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The Impact of Using WebQuests on the Palestinian Seventh Graders' English Reading Comprehension Skills and their Attitudes towards WebQuest

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



﴿ أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ
﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴾

سورة العلق

DEDICATION

I would like to dedicate my work:

To Allah, who is the source of wisdom, patience, and infinite love.

To our prophet Mohammed, peace be upon him.

To my beloved country, Palestine.

To my father, who is my good example to be followed.

To my mother, who has sacrificed everything in her life for us.

To my husband, who tolerated a lot to let me continue my education.

To my beloved sons and daughters, who endured a lot to let me continue.

To all my brothers and sisters, who have been supporting and encouraging me.

To my sincere friends.

To my university, “The Islamic University of Gaza”.

To the great martyrs and prisoners, the symbol of sacrifice.

To all who lightened my way towards success.

To all knowledge- seekers.

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ABSTRACT

The study aimed to investigate the impact of using WebQuests on the Palestinian Seventh graders' English Reading comprehension skills. The target skills were prediction, skimming, scanning, guessing the meaning through context and Inference.

For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (88) students distributed into two groups. One of the groups represented the control group of (44) students; and the other represented the experimental one of (44) students. The groups were randomly chosen from a purposive sample from UNRWA Maghazi Prep. Girls School (A) in Gaza Strip where the researcher works as a teacher of English language for the seventh graders.

The WebQuest strategy was used in teaching the experimental group while the traditional method was used with the control one in the second term of the school year (2010-2011). An achievement reading comprehension test of five scopes with (20) items was designed and validated to be used as a pre and post test. In addition, a scale to measure the students' attitudes toward the WebQuest in acquiring the reading comprehension skills in the English language for the seventh graders was used; it was divided into four main scopes:- Scope one was about the students' attitudes' toward accepting the WebQuest, and it consisted of six items; Scope two was about the students' attitudes' toward the teacher's role and the classroom management, and it consisted of six items, scope three was about the students' attitudes toward the links which were used in the WebQuest;. and finally scope four was about the students attitudes toward learning reading comprehension skills in the English language through the WebQuest and it consisted of six items. The third tool was an observation card to observe the students' performance in using WebQuest and also their performance in practicing the reading comprehension skills through the WebQuest to get data and information. It is divided into three main scopes:- Scope one was about the students' mechanisms of dealing with the program, and it consisted of five items. Scope two was about the students' cooperative learning behavior while using the WebQuest, and it consisted of four items; finally, scope three was about the students' ability to get the required information and it consisted of six items. All these tools were prepared by the researcher.

The data of the study were analyzed using T-test independent sample, which was used to determine significant differences between the groups. Effect size technique was used to measure the effect size of the WebQuest programme on the experimental group in each scope of the test.

The results indicated that there were statistically significant differences between both groups in favour the experimental one, in prediction, skimming, scanning guessing the meaning of words through context and inference due to the WebQuest programme. Effect size technique indicated a large effect of the WebQuest programme on improving prediction, skimming, scanning, guessing the meaning of words through context and had a medium effect on improving the inference skill for the experimental group.

The results of the questionnaire indicated an overall positive attitude toward the WebQuest.

The results of the observation card indicated that there were statistically significant differences between the first and the last observation in all scopes and the total score of the observation scope, towards the last observation, which meant that the WebQuest was effective.

Based on those findings, the study recommended the necessity of implementing the WebQuest method in teaching English language to bring about better outcomes in students' achievements of English language. It was also suggested that further research should be conducted on the effect of the WebQuest on different dimensions of learning English language and other school subjects.



ملخص الدراسة

"أثر استخدام الرحلات المعرفية عبر الويب في تحسين مهارات فهم القراءة لدى طالبات

الصف السابع في مبحث اللغة الانجليزية"

هدفت هذه الدراسة إلى التعرف على أثر استخدام الرحلات المعرفية عبر الويب في تحسين مهارات فهم القراءة في مادة اللغة الانجليزية لدى طالبات الصف السابع، حيث كانت المهارات المستهدفة كالتالي: التنبؤ، القراءة الشاملة للتعرف على الخلاصة، البحث عن معلومات محددة، تخمين معاني الكلمات في السياق، قراءة ما بين السطور.

وللإجابة على أسئلة الدراسة، استخدمت الباحثة المنهج التجريبي، حيث طبقت الدراسة على عينة ممثلة مكونه من (88) طالبة من مدرسة بنات المغازي الإعدادية (أ) وهي مدرسة تدار من قبل وكالة غوث وتشغيل اللاجئين، وقد وزعت العينة على مجموعتين إحداهما تجريبية تكونت من (44) طالبة، والأخرى ضابطة تكونت من (44) طالبة، واستخدمت إستراتيجية الرحلات المعرفية عبر الويب في تدريس المجموعة التجريبية، بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة وذلك في الفصل الدراسي الثاني من العام (2010-2011).

ومن أجل جمع البيانات، قامت الباحثة ببناء أدوات الدراسة وهي اختبار تحصيلي، بطاقة، استبانة للتعرف على اتجاهات الطالبات نحو استخدام الرحلات المعرفية عبر الويب، (WebQuest) في تعلم مهارات قراءة قطع الفهم. حيث تكون هذا المقياس من (24) فقرة وزعت على أربعة محاور وهي: اتجاهات الطالبات نحو تقبل استخدام الرحلات المعرفية، اتجاهات الطالبات نحو دور المعلمة والإدارة الصفية، اتجاهات الطالبات نحو الروابط المستخدمة في البرنامج، واتجاهات الطالبات نحو تعلم مهارات الفهم والاستيعاب في اللغة الانجليزية عبر الرحلات المعرفية.

ولقد استخدمت الدراسة أيضاً بطاقة ملاحظة لملاحظة أداء الطالبات في استخدام الرحلات المعرفية عبر النت وكذلك أدائهن في تعلم مهارات فهم القراءة، حيث قُسمت هذه البطاقة إلى ثلاثة محاور رئيسية: المحور الأول هو آلية التعامل مع البرنامج وتكون من (5) فقرات، والثاني عن سلوك التعلم التعاوني أثناء استخدام الرحلات المعرفية وتكون من (4) فقرات، والمحور الثالث وهو مقدرة الطالبات في الحصول على المعلومات وتكون من (6) فقرات. ولقد استخدم الاختبار التحصيلي كاختبار قبلي وذلك للتحقق من مدى تكافؤ المجموعتين، واستخدم أيضاً كاختبار بعدي

وذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين، أما الاستبانة وبطاقة الملاحظة فقد طبقت على المجموعة التجريبية فقط.

بعد تحليل النتائج ومعالجتها إحصائياً، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية في جميع مهارات فهم القراءة المستهدفة في هذه الدراسة. وباستخدام مربع "ايتا" من أجل معرفة مدي حجم تأثير البرنامج تبين أن حجم التأثير كبير في المهارات التالية: التنبؤ، القراءة الشاملة للتعرف على الخلاصة، البحث عن معلومات محددة، تخمين معاني الكلمات في السياق، ولكن حجم التأثير كان متوسطاً في المهارة الخامسة، وهي قراءة ما بين السطور.

كما وقد أظهرت نتائج تحليل الاستبانة إلى وجود اتجاهات ايجابية لدى طالبات المجموعة التجريبية نحو استخدام الرحلات المعرفية عبر الويب (WebQuest) في تعلم مهارات قراءة قطع الفهم. وأشارت نتائج بطاقات الملاحظة أيضاً إلى وجود فروق ذات دلالة إحصائية بين مستوى أداء المجموعة التجريبية في بداية تطبيق البرنامج ونهايته، حيث تحسن أداء الطالبات بشكل كبير وفعال في الحصص الأخيرة.

هذا وقد أوصت الدراسة بضرورة توظيف إستراتيجية الرحلات المعرفية عبر الويب في تعليم اللغة الإنجليزية؛ لتحقيق نتائج أفضل في تحصيل الطلبة، واقتрحت الباحثة ضرورة إجراء المزيد من الدراسات للتعرف على أثر استخدام الرحلات المعرفية عبر الويب على الجوانب المختلفة في تعليم اللغة الإنجليزية وغيرها من المواد الدراسية.



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Chapter I

Study Background

Chapter I

Background of the Study

1.1- Introduction

In Fact, nowadays our human communities are witnessing a scientific and technological revolution. It resulted in a rapid change and development. This led to problems experienced by individuals in their daily lives. Consequently, the developing and developed societies together are making efforts to prepare their citizens to be able to cope with these updating changes and challenges such as technological progress and the accumulation of knowledge.

These changes and developments are challenging the educational curriculum and program makers. Preparing students to be able to cope with technology is a necessity that should be taken into consideration by curriculum designers. The purpose is to prepare generations to be independent in gaining knowledge from all available sources to be long life self learners.

The 21st century is an information age as well as a knowledge economy age. The rapid development and wide application of computers offer both great challenges and opportunities for education. As a communicational media, Internet has become more and more important in our life and study. Undoubtedly, the wide spread of the Internet creates new opportunities for language learning and expands possibilities for using it. Accordingly, it supports English Reading Comprehension skills. Orozco & Marin (2011, p. 4) state that “The twenty first century has brought new challenges and demands in our society. Every day, these challenges have proven that population requires a higher level of competitiveness to accomplish their goals successfully in this

globalized world. Hence, using technological resources as the internet and computers has become crucial for the attainment of a complete process in education.”

Students search the Internet for information because they think that it is more convenient than traditional library searching. Sultan et. al. (1999) and Attrose (2001) stated the need to use e-learning in teaching rather than traditional education, where they note that e-learning enable the learners to absorb the scientific article, also e-learning contributes to the self-learning.

Internet now is becoming the most important tool in teaching English, in that it provides us with worldwide language and culture resources. Teachers also benefit from Internet sites as they provide support in gaining teaching techniques and approaches. Students are beneficiaries from the Internet sites as they facilitate student-centered learning process and widen their span of knowledge. We shouldn't forget the electronic classes as a distant means of following regular classes.

In these days and age of MP3s, Ipods, Ipads, lab tops, and I phones the teachers ought to catch up with technology. With WebQuests we can do this. We can use our students' favorite medium, technology, to zoom in themes and issues to connect them to the world around them through English

WebQuest, originated by Dodge and March in 1995, was considered to be an effective way to organize chaotic Internet resources and help learners gain new knowledge through a guided learning environment .It has been widely used in subjects such as social science, biology, English and writing.

The WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. It is based on constructivism, self-directed learning, collaborative learning, situated learning and scaffold learning. It can

be designed for use in either short-term or long-term instruction. The aim can be either to integrate knowledge to create new objectives or to use information to criticize from many perspectives. The resources on the Internet should be carefully selected by the instructor for both their credibility, and in order to include diverse perspectives on the topic being investigated. WebQuests are based on six stages: title, introduction, task, process, evaluation and conclusion.

More recently many research reports have concluded that WebQuest can have a significant positive effect on the learning teaching process. Web Quests are an Internet-based technology application in which groups of students follow a specific set of steps toward the completion of a final project on a specific subject or multi-disciplinary subject (Dodge, 1997; 1998; 2005; 2006). As with many other technologies and technology applications, there is a void in the published research that examines the effects that WebQuests have on students and student learning. Many educators are using technologies and technology applications, such as WebQuests, that have not been examined in depth for the effects on student learning. There is limited research about the WebQuest model itself.

Some research papers in the concern were conducted by (Monroe & Orme, 2003; Castronova 2002, Lou & MacGregor, 2001; Milson, 2001; Dutt-Doner, Wilmer, Stevens, & Hartmann, 2000). They all concluded that WebQuest technique has positive results on the students' performance and on their attitudes toward WebQuests. While other authors suggested that gifted students had more positive attitudes than other learners. Adding to that Milson (2001 : p. 14) reported that WebQuests have been recommended for developing higher order thinking skills. To illustrate, high ordered thinking skills are represented in analysis, synthesis, evaluation and inference. Williams & Williams (2003), Castronova (2002) and Milson (2001) showed that students

progressed from easy fact-finding to more conceptual learning during the course of a Web Quest. Monroe and Orme (2003) noted that during a WebQuest course students demonstrated use of advanced thinking skills.

Reading is an essential skill for students who are learning English as a foreign language and the development of good reading abilities will greatly help them progress in other academic areas. Mikulecky (1986, p. 1) states "Reading helps you learn to think in the new language. Reading helps you build a better vocabulary. Reading makes you more comfortable with written English."

The Holy Qur'an is the first and the greatest reference which announced the importance of reading as a means of learning whatever man does not know. It is cited in Surah Al-'Alaq (The Clot, Read!) Translated by Picktahl (1981)

Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created-
(1) Created man, out of a (mere) clot of congealed blood (2) Proclaim! And thy Lord is Most Bountiful, (3) He Who taught (the use of) the pen, (4)

What is meant by reading here is not decoding letters but the complex interactive process through which readers can construct meaning. It begins at the first step when a human being starts decoding letters and ends with comprehension. To illustrate, reading comprehension involves two main processes. The first is bottom up process, which refers to the reader's ability to decode letters, recognize words, moves towards phrases, sentences and paragraphs. represents the low cognitive strategies in use. The second is the top down process, which refers to the reader's ability to involve comprehension strategies represented in predicting, skimming, scanning, building vocabulary, inference, and monitoring. Cohen (1994, p. 213 - 214) states:

bottom-up reading focuses exclusively on what is in the text itself, and especially on the words and sentences in the text. This process is also called text-based or data-driven reading. Top down means approaching a text on the bases of prior content, or textual schemata that the reader might have with regard to that particular text.

Mikulecky and Jeffries (1996, p.293) define eight strategies as the foundation for reading comprehension; skimming, scanning, previewing, predicting, building vocabulary and identifying topics that are common among groups of words, identifying topics for paragraphs, making inferences and understanding paragraph patterns.

The previous studies have shown weakness in the reading skills, so the researcher found that the solution could lie in the use of new technologies such as Web Quests strategy.

The researcher is convinced that there is an urgent need to shed light on the effectiveness of using of WebQuest on the seventh graders' English Comprehension Skills. This belief resulted from searching the previously conducted research in field of Education in Gaza. She found that very few papers have come to light.

The researcher has chosen the seventh grade because they have reached the age in which they can benefit from using computer and internet to learn and to gain information related to their curricula.

1.2- Need to the Study:

This need springs from three resources: First, The researcher, who has been teaching for seven years in Gaza schools, has observed the student sever weakness in reading comprehension skills. Moreover, she interviewed English language teachers and supervisors who have wide knowledge about student levels and results, especially in seventh exams. All agreed on the idea that students suffer from weak reading comprehension skills. Second, through the researcher's reading of previous studies in the target field, she has found that using Web Quest is a source of motivation for students to learn, in addition to providing them with a wide range of information. Third, the lack of researches in the field takes our students and teacher backward far from

technology contemporary life. At last, the researcher investigated the results of grade seven English final exams (2009) Her focus was on the students' achievements in the comprehension question of the exam. It is worth mentioning that grade seven English exam(2009) is a general one prepared by specialists. This assists the validity of the exam's results. That showed that there was a weakness in the reading comprehension skills.

Finally, after surveying (EFL) studies conducted in Gaza Governorate, the researcher found that there was no any research that deals with the same topic except for one which was done in Arabic in field of teaching Science by Wajdi Goda.

1.3- Statement of the Problem:

The researcher believes that the problem of the present study springs from students' low achievement in reading comprehension part of English language. Also, EFL students in grade seven in UNRWA schools lack the strategies/skills to cope with reading comprehension. They perform poorly and receive low scores at reading comprehension tests, as a result. This results from their weakness in applying prediction, skimming, inference, scanning, guessing meaning of words in context and inference.

1.4- Research Question:

1.4.1 The major questions of the study:

The present study proposes the following major question:

- To what extent can WebQuest improve the Palestinian Seventh Graders' English Reading Comprehension Skills?

1.4.2- The minor questions of the study:

From the above mentioned question, the following sub-questions were derive:

- 1) Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of “prediction skill” among students who learn English Reading Comprehension through using web quest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach ?
- 2) Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming skill” among students who learn English Reading Comprehension through using web quest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach ?
- 3) Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of “scanning skill” among students who learn English Reading Comprehension through using web quest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach ?
- 4) Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of “guessing the meaning of words in context” among students who learn English Reading Comprehension through using web quest approach (experimental group)and the control group which are taught Reading Comprehension through the traditional approach ?
- 5) Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of “inference skill” among students who learn English Reading Comprehension through using web quest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach ?

- 6) Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of all skills between the post test of the experimental group and the other one of the control group ?
- 7) Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after the experiment of utilizing WebQuest to develop comprehension skills ?
- 8) Are there statistically significant differences at ($\alpha \leq 0.05$) between the level of the experimental group performance in the beginning and the end of utilizing WebQuest to develop reading comprehension skills?

1.4.3- Research hypotheses:

Based on the questions, the researcher hypothesizes the following:

- 1) There are statistically significant differences at ($\alpha \leq 0.05$) in the level of “prediction skill” among students who learn English Reading Comprehension through using web quest approach (experimental group)and the control group which are taught Reading Comprehension through the traditional approach.
- 2) There are statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming skill” among students who learn English Reading Comprehension through using web quest approach (experimental group)and the control group which are taught Reading Comprehension through the traditional approach .
- 3) There are statistically significant differences at ($\alpha \leq 0.05$) in the level of “scanning skill” among students who learn English Reading Comprehension through using web quest approach (experimental group)and the control group which are taught Reading Comprehension through the traditional approach .

- 4) There are statistically significant differences at ($\alpha \leq 0.05$) in the level of “guessing the meaning of words in context” among students who learn English Reading Comprehension through using web quest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.
- 5) There are statistically significant differences at ($\alpha \leq 0.05$) in the level of "Inference skill" among students who learn English Reading Comprehension through using web quest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.
- 6) There are statistically significant differences at ($\alpha \leq 0.05$) between the results of the post test of experimental group and those of the post test of the control group .
- 7) There are statistically significant at ($\alpha \leq 0.05$) between the attitude of the experimental group before and after the experiment of utilizing WebQuest to develop comprehension skills.
- 8) There are statistically significant differences at ($\alpha \leq 0.05$) between the level of the experimental group performance in the beginning and the end of utilizing the WebQuest to develop reading comprehension skills?

1.5- The Purpose of the Study:

The study aimed at achieving the following objectives:

- 1- Investigating the effectiveness of using WebQuest on developing reading comprehension skills on seventh graders in (UNRWA) schools
- 2- Proposing a WebQuest program for some of the reading comprehension lessons in English for Palestine (7) from unit (13) to unit (20) as enrichment material based on the aims mentioned in English for Palestine.

1.6- Significance of the study:

The significance of this study emerges from the fact that WebQuest approach has been newly introduced to the field of education. Moreover, it is the first study, to the best knowledge of the researcher , conducted in the field of English language in Palestine.

For this reason, the study may be highly significant for:

1- The teachers:

The study may attract the attention of English language teachers to the importance of implementing the WebQuest approach as a means of developing reading comprehension skills which may result in improving learners' reading comprehension in general, and getting rid of traditional methods, and encouraging the use of new non-traditional ways.

2 - Decision makers:

The study may help decision makers concerned to employ the webQuests strategy in teaching English language and other teaching fields.

