated by adding up the set of students' scores in the pre-test then dividing the sum on the students' number which is 24. The mean was 11.75 out of 20. The lowest grade was 07 out of twenty (minimum grade) and the highest was 15.50

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

(maximum grade) out of twenty. The First Year Control Group received not treatment of WebQuest-based method. The group dealt with the Traditional paper-based courses of Reading. A post-test was set for the 1st Year Control group and the results were as follows:

Number of control group students: 24	Valid	20
	Lost	04
Mean		11.64
Medium %		83.33%
Minimum grade		06.50
Maximum grade		15.00

Table 3.2 1st Year Control group Post-test Result

The results in **Table 3.2** show that 24 students took the post-test where twenty of them performed above the passing grade (points over 20 or valid grade) and four students performed below the passing grade which means lost grade and the medium of (83.33%) referred to the percentage of valid marks in comparison to the 100% of the whole class. The average or the mean of the students was calculated by adding up the set of students' scores in the post-test and dividing it on their number which is 24. It was 11.64 out of 20. The lowest grade was 06.50 (minimum) and the highest was 15.00 (maximum) out of twenty. The following recapitulative table shows the results of all the tests of 1st Year Control group. It also describes the standard deviation, the *p*-value and the students T-test to find the difference between both tests. This kind of t-test is called Paired or Dependent t-test.

The Paired t-test was used to find the difference between the groups. The standard deviation, the *p*- and the *t*- values were calculated using a T-test calculator on the Net in order to determine whether the means of the two data sets differed significantly.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The aim of using the Dependent t-test was to test whether there was a significant difference between the Control group means of the pre- and post-tests. It is the most widely used for calculating the means, and the standard deviations.

In order to compare the means of the two paired sets of data, the conditions of t-test were set and the requirements were:

- The data is normally distributed
- Scale of measurement should be interval or ratio
- The two sets of scores are paired or matched in some way
- The 'null hypothesis' might be:

H₀: There is no or less difference in mean of pre- and post-marks

And an 'alternative hypothesis' might be:

H₁: There is a difference in mean pre- and post-marks

In this study, the null hypothesis (H₀) for this test claimed that:

- There is no or less difference in mean of pre- and post-marks of the 1st Year Control Group.

The alternative hypothesis (H₁) was:

- After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The equation of the T-test was used as follows:

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

Where: ($\sum D$) is the sum of all the individuals' pre-post score differences.

($\sum D$)² is the sum of all the individuals' pre-post score differences squared.

(N) is the number of paired observations.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The test was calculated through different steps. First, we subtracted each Y (pre-test) score from each X (post-test) score. Then, we added up all of the values from Step 1. The next step, we had to square the differences from Step 1, and then add up all of the squared differences from Step 3. After that, the formula to calculate the t-score was applied. Then, we had to subtract (1) from the sample size to get the degrees of freedom. Finally, the *p*-value was found using the degrees of freedom in Step 6. The condition of the test was that: if the *p*-value is less than the alpha level: $p < .05$, the null hypothesis is rejected and there is no difference between means. The results of the t-test are illustrated in the following table:

		Pre-test	Post-test	The <i>t</i> -value
Sample size: (n) = 24	Valid	21	20	-0.23 <i>p</i> -value .81
	Lost	03	04	
Mean		11.75	11.64	
Standard Deviation		2.31	2.51	
Minimum grade		07.00	06.50	
Maximum grade		15.50	15.00	

Table 3.3 1st Year Control group Pre- and Post-tests Statistics

The above table shows the difference between the grades of 1st Year Control group pre- and post-tests. Results in **Table 3.3** show that the mean of the Control group in the Pre-test was 11.75/20 with a standard deviation of 2.31, then in the post-test the mean decreased to 11.64 with a standard deviation of 2.51. Furthermore, the value of *t* is -0.23 and the value of *p* is .81. The result obtained from 1st Year Control Group Pre- and Post-tests is *not* significant at $p < .05$. This means that the null hypothesis, which claimed that there is no or less difference in mean of pre- and post-marks of the 1st Year Control Group, cannot be rejected and the results are not statistically significant.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

It is illustrated in the **Table 3.3** in the previous page that the means of the pre- and post-tests are not significantly different at ($p < 0.05$). In other words, we cannot simply say that the result is higher than the other unless the score is not less than a value of (0.05) and if less than this value, we can interpret the data to be significant. In this case, the value of t is -0.23 whereas the value of p is .81 which is greater than (0.05). This means that the result is not significant at $p < .05$. According to the data, the result shows that there was no improvement in students' pre- and post- tests scores in the traditional Reading Classroom. Therefore, the difference between 1st Year Control Group pre- and post-tests is considered to be not statistically significant. The following discussion is about the results of the Experimental group pre- and post-tests.

3.1.1.2 First Year Investigation Group pre- and Posttest results

After the administration of the pre-test to the First Year Experimental group, the results have been scored out of twenty (.../20). The test was a reading comprehension test which required analysis of appropriate knowledge, Comprehension, and application questions related to the text. The means of the group work were counted manually by dividing the total scores of the students (321.5) on their number (26). More details about students' means in the pre-test id found in the Appendices Part. The investigator summarized students' achievements in the pre-test in the following table:

Number of Investigation group students: 26	Valid	25
	Lost	01
Mean		12.36
Medium %		96.15%
Minimum grade		08.00
Maximum grade		15.00

Table 3.4 1st Year Investigation group Pre-test Result

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The results in **Table 3.4** show that twenty six students took the pre- test. Twenty five students performed above the passing grade (points over 10) and only one of them performed below the passing grade and (96.15 %) referred to the medium of the valid marks out of 100% of success. The average or the mean of the group was calculated and it was 12.36 out of 20. The lowest grade in the group was 08/20 and the highest was 15/20. After the administration of the treatment, a post-test was set for the experimental group in order to know the effects of WebQuest-based Method on students' reading performance and to count students' achievement scores then compare them with the Control group ones. The post-test mean of the Experimental group work is presented below:

Number of Investigation group students: 26	Valid	26
	Lost	00
Mean		13.40
Medium %		100%
Minimum grade		11.00
Maximum grade		15.50

Table 3.5 1st Year Investigation Group Post-test Result

The results in **Table 3.5** show that all the students performed above the passing grade (points over 10) and none of them performed below the average. The medium referred to (100%) of success. It means that no one obtained below the average of 10 out of 20. The average of students' work was calculated. It was 13.40 out of 20. The lowest grade was 11 while 15.50 was the highest one.

In order to test whether there was a significant difference between the means of the pre- and post-tests, a Paired t-test was used. The standard deviation, the *p*- and the *t*-values were calculated using a T-test calculator on the Net in order to determine whether the means of the two data sets differed significantly. Thus, in order to compare the means of the two paired sets of data, the conditions of t-test were set and the requirements were:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

- The data was normally distributed
- Scale of measurement should be interval or ratio
- The two sets of scores were paired or matched in some way
- The 'null hypothesis' (H0) for this test claimed that:
 - There is no difference in mean of pre- and post-marks of the 1st Year Control Group.

The alternative hypothesis (H1) was:

- After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The equation of the T-test was used as follows:

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

Where: $(\sum D)$ is the sum of all the individuals' pre-post score differences.

$(\sum D)^2$ is the sum of all the individuals' pre-post score differences squared.

(N) is the number of paired observations.

The test was calculated through different steps. First, we subtracted each Y (pre-test) score from each X (post-test) score. Then, we added up all of the values from Step 1. The next step, we squared the differences from Step 1, and then added up all of the squared differences from Step 3. After that, the formula to calculate the t-score was applied. Then, we had to subtract (1) from the sample size to get the degrees of freedom, and then the *p*-value was found using the degrees of freedom in Step 6, and the condition 'if the *p*-value is less than the alpha level: $p < .05$, the null hypothesis is rejected and there is no difference between means' was considered. The following recapitulative table shows the results of all the tests of 1st Year Investigation group. It also describes the standard deviation, the *p*-value and the students T-test to find the difference between both tests.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

		Pre-test	Post-test	Students' t
Sample size: (n) = 26	Valid	25	26	$t = 2.82$ <hr style="width: 50%; margin: auto;"/> $p\text{- Value}$ $p .009$
	Lost	01	00	
Mean		12.36	13.40	
Standard Deviation		1.63	1.17	
Minimum grade		08.00	15.00	
Maximum grade		11.00	15.50	

Table 3.6 First Year Investigation group Pre- and Post-tests Statistics

The above table shows the difference between the grades of 1st Year Experimental group pre- and post-tests. Results in **Table 3.6** show that the mean of the Experimental group in the pre-test was 12.36/20 with a standard deviation of 1.63, then in the post-test, the mean increased to 13.40 with a standard deviation of 1.17. Furthermore, the value of t is 2.82 and the value of p is .009. The result obtained from 1st Year Experimental Group Pre- and Post-tests was significant at $p < .05$. This means that the null hypothesis, which claimed that there is no difference in mean of pre- and post-marks of the 1st Year Control Group, could be rejected, and the alternative hypothesis, that claimed that after experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, was confirmed because the results were statistically significant. The means of the pre- and post-tests were significantly different at ($p < 0.05$). The result in the post-test was higher than the pre-test one, and the score was less than a value of (0.05). Therefore, we can interpret the data to be significant. In this case, the value of t is 2.82 while the value of p is .009 which is less than (0.05). This means that the result is significant at $p < .05$. According to the data, the result shows that there was a slight improvement in students' pre- and post- tests scores in the WebQuest-based Reading Classroom. This means that the new way of teaching the Reading skill did help in the improvement of

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

the experimental group achievement and there is a real output since the result obtained in the test was ($t = 2.82$). Therefore, the difference between 1st Year Experimental Group pre- and post-tests is considered to be statistically significant.

3.1.1.3 Difference between 1st Year Control and Experimental Groups Pre-test

The difference between Control and Experimental group pre-tests was calculated by subtracting the highest mean to the lowest one and the result was as follows:

Pre-test	Control group mean	Investigation group mean	Difference
	11.75	12.36	0.61

Table 3.7 Difference between 1st Year Control and Investigation group Pre-tests

The interval between the pre- and post-test of 1st Year control and experimental groups is (0.61). Despite the fact that the Investigation group mean in the pre-test was higher than the Control group pre-test mean, no remarkable difference in the students' achievement was found. In order to test the difference in mean between the Control and the Experimental groups Pre- and post-tests, a t-test was used. The conditions of the test were different this time because the requirements for setting a t- test were different. The t-test that was used is called the Independent Samples t Test which compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The Independent Samples t Test is a parametric test and also known as Independent t Test or Unpaired t Test. This test was used under certain conditions. It required having two independent samples, the data should be normally distributed, and the two samples should have the same variance. Furthermore, the *Null Hypothesis* $H_0: \mu_1 - \mu_2 = 0$, where μ_1 is the mean of first population and μ_2 the mean of the second. That is to say that the null hypothesis tends to be that there is no difference between the means of the two populations; or, more formally, that the difference is zero.

In this study, the null hypothesis (H_0) for this Unpaired-test claimed that:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

- There difference in mean of pre- and post-marks of the 1st Year Control Group is zero.

And the alternative hypothesis (H1) was:

- After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The equation of the T-test was used as follows:

$$t = \frac{\mu_A - \mu_B}{\sqrt{\left[\frac{\left(\sum A^2 - \frac{(\sum A)^2}{n_A} \right) + \left(\sum B^2 - \frac{(\sum B)^2}{n_B} \right)}{n_A + n_B - 2} \right] \cdot \left[\frac{1}{n_A} + \frac{1}{n_B} \right]}}$$

Where: $(\sum A)^2$ is the sum of data set A, squared (Step 2).

$(\sum B)^2$: is the sum of data set B, squared (Step 2).

μ_A : is the mean of data set A (Step 3)

μ_B : is the mean of data set B (Step 3)

$\sum A^2$: is the sum of the squares of data set A (Step 4)

$\sum B^2$: is the sum of the squares of data set B (Step 4)

n_A : is the number of items in data set A

And n_B : is the number of items in data set B

The test went through different steps. First of all, the sum of the two group means must be found. Then, these sums should be squared. Apart, the means of the two groups must be calculated. The next step is to square the individual scores of each student and then add them up. After that, we should insert the numbers into the t-Test formula and solve the equation. Then, we have to find the Degrees of freedom ($n_A - 1 + n_B - 1$) bearing in mind that alpha level is (0.05). Finally, we have to analyse the values. If the calculated p value is greater than the alpha level, we cannot conclude that there is a difference between means. The results of the T-test are presented in the following table:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

	Control Group	Experimental Group	The <i>t</i> - and <i>p</i> -value
Mean	11.75	12.36	-1.09 <i>p</i> -value .27
Standard Deviation	2.31	1.63	

Table 3.8 1st Year Control and Investigation groups Pre-test Statistics

The above table shows the difference between the grades of 1st Year Control and Experimental group pre-tests. Results in **Table 3.8** show that the mean of the Control group in the pre-test was 11.75/20 with a standard deviation of 2.31 whereas the Experimental group mean in the pre-test was 12.63/20 with a standard deviation of 1.63. After using the T-test, the *t* and the *p* values were calculated. The value of *t* is -1.09 and the value of *p* is .27. The result obtained from 1st Year Control and Experimental Groups Pre-tests is not significant at $p < .05$. This means that the null hypothesis, which claimed that the difference in mean of pre- and post-marks of the 1st Year Control Group is zero, can be rejected though the results are not statistically significant.

3.1.1.4 Difference between Control and Experimental Groups Post-tests

The difference between 1st Year Control and Experimental groups' Post-tests was calculated. The following difference was scored:

Post-test	Control group mean	Investigation group mean	Difference
	11.64	13.40	1.76

Table 3.9 Difference between 1st Year Control and Investigation group post-tests

The above table shows that the interval between both groups' post-tests was higher and significant difference in the students' achievement was found. Based on

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

statistical results, it seems that the students achievement improved from (0.61) to (1.76) and this interval shows that the WebQuest method helped students develop their reading comprehension performance, but in order to have reliable results and test the difference in mean between the Control and the Experimental groups' post-tests, a t-test was used. The t-test that was used is called the Independent Samples t Test which compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The Independent Samples t Test is a parametric test and also known as Independent t Test or Unpaired t test. This test was used under certain conditions. It required having two independent samples, the data should be normally distributed, and the two samples should have the same variance. Furthermore, the *Null Hypothesis* $H_0: \mu_1 - \mu_2 = 0$, where μ_1 is the mean of first population and μ_2 the mean of the second. In this study, the null hypothesis (H_0) for this Unpaired-test claimed that: There difference in mean of pre- and post-marks of the 1st Year Control Group is zero, and the alternative hypothesis (H_1) was: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The equation of the Unpaired T-test was used as follows:

$$t = \frac{\mu_A - \mu_B}{\sqrt{\left[\frac{\left(\sum A^2 - \frac{(\sum A)^2}{n_A} \right) + \left(\sum B^2 - \frac{(\sum B)^2}{n_B} \right)}{n_A + n_B - 2} \right]} \cdot \left[\frac{1}{n_A} + \frac{1}{n_B} \right]}$$

Where: $(\sum A)^2$ is the sum of data set A, squared (Step 2).

$(\sum B)^2$: is the sum of data set B, squared (Step 2).

μ_A : is the mean of data set A (Step 3)

μ_B : is the mean of data set B (Step 3)

$\sum A^2$: is the sum of the squares of data set A (Step 4)

$\sum B^2$: is the sum of the squares of data set B (Step 4)

n_A : is the number of items in data set A

And n_B : is the number of items in data set B

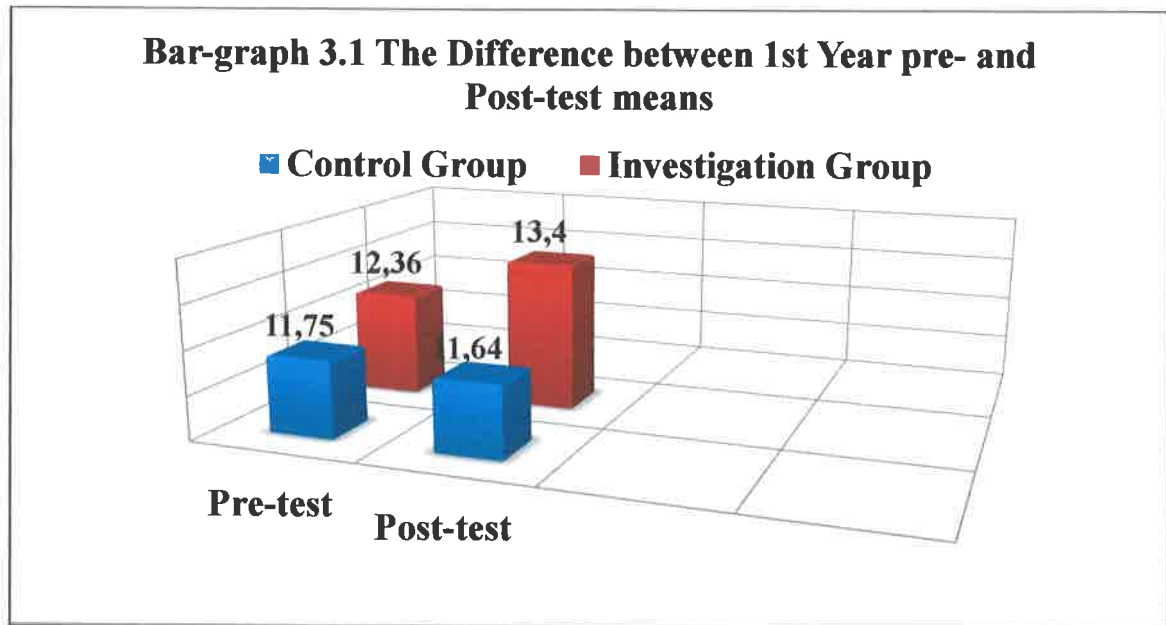
CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The test went through different steps. First of all, the sum of the two group means was found. Then, these sums had to be squared. Apart, the means of the two groups had to be calculated. The next step was to square the individual scores of each student and then to add them up. After that, we should insert the numbers into the t-Test formula and solve the equation. Then, we have to find the Degrees of freedom ($n_A-1 + n_B-1$) bearing in mind that alpha level is (0.05). Finally, we analysed the values. If the calculated p value is greater than the alpha level, we cannot conclude that there is a difference between means. The results of the T-test are presented in the following table:

	Control Group	Experimental Group	The t - and p -value
Mean	11.64	13.40	-3.18
Standard Deviation	2.51	1.17	p - value .002

Table 3.10 1st Year Control and Investigation groups Post-test Statistics

The data in **Table 3.10** show the difference between the grades of 1st Year Control and Experimental group Post-tests. It is shown that the mean of the Control group in the post-test was 11.64/20 with a standard deviation of 2.51 whereas the Experimental group mean in the post-test was 13.40/20 with a standard deviation of 1.17. After using the T-test, the t and the p values were calculated. The value of t is -3.18 and the value of p is .002. The result obtained from 1st Year Control and Experimental Groups post-tests is significant at $p < .05$. This means that the null hypothesis, which claimed that the difference in mean of pre- and post-marks of the 1st Year Control Group is zero, can be rejected and the alternative hypothesis, that claimed that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, can be confirmed because the results are statistically significant. The differences between the pre- and post-tests are illustrated in the following bar-graph:



The results in the above bar-graph show that the difference in the mean was high and significant for the Investigation group which improved from a mean of (12.36) before the reading WebQuest treatment to the mean of (13.40) after the administration of the method. Meanwhile, there was retrogression in the control group achievement from 11.75 to 11.64 in the Traditional Reading class. The final statistics suggested that the results associated with the implementation of WebQuest method in the Reading class were statistically significant and provided support for our research alternative hypothesis which claimed that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

3.1.2 Results and Discussion of 3rd Year Grade Pre- and Posttests

Two assessment tests were set for 3rd Year students in order to test Reading efficiency among the designed population and measure pre-existing knowledge on the Reading Course and students' improvement and ability to comprehend their material. The tests were also set to measure the degree of change through years and to know how students became fluent and motivated to read independently. In this section, the results of the pre- and post- tests are described quantitatively or statistically (mean of the tests, standard deviation, *p*- and *t* values and T-test statistics), and analysed

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

descriptively, then a comparison between both 3rd year Control and Experimental groups is presented.

3. 1.2.1 3rd Year Control Group Pre- and Posttest Results

Before setting the treatment for Third Year students, a pre-test was set in order to test students' level of reading performance before the treatment and to compare it to the Experimental group achievement. The investigator scored the results out of twenty (.../20), recorded the test' results and counted the means of the group manually by dividing the total scores of the students on their number, i.e. applying the mathematical operation: $m = \frac{\sum x}{N}$ where (m) is the symbol for the mean or the average, where (Σ) is the Greek letter sigma, the symbol for summation, (x) is the symbol for the scores and (N) is the symbol for the number of scores. The investigator summarized 3rd Year Control group students' achievements in the pre-test in the following table:

Number of control group students: 24	Valid	17
	Lost	07
Mean		10.38
Medium %		70.83%
Minimum grade		09.00
Maximum grade		12.50

Table 3.11 Third Year Control group Pre-test Result

The results in **Table 3.11** show that 24 students took the pre-test where 17 of them performed above the passing grade (points over 20 or valid grade) and only 7 students performed below the passing grade which means lost grade and (70.83%) referred to the medium of the valid results beyond 10/20 in the table above. The average or the mean of the students was calculated by adding up the set of students' scores in the pre-test and dividing it on their number which is 24. It was 10.38 out of 20. The lowest grade was 09 (minimum) and the highest was 12.50 (maximum) out of

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

twenty. The Third Year Control Group received not treatment of WebQuest-based method. The Control group dealt with Traditional paper-based courses of Reading. A post-test was set for First Year Control group and the results were as follows:

Number of control group students: 24	Valid	22
	Lost	02
Mean		12.33
Medium %		91.66%
Minimum grade		07.50
Maximum grade		15.00

Table 3.12 Third Year Control group Post-test Result

The post-test results in **Table 3.12** show that 24 students took the post-test where 22 of them performed above the passing grade (points over 20 or valid grade) and only two students performed below the passing grade. The medium of the valid results was (91.66%). The average or the mean of the students was 12.33 out of 20. The lowest grade was 07.50 (minimum) and the highest was 15.00 (maximum) out of 20. Students' post-test scores are presented in details in the appendices part.

In order to test the hypothesis and to find out whether there was a significant difference between the means of the pre- and post-tests, a Two Sample Paired t-test was used. The standard deviation, the *p*- and the *t*- values were calculated using a T-test calculator on the Net in order to determine whether the means of the two data sets differed significantly. In order to compare the means of the two paired sets of data, the conditions of t-test were set under the following requirements:

- The data is normally distributed
- Scale of measurement should be interval or ratio
- The two sets of scores are paired or matched in some way
- The 'null hypothesis' might be:

H0: There is no or less difference in mean of pre- and post-marks

And an 'alternative hypothesis' might be:

H1: There is a difference in mean pre- and post-marks

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

In this study, the null hypothesis (H0) for this test claimed that:

- There is no difference in mean of pre- and post-marks of the 1st Year Control Group.

The alternative hypothesis (H1) was:

- After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The equation of the T-test was used as follows:

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

Where: $(\sum D)$ is the sum of all the individuals' pre-post score differences.

$(\sum D)^2$ is the sum of all the individuals' pre-post score differences squared.

(N) is the number of paired observations.

The test is calculated through different steps. First, we subtract each Y (pre-test) score from each X (post-test) score. Then, we add up all of the values from Step. The next step, we have to square the differences from Step 1, and then add up all of the squared differences from Step 3. After that, the formula to calculate the t-score is applied. Then, we have to subtract (1) from the sample size to get the degrees of freedom. After the p -value is found using the degrees of freedom in Step 6. If the p -value is less than the alpha level: $p < .05$, the null hypothesis is rejected and there is no difference between means. The following recapitulative table shows the results of all the tests of 3rd Year Control Group. It also describes the standard deviation, the p -value and the students T-test.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

		Pre-test	Post-test	Students' t
Sample size: (n) = 24	Valid	17	22	<i>t</i> = 4.59 <i>p</i> - value <i>p</i> .0001
	Lost	07	02	
Mean		10.38	12.33	
Medium %		70.83%	91.66%	
Standard Deviation		1.07	1.89	
Minimum grade		09.00	07.50	
Maximum grade		12.50	15.00	

Table 3.13 3rd Year Control Group Pre- and Post-tests Statistics

The results in Table 3.13 show the difference between the grades of 3rd Year Control group pre- and post-tests. The mean of the Control group in the pre-test was 10.38/20 with a standard deviation of 1.07, and then in the post-test the mean increased to 12.33 with a standard deviation of 1.89. Furthermore, the value of *t* is 4.59 and the value of *p* is .0001. The result obtained from 3rd Year Control group Pre- and Post-tests is significant at $p < .05$. This means that the null hypothesis, which claimed that there is no difference in mean of pre- and post-test marks of the Third Year Control Group, is rejected, and the alternative hypothesis, that claimed that after experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, can be confirmed because the results are significant. The means of the pre- and post-tests are significantly different at ($p < 0.05$). The result in the post-test was higher than the pre-test one, and the score is less than a value of (0.05). Therefore, we can interpret the data to be significant at $p < .05$. Because of the high value of *t* 4.59 and the low value of $p = .0001$, which is less than (0.05), we can say that our results provided support for the research hypothesis, which claimed that Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests. We can also say that Third year students of Control group, who belonged to the Traditional Reading

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

class and who received no treatment, outperformed in their post-test. This result is also statistically significant.

3.1.2.2 Third Year Investigation group Pre- and Post-test Results

Students of the Experimental group have been administered a pre-test and results were scored in the same way as the Control group ones. The mean scores were as follows:

Number of Investigation group students: 24	Valid	23
	Lost	01
Mean		11.35
Medium %		95.83%
Minimum grade		09.00
Maximum grade		13.50

Table 3.14 Third Year Investigation group Pre-test Result

The results in **Table 3.14** show that twenty four students took the pre- test. Twenty three students performed above the passing grade (points over 10) and only one of them performed below the passing grade and 95.83 % referred to the medium of the valid marks. The average or the mean of the group was calculated and it was 11.35 out of 20. The lowest grade in the group was 09/20 and the highest was 13.50/20. After the administration of the treatment, a post-test was set for the Third Year Experimental Group in order to know the effects of webQuest lessons on students' reading performance and to count students' achievement scores then compare them with the Control group marks. The results of the post-test are presented in the following table:

Number of Investigation group students: 26	Valid	24
	Lost	00
Mean		13.44
Medium %		100%
Minimum grade		10.00
Maximum grade		15.00

Table 3.15 Third Year Investigation group Post-test Result

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The data in **Table 3.15** show that all the students performed above the passing grade (points over 10) and none of them performed below the average. The medium referred to one hundred per cent (100 %) of success. The medium of 100% of success means that the whole class passed the test and all students obtained valid marks beyond twenty. The average of students' work was calculated. It was 13.43 out of 20. The lowest grade was 10 while 15.00 was the highest mark. More details about students' marks are presented in the appendices part.

In order to test the hypothesis and to find out whether there was a significant difference between the means of the pre- and post-tests, a Two Sample Paired t-test was used. The standard deviation, the *p*- and the *t*- values were calculated using a T-test calculator on the Net in order to determine whether the means of the two data sets differed significantly.

In order to compare the means of the two paired sets of data, the same conditions of t-test were set under the same requirements as the Control Group paired t-test. The null hypothesis (H₀) for this test claimed that:

- There is no difference in mean of pre- and post-marks of the 1st Year Control Group.

Whereas the alternative hypothesis (H₁) was:

- After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The t-test was calculated using the same equation the investigator used with the Control Group Paired t-test. The following table shows the results of all the tests of 3rd Year Experimental Group. It also describes the standard deviation, the *p*- value and the students T-test.

		Pre-test	Post-test	Students' t
Sample size: (n) = 24	Valid	23	24	$t = 6.86$ $P < .00001$
	Lost	01	00	
Mean		11.35	13.44	
Standard Deviation		1.19	1.33	
Minimum grade		09.00	10.00	
Maximum grade		13.50	15.00	

Table 3.16 Third Year Experimental Group Pre- and Post-tests Statistics

The above table shows the difference between the grades of 3rd Year Experimental group pre- and post-tests. Results in **Table 3.16** show that the mean of the Control group in the pre-test was 11.35/20 with a standard deviation of 1.19, then in the post-test the mean increased to 13.44 with a standard deviation of 1.33. Furthermore, the value of t is 6.86 and the value of p is less than .00001.

The result obtained from 3rd Year Experimental group Pre- and Post-tests is significant at $p < .05$. This means that the null hypothesis, which claimed that there is no difference in mean of pre- and post-test marks of the Third Year Control Group, is rejected, and the alternative hypothesis, that claimed that after experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, can be confirmed because the results are statistically significant. The result in the post-test was higher than the pre-test one, and the score is less than the value of (0.05). Therefore, we can interpret the data to be significant at $p < .05$, and because of the high value of t 6.86 and the low value of $p < .00001$, which is less than (0.05), we can say that our results provide support for the research hypothesis, which says that Third Year Experimental group statistically outperform in their Reading Comprehension post-tests. According to students't-test, it is noticed that there was a remarkable improvement in the post-test grades of the group. This means that the new way of teaching the reading skill did help in improving students' post-test results and fostering their reading performance and motivation. We can also say that the WebQuest treatment worked in a good way and

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

the results were in favour of the alternative hypothesis of the research. Thus, we can say that this result is statistically significant. In order to have more reliable results, differences between 3rd Year Control and Experimental group Pre- and post-tests were calculated.

3.1.2.3 Difference between 3rd Year Control and Experimental Pre-tests

The difference between Third Year Control and Experimental Group pre-tests was calculated by subtracting the highest mean to the lowest one and the result was as follows:

Pre-test	Control group mean	Investigation group mean	Difference
	10.38	11.35	0.97

Table 3.17 Difference between 3rd Year Control and Investigation Group Pre-tests

The result in **Table 3.17** shows the interval between the pre- and post-test of 3rd Year Control and Experimental groups is (0.97). Despite the fact that the Investigation group mean in the pre-test was higher than the Control group pre-test mean, a small difference in the students' achievement was found. In order to test the difference in mean between the Control and the Experimental groups Pre- and post-tests, Independent Samples *t* Test was used. Its' aim was to compare the means of two independent (Control and Experimental) groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The Independent Samples *t* Test is a parametric test and also known as Independent *t* Test or Unpaired *t* test. This test was used under certain conditions. It required having two independent samples, the data should be normally distributed, and the two samples should have the same variance. Furthermore, the *Null Hypothesis* $H_0: \mu_1 - \mu_2 = 0$, where μ_1 is the mean of first population and μ_2 the mean of the second. That is to say that the null hypothesis tends to be that there is no difference between the means of the two populations; or, more formally, that the difference is zero.

In this study, the null hypothesis (H_0) for this Unpaired-test claimed that:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

- There difference in mean of pre- and post-marks of the 3rd Year Control and Experimental Groups is zero.

And the alternative hypothesis (H1) was:

- After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The equation of the T-test was used as follows:

$$t = \frac{\mu_A - \mu_B}{\sqrt{\left[\frac{\left(\sum A^2 - \frac{(\sum A)^2}{n_A} \right) + \left(\sum B^2 - \frac{(\sum B)^2}{n_B} \right)}{n_A + n_B - 2} \right]} \cdot \left[\frac{1}{n_A} + \frac{1}{n_B} \right]}$$

Where: $(\sum A)^2$ is the sum of data set A, squared (Step 2).

$(\sum B)^2$: is the sum of data set B, squared (Step 2).

μ_A : is the mean of data set A (Step 3)

μ_B : is the mean of data set B (Step 3)

$\sum A^2$: is the sum of the squares of data set A (Step 4)

$\sum B^2$: is the sum of the squares of data set B (Step 4)

n_A : is the number of items in data set A

And n_B : is the number of items in data set B

The test went through different steps. First of all, the sum of the two group means must be found. Then, these sums should be squared. Apart, the means of the two groups must be calculated. The next step is to square the individual scores of each student and then add them up. After that, we should insert the numbers into the t-Test formula and solve the equation. Then we have to find the Degrees of freedom ($n_A - 1 + n_B - 1$) bearing in mind that alpha level is (0.05). Finally, we have to analyse the values. If the calculated p value is greater than the alpha level, we cannot conclude that there is a difference between means. The results of the T-test are presented in the following table:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

	Control Group	Experimental Group	The <i>t</i> - and <i>p</i> -value
Mean	10.38	11.35	-2.98
Standard Deviation	1.07	1.19	<i>p</i> -value .004

Table 3.18 3rd Year Control and Investigation groups Pre-test Statistics

The above table shows the difference between the grades of 3rd Year Control and Experimental group pre-tests. Results in **Table 3.18** show that the mean of the Control group in the pre-test was 10.38/20 with a standard deviation of 1.07 whereas the Experimental group mean in the pre-test was 11.35/20 with a standard deviation of 1.19. After using the T-test, the *t* and the *p* values were calculated. The value of *t* is -2.98 and the value of *p* is .004. The result obtained from 3rd Year Control and Experimental Groups Pre-tests is significant at $p < .05$. This means that the null hypothesis, which claimed that the difference in mean of pre- and post-marks of the 3rd Year Control Group is zero, can be rejected because the results are statistically significant.

3.1.2.4 Difference between 3rd Year Control and Experimental Groups Post-tests

The difference between 3rd Year Control and Experimental groups' post-tests was calculated. The following difference was scored:

Post-test	Control group mean	Investigation group mean	Difference
	12.33	13.44	1.11

Table 3.19 Difference between 3rd Year Control and Investigation group Post-tests

The above table shows that the interval between both groups' post-tests was higher. Significant difference in the students' achievement was found. Based on

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

statistical results, it seems that the students achievement improved from (0.97) to (1.11) and this interval shows that the WebQuest method helped students develop their reading comprehension performance, but in order to have reliable results and test the difference in mean between the Control and the Experimental groups' post-tests, a *t*-test was used. It is called the Independent Samples *t* Test which compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The Unpaired *t* test was set under the same conditions as the 3rd Year Control and Experimental group pre-test results of the *t* test. Furthermore, the null hypothesis (H₀) for this Unpaired-test claimed that: The difference in mean of pre- and post-marks of the 3rd Year Control and Experimental Group is zero. Whereas the alternative hypothesis (H₁) was: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests. Using the same formula of the unpaired *t* test, which was earlier set with the other groups, was calculated and the results of the *t* test are presented in the following table:

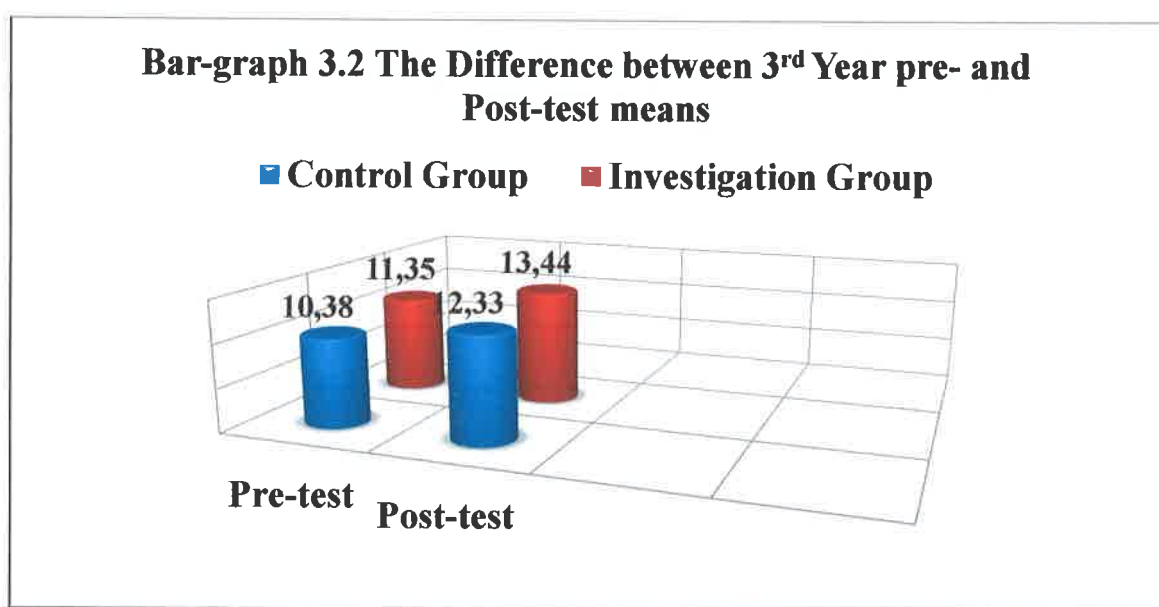
	Control Group	Experimental Group	The <i>t</i> - and <i>p</i> - value
Mean	12.33	13.44	-2.32
Standard Deviation	1.89	1.33	<i>p</i> - value .024

Table 3.20 3rd Year Control and Investigation groups Post-test Statistics

The above table shows the difference between the grades of 3rd Year Control and Experimental group Post-tests. Results in **Table 3.20** show that the mean of the Control group in the post-test was 12.33/20 with a standard deviation of 1.89 whereas the Experimental group mean in the Post-test was 13.44/20 with a standard deviation of 1.33. After using the T-test, the *t* and the *p* values were calculated. The value of *t* is -2.32 and the value of *p* is .024. The result obtained from 3rd Year Control and

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Experimental Groups Post-tests is significant at $p < .05$. This means that the null hypothesis, which claimed that the difference in mean of pre- and post-marks of the 3rd Year Control and Experimental Groups is zero, can be rejected and the alternative hypothesis, that claimed that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, can be confirmed because the results are statistically significant. Differences between the pre- and post-tests are visually illustrated in the following bar-graph:



The results in the above bar-graph show that the difference in the pre- and post-test means of Control and Experimental groups. Third Year Students mean improved in the Post-test from 10.38/20 in the Pre-test to 12.33/20 for the Control group and from 11.35/20 in the pre-test to 13.44/20 for the Experimental group. In overall, the comparison between the results of the experimental group and the Control group shows that both groups did improve during their practice. However, the students of the Experimental group made the progress and had a greater improvement in the post-test during the intervention of the WebQuest-based Lessons in their Reading Class.

This result means that the innovative way of teaching Reading (WebQuest-based Method) helped Third Year students improve their reading performance and

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

facilitated their reading comprehension much better than the Traditional paper-based Reading lessons. Furthermore, the final statistics suggested that the results associated with the implementation of WebQuest method in the Reading Class consolidated and supported positively the present research hypothesis which stated that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.

The findings of the pre- and post-tests were not surprising in light of previous results and were in agreement with the studies, conducted on the same field, mentioned in the First chapter of the present study namely Tsai (2005), Berardo (2006), Carvalho (2007), Mostefa (2009), Kocoglu (2010), Shan (2011), Elkhateeb and Alshumaimer (2012), Kobylinski (2014), Hadriana (2015), and Bakheet (2016) among others. The results obtained from the pre- and post-tests supported also Stocks (2002), Samra (2009), Joiner (2010), and Kelly (2003) who considered that WebQuests use can increase students' reading comprehension, allow them to become active learners, and captivate their motivation and attention. These results could also oppose the findings of the Kobylinski (2014) who stated that the format of the WebQuest did not promote students' interest and engagement with a reading text, and did not increase students' motivation compared to the Traditional Reading Class. In conclusion, the first hypothesis of this research, which stated that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, confirmed that there was a positive influence of the WebQuest-based Method on Students' reading comprehension and performance and the outcomes were statistically significant.

3.1.3 Description and Results of the Students' Pre- and Post-Questionnaire

The students' questionnaires were needed to gather data. They were designed for the purpose of collecting sufficient information about students' reading habits. Two Questionnaires were administered to students of the Control and Experimental groups.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The first Questionnaire was set, for all the groups (Control and Experimental), before the treatment of WebQuests, in order to gather as much useful information as possible about the reading proficiency of the students. The second Questionnaire was set at the end of the experiment, only for the Experimental groups, in order to test students' perceptions and attitudes about the use of the WebQuest method in the Reading Class. More details about the Questionnaires are presented in the following section.

3.1.3.1 Analysis of the 1st and 3rd Year Students' Pre-Questionnaire

Fifty students of the First Year and forty eight Third Year students were administered a pre-questionnaire in order to obtain accurate relevant information about students' reading and writing proficiencies. Students' Pre-Questionnaire aimed at answering the third research question and testing the research hypothesis which claimed that the design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat. The Questionnaires' answers are collected and presented in the next section. The results are presented descriptively as follows:

3.1.3.1.1 Section One Analysis

The first rubric of the questionnaire is composed of six questions concerning personal, social, and instructional background of the student. After scoring the students' responses, the researcher gathered the results and percentages were calculated out of 100%. The first question of section one was set to know the age of the student. The following answers were collected:

Question 01: It aimed to know the different age of 1st and 3rd year students.

Q1: How old are you?	1st Year students' responses				3rd Year students' responses					
	Age	18	19	20	23	Age	20	21	22	23
	N°=50	03	23	21	03	N°=48	05	25	12	06
	Total 100%	06%	46%	42%	06%	Total 100%	10.42%	52.08%	25%	12.50%

Table 3.21 1st and 3rd Year Students' Age

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The rates in **Table 3.21** reveal that fifty (100%) students of the 1st Year were aged between 18 and 23 years. Three students (06%) out of fifty were 18 years old, twenty three (46%) were 19 years old, twenty one (42%) of them were 20 years old and three (03%) of them were 23 years old. Forty eight students, i.e., (100%), were between 20 and 23 years old. Five students (10.42%) out of forty eight were 20 years old, twenty five students (52.08%) were 21 years old, twelve of them (25%) were twenty two years old, and six students (12.50%) were 23 years old. The result could affect students' reading habits.

Question 02: It aimed at determining the gender of students.

Q2: Your gender	1 st Year students' responses			3 rd Year students' responses		
	Gender	Male	Female	Gender	Male	Female
	N ^o =50	02	48	N ^o =48	06	42
	Total 100%	04%	96%	Total 100%	12.50%	87.50%

Table 3.22 1st and 3rd Year Students' Gender

Results in **Table 3.22** show that 1st Year grade comprised forty eight (96%) females and only two (4%) males; whereas, 3rd year grade was composed of six (12.50%) males and forty two (87.50%) females.

Question 03: It aimed at knowing students' geographical location and highlighted the following result:

Q3: Where do you live?	1 st Year students' responses			3 rd Year students' Responses		
		Urban area	Rural area		Urban area	Rural area
	N^o=50	40	10	N^o=48	40	08
	Total 100%	80%	20%	Total 100%	83.34%	16.66%

Table 3.23 First and Third Year Students' Geographical Location

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The results in **Table 3.23** show that forty students, i.e., the majority of First Year (80%) and Third Year (83.34%) students came from urban areas while ten students (10%) of the First Year and eight students (16.66%) of the Third Year came from rural areas. This result could affect students' Reading achievement. Some learners in urban settlements are read a story even before they enter school. Thus, they are acquainted with books before they start their own language acquisition and learning. Students at urban schools have the opportunity to explore the world of Technology. In opposition, many learners who come from rural areas do not have access to books primarily. They do not read and no one reads for them. It can be easily understood that the urban and the rural settlements are different, regarding the standard of living in these areas. One would then try to readjust the meaning of the Urban/Rural Dichotomy and its effect on students' achievement in school environments.

Question 04: It aimed at determining the instruction level of students' parents and highlighted the following result:

Q4: What is your parents' instructional level?	1 st Year students' responses				3 rd Year students' responses			
	N^o=50	Literate	Semi-Literate	illiterate	N^o=48	Literate	Semi-Literate	illiterate
		30	18	02		19	18	11
	Total 100%	60%	36%	04%	Total 100%	39.59%	37.50%	22.91%

Table 3.24 First and Third Year Students' Parents' Instructional Level

In **Table 3.24**, it is shown that thirty (60%) students in the First Year were brought up in families where parents were literate and eighteen students' parents (36%) were semi-literate and only two of them (04%) were illiterate. This was not the case for the Third Year students' parents. Nineteen (39.59%) parents were literate, eighteen (37.50%) were semi-literate and eleven (22.91%) parents were illiterate.

Question 05: It aimed at determining the Baccalaureate stream of students in order to know whether students received the same instructions in the same field or not. The following results were found:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Q5: What is your Baccalaureate stream	1 st Year students' responses			3 rd Year students' responses				
	X	Scientific	Literary	Foreign Languages	X	Scientific	Literary	Foreign Languages
	N°=50	22	10	18	N°=48	09	13	26
	Total 100%	44%	20%	36%	Total 100%	18.75%	27.09%	54.16%

Table 3.25 First and Third Year Students' Baccalaureate Stream

In **Table 3.25**, it is shown that twenty two (44%) students in the First Year studied in scientific classes in their High School where ten of them (20%) studied in Literary Classes and eighteen students (36%) studied in Foreign Languages classes. On the contrary, Third Year students whom nine (18.75%) passed the Scientific Baccalaureate, thirteen (27.09%) passed Literary Baccalaureate and twenty six students (54.16%) studied in Foreign Languages Stream. Learners' achievements may differ from one stream to another in terms of the Units and the Topics covered in the High School; thus, students' reading habits differ from one class to another.

Question 06: It aimed at knowing how long students have been studying English for. The following results were found:

Q5: How long have you been studying English for?	1 st Year students' responses			3 rd Year students' Responses				
	X	07 years	08 years	10 years	X	07 years	08 years	10 years
	N°=50	50	00	00	N°=48	00	00	48
	Total 100%	100%	00%	00%	Total 100%	00%	00%	100%

Table 3.26 First and Third Year Students' Number of Years Studying English

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The above table shows that all First Year students had been studying English for seven years and all Third Year Students had been studying English for ten years. The numbers of years can influence students' reading habits and their motivation to read and understand the articles written in English. Experience in learning a language can affect students' achievement.

3.1.3.1.2 Section Two Analysis

The second rubric of the students' pre-Questionnaire is composed of two parts: The first part deals with the students' reading proficiency and the other one is concerned with their writing proficiency. Each of the parts is composed of four questions. Answers to the questions were analyzed and the percentages were calculated out of 100%. In order to analyse and interpret the results, bar-graphs are provided. They are useful to make comparisons between the different variables that are easy to see and to show how one variable is affected as the other rises or falls.

3.1.3.1.2.1 Part One Analysis

The first part of the second section deals with the reading proficiency of the students. The researcher counted the percentages of the results and reached the following statistics:

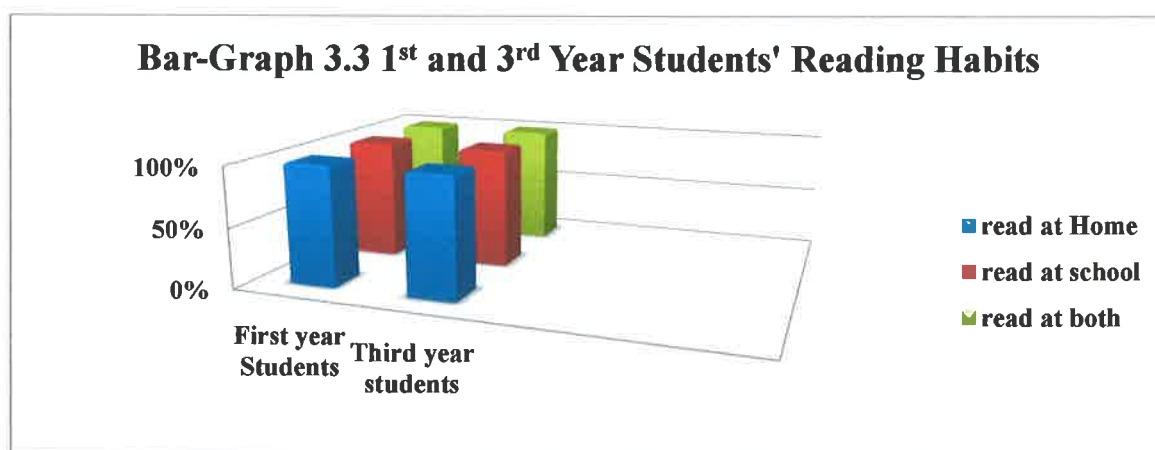
Question 01: The aim of the first question was to know the reading habits of the 1st and 3rd year students and to know whether they used to read at home or school or at both of them. The following results were found:

Q1: Do you read at:	1 st Year students' responses			3 rd Year students' Responses			
	home	School	both	home	School	both	
N ^o =50	50	50	50	N ^o =48	48	48	48
Total 100%	100%	100%	100%	Total 100%	100%	100%	100%

Table 3.27 First and Third Year Students' Reading Habits

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

In the above table, we notice that all First and Third Year students read at home, at school and vice versa. This result shows that all students have the habit of reading which means that they become gradually more fluent. Results of students' reading habits are summarized in the following bar-graph about the students' reading habits.



We can understand from the results in the above Bar-graph 3.3 that all First and Third year students read at home, school, and vice versa. This shows that all students were interested in reading and they considered reading important to achieve fluency and good performance.

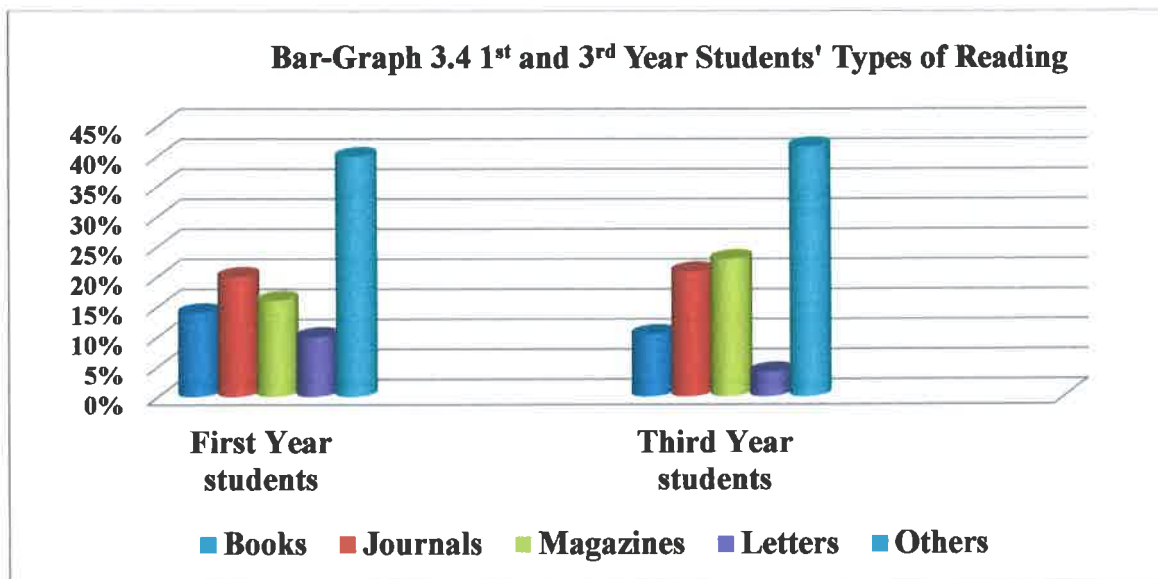
Question 02: It aimed to know what sort of reading the students used to read. The following results were found:

Q2: What do you read?	1 st Year students' responses					3 rd Year students' Responses						
	X	Books	Journals	Magazines	Letters	Others	X	Books	Journals	Magazines	Letters	Others
	N°=50	07	10	08	05	20	N°=48	05	10	11	02	20
Total 100%	14%	20%	16%	10%	40%	Total 100%	10.41%	20.83%	22.93%	04.16%	41.67%	

Table 3.28 1st and 3rd Year Students' Types of Reading

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The results obtained in **Table 3.28**, show the types of reading the First and Third year students used to read. Seven (14%) students in the First Year read books, ten of them (20%) read journals, eight (16%) of them read magazines, five (10%) students read letters and Twenty (40%) of them read other types of writing; such as, novels, poems, short stories, and diaries. According to the results, Third Year students also read the same types of reading. Five (10.41%) students of them read books, ten (20.83%) read journals, eleven (22.93%) students are interested in magazines, two (04.16%) of them receive and send letters, whereas twenty (41.67%) students read other types of writing; such as articles, short stories, novels, poems, and diaries. Analyses of the results are summarized in the following bar-graph:



The above Bar-graph shows that the majority preferred reading other types of reading materials such as, diaries, articles, short stories, novels, and poems rather than books, journals, and magazines. The results reveal that students favoured reading the materials they needed in their courses in order to succeed in getting good results and achieve their main purpose which is reading comprehension.

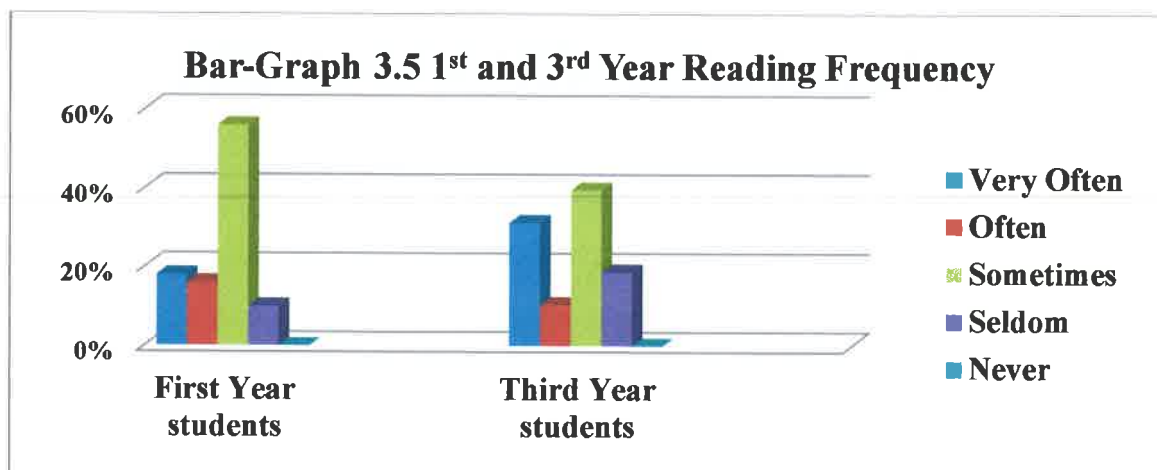
Question 03: It aimed to know how often students read different sorts of writing. The following results were found:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Q3: How often do you read?	1 st Year students' responses					3 rd Year students' Responses						
	X	Very often	Often	Sometimes	Seldom	Never	X	Very often	Often	Sometimes	Seldom	Never
	N ^o =50	09	08	28	05	00	N ^o =48	15	05	19	09	00
	Total 100%	18%	16%	56%	10%	00%	Total 100%	31.25%	10.41%	39.59%	18.75%	00%

Table 3.29 First and Third Year Students' Reading Frequency

As it is shown in **Table 3.29**, all students have different habits of reading, the majority of First Year students, i.e., twenty eight (56%) students sometimes read while nine (18%) of them very often read, eight of them (16%) often read, only five students (10%) seldom read, and none of them (00%) never read. Nineteen Third Year students (19%) sometimes read. Fifteen (31.25%) very often read, five students (10.41%) often read, nine of them (18.75%) seldom read while none (00%) of them never read. A summarizing bar-graph is presented below:



The above bar-graph explains that students in the First Year and Third Year sometimes read different sorts of materials. Third Year students read more articles than those of the First Year. This result shows that Third Year students were more

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

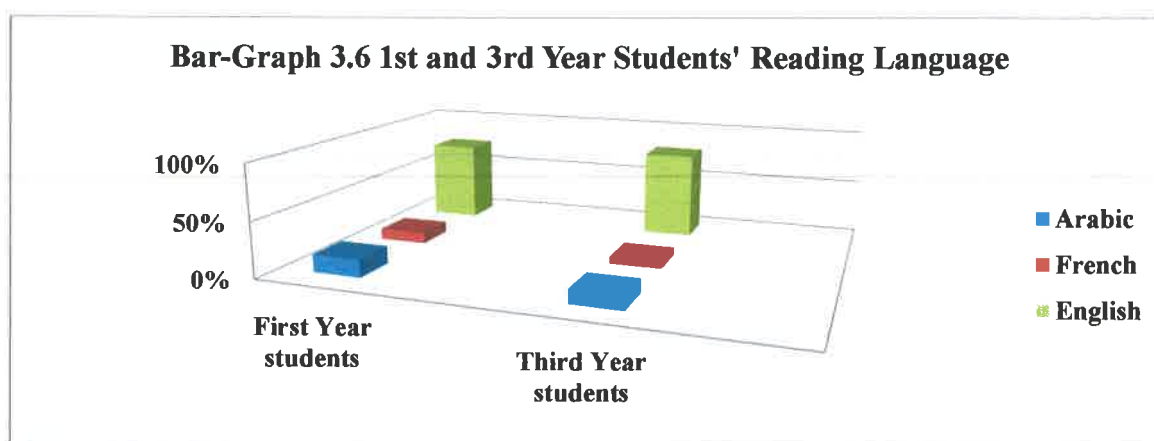
motivated since they had the habit of reading and they used to access more complex materials than the ones they dealt with in their first year.

Question 04: It aimed to know in what language the students read different sorts of writing. The following results were found:

Q4: You read in:	1 st Year students' responses					3 rd Year students' Responses					
	Arabic	French	English	Spanish	Others	Arabic	French	English	Spanish	Others	
N ^o =50	08	05	37	00	00	N ^o =48	06	03	38	01	00
Total 100%	16%	10%	74%	00%	00%	Total 100%	12.50%	06.26%	79.16%	02.08%	00%

Table 3.30 First and Third Year Students' Reading Language

According to the results in **Table 3.30**, the majority i.e., Thirty seven (74%) First Year and thirty eight (79.16%) third year students read in English. Eight (16%) first year students read in Arabic, five (10%) of them read in French and none of them read in Spanish or other languages. Six (12.50%) Third Year students read in Arabic, three of them (06.26%) read in French, one (02.08%) student read in Spanish language and none of them read in other languages. The following bar-graph summarizes all what is said:



The results in bar-graph 3.6 show that all students favoured reading in English more than the other languages. This means that students in both levels were interested in reading materials written in English and they were ready to receive any information given to them in the same language.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

1.1.3.1.2.2 Part Two Analysis:

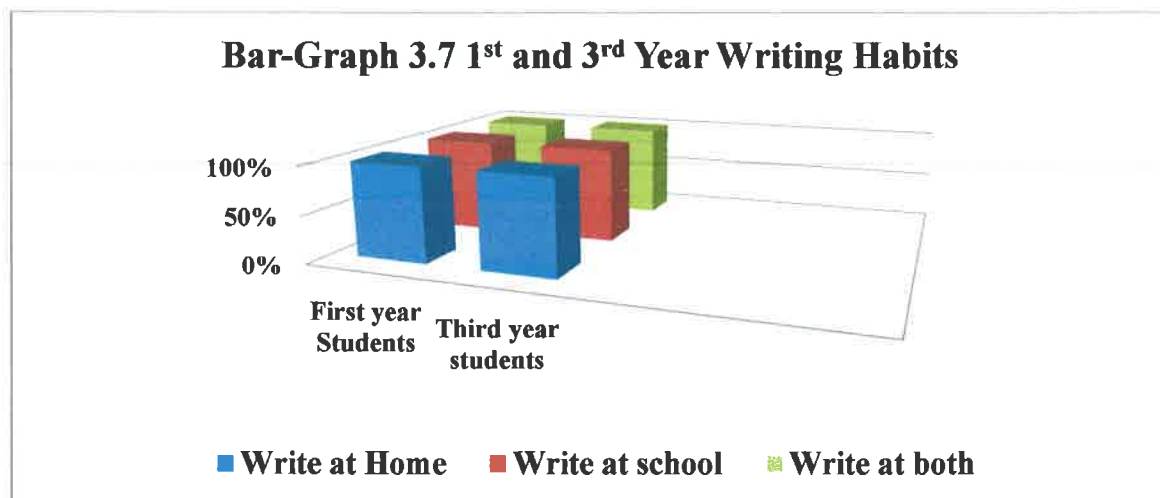
The second part of Section two deals with the writing proficiency of the students. The percentages were counted and the following statistics were found:

Question 01: The aim of the question was to know the writing habits of the 1st and 3rd Year students and to know whether they write at home or school or at both of them. The following results were found:

Q1: Do you write at:	1 st Year students' responses			3 rd Year students' Responses		
	home	School	both	home	School	both
N ^o =50	50	50	50	N ^o =48	48	48
Total 100%	100%	100%	100%	Total 100%	100%	100%

Table 3.31 First and Third Year Students' Writing Habits

In **Table 3.31**, we notice that all First and Third year students write at home, at school and at both of them. This result shows that all students have the habit of writing since all of them also read at home, school, and at both of them. The following bar-graph illustrates clearly the results:



Bar-graph 3.7 explains clearly that all First and Third year students wrote at their home, all of them wrote at school, and all of them wrote at both their homes and their

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

schools. This shows that all students were able to produce pieces of writing they were required to write especially in their WebQuests courses.

Question 02: It aimed to know what sort of writing the students used to write. The following results were found:

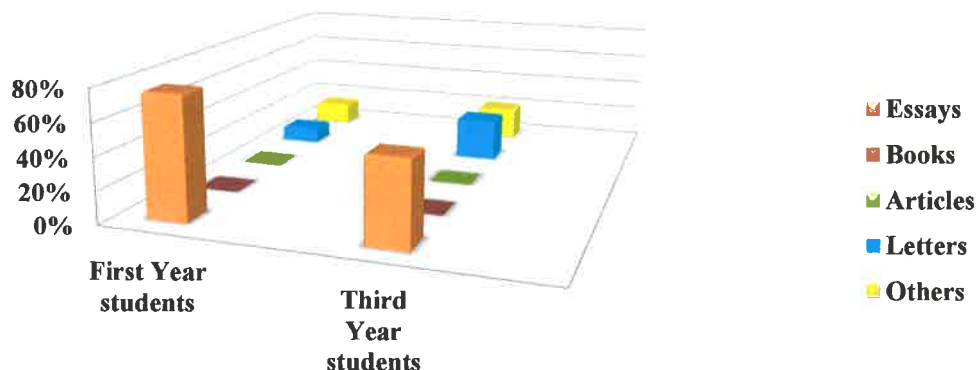
Q2: What do you write?	1 st Year students' responses					3 rd Year students' Responses						
	 	Essays	Books	Articles	Letters	Others	 	Essays	Books	Articles	Letters	Others
	N ^o =50	38	00	00	05	07	N ^o =48	25	00	00	13	10
	Total 100%	76%	00%	00%	10%	14%	Total 100%	52.08%	00%	00%	27.08%	20.84%

Table 3.32 First and Third Year Students' Types of Writing

Data from **Table 3.32** show the types of writing the First and Third Year students used to write. The majority of first year students i.e., thirty eight (76%) students write essays, five of them (10%) write letters, seven (14%) write other types of writing like diaries and poems, and none of them write books or articles. Twenty five third year students (52.08%) write essays, thirteen of them (27.08%) write letters, ten of them (20.84%) write diaries, poems, short stories and free writing whereas none of them write books or articles. We notice that students have the habit of writing essays more than other type of writing because they are asked in some courses to answer exam questions in a form of essays. For this reason, they are interested in writing such essays more than any other type. More explanation can be visually seen in the following bar-graph:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Bar-Graph 3.8 1st and 3rd year Types of Writing



The results in the above Bar-Graph illustrate that almost students favored writing essays. This result means that students became fluent in writing essays since they were assessed during the post-reading phase. Students' ability to present the work and read their essays helps them become fluent readers.

Question 03: It aimed to know how often students write. The following results were found:

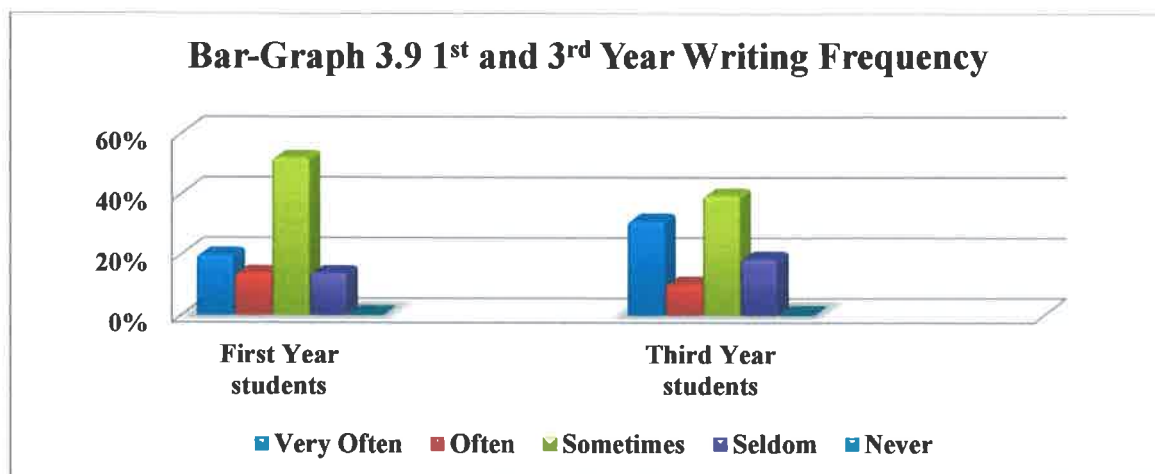
Q3: How often do you write?	1 st Year students' responses					3 rd Year students' Responses						
	<i>Very often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>	<i>Very often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>		
	N°=50	10	07	26	07	00	N°=48	15	05	19	09	00
	Total 100%	20%	14%	52%	14%	00%	Total 100%	31.25%	10.41%	39.59%	18.75%	00%

Table 3.33 First and Third Year Students' Writing Frequency

According to the results in Table 3.33, the majority of First Year students, i.e., twenty six (52%) students sometimes write while ten (20%) of them very often write, seven of them (14%) often write, seven students (14%) seldom write, and none of them (00%) never write. Most of Third Year Students (19%) sometimes write. Fifteen (31.25%) very often write, five students (10.41%) often write, nine of them (18.75%)

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

seldom write while none (00%) of them never write. It is noticed through the obtained results that Third Year Students have similar reading and writing habits. They have more writing ability than the First Year Students.



In this bar-graph, it is visually traced that both First and Third Year students' writing rate is not high because students sometimes do write. This result explains that the Students could only write for a particular purpose; such as, writing a homework assignment, discussing a writing topic or producing a final outcome of a lesson, and when answering exam questions.

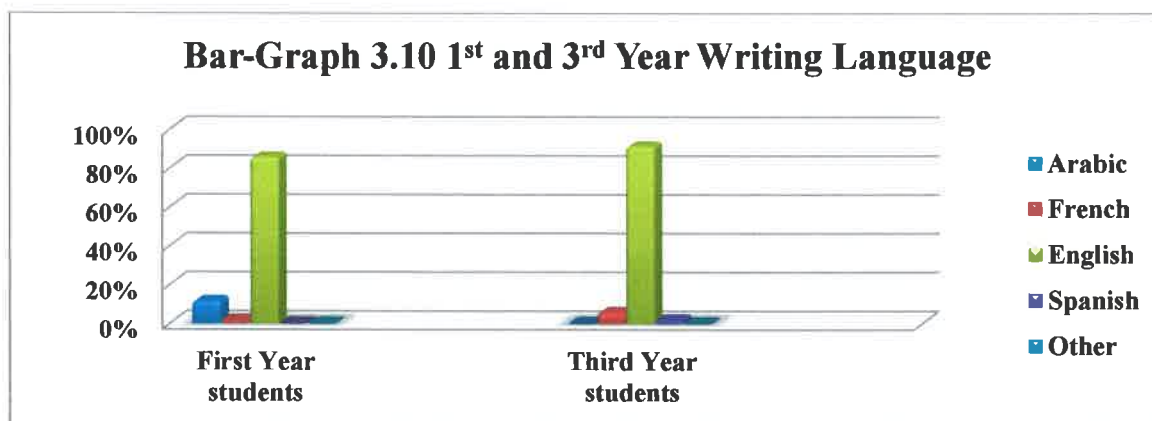
Question 04: It aimed to know in what language the students write different sorts of pieces. The following results were found:

Q4: You write in:	1 st Year students' responses					3 rd Year students' Responses						
	Arabic	French	English	Spanish	Others	Arabic	French	English	Spanish	Others		
	N ^o =50	06	01	43	00	00	N ^o =48	00	03	44	01	00
	Total 100%	12%	02%	86%	00%	00%	Total 100%	00%	06.26%	91.66%	02.08%	00%

Table 3.34 First and Third Year Students' Writing Language

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

According to the results in **Table 3.34**, the majority i.e., forty three (86%) First year and forty four (91.66%) Third year students write in English. Six (12%) first year students write in Arabic though eight of them read in Arabic. One (02%) of first year students write in French though five who read in French and none of them write in Spanish or other languages. Three (06.26%) Third year students write in French, one of them (02.08%) write in Spanish language and none of them write neither in Arabic nor in other languages. The last bar-graph explains visually the results:



In bar-graph 3.10, it is illustrated that all students preferred to write in English. Their ability to write could develop from the First Year until they reach a higher level in the Third Year of study. This means that they could adapt to new writing situations in new contexts.

The findings of Students' pre-Questionnaire were in agreement with the studies, conducted on the same field, mentioned in the First chapter of the present study namely Carvalho (2007), Mostefa (2009), Termsinsawadi (2011), Elkhateeb (2012), and Bakheet (2016). The results of the studies emphasized that students' reading and writing abilities can foster reading comprehension and improve students' reading performance. The responses obtained from the Students' Pre- Questionnaire affirmed that 1st and 3rd Year ENSL students had good habits of reading and writing and had the abilities to read and write in English more than any other language. This result allowed them to become active learners, and captivate their motivation and attention.

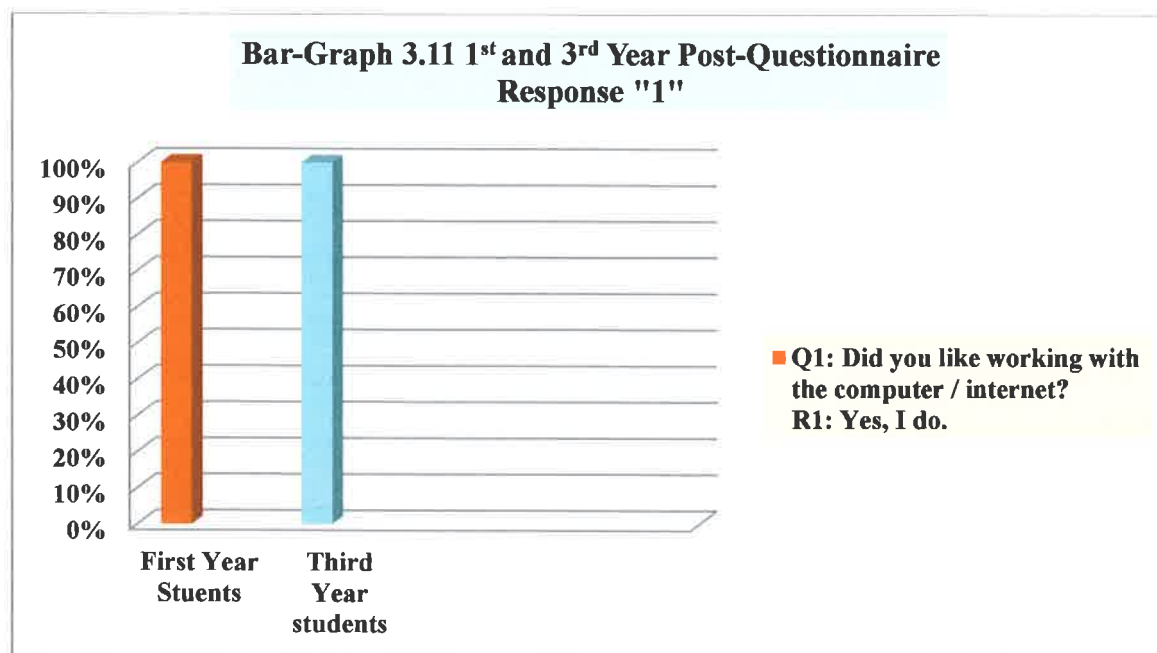
3.1.3.2 Analysis of the 1st and 3rd Year Students' Post-Questionnaire

After the inclusion of the WebQuests treatment to both First and Third Year experimental group classes, a postal Questionnaire was administered to the same samples in order to test the efficiency of the method and to see how important the WebQuests were for the students. It aimed to assess the use of the innovative teaching of reading and how students perceive its use in reading classrooms. Students' Post-Questionnaire tried to answer the last research question and test the research hypothesis which stated that the design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat. The Questionnaires' responses were collected and the results are presented descriptively. Students' post-Questionnaire comprised nine questions. The researcher collected answers from the students and obtained the following results:

Question One: It sought to know whether they liked working with the computer/internet and asked students to provide their reasons. Both experimental groups in the First and the Third year responded positively to this question and provided different reasons. 26 First year students did like working with the computer/internet. They considered it necessary for work because it provides them new information; it is a good, funny, and fast means. For some students, the computer/Internet helps them to get knowledge, to enlarge their cultural background, to feel more motivated, to live new experiences, to discover the Internet and to acquire more knowledge about how to use both computers and the Internet appropriately. Working with the computer/Internet cannot only make the work easy, but also encourage them for team-work, save time, and finally get information quickly. 24 Third Year students provided different reasons. For some of them, working with the computer/internet breaks the routine of reading books which is sometimes boring. It provides easier and quicker access to information; it also allows learners to search for the information in a short time. The computer/Internet was a new technique for the students, it was enjoyable, easy to use, and an interesting means that made learning practical, exciting, beneficial, organized,

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

and communicative. It was an excellent source of knowledge which made learning more enjoyable. Results are visually illustrated in the following bar-graph:



It is illustrated in Bar-Graph 3.11 that all students (100%) in the First and Third Year levels responded positively to the first question. This result shows that both groups did like working with the computer/internet. It can also be understood that the innovative way of teaching Reading is positively perceived by students.

Question Two: The second question of the post-Questionnaire was about the degree and the consistency of personal knowledge the students gained from the project. The responses of both groups varied. The following table summarizes all the responses:

Q2: What did you learn from this project?	
1st Year Responses	3rd Year Responses
I learned a lot of information from each lesson	I learnt how to report and how to dig in the deepest details about different topics
I gathered a great amount of knowledge about many topics and I broke the routine of traditional paper-based texts	I gathered a great amount of knowledge about many topics and learnt new vocabularies
I improved my skills through presentations	I improved my skills through presentations, and I became good at working on computers
I could develop the ability to cope with the members of my group.	I could develop the ability to cope with the members of my group and became passionate

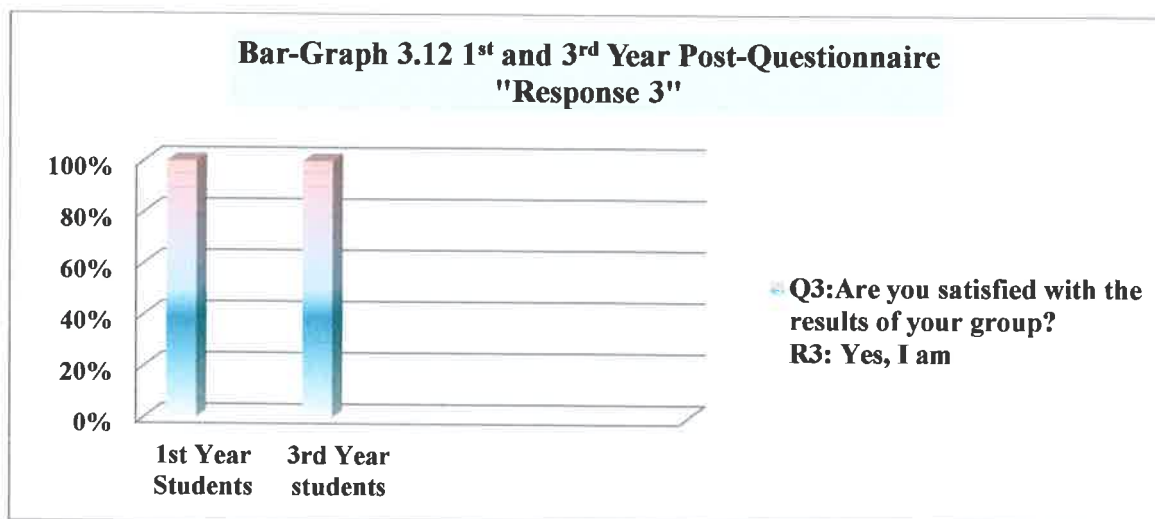
CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

I became good at working with computers	I became more active in the class and got a new experience with PowerPoint Presentations
I learned how to work in groups	I learned how to use the net appropriately
I learnt how to make presentations	I acquired a new knowledge
I learnt how to face my classmates	I managed to deal with time
I learnt more tolerance and became patient	I became more interested in reading articles

Table 3.35 First and Third Year Post-Questionnaire “Response 2”

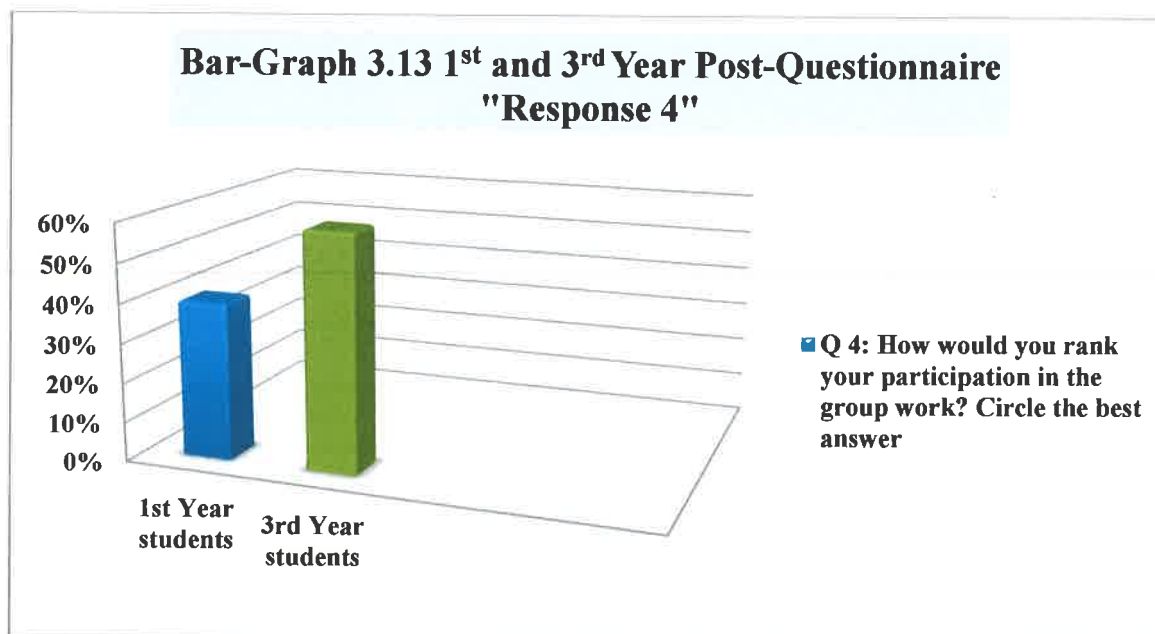
The above table explains what the students learnt from the webQuest projects. For the First and Third Year students, the webQuest project was a very beneficial approach and an effective way to reading articles on the Net. They learned relevant information from each lesson. They learnt how to report and how to look out the deepest details about different topics. They said that they gathered a great amount of knowledge about many topics and learnt new vocabularies. The students improved their skills through presentations, and they became good at working on computers. They could develop the ability to cope with the members of the group and became passionate about the drills. They also succeeded in making presentations using PowerPoint and selecting the appropriate information among the vast amount of data found on the Net. Moreover, First and Third Year students learnt how to face their classmates, how to communicate in class, how to share their personal knowledge with others, and finally how to develop their skills.

Question Three: The third question was about the students’ satisfaction with the results they obtained with their groups. The following results were obtained:



In Bar-graph 3.12, one can understand that all students in both levels were satisfied with the results of their group. This shows that they enjoyed working in groups where every student had a task perform. For some students, they replied that they were strongly satisfied with the results. They enjoyed being in groups and felt amused when achieving the tasks collaboratively.

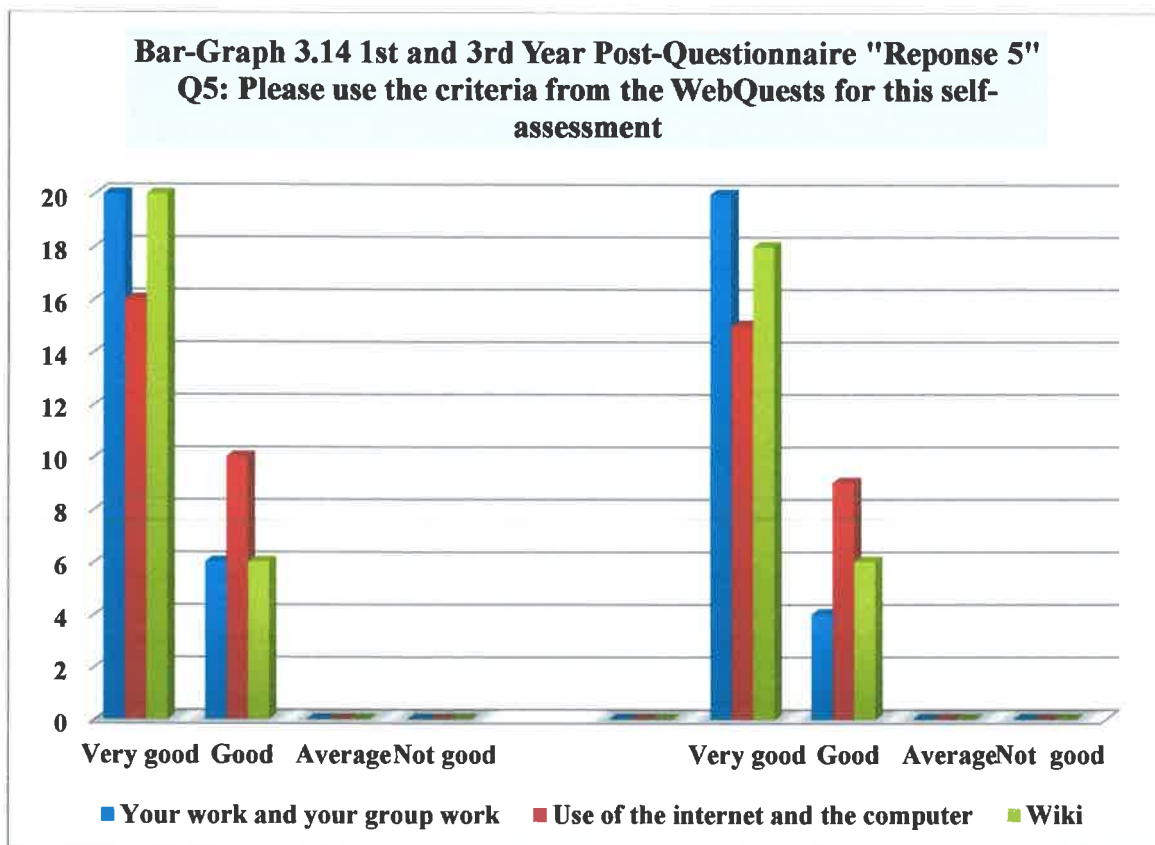
Question Four: In this question, students had to rank their participation in the group work from 10% to 100%. The following results were obtained:



CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

First Year students said that each student's participation in the group was forty per cent (40%) whereas Third Year students' participation was sixty per cent (60%). Each student had to prepare a task in the project. The members divided the work among the group and had to complete it for the last outcome of the project. They were able to work in groups and their participation was ranked according to the tasks of each lesson. They were also satisfied in preparing the presentation collectively.

Question Five: In the fifth question, respondents had to use the criteria from the WebQuests they studied to do self-assessment. They had to assess their work and their group work achievement. Then, their use of the Internet and the computer and finally, they had to assess their use of Wikipedia documents. Students had to rate the four-scale assessment according to the degree of achievement from very good, good, average, and not good. The following bar-graph summarizes the results:



CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

In both levels, twenty students out of twenty six considered working in their group, a very good task while six of them, in the First Year, and four in the third year, considered it as something good. Sixteen Students in the first year and fifteen in the Third Year considered using the computer and the Internet very good while ten students in the First Year and nine in the Third Year considered accessing to the Internet as a good thing. Twenty students in the First year assessed Wiki documents as something very good while six of them considered it as something good. Eighteen students in the Third Year assessed their use of wiki documents as something very good while six of them assessed it as something good.

In general, WebQuests were positively assessed by students in both levels, i.e., the First and Third Year students showed positive attitudes towards the use of the WebQuests

Question Six: The sixth question in the questionnaire was about the time consumed in each lesson of the WebQuests. The following table explains the responses:

Q6: How long did you work on this WebQuest (approximately)? _____ minutes	
1st Year Students response (100%)	90 minutes
3rd Year Students response (100%)	90 minutes

Table 3.36 First and Third Year Post-Questionnaire “Response 6”

All the students in both groups provided the same answer. They said that they spent ninety (90) minutes in achieving each WebQuest session. The Students in each group were subdivided into small groups and each subgroup was assigned a task that was out of the WebQuest list of Tasks. The teacher then explained the tasks for the groups. Each of the subgroups should complete the task in two steps. During the first session, the work should be devoted for the understanding of the topic and completing the tasks. The students’ presentations, discussions and the assessment of the work should be left for the second session of work.

Question Seven: This question sought to know whether the students would like to work with the computer/internet more often and were asked to give the reasons behind their answer. Responses to this question were as follows:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Q7: Would you like to work with the computer / internet more often?	
Yes, I would (100%)	Yes, I would (100%)
Give your reason(s)	
1 st Year Responses	3 rd Year Responses
To improve my level, knowledge	It is a new method and a beneficial means
To save time and get more information about different topics	It makes everything easy and available for me
To help me prepare my lessons and to become familiar with technology	It motivates me to become more engaged, selective, and active
To develop my skills and to be engaged in group work.	I get information quickly without consuming too much time
to become more professional through working with computers	To get more experience with PowerPoint Presentations
I learned how to work in groups	It helps me be a critical reader

Table 3.37 First and Third Year Post-Questionnaire “Response 7”

As it is shown in **Table 3.37**, responses to the seventh question, about students’ preference of working with the computer/Internet, were complementary. All the Students in both levels enjoyed working with the computer/Internet. Different reasons why the students like to work with the computer/Internet were provided. Some First Year students liked to work with the computer/Internet because they believed that Computers can improve their level and knowledge. First Year students reported that working with the computers helped them getting more information about many topics without consuming time. Some others thought that through the Internet, Students could develop their skills, and become more involved in the learning process, and more professional. First Year students thought also that the use of the Internet helped them prepare their lessons and become more familiar with Technology.

On the same line, Third Year students reported that the use of computers in learning made everything easy and available for students. They added that the use of the computer/Internet motivated students to become more involved in the learning process, and to be active learners. Third Year students declared that the use of the computer/Internet in the learning process was a beneficial means which helped them explore the world of Technology appropriately.

Questions Eight and Nine

First and Third Year participants of the Students' Post-Questionnaire were invited to suggest things they would like to change and/or to give their opinions and to put down anything else they considered important for the development and the evaluation of WebQuests project. Some students suggested that the WebQuest-based method should be included in the University syllabus of all levels. This new method of teaching should be generalized in all Universities and some of the Students insisted on fixing the problem of accessing the Internet in all the Algerian Universities and more computers should be provided for students in well-equipped laboratories. Moreover, some students suggested that topics included in the project should be chosen by students. In other words, teachers must do a needs-analysis for each unit of teaching because students become more engaged and motivated if they deal with topics they feel themselves interested in. Finally, all students expressed their satisfaction towards the inclusion of the innovative approach of teaching reading and responded positively to its use.

The results of the Post-Questionnaire prove that the 1st and 3rd Year Students have had a positive experience with the WebQuests during the research time and they also have a motivation to use Technology in the class in the future because the WebQuest tools were useful that fostered reading comprehension. Furthermore, the results obtained from the students' responses were in accord with the results of the experimental studies conducted in the same field, namely Tsai (2005), Carvalho (2007), Kocoglu (2010), Shan (2011), Tuan (2011), and El Khateeb (2012).

The results affirmed that 1st and 3rd Year students had positive attitudes and feedback towards the implementation of the Web-based reading programs. This means that the third research hypothesis that claimed that: The design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat, support the findings of the following research study and can be confirmed positively.

3.1.4 Description and Results of the Teachers' Questionnaire

The Teachers' Questionnaire was carried out at the ENS Laghouat and in some Universities in Algeria. Fifty teachers took part in the Questionnaire. The Teachers' Questionnaire aimed at collecting sufficient information about the use of educational technology tools in the teaching of the English language at the University. It assisted the researcher in evaluating teachers' use of technology in their classroom since the WebQuest Approach is new for approximately all teachers whose lectures are traditional paper-based. It consisted of three sections, and each section comprised a set of questions. The researcher collected answers of the teachers and obtained the following results:

3.1.4.1 Section One Analysis

The first section of the Teachers' Questionnaire consisted of six questions about the teacher, his/her education, the duration s/he had spent in teaching English at university, his/her professional experiences, and the different subject areas s/he was specialized in.

Question One: It aimed at determining the gender of teachers. The researcher found what follows:

	Gender	Male	Female
Q1: Your gender	N°=50	25	25
	Total 100%	50%	50%

Table 3.38 Teachers' Gender

Results in **Table 3.38** revealed that a total of fifty University teachers were administered the questionnaire. Statistical analysis revealed that there were twenty five male teachers (50%) and twenty five female ones who took part in the questionnaire.

Question Two: It aimed to know the different age of teachers. The following findings were found:

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Q2: How old are you?	Age	Less than 25	26-30	31-40	more than 40
	N°=50	02	10	30	08
	Total 100%	04%	20%	60%	16%

Table 3.39 Teachers' Age

The results in **Table 3.39** showed that two teachers (04%) out of fifty were aged less than twenty five and ten of them (20%) were between 26 and 30 years old. Thirty teachers (60%) were aged between thirty one and forty and eight of them (16%) were more than forty years old.

Question Three: It aimed to know the degree assistant lecturers held. The following table illustrates the findings:

Q3: What is your Degree?	Degree	Magister	Doctorate	Professor
	N°=50	42	04	04
	Total 100%	84%	08%	08%

Table 3.40 Teachers' Degree

Results revealed that most teachers (84%), whether at the ENS or University, were Magister- teacher degree holders. Four teachers held a Doctorate degree and the rest were professor-degree holders.

Question Four: It attempted to know the affiliation of the teachers with details. The findings were summarized in the following table:

Q4: Your affiliation with details:	Affiliation	University	ENS
	N°=50	22	28
	Total 100%	44%	56%

Ammar Thelidji University, ENSL, ENSC, ENSB, University of Algiers 2

Table 3.41 Teachers' Affiliation

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Results revealed that there were twenty two teachers (44%) working at the University of Laghouat and the University of Algiers and twenty two teachers (56%) were working at different ENSs of Laghouat, Constantine and Bouzaréah.

Question Five: This question aimed at knowing the time duration teachers had spent teaching English at University. The researcher obtained the following results:

Q5: How long have you been teaching English for at university?	Time	Less than 05 years	06-10	11-15	16-20	More
	N°=50	10	10	20	10	00
	Total 100%	20%	20%	40%	20%	00%

Table 3.42 Teachers' Professional Experience

Ten teachers (20%) had been working at University for less than five years, ten others (20%) had been teaching English for about six to ten years. Twenty teachers (40%) had a professional experience that went around Elven and Fifteen years of career while ten of them had been teaching at University for about Sixteen to Twenty years.

Question Six: It aimed to know the different subject areas or modules University teachers taught. The following table summarizes the findings:

Q6: What modules do you teach?	Module	Reading	Civilization	Literature	Other
	N°=50	10	10	10	20
	Total 100%	20%	20%	20%	40%

Table 3.43 Teachers' Attributed Modules

Results in the **Table 3.43** show that the majority of teachers (40%) were attributed modules other than Reading, Civilization, and Literature. Ten teachers (20%) taught the module of Reading, ten others taught Civilization, and also ten of them taught

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Literature while the rest of the teachers were attributed other modules namely Listening and Speaking, Writing, Pedagogy, Linguistics, ICTE/Computing, Phonetics, Textbook Evaluation, Syllabus Design, Pedagogical Trends, Didactics, ESP, TEFL, and Research methodology.

3.1.4.2 Section Two Analysis

The second section of the Teachers' Questionnaire consisted of eight Yes/No questions about the specific technologies teachers used in their classroom instructions, and the frequency with which they used them. The teacher had to rate the duration s/he spent working with the technology in his /her classroom.

Question One: The question aimed to know whether teachers had their personal computer or not.

Q1: Do you have your personal computer?	Yes/No Question	Yes	No
	N ^o =50	50	00
	Total 100%	100%	00%

Table 3.44 Teachers' Personal Computer Possession

The findings in **Table 3.44** reveal that all teachers (100%) owned a personal computer. They used their own laptop to prepare their lessons.

Question Two: This question attempted to know whether teachers could access the Internet at home as well.

Q2: Do you have internet access at home?	Yes/No Question	Yes	No
	N ^o =50	50	00
	Total 100%	100%	00%

Table 3.45 Teachers' Access to the Internet at Home

The results in **Table 3.45** revealed that all teachers (100%) could access the Internet at home.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Question Three: This question attempted to know whether teachers could access the Internet at the University.

Q3: Do you have Internet access at university?	Yes/No Question	Yes	No
	N°=50	50	00
	Total 100%	100%	00%

Table 3.46 Teachers' Access to the Internet at University

All teachers revealed that they could access Internet at University.

Question Four: This question attempted to know whether teachers used technology in their classroom. The following table summarizes the results:

Q4: Do you use technology in your class?	Yes/No Question	Yes	No
	N°=50	50	00
	Total 100%	100%	00%

Table 3.47 Teachers' Use of Technology in the Classroom

All teachers (100%) said that they used Technology in their classroom.

Question Five: This question attempted to know in the case teachers used technology in their classroom, which of the tools they used in classrooms.

Q 5: If so, which of the following tools do you use in your classrooms?	Tools	Data show	PowerPoint presentation	Printer	Others
	N°=50	15	20	50	15
	Total 100%	30%	40%	100%	30%

Table 3.48 Teachers' Use of Tools in the Classroom

Results in the above table revealed that fifteen teachers (30%) used data show tool to perform their lectures. Twenty of them (40%) used PowerPoint presentations in their classes, and fifteen teachers (30%) used other tools, such as, TV screen, and I-Pads in

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

their Class. It is also noticed that the teachers (100%) printed their lessons and presented them to their students in the classroom.

Question Six: This question attempted to know whether teachers used Internet in their classroom. The following table summarizes the results:

Q6: Do you use Internet in your class?	Yes/No Question	Yes	No
	N°=50	00	50
	Total 100%	00%	00%

Table 3.49 Teachers' Use of the Internet in the Classroom

Results in Table 3.45 reveal that all teachers did not use the internet in their classrooms. Though, they could access Internet in the university because there was no Network connection at the level of the Classes.

Question Seven: This question attempted to know the type of technology tools teachers used in their classroom.

Q7: What type of technology do you use?	Technology used	Emails	WebQuests	Other
	N°=50	30	00	20
	Total 100%	60%	00%	40%

Table 3.50 Teachers' Use of Technology Tools in the Classroom

According to the results obtained from Question seven, it seems that all the teachers did not use Internet inside the classroom, but they used it asynchronously. Thirty teachers (60%) used e-mails to assign activities or correct homework assignments. Twenty of them (40%) used other types of technology; such as, Facebook, messenger, e-learning platforms, and none of the teachers used WebQuests in their teaching.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Question Eight: The last question attempted to know the amount of time teachers spent working with the technology in their classroom. It is revealed that all teachers (100%) never used technology in the classroom since they could not access internet in the classroom.

3.1.4.3 Section Three Analysis

The last section attempted to tab teachers' view on educational technology use in classrooms. The teacher had to show the extent to which s/he agreed with each statement by marking one choice in each row. The results were as follows:

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Applying Technology in teaching EFL facilitates learning	40 (80%)	10 (20%)	00 (00%)	00 (00%)
2. Educational technology use in classrooms enables better improvement	50 (100%)	00 (00%)	00 (00%)	00 (00%)
3. Educational technology raises learners' performances	40 (80%)	10 (20%)	00 (00%)	00 (00%)
4. Educational technology makes the English sessions more interesting	25 (50%)	25 (50%)	00 (00%)	00 (00%)
5. It is easy to use educational technology in classrooms	00 (00%)	00 (00%)	10 (20%)	40 (80%)
6. Teachers use educational technology in their classrooms	00 (00%)	00 (00%)	03 (06%)	47 (94%)
7. All teachers at university know how to use educational technology in their classrooms	00 (00%)	03 (06%)	00 (00%)	47(94%)

Table 4.51 Teachers' Views on Educational Technology Use in the Class

The results in the last table revealed that Ten teachers (20%) agreed and Forty of them (80%) strongly agreed on the first statement, which claimed that applying Technology in teaching EFL facilitates learning. Fifty teachers (100%) strongly agreed that educational technology use in classrooms makes better improvement. Forty teachers (80%) strongly agreed while Ten of them (20%) agreed that educational technology raises learners' performances. Twenty five teachers (50%) strongly agreed and 50% of them agreed that Educational technology makes the English sessions more interesting. Forty teachers (80%) disagreed while 20% (Ten) of them strongly disagreed that it is easy to use educational technology in classrooms since they could not access the internet in the classroom. The majority of teachers (94%) or Forty seven teachers disagreed that teachers used educational technology in their classrooms and

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

only 06% strongly disagreed on the same statement. Finally, 94% of the teachers were against the idea that all teachers at university know how to use educational technology in their classrooms while 06% of them agreed because they had a good mastery of computers.

The aim of the present Teachers' Questionnaire was to collect sufficient information about the use of educational technology tools in the teaching of the English language at the University. It assisted the researcher in evaluating teachers' use of technology in their classroom since the WebQuest Approach is new for approximately all teachers whose lectures are traditional paper-based. According to the answers of the respondents, it has been noticed that all teachers had their personal computer. They could access Internet at University but not in their classes due to the low Internet bandwidth. It has been found that all teachers never used the WebQuests in their teaching so far. This result shows that the WebQuest-based teaching method is still new in the Algerian University. Although EFL teachers consider technology as an important tool that facilitates learning, enables better improvement, and raises students' performance, they find it difficult to use educational technology in their classrooms. The findings of the Teachers' Questionnaire suggest training for EFL teachers to explore the appropriate use of the WebQuests in the classroom. Furthermore, EFL teachers have to help their students improve their reading motivation through the implementation of new technologies, as WebQuests, in the teaching of EFL. Because WebQuests support problem-based learning, learning environment, and encourage critical thinking skills, creativity and group work as well as discussions of the learners, it is recommended that a more structured approach would both improve and support learning performance. The Ministry of Higher Education system ought to review and include technology component in the syllabi of the Algerian Universities. This will be achieved through greatly enhanced collaboration within the University teachers across Algeria. This project will represent considerable change in the development and the quality of the teaching/ learning situation in Algeria.

3.1.5 Description and Discussion of the Classroom Observations

The rationale of implementing a classroom observation Grid (Appendix E) to the study was to quantify the behaviours of students of the Experimental Groups in order to assess their responses, attitudes towards the innovative teaching of the Reading Course and their motivation in the classroom. The observation sheet used by the researcher tempted to assess the relevance of the WebQuest-based method used to teach Reading in order to quantify the Experimental Group performance and motivation in class, which would typically help us draw the findings about the students' responses and attitudes in class. The research used the method of overall class motivation aiming at observing students together describing the students' motivation and achievement during the lesson flow. The investigator aimed at testing the two alternative hypotheses of the study that claimed that: 1. The Reading WebQuest treatments increase and affect students' motivation to read materials written in English significantly, and 2. The design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat. Therefore, the researcher tempted to observe students individually and in group and preferred to adapt an observation sheet on students' attitudes and their use of the different steps of the WebQuest lessons, and then analysed the results.