3 - Head masters:

They may be convinced of the necessity of providing school laboratories with internet and electronic equipment which help employing modern technology in teaching English and other subjects.

4 - The supervisors:

This study stimulates specialists' and supervisors' interest to conduct training courses for teachers to enhance their skills in using the WebQuest approach in teaching English Comprehension Skills and other subjects.

5- Students:

It may encourage and motivate students to use WebQuest to earn knowledge.

1.7- The Population:

Each educational research has its own population which it deals with. The population of the study is everything we can generalize the results of the study on (Helas,2006:P.66).

According to the previous definition, the population of this study consisted of all seven female graders enrolled at UNRWA schools in the Middle Area of Gaza strip for the school year (2010 – 2011). The population of the study was **(4527)** students.

1.8- Study Limitations:

The academic limit:

- The study was limited to teaching English language textbook " English for Palestine 7 "every reading lesson in Unit (15 – 16 – 17 – 18 - 20). It's worth mentioning that these units are related to vital topics related to Palestinian life and culture.
- The study was limited to these Reading Comprehension skills (skimming – scanning - guessing the meaning of words from context - inference).

The time & place limit:

The study was limited to seventh graders, Maghazi Prep. (A) School for Girls in Middle area in (UNRWA) School. It was implemented in the second semester (2010 – 2011).

1.9- Operational definition of terms:

The researcher adopted the following comprehensive, clear and direct operational definitions through reviewing related literature and other previous studies.

1- Impact:

The change in the learners' achievement level in English language that may result from implementing the suggested WebQuest..

2- WebQuest:

Dodge (1997) defines it as " An inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation."

A WebQuest typically includes the following elements: an introduction, a presentation of the task, a list of resources, a step-by-step description of the process, a form or rubric for evaluation, and a conclusion that summarizes what students have learned.

WebQuests were designed to bring together the most effective instructional practices into one integrated student activity which emphasizes critical thinking, constructivism, cooperative learning, authentic assessment, and technology integration.

3- Reading:

Millrood's (2001:P.117) defines it as"... a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience".

4- Comprehension:

Bielby (1999, p.146) and Lenz (2005: p.1 of 5) state that comprehension is the ability to construct meaning from a text through decoding the writers' words in order to expand and modify one's understanding and knowledge.

5- Reading comprehension:

The researcher adopted Badr El-Deen's (2009,p.8) definition which is the following:

"comprehension is the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and metacognitive strategies".

6- Reading skills:

Reading skills are specific abilities which enable a reader to read anything written with independence, comprehension and fluency. They are represented in cognitive and metacognitive processes including prediction, skimming, scanning, guessing meaning of words from context, monitoring, summarizing and inference.

7- Skimming:

Kiddey, P. (2001) defines skimming as teaching pupils how to gain a general impression of the main ideas of a text.

The researcher adopted Grellet's, F. (1981,p.4) which is "reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the write".

8- Scanning:

Grellet, F. (1981,p.4) defines scanning as only trying to locate specific information and often we do not even follow the linearity of the passage to do so.

The researcher adopted Kiddey, P. (2001, p.10) which is teaching pupils how to find a specific detail quickly such as a name, a date or place in the texts.

9- Guessing meaning of words from context:

It refers to the reader's attempt to predict or to assume meaning of unfamiliar word taking help of clues from the context."

10- Inference:

Jouini (2006, p. 82) reports that Inference is reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes.

11- Prediction:

According to Grellet (1995, p. 17), prediction refers to “the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues”.



Chapter II
Theoretical Framework and
Literature Review

Chapter II

Part one

This part consists of four main domains:

- ❖ The First domain: Computer
- ❖ The Second domain: E-learning
- ❖ The Third domain: WebQuest
- ❖ The Fourth domain: Reading Comprehension

Chapter II

Literature Review

Introduction:

According to the purpose of this study, which aimed at investigating the impact of using WebQuests on the Palestinian seventh graders' English Reading Comprehension Skills and their attitudes towards WebQuests, this chapter is divided into two main parts. The first part is a theoretical framework which includes four domains: the first domain is the computer, the second domain is E-learning, the third domain is the WebQuest, and the fourth domain is reading.

The second part discusses some previous studies that other researchers have conducted in concern with WebQuest approach and reading comprehension. Brief details are given; and suggestions as well as recommendation of their studies are drawn through the discussion. Then the researcher presents her comments on those previous studies.



The First Domain: Computer

Introduction:

Modern technology has provided a lot of means and tools that have been so prominent and important in the development of education. These have contributed to the improvement of the learning process through raising students' motivation towards learning and encouraging them. As a result of the technical revolution computers were produced.

Computers are used in many ways for learning and the benefits in some cases are very compelling. It can make a rich array of learning experience available to students in a way that is not otherwise possible. In addition, it provides some students with new ways to represent and comprehend complex and dynamic phenomena. Moreover, it may encourage the instructor, the developer and the administrator in the educational establishment to aid the individual learner in realizing his full potential, to take on responsibility for his educational development, and to become a more responsible individual in society. Many learners now are learning to become masters of the machines which pervade nearly every aspect of our lives.

2.1.1- The Definition of Computer Science:

Computer science is defined in different ways by different authors.

The US National coordination Office for Networking and Information Technology Research and development (NITRD) defines computer science as:

“The systematic study of computer system and computation. The body of knowledge resulting from this discipline contains theories for understanding computing system and method; design methodology, algorithms, and tools; method for the testing of concepts; methods of analysis and verification, and knowledge representation and implementation”.

Meares & Sergent (2000 :p. 4) says that “ it is the task of the computer science to design and develop algorithms to solve array of important problems”.

Clarke (2000:p.44) defines it as “It is the science of algorithmic processing, representation, storage and transmission of information”.

Hromkovic (2004: p5) & Scheider et al. (2009: P5) define Computer Science as “ the study of algorithms, including:

- 1- Their formal, and mathematical properties.
- 2- Their hardware realizations.
- 3- Their linguistic realizations.
- 4- Their applications

Jain (2005:p.2) defines it as:“ an electronic device capable of executing instructions, developed based on algorithms stored in its memory, to process data fed to it and produce the required results faster than human being”.

Reynolds & Tymann (2008 :p.1) defines it as:“ the collection of a variety of disciplines related to computing, both theoretical and practical: theoretical foundations of information and computation, language theory, algorithm analysis and development implementation of computing systems, computer graphics, databases, data communications, etc”.

Morley & Parker (2009:p.11) says that:“ A computer is a programmable electronic device that accepts data, performs operations on that data, presents the results, and stores the data or results as needed. Being programmable, a computer will do whatever the instructions – called the program – tell it to do. The programs being used with a computer determine the tasks the computer is able to perform”.

Malik (2011: p.6) defines it as:“ An electronic device which includes electronic signals that are used inside it to process information.”

The researcher thinks that despite many variations, essentially all definitions of computer science emphasize the study of algorithms. Algorithms, in one form or another, are central to computer science. Computer Science is the theoretical concept of algorithm design and analysis with the practical considerations of how to implement algorithms on a computer and solve practical problems.

2.1.2- Computer in Education:

The world is advancing in a rapid rate. Events have moved to the electronic stage with the computer at the centre. The development has brought a lot of innovation and revolution into teaching and learning. In addition, modern means have provided a lot of means and tools that have had an important and prominent role in the development of education, and contributed to the improvement of the education process,

through raising students' motivation toward learning and encouraging them, and as a result of technical revolution computers were produced which caused a shift in the quality of teaching and learning.

Jain (2005:p.41-42) states that computer is very important in the field of education and it has many advantages. They are:

- 1- Students have access to an almost limitless amount of information compared with the traditional resource of text books and a few books on a specific topic in the library.
- 2- While it can take a considerable time to publish a book or even a journal, information on the Web can be published very quickly and, in some cases, as an event occurs. Information from the Net can, therefore, be much more up to date than that obtained from printed materials.
- 3- Using these media, students can gain valuable information processing skills.
- 4- With the advantages of the Web, Schools can now publish students' work so that it can, potentially, be read by anyone in the world. If the students know that their work is going to be viewed by such a large audience, they must be motivated to produce their best work.
- 5- An additional advantage of students publishing their work on the Net is that increasing large body of child-centered material will become available.

Singh & Sundarshan (2004:p. 6) add that "Computer can enhance vocabulary and spelling skills, in other words, the computer provides a tool for advancing learning, and enhance high order thinking skills

Moreover, Parkinson (2002: P. 92) says that "Students work frequently in groups around the computer. This situation provides opportunities for group discussion about the material".

The **researcher** believes that the computer is an effective and fruitful tool for education. When it is directed towards achieving the educational goals which contribute modifying the behavior and enhancing it. In addition, it develops the mental, psychological and social aspects in students which help them to keep up with technology. Moreover, computer is considered a fertile ground to stimulate students' thinking to search, explore and investigate.

2.1.3- Justification of the use of computers in education:

There are some justifications that called for the use of computer in Education determined by Almosa (2005: p. 34 - 49), Iadat (2004: p.111), Saada and Al Saratawy (2003:p.14), Agena (2000:p.18). They are as follow:

1- Increasing knowledge and the flow of information:

This age is called the age of information revolution, especially after the development of means of transportation which make the man look for a way that helps him to keep up with rapid development.

2 - Allowing to benefit from educational aids:

The computer displays and provides us with information that can allow us to benefit from a number of teaching aids such as displaying images, and laboratory experiments on the computer screen, as well as educational films and slices.

3 - Developing the mental and cognitive skills:

The computer leads to the development of students' mental and cognitive skills, such as: data collection, analysis, installation and problem solving.

4 - A suitable tool for all types of learners:

The computer is considered a suitable tool for all types of learners whether they are talented students, normal students, slow learners, or disabled learners. Each one according to his level, his abilities, his skills, his motivation , his speed to learn, and his ability to solve problems.

5 - Creating a suitable atmosphere for research and exploration:

The computer helps students to create an appropriate atmosphere for research and exploration in front of students to choose the questions that they will answer, and the educational resources that they will use in the learning process.

6- The ability to simulation:

The computer has the ability to simulate the experiments, especially the experiments that are dangerous to human life, or the experiments that we don't have the suitable tools and materials to implement them.

7- The ability to direct interaction:

The computer provides the opportunity to interact directly with the students through the presentation of information by asking question to him, and then receive his answers to evaluate them by the immediate feedback.

8- Saving time and efforts in the performance of complex process:

The computer helps students to save their time and effort in the performance of the long and complex process and activities, which help students to concentrate and solve problems so that they can move on to study other topics with more depth.

9- Individualized instruction:

The computer helps in building the educational material in detail and works on the analysis of abstract concepts and information to students through individualized instruction that takes into account the time of the students, their resources and their capabilities in order to enable them to control their learning with a reasonable degree, better positive moderate results and increase their stimulation to learn better.

10 - Helping the teachers:

The computer provides many services to the teacher, including the following:

- Getting rid of a large number of routine heavy tasks that require efforts, accuracy and a good memory.
- Drawing pictures and shapes which are necessary to prepare the lesson.
- Assisting in providing accurate evaluation about the students at any time and for any number of times.
- Providing a great time for the teacher to deal with education guidance and focus on social and emotional aspects in the personality of the students.
- Designing or development of any educational material.
- Access to high levels of understanding which may be impossible to reach in traditional methods of teaching.

11 - Improve the results of learning processes and activities for students:

Computers can improve learning via its ability to store and retrieve information through the use of simple language in the implementation of activities, and resolve questions which can develop students' abilities and their knowledge in this regard is advantage. Also, the computer helps to improve teaching and learning process.

12 - The ability to store and retrieve information:

The computer has the ability to store a large amount of data and information such as text, images, and video in which it is difficult for other aids to store and retrieve when they are needed.

13 - The ability to display visual information:

Many of the computer programs have the ability to draw pictures, manipulated and displayed on the screen in a attractive and useful way. This helps to attract the students' attention to the educational material. The researcher believes that it has become imperative for every society that wants to keep abreast with the information age that created generations to learn the computer and techniques, the computer contributes in finding solutions to some of the problems faced by teachers during the implementation of teaching-learning process such as the large numbers of students and effective investment of time and efforts. The computer also contributes to change the role of the teacher as transmitter of knowledge and the only source of information and turn it into a role of facilitator and supervisor of learning.

2.1.4- The Role of Computers in Teaching/ Learning process:

The computer is a technological innovation under the control of stored program that can perform some of intellectual roles of man even beyond human capability. It is a power-driven machine equipped with key boards, electronic circuits, storage compartments, and recording devices for the high speed performance of mathematical operation. **Singh & Sudarshan (2004: P. 6)** say that “ Computer enhances vocabulary and spelling skills. It also provides a tool for advancing learning”.

Moreover, **Jain (2005: p.208)** describes the role of the computer in the teaching/ learning process as follows:

- 1- It improves teaching and learning process.
- 2- It strengthens teacher professional development.
- 3- It supports broad educational reform.
- 4- It enhances school-community partnerships.
- 5- It improves school management.

Brock (1994:p.24) incorporates three extra roles which are:

- 1- It adds flexibility to the teaching/ learning process.
- 2- It can provide students with cooperative learning opportunities via personalized software programs and group ware programs designed for discussion.

Brophy, J. (2010:p. 248) adds extra points as follows:

- 1- It increases motivation in students and helps students to learn at their own pace. It also produces significant time saving over conventional classroom instruction.
- 2- It allows students' control over the rate and sequences of their learning.
- 3- It gives appropriate feedback. It also puts more information in the hands of teachers.
- 4- It promotes individualized instruction through personalized responses to learner's action to yield a high rate of reinforcement.
- 5- It provides a more positive affective climate especially for slower learner. Moreover, it provides appropriate record-keeping and thereby monitors students' progress.
- 6- It provides reliable instructions from learner to learner regardless of the teacher/ learner at any time of the day and location.
- 7- It directs instruction at comparable expenses to other media.

2.1.5- The Benefits of Using Computer for Teacher:

It is important to indicate that the computer has some benefits for the teacher as well, where **Gary Shelly & et al. (2007:p 339)** spell out some of them as follows:

- 1- Computer most commonly is used for teacher administrative use.
- 2- It can be used to create letters, worksheets , puzzles, handouts, lesson planes, tests, forms, new letters, data collection (i.e., electronic grade book, attendance, student information, mail merge) and more.
- 3- It can be used for record keeping, knowledge acquisition by searching the web and classroom presentations.
- 4- It can be used to allow students to view the presentations or demonstrations easily by projecting the monitor's content with a projector onto a projection screen, classroom wall, or interactive white board.

2.1.6- The Importance of Utilizing Computer for Students:

Tilton (2010:p. 191-192) mentions the importance of utilizing computer for students as follows:

- 1- It increases their communication skills.
- 2- It is a learning aid for the students.
- 3- It attracts their attention.
- 4- It helps them to grow socially.
- 5- It motivates them to learn.
- 6- It increases their organization skills.
- 7- It helps them to show more independent behaviours and greater self- reliance.
- 8- Students can play different educational games.
- 9- It helps them explore and problem solve.
- 10- It helps them to gather information.

2.1.7- The Characteristic of Computer:

The educational process makes full use of the characteristics of the computer which are the following :

Brock (1994:p. 24) mentions that computers have special characteristics and capabilities to educators as following :

- 1- They can calculate and process data.
- 2- They can work 24 hours each day at top efficiency.
- 3- They can store large quantities of data in their memories for lengthy periods of time.

Ambrose et al. (2005:p. 9) add extra features of a computer:

- 1- **Speed:** A computer is an electronic device in which electrical signals travel at the speed of light.
- 2- **A accuracy:** A computer never makes error normally. But errors may occur in its hardware.
- 3- **Storage:** A computer's system unit is capable of storing a large a mount of data in its memory.

- 4- **Tirelessness:** A computer never gets tired or bored if it has to do the same job again and again.
- 5- **Automation:** Once the instructions have been given, a computer can carry on its job automatically till it is complete.
- 6- **Versatility:** A computer is capable of performing a large number of different jobs marking logically step by step.

2.1.8- The Impact of Computer Technology on Education:

We Know that computer technology becomes an essential part in our life. Students who have the opportunity to use this technology gain a deeper understanding of complex topics and concepts and are more likely to be able to recall information later in life and use it to solve problems in non school situations. The students who are familiar with computer technology develop proficiency in its use. This opens up an exciting new world of learning possibilities for them, and their potential for achievement key rockets.

Pandey (2003:p. 1 – 2) mentioned some impacts for the computer technology as the following:

- It provides educators with a way to individualize and customize the curriculum to match learners' developmental needs.
- It provides a non threatening and motivated environment for repetitious learning tasks. By using the computer inside the classroom, students interact more with their peers and teachers than in traditional classrooms.
- It helps the students to change the manner in which they organize and accomplish their work, choosing to work collaboratively to solve complex problems.
- It provides powerful tools for organizing and analyzing information and modeling concepts and structures.
- It positively affects students' attitudes toward learning.
- It offers greater opportunities for learner control and greater connection between class work and the real world.
- It encourages students to take charge of their education.
- It plays a major role in installing in students a love of learning that will help them to reach new height of achievement not only in school but throughout their lives.
- It is a key to raise students' achievement by providing them with a solid foundation of basic skills and motivating them to learn.

- It engages the students , fires their imagination and improves their desire to learn.
- It helps teachers stimulate young minds in ways that make a profound and lasting differences.
- It helps students to gain new skills that will help prepare them for future success in an increasing technological world.
- It helps young learners become more productive and it also helps students create work that looks more professional.

2.1.9- Computer Technology Assisted Teaching:

Computer technology assist teaching in schools. It offers students greater access to information, an eager motivation to learn, a jump-start on marketable job skills and enhances quality of class work, **Ortega & Bravo (2000: p. 3)** affirm that there has been a wide spread use of computers everywhere over the last few years, together with reduction in prices and an increase in capacity and versatility. **Pinar (2007:p. 10-11)** mentions that the personal computer are everywhere especially in educational field for educators and students. Moreover, he added that computers permitted the solution of previously intractable problems and the discovery of the new phenomena. The merging of powerful computer with high bandwidth communication network made it possible through distributed technologies, to allow global access to knowledge and information anywhere in the world.

2.1.10- Computer Technology in the Classroom:

Undoubtedly, computer technologies improve the ways of teaching that better fit to how students learn.

Computer technology has become a most ubiquitous technological influence on our lives in the last part of the 20th century. More and more uses of its unique features are found everyday and it is not surprising that the field of education is also being strongly affected by this tool. **Prinar (2007: P.13 -15)** lists the following advantages of using computer technologies in the classroom:

- 1- Interactivity invites students to become more active learners.
- 2- Interactions are planned, using what is known about students' misconceptions to guide students to better models.
- 3- Computers are infinitely patient and able to repeat interactions many times with many students.

- 4- The computer is non-judgmental and interactions can be kept private giving the students more freedom to answer honestly without social consequences.
- 5- Computer can be used in a variety of ways, and each interaction can be personalized to the user.
- 6- Computers could allow students to take data more quickly and with fewer errors.
- 7- Students obtain better attitude towards the subject or the laboratory.