3.1.5.1 First Year Experimental Group Classroom Observations' Results

The researcher observed the lessons and took notes with a focus on what the students were doing. At the end of the sessions, the investigator revised the observations of the lessons seeking to find any differences, similarities, and changes, and then outlined learning achievements in relation to the identified student learning needs. The classroom observation grids were divided into two parts. First Year experimental group was observed according to students' attitudes in the classroom, their interaction with the group, their active involvement, their oral participation, their motivation in the first part of the Observation grid, and their use of different steps of the webQuest lessons in the second one.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The findings of the observations were summated according to the five-point scale: Almost always, Often, Sometimes, Seldom, and Never. Each point was scored on a tape of 1 (Never, Seldom, Sometimes, Often) to 5 (Almost Always). Thus, the highest possible score was 20 on any one criterion over the twelve WebQuest-based courses. A four point-scale for the five steps of the WebQuest instructions has been used to assess students' appropriate use of each step. The Classroom Observation scores of the First Year experimental group have been counted and reported. A sample of evaluation for the group over the first semester is provided in the following table:

S1	Part A: Student's Attitudes 20/20 (5 points for each criterion)					Part B: Student's Use of the different steps of the WebQuest lesson 20/20 (4 points for each criterion)					
	Students' Interactions	Active Involvement	Oral participation	Motivation	Total Score	Introduction	Task	Resources	Process	Evaluation	Total Score
WebQuest Course 1	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 2	4	2	4	3	13	4	0	4	0	0	08
WebQuest Course 3	5	4	4	5	18	4	2	2	2	2	13
WebQuest Course 4	5	4	4	5	18	4	2	2	2	2	13
WebQuest Course 5	5	4	5	5	19	4	4	4	4	4	20
WebQuest Course 6	5	5	4	5	19	4	4	4	4	4	20
WebQuest Course 7	5	4	4	5	18	4	4	4	4	4	20
WebQuest Course 8	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 9	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 10	5	4	5	5	19	4	4	4	4	4	20
WebQuest Course 11	5	4	5	5	19	4	4	4	4	4	20
WebQuest Course 12	5	5	5	5	20	4	4	4	4	4	20
Whole score Average	223/12=18.58				18.58/20	214/12=17.83					17.83/20

Table 3.52 First Year Classroom Observation Results of Semester1

The above data from **Table 3.52** revealed that the average scores in the first part grid ranged from (13/20) to (20/20) which gives, at the end of the semester, Experimental Group mean average of (18.58/20). The average scores in the part 'B' ranged from (08/20) to (20/20). The First Year students use of different steps of WebQuests' results were calculated and the average mean was (17.83/20) at the end of

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

the first semester. This result shows that First Year students do not know very much how to use the steps of the WebQuests in an appropriate way. The mean is the average of the means which is calculated by adding up all the means of each Observation part criterion of each session, then dividing it by twelve which is the number of the sessions taught per semester. In other words the mean equals the sum divided by the count. The sum of the means of each session in Part A is 223 and there are twelve sessions, so the mean is equal to $223/12=18.58$. The mean of the above observations in part A is 18.58 out of twenty.

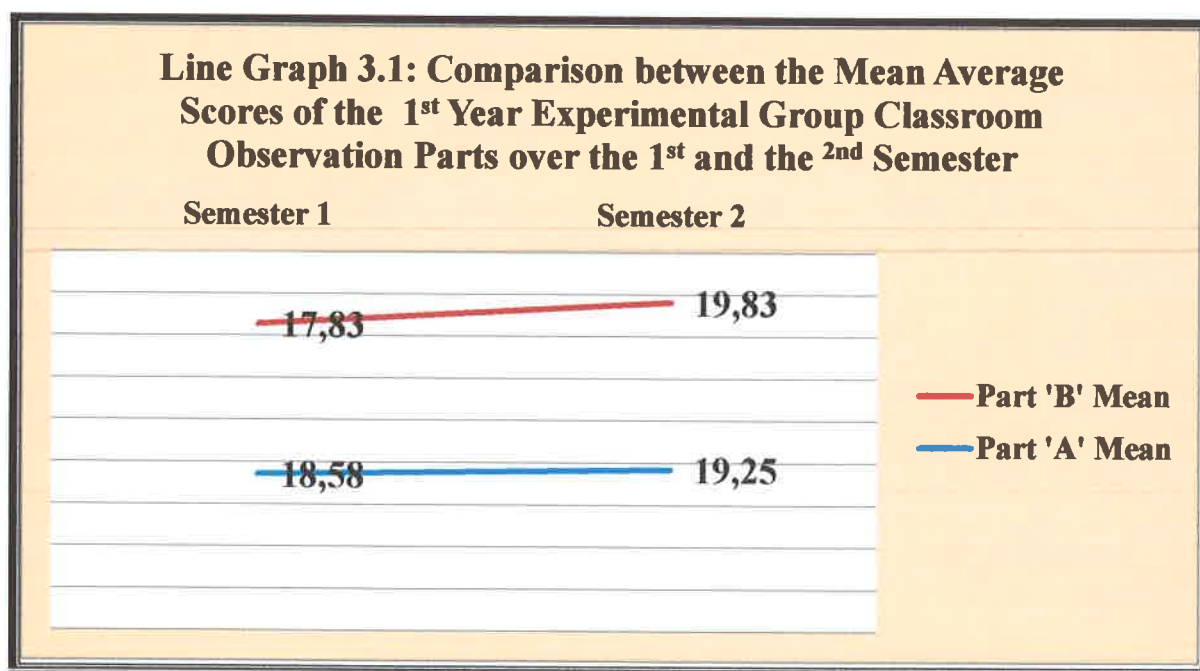
This result shows that the scores of students' attitudes and motivation were high. Data from the second part of the Classroom Observation grid revealed that the total score of the use of different steps of the WebQuest-based lessons went to (17.83/20) average. This result indicates that First Year students were motivated and able to use the innovative method of teaching and learning Reading appropriately. The following table reveals the results of the classroom observation results of the First Year students during the second semester:

S2	Part A: Student's Attitudes 20/20 (3 points for each criterion)					Part B: Student's Use of the different steps of the WebQuest lesson 20/20 (4 points for each criterion)					
	Students' Interactions	Active Involvement	Oral participation	Motivation	Total Score	Introduction	Task	Resources	Process	Evaluation	Total Score
WebQuest Course 1	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 2	5	2.5	2.5	5	15	4	4	4	2	4	18
WebQuest Course 3	4	5	4	5	18	4	2	2	2	2	20
WebQuest Course 4	5	4	4	5	18	4	2	2	2	2	20
WebQuest Course 5	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 6	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 7	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 8	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 9	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 10	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 11	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 12	5	5	5	5	20	4	4	4	4	4	20
Whole score Average	231/12=19.25				19.25/20	238/12=19.83					19.83/20

Table 3.53 First Year Classroom Observation Results of Semester2

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The data from **Table 3.53** revealed that the average scores in each WebQuest session ranged from (15/20) to (20/20) which gives, at the end of the semester, an average of (19.25/20) as a whole mean of the Experimental Group, whereas the mean of the students' use of the different steps of the WebQuest-based lessons equals to (19.83/20). The lowest average score in part 'B' was 18/20 whereas the highest score was 20/20. The mean is the average of the means which is calculated by adding up all the means of each Observation part criterion of each session, then dividing it by twelve which is the number of the sessions taught per semester. The sum of the means of each session in Part A is 231 and there are twelve sessions, so the mean is equal to $231/12=19.25$. The mean of the above observations in part A is 19.25 out of twenty. This result shows that the scores of students' attitudes and motivation were higher than the first semester results. Data from the second part of the Classroom Observation grid revealed that the total score of the use of different steps of the WebQuest-based lessons went to (19.83/20) average. This result indicates that First Year students were more motivated and able to use the innovative method of teaching and learning Reading appropriately. A comparison between the first and second semester's means is illustrated in the following Line graph:



CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

A line graph is way to visually represent data, especially data that changes over time. The aim of using Line graph 3.1 is to help the researcher make predictions about the results of the Classroom Observation Parts' means over the first and the second semester. It is also used to show how the WebQuest-based method of teaching influenced First Year Students' motivation to read more materials written in English. When comparing data sets, we can notice that in the first semester, the mean score of the first part (the Blue Line) went, with an interval of (0.67 grade) between the means, from the average of 18.58 out of twenty up to 19.25 out of twenty in the second semester. This result shows an increase in the students' motivation and positive attitudes about the use of WebQuests-base method in the Reading Class. The students became more involved in the reading process over time. Whereas the averages of Part 'B' observations over the second semester improved gradually from the average of 17.83 out of twenty up to 19.83 out of twenty with an interval of (2 grades) between the means. This result shows that the students used the steps of the WebQuests-based lessons appropriately and became more motivated to its use. The final result of the classroom observations tends to reject the null hypothesis, that claimed that the Webquests treatments do not motivate the students to read and have negative attitudes among students, and support the two alternative hypotheses of the research that say that: 1- The Reading WebQuest treatments increase and affect students' motivation to read materials written in English significantly and 2- The design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat. The results gathered from the qualitative and quantitative data of the Classroom Observation Tool tend to give a significant value to the research in light of the theories stated in the Literature Review Chapter.

3.1.5.2 Third Year Experimental Group Classroom Observations' Results

The researcher went through the procedures in order to observe Third Year students' attitudes and the use of the WebQuest-based lessons steps. Notes were taken with a focus on what the students were doing. At the end of the sessions, the investigator revised the observations of the lessons seeking to find any differences, similarities, and changes, and then outlined learning achievements in relation to the

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

identified student learning needs. Similar to the First Year Students' Classroom Observation Grids were used. They were divided into two parts. The first part was devoted to observing Third Year students' attitudes in the classroom, their interaction with the group, their active involvement, their oral participation, and their motivation. The second part of the Observation Grid was about whether the students used the different steps of the webQuest lessons appropriately or not. The findings of the observations were summated according to the five-point scale: Almost always, Often, Sometimes, Seldom, and Never. Each point was scored on a tape of 1 (Never, Seldom, Sometimes, Often) to 5 (Almost Always). Thus, the highest possible score was 20 on any one statement during the twelve WebQuest-based courses. A four point-scale for the five steps of the WebQuest instructions has been used to assess students' appropriate use of each step. The Classroom Observation scores for the Third Year experimental group have been counted and reported. The result of the observations' first and second part over the first and the second semester is provided in the following Table:

Table 3.54 Third Year Classroom Observation Results of Semester1

S1	Part A: Student's Attitudes 20/20 (5 points for each criterion)					Part B: Student's Use of the different steps of the WebQuest lesson 20/20 (4 points for each criterion)					
	Students' Interactions	Active Involvement	Oral participation	Motivation	Total Score	Introduction	Task	Resources	Process	Evaluation	Total Score
WebQuest Course 1	5	5	5	3	18	4	4	4	4	4	20
WebQuest Course 2	5	5	5	3	18	4	4	4	4	4	20
WebQuest Course 3	5	5	5	3	18	4	4	4	4	3	19
WebQuest Course 4	5	5	5	3	18	4	4	4	4	3	19
WebQuest Course 5	5	5	5	4	19	4	4	4	4	4	20
WebQuest Course 6	5	5	5	4	19	4	4	4	4	4	20
WebQuest Course 7	5	4	5	4	18	4	4	4	4	4	20
WebQuest Course 8	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 9	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 10	5	3	5	5	18	4	4	4	4	4	20
WebQuest Course 11	5	3	5	5	18	4	4	4	4	4	20
WebQuest Course 12	5	5	5	5	20	4	4	4	4	4	20
Whole score Average	224/12=18.66				18.66/20	238/12=19.83					19.83/20

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The above data from **Table 3.54** revealed that the average scores in each WebQuest session ranged from (18/20) to (20/20) which gives, at the end of the semester, the Experimental Group mean average of (18.66/20). We may say that this result is significant because it is near to the extreme score value which is twenty out of twenty. The Third Year students use of different steps of WebQuests' results were calculated and the average mean was (19.83/20) at the end of the first semester. The lowest average score in the second part of the Classroom Observation grid was 19/20 whereas the highest point was 20/20. This result shows that Third Year students used the steps of the WebQuests appropriately. The average of the means was calculated by adding up all the means of each Observation part criterion of each session, then dividing it by twelve which is the number of the sessions taught per semester. The sum of the means of each session in Part A is 224 and there are twelve sessions, so the mean is equal to $224/12=18.66$. The mean of the above observations in part A is 18.66 out of twenty. This result shows that the scores of students' attitudes and motivation were high. Data from the second part of the Classroom Observation grid revealed that the total score of the use of different steps of the WebQuest-based lessons went to (19.83/20) average. This result indicates that Third Year students were motivated and able to use the innovative method of teaching and learning Reading appropriately. Results of the classroom observation results of the Third Year students over the second semester were recorded and summarized in the following table:

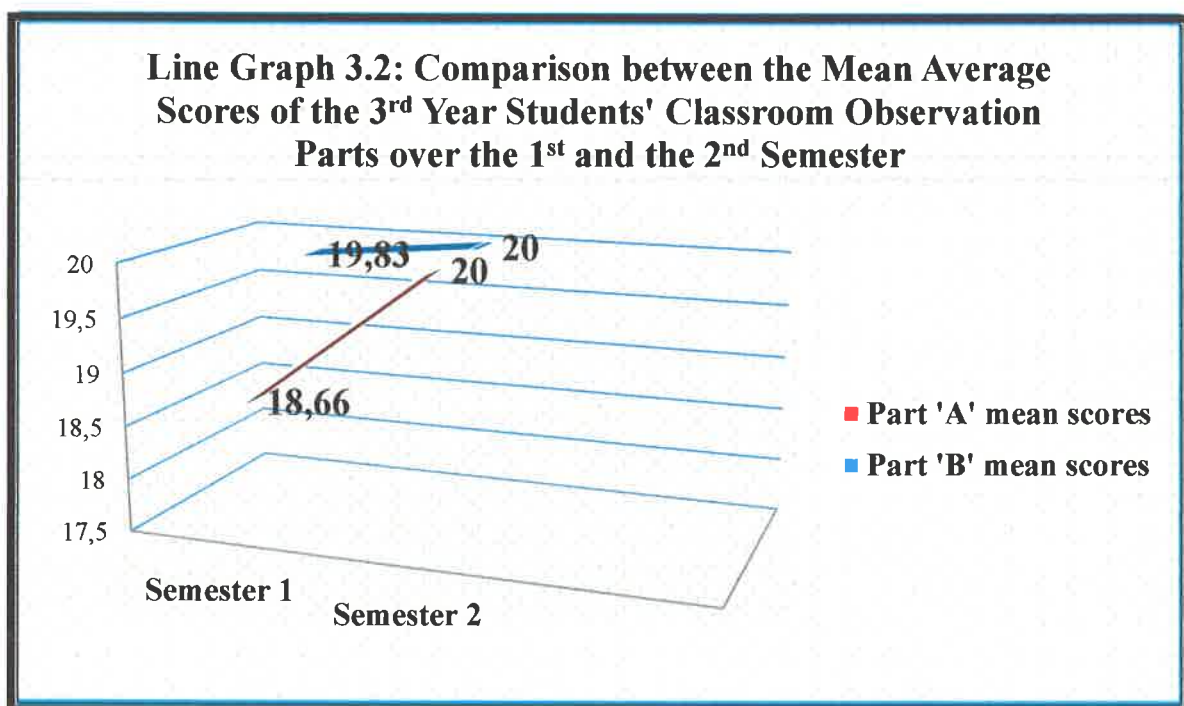
S2	Part A: Student's Attitudes 20/20 (5 points for each criterion)					Part B: Student's Use of the different steps of the WebQuest lesson 20/20 (4 points for each criterion)					
	Students' interactions	Active Involvement	Oral participation	Motivation	Total Score	Introduction	Task	Resources	Process	Evaluation	Total Score
WebQuest Course 1	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 2	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 3	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 4	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 5	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 6	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 7	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 8	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 9	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 10	5	5	5	5	20	4	4	4	4	4	20

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

WebQuest Course 11	5	5	5	5	20	4	4	4	4	4	20
WebQuest Course 12	5	5	5	5	20	4	4	4	4	4	20
Whole score Average	$240/12=20$				20/20	$240/12=20$				20/20	

Table 3.55 Third Year Classroom Observation Results of Semester2

The data from **Table 3.55** revealed that the average scores in each WebQuest session is (20/20) which gives, at the end of the semester, an average of (20/20) as a whole mean of the Experimental Group which is equal to the mean of the students' use of the different steps of the WebQuest-based lessons. The sum of the means of each session in Part A is 240 and there are twelve sessions, so the mean is equal to $240/12=20$. The mean of the above observations in part A is twenty out of twenty. This result shows that the scores of students' attitudes and motivation were higher than the first semester results and statistically significant. Data from the second part of the Classroom Observation grid also revealed that the total score of the use of different steps of the WebQuest-based lessons went to (20/20) average. This result indicates that Third Year students were more very motivated and able to use the innovative method of teaching and learning Reading appropriately. An illustration of the result of the first and second semester's means is illustrated in the following Line Graph:



CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Data from **Line Graph 3.2** show how the WebQuest-based method of teaching influenced First Year Students' motivation to read more materials written in English. When comparing data sets, we noticed that in the first semester, the mean score of the first part (the Red Line) went, with an interval of (1.34 grade) between the means, from the average of 18.66 out of twenty up to 20 out of twenty in the second semester. This result shows an important increase in the students' motivation and positive attitudes about the use of WebQuests-base method in the Reading Class. The students became more involved in the reading process over time. The average score of Part 'B' observations over the second semester better improved from the average of 19.83 out of twenty up to 20 out of twenty with an interval of (0.17 grade) between the means. This statistically significant result shows that the students used the steps of the WebQuests-based lessons appropriately and became very much motivated to use this innovative way of WebQuests in their learning process.

The data obtained from Classroom Observations revealed that the majority of the First and Third Year students perceived the WebQuest lessons positively. The students almost always interacted with their peers and their groups. They were most of the time actively involved; they very much participated orally during sessions. Furthermore, they were highly motivated and were able to use each of the different steps of the WebQuest lessons appropriately.

The final result of the Classroom Observations tends also to reject the null hypothesis that said: The Webquests treatments do not motivate the students to read and have negative attitudes among students and confirm the two alternative hypotheses of the research that say that: - The Reading WebQuest treatments increase and affect students' motivation to read materials written in English significantly, and - The design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat. The results gathered from the qualitative and quantitative data tend to give a significant value to the research. The findings gathered from the qualitative and quantitative data of the Classroom Observation Tool tend to give a significant value to the research in light of the theories stated in the Literature Review Chapter, and the results were in accord with the WebQuests' producer Dodge (2002) and his co-creator March (2003) who think that Webquests use motivates

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

students. Furthermore, the findings of the Classroom Observation data tool confirm Stoks (2002), Peterson (2003), Dudeney & Hockly (2007), Abbit & Ophus (2008), and Samra (2009), who claimed that the use of WebQuests in classrooms can have a positive impact on students' motivation and that Webquests increase students' language comprehension and are preferred by students as a way to engage their desire to learn.

3.2 Final Results' Interpretations

This quantitative and qualitative research study was meant to test the use of the new method of WebQuest and explore its effects through a True Experimental study under the Design of Pretest-posttest Control Group method. The collected data was triangulated through the use of Pre- and Post-tests, Students' and Teachers' Questionnaires, and Classroom Observations.

Findings of the study tools were reported as each of the data related to each research question. Through the quantitative and qualitative data analyses, hypotheses were tested. The present research was done to investigate the theoretical basis of reading and to find out how WebQuests can enhance EFL students' reading performance. Based on the Review of Literature stated in the first chapter of the present work and the results of the Experimental study, the investigator has come to the following conclusions:

1. WebQuests-based lessons made it possible for both First and Third Year students to approach complex materials written in English and helped them to improve their reading comprehension and raise their learning motivation. Paired and Independent t-tests were used to calculate the difference between the Pre- and post-test means. The results of the experimental study revealed that First and Third Year Students of the Experimental group have made a good progress in their post-test by looking at the means, the standard Deviation, the p value and the results of the t-test in comparison with the Control group who made no or less improvement in the pre- and post- tests in the Traditional Reading Classroom. Moreover, the means of the pre- and post-tests were significantly different at ($p < 0.05$).

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

Therefore, we interpret the data to be statistically significant at $p < .05$, and we can also say that our results provided support for the research hypothesis, which claimed that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests. This result means that the innovative way of teaching Reading (WebQuest-based Method) helped First and Third Year students improve their reading performance and facilitated their reading comprehension much better than the Traditional paper-based Reading lessons. Furthermore, the findings of the pre- and post-tests were not surprising in light of previous results and were in agreement with the studies, conducted on the same field, mentioned in the First chapter of the present study namely Tsai (2005), Berardo (2006), Carvalho (2007), Mostefa (2009), Kocoglu (2010), Shan (2011), Elkhateeb and Alshumaimer (2012), Kobylinski (2014), Hadriana (2015), and Bakheet (2016) among others. The results obtained from the pre- and post-tests supported also the opinions of Stocks (2002), Samra (2009), Joiner (2010), and Kelly (2003) who considered that WebQuests use can increase students' reading comprehension, allow them to become active learners, and captivate their motivation and attention. These results could also oppose the findings of the Kobylinski (2014) who stated that the format of the WebQuest did not promote students' interest and engagement with a reading text, and did not increase students' motivation compared to the Traditional Reading Class. In conclusion, the first hypothesis of this research, which stated that: After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests, confirmed that there was a positive influence of the WebQuest-based Method on Students' reading comprehension and performance and the outcomes were statistically significant.

2. It is pointed out that the findings of Students' pre-Questionnaire were in agreement with the studies, conducted on the same field, namely Carvalho (2007), Mostefa (2009), Termsinsawadi (2011), Elkhateeb (2012), and Bakheet (2016).

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The results emphasized that students' reading and writing abilities can foster reading comprehension and improve students' reading performance. The responses obtained from the Students' Pre- Questionnaire affirmed that 1st and 3rd Year ENSL students had good habits of reading and writing and had the abilities to read and write in English more than any other language. This result allowed them to become active learners, and captivate their motivation and attention.

3. Results of the Post-questionnaire revealed that the 1st and 3rd Year Students have had a positive experience with the WebQuests during the research time and they also have a motivation to use Technology in the class in the future because the WebQuest tools were useful that fostered reading comprehension. Furthermore, the results obtained from the students' responses were in accord with the results of the experimental studies conducted in the same field, namely Tsai (2005), Carvalho (2007), Kocoglu (2010), Shan (2011), Tuan (2011), and El Khateeb (2012) who declared that students had positive attitudes and feedback towards the implementation of the Web-based reading programs. This means that the third research hypothesis that claimed that: The design of WebQuest in the Reading class yield positive attitudes of First and Third Year ENS students of Laghouat, support the findings of the following research study and can be confirmed positively.

4. Data gathered from Teachers' Questionnaire revealed that the WebQuest-based teaching method is still new in the Algerian University and the findings suggested that training for EFL teachers is required in order to explore the appropriate use of the WebQuests in the classroom. Furthermore, EFL teachers have to help their students improve their reading motivation through the implementation of new technologies, such as WebQuests, in the teaching of EFL.

5. The findings obtained from Classroom Observations revealed that First and Third Year students perceived the WebQuest lessons positively. They interacted with their peers and their groups, and were most of the time actively involved. Furthermore, they were highly motivated and were able to use each of the different steps of the WebQuest lessons appropriately. This result tend to give a significant value to the

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

research in light of the theories stated in the Literature Review Chapter, and the results were in accord with the opinions of the WebQuests' producer Dodge (2002) and his co-creator March (2003) who think that Webquests use motivates students. Furthermore, the findings of the Classroom Observation data tool confirm the ideas of Stoks (2002), Peterson (2003), Dudeney & Hockly (2007), Abbit & Ophus (2008), and Samra (2009), who claimed that the use of WebQuests in classrooms can have a positive impact on students' motivation and that Webquests increase students' language comprehension and are preferred by students as a way to engage their desire to learn. Thus, the research hypothesis that claimed that: The Reading WebQuest treatments increase and affect students' motivation to read materials written in English significantly could be confirmed in light of the above interpretations.

Conclusion

The Third Chapter highlighted the results of the investigation under a True Experimental Design study. The triangulated data were analysed both qualitatively (Describing the results) and quantitatively (Statistically measured) and interpreted in this chapter. The findings of the investigation intended to generalize the results thanks to the positive results this research yielded and all the hypotheses were proved right in light of the final results of the study. Furthermore, the results of each hypothesis indicated positive significance between the groups. Based on the findings of this study, it was reached that the WebQuest strategy had a positive effect on the students' reading performance in comparison to the traditional teaching method. The WebQuests strategy developed the cooperative learning and the students played different roles in the classroom while using the innovative approach of teaching Reading.

The students were thinkers, observers, problem solvers, and researchers. They were motivated and became critical thinkers. The researcher wanted to test the innovative approach of WebQuests in teaching the Reading module and to see whether the present study yielded the same results.

CHAPTER THREE: RESULTS ANALYSIS AND INTERPRETATIONS

The findings of the experiment were in agreement with the studies conducted on the same field mentioned in the First chapter of the present study namely Tsai (2005), Berardo (2006), Carvalho (2007), Mostefa (2009), Kocoglu (2010), Shan (2011), Elkhateeb and Alshumaimer (2012), Kobylinski (2014), Hadriana (2015), and Bakheet (2016) but in different contexts, with different levels, and in different areas around the world. The next chapter will deal with the pedagogical implications and some recommendations for further research.

**CHAPTER FOUR:
RECOMMENDATIONS
AND THE PEDAGOGICAL
IMPLICATIONS
OF THE RESEARCH**

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Introduction

The Fourth chapter of this study aims at providing the practical Pedagogical Implications for the teaching of Reading Techniques, Literature, and Civilization modules and supports the fact that, the experimental study conducted in this research could be set as a model for other disciplines where researchers can benefit from its findings. Some implications have been drawn from the results of this study in order to reach a large scale of fields and then be generalized, if possible, to the Algerian Universities. Furthermore, The Fourth chapter sheds light on how WebQuest-based courses can be implemented in ENSL First and Third Year Reading, Literature, and Civilization Classrooms and presents an evaluation of the WebQuest-based Process. In addition, some perspectives of WebQuest-based Approach are discussed in this part. Some recommendations and suggestions for further research are made in this chapter, too. We believe it is high time instructors and teachers were well trained and encouraged to integrate WebQuests in their teaching process. However, Teacher Training Programmes should consider training in the use of Information and Communications Technology (ICT). The EFL teachers should be more skilled and knowledgeable than their students when using current technology, and also be able to cope with the demands of technological developments in Education.

4.1 Perspectives of WebQuest-based Approach

The results of this study suggest that the implementation of WebQuests into Reading Classrooms can increase the students' reading performance. The positive aspects of the WebQuest Approach can be seen through the positive attitudes of First and Third Year ENS Laghouat students towards the webQuest-based Instructions in terms of improving their Reading Comprehension performance and raising their interest.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The findings of the experimental study reveal that the students who received the WebQuest-based reading texts made considerable improvement in their reading exam grades. Furthermore, the study enhanced First and Third Year ENSL students' motivation and positive feedback towards the Innovative Approach of teaching Reading.

WebQuests-based Reading, Literature, and Civilization lessons were carried out in accordance with the curricula standards of ENS Laghouat taking into account First and Third Year ENSL students' needs and interests in Reading, Literature, and Civilization. Because Experimental Group students were digital natives who have grown up with digital technology and their great interest was to select the technological tools that suit their interests, the WebQuest-based programme could be adaptable to the Algerian University.

Through the WebQuest-based Approach, as an Innovative Approach of teaching Reading, higher-order thinking and problem solving skills were targeted. Therefore, computers' use in the First and Third Year ENSL Reading Classroom could encourage students to work collaboratively and facilitate small and large group work as well. Moreover, positive feedback received from many students stated that the WebQuest-Approach was enjoyable and useful, and more focus was found and more students' engagement in the learning process was noticed.

The major negative aspect of the WebQuest design in the ENSL Reading Classroom was time constraints. The weekly attainment of the Reading module to First and Third Year ENS Students was sometimes insufficient. First Year ENSL students had the opportunity to practise Reading twice a week, while Third Year students could meet once a week only in order to read inside the classroom. Moreover, there was an adaptation of the long-term WebQuests according to the weekly teaching timing of the Reading module.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Obviously, students can hardly understand their papers, materials, documents written in English and do their tasks in a short time. Therefore, they have to be motivated and encouraged to practise more Reading inside the classroom, learning to read under time constraints needs to be improved, and more weekly Reading sessions also need to be revised and discussed in the syllabus design. The attempt requires learning how to use and adapt the WebQuest design according to the students' needs, interests, and the official syllabus design programmes set by the ENSs and the Ministry of Higher Education.

In addition, more time should be devoted to the teaching of the Reading module in ENS Laghouat especially for Third Year students who need to practise more Reading in order to improve their Reading Comprehension. Through WebQuests, teachers can no longer worry about their lessons' objectives. The class becomes purely students-centred and the teacher becomes the guide, the facilitator, and the evaluator at the same time.

It is worth mentioning that the Algerian learners of English as a Foreign Language are already at least bilingual. They start early Primary schooling as bilinguals. Therefore, the process of acquiring the skill of writing is not unknown to them. The question which imposes itself is whether learners perform better when reading, when they already have enough lexical information? In fact, lexical information can come to learners even through reading in other languages than English. One also wonders whether developing the aptitude to "guess" or "discover" the meaning of words through analogy could help learners perform better when reading. Indeed, when learners are already informed on topics of their lessons in their native language or L2 (The case of Algerian students is French), the comprehension of texts in English on the same topics or similar ones can be facilitated. Learners do not start a WebQuest in English unless they already know about the topic either through their personal interest as intensive users of the Internet or through tuition in classes in Arabic or French. A typical example can be seen in the use of the word "pub".

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In the United Kingdom the word “pub” is an institution per-se it is omnipresent in the social and cultural environment of Britain, but it does not have an equivalent, even in Europe: “Un bar n’est pas un pub.” “Une taverne Alsacienne ou Autrichienne, Espagnole, ‘taberna’ ce n’est pas un “pub”. In the Algerian context, there are only cafés, « salon de thé », while speaking about places where alcohol is being served, is taboo or inappropriate. Therefore, EFL learners may exclude from their interest reading about topics which are irrelevant culturally speaking.

If change is needed, it means that the Approach in its nature is not absolutely adequate. Thus, an important question should be raised. What has to be changed? Some in-depth analysis, at all levels, ought to be conducted on both the content of the Syllabus designed for ENS Laghouat students, and the behaviours as well as the attitudes of the EFL teachers towards the use of technology in the classroom. The focus may be on current use of computers inside the classes, and discussion about the implication of the newly innovation of WebQuests should be raised in other Departments, because Technology helps improving the students’ ability to access information while education becomes easy with the advancement of the Internet. The WebQuest- based Approach, which involves foreign culture too, requests from teachers an Intercultural Approach. The learners of English would learn how to compare the culture of their language to the culture of the language they learn. At this stage, this Approach will help the EFL learners identify the culture of themselves in the mirror of others. Through such identification, students can gain membership in that culture and can view life through another cultural lens. This close and dependant relationship between language and culture shapes learners’ own identity and personality because Language, Culture and Identity are dynamic, complex, interwoven and on-going processes.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The theoretical perspectives discussed above suggest a strong and inseparable relationship between Language, Culture and Identity. This could open onto an important subject for future research. Besides, the impact of the Culture and Identity component on students' WebQuest-based learning Achievement could be a possible and an interesting future direction for Literature and Civilization Classes.

4.2 Pedagogical Implications

The major purpose of this study is based on the premise that WebQuests can assist First and Third Year ENS Laghouat Foreign Language learners in their progress in Reading Comprehension of their related-field of study. Therefore, it is designed in an attempt to present the ENSL students with a more challenging task that would not only enhance their interest but also raise their motivation to read more documents written in English. Furthermore, this study aims at examining the attitudes of both ENSL learners and teachers towards the use of the webQuest Instructions in Reading Classroom.

The pedagogical implications which can be derived from the study are diverse. Constructive WebQuest-based courses are needed to be developed in every class. Teacher-made WebQuests have to be supplied by the Internet and used in the classroom in order to foster Students' critical thinking skills and suit their needs and learning styles. These WebQuests are complementary to paper-based courses.

Before implementing any WebQuest for our students, we should take into account the different sections of creating WebQuests. First, Teachers have to create *an Introduction* section for each WebQuest they design. The aim of the introduction is to brainstorm the topic and provide useful information needed to understand the required task. The next section must be *The Task*.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Teachers, whether in Reading, Literature or Civilization Classrooms, have to provide a clear and precise explanation of the task they will present in the WebQuest. Students should be motivated and interested in the task they are asked to complete.

The *Process* stage in the WebQuest page, should guide the students through a set of activities and research tasks they have to follow in order to perform the task. Such activities have to be provided with a list of some clickable presented *Resources* that can help and guide students to search for the topic. Finally, the *Evaluation* section must contain students' self-evaluation grid in order to compare learners' results with their peers' achievement. Furthermore, The Teachers' Evaluation Grid must prevail in the last section of the WebQuest in order to guide both learners and teachers for future research. There are some ready-made templates for scoring and evaluating students' WebQuest projects with additional scoring criteria. These grids published on the Net can be applied to various situations and the tools used for assessment should set the criteria for appropriate learning targets for the students. These tools, known as *Rubrics* of evaluation, should include some criteria that teachers take into account in order to assess the WebQuest Projects. Students' work is evaluated according to the Overall Aesthetics of the WebQuest Page itself and all the components of the WebQuest course. In addition, the standards of evaluation should be fair, clear, consistent, and specific to the tasks' set. The *Rubric* might include the Language, Content, and Presentation Skills accuracies and the scale for evaluating each of the criteria might go from a low of four (4) to a high score of one (1).

As long as Teachers can create a document with hyperlinks, they are able create a WebQuest. A WebQuest can be created in Word format, PowerPoint, and even Excel. In order to succeed in creating a WebQuest, teachers have to assure that the WebQuest they create must have all the critical attributes.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

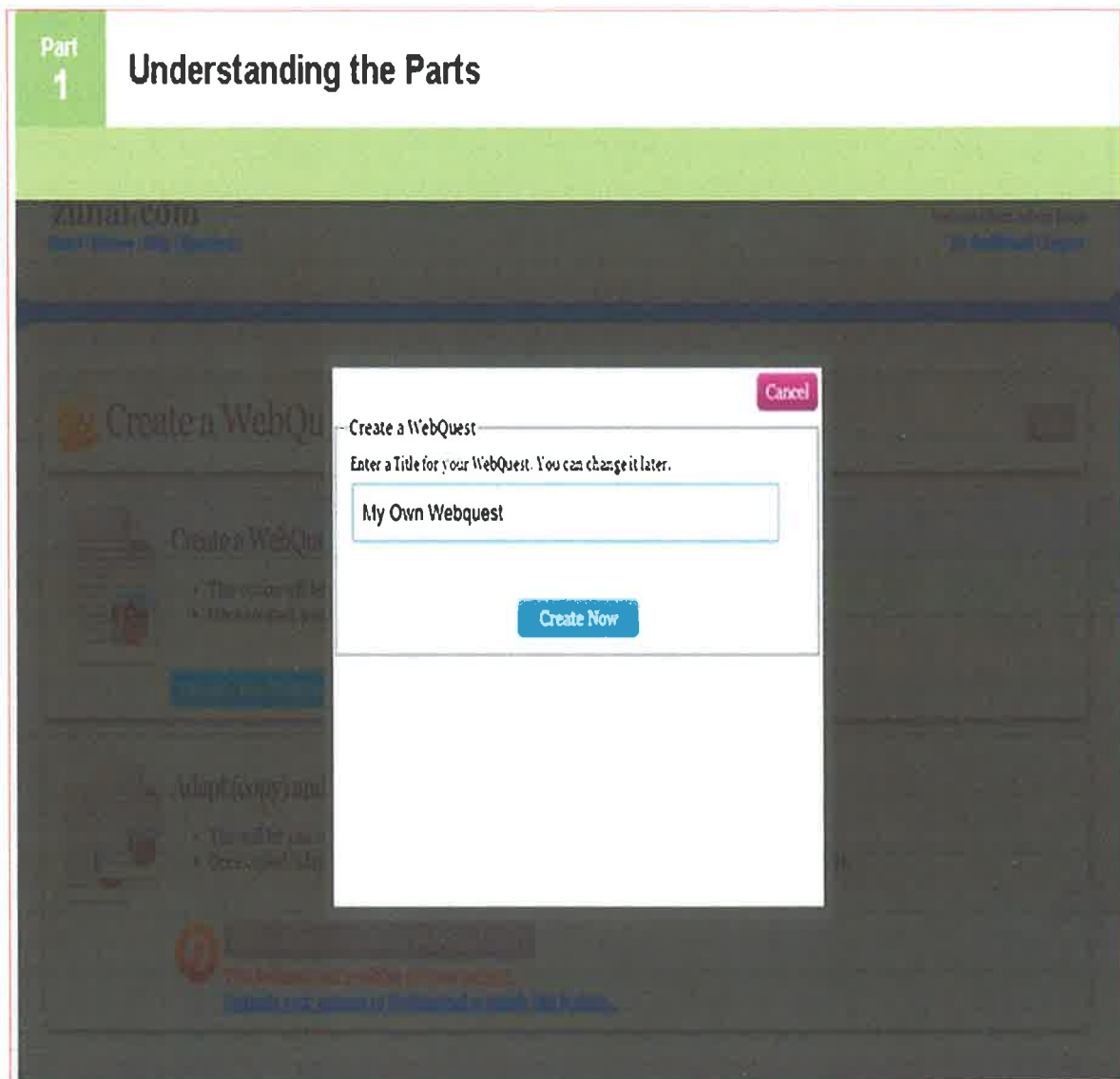
Any WebQuest should be wrapped around a doable and interesting task that is ideally a scaled down version of things for his/her learners. The WebQuest requires higher level thinking, not simply summarizing. This includes synthesis, analysis, problem-solving, creativity and judgment. Furthermore, it should make a good use of the web based on real resources from the Net otherwise it becomes just a traditional lesson in disguise.

EFL teachers have to be able to use some technical knowledge in order to design any WebQuest. They should be able to search in the Internet and provide their students with useful links in order to guide them in their electronic journey. Furthermore, the teachers should throw a critical and analytic eye over the resources found on the Internet and check the availability of the Resources before setting the WebQuest for their students. It is obvious that, teachers need to be able to master Word Processing skills in order to correctly build the final outlook of the WebQuest page. Besides, it is worth searching around the Net to explore existing WebQuest courses designed according to the students' level and their interests. The Teachers then can make the necessary changes that suit their courses aims and objectives if they use the webQuest found on the Internet. Teachers have to invent their short or long WebQuest-courses pages for their students. Then, they have to put them in word-processed documents to help learners perform their tasks easily in the classroom in the case teachers cannot connect to the Internet. It becomes very important to note that whenever EFL teachers decide to implement WebQuests into their teaching, they have to ensure up-to-date Websites with motivating and relevant topics in order to ensure rich and lively classes.

An interesting development and a good way to exploit the Internet for good language learning practice is the concept of a WebQuest. Some examples of WebQuests can be found on the Net and there are easy templates, which the novice or less-experienced designer can use, but in a case a teacher wants to create his or her own WebQuest for his students, s/he has to follow and include the six building blocks of a WebQuest. These steps are stated below:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

1. The following screen capture illustrates the Title page of any webQuest that teachers have to create.



The first step of creating a WebQuest is to make and choose **the Title** page. The teacher can choose from a number of formats (website, Power Point, Google Doc, Word Doc, printed worksheet, etc.) but s/he should generally always have an interesting title page. This sets the tone for the assignment and makes it look more professional. The Title page just shows the title of the quest and the author's name. The next step is to make an Introduction page.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

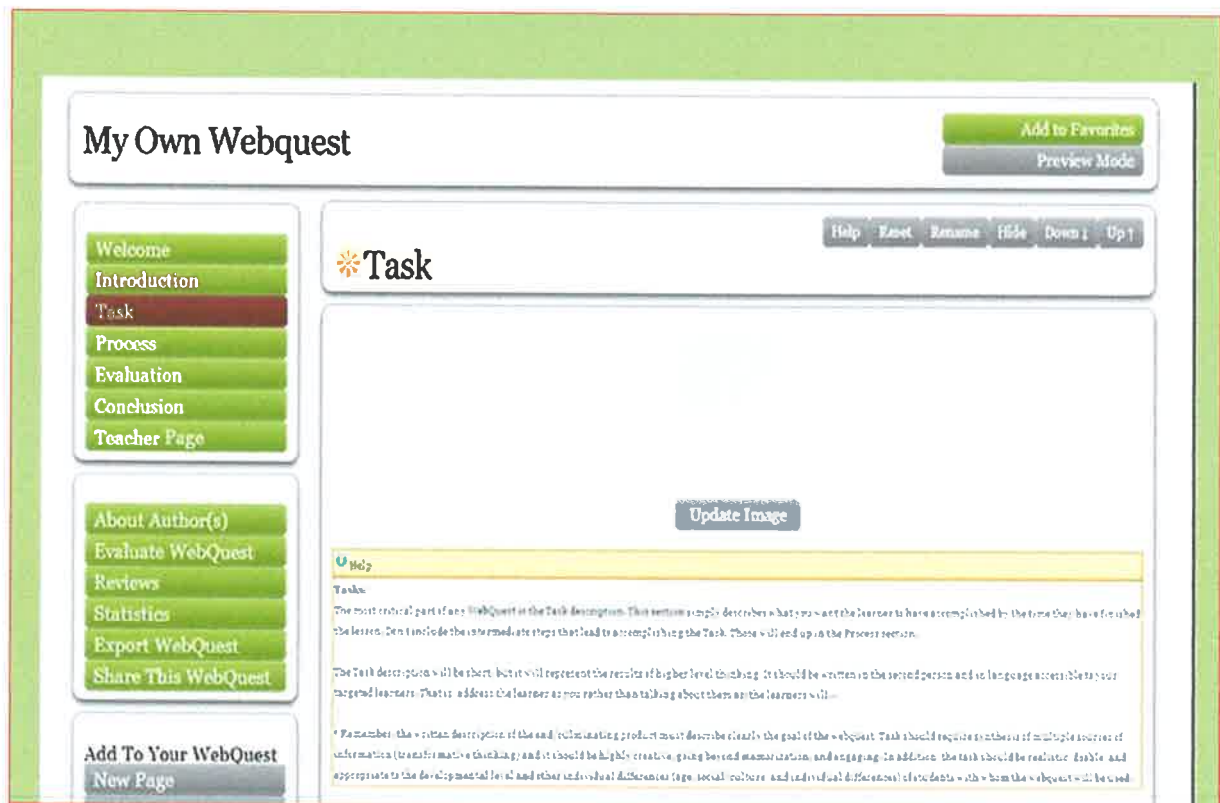
2. The **Introduction** page is shown in the following screen capture:



The purpose of this section is to both prepare and hook the reader. The student is the intended audience. Teachers should set the stage for the activity, catch the readers' attention to draw them into the quest, and provide background information. A short paragraph has to be written in order to introduce the activity or lesson to the students and tell the overall group what their role is. It is in this section that teachers communicate the Big Question (Essential Question, Guiding Question) that the whole WebQuest is centred around. This must be followed by the Task section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

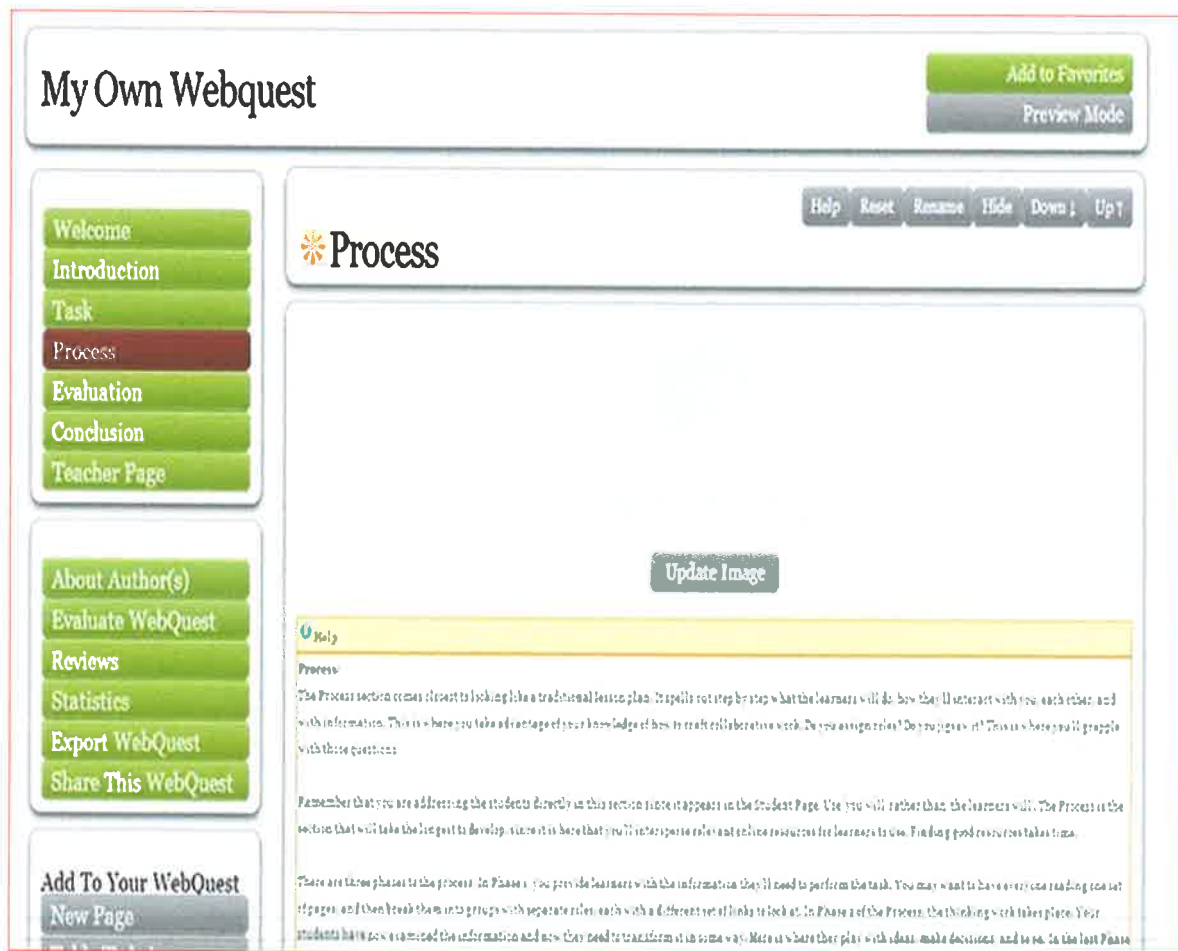
3. The third step in designing a WebQuest is to make the **Task** page. The Task page clearly states what the student needs to learn by the end of the assignment. Remember: the goal of the question, this learning journey, is the knowledge they come out with at the end. Use this knowledge goal to create the "story" of the quest the students will be sent on. There are various WebQuest sites that list a variety of Task types which each serve a different education purpose. It should appear as it shown in this screen capture:



In the Task section, teachers detail exactly what they expect their students to accomplish by the end of the activity. Some WebQuests require groups to create webpages or other kinds of multimedia presentations utilizing the technology they have available. Others have them working with professionals as part of a web-based research initiative. One great way to get the students excited about the activity is to show them several examples of completed tasks for this WebQuest so that they get a sense of what they are going to be able to create. The next step is going to be the Process.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

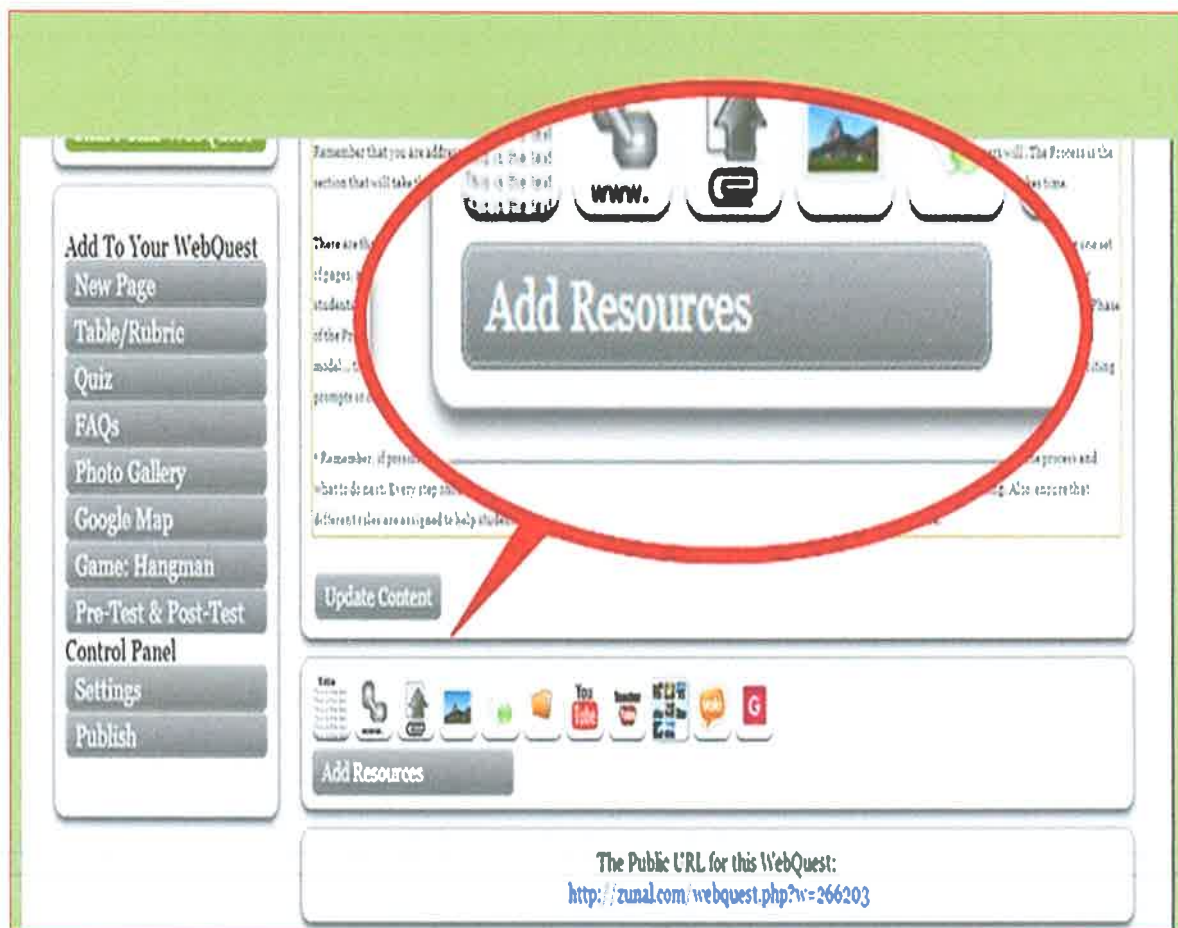
4. The **Process Page** section outlines how the learners will accomplish the task. It is the section where teachers give a step-by-step description, concise and clearly laid out and provide links to Internet sites interwoven within the steps. It should be presented as follows:



Essentially, these are the steps that teachers want students to take to accomplish the Task. Often, this section tells them what they are expecting to look for when they go to the Resources (the next section) and how they should use that information in order to create something new. Teachers may also have additional questions or steps on the sheet, depending on the nature of the WebQuest they are sending them on. Moreover, teachers include the roles students will assume with the steps they will follow to complete the activity. The following step is known as Resources section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

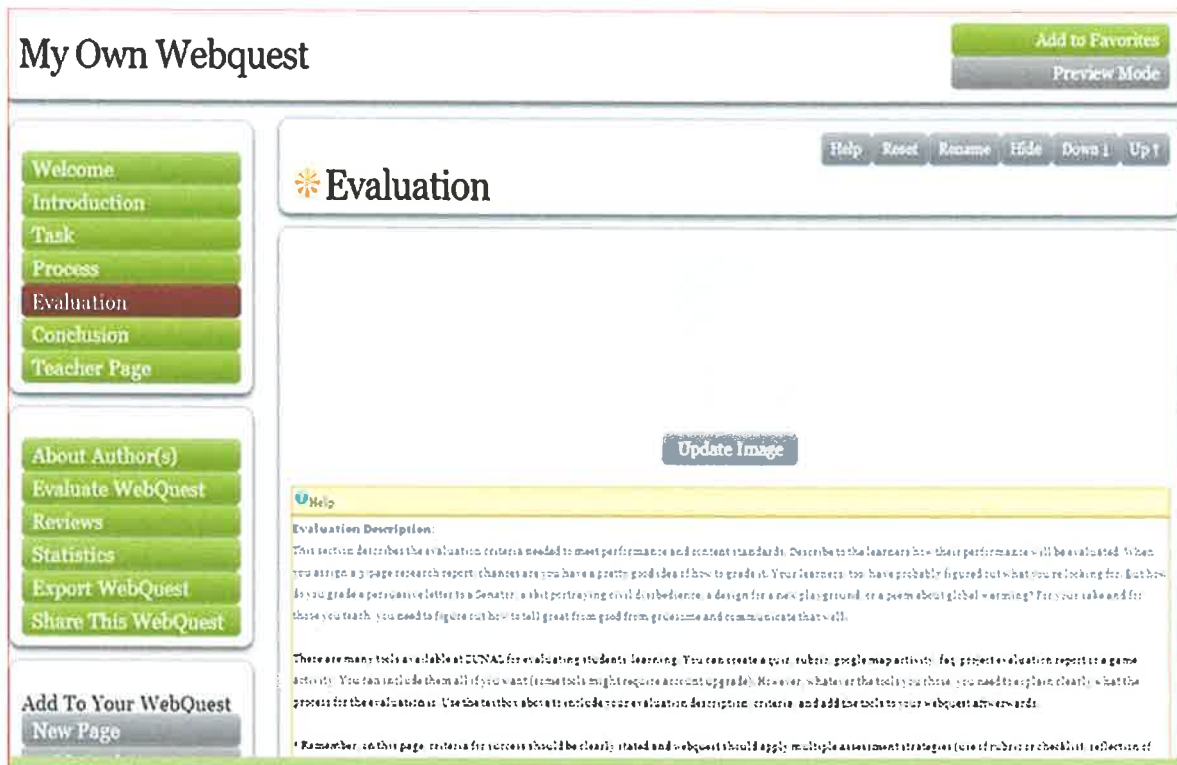
5. The **Resources** page gives the students a direct map to all of the sources of information they can use. This means that teachers will need to identify sources for the information they want their students to learn. Teachers should identify the online resources available on the topic by brainstorming a list of related words and using the list to search for relevant sites. The following picture represents a sample of how to create a list of resources.



For most WebQuests, it is very important that teachers do their own research first and choose the resources carefully based on what they want their students to get out of the WebQuest. Letting them choose their own resources can harm the outcome by making the activity seem like more of a fact-finding mission than one in which they are interpreting information. Once teachers finish all the former steps, they have to create the Evaluation section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

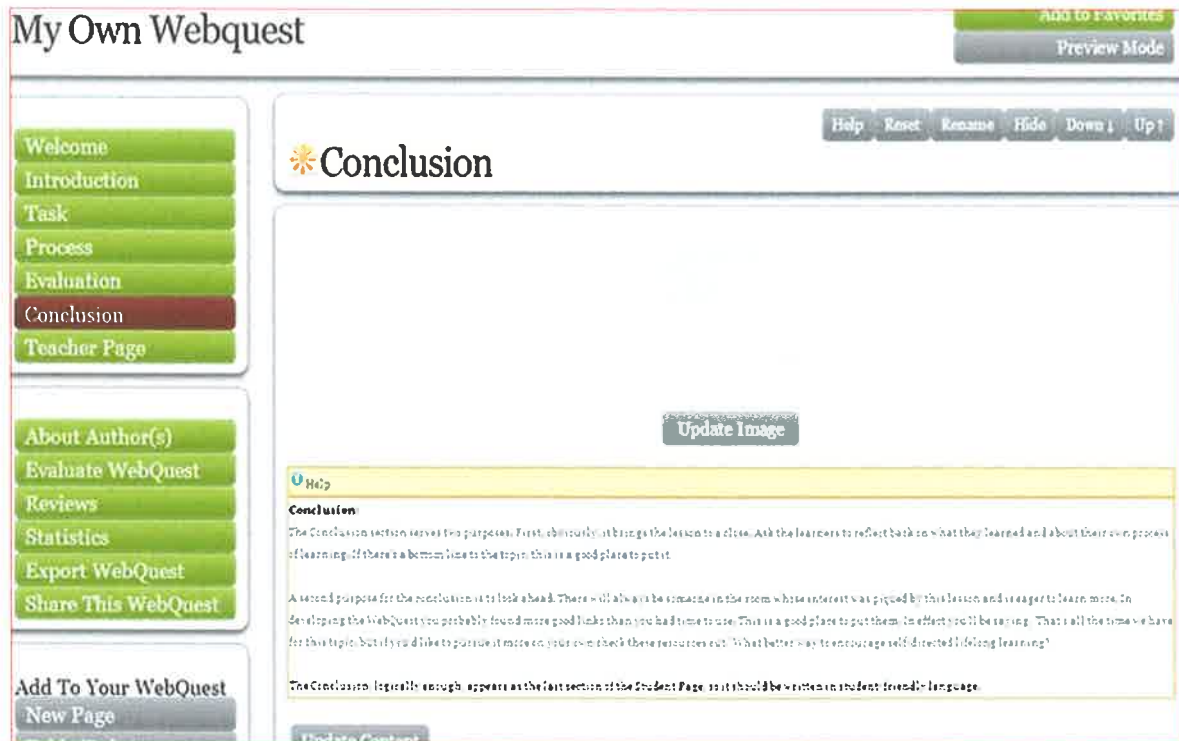
6. The **Evaluation** page contains a rubric, so the students know exactly what their teachers are looking for from them and what they need to do to get a good grade. The following screen capture illustrates how the evaluation section should be included.



All WebQuests have rubrics that teachers should use to evaluate the work of their students. When creating the rubric, teachers have to ensure that they are evaluating them on the specific task that was set for them so that everyone's scores are consistent, clear, and fair. The goals also need to be made clear to the class ahead of time, and it is wise to show them examples of previous WebQuests that you find Poor, Acceptable, and excellent so that they have a specific idea of what to strive for. Individual evaluation rubrics should be objectively prepared and also have to provide a number of criteria for evaluating students' WebQuest success. This is the step that precedes the last step which is the Conclusion section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

7. The **Conclusion** page ends up the assignment, goes over the sorts of things that the students should have learned, and encourages them to learn more. Teachers may wish to include more sources for them to do some extra learning and research if they are interested or finish early. This screen capture represents the Conclusion part.



The Conclusion section brings closure to the quest, reminds the learners about what they have learned, and perhaps encourages them to extend the experience into other domains. This final section is followed by the **Teacher Page** which is optional. It includes information to help other teachers implement the WebQuest, including: target learners, standards, notes for teaching the unit, and, in some cases, examples of student work.

Once teachers understand how each section of a WebQuest works, they can either design their own or seek out examples and templates. There are even some sites out there offering web-based software to make WebQuests. One of these sites is known as *zunal.com*. Zunal is FREE web-based software for creating WebQuests in a short time. All what is needed is to access the link of *zunal.com*, then create an account, create a professional looking WebQuest, and then publish our WebQuest instantly.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

After that, we have to share the WebQuest via Email, or any other means, and finally, we can choose to get private or public feedback. We have to follow the steps mentioned earlier in order to design a WebQuest. Concerning the Evaluation Rubric, the Zunal site provides a research based reliable WebQuest rubric to help teachers build their WebQuests or evaluate any. It helps teachers create and manage WebQuests individually or as a group with separate Zunal accounts.

The following WebQuests are some suggested Educational Proposals in the classes of Reading, Literature, and Civilization in order to plan a constructive programme of teaching using some of the provided WebQuests in the courses in order to give a new look for teachers' classes and to be immersed in the world of technology inside the Class. One example of WebQuests in Reading, Civilization, and Literature is provided as a tentative perspective for First and Third Year ENS students, while the rest of the suggested Programme of WebQuests is provided in the list of WebQuests in the Appendices part. All what teachers need to do is to click on the link provided in the list, and then follow the Instructions given. WebQuests' Users have to switch to the next Step once they are completed with the previous stage until all the WebQuest stages are completed.

4.2.1 Implications for Reading Techniques Teaching

Reading through the Internet seems to be an enjoyable activity for learners who want to strengthen their reading comprehension. The majority of the Students find it interesting to approach the wide range of texts written in English that are related to their field of study and suit their interest.

The use of Technology in learning can help students read a huge number of texts found on the Internet and through WebQuests, readers can access up-dated authentic materials without being bored. They can explore the documents written in English and decide to choose only what is suitable and relevant to their topic.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

As a humble perspective from the part of the investigator, some WebQuest resources have been provided in order to help EFL University teachers to teach the modules of Reading, Literature, and Civilization. The provided programme includes a list of WebQuests for each module. It has been designed according to the syllabus set by the ENS of Constantine on the 29th – 30th April, 2002 Study Days on the ENS Syllabuses Design.

The Implications for the modules of Reading, Civilization and Literature are based on Dodge and March WebQuest Templates. EFL teachers have the opportunity to use repository WebQuests stored in the Net, reproduce them if the permission is given by the WebQuest producer or even, design and create their own WebQuest page dealing with the topics they are interested in. Consequently, students are more engaged in the reading activity. What is needed from the part of the EFL University teachers is to access the WebQuest-based course links provided in the Appendices part, follow the steps, and then make any necessary changes according to the objectives of their lessons. Each lesson contains five steps. Teachers will click on the appropriate icon once they have completed the previous step, and then they have to proceed to the reading activity set for the students. A sample WebQuest-based course has been provided as follows.

4.2.1.1 First Year ENS Reading WebQuest: “The Reading Skill”

The recommended WebQuests are based on Dodge and March WebQuests Templates. Each WebQuest Reading Course comprises five stages: Introduction, Task, Process, Evaluation, and Conclusion. These WebQuests are chosen according to the syllabus designed for First and Third Year ENS Laghouat Students and may be set for other students around many Algerian Universities. The modification or the reproduction of the WebQuests is possible for other users for educational purposes if the original authorship is credited.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In this section, we are presenting only a selection of some WebQuests courses designed for First and Third Year Reading and Literature Classes. A more complete list is compiled in the Appendices Part. All the suggested WebQuest-screenshots have been captured in order to help EFL teachers visualize and explore the WebQuests. The following section is the Introduction stage where the WebQuest designer introduces the objectives of the WebQuest-based course designed for First year ENS Reading class. This WebQuest is entitled “Reading Skill”. It is designed for First Year ENSL Students.

1. Introduction

The objective of “The Reading Skill” WebQuest is to help learners enhance their reading skill. In the Introduction stage, students are asked to state the different reading strategies they used so far and are asked to develop them. For more details, screenshots of the WebQuest have been included in order to explain the different steps of the WebQuest designed for First Year students. A screenshot of the Introduction part has been grabbed and presented as follows:

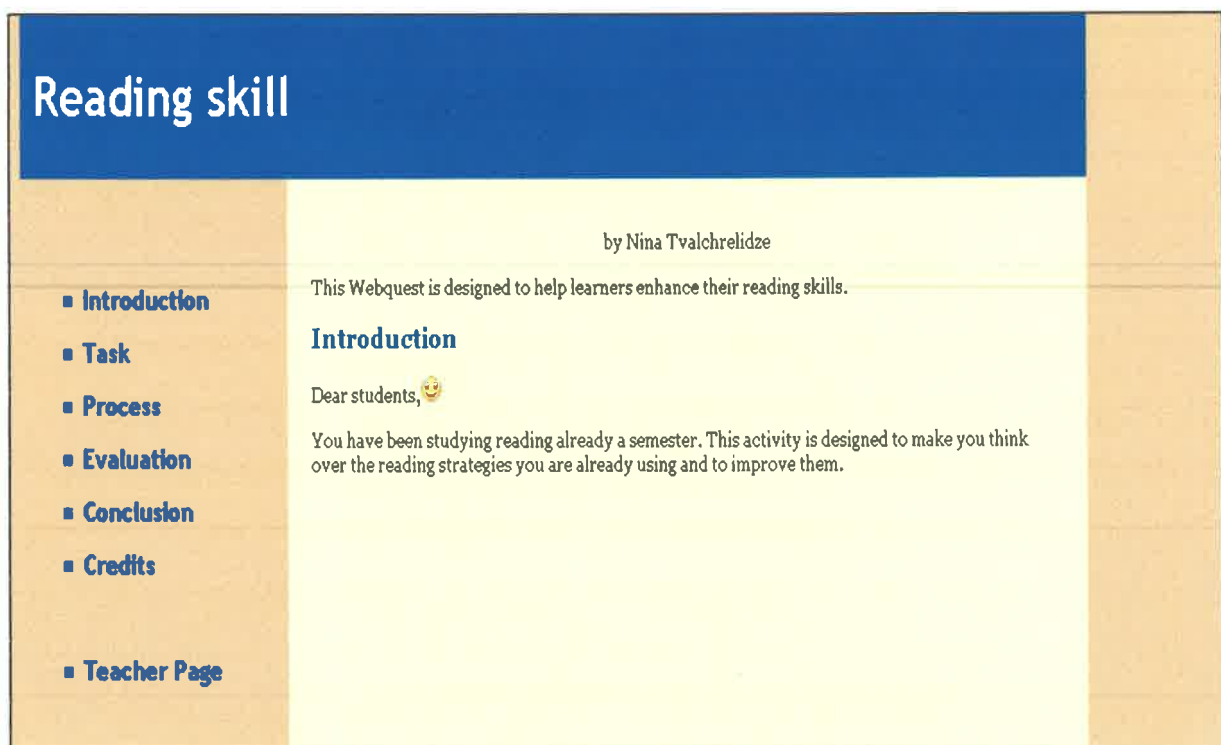


Figure 4.1 Screen Capture of the Introduction Section: The “Reading Skill” WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In the Introduction section of the above screen capture, the author introduces the WebQuest by reminding his students that they had been studying reading for a whole semester, so this activity is to make them think over of the different reading strategies they have already used and see how they can improve them. Once they finish consulting the Introduction section, they have to use their mouse and click on the button to further their work. The next step is the ‘Task’ stage.

2. Task

As a task, the students have to draw a two-column table which contains five key strategies in Reading and provide a detailed explanation of their use. Then, the students have to present their work in front of the class. The task is presented as follows:

Reading skill	
■ Introduction	
■ Task	Task In this stage let me explain in details what you have to do to fulfil the task. The task itself is , that you have to draw a table containing five key strategies in reading that you employ and which helped you greatly to become better readers and explain how they help or how you use them.
■ Process	
■ Evaluation	So, the table should have two columns. The title for the 1st one will be "Reading skill" and for the 2nd - "How it helps"
■ Conclusion	The last part of your task is that you have to present it in front of your class.
■ Credits	
■ Teacher Page	

Figure 4.2 Screen Capture of the Task Section: The “Reading Skill” WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Students' task in this stage is to include five reading strategies that help them to better understand the text in a two-column table. Students have to title the first column "Reading skill" and "How it helps" as a title of the second column of the table. The students have to state five key strategies in reading that they employed and then explain how can these reading strategies help learners become better readers and explain their use. And then, students will present their work in front of their class. The next step is the Process where they go deeply in the reading process.

3. Process

The process of this WebQuest is divided into four stages. The following screenshot explains these steps:

Reading skill

- Introduction
- Task
- **Process**
- Evaluation
- Conclusion
- Credits
- Teacher Page

Process

Step 1
Think of the reading skills you have studied and then used in reading.

Step 2
Are they in the following list?
Skimming
Scanning
Text preview
Identifying opinions, facts
forming inferences
Identifying topic and supporting sentences
Identifying pronoun references
Making the margins

Step 3
If yes, so if they are in the list it is very good, if not don't worry, this is just a short list out of many strategies.

Step 4
It is high time now to find information about them and choose five most important skill for you and make a table.
Below is the way how to seek for information.
Go to www.google.com then type in the search "reading skills" and press "enter." It will give lots of resources for your task.
For the extra help take your book: Q: skills for Success, reading and writing 1 and seek for reading skills.

Figure 4.3 Screen Capture of the Process Section: The "Reading Skill" WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The aim of the ‘Task’, as it is illustrated in the above capture, is to study the reading strategies and how the students can use them. They have to seek for reading skills and search further in the link provide in the Task page. In the first step, the students have to think about the Reading skills they have studied and used in Reading. Then, the students have to search for these strategies among the list provided for them. If not existing, the students are asked to use the link provided, to follow the instructions, and to find information about the Reading Strategies, then choose five most important strategies and explain them in a table. The author provided a link that students follow in order to seek for information. At the end of the WebQuest, the students are evaluated according to the Rubric provided in the following section.

4. Evaluation

The WebQuest Designer (Nina Tvalchrelidze) has included an Evaluation Rubric that helps teachers to assess their students’ work and to be scored according to their achievement.

Reading skill						
<ul style="list-style-type: none"> ■ Introduction ■ Task ■ Process ■ Evaluation ■ Conclusion ■ Credits ■ Teacher Page 	Evaluation	This is how your work will be evaluated.				
		Beginning 1	Developing 2	Qualified 3	Exemplary 4	Score
	Language accuracy	Content is impossible to understand due to many grammar and spelling mistakes	Content is hardly understandable due to many language mistakes	Content is understandable but there are few language mistakes	Content is clear, no language mistakes	
	Content accuracy	Content is confusing or contains more than few errors	Content is generally accurate but one or two pieces of information is inaccurate	Most of the content is accurate but one piece might be inaccurate	All content throughout the task is accurate	
Presentation skills	Student was unable to present the task	Student had many mistakes while presenting	Student could be more confident	Student presented the task with confidence		

Figure 4.4 Screen Capture of the Evaluation Section: The “Reading Skill” WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

As the above Rubric shows, Students' achievement in this WebQuest is evaluated according to three criteria concerning Language accuracy, Content accuracy, and students' presentation skills. The work is scored following the grades provided by their teachers. Each mark is awarded for each criterion according to the level of each student and ranked from one to four (1/4) as: Beginning, Developing, Qualified, and Exemplary work. The total score is calculated as an evaluation score. In the last step, the teacher is going to conclude the "Reading Skill" WebQuest as follows:

5. Conclusion

In the Conclusion stage, the Teacher Designer of the WebQuest thanks the users of the WebQuest course and hopes that students have developed their reading awareness and achieved their purpose of reading.

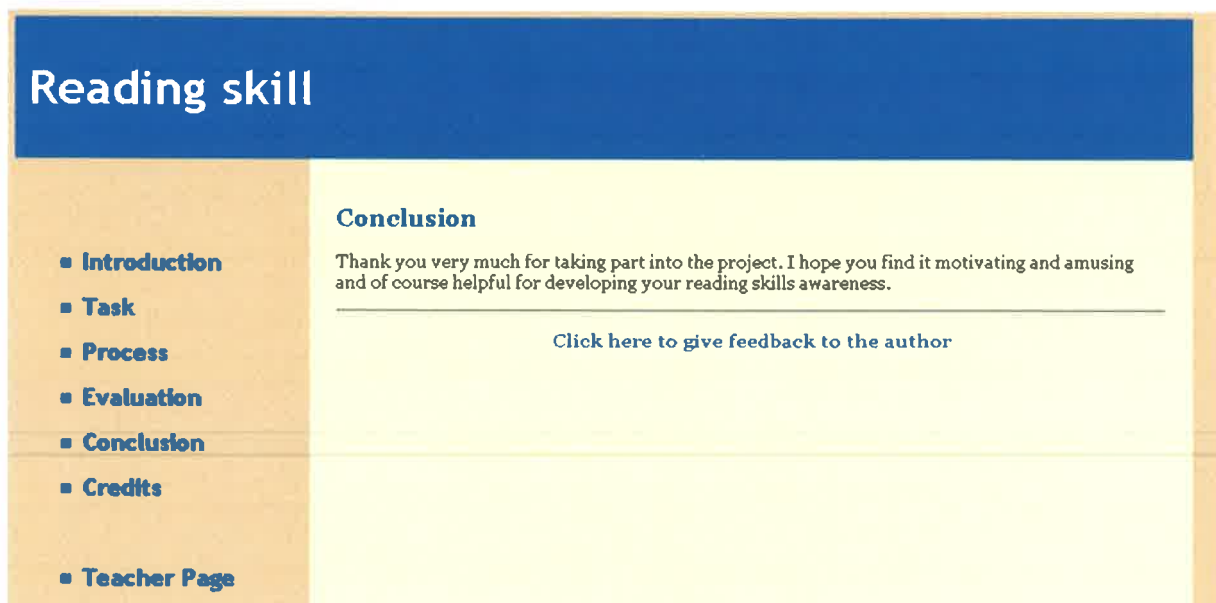


Figure 4.5 Screen Capture of the Conclusion Section: The "Reading Skill"

WebQuest

The teacher has to check whether the students have understood the reading skills and motivate them for more practice. As it is shown in the above screenshot, students can give feedback to the author by clicking on the provided link.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

6. Credits

This step provides a list of references and credits that were used in the WebQuest. In the *Credits* stage, the Designer grants permission and modification of this WebQuest for other users only if the original authorship of the WebQuest is credited.

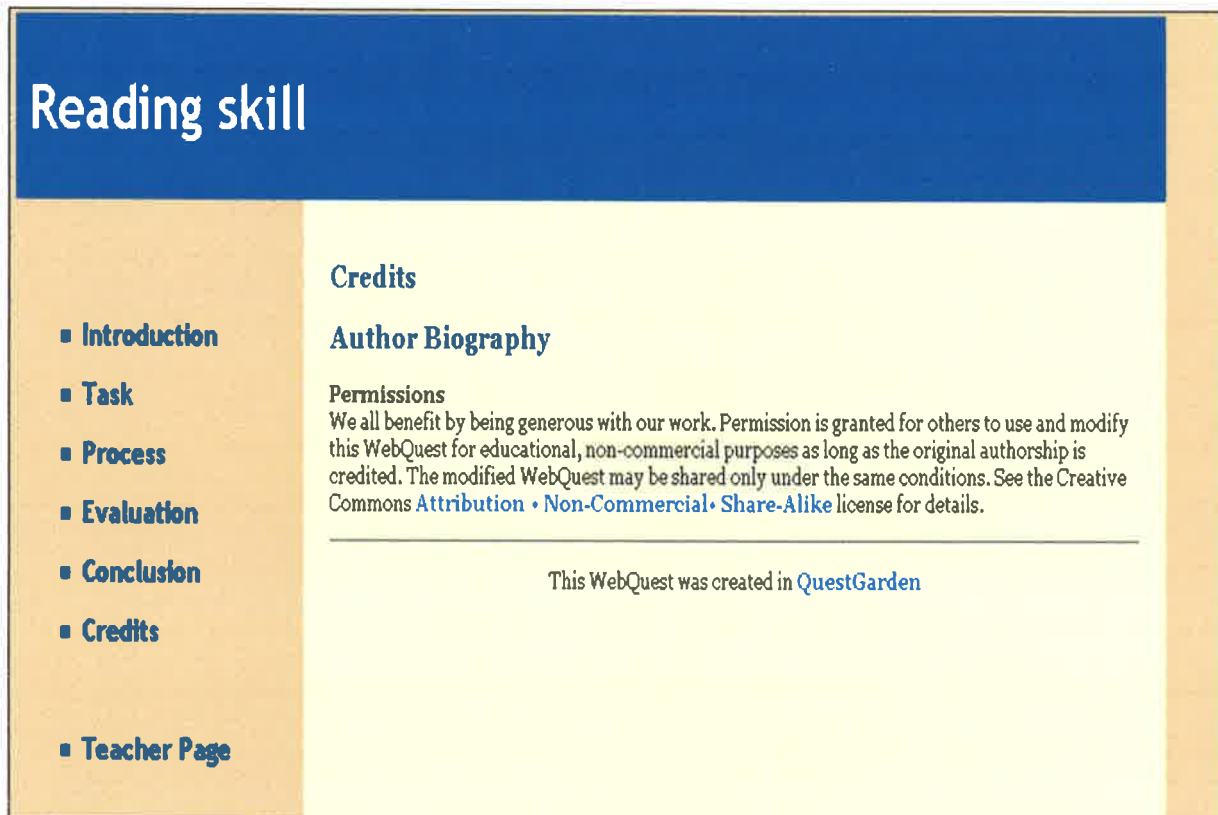


Figure 4.6 Screen Capture of the Credits Section: The “Reading Skill”

WebQuest

This capture explains how WebQuest users can reuse the same topic. The author permits them to share the WebQuest without changing the same conditions. More explanations are provided in the next page which represents the last step in the WebQuest. The Teacher Page is addressed to teachers to explain how they can use this WebQuest. This section is not intended to be used by the students because at this level, learners have to achieve a goal through their reading. They have many activities to do and can improve their reading comprehension through the different strategies they use in their reading process.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

7. Teacher Page

The author of the “Reading Skill” WebQuest presents his Biography and Permissions for other users to use or modify the WebQuest in the Credits page. This is the only section that is not written for the student. It provides as much detail as possible about standards, objectives, and the WebQuest itself so another teacher can adopt the same WebQuest or adapt it to his or her students.

The “Reading Skill” WebQuest has been set as a model. Screenshots of the desktop have been grabbed and presented in order to facilitate the activity for the teachers to access the page. Though, they can connect their PCs to the direct link of the page and set the activities for their students. More WebQuests have been provided for First year ENSL students to be studied in the Reading Class, too. For more details, refer to the List of WebQuests in the Appendices part. Another sample for Third Year Reading ENSL class is explained in the following part.

4.2.1.2 Third Year ENS Reading WebQuest: “The Reading Process”

“The Reading Process” WebQuest is designed for Third Year ENSL Reading class. It aims at developing the skills of the Reading process. The objective of this WebQuest is to identify the thesis/main idea of the reading assignment and distinguish the main ideas and the supporting ideas. This web-quest can be used as part of a whole group or small group activity. This activity can then be used to help students pick out the title, headings, and subheadings of a story.

Teachers can ask their students long-answer questions in order to better understand the text. Possible questions that students are supposed to answer are: What is the story mostly about using the 5 W questions? Where would one find the Main Idea in a paragraph? What clues help us to define unfamiliar words in a sentence? Why is it important for good readers to be able to pick out the main idea in a story? And why is it important to write notes in the margin of every paragraph? The following section represents the Introduction step of the WebQuest entitled “The Reading Process”.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

1 Introduction

The first section of the Reading Process WebQuest is illustrated in the following screen capture: This section represents the brainstorming phase or the before-reading stage where the students explore the reading material and know about the topic they will deal with.

The image shows a screenshot of a web page titled "THE READING PROCESS". The page has a green background. On the left side, there is a dark green vertical sidebar with a white list of navigation links: Introduction, Task, Process, Evaluation, Conclusion, Credits, and Teacher Page. The main content area is green and contains the following text: "by Kerry Allen", "Modified by Angela Randall, Lonestar College", "This webquest is intended to give you a chance to develop the skills of the reading process. The lesson is based on student centered activities. Therefore, students will work on the activities individually and in a group to achieve the learning objectives.", "Introduction", "Reading Process:", "Your job is to search for clues that help you find out what your story is mostly about? Activate schema by listing what you know OR what you would like to learn about this topic. Develop guide questions from the headings, subheadings, titles, and subtitles OR (if there are no headings) From the first sentence, write these questions starting with a journalistic question (Who, What, When, Where, Why, How, etc.) Choose a reading strategy SQ3R OR (Purpose, Difficulty level)".

Figure 4.7 Screen Capture of the Introduction Section: “The Reading Process” WebQuest

In Before-Reading step, students are asked to look for the clues that will help them to know about the story. They will practise some reading strategies to preview and discuss the ideas of the text. Once the students find the clues that help them know the main topic of the story, they switch to the next step which is the Task activity.

2 Task

The following step is the Task section. Once students finish the pre-reading section, they switch to this while-reading stage. The students are provided with some tasks to follow in order to achieve their objectives. The following capture explains the task procedures:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The screenshot shows a web page with a white header containing the title "THE READING PROCESS". Below the header is a dark green sidebar with a white navigation menu. The main content area has a light green background. The navigation menu includes: Introduction, Task, Process, Evaluation, Conclusion, Credits, and Teacher Page. The "Task" section is active and displays the following text:

Task

During Reading: Reading Actively

- (Action) - Read one paragraph or section at a time
- Underline or highlight important information
- Write a summary sentence or make notes in the margin for each paragraph or section
- Write unknown words on vocabulary log/list
- (Thinking) - Make connections - think about what you already know about the topic as you read
- Think critically - do you agree or disagree with the writer's information?
- Check your comprehension - are you reading effectively, do you understand what you are reading?

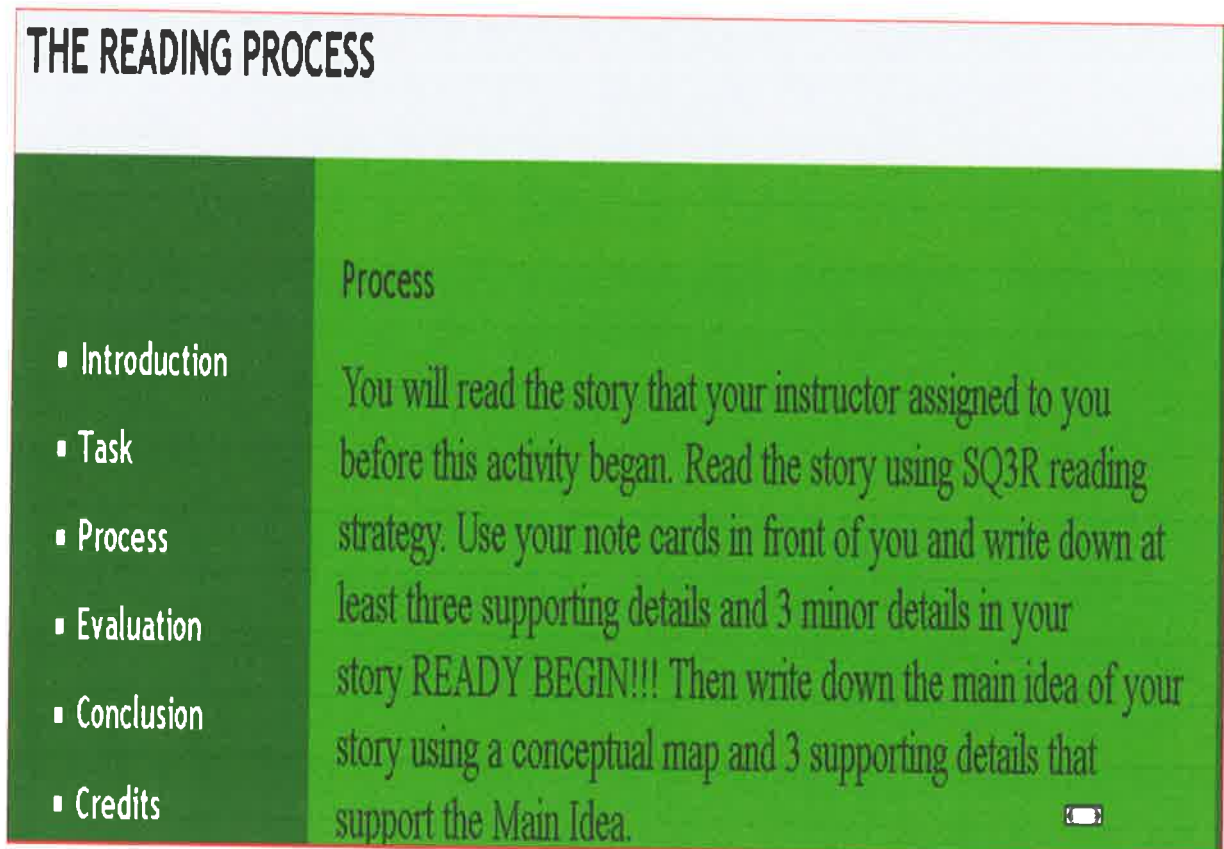
Figure 4.8 Screen Capture of the Task Section “The Reading Process” WebQuest

The students are asked to read actively in order to enhance their critical thinking. In the action of reading, students have to read a paragraph or a section at a time, underline important information of the text, make summaries of each paragraph of the text and then, write unknown words on their vocabulary log/ list. After that, students enhance their thinking through making connections, thinking critically, and checking their comprehension by giving their opinion about the writer’s information. Each task is explained in the Process step that follows.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

3 Process

The process of this WebQuest is divided into three sections as it is illustrated in the following screen capture. This section describes how the students explore the text in the while-reading stage. The details are provided beyond the figure.



The screenshot shows a web page titled "THE READING PROCESS". On the left side, there is a dark green vertical menu with a list of items: Introduction, Task, Process, Evaluation, Conclusion, and Credits. The "Process" item is highlighted. The main content area has a light green background and contains the following text:

Process

You will read the story that your instructor assigned to you before this activity began. Read the story using SQ3R reading strategy. Use your note cards in front of you and write down at least three supporting details and 3 minor details in your story READY BEGIN!!! Then write down the main idea of your story using a conceptual map and 3 supporting details that support the Main Idea.

In the first section, the students are asked to read a story assigned by their teacher using Survey, Question, Read, Recite, Review (SQ3R) Reading Strategy. Using their note cards, they have to write down three supporting ideas and three minor details in the story. Then, they have to give the main idea of the story and three supporting details of the main idea using a conceptual map. Once the students finish, they have to switch to the next step presented in the following figure.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Teacher Page

Activity 1

Underline the topic sentence(s) of each of the following paragraphs.

Evidence suggests that groups given the right to vote do not immediately exercise that right. In recent elections, young people have not voted at a high rate always below 50 percent. Since the passage of the Twenty-sixth Amendment in 1971, the addition of 18-20-year-old to the electorate has contributed to a lower turnout. After the passage of the Nineteenth Amendment in 1920, many women were slow to use their new right. The difference in turnout between men and women has not been significant in recent decades, through. B the 1988 presidential election, it was fairly easy to most American to register and vote; yet only about 50 percent turned out to vote. What causes low turnout? How serious is it?

1. What is the main idea? Underline the main idea in the sentence.

As just about everyone today knows, e-mail has virtually become the standard method of communication in the business world. Most people enjoy its speed, ease and casual nature. But e-mail also has its share of problems and pitfalls, including privacy. Many people assume the the contents of their e-mail are private, but there may in fact be any number of people authorized to see it. Some experts have likened e-mail to postcards sent through U.S. mail: They pass through a lot of hands and before a lot of eyes, and theoretically, many different people can read them

2. Write a sentence that states the main idea in the paragraph.

In 1970 the federal government passed the comprehensive Drug Abuse, Prevention and Control Act (also known as the Controlled Substance Act). That act did not contain a rigid penalty system but rather established only upper bounds for the fines and prison terms to be imposed for offenses. In 1984 the act was amended in order to impose fixed penalties, particularly for dealers. For anyone caught with more than 1 kilogram of heroin, 50 grams of cocaine base, or 1,000 kilograms of marijuana, the applicable penalty was raised to imprisonment from 10 years to life plus a fine of \$4 million. A variety of other prison penalties and fines were outlined in that amendment. Another amendment passed in 1988 included the death penalty for "drug kingpins."

You will read the story that your instructor assigned to you before this activity began. Read your story. Then use your note cards and write down at least three details in your story **READY BEGIN!!** Then write down the main idea of each story on a note card.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In the first activity, students have to read the three paragraphs then underline the topic sentence of each one. Then, they have to identify the main sentence of each paragraph and write the sentence that states this main idea. Students have to do the second and third activities when they finish the first one.

Activity 2

Underline only the most important details in each of the following paragraphs.

In simplest outline, how is a President chosen? First, a candidate campaigns within his party for nomination at a national convention. After the convention comes a period of competition with the nominee of the other major party and perhaps the nominees of minor parties. The showdown arrives on Election Day. The candidate must win more votes than any other nominee in enough states and the District of Columbia to give him a majority of the electoral votes. If he does all these things, he has won the right to the office of President of the United States.

That weekend was Ryan's birthday party. Michelle was really looking forward to going because Ryan's parties were always fun. At the party they played games, sang, and ate cake and ice cream. Then came the best part—the presents! Ryan got lots of neat toys, including a few that Michelle was planning to put on her own birthday list. Just when Ryan thought he was done opening all the presents, his dad brought out a small box with holes in it and a bow on top. Ryan carefully opened the box and found Spice inside!

Ryan had mixed feelings. He was excited to have a new kitten, but he was also sad that Spice was not with his best friend Sugar anymore. Ryan's parents sensed his sad feeling and motioned for Michelle's mom. She stepped forward with a small box with holes in it and a bow on top. The box looked just like the one that Ryan got. Michelle's mom asked Michelle if she wanted an early birthday present. But before Michelle could answer, Ryan had the box open and Sugar was peeking out! Sugar and Spice immediately started playing together and Ryan looked at Michelle and said, "This is the best birthday ever!"

Activity 3

Sugar and Spice

Once a week, Michelle and Ryan stopped by the pet shop on their way home from school. They stopped for two reasons—Sugar and Spice. Sugar and Spice were two kittens that shared a cage. They played so nicely together. Michelle and Ryan both had been begging their parents for a kitten. Since they are neighbors, they thought it would be perfect if Michelle got Sugar and Ryan got Spice.

Things got busy at school and home, so Michelle and Ryan didn't have time to stop by the pet shop. How they missed seeing Sugar and Spice! A few weeks later, Michelle and her mom passed by the pet shop. To Michelle's surprise, she didn't see Spice in the front window. She only saw Sugar. A terrible thought crossed her mind. Maybe someone bought Spice and the two best friends would never be together again. She went home practically in tears, but her mom assured her everything would be okay.

That weekend was Ryan's birthday party. Michelle was really looking forward to going because Ryan's parties were always fun. At the party they played games, sang, and ate cake and ice cream. Then came the best part—the presents! Ryan got lots of neat toys, including a few that Michelle was planning to put on her own birthday list. Just when Ryan thought he was done opening all the presents, his dad brought out a small box with holes in it and a bow on top. Ryan carefully opened the box and found Spice inside!

Figure 4.9 Screen Capture of the Process Section "The Reading Process" WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In the second step, the students have to underline only the most important details in each of the provided paragraphs, and are asked to give their opinions on the writer's ideas and summarize each of the given paragraphs. Finally, the Students are assessed using a Rubric of Evaluation in order to check the work and the understanding of the students. A grid has been provided in the next section.

4 Evaluation

The Students' work is evaluated according to three criteria. The author has provided the following Evaluation grid in order to evaluate the students' work. Each student's work is marked from (1-4) based on his level of competency. The total score has to be calculated as an evaluation score. The following capture explains the criteria of evaluation.

THE READING PROCESS					
<ul style="list-style-type: none"> ■ Introduction ■ Task ■ Process ■ Evaluation ■ Conclusion ■ Credits ■ Teacher Page 	Evaluation				
	This is how your work will be evaluated.				
	Beginning 1	Developing 2	Qualified 3	Exemplary 4	Score
	Follows Directions	Student does not follow directions as given	student follows part of the directions as given	student follows most of the directions given	student follows step by step directions
Actively Engaged in Activity	student does not participate in activity.	student is partially engaged in activity, needs instruction by teacher	students is mostly engaged in activity with some prompting from teacher	student is totally engaged in activity with very little support from teacher	
Uses Resources and Materials	student does not effectively utilize resources and materials	student uses at least one resource or materials	student uses most of the resources and materials	students utilizes all resources and materials as directed	

Figure 4.10 Screen Capture of the Evaluation Section “The Reading Process” WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The teacher has to evaluate the students following the criteria mentioned in the above grid. The first criterion concerns whether the students have followed the instructions of the While-reading phase or not. The work is scored from (1 to 4) according to the level of competence. The author has used (1) mark for the students who do not follow the given directions and called them beginner learners. The (2) mark for those who follow part of the directions as given. The author describes them as having a developing level. The qualified learners are given the mark of (3) if they follow most of the given directions, and (4) mark for those exemplary students who follow step by step directions. The second criterion is marked in the same way to see whether they were actively engaged in the reading activity and finally, if they used the resources and materials given to them or not. The following section is going to conclude the WebQuest assigned to students.

5 Conclusion

This step is the post-reading stage where the students become more engaged in the reading activity.

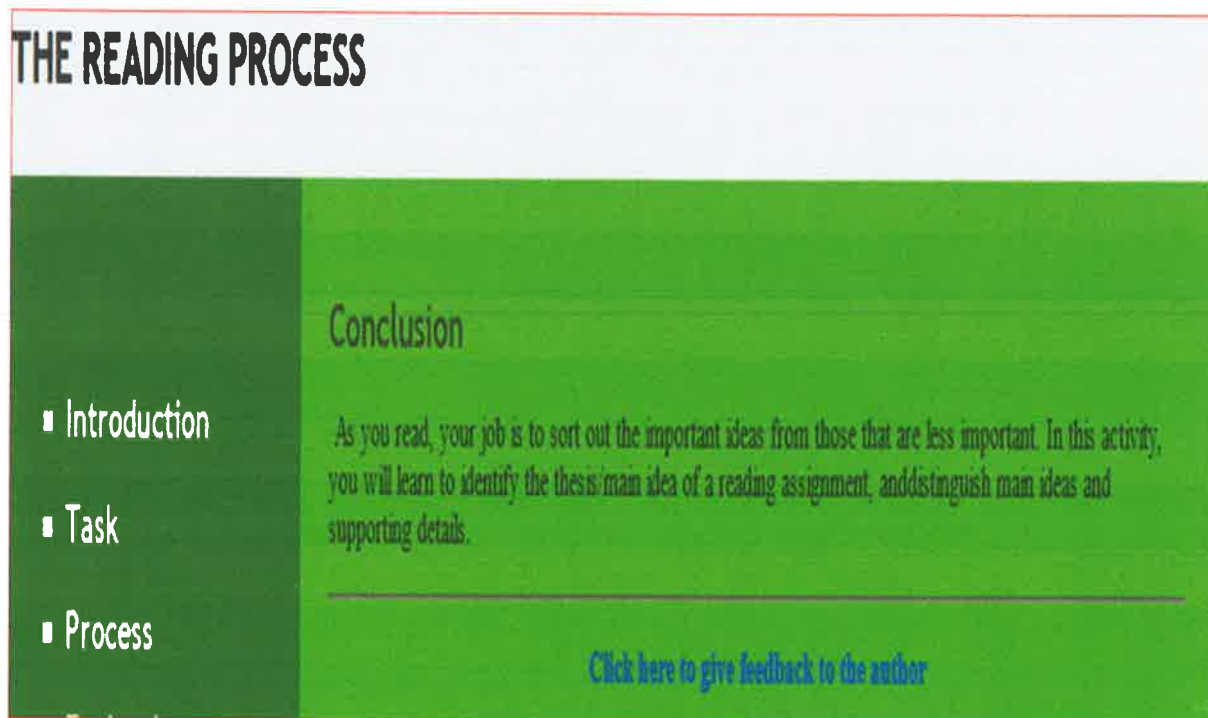


Figure 4.11 Screen Capture of the Conclusion Section “The Reading Process”
WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

As it is shown in the above screen capture, the general objective of this WebQuest is to enable the students to sort out the important ideas from those that are less important, to identify the thesis/main idea and finally, to distinguish the main ideas and the supporting details using the reading strategies.

“The Reading Process” WebQuest is intended to give students the opportunity to improve their reading skill. The course is based on student-centered activities that help learners promote individual as well as collaborative work environments. More WebQuests links can be found in the WebQuests list provided in the Appendices part. The assignments can be adapted to First Year Students respectively according to the objectives of each lesson and the needs of the students.

4.2.2 Implications for Literature Teaching

It has been observed that Literature teaching has always been limited to textbooks and novels where the EFL teacher find himself in a monotonous and boring situations of reading aloud the chapters or the poems, and then asking his students information-based questions about the work.

As a matter of fact, students’ reading is limited to the syllabi books designed by the Ministry of Higher Education. Therefore, EFL students remain deprived of the many benefits Literature can bring in their personality and language development.

It is the attempt of the EFL Language teachers to make Literature teaching interesting and exploratory by implicating a new paradigm based on constructivism. Furthermore, EFL students should to be exposed to a myriad of forms of Literature and various flavors of genres. EFL teachers should constantly help their students receive the full sensuous and intellectual impact of the literary work. Teachers have also to encourage their students to read independently and provide them with opportunities to explore various facets of Literature because when the reading-centered task is meant for enjoyment, EFL learners can automatically learn language. The following WebQuests are a tentative that can bring a new direction to Literature teaching.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

4.2.2.1 First Year ENS Literature WebQuest: “The Short Story WebQuest”

“The Short Story WebQuest”, as the title indicates, is about the elements of the short story. At the end of the WebQuest, the students will be able to research story elements and read short stories. They will create presentations of the story elements they found in their stories. The following screenshots detail all the steps of the “Short Story WebQuest”.

1 Introduction

During this WebQuest, students will explore the parts of a short story. By the end of this quest, they will have the information they need to understand and discuss the stories they read in class and to write a short story of their own!



Short Story WebQuest

Add to Favorites

Introduction



Why do we enjoy hearing or telling short stories? We listen and tell short stories every day. Stories are the way for people carry on traditions or memories.

During this WebQuest, you will explore the parts of a short story.

By the end of this quest, you will have the information you need to understand and discuss the stories we read in class and to write a short story of your own!

Grabinski, K. (2013, December 6). Short Story. Zunal.com. Retrieved November 22, 2018, from <http://zunal.com/webquest.php?w=224402>

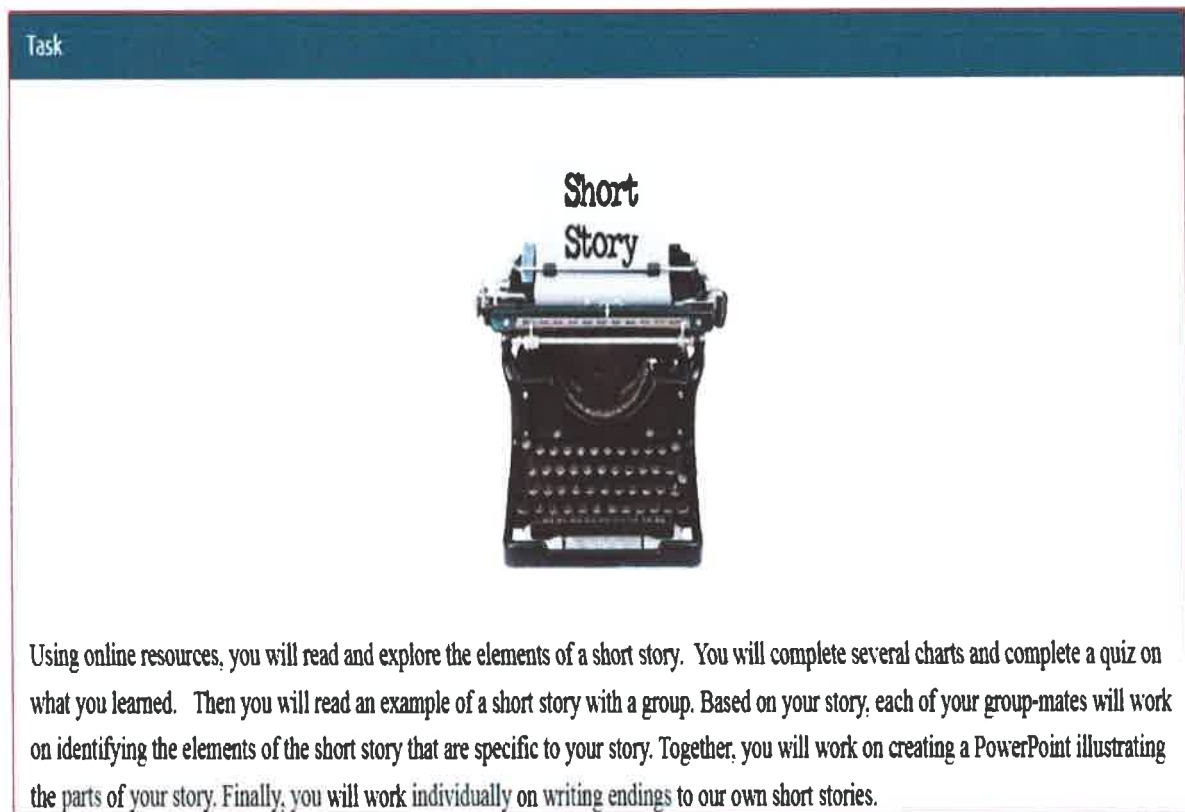
The Introduction of the Short Story WebQuest serves as the Brainstorming or the pre-reading phase of the Reading process. The objective is to explore the parts of a short story and to enable students to write a story of their own in the post-reading phase. This

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

WebQuest helps student improve their reading as well as writing ability and enhances their reading comprehension. Students tasks are explained in the Task section.

2 Task

This phase represents while-reading stage of the reading process. It explains the task of the students in order to explore the parts of the short story. This is explained in the following screen capture:

The screenshot shows a web page with a dark blue header containing the word "Task" in white. Below the header is a large white area. In the center of this area is a black vintage typewriter. Above the typewriter, the words "Short Story" are written in a black, serif font. Below the typewriter, there is a paragraph of text in a smaller, black, serif font. The text describes the tasks for the WebQuest, including reading, exploring elements, completing charts, reading an example, identifying elements, creating a PowerPoint, and writing endings.