Parkinson (2002:P.92) emphasizes that:“ Computer can help to simplify situations or provide support to help pupils’ learn, thus allowing the pupil to spend more time on certain key aspects of the material”.

2.1.11- Computer Assisted Instruction:

Nawaf & El Odali (2008: p.88) affirm that it means presenting single tutorials to students directly. In addition, educational programs offered by computer are many and it can be classified as follows:

1- Drill and Practice:

These programs present training and exercises for the student based on the examples, and the teacher ask him to resolve them. Moreover, the key in exercises based on the reinforcement.

2- Tutorial Programs:

In this type of learning the tutorial takes the place of the teacher, all interaction occurs between the student and the computer.

3- Gaming Programs:

The Gaming programs can be educational or non educational. Teachers should put in their mind that the ultimate goal of the gaming programs is educational. In addition, teachers can allow their students to use entertainment programs as a reward for doing their homework correctly.

4- Simulation Programs:

In these programs the learner is facing similar situations to the situations that he faces in his real life. Also, it provides the learner with real training without exposing him to the risk or heavy financial burden.

5- Problem Solving Programs:

In these program, the learner is identifying the problem in a logical way, and then after that he is going to write programs on the computer to solve this problem.

2.1.12- Forms of Using Computers in Education:

The computer is considered the best invention produced by the modern technology, so it entered in the various aspects of our life and it affected directly or indirectly the lives of people especially in education field.

Nabhan (2008: p. 109-111) reports some forms of using of computers in education as follows :

- 1- Individual education:** In this form, the computer does the whole process of education , training and evaluation instead of the teacher.
- 2- Computer Assisted Instruction:** In this form the computer is used as an aid to the teacher.
- 3- Computer is the Source of Information for Education:** In this case the information is stored in the computer to be used when it is needed.



The Second Domain: E-learning

2.2.1- E- Learning:

It is a matter of fact the aim of this age not just giving the students the knowledge and facts only, but also the need to give them skills, capabilities and self-reliance; to be able to interact with the variables of the age and to be capable of making a new life. Therefore a lot of educational institutions focused on taking the initiative, and employing a lot of methods and new aids in education. And then the e-learning appeared.

Gardner (2006:p.1) asserts that E-learning is unquestionably the major 'mission critical' in education systems the world over, and is likely to remain so for the foreseeable future. There are many reasons for it being so much in vogue, not least the globalization of commerce and citizenship, and the burgeoning of information and knowledge available on the internet.

2.2.2- Introducing E-learning:

E-learning is just one of the many terms which are used in literature and business about e-learning. It is a type of distance learning. E-learning is defined by many people, in many ways, and as it is most important to gain a clear understanding of what e-learning is, we present some definitions and related terminology of the e-learning world.

2.2.3- Defining E-learning:

The researcher present here some of them to gain some understanding.

The Chartered Institute for personnel and Development (CIPD) defines e-learning as “ learning that delivered or mediated by electronic technology for the explicit purpose of training in organization”. (www.cipd.co.uk/elearning).

Hartley (2001:p.1) defines e-learning as “ Learning enabled by the Internet, intranets and other electronic networks as well as the development, delivery and evaluation of content provided to learners through these networks”.

Horton & Horton (2003:p.123) defines it as “ any way of web and Internet technologies to create learning experiences”.

Lau (2005:p.397) defines it as “ the use of Internet and Internet based communication technologies to deliver education and training”.

Smith (2006:P.369) defines it as:“ learning that is enabled by ICT for the purposes of enhancing the knowledge and skills base of individuals and the organization of which they are a part in order that they may solve problems in more effective ways”.

Nejdl & Tohtermann (2006:p. 273) reports e-learning as:“ the convergence of Internet and learning, or Internet-enabled learning; the use of net work technologies to create foster, deliver, and facilitate learning anytime and anywhere”.

Iskander (2008:p. 526) defines it as:“ E-learning is an educational evolution that has been jostling for its space in the educational system and is surging to the fore to be in place of traditional paradigms of training”.

Horton (2011:P.1) defines e-learning as:“ It is the use of Internet and digital technologies to create learning experience that educate our fellow human beings”.

After reviewing some of the definitions of some foreign scientists to e-learning the should offer some definitions to our Arab scientists:

Al-Mosa (2005:p.219) defines it as:“ It is a way of teaching by using the mechanics of the modern communication such as the computer, networks and multimedia with its sound, image, graphics, the mechanisms of search, and electronic libraries, as it is also the use of techniques of all kinds in the delivery of information to the student in the shortest time, less effort and more usefulness”.

The concept of e-learning is stated by Zaitoon (2005) as the process of formation which is in continuous modification because it is related to educational technology that grows bit by bit. But the most popular slogan is: At any time, any place, any pace or any path Zaitoon concludes that e-learning is the process of consisting two main functions:

1. Pedagogical process, It is concerned with the submission of content electronically through several computer multimedia and networks so as to allow the learner to interact effectively.
2. An administrative systematic process related to employing a combination of educational multimedia and the working team.

Amer (2007:p.21) defines it as:“ educational system that uses information technology and Internet networks to strengthen and expand the educational process”.

Aqel (2007:p. 20) defines it as:“ the kind of education that applies information technology in its operations”.

Domi & Al Shonaq (2008:p.171) define it as:“ the students’ learning through electronic means such as the Internet, local networks, CDs and monitor data”.

Abd El Aziz (2008:p.30) defines it as:“ It is one form of distance learning, which depends on the computers and the potential information network (Internet) and in the study of specific of education content, through continuous interaction with the teacher/ facilitator, learner and the content”.

The researcher believes that e-learning is an important aspect of educational technology, and she can crystallize the definitions of the Arab and foreign researchers and educators to e-learning as follows:

1- All of them looked at e-learning as a means to present information or curriculum:

This view offers e-learning as a way or style to present the curriculum via the Internet or another electronic medium such as a DVD, or satellite or other technologies developed in the e-learning.

2- The perception of e-learning as a way of teaching and learning:

The proponents of this view see that e-learning is a method of teaching in which the advanced media technology is used such as multimedia, the international information network, where the two parts of educational process interact through the media to achieve specific educational goals.

3- E- learning is a means to facilitate the information or curriculum:

E – learning helps the student to deliver the information in the shortest time, less effort and more usefulness.

2.2.4- The Development of the Concept of E-learning:

Alfayomi (2003: P. 10) classifies the stages of the development of e- education into four phases as follows:

- 1- Distance learning.
- 2- Computer based learning.
- 3- Education based on Internet technology.
- 4- E-learning.

2.2.5- The Three Components of E-learning:

The E-learning has three components mentioned by **Fee (2009:p.17)** as follows: context, technology and learning design, he adds that“ These three components complement one another and need to be carefully combined: the design needs to make the most of the content, and the technology needs to enable both the content and the design, if it is to work”.

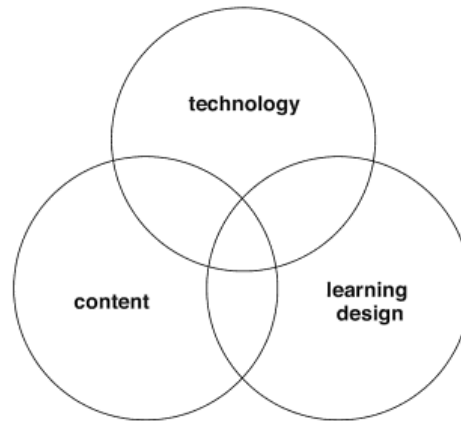


Figure (1)

The three components of e-learning

2.2.6- Types of E-learning:

Rosen (2009:p.60-62), Amer (2007:p.29), Almosa (2005:p.229) differentiate between two types of e-learning, they are:

2.2.6.1 - Synchronous training:

In this kind of e-learning, students and teachers meet at a predetermined time for an instructor – led session. It is similar to traditional classroom training. Typically, the instructor and students are together on a conference call, log onto the same Web page, or log onto an on- line white board facility. PowerPoint is currently the most popular authoring tool for this kind of session but it requires a delivery mechanism that converts it into Web- deliverable format. This kind of e-learning has different kinds:

- Education based on the local network.
- Education based on the internet.
- Education based on the Web.

Synchronous training has many advantages, It can provide the two – way communication between teacher and student that is often essential for proper training and evaluation. Also, it is very effective when the material is rapidly changing because

instructors can make changes and deepen their presentation while delivering the content. In addition, it helps the students to obtain feedback from the teacher directly.

2.2.6.2 - Asynchronous Training:

In this kind of learning, students use materials made available through the Web that is complete enough to be used any time, allowing students to access it as needed. Moreover, it is a student guided. The content resides on the Internet, available to students when they are free to be trained – 24 hours a day, seven days a week. The content must be complete enough in both breadth and depth so that self – study or referencing is possible. Therefore, presentation tools such as PowerPoint are poor choices. Without a live presenter, the talking points act as a week skeleton, and the context contains only an outline on the topic. The main advantages of asynchronous e-learning is that the content is delivered when it is convenient for the student at the student's pace. And if done correctly, it is suitable for the individual's need.

2.2.7 The Five General Principles of E-learning:

Fee (2009:p.114) points out five principles of e-learning as follows:

- 1- It should be a managed program.
- 2- It should be an effective learning experience.
- 3- It should be a learning process, not just e-reading.
- 4- It should use technology to enhance learning.
- 5- It should exploit the strengths of the web.

2.2.8- The Importance of E-learning in the Education:

Abd Elhameed (2008:P. 65) assert that the importance of e-learning appeared through the recommendation of the scientific reports and the results of research and the studies that have proven its effectiveness in various aspects of the educational process.

Many research results have shown that e-learning helps to:

- Provide opportunities for students to learn better.
- Have a positive impact in different learning situations.
- Provide opportunities for learning based on the student, which is consistent with modern educational philosophies and the serious theories of learning.
- Develop problem-solving skills.

- Provide a variety of opportunities to achieve the diverse goals of education and learning.
- Provide great opportunities to learn about a variety of sources of information in various forms to meet the individual differences among learners or decrease them.

Amer (2007:P.175-176) adds that:

- E-learning is useful in the professional development of teachers, especially those who are working fulltime where they find it difficult to attend traditional courses inside university.
- It is useful in changing the way of collecting the scientific material that students need to perform their duties.
- It helps the learner to learn the foreign language.
- It benefits the students who are unable and those with special needs as well as the students who are unable to travel daily to school because of the high cost of transportation or the interruption of public transportation.
- It helps the learner to self-learn, in which the teacher facilitates to the learner the access to the information society.
- It benefits a large category of workers in different institutions.

2.2.9- The Characteristics of E-learning:

Isteta and Sarhan (2007:p.285) records some of the characteristics of e-learning as follows:

- 1- It provides an interactive learning environment between the learner and the teacher, and between the learner and his classmates. In addition, it provides fun in learning.
- 2- It depends on the learner's efforts in teaching himself (self learning). Also he can learn with his friends in small groups (cooperative learning) or inside the classroom in large groups.
- 3- It is characterized by flexibility in place and time, so students can obtain knowledge from anywhere in the world at any time.
- 4- It also provides the learner with teaching and learning environment which is full of educational experience away from the risks, such as doing dangerous experiments in the chemistry lab.
- 5- It helps students to learn without the obligation of a specific age, also it encourages the learner to lifelong learning.

2.2.10- The Five Models of E-learning:

See (2009:p. 23) mentions five models of e-learning as follows:

- **Model (1): Online courses:**
It is exclusively online courses, providing learning solely via the internet.
- **Model (2): Integrated online and offline learning:**
It is learning programs that integrate online learning with complementary offline activities.
- **Model (3): Self-managed e-learning:**
It is the provision of online learning resources for self-managed learning.
- **Model (4): Live e-learning:**
It is a synchronous online learning events involving learners in multiple locations.
- **Model (5): electronic performance support [EPS]:**
It is a work-based online learning to support specific tasks, system or operations procedures.

2.2.11- Justification of Using E-learning:

The modern technology has facilitated the opportunities of getting the knowledge by different and new ways. This information is transferred to students in any place and at any time, instead of going to distant places to learn. There are some justification that contributed to the adoption of e-learning to the next generation.

Amer (2007:p.24), Almosa (2005:p.223-224), Alheji (2003:p.48 – 57), Alghorab (2003:p.26- 32) state some of them as follows:

- 1- The increasing growth of knowledge.
- 2- Increasing and enriching education.
- 3- The teachers' need to distinctive teaching methods to display the curriculum.
- 4- Immediate and rapid evaluation.
- 5- Taking into account individual differences of each student.
- 6- There are multiple sources of knowledge as a result of the contact with different sites on the Internet.
- 7- Strengthening the relationship between school, home and parents.
- 8- Its flexibility which helps in simplifying the educational content.
- 9- Providing us with a learning environment which is appropriate for the student to learn and make mistakes in an atmosphere of privacy.

- 10- Continuity where the means of delivering the education is always available without interruption, and with a high level of quality.
- 11- Changing the role of the teacher from prompter and the only source of information to supervisor and facilitator.

Fee (2009;p.19) declares that “ E-learning is therefore an approach to traditional learning and development activities that embraces new thinking associated with new technologies.”

The researcher believes that e-learning supports and improves learning experience. In addition, it helps the teacher to infuse some fun and positive attitude toward the subject especially the foreign language.

2.2.12- The Benefits of Using E-learning:

- 1- It save own tim to the learners..
- 2- It allows trainers to update content relatively easily.
- 3- It is good for presenting simple facts and concepts.
- 4- It can enhance instructor – led training.
- 5- It enablese scoring of experiences / assessments and the appropriate feedbacks
(**Mathis & Jackson ,2010:p.274**).
- 6- It offers lower costs, consistency and scalability. (**Biech, 2008:p. 296**)
- 7- It provides the learners with the opportunity of self defining the learning location.
- 8- It provides the opportunity of determining the time of learning.
- 9- It offers the opportunity of setting the individual pace of study, organizing one’s own learning schedules according to one’s personal set of knowledge and to professional and personal agenda.
- 10- It offers the opportunity of combining text, graphics and multimedia resources to create a wide range of educational applications.
- 11- It provides the opportunity of international, cross-cultural, and collaborative learning. **D’atri et al. (2008:p.271)**
- 12- It helps reaching new students.
- 13- It helps developing new researches relationships.
- 14- It helps the students to enjoy a new learning experience. (**Campbell ,2004:p. 30**)
- 15- It helps the students to access to differentiated online resources.
- 16- It offers Learning matches learners’ lifestyles. (**Ao & Gelman ,2009:p. 423**)

Andrews & Haythornthwaite (2007: p.359), Meersman et al. (2006: p. 1976)

Pour (2005: p. 234) add six advantages that:

- 1- It enhances teaching and learning outcomes, and facilitates student-centered learning. Moreover, it facilitates any time, any place learning.
- 2- It facilitates student interaction with course content and also facilitates the interaction between the students and the relative through the use of e-mail and discussion forms.
- 3- It facilitates and promotes communication and collaboration, and it makes course administration easier.
- 4- It can reduce the cost of delivering instruction. Also, it adds a worldwide dimension to courses.
- 5- It helps students to acquire new skills for improving their job qualifications or satisfy a personal interest.
- 6- It offers unlimited use of learning materials: e-learning allows unlimited access and retrieval of electronic learning materials.

AbdElhameed (2008: p.116-117), Amer (2007:p. 25-28), Almosa (2005:p. 225-231), Al Nabaheen (2005:p.22) added these advantages to e-learning:

- 1- Taking into account individual differences: By providing information in various shapes which suit the students' capacity, as e-learning provides it in the form of verbal , written, audible or visible forms.
- 2- Ease of communication with the teacher off-duty.
- 3- The possibility of diversification of teaching methods.
- 4- Ease of student evaluation methods.
- 5- Reduce the administrative burden for the teacher.



The Third Domain: WebQuest

2.3.1- Integrating the Web and Curriculum:

In 1995, Bernie Dodge, a professor of educational technology at San Diego State University, developed a model for integrating the use of web, to teach any subject at any grade level. He called his work a WebQuest and posted summary of his idea on the web. Since then educators around the world have incorporated WebQuest into their Curricula (Schwartz & Willing, 2001:p.104).

In a WebQuest, students are sent to a quest for Knowledge. They are directed to online resources within the context of specific curriculum mission. Rather than accessing textbook which may be dated, or filter CD-ROM. WebQuest exposes students to a wide range of online resources such as subject experts, directories of information, current news, and all manner of interest groups. They must critically evaluate and extract relevant information in order to construct meaning within the context of the goal. It may be conducted independently or in small groups. Since cooperation is essential in group setting, Ss gain experience in team work.

Schwartz & Willing (2001:p.105) emphasize that WebQuest is a teaching process that can be applied to all curricular areas. Ss become confident Web explorers and begin to make connections between the WebQuest process and broader web exploration.

2.3.2- Introduction to WebQuest:

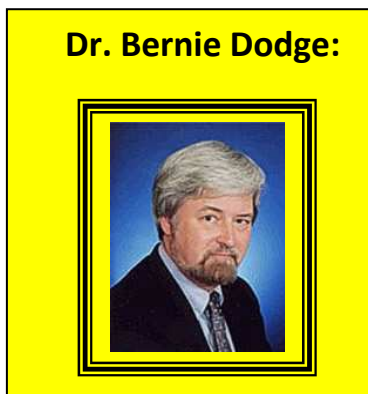
Life in the information age has many requirements that are imposed on educators and learners to work hard on providing students with the capacity, the competencies and the skills that make them unable to meet these requirements, on the top of these requirement is the ability to obtain information from several sources in the age of increasing knowledge, rather than relying on the teacher only in filling the minds of students. So we mustn't teach the students only information, but we must teach them how to get this information by themselves.

The traditional activities which are practiced in the classroom focus on keeping the knowledge and remembering it in order to write it in the exam paper to get high marks, while using the teaching methods which are based on the information technology and group work makes the student the centre for the educational activity, where there is an active learning and is more accurate than that traditional activities which based on keeping the educational content that was previously selected.

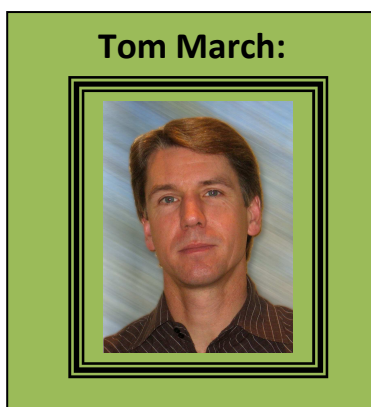
Mitchel (2003;p. 4) mentions that the use of the Internet as a research tool is becoming more popular with students. However, before students can perform research on the Internet, they need a foundation of knowledge and experience that will guide them through the millions of websites that are available to them. Many students now turn to the Internet as their main, and in some cases only research tools. There is a need for training. In order to be effective searchers, students need to feel comfortable using the Internet as a research tool much the same way as a pilot has to feel comfortable with his plane. Mitchell adds that the search for text, data and images ... By search engines, such as (Google, yahoo, Alta vista... etc.) is one of the most important activities carried out by students via the web. Since this activity is missing in most cases to a specific educational goal because of the number of unlimited web pages. And based on these facts and observations, we need to develop educational models which take into account the rational use of computer and the period of surfing the Web. So the Web Quest is one of the most important modern models or methods for the integration of curriculum in technology because this develops higher-order thinking skills. **Sandars (2006:p. 97)** declares that Web Quest is usually presented as a printed sheet and given to a group of learners, with each learner working on a separate activity within the task.