Grabinski, K. (2013, December 6). Short Story. Zunal.com. Retrieved November 22, 2018, from <http://zunal.com/webquest.php?w=224402>

Using online resources, students will read and explore the elements of a short story. They will complete several charts and complete a quiz on what they learned. Then, they will read an example of a short story with a group. Based on the story, each of the group-mates will work on identifying the elements of the short story that are specific to the story. Together, they will work on creating a PowerPoint illustrating the parts of the story. Finally, they will work individually on writing endings to their own short stories. The process of this WebQuest is explained in the next section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

3 Process

In the Process section, the author explains in details how the students explore the parts of the short story. In the following screen capture, we find the explanation of the first step:

Short Story WebQuest

English / Lang Arts

Welcome

Introduction

Tasks

Process

Evaluation

Conclusion

Teacher Page

About Authors

Reviews

Process

Short Story

All the things that go into making a Short Story

Step 1

The first step will be to research the parts of a short story. Using the following link, write an answer in your notes for the following question. (Make sure you define all terms that you list in your notes.)

[Short Story Elements](#)

Step 1 The first step students will follow is to research the parts of a short story. Using the link provided, students are going to write an answer in their notes for the following question about the short story, making sure they define all terms that they list in their notes. Once students answer the question, they have to switch to the second step of the process.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Step 2 When the students have a list of terms for this short story unit, they have to apply to their research. They have to use the link provided and make sure to visit all the tabs (the Introduction, Elements of a Story, and Test their Skills pages). Before moving on to Step 3, the teacher must record students' score on the Test Your Skills activity.

Step 2

Now that you have a list of terms for this short story unit, apply your research. Use the following link and make sure to visit all the tabs (the Intro, Elements of a Story, and Test Your Skills pages). Before moving on to Step 3, your teacher must record your score on the Test Your Skills activity.

[Elements of a Story Interactive](#)

Step 3

For the following steps, your teacher must assign you a group of partners. As a group, you will read one of the following stories.

[The Monkey's Paw](#)

[The Lottery](#)

[The Necklace](#)

[The Open Window](#)

For this task, use the address below and complete all four charts to show what you learned while you read the short story you were assigned. Follow the directions given on the site. Make sure you save all four of your chart results to be printed your teacher and included in your PowerPoint presentation. (Hint: If you have problems remembering the details, you may go back and reread the story.)

<http://www.readwritethink.org/materials/lit-elements/>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Step 3: For the following steps, the teacher must assign the students a group of partners. As a group, they will read one of the following stories.

The Monkey's Paw

The Lottery

The Necklace

The Open Window

The Hunger Games

For this task, students have to use the address below and complete all four charts to show what they learned while they read the short story they were assigned. They have to follow the directions given on the site, and make sure they save all four of their chart results to be printed and included in their PowerPoint presentation.

Step 4

For the final step, you must make a presentation about your short story. Using PowerPoint, make sure you include the following:

- **The title and author**

- **The elements specific to your story** (Include a character page with your characters and a setting page with your setting)

- **Create 5 slides mapping the Plot of your story. These should include:**
 1. The exposition of your story (the beginning)
 2. rising action of your story (the problem)
 3. the climax of your story
 4. the falling action of your story
 5. how your story ends

- The final page of your slide show should explain how **The Lottery is similar to the beginning of The Hunger Games**. (You may only create this slide after the class viewing of the video clips)

The Public URL for this WebQuest:
<http://zunal.com/webquest.php?w=224402>

Figure 4.12 Screen Captures of all the components of the “Short Story WebQuest”

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Step 4: In the last step of the reading process, students must make a presentation about their short story. Using PowerPoint, and making sure they include the following criteria: The title and author, and the elements specific to the story (Including a character page with the characters and a setting page with the setting).

Students have to create five slides mapping the Plot of their story. These should include:

The exposition of the story (the beginning)

Rising action of the story (the problem)

The climax of the story

The falling action of the story

How the story ends.

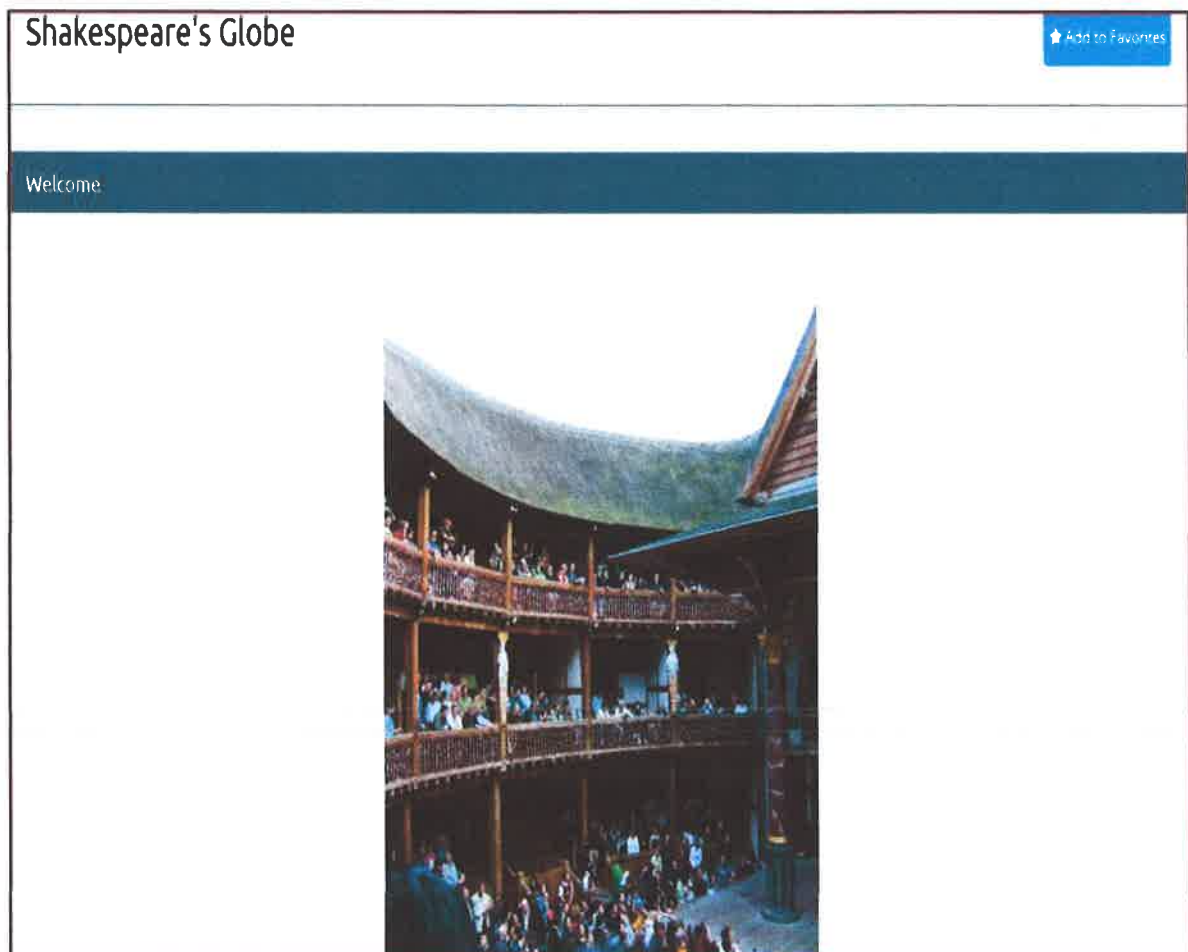
The final page of the slide show should explain how *The Lottery* is similar to the beginning of *The Hunger Games* story. (Students may only create this slide after the class viewing of the video clips).

In the above assigned WebQuest, the students will have the opportunity to explore the parts of a short story. They will be able to understand and discuss the stories they read in class and to write a short story of their own. The Students will be able research the elements of a short story, namely, the story title and the author, the characters, and the Plot. Then, they will be able to present their work in PowerPoint Presentations and be able to discuss them in front of the class. The link of the “Short Story WebQuest” is provided in the list of WebQuests for First Year ENSL Literature Class in the Appendices part. The following WebQuest is a sample assigned for Third Year ENSL Literature Class.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

4.2.2.2 Third Year ENS Literature “Shakespeare's Globe” WebQuest

The idea behind this WebQuest is to give the students an understanding of Shakespeare's era. This helps them connect to the plays being read in class. It also creates an opportunity to use critical thinking and research skills. With this WebQuest you will learn about the Globe Theatre in England during Shakespeare's time and then compare it to modern day theatres. The following screen captures represent the steps of Shakespeare's Globe WebQuest.



This screen picture represents Shakespeare's Globe Theatre . It is beneficial in the study of Shakespeare's plays to have a basic understanding of the conditions in which his plays were performed. Having this understanding of the audience and structure of the theatre allows students to make meaning of Shakespeare's plays.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH


1. Introduction

In order to set the stage: The students are going to consult the Introduction section which serves as a brainstorming to introduce the topic.

Shakespeare's Globe

Add to Favorites

Introduction



To set the stage:
You are a literary historian. You have travelled back in time to 1602 a.d. in Southwark, London, England. William Shakespeare is working with his company on performing a new play. You find the setting, the people, and the attire are remarkably different than that of the theaters and people you are accustomed to in the 21st century.

This WebQuest will allow you to explore those differences and create questions as to why the culture of 17th century England is so different from 21st century America.

Gall, K. (2016, February 6). Shakespeare's Globe. zunal.com. Retrieved November 22, 2018, from <http://zunal.com/introduction.php?w=19392>


The student is going to play the role of a literary historian. He has travelled back in time to 1602 A.D. in Southwark, London, England. William Shakespeare is working with his company on performing a new play. The student is going to find that the setting, the people, and the attire are remarkably different than that of the theatres and people he is accustomed to in the 21st century. This WebQuest will allow the student to explore those differences and create questions as to why the culture of 17th Century England is so different from 21st Century America. Student's task is explained in the next step.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

2 Task

Students are going to explore the Journey through London. The task is illustrated in the following Screen capture:

Task



On your journey through London in 1602 you will accomplish the following:

1. By researching the internet sites provided you will list 20 facts about The Globe Theatre on your accompanying worksheet.
2. By researching the population of 1602, you will write a letter home to a friend regarding the people you have met on your travels back in time. Identify 3 or 4 different types of people you met at the theatre, who they were, what they did, what they were wearing and how they acted. In your letter ask your friend a few (2 or 3) questions that your research uncovered. Maybe your friend knows why women only wore dresses!? Use your worksheet to organize your notes.
3. Using your prior knowledge of entertainment theaters in America today and using some of the resources provided, compare and contrast The Globe Theatre with modern theaters in a Venn Diagram.

Gall, K. (2016, February 6). Shakespeare's Globe. zunal.com. Retrieved November 22, 2018, from <http://zunal.com/tasks.php?w=19392>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

On their journey through London in 1602, the students will accomplish the following tasks: 1. By researching the internet sites provided list, students will list 20 facts about The Globe Theatre on their accompanying worksheet.

2. By researching the population of 1602, students will write a letter home to a friend regarding the people they have met on their travels back in time. They have to identify 3 or 4 different types of people they met at the theatre, who they were, what they did, what they were wearing and how they acted. In their letter, they have to ask their friend a few (2 or 3) questions that their research uncovered. Maybe their friend knows why women only and not men wore dresses!? Students have to use their worksheet to organize their notes.

3. Using students' prior knowledge of entertainment theatres in America today and using some of the resources provided, students have to compare and contrast The Globe Theatre with modern theatres in a Venn diagram.

4. The students have the choice to work by themselves, with a partner, or in a group of three.

In order to achieve the objective of the WebQuest and to fulfil their tasks, students have to follow the instructions given in the Process section.

3 Process

The following screen captures about the Process section have been grabbed and presented as follows:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Process



Check out the following sites for the information outlined in your task:

The Globe Information:

<http://www.bardweb.net/globe.html>

http://en.wikipedia.org/wiki/Globe_Theatre

Theaters in the 1600's:

<http://www.elizabethanauthors.com/theater1.htm>

<http://www.william-shakespeare.info/elizabethan-theatre-facts.htm>

<http://www2.english.uiuc.edu/newcomb/English%20117/shakespeare%20stage.htm>

Attire in the 1600's:

http://en.wikipedia.org/wiki/1600-1650_in_fashion

People of the 1600's:

http://en.wikipedia.org/wiki/Elizabethan_era

<http://shakespeare.palomar.edu/life.htm>

Modern Theaters:

[http://en.wikipedia.org/wiki/Theater_\(structure\)](http://en.wikipedia.org/wiki/Theater_(structure))

<http://www.bookrags.com/essay-2006/3/5/133815/4299>

Gall, K. (2016, February 6). Shakespeare's Globe. zunal.com. Retrieved November 22, 2018, from <http://zunal.com/process.php?w=19392>

As it is shown in the screen captures, the students have to check out the following sites for the information outlined in their task:

The Globe Information:

<http://www.bardweb.net/globe.html>

http://en.wikipedia.org/wiki/Globe_Theatre

<http://www.shakespeares-globe.org/>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Theatres in the 1600's:

<http://www.elizabethanauthors.com/theater1.htm>

<http://www.william-shakespeare.info/elizabethan-theatre-facts.htm>

<http://www2.english.uiuc.edu/newcomb/English%20117/shakespeare%20stage.htm>

Attire in the 1600's:

http://en.wikipedia.org/wiki/1600-1650_in_fashion

People of the 1600's:

http://en.wikipedia.org/wiki/Elizabethan_era

<http://shakespeare.palomar.edu/life.htm>

Modern Theaters:

[http://en.wikipedia.org/wiki/Theater_\(structure\)](http://en.wikipedia.org/wiki/Theater_(structure))

<http://www.bookrags.com/essay-2006/3/5/133815/4299>

Once the students check out the provided sites and read all the texts, they can gather more information outlined in their task. These information are about the Globe information, Theatres in the 1600's, Attire in the 1600's, People of the 1600's, and Modern Theatres. They can make the difference between the old and the Modern Theatres, and have better understanding of Shakespeare's Era. Students' work is evaluated using an evaluation grid. This step is explained in details in the Evaluation Stage.


Evaluation

The following grid explains how students' work is evaluated. Teachers have to follow the criteria presented in the following grid in order to evaluate students' work in terms of the worksheets' completion, level of thought, research, and quality of work. Each criterion is scored out of four and the final total score is sixteen out of sixteen. The following picture represents the Globe Theatre where Shakespeare's plays were performed.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Shakespeare's Globe
★ Add to Favorites

Evaluation



Rubric					
#	4	3	2	1	Score
Completed Worksheets	Completed all worksheets thoroughly and for the most part answered questions accurately.	Completed worksheets with minimal information. Only a few errors	Did not complete all of the worksheets.	Did not complete worksheets. Many sections missing. Many errors.	4
Level of Thought	Answers and letter indicated a high level of critical thinking.	Critical thinking was employed sometimes and some answers were straightforward facts	Answers were fact driven, little thought went into creating answers.	No critical thinking was used when creating answers.	4
Research	Utilized resources given and even went beyond just the webpage given.	Used resources given but did not go any further.	Some of the resources given were used, but not all and not in depth.	Only a few of the resources were used and not in depth.	4
Quality of Work	Answers clearly stated, letter was well written and creative, research showed critical and careful thinking.	A few errors were noted but work was still acceptable.	Many errors were noted in writing and in the answers given. No creative process was used.	Work was unacceptable with many errors, no creative thinking and/or illegible.	4
Total Score: 16					

Students' work is evaluated using the above Evaluation Rubric. The author has chosen four criteria of evaluation. The first criterion is about the completion of worksheets. Students' can have complete mark of (4) when they complete all worksheets, and answer all the questions accurately. The second criterion concerns students' level of thought. That is to say, students' answers and letter writing indicate their high level of critical thinking, thus they can have full mark of (4). If no critical thinking is used when creating answers, students will obtain the mark (1).

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The third criterion that is used in order to evaluate students' work is the students' ability to research. If the students utilize the resources given to them and go beyond the webpage provided, they can obtain (4) if they use the given resources but do not go any further, they obtain (3), if some of the resources given are used, but not all and in depth, their mark is going to be (2), and finally, if only few of the resources are used and not in depth, the mark is going to be the lowest mark which is (1).

Students are evaluated through the quality of their work. When their answers are clear and their letter is well written and creative, in addition to the quality of research and critical and careful thinking, the students will have the highest mark of (4). The final score is out of 16. Students cannot obtain the full mark unless they have (4) in each of the criterion listed below. In result, students will prove that they worked hard in this activity and can carry out the following activity to conclude the WebQuest.

5 Conclusion

The following screen capture represents the Conclusion stage. Students will have to complete their task explained in the following section. They have explored Shakespeare's Globe Theatre and compared the atmosphere around it with modern theatres on this WebQuest. They should have a greater appreciation of how entertainment has changed over the years. After completing these activities work with a partner, students should be able to identify three things:


1. Students thought went well and were able to present their work in a good way.
2. Students should be able to identify things they would change, and one thing they found interesting.
3. Students will share their thoughts as a whole class at the end of the period.

The following screen capture is used to conclude the WebQuest. The author has explained the tasks that students will do in order to complete their work.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Shakespeare's Globe ★ Add to Favorites

Conclusion



Now that you have explored Shakespeare's Globe Theatre and compared the atmosphere around it with modern theaters you should have a greater appreciation of how entertainment has changed over the years.

After completing this activity work with a partner to identify 3 things you thought went well or were good about this WebQuest, 2 things you would change, and 1 thing you found interesting. We will share our thoughts as a whole class at the end of the period.

Thank you for enjoying this WebQuest on Shakespeare's Globe Theatre.

Figure 4.13 Screen Captures of Shakespeare's Globe WebQuest

In this WebQuest, the students are going to play the role of literary historians. They have to travel back in time to the Seventeenth century in London. They can notice the difference between the theatres of that time and the 21st Century theatres. This work will permit the students to explore those differences and look for the difference between the culture of 17th century England and 21st Century America. The Students will accomplish some tasks like searching facts about the Globe Theatre, and then writing a letter home to a friend regarding the people they met on their travels back in time. Students have to refer to the Task and the Process parts and follow the instructions in order to complete their mission. This work can be done individually, in pairs, or in a group of three students. Finally, the work will be evaluated according to work completion, level of thought, research, and quality of work criteria. Then, the marks will be counted out of sixteen. Through "Shakespeare's Globe" WebQuest, students will explore theatres and compare them with modern ones and should be aware of the development of entertainment over the years.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Although, the findings of the study indicate that the use of WebQuest was effective in improving First and Third Year Students' Reading Comprehension Skills, it is recommended that WebQuests may be used as an Alternative Approach in teaching Reading Comprehension since WebQuests have good commendations from many students in terms of being engaging and enjoyable. Teachers should continually update and adapt to the calls of the times that is, to use Technology in Teaching. In addition, further studies of the same nature may be conducted. However, it is suggested that the time element may be longer or the content subject may be different to further test WebQuests efficacy on Students' learning.

4.2.3 Implications for Civilization Teaching

EFL teachers always seek for ways to get a lot of learning information for their students in a small amount of time. The aim is to acquaint students with the key trends in world history and explore major civilizations and different cultures by themselves in a new atmosphere. Through the suggested approach of WebQuests, students can compare and contrast different cultures, religions, and periods in ancient history and understand as well what developments took place over time.

WebQuest-based lessons can not only help students complete the Units in the students' syllabi but also lead them to that kind of discussions that give them an overview of the topic and the features of the lessons. The following WebQuest-based Civilization lessons whether British or American are put forward as a an attempt to bring novelty to the Civilization Class, break the routine of teaching, and finally help EFL teachers to shift from rigid and passive to active and vivid Civilization classroom discussions.

4.2.3.1 First Year ENS British Civilization WebQuest: "The United Kingdom of Great Britain and Northern Ireland" WebQuest

This WebQuest is designed to the First Year ENS students as an attempt to replicate the study. One wonders whether the results of the following WebQuest would be the same or not as the original study set for the Ukrainian sample in the Eastern

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Europe Context. The researcher sets to replicate the same prepared WebQuest designed for Ukrainian students. In this WebQuest about the United Kingdom of Great Britain and Northern Ireland, students are asked to gather information about four parts of the United Kingdom. As a result they will become familiar with the country whose language they have been learning.

Students will improve their Internet skills which is very important in today's English language classes in which we are trying to implement the use of technology more fully. Students will also work in groups to create the poster, prepare and make presentations, and this will help improve their ability in working collaboratively. Making poster will improve their writing skills. Making presentations can also improve their ability in expressing themselves orally and publically in an interesting way.

1 Welcome Page

This WebQuest is designed to understand deeply the differences between England and Great Britain, more precisely, between the United Kingdom, England, Scotland, Northern Ireland, and Wales.



The screenshot shows a web browser window displaying a WebQuest page. The title bar reads "WebQuest". The main heading is "The United Kingdom of Great Britain and Northern Ireland". Below the heading is a "Welcome" section. The central element is a map of the United Kingdom, with the four constituent countries labeled: IRELAND (green), SCOTLAND (green), WALES (blue), and ENGLAND (blue). Below the map, there is a "Welcome" section with a description: "This WebQuest is designed for the deeply understanding of the differences between England and Great Britain".

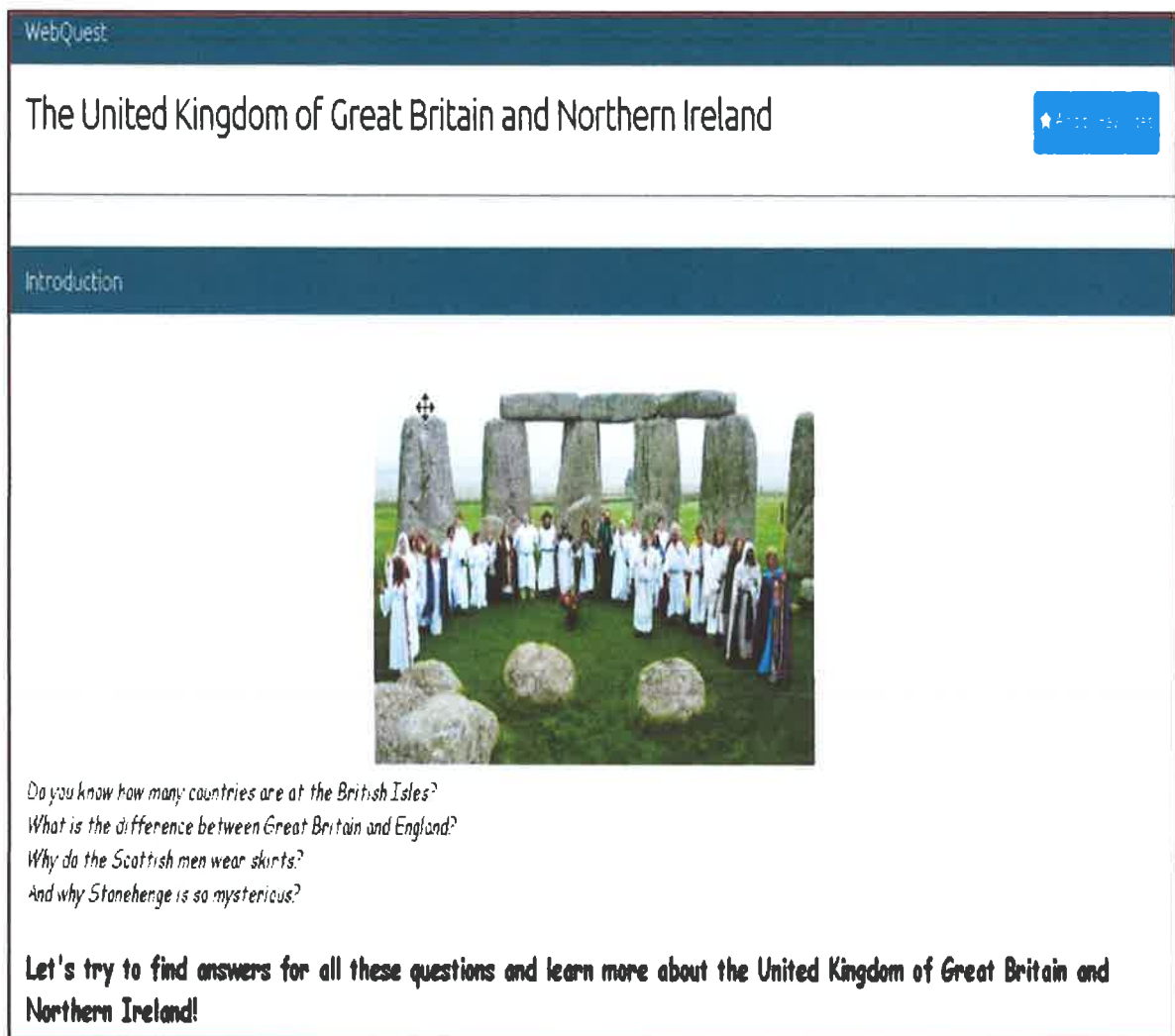
Shamanska, R. (2010, May 4). The United Kingdom of Great Britain and Northern Ireland zunal.com. Retrieved November 22, 2018, from <http://zunal.com/webquest.php?w=60185>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The picture in the former page represents the map of Great Britain. The author used it in order to introduce the topic. Students will explore Great Britain and by the end of the WebQuest, they will be able to make the difference between the cities of Great Britain following the instructions given in the WebQuest.

2 Introduction


The author introduces the WebQuest by asking the questions illustrated in the following screen capture:



WebQuest

The United Kingdom of Great Britain and Northern Ireland

Introduction



*Do you know how many countries are at the British Isles?
What is the difference between Great Britain and England?
Why do the Scottish men wear skirts?
And why Stonehenge is so mysterious?*

Let's try to find answers for all these questions and learn more about the United Kingdom of Great Britain and Northern Ireland!

In this section, students will search information about how many countries are at the British Isles? What is the difference between Great Britain and England? Why do the Scottish men wear skirts? And why Stonehenge is so mysterious? Students will try to

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

find answers for all these questions and learn more about the United Kingdom of Great Britain and Northern Ireland. Students can also watch the three videos provided in 'Attachments' list found in the Introduction Section in order to gain more information about other Cultures.

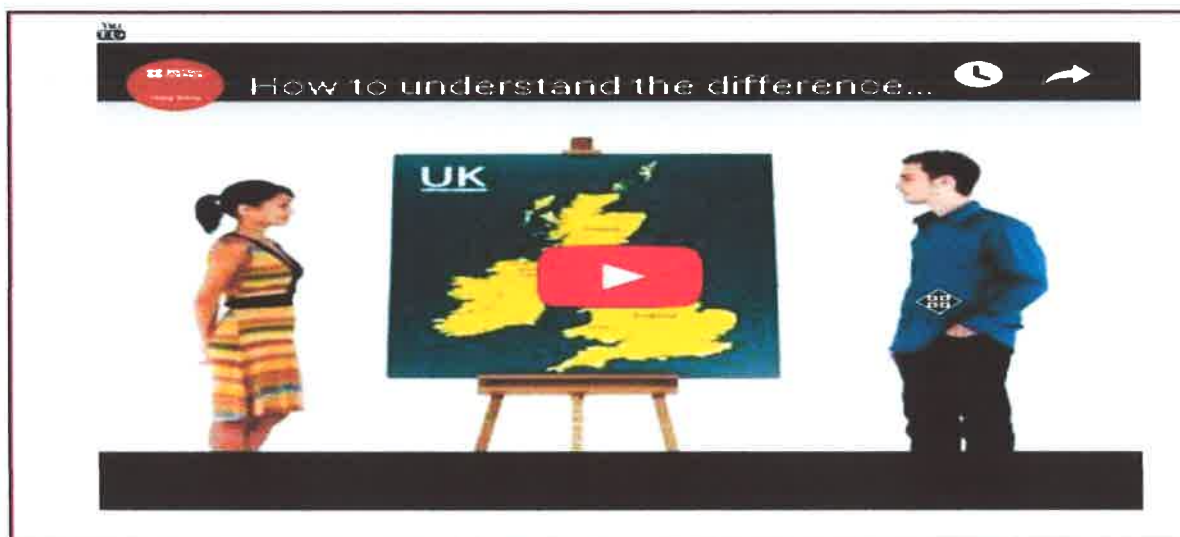


This attachment is a video about the United Kingdom and Northern Ireland. The students will listen to the script and try to gather as much information as possible in order to answer the questions provided in the Introduction section.



The second attachment is about the difference between the United Kingdom, Great Britain, and England. The students have to listen to the script and answer the first and the second question provided in the Introduction Section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH



The third attachment helps the students to find answers to the third and the fourth question asked in the Introduction section. Students have to answer these questions in order to explore different Cultures and be able to achieve their tasks.

2 Tasks

In the Task section, students will gather more information about Great Britain and they will search deeply in the Internet in order to achieve the objectives of the WebQuest. These objectives are explained in details in the following screen capture:

Task



ABCD - objectives

Searching in the Internet and reading about one of the parts of UK (C) the groups of the 8th-graders (A) have to create and present in the class the colorful posters (B) with information according to the following plan and at least 5 pictures. (D)

This poster has to include the information about:

1. symbols of the country (flag, emblem, flower, anthem)
2. geographical position of the country (map, rivers, mountains, seas)
3. population and language
4. national traditions and holidays
5. interesting places

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

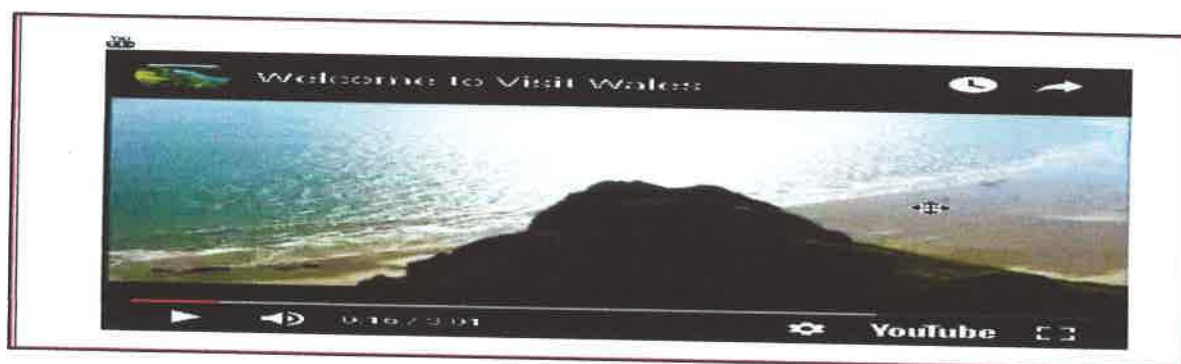
Through searching in the Internet and reading about one of the parts of the UK, the students will work in groups in order to create and present in the class colourful posters with information and at least 5 pictures. Students have to follow the plan provided in the attachments list. The posters have to include the information about:

1. Symbols of the country (flag, emblem, flower, anthem),
2. Geographical position of the country (map, rivers, mountains, seas),
3. Population and language,
4. National traditions and holidays, and finally
5. Interesting places.

Students can use the following 'YouTube' attachments in order to create and present the colorful posters with information.



This screen capture refers to a youtube video on Northern Ireland that the students watch in order to gather information about the place. They will try to answer the questions provided in the Task part.



Students can reach the provided page and play the above YouTube video, about Wales, in order to complete their task and answer the necessary questions.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH




The last attachment is a YouTube video about England. Students will gather information about the different questions provided in the Task page. When they collect sufficient information and answer the five questions asked in this section, they have to switch to the next page of the Process where the procedures to achieve the task are explained.

3 Process

This screen capture presents detailed explanations about the students' task. The author has chosen the Tower Bridge picture to attract the students' attention and help them achieve their task. More explanations are provided below:

Process



Step 1 - Introduction

- Class will be divided into four groups
- The members of the each group will do different work

Student A - Speaker (has to present the group work)
Student B - Manager (has to coordinate the work of the group)
Student C - Designer (has to draw, glue and write)
Student D - Informator (has to provide group with interesting information for reading)

- **Managers of the groups have to choose one of the country of the United Kingdom - England, Scotland, Wales or Northern Ireland.**

Step 2 - Preparation

- Groups have to prepare all necessary materials - A1 format paper, crayons, markers, glue, pencils, scissors, etc.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In order to create posters, students are provided with some instructions. The plan is divided into five steps:

Step 1 – Introduction The Class will be divided into four groups. The members of each group will do different work. Student A – plays the role of a Speaker who has to present the group work, Student B- is a Manager who has to coordinate the work of the group, Student C is the Designer who has to draw, glue and write, and finally, Student D- who is the Informer, has to provide the group with interesting information for reading. Managers of the groups have to choose one out of the following countries of the United Kingdom - England, Scotland, Wales or Northern Ireland.

Step 2 - Preparation Groups: The Groups have to prepare all necessary materials to create posters such as, A1 format paper, crayons, markers, glue, pencils, scissors, etc.

Step 3 - Gathering the information

- Group's informer has to provide his/her groupmates with information or links for useful sites about their countries.
- All members of the group have to read the same sites and make notes about different sites (3 sentences at least about each)
- Members of the group have to decide which information will they choose for poster.

Don't forget poster has to include the information about:

1. symbols of the country (flag, emblem, flower, anthem)
2. geographical position of the country (map, rivers, mountains, seas)
3. population and language
4. national traditions and holidays
5. interesting places



+ at least 5 pictures

Step 4 - Creating poster

- Students will create a colourful poster using crayons, markers, glue, pencils, scissors, etc.
- Designer of the group is responsible for the creating.

Step 5 - Presentation

- At the fourth lesson groups have to present their work.
- Speaker will tell about their country, using poster

Once students complete the first and the second task, they will move on to the other steps in order to create the postures.

Step 3 - Gathering the information: The Group's informer has to provide his/her group mates with information or links for useful sites about their countries. All members of the group have to read the same sites and make notes about different sites

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

(3 sentences at least about each). Members of the group have to decide which information they will choose for the poster which has to include the information about: symbols of the country (flag, emblem, flower, anthem), geographical position of the country (map, rivers, mountains, seas), population and language, national traditions and holidays, and some interesting places, at least with 5 pictures.

Then, for **Step 4 - Creating poster:** Students will create a colourful poster using crayons, markers, glue, pencils, scissors, etc. The Designer of the group is responsible for the creation of the poster. Finally, students will complete the last step of the task.

Step 5 – Presentation: At the fourth lesson, groups have to present their work. The Speaker will tell about their country using the poster that students have created. Students’ work will be evaluated in the following section.

Evaluation

The students will be evaluated through the use of the following ‘Rubric’ of Assessment scored out of 100 points. The groups will be marked according to the Poster creation (out of 30 points), writing the poster (out of 30 points), taking the sufficient information about the topic (out of 20 points), and finally, according to the presentation of the work in front the class members (out of 20 points). The results will be scored as ‘Excellent, Very Good, Average, or Needs Improvements’ Criteria. This is illustrated in the following screen capture:

	Excellent	Very Good	Average	Needs Improvement	Score
Poster	Creative, Informative, and complete to the task. Includes 5 or more Images, appropriate headings, and 5 paragraphs.	Somewhat creative, and Informative but missing an Image, or heading.	Somewhat creative, and Informative, but missing an Image, heading, or paragraph.	Missing creativity and required images, headings and paragraphs based on the task.	30
WRITING	No errors in Subject/Verb Agreement, spelling and/or punctuation. No run-on sentences.	Some errors in subject/verb agreement, spelling and/or punctuation, but does not create difficulty in understanding	Some errors in subject/verb agreement, spelling, and/or punctuation. Resulting in some confusion in understanding.	Difficult to understand due to errors in subject/verb agreement, spelling, and/or punctuation.	30
NOTES	Kept a log of website with notes. At least 3 sentences for each website.	Kept a log of websites with notes, but wrote less than 3 sentences.	Kept a log of websites, but missing notes.	Did not keep a lot of websites or notes.	20
PRESENTATION	Students worked cooperatively as a team. Students communicated with each other every day in English. All students were present and on time each day.	Students worked cooperatively as a team. Students did not communicate in English every day. There may have been one absence/ lateness.	There was a conflict in the group. Students did not communicate with each other in English sufficiently. There may have been two absences/latenesses.	There were too many absences/lateness that resulted in poor team work.	20
Total Score: 100					

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

As it is illustrated in the former Evaluation grid, students are evaluated through certain criteria. Students can obtain the full mark of (30) if their poster is informative, creative, and complete according to the plan. This poster has to include five or more images, appropriate headings, and five paragraphs. Students' poster can be considered *Excellent* if it includes all the previous elements. It can be *Very good* if it misses image and heading, *Average* if the task is somewhat creative and missing some elements and it *Needs Improvement* when it lacks all the above elements. Furthermore, if there are no errors related to the Subject/verb Agreement, spelling and/or punctuation, and no run-on sentences when writing the poster, the work is assessed as being Excellent and students score will be (30). When students keep a log of website with at least three notes or sentences for each website, they are scored (20), and finally, students' presentation is assessed out of (20) according to students' ability to work cooperatively as a team, to communicate with each other every time in English, and to be present and on time each session. The students will consult the Conclusion page to conclude the WebQuest.

5 Conclusion

This is the last section of the work. It is hoped that the students had learned a lot about the four parts of the United Kingdom of Great Britain and Northern Ireland and they really had a great time of learning wishing to explore the USA in the next Webquests.



Figure 4.14 Screen Captures of “The United Kingdom of Great Britain and Northern Ireland” WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Students will have to be more engaged in working in groups to create posters, prepare and make presentations; and this will help them improve their ability to work collaboratively. Making posters will improve their writing skills, and making presentations will also improve their ability in expressing themselves orally in an interesting way and speaking in public.

4.2.3.2 Third Year ENS British Civilization WebQuest “The History of the English Language”

This WebQuest introduces the origins of the English language. Students are going to explore and to find answers to the questions like:

- Have you ever thought why we write the words in English in one way, but pronounce in another?
- Do you know what the languages English has borrowed the words from are?
- Did you know that William Shakespeare invented lots of words for his writings, and several of them are still in use?
- Why is English the global language used worldwide?

The webQuest is suitable for learners with intermediate and above language level. The process could be divided as work in class and home tasks. It is highly recommended that the language teacher cooperates with the Civilization teacher. In this WebQuest, students will explore the history of the English Language. The author used the following picture to welcome the students and to attract their attention.



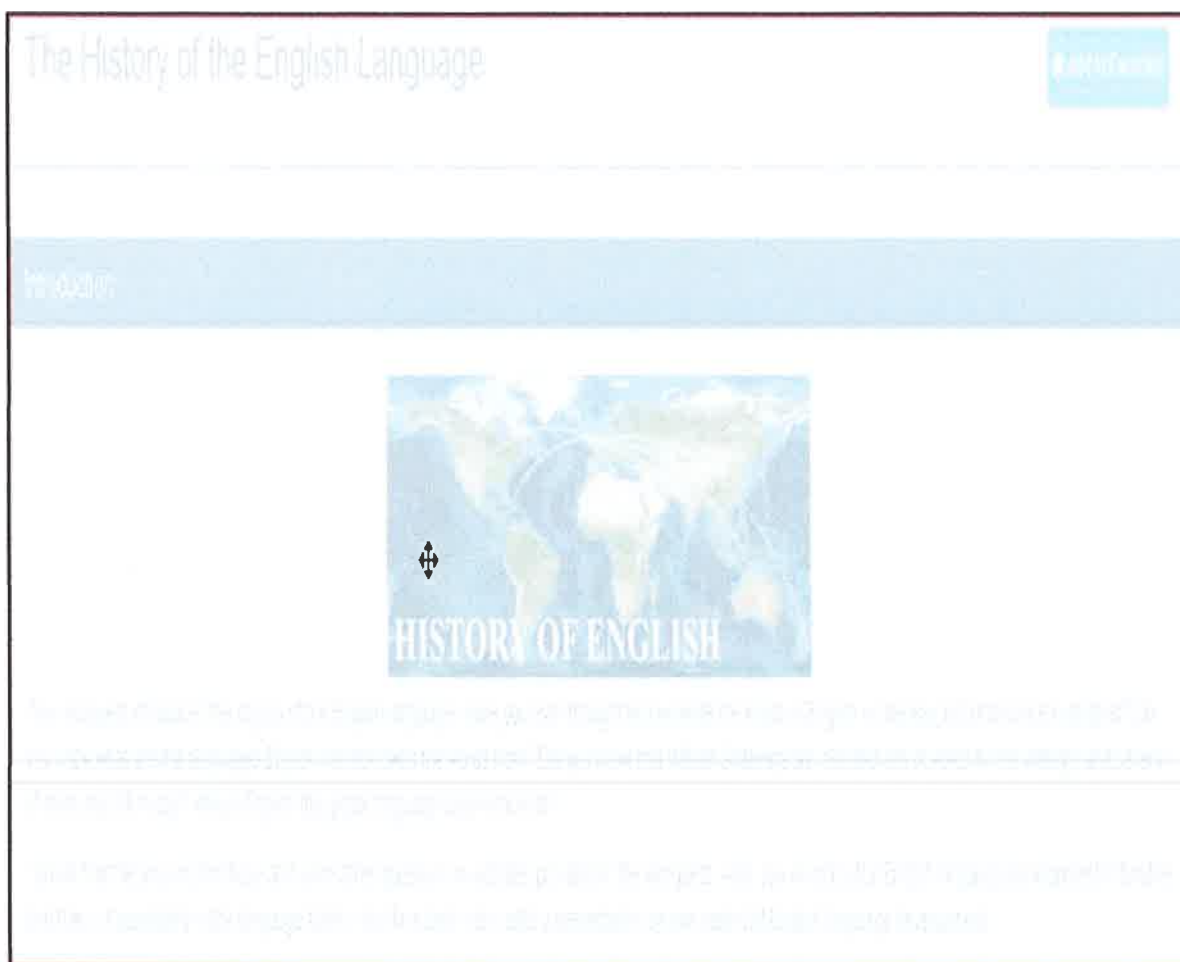
Reinno, A. (2012, January 22). The History of the English Language. zunal.com. Retrieved February 20, 2018 from <http://zunal.com/webquest.php?w=131913>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The WebQuest entitled The History of the English Language is part of the Cultural Studies of the UK Course and it is suitable to advanced or mid- advanced students. The description of the task is covered in the following sections.

1 Introduction

This is the Introduction page of the WebQuest. Students will read the questions asked in this section and try to provide answers in light of the plan provided.



Students will find answers to the questions provided in websites provided in the webQuest. They will also place the English language development in timeline and how is it positioned in the language family. Students' final task is to create a presentation on one aspect of English language development. They will refer to the WebQuest provided on the net shifting from one step to another. The procedures are explained in the following section.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

2. Tasks

Students have to perform two tasks during this WebQuest. The first task is to find answers to the questions given in the Introduction part. Then, students' second task is to create a presentation on a topic they choose.



The History of the English Language

And whan I sawgh he wolde never tene
To reden on this cursed booke al night,
At sodenly thre leves have I plight
Out of his booke right as he rede, and eke
✦ With my fist so took him on the cheeke
That in cure fir he til bakward adoun.
And up he sterte as dooth a wood leon
And with his fist he smoot me on the heed
That in the floor I lay as I were deed.
And whan he sawgh how stille that I lay,
He was agast, and wolde have fled his way.
Till atte laste out of my swoogh I bronde:
"O hastou slain me, false thief!" I soude,
And for my land thus hastou mordered me!
Er I be deed wit us I kisse thee."

You have two tasks during this webquest.

TASK 1 is to find answers to the questions given

TASK 2 is to create a presentation on a topic you choose

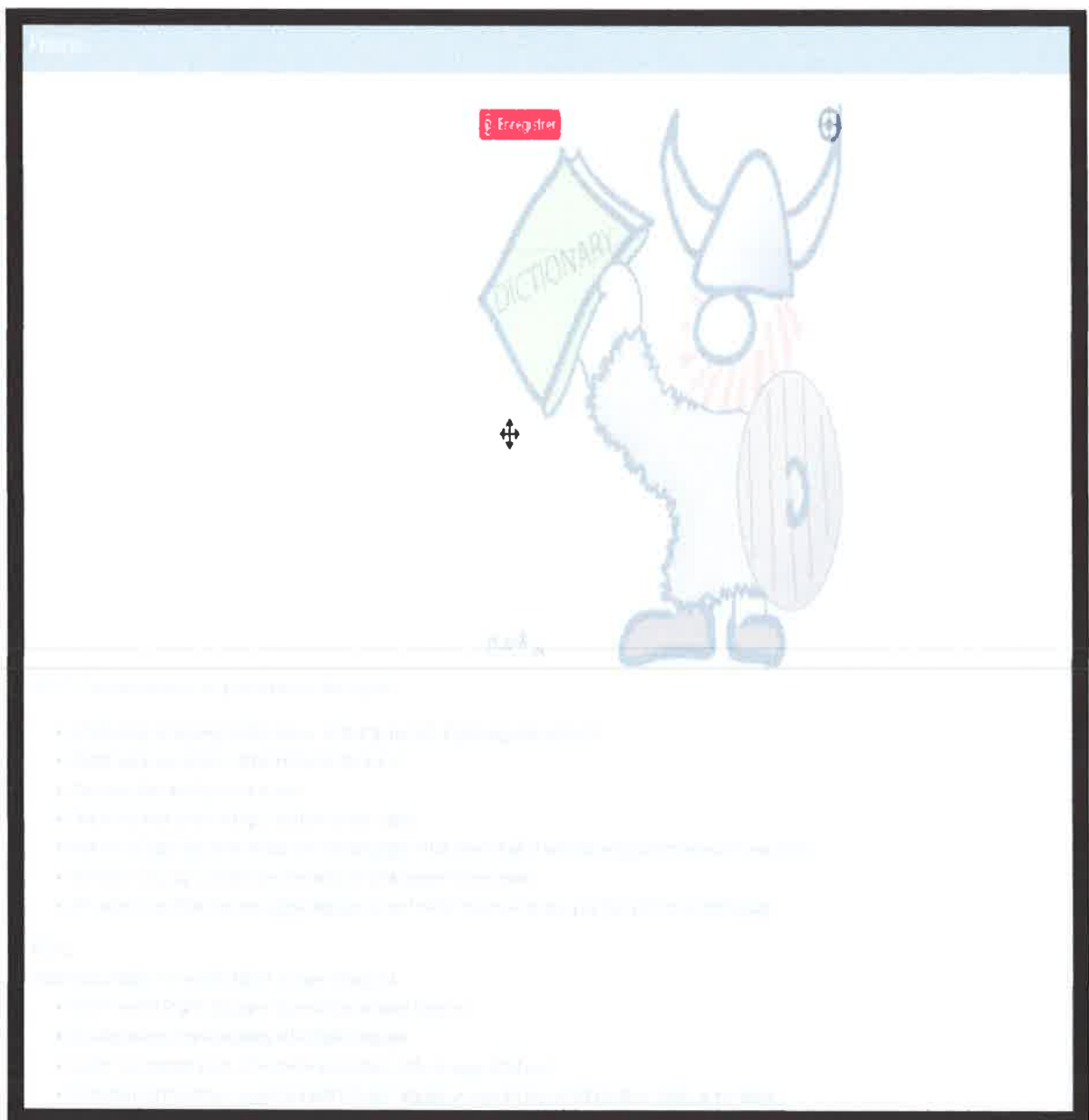
In the Task page, the author of the WebQuest has included a picture that represents a part of one of the best known of Geoffrey Chaucer's Canterbury Tales entitled *The Wife of Bath's Tale* (Middle English: *the Tale of the Wyf of Bathe*). The Prologue illustrates the imbalance of power within the male dominated society. Women were not identified by their social status, but solely by their relations with men rather than being identified by their occupations; a woman was either a maiden, spouse or widow who was only capable of bearing children, cooking and other "women's

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

work". The WebQuest author wants to refer to the Fourteenth Century Middle English and show the students how the Middle English saw significant changes in vocabulary, grammar, pronunciation, and orthography. Moreover, he wants to show how Writing conventions during the Middle English period varied widely. The author has explained the process of the task in the following section:

3.Process

A screen capture of the Process page is presented. The author explains the steps of the work and provided more details.



CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The students have to work with the resources given and answer the questions. They have to follow the instructions given to them on the Web page on language families and say: What language family the English language belongs to?

What language was spoken in Britain before the 5th century?

Where does the name England come from?

What are the three periods of English and how are they called?

What words English has borrowed and from what languages? What is the cultural or historical background of these borrowed words?

How many words approximately were invented by W. Shakespeare? Providing examples

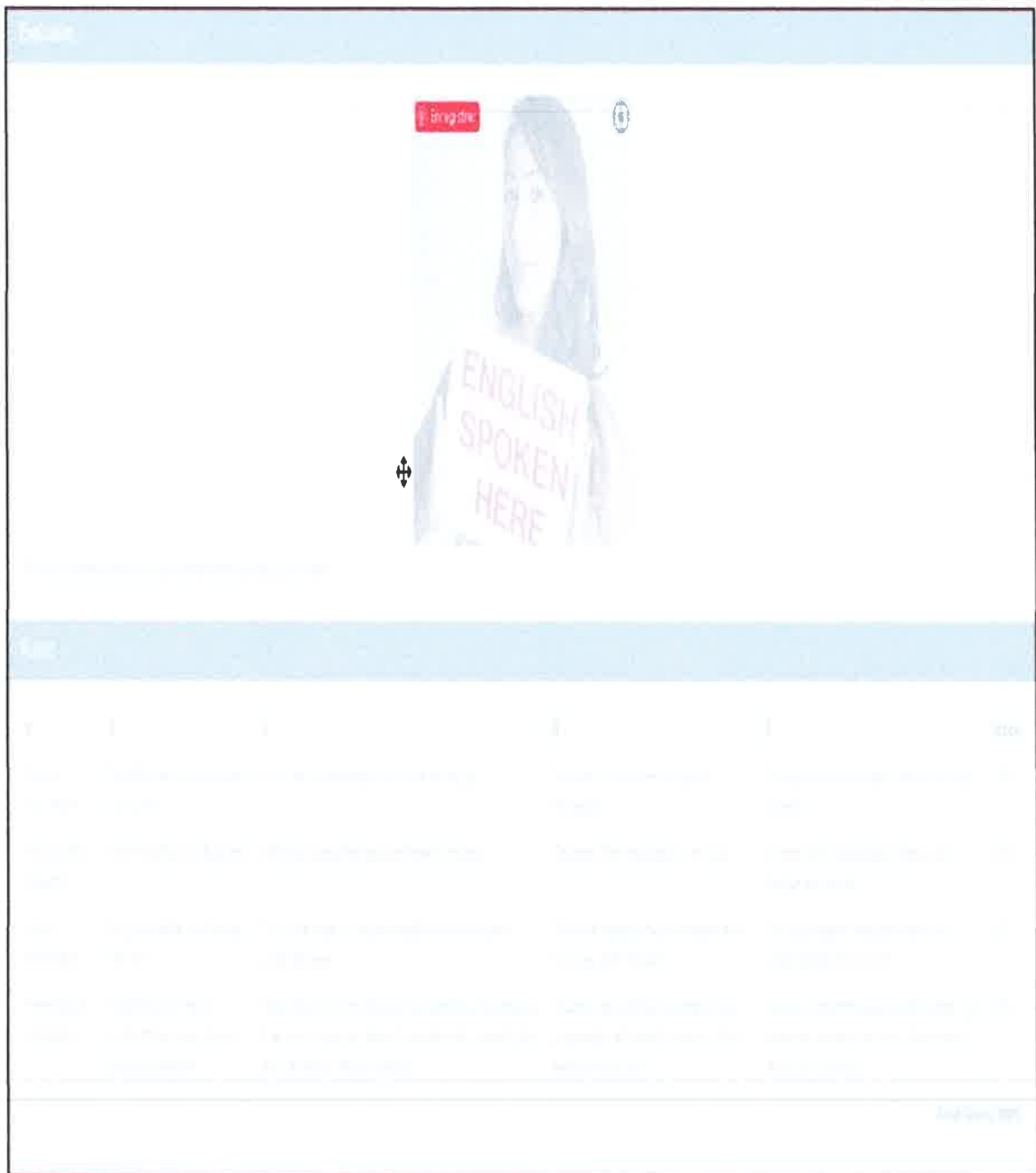
Why and how has English become a global language (Lingua Franca)? And how many people speak it as a first or second language?