The researcher believes that Web Quests are structured, organized, time-efficient tools used by educators to make available to students a wide array of relevant Internet information that can inspire critical thinking skills. Web Quests, with the use of search engines, allow students to explore issues, find their own answers, and acquire some of reading comprehension skills.

2.3.3- The Pioneers of The WebQuests:



- ❖ Bernie Joseph Dodge was born on September 5, 1948.
- ❖ He is the creator of the model of Web Quest in February, 1995 to teach any Subject at any grade level.
- ❖ He works at San Diego State University.
- ❖ He is a professor of Education Technology at San Diego State University.
- ❖ He generalized and published his model of WebQuest widely through his Presentations and workshops all over the world and through his web site in [http:// www.webquest.sdsu.edu](http://www.webquest.sdsu.edu)



- ❖ Tom March is the co-developer of the Web Quest strategy with prof. Bernie Dodge in 1995.
- ❖ He works as a professor in the State University in (San Diego) in California in the United State of America.
- ❖ He is web developer and designer of web-based learning activities.
- ❖ He is recognized at country level as teacher of the year (San Diego)
- ❖ He skilled in teaching at the secondary and adult levels.

- ❖ He has a University school of Milwaukee, Wisconsin, 1977.
- ❖ He has Bachelor of Arts in English, University of Wisconsin, 1981.
- ❖ He has a Master of Arts in Education Technology in 1993.
- ❖ He has also many contributions in employing technology in education, and training the teachers in the schools and the universities to employ the Web Quest.

2.3.4- The Definition of WebQuest:

Schwartz & Willing (2001: p. 1) states that:“ It is an inquiry – based activity in which students are sent on a quest for knowledge. They are directed to online resources within the content of a specific curriculum mission, rather than accessing textbooks which may be dated, or filtered CD-ROM”.

2.3.5- The Aims of the WebQuests:

Turville (2008:p. 33) affirms that the goal of a WebQuest is:

- To provide students with opportunities to explore content in meaningful and engaging ways.
- To create an activity that will engage students in the topic and content to be explored so that they can discover new information and go beyond current knowledge to develop their own understanding and then present this new understanding to others in a meaningful way.

Cohen & Cowen (2008:p. 569), Bonk , Zhang (2008:p. 13) adds extra goals:

- To extend and refine knowledge.
- To analyze information.
- To enhance students’ reading skills.
- To recognize and produce basic structures of the vocabulary.
- To learn tenses.
- To learn about Internet opportunities for learning language.

2.3.6- The Components of a WebQuest:

A WebQuest is composed of six stages which introduce the activity to students and familiarize them with the steps of the process. These six building blocks are

common to all WebQuests and serve specific purposes to ensure that transformative learning occurs.

Dodge (1995; 1997:p.2) describes the six basic parts of WebQuest :

- 1- An introduction** provides some background information to prepare the student to lead the WebQuest program.
- 2- A task** that is a doable and an interesting activity that allows students to learn and enhance their current knowledge by gathering information through the WebQuest. Students are exposed to an inquiry-oriented activity.
- 3- A set of information sources** needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or real time conferencing searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through web space completely adrift.
- 4- A description of the process:** the learners should go through a detailed description of the steps of the process which leads them to accomplish the task. The process should be broken out into clearly described steps.
- 5- Some guidance** [resources] on how to organize the information acquired. This can take the form of guiding questions or direction such as timelines, concept maps or cause and effect diagrams...
- 6- A conclusion** It is the closure of the quest that reminds the learners of what they've learned, and perhaps encourages them to extend the experience into other domains.

Dodge, (2001:P.7-9); Schwartz & Willing (2001:P.104); Chatel & Nodell (2002:p.4-10); Macgregor & Lou (2005:p.162); Sandars (2006:p. 97-98); Hassenien (2006: p.42) All agreed that the components of WebQuest are the following:

- Introduction.
- Tasks.
- Process or procedure
- Resources.
- Conclusion
- Teacher page.

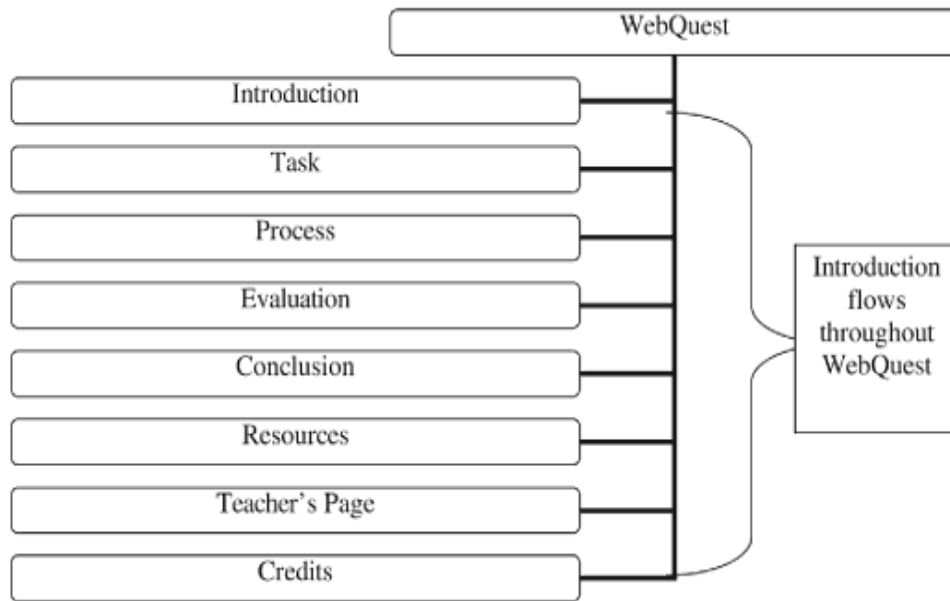


Figure (2)

Organization of the WebQuest

Schwartz & Willing, (2001:P.104) incorporates Dodge’s components with two extra elements which are: advice and evaluation.

Evaluation: informs students how they will be evaluated. Teacher may wish to create a rubric collaboratively with students.

Sandars (2006:p.79-89) adds one extra element to what is previously mentioned that is, **a title** which should provide a concise description of the WebQuest.

To conclude, the total number of the components of WebQuest are nine elements. Let’s talk about these components in details:

1- The First Element/ The Title:

Sandars (2006: p.79-89) clarifies that:“ It should provide a concise description of the WebQuest.” **Kassing (2007: p. 276)** adds that “you might not have a title when you begin the WebQuest. If not, type in a working title or the topic until you determine a title for your project”.

2- The Second Element/ The Introduction:

Dodge (1995; 1997) states that:“ It means to sets the stage for the WebQuest and stimulates student curiosity. It may be presented as a role playing activity”.

In addition, it is to prepare and “hook” the students. (adapted from).

<http://webquest.sdsu.edu/webquest.html>

The purpose of the Introduction section of a WebQuest is twofold. It orients the learners to the task ahead and grabs their interest, drawing them into the project. A good introduction makes the topic seem ...

- relevant to the learner's past experience .
 - relevant to the learner's future goals .
 - attractive, visually interesting
 - important because of its global implications
 - urgent, because of the need for a timely solution
 - fun, because the learner will be playing a role or making something.
- <http://www.internet4classrooms.com/introduction.htm>

Turville (2008: p. 36-37) mentions that the introduction introduces the student to the activity, It emphatically captures the student's attention, it is written from a student perspective, it should be short in length and it must be doable and interesting. **Schweizer & Kossow (2007:p.31)** adds that it may include photographs of exotic and interesting places. Besides an intriguing introduction, the teacher connects WebQuest to the background knowledge of the student- ideally something recently learned from the curriculum. Moreover, writing a strong introduction sets the stage for a successful and enjoyable learning experience. Goda (2006:p.42) states that the introduction of WebQuest must be:

- related to the prior experience of the students.
- Related to the future goals of the students.
- Visually attractive to the student's attention.
- Attractive to the students.

The Third Element/ The Task:

It is what the student is going to do (<http://webquest.sdsu.edu/webquest.html>). **Dodge (1995;1997 : p 2)** states that "it describes the ultimate goal of the WebQuest required by the learners. They may take the form of a presentation, a written assignment, a series of questions, a summery to be created or a problem to be solved".

In addition, **Siko (2008:p. 5)** mentions that “ it is a description of the activity that is “doable” for the students. It also often identifies the various roles the learners will undertake during the course of the quest”. **Kassing (2007:p.276)** reports that “task means to determine a central question to answer or a task that is achievable within the time frame allotted for the project. The task should be interesting, most important and relevant to the course”. **Watzel (2005:p.11)** declares that the task “ informs students about what they will need to accomplish”. **Turville (2008:p.36-37)** describes the task as:

It must be doable and interesting.

It allows students to learn so they will enhance their current knowledge and gather new understanding with others.

The big idea question is presented here.

Possible tasks include:

Solving a problem.

Presenting and participating in a debate.

Designing a product or procedure.

Multimedia presentation.

Article to be written.

Types of the Tasks carried out by the students in the WebQuest:

Dodge (2002:p.2) confirms that there are many types and forms of the tasks which can be performed by the student to achieve the objectives of the WebQuest. Dodge (2001: P. 9) and Goda (2006:p.42-44) stated the types of the tasks as follows:

- 1- Formulating the Material:** In this type of task, the students formulate the material on their own language through answering the questions which were prepared by the teacher in advance.
- 2- Collection:** It is a process in which the students search for specific information from various sources, writing, coordinating, and organizing them in a particular picture, then the students must publish this information on the internet or present it in the form of brochures or cards or displaying it in front of their classmates.
- 3- Verification and tracking:** In this type of task, the analysis skill for the information from different sources is employed, where after the searching process the students have to answer on a working sheet prepared by the teacher to check their learning.

- 4- Journalistic tasks:** WebQuests have also been created based on a journalistic approach in which learners take on a persona and create a news account or simulated diary as if they were present at a particular time and place.
- 5- Design:** In this kind of tasks students are asked to produce and create products or designs to achieve a set of pre-set targets. For example, the student design a means a model for a particular phenomenon such as: earthquakes, hurricanes, cell division, the design of house... Etc.
- 6- Dialogue and negotiation:** Some of the topics have controversial and contentious issues, in terms of views and conceptual building in the learners according to their values and traditions, and in these tasks the students tries to know the thought of the other team and interview them in order to reach a consensus on some issues or problems in order to solve them. The main objective of this task is to make the difference points and views clear and specific. This task is suitable for History topic and social issues.
- 7- Persuasion:** The aim of this task is to develop the skills of persuasion, in this type the students shall offer what they have done such as: a presentation to their colleagues or a research to gain their opinion, and from here they try to defend their opinion through giving their evidence.
- 8- Self-awareness:** In this type, the student explores different sites to get knowledge which helps him to know himself and analyze his capabilities, hence the student answers specific questions which help him in formulating his aims (self-criticism), self development and knowing his wishes and tendencies.
- 9- Creative Production:** In this type, students are asked to transform what they read into some new creative form. So they can transform it to a story, poetry, or drawing a painting.
- 10- Analysis:** In this task the students try to understand the knowledge to analyze it in order to find similarities and differences between things.

The researcher believes that the diversity of the tasks which can be performed by the student through the WebQuests play an important role in creating an exciting and stimulating environment for students and it increases their interaction. Moreover, it improves the students' attitudes toward the material and increases their achievement.

The Fourth Elements/ The Process:

Dodge (2001:P.58) states that process means :“acts as a step by step guide for completing the WebQuest process includes hints or tips to complete the task, such as printed instruction, brainstorming with team member or creating presentation materials.”The Process block in a WebQuest is where the teacher suggests steps learners should go through in completing the task. It may include strategies for dividing the task into subtasks, descriptions of roles to be played or perspectives to be taken by each learner. The instructor can also use this place to provide learning advice and interpersonal process advice, such as how to conduct a brainstorming session.

The Process description should be relatively short and clear.

(<http://www.internet4classrooms.com/process.htm>). **Turville (2008:p. 36 -44);**

Wetzel (2005:p.11) describe the process as:

- It provides specific steps students should take to accomplish and complete the intended task.
 - It gives the students specific details on groups, roles, resources, and strategies .
 - Specific handouts students will use to complete each process are made available here.
 - It is very specific and detailed.
 - Instructions are described step-by-step so that students are able to complete the task independently. Handouts, checklists, or guiding questions may be provided (p.44).
 - It guides students in completing the task.
 - Tools and resources they will need to gather and organize information.
- (<http://webquest.sdsu.edu/webquest.html>)

The Fifth Element/ Advice:

Schwartz & Willing (2001:P. 104) provides practical hints on how to organize information. Present it as a checklist or as a list of questions. It may also be given as instructions to complete timelines, maps, or posters.

The Sixth Element/ Resources:

Dodge (2001:P.58) provides a list of appropriate grade-level resources, including web pages that have been previewed by the teacher, as well as traditional offline materials. They help students complete the WebQuest. Ss do not necessarily need to access all of the resources listed. **Kassing (2007:p.276)** points out the teacher's role in this component that he should list all internet sites, books, photos, videos, and music related to his topic, then he selects the most appropriate resources, also Dodge mentions some information resources such as : Web sites, email from experts in the field, video conference, searchable databases on the internet, books, documents and bibliographies. **Schweize & Kossow (2007:p.31)** stated that the teacher must choose the resources carefully to suit the level of students and their experiences, and also it should be easy for student access to, and Its language should be suitable for students' level.

The Seventh Element/ The Evaluation:

Dodge (2001:P. 58) mentions that the evaluation “ informs Ss how they will be evaluated. Teachers may wish to create a rubric collaboratively with Ss”. **Turville (2008:p. 37)** clarifies that “ it is a check sheet and/or rubric for students to review and allows them to determine what is important to accomplish and understand in the WebQuest”.

The Eight Element/ The Conclusion:

Dodge (2001:P.58) clarifies that the conclusion “brings closure to the WebQuest and encourages Ss to extend the experience into other areas of the curriculum. Many WebQuests conclude by having Ss post their findings on a student- created website”. **Turville (2008:p.36)** adds that it is “a summary of what students accomplished and its relevancy to their overall learning. **Schweizer & Kossow (2007:p. 33)** states that “In the conclusion, the teacher states what the student should have learned and accomplished and why this task was completed. A good conclusion will also encourage the learner to reflect upon the task, including ways in which the process could have been completed more smoothly and new ideas the students learned during the course of the WebQuest”.

The Ninth Element/ Teacher's page:

Turville (2008:p.37) states that “ this is the only section that is written for the student. It provides as much detail as possible about standards, objectives, and the WebQuest itself so another teacher can adopt your WebQuest or adapt it to his or her students”.

The researcher believes that the task and the resources are the most important component because if the teacher succeeds in choosing them carefully it means the success of the WebQuest.

2.3.7- The Attributes of WebQuests:

In addition to the basic components, WebQuest also has several additional attributes. One such attribute is that WebQuest are usually a group activity. Individual WebQuests are not unknown, but not common. Additionally, WebQuest usually have motivational elements added to the basic components of the WebQuest. Motivational elements, such as giving specific roles to the learners or providing a situation or scenario to the learners, enhance WebQuests and make the learning process more interesting. (Dodge,1997:p.2).

Solis (2006:p. 145-146) also identifies attributes of WebQuest that he believes to be important. These are as follows:

- 1-** WebQuest uses a central question that honestly needs attention : The central question is used to motivate learners by asking students to understand, hypothesize, or solve a problem that may be confronted in the real world.
- 2-** WebQuests provide learners with real resources to work with. This attribute is also used to motivate learners by utilizing the World Wide Web to access individual experts, searchable databases, and current reporting on a given topic rather than relying on dated textbooks, encyclopedias, or magazine.
- 3-** Students take on roles within a cooperative group. This attribute of WebQuest gives learners an opportunity to develop expertise or perspective of a given topic.
- 4-** Feedback and evaluation is given to the students from real people, including the instructor, when the answer or solution to the central question is presented typically through a discussion board posting or an e-mail message.

- 5- WebQuests provide questions to learners that promote some form of higher-order thinking. The central question should not be structured in a way that a learner can simply find a website that provides the answers, or solution. Rather, learners obtain information from several sources and transform that information into something else such as a comparison, a hypothesis, a solution, or a cluster that maps out the main issues.
- 6- WebQuests utilize the process of scaffolding, an element of constructivism, to promote higher-order thinking. Scaffolding allows learners to break down a given task into smaller chunks so that learners can undertake specific sub-tasks. The use of specific roles is one way to utilize scaffolding within a WebQuest.
- 7- WebQuests should provide learners with examples of the topic in order to make a connection between prior knowledge and to build a new schema.

In addition to the nine components (title, introduction, task, process, advice, resources, conclusion, evaluation and teacher's page) allow for WebQuests to be written at two levels short- term and long-term.

2.3.8- Two Types of WebQuests:

A WebQuest can be an individual assignment or a group learning project. Either you or your instructor will determine the length and the depth of the WebQuest. It can be either a short or a long – term project. **Kassing (2007:p.276)** mentions some determining factors:

- ❖ The teachers' technology capabilities.
- ❖ Size of the teacher's class.
- ❖ Expectations of the project within the class structure.

Short-Term WebQuests usually last one to three class periods (Chatel & Nodell: 2002:p.3). The instructional goals of a short-term WebQuest typically include knowledge acquisition and integration. Learners ideally will deal with a large amount of information and to be able to make sense of the information (Dodge,1995;1997).Also **Solis (2006: p.141)** points out that “ at the end of short-term WebQuest, a learner will have grappled with a significant amount of new information and made sense of it”.

Long- Term WebQuests can last anywhere from one week to a month (Chatel & Nodell:2002:p.3). Instructional goals of long-term WebQuests include knowledge acquisition and integration, and then require the learner to extend and refine the knowledge. Upon completion of a long-term WebQuest, learners not only deal with a large amount of information but also make sense of the information by transforming it. Learners create products that others can learn from and that illustrate their understanding of the material (Dodge,1995;1997).

The researcher concludes that whether short-term or long-term, WebQuests are designed to enable students to acquire knowledge and then integrate and transform the acquired knowledge into new knowledge.

Kassing (2007: p. 276) also clarifies that:“ If the WebQuest is a group project, there are specific roles within the group: producer, creator, researcher and reporter.”

The researcher in this study adopts the short-term WebQuest.

2.3.9- Uses of WebQuests:

The purpose of utilizing WebQests in the learning process is to enable students to learn in a constructivism manner and to think critically.

Kundu and Brain (2006) describe how WebQuests can be used to facilitate learning in a constructivist manner. While much of teaching can focus simply on the transfer of knowledge from teacher to students, Web Quests enable learners to take an active role in their learning. Constructivist learning method allows for learning to be an “organic process” in which “meaningful learning occurs through reflection and resolution of cognitive conflict”(Kundu & Bain, 2006:p.10).Additionally, constructivist methods allow for students to have multiple solutions, think reflectively, and make authentic connections between learning and the real world (Kundu & Bain, 2006). These descriptions of constructivist learning methods are aligned with the purpose of WebQuests since “WebQuests themselves are authentic” and “participants work cooperatively and collaboratively to produce Knowledge”, (Kundu & Bain, 2006, p.10). Constructive learning is not the only instructional purpose that WebQuests can serve.

Another instructional purpose that WebQuests allow for is high level, critical thinking which is defined by Vidoni and Maddux (2002: p.104) as:

Disciplined self-directed thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thinking. (2) Thinking that displays mastery of intellectual skills and abilities. (3) The art of thinking about your thinking while you are thinking in order to make your thinking better: more clear, more accurate, or more defensible.

2.3.10- The Justification of Using WebQuest:

The improvement of the teaching and learning process requires that teachers should get rid of the traditional methods which depend on memorization, preservation and retrieval of information and concentrate on the education which is based on research, exploration, investigation and analysis in order to solve problems.

The WebQuest plays an important role in the classroom in developing the educational performance in schools. **Goda (2009:p.54-55); Starr (2000:p.22)** mention the most important justification of using the WebQuest in Education as follows:

- 1- Stimulating self-learning.
- 2- Making the student the center of the educational process.
- 3- Providing the students with various resources in order to search for knowledge by themselves, rather than relying on the teacher and the textbooks only as a source of knowledge.
- 4- Allowing the students to deal with the original documents instead of dealing with secondary sources as books.

Sen & Neufeld (2006:p.4) add extra justifications:

1. To increase students' exposure to English language.
2. To provide a structured assistance in using internet sites as a source of learning.
3. To improve students' critical thinking skills.
4. To provide a medium for cooperative learning.
5. To facilitate students' learning through the use of the WebQuest tasks by showing them how to cope with the Internet.
6. To increase students' motivation by creating a link between the department courses and the use of English

Benjamins (2006:p. 222) adds five justifications of using WebQuests in the language classroom as follows:“ including requiring no advanced technical knowledge for both teachers and learners, fostering interaction among learners, allowing interdisciplinary inquiry, encouraging the use of higher order skills, and motivating learners through authentic context”.

The researcher believes that WebQuest offers practical solutions for the success of teaching-learning process, it is like any other lesson which is planned thoughtfully and accurately. Moreover, the good WebQuest makes the process of learning enjoyable for students and this leads the researcher to talk about the advantages of using the Web Quest in Education.

2.3.11- The Advantages of WebQuest:

The WebQuest is a good teaching method which is used by the teacher in the teaching process and through the researcher’s experience in (UNRWA) in the Middle Area, she shared in designing, producing and employing the WebQuest models. She found that WebQuest has many advantages which mentioned by many researchers .

The advantages of the WebQuest are:

- 1.** Allowing the student to become a more efficient researcher of the Internet, and provides them with opportunities for students to use a technology tool such as Internet...
- 2.** Creating a positive attitude towards WebQuests and researching information using the Internet. **(Metchill,2003:p.11)**
- 3.** Expanding their critical thinking skills and allow themselves ownership of their own learning. **(Turville,2008:p.34)**
- 4.** WebQuests engage learners in real- world learning activities.
- 5.** WebQuests increase student motivation. When students are motivated, they are likely to put in more effort, and their minds are more alert and ready to make connections. **(Subramaniam,2006:p.368)**

6. Many WebQuest tasks are designed to address problems or issues that exist in the real world, which makes the task authentic.
7. In WebQuests, students use real, timely resources instead of dated textbooks and materials that are only presented from one point of view.
8. Although the textbooks offer valuable information, the WebQuests bring it to life for the students. Most WebQuests are tied to the Standards, and can therefore be substituted for the textbooks.
9. WebQuests are often cooperative in nature, requiring students to take on roles where they are part of a team that must accomplish the task. They have to become experts on a certain topic and share this information with their group. They know their teammates are counting on them to contribute to the completion of the final task. **(Gaskill & eta l., 2006:p. 234)**
10. WebQuest is a deep learning that involves constructing new knowledge through a critical thinking process.
11. It is supported by four underlying constructs: application, social skills and scaffolding.
12. WebQuest learning develops students' ability to apply what they have learned to new learning. **(Ferris& Godar ,2006:p.55- 56)**
13. The WebQuest develops exploration skills and search strategies through important questions, investigation of resources. **(Bonk & Zhang ,2008:p.13)**
14. It makes language learning come alive so as to allow learners to experience the use of target language in an authentic and meaningful way. **(Turville ,2008:p.34); Benjamins (2006:p.222)**
15. It develops the capabilities of the talented students.**(Schweizer& Kossow ,207:p.33)**
16. It makes the students deal with the sources of information efficiently and with high quality. **(Pradeep et al.,2004:p. 35)**

17. It works on exploiting the new technologies, including the internet, to achieve the educational goals. (Hassanien,2006:p.42)

18. It enhances the communication skills among students. (Johnson,2005:p.34)

2.3.12- The Characteristics of the Good WebQuest:

Bets and Paul (2006:P.265) mention that the good WebQuest should have certain characteristics as follows:

- 1) It represents a guide for the learners about the material.
- 2) It has many and various sources which enrich the lesson in a positive way.
- 3) It enables the students to work independently, where the role of the teacher changes from conveyor of knowledge to facilitator .
- 4) Its links works effectively and the learners can move between its links easily.
- 5) The Introduction in the WebQuest stimulates and excites the students and it also provides basic information.
- 6) The task of the WebQuest accepts the implementation in a specific time and with pleasure.
- 7) The process in the WebQuest includes a set of guidelines that help in organizing the steps of the WebQuest and implementing the required tasks.
- 8) It includes guidance on how to organize the acquired information.

2. 3.13- The Principle for creating a well-Developed WebQuest:

Dodge (2001:p.3) devises a set of general guiding principles for creating a well-developed WebQuest.

The following acronym (FOCUS) helps to explain these principles:

1. Find great sites.
2. Orchestrate learners and resources.

3. Challenge learners to think.
4. Use the medium.
5. Scaffold high expectations.

2.3.14- The Five-Step Process to Design a WebQuest:

By following the five FOCUS principles, Dodge believes that new WebQuest creators can improve both their practice and knowledge through previous people's experience. He subsequently developed a generic five-step process that could be used to design a WebQuest (Dodge, 2002:p. 9). These steps were to:

- a. select a topic appropriate for Web Quests.
- b. select a design that would fit the topic.
- c. describe how students would be evaluated.
- d. design the process by determining how specific resources could be explained further, and.
- e. modify and improve the WebQuest check capitalization template.

2.3.15- The Teacher's role in Designing, Preparing and Implementing the WebQuest:

We must keep in our mind that the use of technology does not replace the role of the teacher in the classroom. But it focuses on that the basic role of the teacher in the age of technology is to be facilitator and director of the educational process. **Goda (2009:p.63)** mentions the role of the teacher in the WebQuest as follows:

- 1- Surfing the web extensively to identify the most appropriate and suitable web pages which suit the subject that will be studied by students.
- 2- Classifying the web pages according to their nature and their relationship to the material and curriculum.

- 3- Evaluating the educational quality of the selected web pages after determining the precise criteria for evaluation.
- 4- The teacher should be careful that the tasks which will be assigned to the students in the WebQuest must suit the individual differences among the students and they shouldn't take a long time in implementing them.

Sen & Neufeld (2006:p.3) add an extra one role:

- The teacher must maintain the cooperation between the students through the use of collaborative work group, so the students can exchange ideas with the other students in their group.

At last **Maestros (2006:p.552)** mentions the teacher's role during the WebQuest especially in teaching the English language . So he describes it with the following:

- 1- Facilitator: s/he can provide the necessary language items.
- 2- Monitor: s/he always keeps an eye on the development of the tasks in general. As to this role the teacher should always keep a balance between helping students and letting them learn autonomously.
- 3- Evaluator: the teacher should evaluate the final results as well as the process in the explanatory phase, it should be clear for the students what they are expected to do, and their outcomes should accomplish these guidelines.

2.3.16- Steps to Create a WebQuest:

Turville (2008:p.45) points out nine steps to create a WebQuest:

- 1- Use curriculum documents to determine what you want the students to know, understand, and be able to do.
- 2- Brainstorming a variety of tasks based on what you know about the learning preferences of your students.
- 3- Eliminate tasks that will lead students to achieve the goals.

- 4- Search for web sites that are of an appropriate reading level and contain information that students will need.
- 5- Design on an introduction or “hook” that will engage students in the task.
- 6- Describe the tasks that the students will complete during the WebQuest.
- 7- Write step-by-step instructions for the WebQuest process and add the links students will use to find information.
- 8- Determine how student’s work will be assessed.
- 9- Decide how student’s work will be shared.

2.3.17- Obstacles Associated with the Implementation of WebQuest:

Through the experience of the researcher in the application of WebQuest, and her intensive reading about this method, she found that there are some obstacles facing the application of Web Quest in the classroom:

- 1- The WebQuest isn’t suitable for primary students; because they have weak research skills via the web and also because of their weaknesses in the reading skills.
- 2- The WebQuest isn’t suitable for all subjects in the English material.
- 3- Some teachers need a long time in designing the WebQuest.
- 4- The inability of some teachers to have access to the best web pages to achieve the goals easily.
- 5- The number of computers inside some schools is insufficient.
- 6- The interruption of the internet connection, the weakness of the internet or the electricity outages.

2.3.18- Some Suggestions/ recommendations to overcome some of the challenges of the WebQuest:

The researcher mentions some of the suggestions that may help others overcome some of the challenges of the WebQuest:

- 1- Use a topic the teachers are very familiar with.
- 2- Use lesson that the teacher feels comfortable in teaching.
- 3- Creativity ... think out of the box.
- 4- Shift in mindset from linear to dynamic creativity.
- 5- Use small group to discuss.
- 6- Show examples of quality WebQuests.
- 7- Use rubric to facilitate development of a WebQuest.

2.3.19- Things to be Considered While Using a WebQuest:

Neufeld (2006:p.3) mentions some certain things to be considered carefully during the stages of design, preparation and implementation of the WebQuest tasks:

- 1- Before embarking on the design and preparation phase, it is crucial that teacher have an in-depth understating for the use of the WebQuest.
- 2- Next, teachers may adopt an existing WebQuest task that has a potential to meet the course objectives. Sometimes it is necessary to start from scratch. In this design phase, it is equally important to consider not only how the task supports the syllabus, but also when to introduce the task to the students. The task should be flexible in order to cater for the differences among learners' understanding of the given task and their ability to reflect on it. So there should be ample potential for learners to come up with creative and diverse solutions and results to the given task through active construction of meaning within the learner's own context.

- 3- Subsequent to this, the primary resources need to be found on the Internet that will be made available for student to refer to in the appropriate stages of the given task. This is necessary in order to maximize the time and effort towards the contribution to students' critical thinking skills and avoid unnecessary and time-consuming searches.
- 4- A fundamental features in designing a WebQuest is to give enough time for students to analyze, critically evaluate and assess the collected information in order to incorporate all relevant views and perspectives into their own unique solution to the task. It should be designed in such a way to motivate learners how to effectively use the Web as a source for learning beyond the assigned project.
- 5- During its implementation the teacher should act as a facilitators and try to shift the responsibility of learning within the context of the WebQuest to the students. It is also important to maintain cooperation among students through the use of collaborative group work. Students should not work in isolation as it is important that they share ideas with other in their group. The skill and ability to work effectively in a team is increasingly seen as essential in today's workplace. As many students are not accustomed to tasks that not only require creative thinking but also team work, it is important to provide some scaffolding, such as a schedule for students to plan their study in terms of where to work when to work, and with whom. WebQuests are based on the intensive use of technology, so it may be necessary to help students arrange where and how they will make use of these resources, such as in a scheduled lab hour, in class or at periods when students are not in class.

The Fourth Domain: Reading

2.4.1- Reading:

Reading is one of the four language skills : reading ,writing ,listening and speaking .It is a receptive skill, like listening. This means responding to the text, rather than producing it. Moreover, it affects all aspects of people's lives: academically, socially, economically, and psychologically. Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning. It is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. **Haboush (2010:p. 13)** states that “ nothing is called pure reading, listening, speaking or writing. Such language skills to some extent interweave. When a lesson or an activity is not a reading one, students still need to read certain things, with full comprehension”.

2.4.2- The Definition of Reading:

There are many definitions for reading. According to **Cris Tovani (2000:p.17)** defined reading as:“ a complex, recursive thinking process”.

Millrood (2001:P.117) defines reading as:" a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience”, **Dean (2003:p.29)** clarifies that “ reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of isolated words. Reading requires you to think, feel, and imagine”, **Farlex (2009:P.3)** defines it as “It is a means of language acquisition, of communication, and of sharing information and ideas. Effective readers use decoding skills (to translate printed text into the sounds of language). They also use morpheme, semantics, syntax and context cues in order to identify the meaning of unknown words, activate prior knowledge (schemata theory), use comprehension, and demonstrate fluency during reading”. Also, **Macceca (2007: p. 4)** defines it as “It is a visual process that begins with one’s ability to use one’s vision to interpret graphic symbols. It requires great visual activity. To read, one must be able to visually distinguish each letter, to

identify each letter, have a visual memory for each letter, and record those letters so that one can recreate the letters, pronounce the letters, or associate sound with the letters”. **Pat Johnson & Katie Keier (2010:p.20)** state that “ reading is a complex process involving a network of cognitive actions that work together to construct meaning”. **Abu Shamla (2010:p.12)** defines reading as “ the cognitive process of understanding a written linguistic message and a mental representation of the meaning”.

From all the above definitions mentioned, it is clear that the concept of reading as a cognitive process of understanding a written linguistic text is a means of language acquisition, of communication, and of sharing information and ideas. [It is a complex process which includes many process not only one.

The researcher believes that reading is not a passive process or a mere decorating of letters and words; rather it must include: visual decoding, mental processing of what has been decoded, and relating it to one’s experience. So, when students read they should not focus on memorizing patterns and practicing fluency, they must think, feel and imagine.

2.4.3- Reading process:

Jo Phenix (2002:p.4) points out that:“ The way we teach reading reflects our understanding of the reading process, and our beliefs about which skills are important”. Harmer (2001:p.201-202) mentions that the reader uses a variety of clues to understand what the writer is implying or suggesting, in this way the reader is able to see beyond the literal meaning of the words”.

According to **Pat Johnson & Katie Keier (2010:p.21)** The reading processes are the same for all learners. They state that the reading process goes through these steps:

- 1- Recognize words, figure out others.
- 2- Predict the meaning of certain vocabulary words by searching and gathering information from context, background knowledge, and other sources.
- 3- Keep a constant check to make sure what they are reading makes sense.

- 4- Use fix-up strategies when they get confused.
- 5- Activate prior knowledge and combine that information with the words of the author to derive meaning.
- 6- Make connections to other books or prior knowledge.
- 7- Attend to punctuation.
- 8- Group words into phrases.
- 9- Think about the (nonfiction).
- 10- At time, visualize or question what they are reading.
- 11- Infer the meaning of a word or phrases, or infer what the author meant in a particular section.
- 12- Think about what they know about the structure of this text.
- 13- Critique and evaluate – decide whether they like or dislike the text, agree or disagree with the information , would recommend it to others.

The researcher thinks that all the students should recognize words, predict the meaning, use fix-up strategies, activate prior knowledge, recall the prior knowledge, understand the reading passage, infer the meaning and critique and evaluate. So if the reader go through these steps he will be a good reader. So what is the good reader's behavior?

2.4.4- The Good Reader behavior:

Joanne Schudt Caldwell (2008:p.8) proposes that before, during, and after reading a good reader should:

Use letter and sound patterns to pronounce unfamiliar words.

Pronounce words accurately and automatically.

Read fluently – that is, accurately, quickly, and expressively.

Attach meaning to words.

Learn new words and refine the meaning of known ones.

Connect what they know with the information in the text.

Determine what is important in the text and recognize the structure of the text.

Make inferences and predictions.

Construct visual images and ask questions of themselves and the author, and read to find answers.

Synthesize information from different sources and form and support opinion on ideas in the text.

Recognize the author's purpose / point of view / style.

Monitor comprehension and repair comprehension breakdowns.

Choose to read for enjoyment and enrichment.

2.4.5- Purposes of Reading:

Before actually beginning to read it is important to know the purpose of reading, i.e. why reading is being done. When the purpose of reading is known, it greatly enhances the effectiveness of reading. Also, the knowledge of the purpose can help one adopt a style of reading, best suited for that purpose. There are many reasons for reading. **Harmer (2001:p.200-201), Waston Walch (2003:p.21)** divide the reasons into two main categories, they mentioned them as following:

- 1- **Instrumental/ Usefulness motivate:** It is to read because there is some kind of usefulness that tells the reader something he need to know. Reading textbooks at school, instructions on a machine ticket, road signs and manuals of machines are examples of this type.

- 2- **Pleasurable/ Interest motivate:** It is to read for pleasure, amusement, and the intellectual prompts and stimuli. Reading a newspaper, poetry, novels and magazines are a case in point.

Anjaneethi & Bhavana Adhikari (2010:p.72-73) added extra reasons for reading:

- 1- **Practical application:** Here, the purpose is to gain information that one can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets, and recipe books are all texts that one refers with purposes of gaining specific information.
- 2- **To get an overview:** The point here is to get a general feel of the material, to determine it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind reading when one is given an extensive reading list for an assignment or when one is conducting an initial library research for an essay, tutorial, research report or similar assignment and need to decide which text are most relevant or useful for the assignment.
- 3- **To locate specific information:** Sometimes we know what we are looking for but don't know exactly where to find it. For example, one might be looking for specific quotation, an evidence to support a particular argument, details about a specific person or event, a map, a diagram or a table of statistics. To find this sort of information might mean referring to several books or sources. In these circumstances the reading aim would be zeroed in the information one is looking for.
- 4- **To identify the central idea or theme:** The purpose here is to extract the essence of what the written material is trying to convey. For example, one might want to identify the major finding in an experimental article in a journal, or the core issue of a discussion paper.
- 5- **To develop a detailed and critical understanding:** On many occasions, one may need to master fully the material in a book, journal, article or manual to evaluate its arguments, perspective, and/ or evidence. This will require reading the material

thoroughly, making effective and relevant notes and keeping an open mind by being aware of one's own ideas and opinion regarding the issues involved.

The researcher believes that if the students determine the purpose of his reading before he reads, this can be beneficial to students at school. This is because reading provides fun and amusement, which greatly reduce boredom, and increases academic achievement.

2.4.6- Reading in Islam:

The need to be literate and cultivated has been emphasized in Islam. Florian Pohl (2010:p. 89) states that Islam is founded on education especially in reading and it is also founded on recognition of the importance of acquiring wisdom in all areas, practical as well as intellectual and spiritual. According to Koran (sura 96), the first revelation made by Allah (God) to the prophet Mohammed (peace and blessings of Allah be upon him) began with the command “ Iqra!” (Read!). This has been widely interpreted to mean that Islam places the importance of reading above ever prayer and worship.