Students' next task is to create a PowerPoint slides or on paper presentation where they show where the English language is situated on the language family tree, show the timeline of the development of the English language, give the most important points on the timeline and examples of the language at that point, and finally choose the most interesting or surprising aspect of the English language development and present it to others providing examples. Finally, the work is evaluated using the provided Rubric of Evaluation in the following page.

4.Evaluation

Students' presentation on History of English is evaluated according to the following evaluation rubric divided into four evaluation categories: Factual knowledge, the following of the instructions, visual presentation of the work, and presentation the work. The rubric has been grabbed as follows:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH



The students' work is evaluated at 100%. The score for each criterion is 25%. The teacher has to see whether students' information in the presentation are correct or not, whether they followed the instructions given to them or not, to assess students' visual presentation, and finally, whether the students have presented the information and commented their work or not. The percentages are counted at the end. Students will consult the last page of the WebQuest in order to conclude the WebQuest.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

4. Conclusion

The last step in the WebQuest is the Conclusion part. This stage brings closure to the WebQuest. The following screen capture has been grabbed and presented as follows:

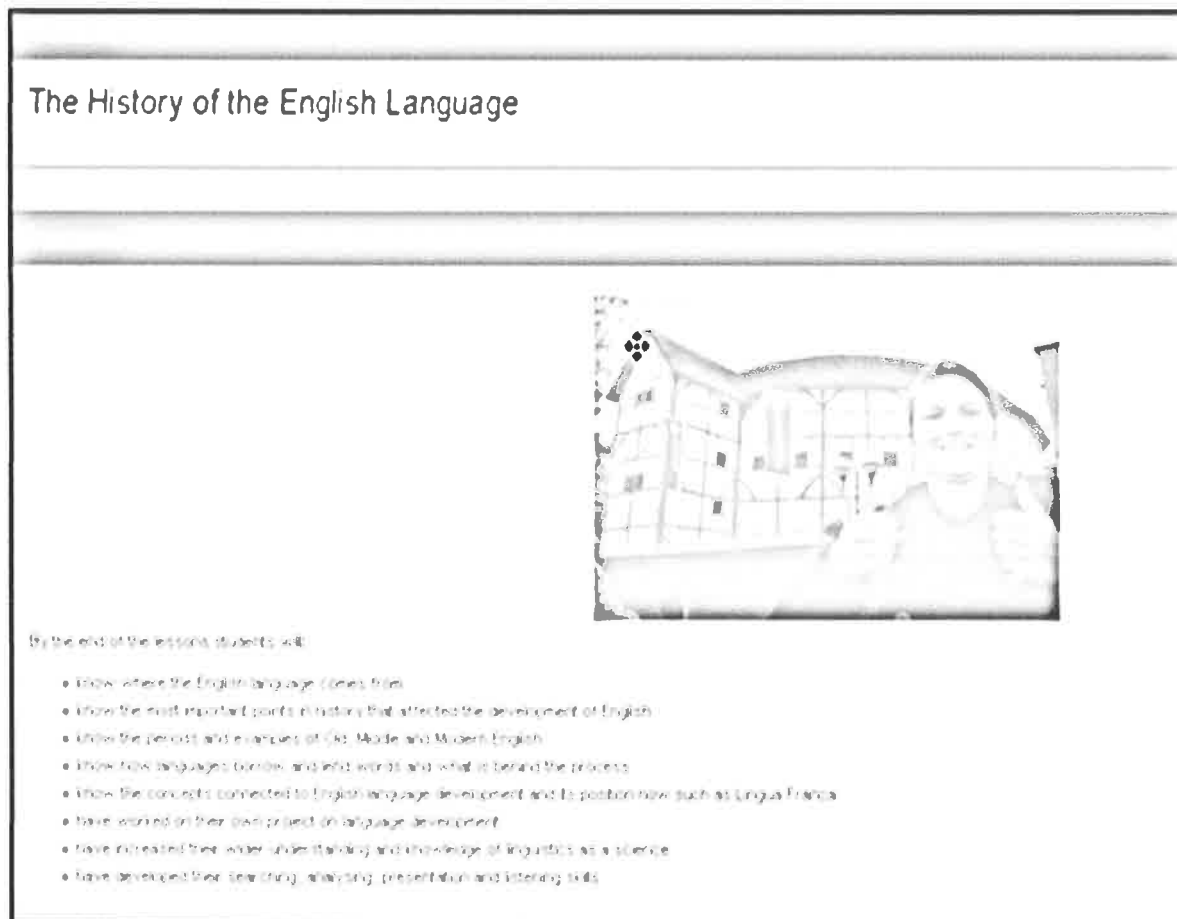


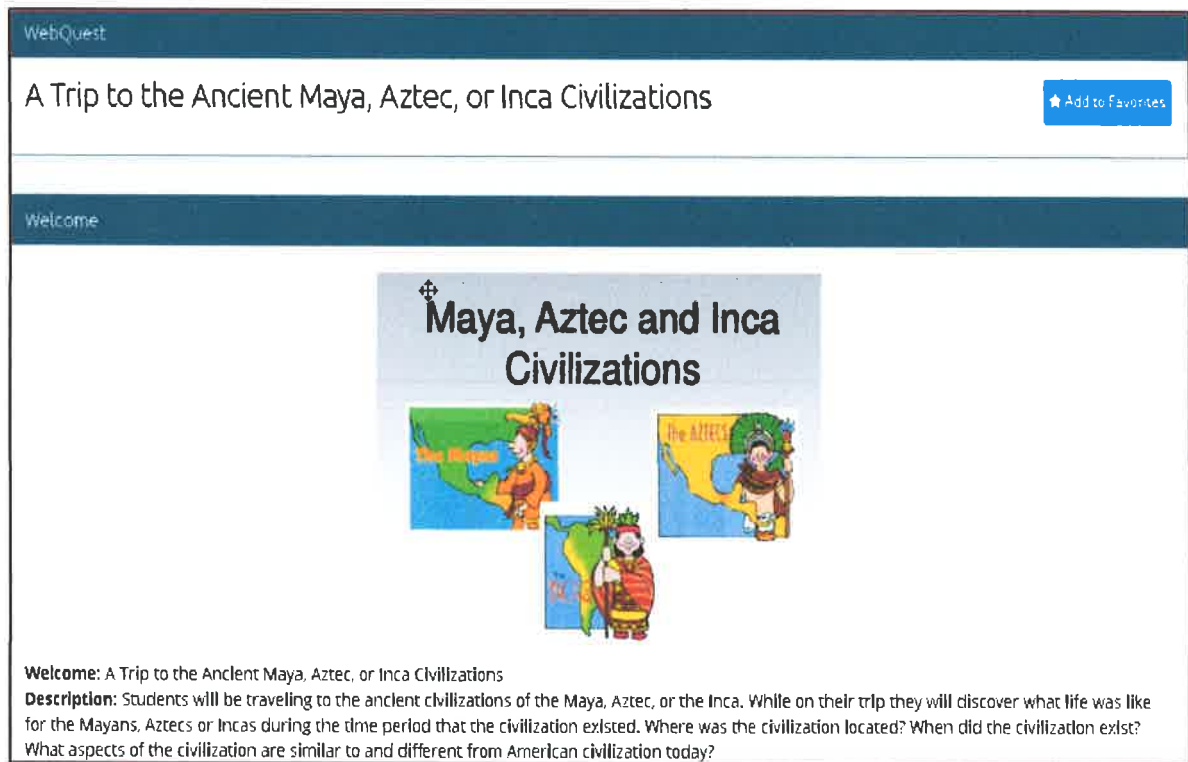
Figure 4.15 Screen Captures of “The History of the English Language” WebQuest

By the end of the lessons students should know where the English language comes from, know the most important points in history that affected the development of English, know the periods and examples of Old, Middle and Modern English. Furthermore, they will know how languages borrow and lend words and what is behind the process. They will also know the concepts connected to English language development and its present position such as Lingua Franca. In addition, students should have worked on their own project on language development, have increased their wider understanding and knowledge of linguistics as a science, and finally, they should have developed their searching, analysing, presentation and listening skills.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

4.2.3.3 First Year ENS American Civilization WebQuest “A Trip to the Ancient Maya, Aztec, or Inca Civilizations” WebQuest

In this WebQuest, students will be traveling to the ancient civilizations of the Maya, Aztec, or the Inca. They have many tasks to do. The author of the WebQuest has used three pictures to represent the Mayas, the Aztecs, and the Incas.



WebQuest

A Trip to the Ancient Maya, Aztec, or Inca Civilizations [★ Add to Favorites](#)

Welcome

Maya, Aztec and Inca Civilizations

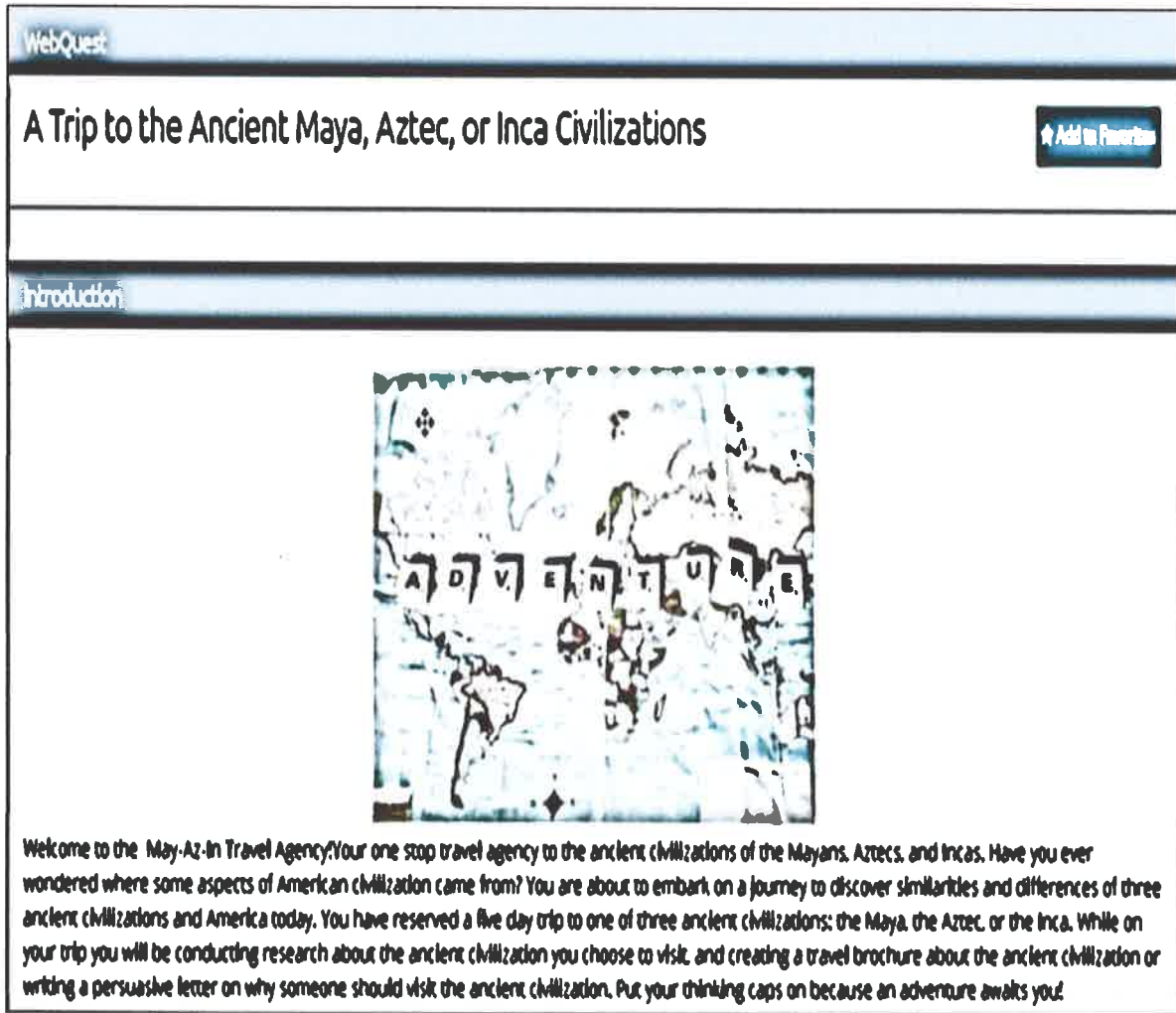
Welcome: A Trip to the Ancient Maya, Aztec, or Inca Civilizations
Description: Students will be traveling to the ancient civilizations of the Maya, Aztec, or the Inca. While on their trip they will discover what life was like for the Mayans, Aztecs or Incas during the time period that the civilization existed. Where was the civilization located? When did the civilization exist? What aspects of the civilization are similar to and different from American civilization today?

On their trip, students will discover what life was like for the Mayans, Aztecs or Incas during the time period that the civilization existed. Students will find answers to following questions: Where was the Civilization located? When did the Civilization exist? What aspects of the Civilization are similar to and different from American Civilization today? Students will also look at the social hierarchy and jobs in the Civilization, transportation and agriculture, the religion and beliefs of the civilization, and how and why the Civilization came to an end. By the end of the WebQuest students should be able to answer the essential question: How did the ancient civilizations of the Maya, Aztec, or Inca influence American civilization? The following screen capture represents more details about this WebQuest.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

1 Introduction

This screenshot presents the Introduction section. The author shows a map to the students in order to attract them and then details about the WebQuest are presented.




WebQuest

A Trip to the Ancient Maya, Aztec, or Inca Civilizations

Add to Favorites

Introduction



Welcome to the May-Az-In Travel Agency! Your one stop travel agency to the ancient civilizations of the Mayans, Aztecs, and Incas. Have you ever wondered where some aspects of American civilization came from? You are about to embark on a journey to discover similarities and differences of three ancient civilizations and America today. You have reserved a five day trip to one of three ancient civilizations: the Maya, the Aztec, or the Inca. While on your trip you will be conducting research about the ancient civilization you choose to visit, and creating a travel brochure about the ancient civilization or writing a persuasive letter on why someone should visit the ancient civilization. Put your thinking caps on because an adventure awaits you!

It is shown in this picture that Students are about to embark on a journey to discover similarities and differences between three ancient civilizations and America today. Students are going to reserve a five day trip to one of three Ancient Civilizations: the Maya, the Aztec, or the Inca Civilization. While on their trip, they will be conducting a research about the Ancient Civilization they choose to visit, and creating a travel brochure about the Ancient Civilization or writing a persuasive letter on why someone should visit this Civilization. Students have to put their thinking caps on because an adventure awaits them. More details about the adventure are presented in the next stage.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

2 Task

Explanations about students' tasks are presented in the Tasks page as it is shown in the following screen capture. In this section, students' adventure starts. A screen capture about the Task has been grabbed as follows:



Let's start the adventure!

Your adventure begins by selecting which ancient civilization you would like to visit. You may select from the ancient Mayans, the ancient Aztecs, or the ancient Incas. While you are on your trip, you will be recording facts and information on a fact sheet your teacher will provide to you. A copy of the fact sheet will be downloaded to the web quest as well. You will have three days to accumulate your research. At the end of your research, you will have two choices... 1) you are to create a travel brochure about the ancient civilization you traveled to, or 2) you can write a persuasive letter on why someone should take a trip to the ancient civilization you chose.

Fact Sheet: You will be looking for information on when the civilization existed, location of the civilization, transportation and agriculture, religion-Gods and Goddesses, social hierarchy, and the demise of the civilization.

Travel Brochure: Your brochure should have a cover with the title, your name, and an interesting picture about the civilization drawn or pasted. The inside of the brochure should have facts and details you collected about the civilization and a map of where the civilization is located.

Persuasive Letter: In the persuasive letter you should have a heading, a greeting, the body of the letter should have where the civilization is located and five reasons with details supporting why someone should visit the civilization, a complimentary closing, and a signature line.

Schaff, J. (2016, January 22). A Trip to the Ancient Maya, Aztec, or Inca Civilizations. zunal.com. Retrieved January 11, 2017, from <http://zunal.com/tasks.php?w=307467>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Students' adventure begins by selecting which Ancient Civilization they would like to visit. They may select from the Ancient Mayans, the Ancient Aztecs, or the Ancient Incas. While they are on their trip, they will be recording facts and information on a fact sheet their teacher will provide them. A copy of the fact sheet will be downloaded to the web quest, too. Students will have three days to accumulate their research. At the end of the research, students will have two choices:

- 1) To create a travel brochure about the ancient civilization they travelled to, or
- 2) To write a persuasive letter on why someone should take a trip to the ancient civilization they chose. Procedures of the task are explained in the Process section. A screen capture has been provided to explain the procedures.

3 Process

The following picture explains the procedures the students will follow in order to achieve their task.

Process

Before you start your trip let's fill in a KWL chart on the smart board together and see what we already know and what we want to learn about the ancient civilizations of the Mayas, Aztecs, and Incas. At the end of the web quest we will finish filling out the what we learned section of the KWL chart.

The teacher will introduce key vocabulary using "I say, you say" routine to help students retain the key vocabulary.

To start your web quest we will view three videos from BrainPop.com on the ancient civilizations of the Mayans, Aztecs, and Incas. The videos are filled with important information you may use to help you gather information while on your trip. You will have a fact sheet to fill out during the first three days of the web quest. It will be handed in at the end of the web quest for a portion of your web quest grade.

If you are traveling to the Ancient Mayan Civilization...

See resources below.

Schaff, J. (2016, January 22). A Trip to the Ancient Maya, Aztec, or Inca Civilizations. zunal.com. Retrieved January 11, 2017, from <http://zunal.com/process.php?w=307467>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Before students start their trip, they have to fill in in What I know, What I want to know, and What I learned (KWL) Chart on the smart board together and see what they 'already know' and 'what they want to learn' about the Ancient Civilizations of the Mayas, Aztecs, and Incas. At the end of the WebQuest they will finish filling out what 'they learned' Section of the KWL Chart. The teacher will introduce key vocabulary using "I say, you say" routine to help students retain the key vocabulary.

If you are traveling to the Ancient Aztec Civilization...

See resources below.

If you are traveling to the Ancient Inca Civilization...

See resources below.

Materials:(Please ask your teacher for materials)Fact sheet, brochure template, friendly letter template, scissors, glue, colored pencils or crayons, lined paper. Your teacher will have copies of the fact sheet and the brochure outline.

Directions: (ask your teacher if you have any questions or need any help)
Your teacher will have copies of the fact sheet and the brochure outline.

Day 1: You will need to find information and fill out the first two questions on the fact sheet.

Day 2: You will need to find information and fill out questions three and four on the fact sheet.

Day 3: You will need to find information and fill out questions five and six on the fact sheet.

Day 4: You will be reviewing the facts and information you found to prepare a travel brochure or write a rough draft of your persuasive letter. Please ask your teacher for the brochure template if you are doing the brochure. Ask your teacher for a friendly letter template if you are writing a persuasive letter.

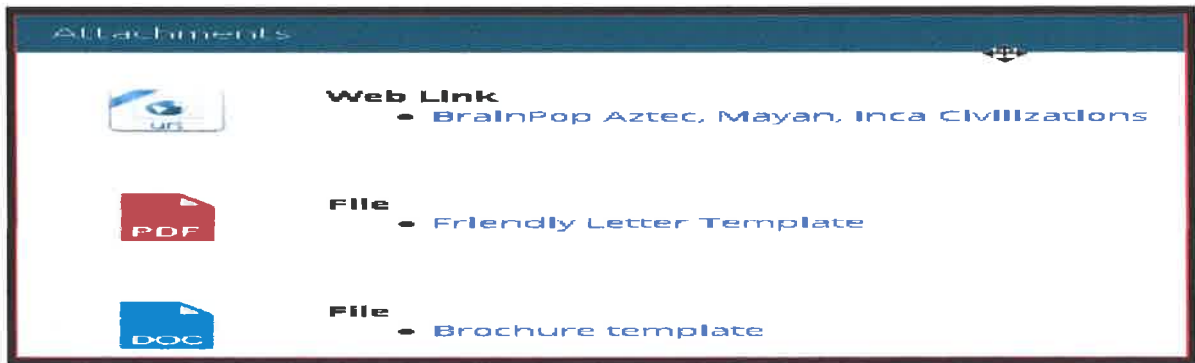
Day 5: You will finish your travel brochure or finish the final copy of your persuasive letter. You will share your final products with the class.

Schaff, J. (2016, January 22). A Trip to the Ancient Maya, Aztec, or Inca Civilizations. zunal.com. Retrieved January 11, 2017, from <http://zunal.com/process.php?w=307467>

The author provided three resources in order to help the students explore the three Civilizations respectively. Students will ask their teacher to provide them with the materials needed to accomplish the task. These materials are: Fact sheet brochure template, friendly letter template, scissors, glue, coloured pencils, and lined papers. In five-day period, students have to follow the directions in order to search for information, answer the five questions, and fill in the Facts sheets. Once the task is completed, students have to share their final product with the classmates.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In order to start the WebQuest, students will view three videos from BrainPop.com on the Ancient Civilizations of the Mayans, Aztecs, and Incas. The videos are filled with important information they may use to help them gather information while on their trip. Students will have a fact sheet to fill out during the first three days of the WebQuest. It will be handed in at the end of the WebQuest for a portion of their WebQuest grade. Students have to refer to the 'Resources' provided to them in the Attachments part, in order to achieve their task.



The above attachments can help the students to achieve their task. They have to click on the links provided in the Attachments square in order to access the pages which serve as Resources. Students' work is evaluated in the following step.


CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

4 Evaluation

The students will be evaluated on the completion of the WebQuest and their final project of either a travel brochure or a persuasive letter to visit one of the Ancient Civilizations of the Maya, Aztec, or Inca. A rubric is provided explaining what students will be graded on. Twenty-five per cent of the grade is based on completing the fact sheet. Twenty-five per cent of the grade is based on participation in the WebQuest and the completion of the daily tasks. Twenty-five per cent of the grade is also based on the content in students' travel brochure or their persuasive letter. The students must use information from their fact sheet to complete the tasks. Moreover, twenty-five per cent of their grades are based on the neatness, spelling and grammar, and creativity of the project. An Evaluation Grid has been provided as follows:

#	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Fact Sheet	Student completed little to none of the fact sheet.	Student completed half to most of the fact sheet.	Student completed most to all of the fact sheet.	Student went above and beyond by completing the fact sheet and adding extra information related to the civilization.	25%
Neatness, spelling and grammar, and creativity of Brochure/ Persuasive Letter	Student did not complete the task.	Student completed some of the task. The finished product lacks creativity and has numerous errors that make it difficult to read.	Student completed most of the task. The finished product shows creativity and has few errors.	Student completed all of the task. The finished product is creative and free of errors.	25%
Content of Brochure/ Persuasive Letter	Student had little to no facts about the civilization.	Student included two to three facts from the fact sheet on the brochure or in the letter.	Student included four to five facts from the fact sheet on the brochure or in the letter.	Student included more than five facts from the fact sheet on the brochure or in the letter.	25%
Participation	Student did not participate in the Web Quest or was dependent on others to help complete the tasks. Student had to be redirected more than three times.	Student put forth little effort to complete the Web Quest tasks. Student was off task most of the time and had to be redirected at least two times.	Student showed some interest in completing the Web Quest tasks. Student stayed on task with little or no redirection.	Student stayed on task in completing the Web Quest. Student did not have to be redirected. All portions of the Web Quest were completed.	25%
Total Score: 100%					

100% Achievement top grade!



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You will be evaluated on the completion of the Web Quest and your final project of either a travel brochure or a persuasive letter to visit one of the ancient civilizations of the Maya, Aztec, or Inca. A rubric is provided explaining what you will be graded on. Twenty five percent of your grade is based on completing the fact sheet. Twenty five percent of your grade is based on participation in the Web Quest and the completion of the daily tasks. Twenty five percent of your grade is based on the content in your travel brochure or your persuasive letter. You must use information from your fact sheet to complete the tasks. Twenty-five percent of your grade is based on the neatness, spelling and grammar, and creativity of the project.

Schaff, J. (2016, January 22). A Trip to the Ancient Maya, Aztec, or Inca Civilizations. zunal.com. Retrieved January 11, 2017, from <http://zunal.com/evaluation.php?w=307467>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The criteria for evaluating students' work in "A Trip to the Ancient Maya, Aztec, or Inca Civilizations" according to the above Rubric of evaluation. The total score of evaluation is 100% and each criterion represents 25% of the work. Students can have beginning, Developing, Very Good, or Exemplary level depending on their ability to achieve the task. For example, if students complete all the fact sheet and add extra information related to the Civilization, they can have the full mark (4) which represents (25%) of the work. Other criteria are used similarly. This assessment concerns students participation, neatness of the work, spelling, grammar, creativity and the content of the Brochure/Persuasive Letter. The author is going to end-up the WebQuest by a picture of someone travelling to take the students over to the Modern Times.

5 Conclusion

As it is explained in the Conclusion Section page, the teacher is thanking the students for traveling with the May-Az-In Travel Agency, hoping they had an enjoyable experience and were able to gather useful information about the ancient civilizations of the Maya, Aztec, and Inca and how the civilizations contributed to American civilization today.



Schaff, J. (2016, January 22). A Trip to the Ancient Maya, Aztec, or Inca Civilizations. zunal.com. Retrieved January 11, 2017, from <http://zunal.com/conclusion.php?w=307467>

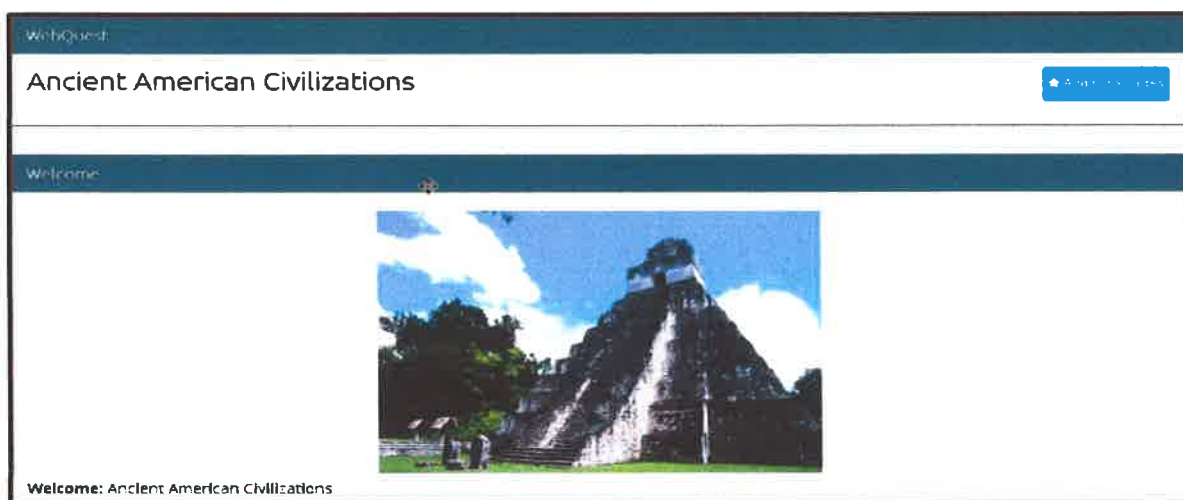
Figure 4.16 Screen Captures of "A Trip to the Ancient Maya, Aztec, or Inca Civilizations" WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Although students were only able to choose one destination to travel to, it is hoped the students will visit the site again and travel to a different destination to build their knowledge on other Ancient Civilizations of the Maya, Aztec, and Inca.

4.2.3.4 Third Year ENS American Civilization WebQuest “Ancient American Civilizations”

The following screen captures serves as a Welcome page to users of this WebQuest. The objective of this WebQuest is to conduct research on an Ancient American Civilization and complete different tasks.



The students are going to explore the American Culture through completing the following tasks:

- a. To create a poster that represents the Culture through pictures and captions,
- b. To present the poster to group members to educate classmate's on the student's assigned ancient American Culture.
- c. To write an original story that includes the elements of a story as well as the following cultural aspects: location, food, rituals, tools, shelter, religion, and means of travel.
- d. To create an online game that will test classmate's knowledge of the culture.
- e. To complete both their own and their group member's games to prove knowledge of every ancient American culture with 100% accuracy. Students' mission is explained in the Introduction stage.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

1 Introduction

Students' mission in this WebQuest is to travel back to the time of the Ancient American Civilizations. The teacher used the Top Secret Symbol to attract the students and enhance their thinking and willing to accomplish the mission.

Introduction



YOUR MISSION, IF YOU CHOOSE TO ACCEPT IT:
Your government needs you to travel back to the time of the Ancient American civilizations. It is vital that you learn everything you can about these cultures so that you can blend in with the citizens. It is important that the citizens do not realize you are an outsider from the future. Be prepared to share what you have learned with your peers through the creation and compilation of images, a poster, a story, and a game.


It is vital that students learn everything they can about these Cultures so that they can blend in with the citizens. It is important that the citizens do not realize that students are an outsider from the future. They should be prepared to share what they have learned with their peers through the creation and compilation of images, a poster, a story, and a game. More explanations about students' mission are provided in the Task Page.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

2 Task

The students will be assigned to a group of four classmates. Each person in the group will then be assigned one of the following Ancient American Cultures: Inuit, Anasazi, Mayan, and Aztec. As it is illustrated in the Task page, students are assigned to read about Culture.

Task



www.shutterstock.com 56493823

Your Task:
You will be assigned to a group of four people. Each person in the group will then be assigned one of the following ancient American cultures: Inuit, Anasazi, Mayan, Aztec. Using the resources provided, you will research your assigned culture. Using your newfound knowledge of the culture, you will:

- Create a Glogster with Images and representing the culture.
- Present your Glogster to the other members of your group and listen to the presentations of your group members.
- Write a story that contains the elements of a story and that also incorporates important aspects of your culture.
- Create an online game testing your classmates knowledge about the culture, and complete the games of your group members.

Using the resources provided, students will research about the Culture of their choice. Using the newfound knowledge of the Culture, students will create a poster with images and representing this Culture. Then, the students will present it to the other members of the group and listen to the presentations of the other group members. In addition, the students will first write a story that contains the elements of a story and that incorporates important aspects of Culture, then create an online game testing their classmates' knowledge about the Culture, and finally complete the games of the group members. The procedures to complete the task are detailed in the Process page below.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

3 Process

The students are going to be split up into four different groups: Inuits, Anasazis, Aztecs, and Mayans. The students will use the resources provided to learn about the Culture of the Ancient American civilizations. There are two resources for every group to use. Once the group finishes learning about their civilization, the group will make a poster on the accounts they have already created to show-off their Civilization. They may use pictures by searching the given resources or through a search engine. The pictures should incorporate the cultural aspects of the civilizations food, locomotion, clothing, religion, shelter, tools, where they live and other aspects they find. The students will individually present the work to one member of each of the other groups so that they become the expert on their civilization and teach it to others. After creating and presenting the work, students will work individually to create their own story about their time travel back into their Ancient American Civilization.

During students' travels into a new Culture, they will discuss the cultural aspects of their civilizations food, locomotion, clothing, religion, shelter, tools, where they live or other aspects they discover while they are there. They must incorporate these aspects into their story through descriptive details. The story must contain a setting, plot, characters, and a climax. The students will come back together with their civilization group after completing their story. Using all of the information learned through the research, poster, and fictional story, the students will work together to create a study game on 'www.classtools.net'. Moreover, the students will create questions about the tribe that they feel important for their classmates to remember from the poster presentation (the cultural aspects they highlighted in their poster). Finally, they will share their game with the rest of the class, as well as take the group member's games to prove their understanding of every Ancient American Culture researched by the class.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Process



- You are going to be split up into four different groups: Inuits, Anasazis, Aztecs, and Mayans. When you are within your group, you will use the resources below to learn about the culture of your ancient American civilization. There are two resources for every group to use.
- Once your group has finished learning about your civilization, your group will make a Glogster on the accounts we have already created to showoff your civilization. You may use pictures by searching the given resources or through a search engine. Your pictures should incorporate the cultural aspects of your civilizations food, locomotion, clothing, religion, shelter, tools, where they live or other aspects you find. You will individually present your Glogster to one member of each of the other groups so that you become the expert on your civilization and teach it to others.
- After creating and presenting your Glogster, you will work individually to create your own story about your time travel back into your ancient American civilization. During your travels into a new culture, you will discuss the cultural aspects of your civilizations food, locomotion, clothing, religion, shelter, tools, where they live or other aspects you discover while you are there. You must incorporate these aspects into your story through descriptive details. Remember that your story must contain a setting, plot, characters, and a climax.
- You will come back together with your civilization group after completing your story. Using all of the information you have learned through your research, Glogster, and fictional story, you will work together to create a study game on www.classroom.net. You will create questions about your tribe that you feel are important for your classmates to remember from your Glogster presentation (the cultural aspects you highlighted in your Glogster). You will share your game with the rest of the class, as well as take your group member's games to prove your understanding of every ancient American culture researched by the class.

In the 'Process' Section, students can explore different cultures and perform different skills. As in the American Standards Chart for Foreign Language Education, learners have to perform the 5 Cs. Standards reflect the knowledge and skills students need to communicate with competence and cultural sensitivity in a world language.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

It is accepted that language and communication are at the heart of the human experience. Students who are linguistically and culturally equipped to communicate successfully in a pluralistic society and abroad must be educated. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. The five goal areas of the World-Readiness Standards namely: Communication, Cultures, Connections, Comparisons, and Communities are called the 5 Cs.

The first C stands for **Communication**. The goal area of this standard for teachers is to see how students use language in culturally appropriate ways and talk about, read about, write about, and learn about topics of interest or importance to them. The Students are engaged in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. They also have to understand and interpret written and spoken languages on a variety of topics. Finally, Students must present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

In the second C, which stands for **Cultures** standard, students have to gain Knowledge and Understand Other Cultures. They have to demonstrate an understanding of the relationship between the perspectives and practices of the culture studied. Moreover, students should be able to demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

As concerns the third C of **Connections** Standard, students have to connect With Other Disciplines and Acquire Information. They should not only reinforce and further their knowledge of other disciplines through the foreign language, but also acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

The fourth C stands for **Comparisons** standard of foreign Language Education. Students should develop Insight into the Nature of Language and Culture. They should also demonstrate understanding of the nature of language through comparisons of the language studied and their own. In addition, students have to demonstrate


CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

understanding of the concept of Culture through comparisons of the Cultures studied and their own.

The last C standard means **Communities**. The learners have to participate in Multilingual Communities at Home and Around the World. They have to use the language both within and beyond the school setting, and show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

4 Evaluation

The students' work is evaluated according to their achievements and abilities in creating the poster, the cultural story about Indian group, the study game, and the group work. An Evaluation grid has been provided in order to Assess students' work.

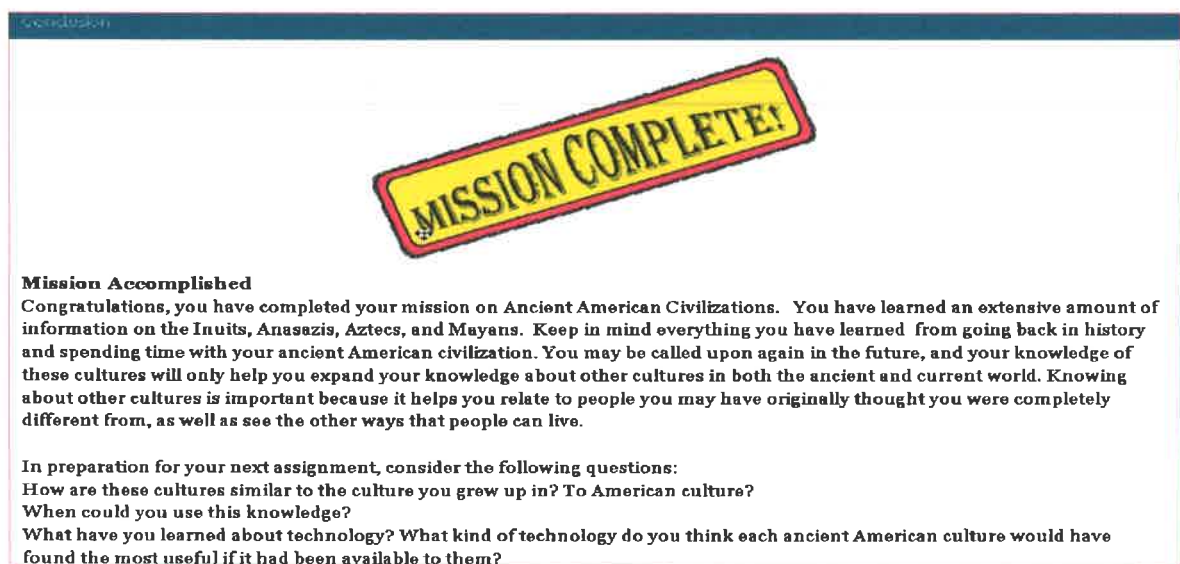
Evaluation					
					
Rubric					
#	Below Average	Average	Great	Extraordinary	Score
Creating Glogster	Missing 3 or more required cultural pictures/words of Indian group on Glogster	Missing 2 required cultural pictures/words of Indian group on Glogster	Missing 1 Required picture/word of Indian Group on Glogster	Glogster is complete with all the required pictures and words	up to 25
Creating Cultural Story about Indian Group	5 or more mechanical or spelling errors, Story is inconsistent and misunderstood when read; Missing 3 cultural aspects of Indian group;	3-4 mechanical or spelling errors, Story is understandable, but lacks a plot and details; Missing 2 cultural aspects of Indian group;	2 mechanical or spelling errors, Story is well written, but lacks details; Missing 1 cultural aspects of Indian group;	0-1 mechanical errors; Story is well written and understandable when read; Contains all required cultural aspects of Indian Group	up to 25
Creating Study Game	Does not create a game; or 5 or more of the questions are created with incorrect answers	3-4 questions are created with incorrect answers	1-2 questions are created with incorrect answers	Game is complete and all questions and answers are asked and answered correctly	up to 25
Group Work	Does not work well in group, the work is not evenly distributed, and does not present about own Indian group	Students somewhat work well in group, the work is somewhat evenly distributed, and they do not present their Indian group accurately	Students work well in groups, the work is evenly distributed, and they present their Indian group somewhat accurately	Students work well in groups, the work is evenly distributed, and they present their Indian group accurately	up to 25
					Total Score

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The total score is up to 100%. Each Criterion is counted up to 25% and graded as 'Below the average, Average, Great, and Extraordinary' work. If students create Glogster with all the required pictures and words, they can be scored up to 25%. Students are evaluated through their ability to write the Cultural story about Indian Group. Mechanical or spelling errors are taken into account when correcting students' stories. Being Extraordinary or below Average depends on how many errors are used in the story, students' comprehension of the story elements, and the Cultural aspects of the the Indian Group. Furthermore, if the game is created and the questions and answers are asked and answered correctly, the 25% grade is attributed. Finally, if the students work well in groups, the work is well distributed, and students' presentation of the Indian group is accurate, the teacher score will be 25% and the Group work will be Extraordinary. The students will switch to the next page of the WebQuest to conclude it.

5 Conclusion

In this WebQuest, the students have learned an extensive amount of information on the Inuits, Anasazis, Aztecs, and Mayans. They may be called upon again in the future, and their knowledge of these Cultures will only help them expand their knowledge about other cultures in both the Ancient and Current World.



Mission Accomplished
Congratulations, you have completed your mission on Ancient American Civilizations. You have learned an extensive amount of information on the Inuits, Anasazis, Aztecs, and Mayans. Keep in mind everything you have learned from going back in history and spending time with your ancient American civilization. You may be called upon again in the future, and your knowledge of these cultures will only help you expand your knowledge about other cultures in both the ancient and current world. Knowing about other cultures is important because it helps you relate to people you may have originally thought you were completely different from, as well as see the other ways that people can live.

In preparation for your next assignment, consider the following questions:
How are these cultures similar to the culture you grew up in? To American culture?
When could you use this knowledge?
What have you learned about technology? What kind of technology do you think each ancient American culture would have found the most useful if it had been available to them?

Figure 4.17 Screen Captures of “Ancient American Civilizations” WebQuest

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

In the Conclusion Section, the teacher congratulates the students for having completed the mission on Ancient American Civilizations, and invites them to prepare for the next assignment through answering the following questions:

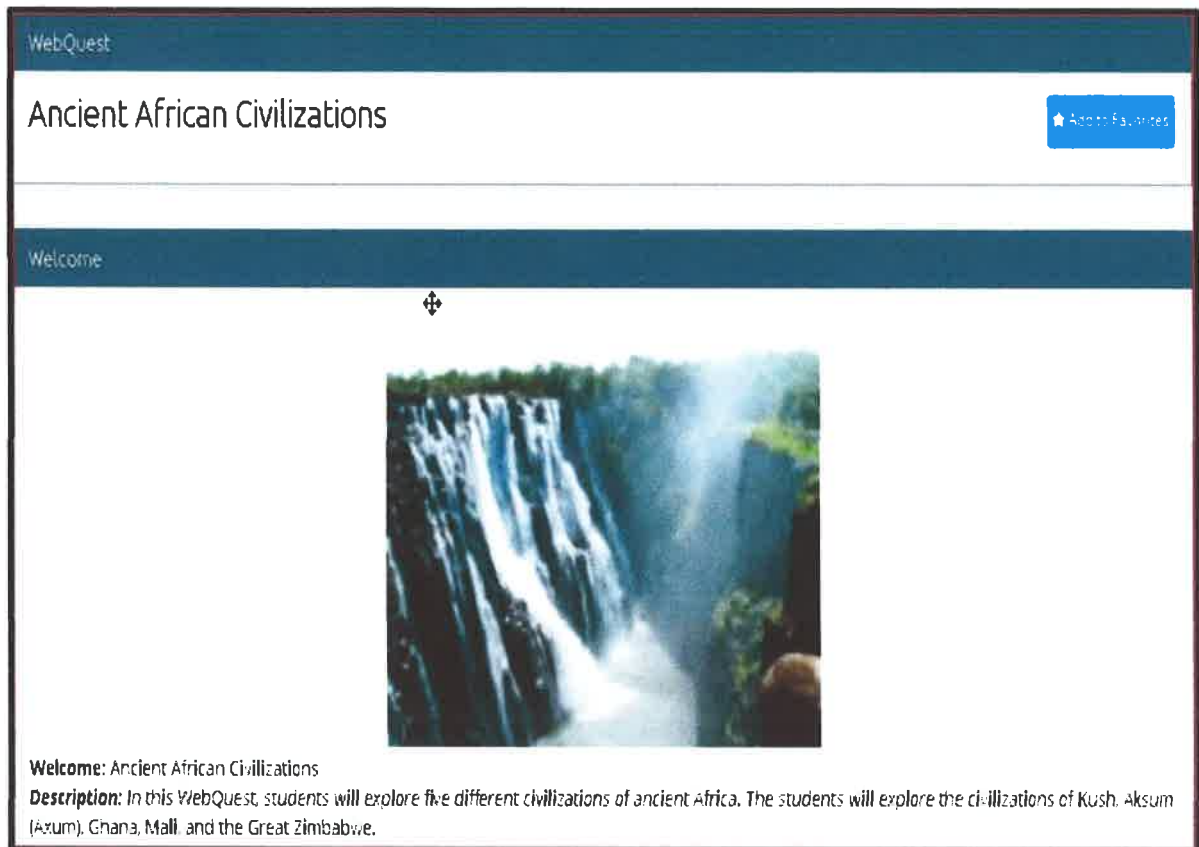
- How are these Cultures similar to the Algerian Culture?
- When could we see that knowledge?
- What have you learned about technology? and
- What kind of technology do you think each Ancient American Culture would have found the most useful if it had been available to them?

We can say that knowing about other Cultures is important because it helps us relate to people we may have originally thought we were completely different from, as well as see the other ways that people can live. This WebQuest is very useful for the students who want to explore other Cultures of the World.

4.2.4 Implications for African Civilization Teaching “Ancient African Civilizations”

In this WebQuest, students will explore five different Civilizations of Ancient Africa. The students will explore the Civilizations of Kush, Aksum (Axum), Ghana, Mali, and the Great Zimbabwe. This WebQuest is designed for African Civilization Teaching. It is chosen as an example of how to include Technology in the African Civilization Classroom. It can be modified according the students’ needs and the objectives of the African Civilization Course. The following screen picture represents the Welcome Page.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH



The screenshot shows a web browser window with a dark blue header containing the text 'WebQuest'. Below the header, the title 'Ancient African Civilizations' is displayed in a white box. To the right of the title is a blue button with a star icon and the text 'Add to Favorites'. Below the title bar is a 'Welcome' section with a dark blue background. In the center of the page is a large image of a waterfall cascading down a rocky cliff. Below the image, there is a 'Welcome: Ancient African Civilizations' section with a 'Description' that reads: 'In this WebQuest, students will explore five different civilizations of ancient Africa. The students will explore the civilizations of Kush, Aksum (Axum), Ghana, Mali, and the Great Zimbabwe.'

Rulo, S. (2008, April 13). Ancient African Civilizations. zunal.com. Retrieved January 11, 2018, from <http://zunal.com/webquest.php?w=9958>


The objective of this WebQuest is to help students learn about these five Civilizations. This WebQuest is also designed to help students learn about the geography of Africa. Students will work independently and in collaboration to complete this WebQuest. More details are provided in the next pages of the WebQuest.

1 Introduction

The students' mission in this WebQuest is to take part in a very special challenge. The teacher welcomes his students as Specialists. The following screen capture represents the Introduction Section:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Introduction



Welcome Specialists! You have been contacted to take part in a very special challenge. You were selected because you are the best of the best. Mr. I.V.E. Lots O'Money is a well known curator for the Regal Museum of Africa. He is an eccentric philanthropist who wants to create an exhibit in his museum about an ancient civilization of Africa. Your job is to put together a team of experts, and research one of five ancient civilizations. You must formulate a persuasive presentation for Mr. O'Money. The winning team will have their exhibit on display in the museum, and will be recognized as the leading research team in the world! Good luck and enjoy your time in Africa!

Rulo, S. (2008, April 13). Ancient African Civilizations. zunal.com. Retrieved January 11, 2018, from <http://zunal.com/introduction.php?w=9958>

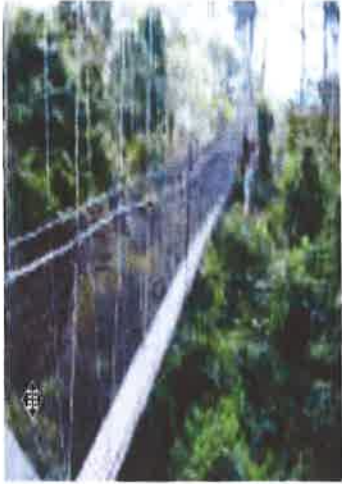
The instructions of students' mission say that Mr I.V.E. Lots O'Money is a well-known curator for the Regal Museum of Africa. He is an eccentric philanthropist who wants to create an exhibit in his museum about an ancient civilization of Africa. Students' job is to put together a team of experts, and research one of the five Ancient Civilizations. They must formulate a persuasive presentation for Mr O'Money. The winning team will have their exhibit on display in the Museum, and will be recognized as the leading research team in the world! The task is explained in the following section.

2 Task

Students' challenge is to travel to the area in Africa where their civilization had developed and existed. Their group will need to gather information, take pictures, and collect data/artefacts. The teacher has explained the task in the Task page. A screen captured has been grabbed as follows:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Task



Your challenge is to travel to the area in Africa where your civilization had developed and existed. Your group will need to gather information, take pictures, and collect data/artifacts. Your group will put together a presentation so make sure you have gathered enough data to construct a thorough project. Your group will present your completed research project to Mr. I.V.E Lots O'Money so he can decide who will win the special exhibit in the museum.

Each group will consist of four roles:

1. Archaeologist- The responsibilities of this role includes describing the culture of the civilization. Make sure you include detailed descriptions, pictures, and artifacts.
2. Geographer- The responsibility of this role includes making maps that illustrate the location of the civilization. Make sure you include maps, pictures, and names of locations.
3. Historian- The responsibility of this role includes describing important events, changes, leaders, economy, and centers of power.
4. Theologian- The responsibility of this role includes describing the religious beliefs. Make sure to include any special practices, or ceremonies.