Allah the Almighty says in the verse which roughly means “ Read! In the name of the Lord and Cherisher, Who created . Created man, out of A leech-like clot. Read! (Proclaim!) And thy Lord Is Most Bountiful. He Who taught (The use of) the Pen. Taught man Which he Knew not”(Holy Quran, Part 30, Surat Al-Alaq, Verses 1-5

The strongest interest, motivation and enthusiasm toward reading and education are not a mere theoretical in Islam. Rather, it is an action and behavior. It is not a slogan Islam adopts, but a practice. This was observed just after the battle of Bader, the first battle imposed on Muslims, in which Muslims defeated the Quraysh army, an Arab tribe used to torture Muslims. After the battle, prophet Mohammed offered the prisoners of Quraysh a great deal by which they can get rid of slavery and prison. The deal pointed out that each prisoner had to teach ten Muslims how to read and write; upon doing so, they would be free. Soon, the illiterate Muslim nation became an educated and civilized one (Al – Mubarakfour, 2005:p.210-211).

Moreover, Prophet Mohammed (peace and blessing of Allah be upon him), 14 centuries ago, used lots of teaching aids being used in modern schools nowadays. This was to convey his message to his followers and others in the most productive way. For instance, he:

- ❖ **Give a live model to be imitated:** how to pray (Sahih Al-Bukhari 3, p.685, Hadith No.6008) and how to perform pilgrimage (Sunan An-Nasa'i,p.342, Hadith No.3062).
- ❖ **Asked direct question:** “ Do you know who the bankrupt is ?” (Sahih Muslim , p. 1040 , Hadith No. 2581).
- ❖ **Used drawing:** he drew a straight line and other zigzag ones to exemplify the path of Allah leading to paradise versus the devil’s paths pushing and dragging people to Hell (Musnad Al-Imam, p. 436 , Hadith No. 4437).
- ❖ **Told stories.**
- ❖ **Gave real life examples :** He employed palm trees to show and demonstrate that a Muslim should treat others kindly though they may treat him badly or throw him with stones as people do with palm trees to get their fruit (Sahih Al-Bukhari 1, p. 60, Hadith No. 61).
- ❖ **Used hand movements:** He said:“ I and orphan guardian are as close to each other in paradise as those fingers : the index and the middle fingers” (Sahih Al-Bukhari 2 , p. 618 , Hadith No. 5304).

To conclude, Islam suggests reading as the key by which this world is opened, prospered and civilized.

2.4.7- The Importance of Reading:

Harris (2007:p.1) clarifies that:" in today’s world, we receive a lot of information via radio, television, and multimedia experience yet none of these avenues has the ability to educate as the fundamental skill of reading. Also", **Shoebottom (2007:p.1)** states that:" getting students to read their textbooks is hard. Getting them to

read books just for the sheer pleasure of reading is especially harder. The fact that readers reap great benefits from reading can't be doubted or questioned. Some of these benefits are: Educational researchers have found that there is a strong correlation between reading and academic success".

That's means, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Rabel (2005:p.1) mentions that:" reading develops a person's creativity. Unlike movies where everything is determined by the producer, writer and director, books allow students to create in their minds how a particular character looks like or imagine how a scene plays out. Reading a book therefore, allows a student to exercise and cultivate her/his creative thinking skills".

Abo Shamllah (2009:p.15) mentions that:" the most essential skill needed to acquire knowledge. It develops critical thinking and increase a student's ability to concentrate. It also increases the pleasure and effectiveness".

The researcher thinks according to her experience in teaching that reading can develop values in students and prepare them for the real world.

2.4.8- Types of reading:

There are many types of reading and knowing these types helps the learner to make better choices with his time. Each type of reading you choose will depend on the purpose of reading which was mentioned before. The main types of reading are:

2.4.8.1- Extensive reading:

Dana R. Ferris & John Hedgcock (2009:p.206) defined it as:

- The teaching through reading.
- It is rapidly reading book after book.
- These previous definitions focus on quantity of materials read.
- The development to the point of enjoyment of the ability to read in the foreign language.
- This definition focuses on choices and pleasure in reading.

Mark (2005:p.1-2) points out that:" the main purpose of the extensive reading is creating enjoyment and reinforcement of previously learned vocabulary and grammatical structure. The reading material is usually a group of short stories or a novel. A successful extensive reading program is that students should be reading material, which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure. This type of reading is sometimes called supplementary reading because it is supposed to supplement intensive reading. The supplementary material is usually read at home and covered at a speed higher than intensive material".

Schorkhuber (2008:p.2) mentions that:" the purpose of extensive reading is reading for pleasure, information, and general understanding", **Dana R. Ferris & John Hedgcock (2009:p.211)** list some of the benefits of the extensive reading:

- Improves comprehension skills.
- Develops automaticity.
- Enhances background knowledge. (schemata, both content and formal)
- Builds vocabulary and grammar knowledge (i.e., linguistic schemata)
- Improves production skills (speaking and especially writing)
- Promotes confidence and motivation.

2.4.8.2- Intensive reading:

Nation (2008:p.25) declares that it is a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehensions' skills. Moreover, it fits into the language focused learning strand of a course. **Dana R. Ferris & John Hedgcock (2009:p.191)** mentioned that:" intensive reading is the careful, intentional examination of a text for comprehension". **Abu Shamlah (2009:p.15)** mentions that: " Intensive reading involves learners in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and developing general reading skills. **Verena Schorkhuber (2008:p.2)** states that:" The aim of intensive reading is

concerned, pupils typically work with short text with close guidance from the teacher in order to obtain detailed meaning from the text and to enhance vocabulary and grammar knowledge”. He also adds that “ the intensive reading requires, the purpose of extensive reading is reading :pleasure, information, and general understanding”.

Schorkhuber (2008:p.2) differentiates between the these two types:

	Intensive reading	Extensive reading
Aim	Language learning	Reading fluency
% of text to be understood	100	Less than 100
Level of text, relative to level of learners ('i')	i+1	i-1
Speed	Slow	Relatively fast, at a speed comfortable to reader
Length of texts	Half a page +	Up to a book
Kinds of texts	Varied genres	Usually fiction
Class or individual text(s)	Class	Individual
Task	Exercises on comprehension and language	Reading
Role of teacher	Leading classroom exercises and reading	Reading, supporting reading by students
Reading aloud / silently	Both	Silently
Main classroom activity / activities	Reading and exercises, discussion	Reading

Figure (3)

Differentiates between Extensive and Intensive Reading

The researcher thinks that both types have merits and demerits. In this case, sound and reasonable combination of both types is recommend to be implemented in ‘ English for Palestine’ textbooks which include one type of reading, intensive. Because extensive reading tends to be at length, slow and written at students’ level, it will be of great benefits as it improves their linguistic competences and grants them confidence.

2.4.8.3- Top-down and bottom-up:

Harmer (2001:p.201), Michael Damabacher (2010:p.8-10) illustrates the difference between both types using a very clear example. Top-down reading is much

similar to looking down on a forest from a plane or a lookout on a mountain; and bottom up is much similar to one's studying individual trees within the forest as he is in the middle of it. For more illustration, bottom- up focuses on individual information such as, words, phrases, and then puts them together to attain the whole picture, and top-down focuses on the overall picture. He adds also that if the students need to look for details, bottom-up is advisable, but top-down is an appropriate and recommended type. On the other hand, top-down seems to be whole-to-part reading and bottom-up seems to be part-to-whole reading. To conclude, both types are very close to skimming and scanning respectively.

2.4.8.4- Reading aloud:

Reading aloud is the vital part of the students' educational development, exploring how and where to read to achieve the best effects.

Wesley (2001:p.1) states that reading aloud is another type of reading that is used at class on the condition that it is employed purposefully. It is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. It can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. Moreover, it can be used to model the use of reading strategies that aid in comprehension. Student may read aloud to give the teacher a chance for checking their pronunciation, word stress, pauses and intonation.

Most teachers are already familiar with the benefits of reading to their classes; however, the benefits are so far reaching that they bear repeating. **Jodene Lynn Smith (2004:p.80)** mentions the benefits of loud reading as follows:

- a. When teachers read aloud, they are exposing their students to reading materials usually not yet available to the child, since the texts are too difficult for a student to read independently. A more difficult text also introduces students to vocabulary to which they might otherwise not be exposed.
- b. The teacher also models what an effective reader does and sounds like when reading.

- c. Reading a loud also models a variety of written language.
- d. Understanding of the text is built around how the words are read as well.
- e. Children gain an understanding of how the book is held, the directionality of print, the location of the title, author , and illustrator, and even the purpose of the print itself.

2.4.8.5- Model reading:

Model reading is reading performed by the teacher who plays as an example to be imitated by students when they read aloud. It usually comes after silent reading and discussion but before students' reading aloud.

Model reading may take either these two forms:

- 1- The teacher reads the whole passage with students listening to him without repetition. This form may be called undivided model reading.
- 2- The second form is divided model reading. The teacher reads a sentence and students repeat that the sentence after him. Then the teacher moves to the next sentence, with students repeating each sentence. If the sentence is rather long, the teacher has to divide it into meaningful units and pause after each unit to give students enough time to repeat the sentences. **(Kate, Caine, 2010: p.19)**

2.4.8.6- Word by word reading:

This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical reading. People use this type of reading for unfamiliar words and concepts, scientific formulae. It can take up to an hour just to read a few lines of text. **(Mikhailov, 2008:1)**

2.4.8.7- Speed-reading:

Tina Konstant (2003:p.25) states that:

“Speed reading is not just about reading words faster than you did before. It’s about being able to read at speed appropriate for the material you are reading. If you read too slowly your mind will wander, you may become bored and you won’t remember anything. If you read too fast you will reduce the chances of remembering what you want to remember, you will become frustrated and stressed and thus even less likely to remember. The more flexible you are with your reading, the faster you will be able read and the more information you will return ”.

Abela (2004:p.12) mentions that:“ Speed-reading is a collection of reading method, which attempts to increase rates of reading without greatly reducing comprehension or retention”, **Konstant (2003:p. 25-26)** states that:" if you want to increase your reading rate and increase your comprehension , then it is important to read often", The more you read, the better you will become at recognizing when you can read faster and when to slow down. He adds some factors which contributing to speed : clarity of purpose, familiarity with subject- related terminology, difficulty of the text, urgency and stress levels. He also mentions factors affecting learning to read quickly : A good attitude towards reading, familiarity with the language related to the subject and a good vocabulary, good back ground knowledge of subject, and practice.

The researcher comments that speed reading is a very personal practice. Everyone reads with different levels of the knowledge and experience. Even if you are learning with someone else you will probably learn at different rates

2.4.8.8- Critical reading:

Harmer (2001:p.118) points out that:“ Critical reading is to read for critical analysis in order to judge the truth of some information in a text. In other words, it is not a mere absorbance of what the writer writes; it needs a reader to decide whether what he has read is a fact or opinion and decide if it suits his needs and interests”.

Dianna L. Van Blerkom (2011:p.183) distinguishes between critical reading and critical thinking . He states that:“ critical reading is a technique for discovering information and ideas within a text and critical thinking is a technique for evaluating that information in order to decide what to accept and believe”.

2.4.8.9- Silent reading:

As the name indicates, it is supposed to be performed silently without lips movement. This is one of the most important types of reading as most of readers’ reading take place silently whether reading an academic book, a magazine, a novel or a newspaper. Thus and in addition to the importance of reading aloud mentioned above, teachers are also required to help and train students on how to increase their eye span which is “the quantity of words a reader's eye can catch from a written line at one glance”. (Abu Shamla, 2009,p.16)

2.4.8.10- SQ3R:

This type of reading aims at helping students to understand a reading material in some depth. SQ3R stands for Survey, Question , Read, Recall and Review, (Mifflin, 2003:p.153-154), (Pound, 2009:p. 1-4) and (Sethi & Adhikari, 2010:p.76-77)

Survey: This, in fact, is apre-reading step where you survey the material prior to your actual reading by scanning the title, heading and any summary or abstract that it might have in order to get the general idea of the target material.

Question: Before reading, put down specific question you would like to answer. This not only clarifies your purpose of reading, but also helps you focus and remember what you have read.

Read: To read the material twice . Read the first time without making notes. Also, compare the diagrams and illustration with the written text and reread parts that are unclear. This may reduce your speed of reading a bit though. On your second reading take notes, and look for important details, supporting evidence and examples.

Recall: Try to recall what you have read by closing the book and making notes of what you remember. Recalling helps send the main points to long term memory of the reader. Recall at regular intervals to check your understanding of the material.

Review: Check to see that you have answered all the questions you wrote down at the beginning. Note down any other points that you think is important. It is as a kind of feedback.

2.4.9- Reading Comprehension:

Haboush (2010:p.22) mentions that:“ Reading is strongly connected with the term comprehension since the ultimate goal of all instructional readings, beyond academic achievement, is to create readers who are able to comprehend different sorts of texts”. So what is comprehension?

Lenz (2005:p.1-5) states that comprehension is the ability to construct meaning from a text through decoding the writers’ words and using previous knowledge about the target text in order to expand and modify one’s understanding and knowledge. So it is strongly recommended to integrate what students’ previously know about the text at hand because this is considered the comment that helps organize and create cohesion among the ideas latent in the text.

Gary Woolley (2011:p. 15-17) defined reading comprehension as the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding a reading text children develop mental models, or representations of meaning of the text ideas during the reading process. He adds that reading comprehension is a complex interactive set of operations requiring complex cognitive functioning at a number of levels simultaneously. Moreover, he clarifies that Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. **Bader El Deen (2009 :p. 8)** defines reading comprehension as “comprehension is the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and metacognitive strategies. **American Book Works corporation (2010 :p. 42)** states that reading comprehension

depends on understanding of the individual words that appear in a text, students will struggle to make sense of texts in which there are too many unfamiliar words, or in which one or more key words are unknown to them. Increasing student's reading vocabulary is essential for preparing them for meaningful engagement with a variety of written materials.

2.4.10- Factors that affect reading comprehension:

There are different of factors reading comprehension. According to **Lenz (2005,p. 1-5), American Book Works corporation (2010;p. 42)**, these factors are:

Oral language development.

Word analysis.

Prior knowledge.

Language background.

Previous reading experience.

Fluency and vocabulary development.

Ability to monitor understanding.

Characteristics of specific texts.

Reasoning abilities.

Motivation.

Level of engagement.

Lack of ability to decode and recognize words.

The quality of the reading materials in terms of organizing and the writing itself.

Lack of language skills and strategies.

The type of instructions.

2.4.11- Reading comprehension skills:

Reading comprehension skills means interacting with the text versus decoding. They are used throughout the process of reading. Good readers apply appropriate strategies, retell information accurately, make personal references, use prior knowledge, identify the main idea and supporting details, ask questions, make and revise predictions based on outcomes, evaluate and express opinions, draw conclusions, visualize and use sensory information, summarize information, analyze story elements, and analyze story problems and solutions. A strong understanding and usage of all of these skills allow readers to connect better with the text. **(Learning Rx, 2009:p.10)**

Mcnamara (2007:p. 28) states that it is critical to understand the nature of young children's early developing language comprehension skills, how they differ from other language skill, and how one can stimulate the development of these skills so that children will be better prepared to excel in reading comprehension when they are formally learning how to read in school.

Accordingly, in order to achieve comprehension, reading must employ and integrate certain sub-skills since a sub-skill does not stand alone, exactly like a symphony. The importance of each sub-skill logically springs from their ability to differentiate between passive unskilled readers and active ones, and being the bricks that, combined together, construct beautiful houses as well. In addition, teaching such sub-skills requires: suitability to students' levels, systematic steps, responsiveness to students' needs, authenticity of materials, diversity of materials and others **(Lenz ,2005:p.4-5)**. The use of these skills depends on what readers are reading. **Harmer (2001: p.118), Millrood (2001:p.118), Mifflin (2003:p.373-374)** recorded the following as reading skills.

2.4.11.1- Skimming:

Harmer (2001: p. 202) defines skimming as:“ the ability to take in a stream of discourse and understand the gist of it without worrying too much about details”, **Barer El Deen (2009:p. 8)** defines it as:“ Skimming means reading a text quickly in order to get the "gist". So a reader forms a general idea before getting into the details of the

text”, **Fiona Talbot (2009:p. 167)** defines it as “ taking the most important information from the page without reading all the words”.

Types of skimming:

Konstant (2003:p. 35) proposes three types of skimming They are:

- 1- “ Skimming to overview”: The purpose is to identify what a reading passage is basically about.
- 2- “ Skimming to preview’’: It is a way of re-reading a passage in order to gain as much information as possible.
- 3- “ Skimming to review’’: This is used when a reader has already finished reading a text and now he needs to refresh and familiarize himself with its content.

2.4.11.2- Scanning:

Troschitz (2005:p.6) states that:“ scanning is the ability to extract specific information out of a text. In this case the reader roughly knows what he is looking for. He searches for details in a text and pays no attention to any kind of other information”.

Scanning is used to discover required information to complete a given task such as making a decision about what to watch on TV, or which museum to visit while visiting a foreign city. Ask students not to read the excerpt before they begin the exercise, but rather, to focus on completing the task based on what the question requires. (**Beare,2009:25**)

2.4.11.3- Guessing the meaning of words from context:

Bader El Deen (2009:p. 9) defines it as “It refers to the reader’s attempt to predict or to assume meaning of an unfamiliar word taking help of clues from the context”, **Eumee Kim (2008:p.25)** proposes four steps of guessing the meaning of words from context : “to look at the word itself and its surrounding to decide on the part of speech; to look at the immediate grammar context of the words; to look at wider context of the words; usually within a clause or sentences and to guess the meaning and check whether the guess is correct”.

2.4.11.4- Inference:

Keen and Zimmermann cited in Cunningham and Shagoury (2005,p. 96) state “To infer as we read is to go beyond literal interpretation and to open a world of meaning deeply connected to our lives. We create an original meaning born at the interaction of our background knowledge (schema), the words printed on a page and our mind capacity to merge that combination into something uniquely ours”.

Jouini (2006,p. 82) reports that:“ inference is reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes”.

Mikulecky & Jeffries (2004:p.65) states that:“ Good reader constantly make inferences as they read. That means they think like a detective and look for clues in the text. Then they use these clues to guess about the text and about the writer’s idea. This is especially important when some ideas are not directly stated”.

2.4.11. 5- Prediction:

According to Grellet (1995,p.17), prediction refers to:“ the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues”. It was also reported that to predict what a text or a book is about, a reader needs to identify what kind of a text is this, that is to identify its genre and thus the writer's purpose can be identified, activate his schemata, and use some key words and phrases from the body/content of the text; and in a case of a book, to preview the title, table of content and the preface (Harmer, 2001, p.200) and (Seyler, 1998,p. 26-28).

2.4.11.6- Sequencing:

It is the ability to know in which order certain events happen. Such a skill helps readers make decisions about relationships in a text. Therefore, a good reader always pays attention to how a writer presents his passage and what clues he uses such as first, then, next, later and finally (Faust 2002, p.18).