Each group of four will visit one of these five civilizations/cultures:

- Kush
- Great Zimbabwe
- Auxum
- Ghana
- Mali

Rulo, S. (2008, April 13). Ancient African Civilizations. zunal.com. Retrieved January 11, 2018, from <http://zunal.com/tasks.php?w=9958>

The group will prepare together a presentation making sure the students have gathered enough data to construct a thorough project. The group will present the complete research project to Mr I.V.E Lots O'Money so he can decide who will win the special exhibit in the Museum. Each group will consist of four roles:


CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

1. Archaeologist- The responsibilities of this role include describing the culture of the civilization, including detailed descriptions, pictures, and artefacts.
 2. Geographer- The responsibility of this role includes making maps that illustrate the location of the civilization, making sure to include maps, pictures, and names of locations.
 3. Historian- The responsibility of this role includes describing important events, changes, leaders, economy, and centres of power.
 4. Theologian- The responsibility of this role includes describing the religious beliefs, including any special practices, or ceremonies. Each group of four will visit one of these five civilizations/Cultures: Kush, Great Zimbabwe, Auxum, Ghana, and Mali.
- The following screen capture illustrates the 'Process' section of "Ancient African Civilizations" WebQuest. It is represented in the next page.

3 Process

The steps of the WebQuest process are explained in details in the Process page . The group should follow all of the procedures listed below for the most memorable trip of their career.

Process

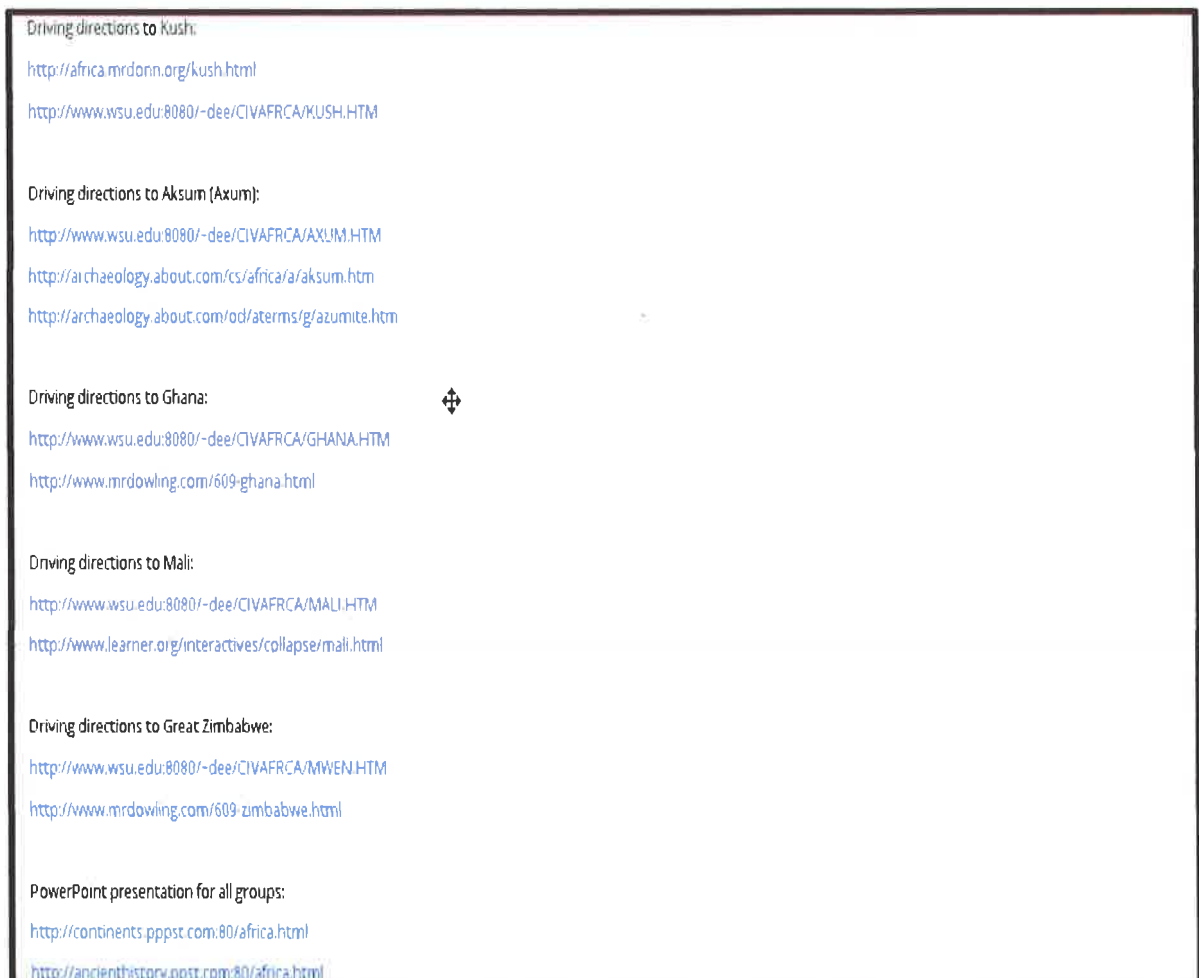


Your Jeep is packed with enough supplies for a week. Your group should follow all of the procedures listed below for the most memorable trip of your career.

1. Decide which specialist you want to be in this expedition.
2. Each specialist in the group is responsible for the research for their part of the project.
3. Gather notes and pictures for your presentation.
4. Come together for a team meeting to design your final project. Your final project should consist of a display board with 2-3 artifacts for each role.
5. As a team develop a persuasive presentation that explains the reason your civilization, in your opinion, is still the focus of study in the year 2008.
6. Be prepared for a question and answer session after your presentation.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

First of all, the students have to decide which specialist they want to be on this expedition. Then, each specialist in the group is responsible of the research for their part of the project. After that, students have to gather notes and pictures for their presentation. Later, they come together for a team meeting to design their final project. This project should consist of a display board with 2-3 artefacts for each role. As a team, students must develop a persuasive presentation that explains the reason their civilization is still the focus of study in the year 2008. Finally, the students must be prepared for a question and answer session after their presentation. The following Screen capture is provided to help the students achieve their goals.



Rulo, S. (2008, April 13). Ancient African Civilizations. zunal.com. Retrieved January 11, 2018, from <http://zunal.com/process.php?w=9958>

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Students will use the links provided respectively in order to search for sufficient information about each Civilization. Students will click on the link provided in order to access the page needed. Here is a list of the different links that were provided by the author of the WebQuest.

A. Driving directions to kush:

<http://africa.mrdonn.org/kush.html>

<http://www.wsu.edu:8080/~dee/CIVAFRCA/KUSH.HTM>

B. Driving directions to Aksum (Axum):

<http://www.wsu.edu:8080/~dee/CIVAFRCA/AXUM.HTM>

<http://archaeology.about.com/cs/africa/a/aksum.htm>

<http://archaeology.about.com/od/aterms/g/azumite.htm>

C. Driving directions to Ghana:

<http://www.wsu.edu:8080/~dee/CIVAFRCA/GHANA.HTM>

<http://www.mrdowling.com/609-ghana.html>

D. Driving directions to Mali:

<http://www.wsu.edu:8080/~dee/CIVAFRCA/MALI.HTM>

<http://www.learner.org/interactives/collapse/mali.html>

E. Driving directions to Great Zimbabwe:

<http://www.wsu.edu:8080/~dee/CIVAFRCA/MWEN.HTM>

<http://www.mrdowling.com/609-zimbabwe.html>

PowerPoint presentation for all groups:

<http://continents.ppst.com:80/africa.html>

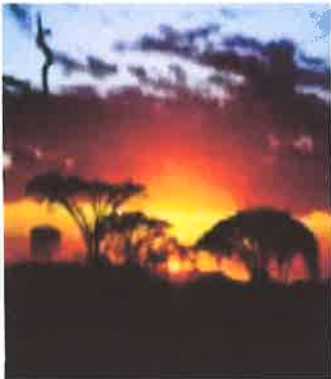
<http://ancienthistory.ppst.com:80/africa.html>

When the students are made with the research, their work is evaluated using the following Evaluation Grid.

4 Evaluation

The WebQuest is evaluated according to students' project display board with artifacts, students' persuasive presentation, Group participation, and their roles within the group. An Evaluation grid has been provided as follows:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Evaluation					
					
Rubric					
#	Exceptional	Admirable	Acceptable	Amateur	Score
Project Display board with artifacts	The project has 8-12 artifacts. Project is creative and colorful. Exceptionally constructed project.	The project has 4-3 artifacts. Project shows some creativity. Adequate constructed project.	The project has at least 1-4 artifacts. Project has limited creativity. Haphazardly constructed project.	The project lacks creativity and looks as if it was thrown together the day of the presentation.	%25
Presentation: Persuasive presentation	The presentation contains accurate information. It contains facts, strong opinions, and is persuasive. Group members speak clearly and make eye contact with the audience.	The presentation contains mostly accurate information. It contains facts, opinions, and is not persuasive. Most group members speak clearly and make eye contact with the audience.	The presentation contains a great deal of inaccurate information. It has facts, but it does not have any opinions. Some group members speak clearly and make eye contact with the audience.	The presentation has a limited amount of information. Much of the information is inaccurate. Group members are too quiet and no eye contact with the audience.	%25
Group Participation	All group members participate. Responsibility for project and presentation are shared evenly.	Most of the group members participate. Responsibility is shared by most of the group members.	Half of the group members participate, and share responsibility of the project and presentation.	Only 1-2 group members are responsible for the entire project and/or presentation.	%25
Roles within the group	Each student assigned a clearly defined role; group members perform roles effectively.	Each student assigned a role, but roles not clearly defined or role switching frequently throughout project.	Students were assigned roles. Some group members have more than one role while other group members were not given a role.	No roles assigned to group members.	%25
Total Score					%100

The students' work is assessed up to 100%. The four grades of evaluation are used to consider the work to be exceptional, acceptable, admirable, or amateur. Each point is scored up to 25%. The above Evaluation Grid explains the criteria of assessment of this WebQuest. If the project contains eight to twelve artifacts, is creative and colourful, and exceptionally constructed, the teacher will consider it an Exceptional project.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The Teacher would assess his students presentation as being exceptional, only if the presentation contains accurate information, strong opinions, and is persuasive. Students' behaviour is also observed. The grade that students obtain depends on their speaking fluency, eye contact with the audience, group participation, their responsibility for project and clearly defined roles performance. At the end, the score is calculated up to 100% and conclusions are made.

5 Conclusion

This is the last step in the WebQuest. The following screen capture has been grabbed and presented as follows:

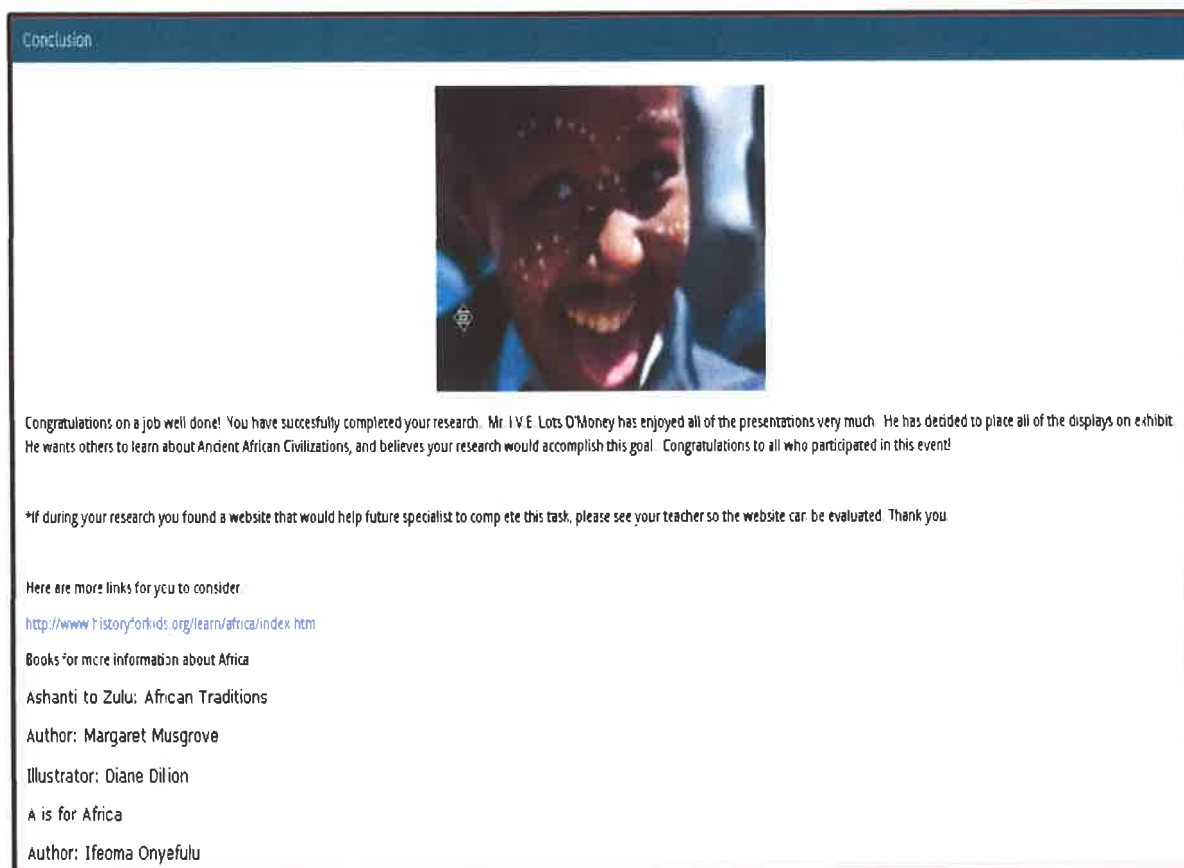


Figure 4.18 Screen Captures of “Ancient African Civilizations” WebQuest

In the ‘Conclusion’ section, the teacher congratulates the students for having successfully completed their research. Furthermore, the expert, Mr I.V.E. Lots O'Money has enjoyed all of the presentations very much. He has decided to place all

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

of the displays on exhibit. He wants others to learn about Ancient African Civilizations, and believes the students' research would accomplish this goal. The teacher ensures the students that if they find an interesting website during their research that would help future specialists to complete this task; they have to see their teacher so the Website can be evaluated. The teacher has provided more links for the students to consider.

It is hoped that students have enjoyed working with WebQuests. Moreover, it is preferable for teachers to incorporate WebQuests in their teaching of the Reading, Literature, and Civilization modules, in particular, and other modules in general. Because teachers are required to help their students be involved in and progress with the educational curriculum. The WebQuest format-lessons afford the opportunity to incorporate basic skills with higher order thinking skills as well as build technology skills. Such questions like: Are WebQuests more effective for teaching skills than content? And how can WebQuests be improved to better meet the needs of students and teachers? might be important questions for researchers to work on in future research. With the growing interest in WebQuests, it is imperative that researchers explore ways to make it a more effective instructional tool for University and ENSs students alike.

4.3 Recommendations for Further Research

Based on the findings obtained from this study, we may assume that the results are in accordance with the theories stated earlier in the First Chapter of the study. In addition, as it has been discussed earlier in the theoretical chapter, the study yielded similar positive results to the studies conducted in the same field of Reading in different contexts. In the light of the findings of the experimental research, the following recommendations have been suggested:

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

- Since Information Technology (IT) is becoming a widely-used method in language learning, the necessity of implementing the WebQuest method in teaching Reading in other Universities in Algeria in order to bring about better outcomes in students' reading comprehension achievements is highly recommended. The question is to know whether the effects of hyper reading on the Internet differ from linear face-to-face class learning or not? This is perhaps an interesting area for future research.
- It is also suggested that further research should be conducted on the effect of the WebQuest on different dimensions of learning EFL. Different variables should therefore be tested, and EFL Algerian teachers can replicate the same study with different subject Classes.
- Algerian teachers of Literature as well as Civilization may use the WebQuests provided in the pedagogical implications part in order to test the effect of the WebQuests on the students' achievement.
- In the light of ENSL students' improvement in the Reading Comprehension tests scores, and in order to cope with the demands of technological developments in education, Algerian EFL University teachers might be encouraged to integrate WebQuest in their Reading Instructions to supplement vocabulary and reading performance of their students.
- For the successful adoption of the WebQuest approach in teaching and learning practices, more emphasis should be put on teachers afford. Besides, the EFL teachers should be aware of the potential of the Internet in order to address the class' set goals. Focus should be made on the contents of the resources and assignments to make them more encouraging. In addition, the students' capacities should be taken into consideration in a webQuest design.
- The conducted research provides only a limited view and does not make a generalization to a whole population possible. Future study on a larger scale would involve more students from a few classes from different Universities and teachers of different subjects. The research would regard not only the participants' perceptions on the experience of Internet adoption but it would also deal with an observation of

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

these practices. This would disclose other aspects of a webQuest implication in the class.

- This study has focused on the effects of the WebQuest method on EFL ENSL students' reading comprehension of their texts. Future research may detect the relationship between Reading Comprehension and other variables; such as, motivation, writing, and autonomy.
- Long-term webQuest Instructions were administered in the experimental study to First and Third Year ENSL Students only. Future research may consider incorporating the WebQuest method for different levels in prolonged periods of time to see whether the results would be similar or totally different.
- We suggest that teachers devise adequate didactic material that is likely to implicate all learners into developing Reading Comprehension. Such material can be set using the Internet and PowerPoint presentations explaining how WebQuests work.
- Furthermore, teachers may encourage their students to auto-evaluate their reading material through WebQuest-based class discussions.
- It is possible that EFL teachers may find online libraries that contain different approaches. Therefore, it is recommended to encourage the students to access, skim, and select sites in order to motivate them to read appropriately.
- The investigator has adopted ready-made WebQuests published on the Net. Future research requires collaboration between EFL teachers and syllabi designers to create WebQuest courses in order to improve the quality of teaching in the Algerian context.
- Because WebQuests are still new for some teachers and learners around the Algerian Universities, it is highly recommended to organize Teacher Training Programmes in the use of Information and Communications Technology in order to help EFL University teachers be more skilled and knowledgeable than their students when using current technology as well as to cope with the demands of Technological Developments in Education. Students usually have better ICT manipulation than their teachers who become stressed in such situations. In reverse, EFL learners should also be well trained to use ICT tools in order to better achieve educational objectives of learning.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

- EFL teachers should ensure adequate logistic equipment working properly with Internet connection in order to promote an effective implication of a WebQuest in the classroom. They must have hardware and software available for the students to use during class and during students' free time.
- Because students nowadays have grown up with digital technology like computers, Internet, and mobile phones, teachers have tried to adapt to these novelties in order to use them in their teaching. As pointed out by Lewis (2009), some teachers are described as *Newcomers* since they have never used technology in their teaching whereas others are seen as *Casual Users* who have a good command of Technology and use it daily in their life. Some teachers are *Old Schoolers* when they use technology in their daily teaching because they use traditional Instructions classrooms. *Innovators* use technology to promote learners' autonomy and critical thinking through the use of authentic materials. They also try to create new learning products and then share them with a wider audience. In order to have an effective teaching, EFL teachers have to decide what personal technology profile they have before they begin to design a technology plan for their classes.
- A more in depth analysis of their student perceptions may shed light on the role of both teachers and learners and how they interact in a WebQuest-based learning environment. This could include observation and group interviews.
- More research is recommended to determine whether there is a correlation between the students' perceptions and their reading comprehension performance/ ability.
- Qualitative, observational research could be conducted to further examine learning processes in a WebQuest-based learning environment.
- This WebQuest-based tool enables teachers to share their own materials and provides free access to a multitude of resources in different disciplines at different language levels.
- WebQuest appears as a suitable integrated way to immerse the students in a real professional experiment in which they may carry out a whole project involving technology.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

- The literature on using the WebQuest technique to teach Reading is sparse. More empirical studies examining the effectiveness of WebQuest are recommended in the Algerian context specifically.
- The WebQuest-based teaching has to be evaluated in various subject areas with learners of differing age, gender, groups and academic abilities in order to see the difference in results.
- Comparative studies may be conducted to differentiate between different groups' achievements.
 - Algerian EFL specialists need to develop constructive and innovative Reading programmes in order to enable readers at all levels to approach texts written in English easier.
- If EFL Algerian teachers-to-be had received some cultural training, they would be better prepared to include the cultural component in their language lesson plans.
- It is worth mentioning the usefulness and the efficiency of the webQuest as an innovative learning/teaching tool that facilitates knowledge acquisition and promotes problem-based learning solving. The webQuest learning tool can also foster critical thinking skills, creativity and learning motivation. It is then the duty of the teachers to encourage their students to understand the reading material and help them use appropriate strategies to develop their understanding and increase their motivation. Nowadays, the students are very receptive to any learning activity that involves computers. Therefore, efforts from the part of the teachers are required to motivate their students to use computers in the appropriate manner.
 - Discussion on the use of the Internet and its use in the EFL classrooms has been tackled among many EFL teachers. Some teachers think that the Internet is a waste of time while others harbour the curiosity to learn more, using the different information found on the Net. One should not ignore the benefits of technology and its impact on the students' results.

CHAPTER FOUR: RECOMMENDATIONS AND THE PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

The Internet can connect people around the world and afford authentic reading materials in English. Despite the fact that the Internet can decrease the amount of paper used in the classroom and Web pages can replace some printed materials, some EFL teachers still prefer to use linear materials and think that hyper-text reading cannot achieve good learning results. Therefore, EFL teachers have to be aware of the potential of the Internet and how teachers use it. They put forward the positive role of technology in enhancing the language learning experience.

Although the WebQuest-based Approach is still new in the Algerian context and it is an innovative way of teaching Reading in the EFL classroom more precisely at ENS Laghouat, it cannot preclude the role of paper-based Approach of teaching the Reading skill. EFL teachers may use the Combined Teaching Approach in order to develop their reading skill and foster their language learning abilities.

Put in a nutshell, developing students' Reading Comprehension is considered to be a long-term programme. The researcher would like to state that in such fields of Reading using WebQuests, the present study is just an attempt in research and a tentative contribution which needs more expansion and exploration from the part of EFL teachers.

Conclusion

This chapter aimed at presenting the Pedagogical Implications obtained from the whole investigation in addition to some practical suggestions that may motivate the teachers to explore the world of Technology and bring it into their classes. The design of the Web-based tool in the Reading course is still a new experience in the Algerian Universities and more precisely in ENSs. WebQuest application in the class places more demands on the teachers as well as the Syllabuses Designers to organize the work and to think of reshaping the future of our students. On the whole, the recommendations and the suggestions proposed in this chapter may pave the way to other areas of research on WebQuest-based Approach to Reading.

GENERAL CONCLUSION

GENERAL CONCLUSION

The purpose of this study was to investigate the implementation of WebQuest-based Approach in the Reading Techniques Classroom. This study also addressed the effects of the WebQuest in the teaching of Reading to both First and Third Year students of the ENS of Laghouat and tended to examine the students' perceptions and attitudes towards the use of technology in the EFL Reading Classroom. This research work aimed, particularly, at testing the use of the WebQuest-based Approach in the Algerian EFL Class and to see whether this research would have the same results with the related studies in the same field. Basically, three research questions were asked in this study:

1. Do WebQuest Reading Instructions influence First and Third Year ENS of Laghouat students' reading comprehension performance?
2. How can WebQuest Reading Instructions affect First and Third Year ENS students' motivation to read materials written in English?
3. What are the attitudes of students towards the design of the webQuest reading instructions?

This quantitative and qualitative research study meant to test the use of the new method of webQuest and explore its effects through True Experimental Study under the Design of Pretest-posttest Control Group method conducted in the First and Third Year ENSL Reading Classes. The collected data was triangulated through the use of pre- and post-tests, students' and teachers' questionnaires, and classroom observations.

This study was divided into four chapters. Based on the Literature Review findings, part one of the First chapter of the study explored how in the Information Age, the ability of reading in English became a Skill as well as a means that facilitated the access of daily life applied Information. More discussion in the second part of the First chapter was on how WebQuests were considered as important tools for fostering

Reading Comprehension and Students' Critical thinking. Realities of WebQuest-based Approach were also set in the First chapter.

The Second chapter of the study provided an outline of the context of the research. It described the Data gathering tools and how the research was carried out. The Third Chapter of the present study dealt with the findings of the collected Data, analysis of the findings, and the interpretation of results obtained from this study. And the Fourth chapter discussed the Perspectives of the WebQuest-based Approach in the Algerian context, and presented some Pedagogical Implications in the First and Third Year ENSL Reading and Literature Classes. Furthermore, some recommendations for further research were proposed as a further exploration in the field of WebQuests use in the Algerian Context.

Results of the exploration work were in accordance with the (2005-2016) previous studies, namely Tsai (2005), Berardo (2006), Barros and (2007), Mostafa (2009), Kocoglu (2010), Shan (2011), Bakheet (2016) among others... that yielded positive results about the teaching of the Reading skill using WebQuests. The results revealed positive attitudes towards the use of WebQuests in the EFL reading classroom. They supported the idea that technology and WebQuest in particular, facilitated the students' learning, and considered the WebQuest use as a beneficial and useful tool in the EFL reading comprehension performance. On the counter part Results of the study reported that only one research, conducted in 2014 in South Korea, found that WebQuests did not improve the students' reading performance. The research showed that there existed some lack in the research concerning the teaching of Reading in Algeria and the pre-conducted studies tackled different research topics with different variables.

Through the quantitative and qualitative data analyses, hypotheses were tested. The statistics of the pre- and post-tests of both 1st and 3rd Year students and students' Pre-Questionnaires suggested that the results associated with the implementation of WebQuest method in the Reading class consolidated and proved positively the present research hypotheses which stated that:

1. After experiencing the WebQuest Reading Instructions, First and Third Year ENS Laghouat students statistically outperform in their Reading Comprehension post-tests.
2. The Reading WebQuest treatments increase and affect students' motivation to read materials written in English significantly.

Similar interpretations could be deduced from the findings of the Students' Post-questionnaires, the Teachers' Questionnaire and the Classroom Observations as well. Qualitative data revealed that the participants perceived positively the design of WebQuest reading instructions to impact students' motivation. Thus, the third hypothesis, which stated that:

3. The design of WebQuest in the Reading class yields positive attitudes of First and Third Year ENS students of Laghouat.

Data collected from the triangulated data were analysed and interpreted in light of the outcomes found in the study. Students' achievements in the pre- and post-tests, Observations attitudes, and their responses in the Questionnaires helped the researcher to state conclusions of the present work. The findings of the research indicated that the implementation of the WebQuest-based Reading Instructions fostered students' reading efficiency through their three-year learning process, and raised their motivation to read more complex texts using the Internet.

This Experimental Research helped in providing answers to the three Research Questions, mentioned earlier, and contributed in confirming or rejecting the hypotheses. However, it was constrained by the following impediments:

- 1- The sample size of the study included ENSL students who came from different geographical backgrounds. Some of the students faced difficulties in coping with the newly implemented Technology. The access to the Internet was a real impediment for them because the majority of the students live in the campuses with no WiFi connection. Thus, for the students, the Internet was out of their reach. Furthermore, the Sample Size was too small to generalize to a larger group. Only First and Third year

students took part in the study. If more subjects from other Institutions or Universities had been involved in the study, more achievement would have been fully assessed.

2- The time constraint was another limitation of this work. WebQuest implementation period lasted 24 weeks, which could only serve the experimental purpose of this study. The time factor presented a constraint for the teacher in this study to develop better strategies to cope with the new pedagogical demands created by this new tool. First year students had their Reading courses twice a week for a one hour and half session in contrast with Third Year students who were instructed for only one session weekly. WebQuests instruction could not be achieved in one session, the investigator offered more time for her students to complete the webQuest.

3- The data in this study were gathered mainly in the classroom. Because the students were asked to achieve their WebQuest-based courses outside the classroom, it was difficult to observe the students' work.

4- The use of pre-existing WebQuests in this study constrained teacher's implementation of the WebQuest lesson. Additionally, the topics of the existing WebQuests limited the range of desirable and possible topics that could meet the particular needs of the students. Since it was a new implemented method in the reading class, the investigator collected some topics that could fit her students' needs and desires. Students felt themselves engaged in a newly programme set by the investigator rather than being officially implemented in the syllabus. The investigator could hardly convince students to implement a webQuest method in the reading class.

5- The experiment took place in the ENSL Technology Classroom and due to the availability of only one classroom equipped with computers; WebQuest Reading Instructions sometimes took place in simple classrooms with no WIFI connected computers. Thus, it was difficult to acquaint learners with such devices to carry out the study. All what they had to do was to bring their personal computers, their tablets, and their cell phones which accessed the Internet in order to achieve the tasks.

6- Another impediment for the research concerned the access to Internet. Due to some technical problems, there was a continuous cut in the Net connection. Consequently, the students always brought with them their paper-based activities printed beforehand to the classroom in order to use them if faced with the problem.

7- The last limitation of the study concerned the location of the students. In other words, the majority of the students living on the campus suffered from the poor living conditions. They could not reach the Internet. They were obliged to consult cyber cafés in order to complete their webQuest tasks. This made the students obliged to move to the cyber cafés in order to achieve their work.

Findings from this Experimental study suggest that the current methods of teaching, which utilize the Traditional-based Reading instructions, have to integrate technology in the classroom in order to facilitate the learning process and to promote an effective learning atmosphere. In the light of what was stated, it is highly recommended to organize Teacher Training Programmes in the use of Information and Communications Technology in order to help EFL University teachers be more skilled and knowledgeable than their students when using current technology as well as to cope with the demands of Technological Developments in Education. Students usually have better ICT manipulation than their teachers who become stressed in such situations. In reverse, EFL learners should also be well trained to use ICT tools in order to better achieve educational objectives of learning.

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This bibliography may look dense; it is indeed, for the subject dealt with in this thesis is new. The Web is a new technology. In order to complete this work, I had to resort to a considerable amount of books, articles, reviews, works of criticism, analyses, and the like. Hence, this large bibliographical coverage.

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APPENDICES

Appendix A
Students' Pre-Questionnaire



Ecole Normale Supérieure de Laghouat



Department of English

Dear Student,

This questionnaire is provided to collect sufficient information about your reading habits so as to assist the researcher in evaluating students' reading proficiency. Your completion of the questionnaire indicates your consent to participate in the research. It is not recommended to write your name. It is strictly confidential. Thus, feel at ease to complete the following questionnaire by answering questions and putting a cross (×) in the appropriate box.

Section One:

1- How old are you?

Years old

2- Your gender

Male Female

3-Where do you live?

Urban area Rural area

4-What is your parents' instructional level?

Literate Semi-Literate illiterate

5-What is your Baccalaureate stream?

Scientific Literary Foreign Languages

6- How long have you been studying English for?

Number of years:

5 10 15 years

Section Two: A. Reading proficiency

- 1- Do you read at:
- | | | |
|--------------------------|--------------------------|--------------------------|
| Home | School | Both? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 2- What do you read?
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Books | Journals | Magazines | Letters |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- Any others, please specify
- 3- How often do you read?
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Very often</i> | <i>Often</i> | <i>Sometimes</i> | <i>Seldom</i> | <i>Never</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 4- You read in
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|
| Arabic | French | English | Spanish | Other, please, specify |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

B. Writing proficiency

- 1- Do you write at:
- | | | |
|--------------------------|--------------------------|--------------------------|
| Home | School | Both? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 2- What do you write?
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Essays | Books | articles | Letters |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- Any others, please specify
- 3- How often do you write?
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Very often</i> | <i>Often</i> | <i>Sometimes</i> | <i>Seldom</i> | <i>Never</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 4- You write in
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|
| Arabic | French | English | Spanish | Other, please, specify |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Thank you very much for your cooperation.

Appendix B
Students' Postal Questionnaire

QUESTIONNAIRE ABOUT THE WEBQUEST PROJECT

1- Did you like working with the computer / internet? Give reasons!

2- What did you learn from this project?

3- Are you satisfied with the results of your group?

4- How would you rank your participation in the group work? Circle the best answer

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5- Please use the criteria from the WebQuests for this self-assessment!

	very good	good	average	not good
Your work and your group work				
Use of the internet and the computer				
Wiki				

6- How long did you work on this WebQuest (approximately)? _____ minutes

7- Would you like to work with the computer / Internet more often? Give your reason(s)!

8- Things that should be changed....

9- Anything else?

Thank you for your Cooperation!

Appendix C
Teachers' Questionnaire



Ecole Normale Supérieure de Laghouat



Department of English

Teachers' Questionnaire

Dear Teacher,

This questionnaire is provided to collect sufficient information about the use of educational technology tools in the teaching of the English language at the university. It assists the researcher in evaluating teachers' use of technology in their classrooms. Your completion of the questionnaire indicates your consent to participate in this research. It is not recommended to write your name. It is strictly confidential. Thus, feel at ease to complete the following questionnaire by answering questions and putting a cross (x) in the appropriate box.

Section One:

		Male	Female		
1- Your gender		<input type="checkbox"/>	<input type="checkbox"/>		
	Less than 25	26-30	31-40	more than 40	
2- How old are you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3-What is your Degree?		Magister	Doctorate	Professor	
University ENS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4-Your affiliation:		<input type="checkbox"/>	<input type="checkbox"/>		
Please, give details:					
5-How long have you been teaching English for at university?					
	Less than 05 years	6-10	11-15	16-20	more
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- What modules do you teach?	Reading Civilization Literature	Other, please precise			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section Two:

Yes No

1- Do you have your personal computer?

Yes No

2- Do you have internet access at home?

Yes No

3- Do you have internet access at university?

Yes No

4- Do you use technology in your class?

5- If so, which of the following tools do you use in your classrooms?

Data show PowerPoint presentation Printer Others, please precise.....

6- Do you use the internet in your class? Yes No

7- What type of technology do you use? Emails WebQuests Other, please specify

8- How often, a week, do you use the internet in the classroom?

Once twice 3 times more

Section Three:

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Applying Technology in teaching EFL facilitates learning				
2. Educational technology use in classrooms makes better improvement				
3. Educational technology raises learners' performances				
4. Educational technology makes the English sessions more interesting				
5. It is easy to use educational technology in classrooms				
6. Teachers use educational technology in their classrooms				
7. All teachers at university know how to use educational technology in their classrooms				

P.S: A web Quest is “an inquiry oriented activity in which some or all the information that learners interact with comes from resources on the Internet”

Thank you very much for your Cooperation

Appendix D
First and Third Year
Pre-treatment Test

الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire
وزارة التعليم العالي والبحث العلمي
Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

Ecole Normale Supérieure de Laghouat
Department of English



المدرسة العليا للأساتذة بالأغواط
قسم اللغة الإنجليزية

1st Year Degree

Time allotted: 1h30

Reading

Directions: Read the story. Then answer the questions below.

“Crack-crack...kowowww! Thunder, and then a shock of lightening etched its reflection upon the corrugated metal siding,” Rowan read aloud. She worked to read clearly, with depth and emotion. Her eyes scanned the next paragraph. She took a breath to continue, but was interrupted by her younger brother Nolan, stretched out on the living room couch, flicking a pencil against his forehead. “I was never a big fan of **onomatopoeia**,” Nolan said, in his usual, **supercilious** manner. “It is impossible to write words that truly sound like a thunderstorm, a jar opening, or a falling tree, yes? But please, do continue.”

Rowan sucked her teeth. “That’s why I can’t stand doing this in front of you, Nolli. You are no help at all. Haven’t you something better to do?” “Ha! Better than to annoy you before your moment of reckoning? I don’t think so.” Nolan’s enjoyment of getting under his big sister’s skin was fully conspicuous. “Nolli, please keep quiet!”

Mother Ann broke in. “This is important. Rowan presents in less than an hour. She needs to focus. Row, sweetheart, please continue.” Mother Ann’s comments seemed to **assuage** Rowan’s irritation. She cleared her throat and continued where she had left off. “Farmer John knew this was a storm of epic proportion. Even the cows retreated to their hutches. Not one person in the...” “The cows *retreated*?

The cows *retreated*?” Nolan chortled upon hearing the repetition of this line in his own voice. “That’s great. Even the stupid cows retreated! Oh, man. That must have been one heck of a storm-a-brewin’. Mama, I’m scared!” Nolan howled at the ceiling and curled up into a tight little ball of laughter.

“Nolli!” Mother Ann shouted suddenly, her thunderous voice **tantamount** to the rumbling storm Rowan was attempting to capture in her reading. Nolan gave a little start. “You have no idea how difficult it is to speak in front of a crowd. Your sister has been preparing for this presentation for weeks and I swear if you don’t...”

Mother Ann continued to **castigate** Nolan most thoroughly, scolding him for his rudeness and lack of respect. Then, feeling as though she had achieved the intended effect, she sighed rather contentedly and reclined in her chair. Sometimes she reminded even herself the fury by which, if completely necessary, she could quell any quarrel.

Nolan had fallen silent and was now sitting upright, his hands folded before him. He actually appeared a bit remorseful. "Oh, Mother," Rowan sighed, crumpling to the floor, **despondent**. "It's no use. 'The Storm' shall be the end of me." "Ahh, but Rowan, my dear," Mother rejoined. "This is but a mere shower!"

Adapted from: "The Storm"
[Read Theory. Org © 2010. EnglishForEveryone.Org © 2008]

Questions

1. Give a title to the text (1pt)
2. What is the main idea of the text (1 pt)
3. As used in paragraph 3, which is the best definition for onomatopoeia? (1 pt)
 - A. a story that is told orally
 - B. a word that imitates the sound it represents
 - C. the repetition of the initial letter sound
 - D. the repetition of similar vowel sounds
 - E. the use of very detailed description
4. Why does Rowan get upset with Nolan? (1 pt)
 - I. because he is annoying her
 - II. because he interrupts her reading
 - III. because he is making fun of her delivery of the reading
 - A. I only
 - B. II only
 - C. I and II
 - D. II and III
 - E. I, II, and III

5. As used in paragraph 3, which is the best definition for supercilious? **(1 pt)**
- A. arrogant and haughty
 - B. comical and carefree
 - C. gifted with words
 - D. youthful and smart
 - E. playful and obnoxious
6. Which of the following words best describes Nolan's personality? **(1 pt)**
- A. juvenile
 - B. malicious
 - C. intelligent
 - D. playful
 - E. easygoing
7. What is Nolan most likely referring to when he jokes about Rowan's "moment of reckoning"? **(1 pt)**
- A. the end of her life
 - B. an upcoming presentation
 - C. a time when Mother will yell at Rowan
 - D. a time when Nolan will annoy Rowan even more
 - E. the moment when Rowan's father returns home
8. In the middle of the story, the author writes, "Mother Ann's comments seemed to assuage Rowan's irritation." Which is the best way to rewrite this sentence, while keeping its original meaning? **(1 pt)**
- A. Mother Ann's comments made Rowan feel worse.
 - B. Mother Ann's comments were intended to defend Rowan.
 - C. Mother Ann's comments did nothing to help Rowan.
 - D. Mother Ann's comments helped to ease Rowan's irritation.
 - E. Mother Ann's comments proved that Rowan is rightfully irritated.

9. As used at the end of the story, which is the best antonym for despondent? **(1 pt)**
- A. hopeless
 - B. irritated
 - C. optimistic
 - D. critical
 - E. humiliated
10. What does Mother Ann most likely mean when she tells Rowan, "This is but a mere shower"? **(1 pt)**
- A. It has started to rain outside.
 - B. Rowan's presentation will be a disaster.
 - C. The piece Rowan is to read is poorly written.
 - D. Mother's anger with Nolan was just for show.
 - E. Rowan's present situation isn't that bad.
11. If X is tantamount to Y, then X **(1 pt)**
- A. is longer than Y
 - B. is less than Y
 - C. equals Y
 - D. and Y have no connection
12. If Mother Ann is castigating Nolan, what is she doing? **(1 pt)**
- A. yelling at him
 - B. abusing him
 - C. threatening him
 - D. punishing him
 - E. antagonizing him
13. Who is your favorite character in this story? Say why? **(2pts)**
14. Summarize the text in 5 lines. **(6pts)**



3rd Year Degree

Time allotted: 1h30

Reading

Lida sat outside her great aunt's hotel watching the steam engines go by and listening to the clop-clop of horses as they pulled wagons down the cobbled road. She was taking a short break from her chores at the inn: mopping the ballroom, fixing cornbread for the guests, and tending the fire in the wood-burning stove. She enjoyed working there and was happy to help her illustrious aunt bolster her growing business and notoriety around the city.

Lida had always had an **assiduous** nature and applied herself to almost any task unremittingly. Today, however, she took this quick **respite** to daydream about the dance she would be attending that evening. At 17, it would be her first. Her friends had all purchased brightly colored, ornate dresses to wear. Lida, as a reflection of her **demure** personality, had chosen a modest, yet elegant dress in a charcoal gray.

"Are you ready, Miss Lida?" Hattie asked as she burst through the parlor doors and into the kitchen. Mary and Florence were in step right behind her. "Hattie, I done told you never to come in that way. You disturb the guests having cocktails in the parlor!" "Oh, hush, Lida. You worry too much. Let's go." "I need to put a few more logs in the stove so Auntie can boil water for the dishes," Lida said. "Then we can go." Hattie gave a sigh, but did not bother to argue. She knew that when Lida had something to do, she didn't rest until it was done. "Let's take the tracks," Hattie said when they finally headed out to the party. Daylight was turning into dusk. "Naw, Hattie," Lida said. "You know that's too dangerous in the night." "Look, Lida," Hattie said impatiently. "We're runnin' late 'cause of you. The tracks will take 15 minutes off our walk." Mary and Florence both mumbled in agreement. "We can take the carriage back." Against her better judgment, Lida agreed to take the train tracks. After all, it was her first real dance ever. Why adulterate it with acrimony?

The girls clumsily navigated the moonlit tracks and talked excitedly about the dance: who would be there, who was the best-looking, who was the smartest, and if anyone had remembered money for a carriage ride home. Then Lida heard a whistle in the distance. It seemed to get louder as it persisted and then cut out in a shock of tender silence. "We've gotta get off the tracks. Train's coming," said Lida.

The girls scurried to the side but found the decline too precipitous. They made their way forward along the tracks and finally found a suitable place to descend. Lida tiptoed nimbly from the precipice. Finding herself safely below, she heard a sudden thud. She gasped and turned about. "Help!" she heard a voice cry, "Help...down here!" Hattie had fallen in the ash pit, an 8 foot trench between the rails, about 20 feet long, where trains stopped to empty ashes from the engine's fire box when they pulled through town. Hattie screamed and tried frantically to climb out, but the pit was too deep. Lida scrambled to the edge, grabbing for her hand, the train getting closer, the whistle growing evermore piercing. Not wanting to appear scared herself, Lida's calm voice **belied** the panic-stricken beating of her heart. "Just give me your hand, Hattie, and I'll pull ya right out."

They fumbled for each other's hands in the dark. Lida lay down on the rails and hooked her feet under the track to give herself more leverage. She had Hattie in her fingertips. Then she lost her. Then she had her again. Lida pulled and she could feel the joints in Hattie's hands popping. In this instant, Hattie found better purchase—on what, no one could be sure—and her hands came into view. Wearing a mask of anguish, her teeth clenched and reflecting the pale moonlight, Lida pulled and pulled. Hattie's amorphous form appeared from below the surface like some stygian phantom. Mary and Florence's screams could be heard intermittently in the night, watching helplessly as the train lights grew brighter. Hattie's torso finally eclipsed the edge of the pit and there she lay, catching her breath. The girls hoisted her to her feet and hobbled away from the tracks like a collection of frenzied grave robbers, their treasure in tow. It was there that they stood, caked in ash, watching as the train screeched to a stop and dropped its load of glowing cinders.

Adapted from: "Tracks"
[Read Theory. Org © 2010. EnglishForEveryone.Org © 2008]

Questions

1. Give a title to the text (1pt)
2. What is the main idea of the text (1 pt)
3. Using the story as a guide, it can be inferred that (1 pt)
 - A. Lida lives in a hotel
 - B. Lida and her family are poor
 - C. Hattie and Lida are best friends
 - D. one of the story's central themes is slavery
 - E. the story is not set in contemporary times

4. As used in the beginning of the story, which is the best definition for assiduous? (1 pt)
- A. cautious
 - B. efficient
 - C. energetic
 - D. diligent
 - E. passionate
5. Using the story as a guide, how do Hattie and Lida differ? (1 pt)
- A. Hattie is good-natured; Lida is stoic.
 - B. Hattie is trusting; Lida is circumspect.
 - C. Hattie is carefree; Lida is responsible.
 - D. Hattie is respectful; Lida is judgmental.
 - E. Hattie is excited about the party; Lida is ambivalent about it.
6. As used in the beginning of the story, which is the best antonym for demure? (1 pt)
- A. reckless
 - B. aggressive
 - C. harmful
 - D. outgoing
 - E. reserved
7. As used in the beginning of the story, which is the best synonym for respite? (1 pt)
- A. continuation
 - B. stop
 - C. pause
 - D. shelter
 - E. pardon
8. What type of characters are Mary and Florence? (1pt)
- A. round, characterized by being well-developed in the story
 - B. foils, characterized by eliciting each other's traits through contrast
 - C. confidantes, characterized by being people whom the main character confides in
 - D. flat, characterized as doing very little to advance plot
 - E. dynamic, characterized by changing over time

9. As used at the end of the story, which is the best definition for belied? **(1pt)**

- A. revealed
- B. disguised
- C. protected
- D. calmed
- E. relieved

10. Which literary device is used in the following sentence from the final paragraph: “The girls hoisted her to her feet and hobbled away from the tracks like a collection of frenzied grave robbers, their treasure in tow”? **(1pt)**

- A. personification, characterized by the attribution of human qualities to inanimate objects or abstract notions
- B. flash forward, characterized by an interjected scene that temporarily jumps the narrative forward in time
- C. irony, characterized by a discrepancy between expectation and reality
- D. simile, characterized by the use of a comparison using “like” or “as”
- E. symbolism, characterized by the use of iconic representations that carry particular conventional meanings

11. Summarize the story in 10 lines. **(10 pts)**

Appendix E
First and Third Year
Post-treatment Test



1st Year Degree

Time allotted: 1h30

Reading

When Fish First Walked

A few hundred million years ago, the competition for food between fishes was fierce. So much so that gradually, some fish developed the ability to get out of the water and reach food sources that none of the other fish could get to. They survived long enough to successfully reproduce, and passed this characteristic on to future generations. In fact, from these fish eventually originated the animals with two pairs of limbs, including human beings.

This is an example of natural selection. An organism that develops a trait that helps it survive in its environment will have a better chance of reproducing and passing that trait on to the next generation. As a consequence, organisms with this helpful trait will become more prominent while other organisms of the same species die out. Why do giraffes have long necks? Why do rabbits produce so many offspring? Natural selection can help us understand why some species are the way they are.

The term “natural selection” was coined by Charles Darwin, who developed the scientific theory of evolution. Darwin was born in England in 1809 and spent his life observing animals and plants from around the world. He explained the theory in his landmark book *On the Origin of Species*.

Sometimes, the changes that occur among a group of organisms will seem very small but still play an important role in their survival. Take, for example, the peppered moth. The peppered moth was light in color and had speckled wings. It was hard to pick out against many of the trees and buildings in England and could camouflage itself easily. But during the Industrial Revolution, London became polluted, and the smog turned everything black. Now the moths could be seen more easily by predators; they had nowhere to hide. Around this time, dark colored peppered moths, which are almost invisible against a dark background, began to appear and soon became widespread. The lighter moths, on the other hand, became scarce in these sooty industrial areas.

Another case that has to do with survival through camouflage involves the little deer mouse. Typically, deer mice are dark brown, which makes it easier for them to hide from owls and other predators in the dark soil of the woods. The deer mouse that lives in Nebraska's light-colored Sand Hills, however, has gone from brunette to blonde so it can blend in and have a better chance at survival. It took thousands of years for these mice to change the color of their coats, which may sound like a long time, but when it comes to evolution, that's pretty quick!

One interesting case study is that of the Galápagos finches, about 14 species of bird that were studied by Darwin on the Galápagos Islands. Often referred to as "Darwin's finches," these birds look very much alike. The most significant difference among them is the size and shape of their beaks. Every different beak evolved the way it did so as to be suited to a particular feeding task. When, in 1977, a drought hit the island, vegetation withered and the only seeds left were large and tough.

The finches with deeper, stronger beaks were able to crack through these seeds, and many more of them survived than their smaller-beaked brothers. However, in the mid-1980s, during an especially rainy time, smaller, softer seeds flourished. The birds best adapted to eat them had smaller beaks and they fared much better.

Where have all the dull male peafowl (peacocks) gone? Well, female peafowl (peahens) choose their mates based on the color and brightness of their plumage. This means that peacocks with impressive tail feathers are able to find mates more easily. A few thousand years ago, there were many more males with dull feathers, but they kept getting passed over by the females and did not reproduce. Their numbers therefore began to dwindle. These days, they're quite rare.

Darwin's theory teaches us that an animal or plant that adapts to its environment and remains alive long enough to procreate will thrive. The dodo bird, which has gone extinct, was not lucky in this respect. A lack of predators for thousands, and maybe even millions, of years meant that the dodos never learned to fly. When humans finally arrived to their home on the island of Mauritius, the dodos had no way of protecting themselves and, in the 17th century, were wiped out. It isn't easy being on the wrong side of natural selection. Fortunately for us humans, the fish with the fleshy, leg-like fins came out on top.

Adapted from: "Tracks" / Reading Comprehension
[ReadWorks. Org © 2013.]

Questions

1. What is natural selection? (1pt)
2. What does the author list and describe in the passage? (1pt)

3. Peppered moths became darker colored because the dark moths were better suited to the sooty environment than the light moths. What details from the passage support this statement? (1pt)

A Peacocks with impressive tail feathers are able to find mates more easily.

B Deer mice are dark brown, which makes it easier for them to hide from owls and other predators in the dark soil of the woods.

C The light moths could be easily seen by predators, while the dark moths were nearly invisible on dark backgrounds.

D During the Industrial Revolution, London became polluted and the smog turned everything black.

4. Read the following sentences: “Another case that has to do with survival through camouflage involves the little deer mouse. Typically, deer mice are dark brown, which makes it easier for them to hide from owls and other predators in the dark soil of the woods. The deer mouse that lives in Nebraska’s light-colored Sand Hills, however, has gone from brunette to blonde so it can blend in and have a better chance at survival.”

Which of the following conclusions about deer mice is supported by the text? (1pt)

A Deer mice migrated from Nebraska to the woods.

B The color of deer mice changes based on the environment.

C Deer mice that are blonde will survive more easily in the woods.

D Owls do not hunt deer mice in Nebraska.

5. What is this passage mostly about? (1pt)

6. Read the following sentences:

“An organism that develops a trait that helps it survive in its environment will have a better chance of reproducing and passing that trait on to the next generation. As a consequence, organisms with this helpful trait will become more **prominent** while other organisms of the same species die out.”