2.4.11.7- Distinguishing facts from opinion:

Mifflin (2003,p. 379-380) states that facts are information and data that are often confirmed and proven true. They might be incorrect as well. They come as a result of direct experience and observation often including data such as numbers, dates, times and names of places, cities, people and events. With regard to opinions, Mifflin (2003, p.380) outlines that they are sentences expressing feelings, emotions, attitudes, judgments and preferences. They can not be confirmed true because they basically depend on personal understanding and perceptions of the subject being read. In order to identify that this is an opinion, for example, a reader can get benefit of certain clues. For instance, he can use adjectives such as more beautiful, better, nicest, most interesting, or qualifying words such as a lot, most, often, usually, seldom, rarely, or words indicating possibility such as may be, could be, apparently, possibly, probably and seemingly Mifflin (2003,p. 380-381).

2.4.11.8- Summarizing:

According to Pearson Education Incorporation (2009a, p.1 of 2), summarizing refers to a reader's ability to put a written or spoken text in a shortened version using his own words. To do this, a reader should focus on the main points of the text and some major supporting details as well. This skill also gives a clear indication that comprehension exists.

2.4.11.9- Note-taking:

Reading short texts, stories, books, novels, articles or researches is considered a significant element of one's academic studies. Having difficulty in memorizing and recalling the main ideas and important details, students should be trained and taught how to take notes (Hennings 1982, p. 3). The notes taken from reading texts will have a key role in making reading comprehension, and other language skills such as writing, possible. Like any other skill, students need to be taught how to take notes in order to

help them focus their reading. According to Mifflin (2003, p. 237) and Bielby (1999, p. 160), note-taking can be of many benefits to students:

- It helps students organize their understanding.
- It assists them in developing their memory.
- It helps them organize new knowledge.
- It helps them select the important and needed information.
- It saves time and effort.

2.4.11.10- Cohesion:

Bielby (1999,p. 55-57) stresses that cohesion refers to students' ability to weave and unite different ideas of a text using different markers such as pronoun references (anaphoric and cataphoric references), definite articles, and others.

2.4.11.11- Visualizing:

According to Pearson Education Incorporation (2009,p.1 of 2), visualizing refers to readers' ability to produce and generate pictures in their minds based on the text they read or words they hear. This helps them be more involved in reading; and thus more understanding is obtained. Students can put this skill into practice through writing and drawing. They can also visualize settings, characters and actions (McKown and Barnett 2007,p.20).



Chapter II
Literature Review
Part 2: The Previous Studies

Part Two

Previous Studies

Introduction:

This part of chapter two is divided into two domains. The first tackles studies that examined the effect of using WebQuest in developing English language learning and the students' attitudes toward the WebQuest. And the English language skills such as reading, writing, listening, speaking, vocabulary and grammar, since these studies examined the impact of students development in different factors. The second, tackles studies that examined the effect of using WebQuest in developing the achievement in different school subjects.

❖ (2.1) Related studies concerning using WebQuest in developing the achievement in EFL:

2.1.1: Falasca & Altstaedter (2011)

conducted a study titled as: “**Using WebQuests to Develop Intercultural Competence in the Foreign Language Classroom**”

The purpose of this qualitative study was to explore students' perceptions regarding the effectiveness of WebQuests in developing intercultural competence. The study included data collected from (43) students enrolled in two intermediate (fourth-semester) Spanish college classes at a major North American university. Participants included 30 female students and (13) male students. Five students were Spanish majors and (29) were Spanish minors. As evidenced by their responses to the pre-survey questionnaire, none of the participants had had experience with WebQuests and/or intercultural training prior to the project. The study tool was a questionnaire including five Likert-scale close-ended questions aimed at eliciting self reported student perceptions on the following: the stimulating nature of the WebQuest task, the impact of the WebQuest on students' willingness to take up opportunities to get to know and socially interact with Chileans, the impact of the WebQuest on students' willingness to seek out opportunities to further explore Chilean culture, the impact of the WebQuest on helping students reflect on and write about their own culture. Overall, the results

showed that students had significantly positive perceptions of the stimulating nature of the WebQuest, of the impact of the WebQuest on their willingness to take up opportunities to further interact with Chileans, of the impact of the WebQuest on their willingness to seek out opportunities to further explore the Chilean culture ,and of the impact of the WebQuest on helping them reflect on and write about Chilean culture. In contrast, students' perceptions of the impact of the WebQuest in helping them reflect on and write about their own culture were not significantly different than neutral, indicating that they neither agreed nor disagreed with the statement.

2.1.2: Tuan (2011)

conducted a case study titled as:“ **Teaching Reading through WebQuest**”

The purpose of this experimental study was to examine if the implementation of WebQuest helped enhance reading skill, and to explore the students' attitude towards WebQuest-based teaching of reading. The participants were (44) second-year students (from among a population of 247 second-year students), (26) females and (18) males, who were attending the third course of reading (reading 3) at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC) were invited to participate in this newly-designed WebQuest-based reading course. The average age was (20.21) years ranging from (19) to (25) years old. The reason for this selection was their extensive history of reading experience. Freshmen's too brief history of reading experience would probably limit in-depth exploration. Moreover, freshmen's reading reluctance due to their struggle in dealing with English vocabulary and grammar patterns could be misconstrued as their poor reading skill. The instruments included pretest, posttest, and questionnaire that helped to collate quantitative data. Each of these instruments was used at different phases of the study and for different purposes: pretest and posttest were taken by (44) students involved in the study right before and after the Web-based course in order to measure the improvement in their reading skill; and the questionnaire was designed online 10 days after the course to investigate the students' attitudes towards the course. The findings displayed that the students who received the WebQuest-based program made considerable improvement in their reading comprehension skills. The findings were also enhanced by the positive feedback of the students towards the use of WebQuest through the online survey carried out after the course.

2.1.3: Kocoglu (2010)

implemented a study titled as: **“WebQuests in EFL reading/ writing classroom”**.

The aim of this experimental study was to explore whether or not using WebQuests was effective in enhancing writing and reading performance of EFL students. A total of (34) first-year ELT students enrolled in a Turkish university participated in the study. They ranged in age from (18) to (19) years old. One class, as the experimental group (consisted of 13 students, 4 male and 16 female), used WebQuest tasks. Other class, as control group (consisted of 14 students, 2 male, 13 female), received traditional teacher-led reading/writing tasks. The data came from reading performance test, writing performance test and reading and writing scores. The reading performance test was given as pre-and post-test in which students were asked to read a passage and answer reading comprehension questions. Another test, which was on the same topic was given as the post-test at the end of the semester. The writing performance test consisted of pre-test and post-test was given where students performed a writing task. The variables WebQuest use, reading performance and writing performance were analyzed via descriptive statistics and independent sample t-test. The findings indicated that the experimental group scored higher on reading scores than did the control group. On the other hand, both groups scored equally on writing scores.

2.1.4: Oliver (2010)

conducted a study titled as: **“ The Effect and Value of A WebQuest Activity on Weather in A 5th Grade Classroom”**

The goals of this experimental study were (a) to determine the effect of Web Quests on elementary students' content area knowledge in EFL.; (b) to investigate teacher perceptions of students' higher order thinking skills while engaged in a WebQuest activity and the value the of the WebQuest, as perceived by teacher. To accomplish the above research goals, a quasi-experimental design was used in this study. The study included only four fifth grade classrooms and four teachers in southern California therefore generalization of findings to other populations should be made with caution. The study tools incorporated a pretest / posttest and a questionnaire for the teacher and a questionnaire for the students for the experimental group. The results of

the study showed that the WebQuest increased content knowledge in fifth grade students more than the traditional group. Teachers responded positively to the value of the WebQuest in their daily teaching. Teachers also indicated that their students engaged in higher level thinking skills while engaged in the WebQuest activity. Also the students responded positively to the value of the WebQuest in learning (EFL).

2.1.5: Zlatkovska (2010)

carried out a study titled as:“ **WebQuests as a Constructivist Tool in the EFL Teaching Methodology Class in a University in Macedonia**”

The purpose of this exploratory case study was to investigate whether introducing WebQuests as part of the Teacher Training curriculum at the university level could facilitate the integration of English language teaching and technology while simultaneously promoting a more student centered, constructivist approach to teaching. The study was conducted at a large private urban university in Macedonia in early 2010. The research focused on training the EFL teaching methods instructors in using a WebQuest as a way to blend teaching English and technology at the same time expanding their understanding of social constructivism as a new paradigm in teaching through the usage of this constructivist tool. In addition it intended to demonstrate the use of WebQuests to the students in the EFL methodology class as a tool they could use as part of their future profession. The instruments were interviews, observation, and note taking. The results indicated that WebQuest had a positive tool in the EFL teaching methods course. The study indicated also that the students had positive attitudes toward using the WebQuest in EFL teaching.



2.1.6: Mostafa (2009)

conducted a study titled as:“ **Integrating Internet Resources into EFL Curricula, Using The WebQuest Model, To Enhance Graduate Students’ Reading And Writing Skills For Research Purposes”**

The purpose of this experimental study was to investigate the effectiveness of integrating internet resources into EFL curricula, using the WebQuest model, to enhance graduate students' reading and writing skills for research purposes in the Faculty of Education. The study attempted to exploit both the constructivist and cooperative approaches through the use of project-based teams. It adopted an eclectic approach to enhance reading and writing for research purposes through training graduate students to design EFL instructional materials for teaching English at different levels. The study attempted to exploit both the constructivist and cooperative approaches through the use of project-based teams. It adopted an eclectic approach to enhance reading and writing for research purposes through training graduate students to design EFL instructional materials for teaching English at different level and reflect upon this experience. The instruments used were: A) A pre and post-test to measure students’ research reading and writing skills; B) A rubric to evaluate the appropriateness of the tasks used in the pre- and posttest; C) Teacher logs to evaluate the different activities of the program and D) A teacher’s observations . The program was applied on post-graduate students, English majors, in the Faculty of Education. The group comprised forty-five male and female students. The findings indicated that integrating web resources into EFL curricula, using the WebQuest model, was effective in enhancing students' reading and writing skills for research purposes and provided a positive learning experience. It was thus recommended that EFL teaching practitioners adopt the WebQuest model in making use of web resources for their instruction.

2.1.7: Puthikanon & Nunthika (2009)

conducted a study titled as: “**Examining critical thinking and language use through the use of WebQuests in an EFL reading class**”

This purpose of this study was to examine how the teacher played a role in supporting students' use of critical thinking. The use of English language during the WebQuest activity was also explored. This study employed A case study approach with mixed methods research design. The data were collected from two classroom sections of an intermediate English reading course at a university in Thailand. Two WebQuests were implemented as a supplementary reading activity in the class. A rubric adapted from the Washington State University Critical Thinking Rubric was used to evaluate how students used critical thinking skills during the activity. Through classroom observations, interviews, and questionnaires. The results indicate that students used critical thinking during the WebQuest activity at a relatively high level. Students at both higher and lower levels of English proficiency actively analyzed, synthesized, evaluated, and reflected on information pertaining to the topic of the WebQuest. However, although higher proficiency students were able to transfer their thoughtful opinions and reasoning into the end products of the WebQuest, students with lower proficiency seemed to struggle with such tasks. The study also found that the role of the teachers in supporting students' use of critical thinking varied depending on their level of involvement in the process of student WebQuest activities. In addition, the students primarily used English reading and writing skills, which were the stated objectives of this course; they rarely used oral skills. The results of this study indicate that WebQuests can be a useful activity to promote critical thinking and English language use in an EFL reading course.

2.1.8: Siko (2009)

demonstrated a study titled as: “**What Students Think About Using WebQuests in the English Classroom**”

The purpose of this experimental study was to examine the effects that WebQuests have on students and students learning, especially in the English Classroom. The results represent only the ninth grade English students enrolled at a public high

school in the Southeastern United States. This research used both qualitative and quantitative data to answer research questions focused on student learning and WebQuests. Based upon the literature above, the following research questions are raised: a) Do learners learn using WebQuests in the English classroom? b) How do learners learn with WebQuests in the English classroom? c) What do learners think about their experience with WebQuests in the English classroom. For this study, a WebQuest was used in nine ninth grade English classrooms and data was collected from students in order to determine if they thought learning occurs during the completion of the WebQuest. Additionally, data was collected that examined how the students learned the material presented in the WebQuest. Two hundred and twenty five students completed both the pre/post tests and the WebQuest over three day period during the fall 2007 semester. While each class completed the WebQuest and the pre- and post-tests, the researcher observed several of the classes. Field notes were taken during the observations and then typed up following the data collection. Three groups of students, a total of (12) students were then interviewed to determine if and how they learned about poetry through the completion of the WebQuest. The results of this study indicated that it WebQuests affected student learning, and increased their understanding of the contents, also the interviews and the observations showed that the WebQuest increased the students' motivation toward the material.

2.1.9: Termsinsawadi (2009)

demonstrated a study titled as **“WebQuest Module Development for Enhancing EFL Reading and Writing Abilities of Thai Undergraduate Engineering Students”**

The purpose of this experimental study was to investigate the effect of the WebQuest modules on the students' reading and writing abilities, and their perceptions of these modules were investigated. The participants of the main study consisted of an intact group of 40 second-year RMUTP male engineering students who were enrolled in the “Technical English I” course in the first semester of the academic year 2009. at Rajamangala University of Technology Pra Nakhon (RMUTP), Bangkok, Thailand. The instruments were a pre- and post-test for their reading ability in terms of reading comprehension, the writing pre-test and post-test, interview and a questionnaire. The findings revealed that the students' scores of the reading comprehension skills and

writing post-tests significantly increased. Analysis of data obtained from learning logs indicated that the effective features of the WebQuest modules were the authenticity of the tasks that motivated the students to be actively engaged in the instructional process, and the abundant scaffolding was found to be useful for the performance of reading and writing tasks. The findings from the questionnaires and interview showed that most students had positive attitudes towards the implementation of the WebQuest modules as a whole. The research results also indicated that these Web-based learning activities could make students more engaged in the learning process.

2.1.10: Prapinwong (2008)

implemented a study titled as: “**Constructivist Language Learning through WebQuests in the EFL context: An Exploratory Study**”

The purpose of this study was to explore the teacher’s and students’ use of a popular Internet tool called (WebQuests) in an English as a Foreign Language (EFL) context in Thailand. Based on the framework of constructivism, the study employed both qualitative and quantitative techniques in order to answer four research questions that involve the documentation and analysis of instructional methods, learning outcomes, and teacher’s and students’ experiences and perceptions with the WebQuests for EFL learning. Two units of WebQuests were selected to be implemented in an EFL college-level reading class in Thailand. The instruments were a pre- and post-vocabulary test, class observations, interviews, the teacher’s self reflections, and field notes. This study took place at a large university in Thailand, which was located in a suburban area near the capital city. WebQuest lessons were implemented in one section of an English reading course offered by the Faculty of Liberal Arts over a period of three weeks. There were a total of thirty sections offered for this course alone. The course is mandatory for all second year students at the university. The results of the learning outcomes showed that the learners made a statistically significant gain in the vocabulary tests in both units and that the type of tasks influenced different learning outcomes. The teacher expressed the positive aspects and challenges concerning the use of WebQuests regarding the underlying principles and methods embedded in the tool as well as the constraints of the curriculum and assessment. Students’ perceptions revealed the different levels of students’ engagement and reaction with the WebQuest group

tasks, and their experiences with the online reading and searching. Finally, the study makes pedagogical recommendations for adopting WebQuests in the EFL classrooms and for future research on WebQuests.

2.1.11: Siko (2008)

implemented a study titled as: “**WebQuests in the English Classroom: How do they affect Student Learning**”

This research study was conducted to evaluate the effectiveness of WebQuests to ensure that the teachers who are using this technology application are using an instructional method which is proven to enhance student learning. Through the use of both quantitative and qualitative data, this study began to examine not only the effects of WebQuests on student learning but also laid the groundwork for future research on the effects of other technologies and technology applications on student learning. The population for this study consisted of students enrolled in the English classes of their 9th grade English teachers who used a WebQuest on poetic literary terms. For this study, which is a convenience cluster sample consisted of ninth- grade students who were enrolled in English I at Southern High School . Fifty students completed both pre- and post-tests and the WebQuest over a 3 day period during the spring 2007 semester. Two groups of students (a total of five students) were then interviewed to determine if and how they learned about poetry through the completion of the WebQuest. The quantitative data, pre-test and post-test scores, were analyzed to determine if students learned about poetry through completion of a WebQuest, in response to the first research question. Of the 50 students who completed both the pre-test and the post-test, 36% (n= 18) of the students scores increased. However, 22% (n= 11) of the students scores stayed the same from the pre-test to the post-test and 42% (n= 21) of the students' scores actually went down from taking the pre-test to taking the post-test. Also all the students interviewed believed that they had learned more about poetry and the material through the completion of the WebQuest and it increased their motivation toward learning English.

2.1.12: Barros & Carvalho (2007)

applied a study titled as: “**From a WebQuest to a ReadingQuest: Learners' Reactions in an EFL Extensive Reading Class**”

The aim of this experimental study was the following: a) To verify if an interactive constructivist environment would make a difference in an extensive reading task; b) To verify if the orientation given in the ReadingQuest would promote reading understanding; c) To verify if the students would be interested in reading other texts in English. The researchers also intended to know the students' opinion about this approach to the extensive reading. The sample constituted two groups belonging to two different classes attending the 8th grade. The experimental group consisted of (26) students worked on the ReadingQuest, and the control group consisted of (27) students. Both groups had more females than males. The study tools were a pretest and a posttest reading comprehension assessment were administered for both groups . After the posttest the experimental group received an attitudinal questionnaire about their opinion of the ReadingQuest. The results showed that the ReadingQuest was a valuable environment for teaching extensive reading, in contrast to traditional reading classes, as it can enhance motivation and promote constructivist learning. On the other hand, the results of the questionnaire, answered in the end of the study, showed that students liked the Reading Quest, recognizing that it enhanced learning and that was fun. In fact 69,2% of the students enjoyed the activity and, they mentioned also the fact that they can get out of the classroom, go to the computer lab and that the ReadingQuest allowed them to use the Internet.

2.1.13: Chuo (2007)

conducted a study titled as: “**The Effects of the WebQuest Writing Instruction Program on EFL Learners' Writing Performance, “Writing Apprehension, and Perception**”

This experimental study investigated the effects of the WebQuest Writing Instruction (WQWI) program on Taiwanese EFL learners' writing performance, writing apprehension, and perception of web-resource integrated language learning. The research was conducted in a college of foreign languages in southern Taiwan. The college has

multiple academic divisions, with the junior college as one of its divisions. All of the junior college students are either English majors or minors. In the first three years of the junior college, both English majors and minors are instructed under the same English language curriculum. Participants were students from two junior college classes. A sample of two intact classes with 54 students in each was selected randomly from the second year of the junior college division with a population of approximately 600 students (12 classes). The two selected intact classes were assigned, one as the control group and the other as the experimental group, again randomly. The participants in the control group majored in Spanish and minored in English, whereas those in the experimental group majored in English and minored in Spanish. Mandarin Chinese was the native language of all participants. Three instruments were utilized in this current study: a Writing Performance, a Writing Apprehension, and a Post Questionnaire. The results indicated that students in the WQWI class improved their writing performance significantly more than those in the traditional classroom writing class. The WQWI class also experienced significant reduction in writing apprehension; however, no significant difference in reduced apprehension could be found between the two classes. The findings indicated that integrating web resources into EFL writing instruction, using the WebQuest model, was effective for enhancing students' writing performance and provided a positive learning experience.