As used in the passage, what does “**prominent**” most nearly mean? (1pt)

A widely seen

B unpopular

C scarce

D large

7. Choose the answer that best completes the sentence below. (1pt)

Peahens prefer to mate with males that have brightly colored plumage; _____, peacocks with dull feathers have become quite rare.

- A however
- B finally
- C specifically
- D as a result

8. Why did the dodo bird never develop the ability to fly? (1pt)

9. Fish that developed the ability to live out of water is one example of natural selection. Explain how another species has adapted via natural selection. (2pts)

10. How can a particular trait be both advantageous and disadvantageous? Support your answer with details from the passage. 1,5 (pt)

11. Vocabulary Word: peppered beaks and fins (3 pts)

Use the vocabulary word in a sentence from your own

12. Summarize the text in no more than five (5) lines. (5,5 pts)



3rd Year Degree

Time allotted: 1h30

Reading

A Christmas Carol
By Charles Dickens

Once upon a time-of all the good days in the year, on Christmas Eve-old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already-it had not been light all day-and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.

The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.

"A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.

"Bah!" said Scrooge, "Humbug!"

He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again. "Christmas a humbug, uncle!" said Scrooge's nephew.

"You don't mean that, I am sure?"

"I do," said Scrooge. "Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough."

"Come, then," returned the nephew gaily.

"What right have you to be dismal? What reason have you to be morose? You're rich enough."

Scrooge having no better answer ready on the spur of the moment, said,

"Bah!" again; and followed it up with "Humbug."

"Don't be cross, uncle!" said the nephew.

"What else can I be," returned the uncle, "when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will," said Scrooge indignantly, "every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!"

"Uncle!" pleaded the nephew.

"Nephew!" returned the uncle sternly, "keep Christmas in your own way, and let me keep it in mine."

"Keep it!" repeated Scrooge's nephew. "But you don't keep it."

"Let me leave it alone, then," said Scrooge. "Much good may it do you! Much good it has ever done you!"

"There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round-apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that-as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good, and will do me good; and I say, God bless it!"

Adapted from: "A Christmas Carol": Comprehension Worksheet
[busyteacher.org]

Questions

1. When does this story take place? (1 pt)

2. Which of the following words is NOT a word Scrooge's nephew uses to describe Scrooge? (1 pt)

- A morose
- B rich
- C poor
- D dismal

3. How does the clerk feel about Scrooge? (1 pt)

- A He loves Scrooge.
- B He respects Scrooge.
- C He admires Scrooge.
- D He fears Scrooge.

4. Read the following sentences: "He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome...."

What does the word ruddy mean as used in the passage? (1 pt)

5. What is this passage mostly about? (1 pt)

6. According to the passage, why does Scrooge's nephew like Christmas? Use evidence from the story to support your answer. (1 pt)

7. Based on this passage, how might someone describe Scrooge? (1 pt)

8. Vocabulary Word: wheeze palpable and morose (3 pt)

Use the vocabulary word in a sentence from your own

9. The question below is an incomplete sentence. Give a word that best completes the sentence.

Scrooge's nephew came to wish his uncle a Merry Christmas, _____ his uncle hates the holiday. (1 pt)

10. Answer the following questions based on the sentence below. (2 pts)

Once upon a time — of all the good days in the year, on Christmas Eve — old Scrooge sat busy in his counting-house.

Who?

What?

Where?

When?

11. Summarize the text in no more than six (6) lines. (7 pts)

Pre-treatment Tests References

1st Year Degree

Text: “When Fish First Walked” / Retrieved from

http://mrscroninscience.weebly.com/uploads/2/1/6/9/21693788/1080_when_fish_first_walked.pdf

3rd Year Degree

Text: “A Christmas Carol” by Charles Dickens/Retrieved from

<https://busyteacher.org/14065-a-christmas-carol-comprehension-worksheet.html>

Post-treatment Tests References

1st Year Degree

Text: “The Storm” / Retrieved from

https://www.englishforeveryone.org/PDFs/The_Storm.pdf

3rd Year Degree

Text: “Tracks” / Retrieved from

<https://englishforeveryone.org/PDFs/Tracks.pdf>

Appendix F
First Year Control and
Experimental Group
Pre- and Post-tests Results

1st Year Control Group

Pre- and Post-test Grades

Students number	Pre-test Grades	Post-test Grades
1	14	12
2	12	13.5
3	15.5	15
4	10	10.5
5	10	13.5
6	11	8
7	7.5	10.5
8	15	12.5
9	12.5	15
10	7	10
11	12.5	8
12	13.5	14
13	13	14.5
14	11	10
15	10	10
16	11	12.5
17	09	8
18	15.5	15
19	12	10
20	13	12
21	10	6.5
22	13	14
23	14	13.5
24	10	11
Mean../20	11.75	11.64

1st Year Experimental Group

Pre- and Post-test Grades

Students number	Pre-test Grades	Post-test Grades
1	11.5	14
2	10.5	13
3	13.5	13.5
4	12	14
5	13	15.5
6	13.5	15
7	14	12.5
8	13	12.5
9	13	12.5
10	13	14.5
11	13	13.5
12	13.5	13
13	13.5	15
14	15	14
15	14.5	12
16	14	14.5
17	11	14
18	11	14
19	13	14.5
20	08	13
21	10	12.5
22	12.5	11
23	13	11.5
24	10	11.5
25	12	12.5
26	10.5	15
Mean../20	12.36	13.40

Appendix G
Third Year Control and
Experimental Group
Pre- and Post-tests Results

3rd Year Control Group

Pre- and Post-test Grades

Students number	Pre-test Grades	Post-test Grades
1	10	14
2	9	13
3	10	13
4	10.5	10.5
5	9.5	13
6	9	11.5
7	9	13
8	12	13
9	11	12
10	9.5	14
11	11.5	13
12	10.5	11.5
13	9	13
14	10.5	10.5
15	10	10
16	11	8.5
17	10	13
18	12	14
19	10	14
20	12	15
21	10.5	7.5
22	11	11
23	9	13
24	12.5	15
Mean./20	10.37	12.33

3rd Year Experimental Group

Pre- and Post-test Grades

Students number	Pre-test Grades	Post-test Grades
1	12.5	14
2	12	14
3	12	13.5
4	12.5	14
5	11.5	12
6	10	13
7	9	10
8	13	14
9	12	15
10	11	13
11	12.5	10.5
12	10	14
13	10.5	13
14	10.5	15
15	13	15
16	10.5	14
17	12.5	14
18	13.5	14
19	11	13
20	10	14
21	11.5	14
22	10.5	11
23	11	14.5
24	10	14
Mean./20	11.35	13.43

Appendix H
Classroom Observation Grid

Class Observation Grid

High School of Teachers (ENSL)	Observer: The investigator
Level: 1 st year <input type="checkbox"/> 3 rd year <input type="checkbox"/>	Date:
Student's name:	Time:
Title of the WebQuest:	Resources:

Part A: Student's Attitudes:

Almost always Often Sometimes Seldom Never

1- Student's interaction with the partner or the group

Almost always Often Sometimes Seldom Never

2- Active Involvement

Almost always Often Sometimes Seldom Never

3- Oral participation

Almost always Often Sometimes Seldom Never

4- Motivation

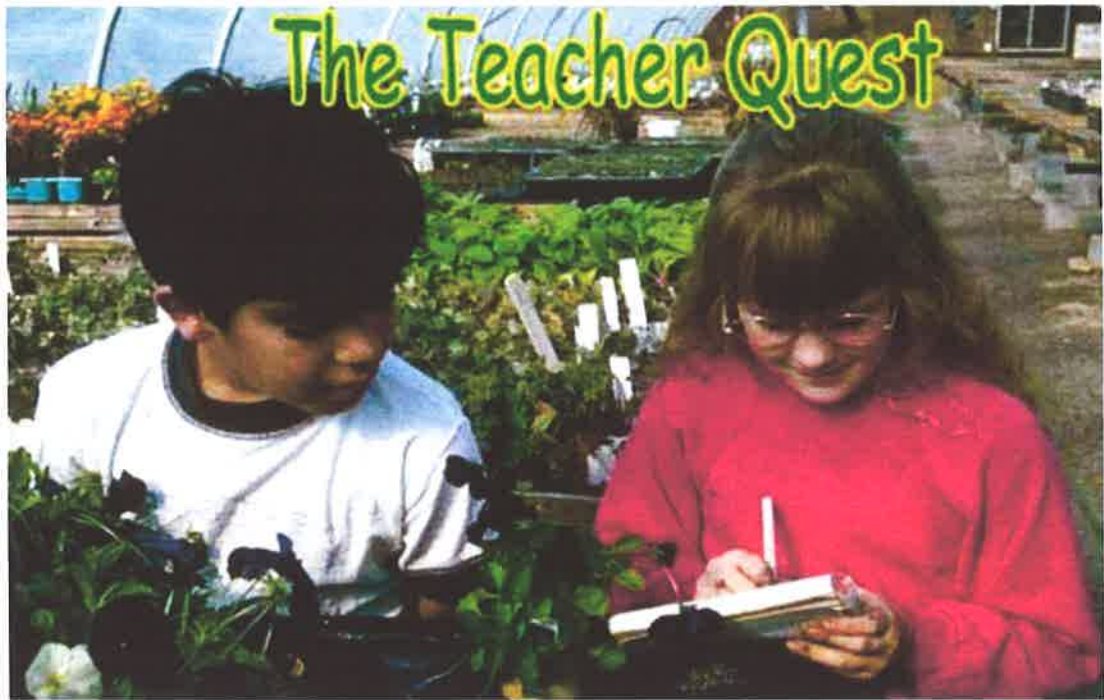
5- Any other relevant information

Part B: Student's Use of the different steps of the WebQuest lesson

	Appropriately	Inappropriately
1- Introduction	<input type="checkbox"/>	<input type="checkbox"/>
2- Task	<input type="checkbox"/>	<input type="checkbox"/>
3- Resources	<input type="checkbox"/>	<input type="checkbox"/>
4- Process	<input type="checkbox"/>	<input type="checkbox"/>
5- Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
6- Conclusion	<input type="checkbox"/>	<input type="checkbox"/>

Appendix I
Introductory WebQuest

A WebQuest on Creating a WebQuest



"A teacher is one who makes himself progressively unnecessary."

Thomas Carruthers

introduction

learners

tasks

process

resources

standards

evaluation

conclusion

Introduction


The explosion of technology has changed the way that we teach. It has challenged our students to become researchers and critical thinkers, requiring them to analyze a daily barrage of information. In addition, it has challenged us, as educators, to meet the challenge of facilitating this process. From state standards to national goals, this communication evolution has left its mark upon education.

In order to deal with this high-tech revolution, we must maintain high learner expectations and prepare our students to successfully participate and compete in a highly technical society. This task is both enormous and exciting!

The WebQuest is one effective tool that facilitates the integration of content, critical thinking, communication, and technology. By providing teacher-facilitated exploration, the WebQuest engages students in learning.

Teachers currently have access to hundreds of WebQuests on a variety of topics, all on the Web. First time users may wish to take advantage of these share houses by using an existing WebQuest while seasoned or technically savvy

educators may desire to create their own. This WebQuest will provide materials and instruction on designing a WebQuest. It will *not* teach you how to make a webpage although several online tutorials are referenced. This WebQuest will address a variety of educator-learners and allow you to work at your own pace.

To begin your Quest, click the  link next to read about who will benefit from this unit.

Learners

First and foremost, this WebQuest is designed for educators from all walks of life. It will provide you with useful information and instruction on using and creating effective WebQuests.

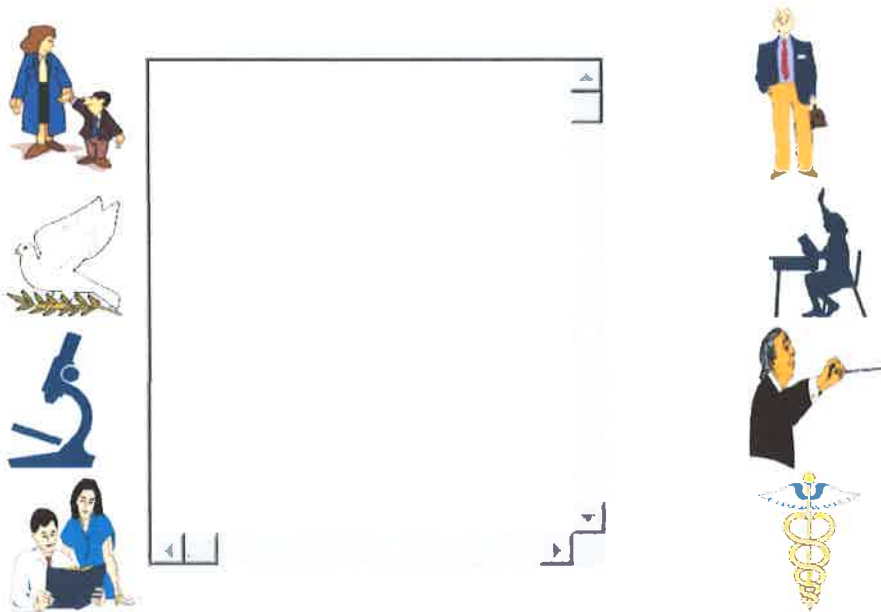
Although many links in this Quest will pertain specifically to **Public K-12 educators**, the guided instruction will benefit anyone that dons the title "Teacher" or "Trainer".

To successfully complete this WebQuest, you will need:

- 👤 A computer with Internet Access
- 👤 A fair understanding of Internet navigation (take an [assessment](#) here)*
- 👤 A Web editing program ([Netscape Composer](#) is free!)
- 👤 An e-mail account
- 👤 A printer

*Try [Searching the Internet](#)

Before we get started, take a moment below to brainstorm some of the possibilities and benefits of using online instruction as a tool in your field. You may write in the text box below.



Print this page and then go [tasks](#) to receive your mission.

tasks

Your mission, if you choose to accept it, is to embark upon a learning experience where you, the educator, become the student.

You will be challenged to participate in each level of [Bloom's Taxonomy](#) while working towards the ultimate goal of understanding and creating a WebQuest.

You will find, as you continue through this Quest, that the process has been sectioned into five distinct parts. The

lessons address introductory themes and continue through design and publication.

Each of the five experiences is designed to build upon skills acquired from the previous one. You may, however, work through as many or as few of the guided experiences as you desire, based on your level of expertise.

If you have any questions along the way about *this* Quest, please do not hesitate to email me at Dbartrow@aol.com. If you have general questions about WebQuests or design, head to [resources](#) and ask the experts.

Head now to [process](#) to begin your WebQuest!

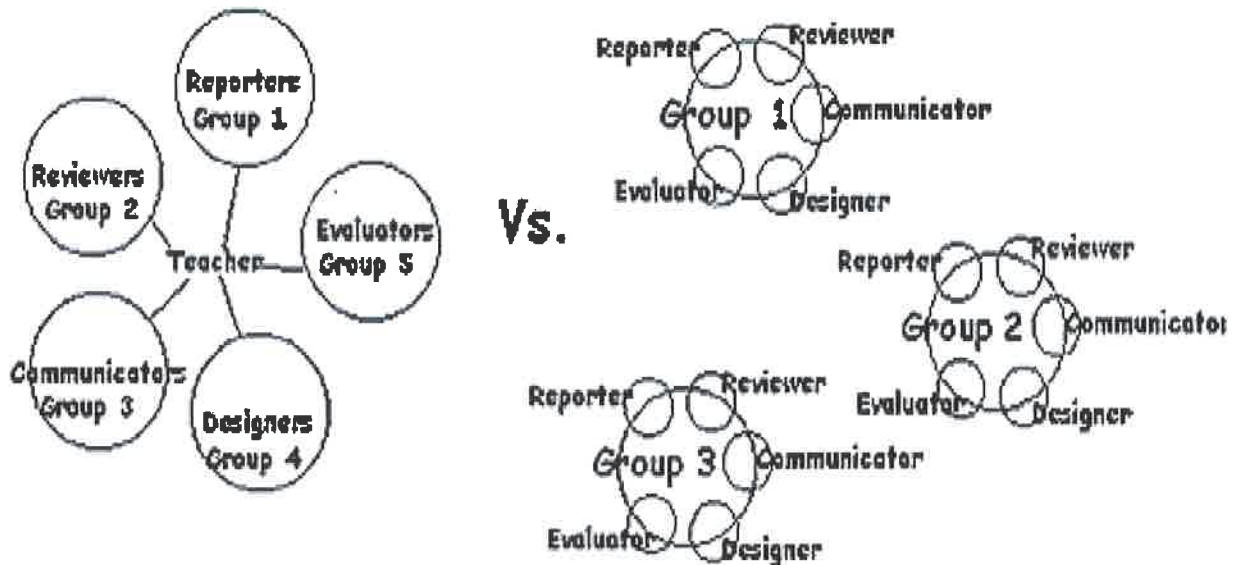
Process

Lessons

Most WebQuests promote cooperative learning while engaging students in critical thinking activities. The most manageable way to facilitate students' communication while remaining on task is through role playing.

Although you may design a WebQuest for the individual student, students will typically work in [groups](#) of two to five, each encountering a role-specific section of the problem the

group is challenged to solve. Roles may be heterogeneous within the group or each group may consist of a role.



Students may be required to arrive at a conclusion, form an opinion, or create a product after working through a series of skill-building activities.


Each of the activities below forms a foundation for the next. As you participate in this Quest, you may opt to work through each Key Experience on your own or divide up the roles with group members and become area experts.

The key to both approaches is communication. As a group member, your communication on your Experience is crucial to the whole group's understanding. As an individual, communicating with colleagues will facilitate your understanding of this module.

It should be noted that with students, both youth and adults, communication and group dynamics may not be easy.

Time must be provided in the activities for structured sharing or internal processing, depending on the approach. Take the [communication's skill test](#) to see how you rate.

If you are ready to begin, select a lesson from the "Key Experiences" table by clicking on the swirl to its left.

	Key Experiences	Role
	Defining the "WebQuest"	Reporter
	Analyzing WebQuests	Reviewer
	Gathering the Pieces: Using Resources Effectively	Communicator
	Designing a WebQuest	Designer
	Evaluating Your WebQuest	Evaluator



resources

The professionals below are experts in their identified areas. They have agreed to field questions relevant to the exercises contained in this Quest. Please apply proper [netiquette](#) when corresponding with these volunteers.

Scroll below or select a button to access several useful contacts.



Experts WebQuest Resources



[Stan Smith](#), Instructional Technologist
Warrensburg School District
Expertise: WebQuest Design
Email: ssmith@socket.net





[Dr. Bernie Dodge](#), Professor
San Diego State University
Creator of the WebQuest
Email: bdodge@mail.sdsu.edu



Todd Yackley, Ed. Technologist
Whiteman Air Force Base
Expertise: Web Design/Troubleshooting
Email: yakrat@hotmail.com



Dr. David Hofmeister, Professor
Central Missouri State University
Expertise: Integrative Technology

 <p>Dr. Mary Snyder, Professor Central Missouri State University Expertise: Curriculum Development Email: snyder@cmsu1.cmsu.edu</p>	<p>Email: Hofmeister@cmsu1.cmsu.edu</p>  <p>DeAnne Bartrow, Ed. Technologist Lone Jack C-6 School Expertise: Planning/Training Email: Dbartrow@aol.com</p>
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Interactive Sources

These exceptional sites may help you locate interactive sites to use in your Quest!

Contacting Live Experts	Educational Web Cams	Online Simulations	Virtual Field Trips
<u>Ask An Expert</u>	<u>AfricaCam</u>	<u>Adventure Sites</u>	<u>AsiaQuest</u>
<u>Pitsco's Ask an Expert</u>	<u>SeismoCam</u>	<u>Exhibits & Collections</u>	<u>Real-Time Events</u>
<u>Community Learning Network</u>	<u>WebCam Network</u>	<u>Tigers on the Loose</u>	<u>Field Guides</u>
<u>Ask Dr. Math</u>	<u>DiscoverLearning WebCams</u>	<u>Who's Out There?</u>	<u>Archived Field Trips</u>
<u>Electronic Pen-Pals</u>	<u>T-Rex Cam</u>	<u>Flight Simulator</u>	<u>Virtual Tours</u>

There are also sites that allow you tailor your own online projects:

[Filamentality](#)

[Games & Puzzles](#)

Standards

Educational standards are ultimately what drive the educator to create the instructional WebQuest. Whether they be educator, state or national objectives, educational goals are the motivating force behind WebQuest design.

It is important, therefore, to keep the educational goal or purpose at the forefront of the planning and design process. For this reason, I have made this link accessible and comprehensive. To facilitate your ability to identify the links most appropriate for your WebQuest, use the [Learner Icon Key](#).

Learner Icon Key	
	Corporate/Business
	Public Education, K-12
	Home School & Active Parents
	Religious, Private Schools



State Standards:


	Alabama's Educational Curriculum	Montana Content & Performance Standards
	Alaska's Educational Frameworks & Assessment	Nebraska Academic Standards
	Arizona Academic Standards & Accountability	Nevada Academic Standards
	Arkansas Curriculum & Instruction	New Hampshire Curriculum Frameworks
	California Standards and Assessments	New Jersey Standards & Assessment
	Colorado's Grade Level Academic Standards	New Mexico Standards
	Connecticut's Core of Learning	New York Core Curricula & Resource Guides
	Delaware Content and Framework Standards	North Carolina Curriculum Matrix
	Florida's Sunshine State Standards	North Dakota Challenging State Standards
	Georgia Learning Connection	Ohio Curriculum Models
	Hawaii Content & Performance Standards	Oklahoma Curriculum
	Idaho Skills-Based Scope and Sequence Guide	Oregon State Academic Performance & Content Standards
	Illinois Learning Standards	Pennsylvania Academic Standards & Assessment
	Indiana Academic Standards	Rhode Island Standards for Education
	Iowa School Improvement Standards	South Carolina Curriculum Standards
	Kansas Assessment & Standards	South Dakota Content Standards
	Kentucky's Curriculum Framework: Transformations	Tennessee Curriculum Frameworks
	Louisiana Reaching for Results	Texas Essential Knowledge & Skills
	Maine's Learning Results	Utah Core Curriculum
	Maryland Learner Outcomes & Indicators	Vermont's Standards & Learning Opportunities
	Massachusetts Curriculum Frameworks	Virginia Standards of Learning
	Michigan Curriculum Framework	Washington Essential Academic Learning Requirements
	Minnesota's Graduation Standards	West Virginia Instructional Goals &

	Objectives
Mississippi Instructional Development	Wisconsin Model Academic Standards
Missouri Show-Me Knowledge & Performance Standards	Wyoming Standards

National Standards: 

	Department of Defense Education Activity	National Science Foundation
	National Board for Professional Teaching Standards	National Skill Standards Board
	National Center on Educational Outcomes	Improving America's Schools
	National Education Goals	Pathways to School Improvement
	The Nation's Report Card	State of the Union Address 2000

Technology Standards:

	National Student Standards	
	National Teacher Standards	
	Applying Learning Theory	

Religious Approaches:

	Reaching & Teaching Children	Catholic Educators
	ChristNet	

Corporate/Business Training Approaches:

	Best Practices	Applied Principles

Key Learning Experiences



Evaluation

Evaluations come in many forms, as you have seen in the learning section, "[Evaluating Your WebQuest](#)." Although evaluations cannot assess the entire student experience, they should provide you with information directly related to your objectives.

This Teacher Quest evaluation section will utilize two methods of assessment. One evaluation will measure your design of a successful WebQuest. As that was the overall goal of the Quest, the assessment tool will be fairly comprehensive and take you about 30 minutes. The second tool will measure your learning experience. This measure will not only help me understand the type of experience you had but also assist me in improving the Teacher Quest.

If you have completed the four learning experiences found in the [process section](#) or your WebQuest design, continue below to participate in the [evaluation activities](#).

Evaluation Activities

#1

Select and print the scoring guide [#2](#).
Score your WebQuest. If you are working in a group, score individually and then discuss results. This will provide you with an understanding of how effective your Quest will be with students. If you would like an expert to score your Quest, email them with a copy of the scoring guide (link) and the URL of your Quest. Response times will vary.

#2

In addition to scoring the quality of your work, I am also interested in the quality of your experience. Please copy and paste this [survey](#) into an e-mail addressed to me (Dbartrow@aol.com). Answer honestly and with suggestions if necessary. I thank you in advance for your participation in this evaluation. Your experience and input is important to me.

Learning Experience Survey

Please copy/paste into an e-mail and submit your responses to me: lamia.baba@yahoo.fr.

1. What were your expectations when you began this Quest?
2. How effective were the [Key Learning Experiences](#) for you?
3. What were your frustrations with this Quest?
4. What did you find useful in this Quest?
5. Did this Quest meet your expectations?

6. How would you rate the navigability of this Quest? (Low, Moderate, High)
7. How would you rate the visual appeal of this Quest? (Low, Moderate, High)
8. How would you characterize your overall experience?
9. Would you recommend this site to others?
10. Please list any suggestions for the improvement of this Quest.

Thank you for your time and input!

On to the **conclusion** to finish this Quest!

Conclusion

It is my sincere hope that you have both enjoyed and learned from this Teacher Quest. As you can see, the development of an effective WebQuest takes a considerable amount of time and research. Although much of this Quest is original content, many great WebQuests rely on links to other exceptional sources. I challenge you to seek out new sources and innovative ways to facilitate learning with your students. I once had a very wise teacher who told me, "Don't just think outside of the box; Allow yourself to believe that there is no box." There are no boundaries to learning so don't be alarmed if your students apply knowledge and resources from outside of the Quest. In fact, those are indications that your Quest has sparked an interest and found success!

Best wishes on your Quest!

Appendix J
WebQuest for First Year ENSL

WEBQUEST for 1st Year Students

Ancient Egypt: The Culture of Boats

[Welcome](#)

[Introduction](#)

[Task](#)

[Process](#)

[Evaluation](#)

[Conclusion](#)

[Teacher Page](#)

[Quiz](#)

* Welcome



Welcome: Ancient Egypt: The Culture of Boats

Description: To explore the purpose and use of boats in ancient Egypt

Grade Level: 6-8

Curriculum: Social Studies

Keywords: Egypt, history, culture, boats, hunting, fishing, transportation of resources, entertainment, sport, military, religion, funerals, ceremonies

Author(s): [Jonathan Bielak](#)

Introduction



BY ROYAL COMMAND OF HIS MAJESTY PHARAOH...

◆ **Let it be known** that in preparing for the journey Pharaoh will make westward across the great River Nile to the afterlife, Pharaoh has commanded that a fleet of model boats be constructed and placed in the royal tomb.

◆ **Let it be known** that you, the most highly skilled and talented boat- and shipbuilders of all Egypt must construct these model boats and ships.

◆ **Let it be known** that the boats and ships Pharaoh wants built must come from the following list:

1. Hunting and fishing
2. Transportation of resources and trade goods
3. Relaxation, entertainment (including competition and sports)
4. Religious ceremonies (especially funerals)
5. Warfare

◆ **Let it be known** that to accomplish this task, you will form work parties of no more than two per group and will divide the tasks of this construction project between you, collaborating *with each other in the following ways*:



1. Chief engineer
2. Primary artist
3. Hieroglyphics expert
4. Scribe







◆ **Let it be known** that failure to complete this assignment to the satisfaction of Pharaoh by the date and time specified, will draw down upon you and your family a curse damning you for all eternity...as well as earn you a poor grade on your report card!



So shall it be write .



So shall it be done .

See Doc 2 & 3

 [20100604020108aLyVu.doc](#)
Work Groups: Student Roles. Choose which roles you and your work partner will be responsible for in this project. There are four to choose from, two roles for each of you. 

 [20100621091505vezeZ.doc](#)
General, background information about the purpose and use of boats in ancient Egypt. 

Task

OVERVIEW :

◆ **Task #1: RESEARCH** the use of boats in Egyptian history from ancient times down to the Roman period, the first century BC/BCE.

◆ **Task #2: SELECT** a period of Egyptian history, a dynasty from that period, and one pharaoh from that dynasty who interests you and your partner(s) most.

◆ **Task #3: CHOOSE** a boat type that was (or might have been) used during your pharaoh's reign. Make your choice from the following list of boat types: :

- Fishing and hunting
- Transporting resources include trade goods
- Entertainment including competition and sports
- Religious ceremonies including funerals and preparation for the afterlife
- Military purposes
- (Other?)

◆ **Task #4: MAKE** a model boat that Egyptians living during your pharaoh's reign would have recognized. You may use any suitable material for your boat such as paper or wood or clay etc.



Process



DIRECTIONS: Complete each of these steps


1. **Research:** All members of the group research Egyptian boats following the links provided in Resources (below) or any other websites that are relevant to your search
2. **Boat type:** Choose one boat type that most interests you and your group (ex. hunting boat)
3. **Model:** Make a large paper model from stiff paper or card (see Resources below)
4. **Decoration:** Decide what symbols to use to decorate your model boat (see Resources below)
5. **Hieroglyphics:** Create your pharaoh's name in a cartouche and add this to your boat (see Resources below)
6. **Presentation:** Make a Powerpoint slide show to describe and explain your boat to the class




[20100319010458uLema.doc](#)

Step 2: Types of boats Step 3: Video on how to make paper boat



 [20100319123241muBer.doc](#)
Step 1: Research links



 [20100319011443RvryT.doc](#)
Step 3 (cont): How to make a reed boat



 [20100319014027JemuL.doc](#)
Step 4: Egyptian symbols Step 5: Translating hieroglyphics

 **Evaluation**

This unit is designed to show what progress students have made with regard to their:

- Understanding of the importance of boats in Egyptian culture
- Ability to research information and use it effectively to recreate historical meaning
- Collaborative skills as they work together to meet a common goal on time
- Communication skills as they present their project to the class clearly and coherently

Evaluation Rubric

	1	2	3	4	Score
Model boat	Poor	Average	Good	Great	4
Class presentation	Poor	Average	Good	Great	4
Group work	Poor	Average	Good	Great	4
Individual effort	Poor	Average	Good	Great	4

Total Score: 16

Conclusion



This unit helps students to understand the role boats played in the culture of ancient Egypt from fishing and hunting, transporting resources, entertainment and sport, religion, especially funerary ceremonies, military expeditions and any other purposes discovered while researching.

This unit enables students to practice collaborative skills as they worked with each other to recreate historical meaning by synthesizing their research and collaborating on the making of a model boat.

This unit enables students to practice their communication skills as they plan and present their project to the class in an dynamic, mixed-media presentation.



Teacher Page



After decades of textbook-based teaching, this webquest represents my first attempt to create a learning unit of this kind. It is the final project of a course in the Master's program at CSU East Bay on educational technology. For that reason (!), this webquest is still 'under construction' which makes it far from complete. As I worked with the webquest format, I became more and more aware of how I could improve it--adding more useful links, clearer descriptions etc. I will attempt to do this before I use this webquest next time I teach ancient Egypt.



Quiz



Learning Log

Quiz Description: • Presenters will create a Learning Log handout to accompany their Powerpoint presentation. • Students will fill in the handout with what they have learned from the presentation. • Points will be awarded for completing the each group's Learning Log

<http://zunal.com/author.php?w=54689>

By : [Jonathan Bielak](#)

Appendix K
WebQuests for Third Year ENSL

WEBQUEST for 3rd Year Students

A FAMILY TRIP TO LONDON

Designed by Laurence Bernard



INTRODUCTION

TASK

PROCESS

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

EVALUATION

Introduction

- ② You're the member of a family composed of four people including yourself.
- ② You want to go for a 3 days' trip to London, from Paris , with all your family.
- ② How will you go to London
- ② What will you do and see in London?
- ② How much will the holiday cost ?
- ② What photos will you take?

The Task

② **With your partners, decide which of the four proposed roles (mother, father, daughter, son) each student is going to play.**

- ② **You will first plan your holiday individually**
- ② **you will also calculate your budget, step by step .**
- ② **For each step , you will have grids to fill in . Only fill in the column which concerns you.**

② **You will also have to indicate on a map of London all the Underground Stations you plan to use, all the places and sites you plan to visit.**

Those grids and map will then help you to :

- ②- **discuss your choices with the other members of the family and decide of a common program.**
- ② - **Either present your future trip orally to the class before your holiday or give a report of your trip after your holiday**

Process

The Process, Step 1

➤ Before visiting any website, fill in the following grid about yourself (depending on your assigned role)

	FATHER	MOTHER	DAUGHTER	SON
name				
age	38		15	
Main hobbies or interests		Painting		trains
Visits you won't miss in London	The British Museum	The National Gallery	London Zoo	

Process, Step 2, THE JOURNEY

- Your holiday will have to take place some time between June 1 and July 31 of this year. Decide on a precise date.
- ☑ The whole family is taking the Eurostar. Visit their website [here](#) and plan the journey by filling in the following table

PARIS- LONDON

Trip out	date	city	Station name	time	Check-in time
departure					
Arrival					

LONDON-PARIS

Trip back	date	city	Station name	time	Check-in time
departure					

choices, and draw the legend to your itinerary on the map (for example, avoid circling in the same colour places that you won't visit on the same day)

Process , Step 4, PLAN ALL VISITS

? Visit the following sites to help you discover London and schedule your visits according to your likes, interests, hobbies

[TIME OUT](#)

[LONDON ON LINE](#)

[LONDON TOWN](#)

[ROYAL RESIDENCES](#)

[THIS IS LONDON](#)

[ROYAL PORTRAITS](#)

Museums and galleries		Father	Mother	Daughter	son
Day 1	1-Name of museum/gallery/site	.....	.....	.....	.....
	2- Place /area	.....	.....	.....	.....
	3-Underground station	.....	.....	.....	.....
	4- cost£€£€£€£€
<u>Day2</u>	1-Name of museum/gallery/site	.....	.....	.....	.....
	2- Place /area	.....	.....	.....	.....
	3-Underground station	.....	.....	.....	.....
	4- Cost£€£€£€£€

Day 3	1-Name of museum/gallery/site				
	2- Place /area				
	3-Underground station				
	4- Cost				
	££££
	€€€€

Process, STEP 5, FIND ACCOMODATION

- Try to find a hotel in central London that would suit all the family
- ❑ Your maximum budget for all the weekend for the family is £ 400

HOTELS-LONDON.com

- ❑ Then, fill in the following table about the hotel you have chosen

Hotel Name:	
Hotel Place:	
Underground station:	
Phone number:	
Type of bedroom chosen:	
Price for 4 people per night:	
TOTAL PRICE FOR WEEK END (2 nights)	£= EURO=

Process, Step 6, TRANSPORT IN LONDON

The easiest way to travel in London is to use the underground. First, get a copy of the Underground Map [here](#): (pdf - 198 ko)

Now that you know where you want to go and what you want to do and see, determine what type of Travel card you'll need to travel

[THE TUBE](#)

[ALL MAPS](#)

[TUBE PLANNER](#)

Note that transport in London is rather expensive, and that fares depend on "Zones"
 Don't buy a 4- Zones card if you only plan to travel within zone 1 and 2.

How many zones are there altogether in London?

How many zones do you plan to cover each day?

	DAY 1	DAY 2	DAY 3	TOTAL
TRAVEL CARD	Number of zones	Number of zones	Number of zones	Number of zones for 3 days
COST££££
€€€€

Process, Step 7, SHOPPING And SIGHTSEEING

2 Visit the following link to Shopping areas in London, Decide on what shopping areas each member would like to visit, and why?

TIME OUT

	Father	Mother	Daughter	son
<u>Shopping place</u>				
N° 1	1-.....	1-.....	1-.....	1-.....
1- name:				
	2-.....	2-.....	2-.....	2-.....
2- Underground station				
	3-.....	3-.....	3-.....	3-.....
3- Shops to visit				
	4-.....	4-.....	4-.....	4-.....
4- Motivations				
	5-.....	5-.....	5-.....	5-.....
5- Estimated expense				
<u>Shopping place</u>				
N° 2	1-.....	1-.....	1-.....	1-.....
1- name:				
	2-.....	2-.....	2-.....	2-.....
2- Underground station				
	3-.....	3-.....	3-.....	3-.....
3- Shops to visit				
	4-.....	4-.....	4-.....	4-.....
4- Motivations				
	5-.....	5-.....	5-.....	5-.....

5- Estimated expense				
----------------------	--	--	--	--

Among your teacher's favourite places and sites in LONDON are:

Shopping areas and famous streets

- ✓ Piccadilly Circus
- ? Carnaby St
- ? Oxford street
- ? The Strand
- ? Harrods

choose one market you would like to visit, say when and why

- ? Covent Garden
- ? Portobello Market
- ? Candem Town

Monuments not to be missed for my PHOTO ALBUM

In central London

- ✓ Nelson's Column at Trafalgar Sq.
- ✓ The Statue of Eros at Piccadilly Circus

Parks

- ? Hyde Park
- ? Green Park
- ? London Zoo

Along the Thames

- ✓ Westminster
- ✓ Big Ben,
- ✓ House of Parliament
- ✓ St Paul's Cathedral

EVALUATION

➤ Choose 4 photos from the e-Gallery [HERE](#)

LONDON e-Gallery



[Big Ben](#)



[Cabs](#)



[Little Venice](#)



[China Town](#)



[China Town](#)



[Covent garden](#)



[double decker](#)



[Greenwich](#)



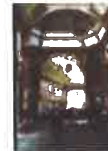
[Harrods](#)



[inside train](#)



[Leaden Hall](#)



[Leaden Hall](#)



1- Describe and Write a short comment on each photograph: where you took it, when you took it, what the weather was like, who you were with, how you liked the place.

? DO the Following interactive exercises

Exercise 1

Exercise 2

Exercise 3

Exercise 4

Exercise 5

Exercise 1

London Monuments

Matching exercise

Match the items on the right to the items on the left.

Picadilly Circus



Buckingham Palace



Tower Bridge



Nelson's Column at Trafalgar Square



Exercise 2

Match the items on the right to the items on the left.

Leaden Hall





Big Ben



China Town



Covent Garden

Exercise 3

Fill in all the gaps, then press "Check" to check your answers.

London is the capital of the United Kingdom. It only takes 3 hours to [] from Paris to London on the []. If you ever want to visit the city, don't forget that the best way to travel within London is to use the [] and/or the [] called "double deckers". Bon

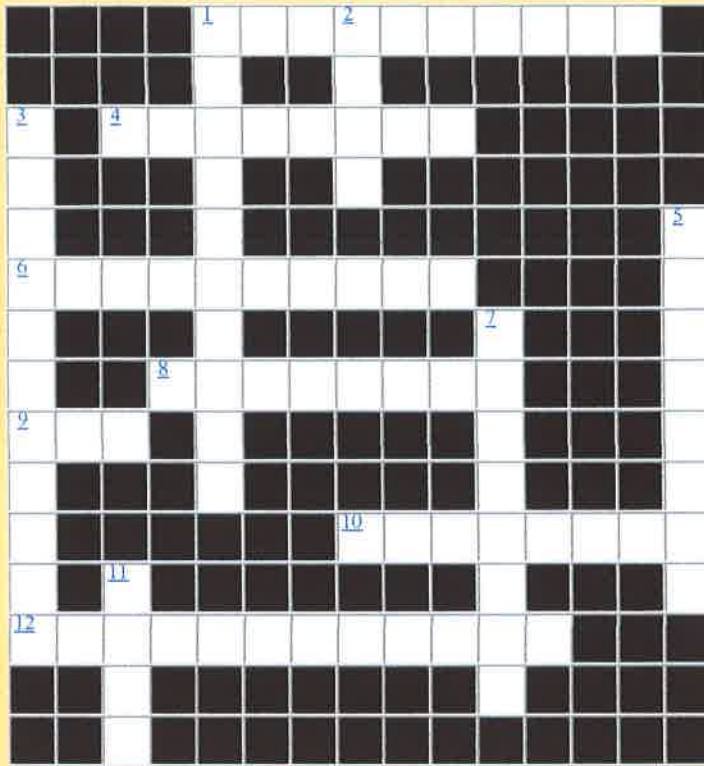
Exercise 4

Short-answer quiz

Exercise 5

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.

LONDON
Crossword



Evaluation

You will be evaluated using the following rubric. You will receive points for your individual work (including your pro/con list), your group work (including your final list), and your final essay. Your final grade will be based on your research, your credibility of your role, and your involvement with your group. Use the following rubrics as guidelines while you are working.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Individual Work					
Research and Gather Information	Does not collect any information that relates to the topic. Student didn't fill in the tables, didn't collect a map.	Collects little information Some relates to topic.	Collects good information. Most of it relates to the topic.	Collects a great deal of information . All of it relates to the topic.	
Problem Solving Skills	Student is very frustrated with project. Gives up easily.	Student is somewhat frustrated with project but is able to continue working if prodded by teacher	Student is rarely frustrated and is able to think of some viable options.	Student is never frustrated with project and is able to think of multiple options for	

		or group members.		problems.	
Content	Does not include enough information with respects to role and situation. Grids and tables are not helpful in family meeting.	Includes some good information. Some is appropriate in role but some is useless. Grids and tables bring minimal use to family meeting.	Includes mostly useful information. Most is appropriate in role. Brings useful points to family meeting.	Includes all useful information that is role appropriate. Is a great help for the family meeting	
Group Work					
Shares Information	Does not relay any information with group members.	Relays very little information	Relays some basic information which relates to the topic.	Relays a great deal of information which all relates to the topic.	
Fulfills Role's Responsibilities.	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
Speaks in English in Family Meeting.	Does not speak in English during meeting.	Speaks in some English during meeting.	Speaks mostly in English.	Speaks in English exclusively.	
Cooperates with Group	Usually argues with group members.	Sometimes argues.	Rarely argues.	Never argues.	
Makes Fair Decisions	Usually wants to have things own way.	Often sides with friends instead of considering all views.	Usually considers all views.	Always helps team to reach a fair decision.	
Final Report					
Content	Does not report trip has planned in family meetings. Shows little concern for topic.	Reports trip vaguely. Information is appropriate but report lacks organisation and cohesion.	Report contains main information	Relays a great deal of information. Report is organised.	
Grammar	Contains many grammatical errors.	Contains several errors.	Contains some errors.	Is virtually error free.	

NAME:.....

Class:.....

LONDON WEBQUEST

Step 1 - Defining roles

	FATHER	MOTHER	DAUGHTER	SON
name				
age	38		15	
Main hobbies or interests		Painting		Trains
Visits you won't miss in London	The British Museum	The National Gallery	London Zoo	

Step 2 - the journey

PARIS - LONDON

Trip out	date	city	Station name	time	Check-in time
departure					
Arrival					

LONDON-PARIS

Trip back	date	city	Station name	time	Check-in time
departure					
Arrival					

--	--	--	--	--	--

Transport	Total for family In £	Total for family In Euro
<i>Fares</i>		
RETURN TICKET		

Step 4 – Plan your visits

<i>Museums and galleries</i>		Father	Mother	Daughter	son
Day 1	1-Name of museum/gallery/site				
	2- Place /area				
	3-Underground station				
	4- Entrance fee				
Day 2	1-Name of museum/gallery/site				
	2- Place /area				
	3-Underground station				
	4- Entrance fee				
Day 3	1-Name of museum/gallery/site				

	2- Place /area				
	3-Underground station				
	4- Entrance fee				

Step 5 - find accomodation

Hotel Name	
Hotel Place	
Underground station	
Phone number	
Type of bedroom chosen	
Price for 4 people per night	
Total price for weekend (2 nights, 4 people)	

Step 6 – Transport

	DAY 1	DAY 2	DAY 3	TOTAL
TRAVEL CARD	Number of zones	Number of zones	Number of zones	
	Price £	Price £	Price £	£ EURO

Step 7 – Shopping and Sightseeing

Shopping place N° 1				
	Father	Mother	Daughter	son
Name:				
Underground station				
Shops to visit				
Motivations				
Estimated expense				
Shopping place N° 2				
Name:				
Underground station				
Shops to visit				
Motivations				
Estimated expense				

Photo-album, what photos did you take? Write a brief description

Photo n°1:.....

.....

Photo n° 2:.....

.....

Appendix L
Programme of ENS Laghouat
First and Third Year
Reading, Literature,
and Civilization Modules

Reading Techniques

(Volume Horaire Annuel 90hrs. Coefficient 2)

- Types of reading.
 - Listen read.
 - Practice read.
 - Skim read.
 - Sean read.
 - Reflective reading.
- Reading activities.

Introduction to Western civilization and literature

(Volume Horaire Annuel : 90hrs. Coefficient 2)

Term 01

I – some key concepts.

- Myth.
- Religion.
- Philosophy.
- Civilization.
- History.

II – The major historical periods per geographical location.

- Far Eastern culture.
- The ancient Middle East.
- Egyptian culture and history.
- Mesopotamian culture and history.
- Hebrew culture and history.

Term 02

- Greco Roman history and culture.
- Christianity.
- Byzantine and Islamic culture.
- The Middle Ages in the West.
- The Renaissance.
- The modern age.
- Reformation.
- Enlightenment.
- Industrial scientific, and political revolutions.

Reading

(Volume Horaire Annuel : 45 hrs . Coefficient 1)

I-Strategies and Techniques.

The purpose of the course shall be to consolidate the reading strategies and techniques studied in the first and second year, mainly:

- Word study.
- Dictionary use.
- Sentence study.
- Context and other clues “titles, sub-titles, etc....”
- Paragraph study.
- Skimming.
- Scanning.
- Summarizing/ précis.
- Inference.

II- Reading material

Together with the continuing insistence on a wide variety of reading sources in prose and non-prose form, there shall also be a movement towards the use of longer, more complex materials.

III- Types of reading

Finally, the students shall be introduced to reading-out-loud techniques.

British and American Civilization

(Volume Horaire Annuel : 90 hrs . Coefficient 2)

I- British Civilization.

1- Revolution in Britain.

- Agricultural Revolution.
- Industrial Revolution.
- Population Growth in Britain.
- Development in Transport.
- Mechanical Invention.
- Effects of the Industrial Revolution.

2- Victorian Period (1837 – 1901).

- The First Period 1837 – 1851.
Crisis in England – Chartist Agitation.
- Victorian Prosperity 1851 – 1873.
- End of Victorian Prosperity.

3- British Imperialism : a Case for Study.

- British Presence in India.
- Beginnings.
- The Indian Revolt 1857.
- Colonization – Modernization.
- East India Company.

II- American Civilization.

1-Age of Discovery and Settlements.

- Outline of American Geography.
- The Inhabitants.
- Colonization of the New World.
- Life in the Colonies.

2-The Birth of American Nation.

- Growth of Discontent.
- American Revolution.
- American Constitution.
- Slavery.
- The Civil War.
- Reconstruction.

British and American Literatures

I – Reading Poetry

Word choice, word order, and Tone

Images

Figures of speech

Symbol, Allegory, and irony

Sounds

Patterns of Rhythm

Poetic Forms

John Keats

Robert Frost

II – Reading Fiction

Plot

Character

Setting

Point of view

Symbolism

Theme

Style, Tone, and Irony

Nathaniel Hawthorne

Jane Austen

III – Reading drama

Greek Drama

Tragedy

Neoclassical Drama

Modern Drama

William Shakespeare.

Appendix M
Designed WebQuests References

Designed WebQuests References

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RÉSUMÉ

Notre recherche intitulée [Vers un nouvel enseignement de la lecture : réalités et perspectives de l'approche cyber-quête : Le cas des étudiants de 1^{ère} et 3^{ème} année anglais de l'ENS Taleb Abderrahmane Laghouat] a pour objectif de présenter aux étudiants une tâche plus ardue, qui non seulement accroît leur intérêt, mais les incite également à lire davantage les documents rédigés en Anglais. Ce travail de recherche tente d'explorer les effets des Cyber-Quêtes sur la compréhension des étudiants de Première et Troisième Année de l'ENS Laghouat. En outre, cette étude a pour but d'examiner les attitudes des apprenants d'Anglais comme Langue Etrangère vis-à-vis de l'intégration des Cyber-Quêtes dans la Classe de Lecture. Afin de mener à bien cette recherche, nous avons adopté l'approche expérimentale à l'aide des outils suivants : Pré-tests et Post-tests, un Questionnaire pour les étudiants, un Questionnaire pour les enseignants et pris en compte les observations des étudiants. Les données collectées de l'expérimentation ont été quantitativement et qualitativement analysées et interprétées à la lumière des hypothèses formulées (Voir l'introduction générale). L'analyse statistique a révélé des résultats significatifs en lecture entre pré-test et post-test ainsi que des attitudes positives des étudiants vis-à-vis de l'utilisation des Cyber-Quêtes dans la classe de lecture. Les résultats obtenus convergent vers certaines études menées auparavant dans le même domaine, et ouvrent les perspectives de futures recherches plus exhaustives.

Mots Clés : Cyber-Quêtes, Lecture, Approche, compréhension

ملخص البحث

يسعى أساتذة اللغة الإنجليزية في الطور الجامعي إلى دمج الموارد المبتكرة في تدريس دورات تقنيات القراءة من أجل تزويد الطلاب بفرصة لاستخدام اللغة المستهدفة في شكل صفحات ويب للقراءة. يهدف هذا البحث، أولا إلى معرفة مدى تأثير و استكشاف آثار الرحلات المعرفية عبر شبكة المعلومات الدولية في فهم و استيعاب دروس القراءة لدى طلاب سنوات الأولى و الثالثة تخصص إنجليزية بالمدرسة العليا للأساتذة بالأغواط و ثانيا إلى معرفة مواقف و ردود أفعال الأساتذة و تحفيزهم في استخدام الأسلوب الجديد في تدريس تقنيات القراءة. تم اختبار الطلبة قبلها و بعديا في القسم و كذلك تم رصد الملاحظات الخاصة بالعمل لسنوات الأولى و الثالثة, و بعدها توزيع استبيانين الأول خاص بالطلبة و الثاني خاص بالأساتذة من أجل إثبات أو رفض الفرضيات المنشأة قبل البحث. اعتمدت هذه الدراسة البحثية الكمية والنوعية في الشكل, على المنهج التجريبي الذي تم من خلاله تحليل واستنباط نتائج التجربة على ضوء الفرضيات المصاغة. كشف التحليل الإحصائي عن مكاسب كبيرة في أداء القراءة وإيجابية اتجاهات الطلاب نحو استخدام الرحلات المعرفية عبر شبكة المعلومات الدولية في تدريس تقنيات القراءة. تتفق نتائج الدراسة الحالية مع نتائج بعض الدراسات التي أجريت في نفس المجال. و أخيرا, يوصى في نهاية العمل ببعض الاقتراحات لمزيد من الأبحاث وبعض الآثار التربوية.

الكلمات المفتاحية: الموارد المبتكرة, القراءة, الرحلات المعرفية عبر شبكة المعلومات

الدولية, استيعاب دروس القراءة