2.1.14: Fang Li & Yang (2007)

applied a study titled as: “**The Effectiveness of WebQuest on Elementary School Students' Higher-Order Thinking, Learning Motivation, and English Learning Achievement**”

The purpose of the study was to explore the effectiveness of WebQuest on elementary school students' higher-order thinking (HOT), learning motivation, and English learning achievement. This experiment used a quasi-experimental design to test the research hypotheses about the effectiveness of different instructional strategies in improving students' HOT, learning motivation, and English learning achievement. The participants in this study were 108 six-grade students in three classes enrolled at a large elementary school. The subject of the course is English integrated with computer. Initially 38, 35, and 35 students were recruited for this study in the comparison group, the treatment I and the treatment II, respectively. These three groups had the same course content, text materials and instructor, but differed in terms of instructional

treatment used. The students will have the class once per week and each class is about 40 minutes. The result of this study indicated the experimental group scored higher marks than the traditional group in the problem solving test and the English achievement test. The survey indicated that the students' had a positive attitude toward the WebQuest and the increased the students' learning motivation. This study reported an ongoing project that empirically investigated the effectiveness of WebQuest on elementary school students' HOT, learning motivation, and English learning achievement. The independent variable in this study was instructional strategy with three levels: traditional instruction (the comparison group), WebQuest with resources (the treatment I), WebQuest with the resources and then without resources (the treatment II). The dependent variables were the critical thinking skills, the problem-solving skills, learning motivation, and English learning achievement. The control variables were the teacher's characteristic, the time of the class, and the learning content. The study tools were a pretest and posttest for Problem-solving, English Achievement and Critical Thinking Learning Motivation Survey. It also indicated that WebQuest increased Students' Higher-Order Thinking, Learning Motivation, and English Learning Achievement.

2.1.15: Şen & Neufeld (2006)

demonstrated a study titled as: “**In Pursuit Of Alternatives In ELT Methodology: WebQuests**”

The purpose of this experimental study is to open up a vast new source of information for university students to use and explore. The study was conducted at Eastern Mediterranean University (EMU) is an English-medium university with seven faculties and three schools. The School of Foreign Languages (SFL) served the existing faculties and schools at EMU by offering English courses for general and academic purposes. The data was collected from 43 students English I students who were given Preparing a Print Media Advertisement (WQ1) and 34 English II students who were given The Real Truth about Tobacco (WQ 2). Excluding the researcher, 5 teachers from FCMS took part in the study. The tools were a test for the students and questionnaires were given to the teachers and the students were parallel and students were given the opportunity to choose between Turkish and English versions of the questionnaire

prepared for them. While the students expressed their personal experiences regarding the WebQuests, the teachers expressed their perceptions on students' experience to do with the WebQuests. The results indicate that there are positive attitudes in using WebQuest in teaching English as a new methodology, and it affected positively the students' English language learning.

2.1.16: Tsai (2006)

conducted a study titled as: “**Integrating WebQuest Learning into EFL Instruction**”

The purpose of this study was to investigate the use of a WebQuest learning module as an enhancement to English as a foreign language (EFL) instruction at a private university located in northern Taiwan. The study examined the scores of the researcher-developed reading comprehension assessment for students who completed the WebQuest activities compared to those students who received similar instruction in a traditional format. Also it examined the effect of the WebQuest learning in developing reading skills such as scanning, skimming, paraphrasing, summarizing, organizing, and problem solving. This current study investigated the following research questions: 1) Does the use of a WebQuest module result in a significant difference in reading vocabulary performance, as measured by a researcher-designed reading test, among EFL college students who receive the WebQuest instructional module and those who receive the traditional reading instructional module? 2) Does the use of a WebQuest module result in a significant difference in students' reading comprehension performance, as measured by a researcher designed reading test, among EFL students who receive the WebQuest instructional module and those who receive the traditional reading instructional module? A total of 90 college juniors participated in the study. The experimental group, who completed the WebQuest activities instructional activities, consisted of (44) students, (21) males and (23) females. The control group, who completed traditional instructional activities, consisted of 46 students, (24) males and (22) females. Both groups included two intact classes randomly selected from Yuanpei Institute of Science and Technology (YUST), located in the northern area in Taiwan. Although the sample in this study was not in the same department, the EFL students shared a similar cultural background and speak Mandarin Chinese as their L1 language. The age of the sample was (18) to (22). The EFL students had been exposed to formal

English education since junior high school. The reading comprehension assessment (RCA) used to collect the data was developed by adopting textbook units for the course. This researcher-developed RCA is a mix-format test as a pre- and post test for both the experimental treatment and the control group. The results of this study indicated that using a WebQuest learning module as an enhancement to traditional instruction was more effective for teaching EFL reading, especially for vocabulary acquisition and story reading.

2.1.17: Tsai (2006)

implemented a study titled as: “**Students’ Perceptions of English Learning through EFL WebQuest**”

The purpose of this descriptive study was to investigate a how EFL teachers could effectively help students learn language skills by utilizing a WebQuest learning module and (2) how EFL students perceived learning English through the teacher-developed EFL WebQuest. The study examined the four-point Likert-type attitudinal scores of a researcher-developed attitudinal survey for students who completed the WebQuest learning activities. The participants were a class of (44) (21 males and 23 females) students majoring in information management at a technological institute in Northern Taiwan. The first language of all the participants is Mandarin Chinese and their age ranged from (18 – 21). This study was implemented in the students’ reading and conversation courses, which aimed to enable students to read effectively on a variety of topics as well as to discuss relevant topics as a post-reading activity. Data collected revealed that students had an overall positive attitude and perception on their performance on both the vocabulary acquisition and reading comprehension toward learning English through WebQuest module. Also, a significantly positive correlation was found between student motivation and their perception on learning vocabulary and on learning reading skills. However, a low correlation was found between student motivation and student perception on grammar learning.

2.1.18: Tsai (2005)

conducted a study titled as: “**The Effect of EFL Reading Instruction by Using A WebQuest Learning Module As a CAI Enhancement on College Students Reading Performance in Taiwan**”

The purpose of this study was to measure reading vocabulary acquisition and reading performance of EFL students when a WebQuest learning module as a computer assisted instruction (CAI) was utilized to enhance the traditional EFL reading instruction. The study aimed at determining the effects of utilizing the WebQuest as a CAI on the traditional EFL reading instruction in a target university in Taiwan. In addition, this study reported the relationship between student attitudes and the student perceptions towards the use of WebQuest module. A quasi- experimental design was employed for this study since random selection and assignment are not possible. The tools of the study were a pretest and a posttest reading comprehension assessment were administered for the both groups, a questionnaire for the treatment group about learning attitudes and perceptions toward the WebQuest learning module. The participants of this study were junior-year EFL students enrolled at Yuanpei University of science and technology in Taiwan. The researcher used class sections totaling (90) juniors. Forty-four students from the Department of Information Management participated in the treatment group. Forty-six students from the Department of Radiology participated in the control group. The age of the sample was (18) to (22). The results indicated that the students in the treatment group outperformed the students in the control group. The use of the WebQuest as a CAI enhancement produced significant differences in students' vocabulary acquisition and in the reading performance skills. The result of the survey indicated an overall positive attitude toward the WebQuest learning. A significant correlation was reported between student attitude and student perception.

2.1.19: Leite, et al. (2004)

conducted a study titled as: “**Learning from WebQuests**”

The purpose of this study was to examine the effectiveness of the WebQuests on the students’ learning. Two WebQuest experiments were conducted in a rural high school that occupies a rather new building and is very well supported with technology. In the first experiment, the study topic was "Assassinations of Four American Presidents and Their Impact on the History of the United States". The participants were (72) high school students in a freshman history class in grade nine. The teacher had more than 20 years of teaching experience in social studies. The class was randomly divided into computer lab. The experimental classroom consisted of (31) and the regular classroom consisted of (41). The instruments were a pre-post test and interviews for teachers and students. In the second experiment, the study topic was geology (rocks and minerals). The participants included (72) freshman science students who were computer proficient and able to use *PowerPoint* software. The class was randomly divided into (31) students in a WebQuest group and (41) students in a traditional group. pre- post test and interviews for both teacher and students were administered and scored by the teacher . The strongest aspect of this study was that, for each experiment, both the pre-test and post-test were the same. The results indicated that there weren’t and statistical differences between the experimental groups and the traditional groups in learning. The interviews indicated that that both the teachers and students were quite satisfied with the WebQuests

2.1.20 Mohn, et al. (2004)

conducted a study titled as: “**The Effectiveness of the WebQuest Model with Gifted Fifth Grade Students: An Action Research Study**”

The purpose of this experimental study was to examine and describe the effectiveness of the WebQuest model with gifted fifth grade in students in EFL. Four questions were posed. This study took place in a large, suburban intermediate school. Approximately (1200) students attended the school, which served learners in grades five and six. The student participants were fifth graders; all had been identified as gifted learners, based on state guidelines. Students participated in the WebQuest activities

during their gifted resource pullout program. The gifted resource classes met for one full day each week for five weeks, and learners spent two to three hours of each session working on the WebQuest activities. It is fair to say that the WebQuest became the assigned unit for these students. Parent and student permission was granted for 100 of the 107 students (93%) to participate in the research activities. Several data collection tools were used in this project. Pretests and posttests, Evaluation rubrics were used to assess content acquisition and application of higher order thinking skills, and questionnaire. The results indicated that students acquired content, were engaged and challenged by the activity, and demonstrated use of higher order thinking skills. Teachers' attitudes toward the WebQuest were overwhelmingly positive, and the teachers considered use of the WebQuest appropriate and valuable for gifted learners. Also students' attitudes toward the WebQuest activities were considered in several areas: enjoyment, interest, challenge, and attitudes toward group work and computer-based activities. In most cases, student attitudes were quite positive toward the gifted program and toward the WebQuest. The observations were completed during the WebQuest, it indicated that WebQuest developed high order thinking skills.

2.1.21: Chuan Kung (2002)

demonstrated a study titled as: “**Students' Perceptions of English Learning through ESL/EFL Websites**”

The purpose of this study was to investigate (1) how teachers could effectively help students learn English through ESL websites already available on the Internet and (2) how students perceived learning English through these teacher-selected websites through WebQuest. More specifically, we intended to evaluate the effectiveness of the program. The participants were a class of 49 (10 male, 39 female) students majoring in French and minoring in English at a technological college of languages in Southern Taiwan. The first language of all of the students is Mandarin Chinese and their ages range from (17-18). They place at the high-beginner level in language ability and have received at least four years of formal instruction in the English language. The tool of the study was anonymous questionnaire in their native language inquiring about their computer usage habits. The findings revealed that despite some difficulties encountered, students had an overall positive attitude to using the teacher-selected websites in their

learning of English. The students found that learning English through ESL/EFL websites was interesting and that the teaching WebQuest strategies used by the teachers were effective and necessary.

❖ **(2.2) Related studies concerning using WebQuest in developing the achievement in different school subjects:**

2.2.1: Al Far (2011)

demonstrated a study titled as: “**Effectiveness Of Using Knowledge Trips via Web (Web Quests) in Teaching Geography at Reflective thinking and Understanding of Intermediate School children**”

This study aimed to know the effectiveness of the use of cognitive trips via the Web (Web Quests) in teaching of geography at the level of Reflective thinking and academic achievement among the students of the eighth grade. The study sample consisted of 61 students selected from Jabalya Prep. (A) boys school for refugees. It consisted of two groups of the eighth grade males students in Jabalya Prep (A) at random. One represents the experimental group of (30) students and the other represents the control group of (31) students. The study tools were represented in the academic achievement test of scientific concepts in geography, prepared by the researcher, which consisted of (40) items. And to measure the reflective thinking skills in geography for this purpose the researcher set another one which consisted of (30) items test divided into five dimensions, and teacher's guide for Web Quests. According to the nature of the study, the researcher used two methods: constructive method and the experimental. The most important results of the study were: (a) There are statistically significant differences at ($\alpha \leq 0.05$) in the average score in the post applying on the dimensions of optical vision between the experimental group and the control group in favor of the experimental group. (b) There are statistically significant differences between the experimental group marks on the pre and post applications of the meditative thinking test with its dimensions and total mark (c) There is no statistically significant differences between the experimental group students marks of the post and sequential applications on meditative thinking test with its dimensions and total mark.

2.2.2: Goda (2009)

carried out a study titled as: “ **The effect of employing WebQuest in Teaching science on developing scientific literacy for the 9th class students in Gaza Governorates**”

This study aimed at recognizing the effect of employing WebQuests in teaching science on developing scientific literacy among the 9th grade students in Gaza governorates. The researcher has constructed study tools that included the analysis tool for unit seven content from the 9th grade science book, scientific concept test, the scientific thinking skills test and measurement of the attitudes towards science test. The sample was two random classes from the 9th grade students in Nuseirat Prep. Boys (A) School and it consisted of (60) students, one of them was experimental group consisted of (28) students and the control group consisted of (32) students. The researcher used three methods : analytical descriptive method, constructive method and experimental method. The results indicated that: (a) There are statistically differences at ($\alpha \leq 0.05$) in the average score in the scientific concept test between the experimental group and the control group in favor of the experimental group. (b) There are statistically differences at ($\alpha \leq 0.05$) in the average score in the scientific thinking skills test between the experimental group and the control group in favor of the experimental group. (c) There are statistically differences at ($\alpha \leq 0.05$) in the average score in the measurement of the attitudes towards science between the experimental group and the control group in favor of the experimental group.

2.2.3: Ikpeze & Boyd (2007)

implemented a study titled as: “ **Web-based inquiry learning: Facilitating thoughtful literacy with WebQuests**”

The purpose of this experimental study was to focus on the use of WebQuests to design and deliver instruction to enrich classroom interactions. Specifically, its goal was to demonstrate how to integrate and use multiple tasks during WebQuests to facilitate thoughtful literacy. The study participants were six fifth-grade students- five girls and one boy- Diane, Tonia, Elaine, Lisa, Mindy, and Ben (pseudonyms). They were all middle class European Americans. They were considered average or above average students by their teacher. The setting was an elementary school located in a small

middle-income suburban neighborhood near a large urban city in the northeastern United States. Each classroom had one or two computers and the school had a well-equipped computer lab. Data sources included observations, field notes, evaluation rubrics, and interviews of participants. Findings from this study indicated that WebQuests facilitated thoughtful literacy and also the field note, evaluation rubric and the interviews indicated that students' engagement and motivation increased .

2.2.4: Alhileh & Nofal (2007)

conducted a study titled as:“ **The Effect of the Web Quest Strategy on Improving the Critical Thinking and Achievement of Educational Sciences Faculty (UNRWA) Students' in the Teaching of Thinking Course**”

The study aimed at investigating the effect of the long and short-term Web Quest strategy on improving the Educational Sciences Faculty students' critical thinking and achievement in the Teaching of Thinking course. The study sample consisted of 90 ESF students distributed among three groups. The first experimental group were taught using the long-term web quest strategy, the second experimental group were taught using the short-term web quest strategy, whereas the control group were taught using traditional teaching methods. The Critical Thinking Test and an achievement test were administered as two post tests. The ANCOVA analysis was administered to test the two hypotheses of the study. Results of the study revealed that there were statistically significant differences in favour of the first experimental group followed by the second experimental group. The study also revealed that there were statistically significant differences in favour of the first experimental group as with regards to improving their achievement, then in favour of the second group in comparison with the control group.

2.2.5: Gorrow & Bing & Royer (2003)

applied a study titled as: “**Going in Circles: The Effects of a WebQuest on the Achievement and Attitudes of Prospective Teacher Candidates in Education Foundations**”

The purpose of this study was to examine the integration of technology in an education foundations course. The study examined the effects of using a WebQuest on the achievement of preservice teachers enrolled in the course, disclosed the attitudes of preservice teachers toward the integration of technology in a research project, and analyzed preferences for completing assignments that integrate technology compared to traditional pencil/paper assignments. This study included approximately 85 prospective teacher candidates enrolled in three sections of *Learning and Assessment* during the Fall 2003 semester. All participants were elementary education majors at a four-year public university located on the Eastern Shore of Maryland, completing this required undergraduate education foundations course as a prerequisite for their admission to the Professional Teacher Education Program. The study was conducted by two professors teaching these three sections of the course and one professor directing the PT3 initiative. The students completed a questionnaire to share attitudes about the research project and learning with technology. The results indicated that technology can be meaningfully integrated into a foundations course to enhance student achievement and promote positive attitudes toward the use of technology.

2.2.6: Castronova (2002)

conducted a study titled as: “**Discovery Learning for the 21st Century: Article Manuscript**”

This experimental study was conducted at a suburban elementary school in which the use of a WebQuest, an online instructional tool based on discovery learning, was compared to the use of a traditional, didactic -method of teaching the same lesson. Areas that were compared included areas of achievement, student engagement, and student interactions with teachers and other students while working in cooperative groups. The participants were four classes, consisting of a total of (87) fifth grade students and 4 teachers, studied the causes of the South’s secession during the Civil War

using either a WebQuest method or a traditional method. The students ranged in ability from requiring special education services to receiving gifted education services. Two classes of students were taught using a WebQuest based on the format designed by Dr. Dodge (1995) that included an introduction, a task, a process, Internet resources, an evaluation rubric, and a conclusion. The other two classes were taught using traditional teaching which involved reading passages from a textbook, answering textbook questions, lecture, and a hot list of the same websites used in the WebQuest. All four classes studied the reasons why the South seceded during the Civil War. Three instruments were utilized in this current study. They were pre-test on the reasons for the South's secession during the Civil War , active observations and Interviews. The results indicated that there was little or no difference in achievement between the two groups. Students were more engaged in learning in the classes taught using a WebQuest. The interactions of the students with their teachers and peers were found to be at a higher order of thinking in the class using a WebQuest, and the students in the WebQuest classes also had more interactions pertaining to the topic than the students in the traditionally taught classes.



❖ **General Commentary on the Previous Studies:**

In accordance with above-mentioned studies, the researcher divides them into two domains. The first tackles studies that examined the effect of using WebQuest in developing English language learning and the students' attitudes toward the WebQuest. And the English language skills such as reading, writing, listening, speaking, vocabulary and grammar. The second tackles the studies that examined the effect of using WebQuest in developing the achievement in different school subjects.

• **Comment on the previous studies (A):**

There are similarities and differences between this study and the previous studies in many things.

The current study agreed with the previous studies in the following:

According to the aim:

The similarities between this study and the previous studies:

The current study agreed with Tuan (2011) in investigating the effectiveness of the WebQuests on reading skills and on the students' attitudes toward learning reading skills through this strategy. Kocoglu (2010) agreed with the current study in exploring the effectiveness of the WebQuests on the reading performance, but Kocoglu added an extra dependent variable which is writing performance. Oliver (2010) agreed with this study in determining the effect of the WebQuest on achievement in EFL, on the other hand, this study investigated the student' attitude toward the WebQuest but Oliver investigated the teacher perception of students' higher order thinking skills while engaged in a WebQuest activity. Zlatkovska (2010) agreed with this study in investigating whether the WebQuest facilitates the integration of English language teaching, but this study investigates also the students' attitude toward this strategy. This study agrees with Mostafa (2009) in investigating the effectiveness of the WebQuest on enhancing the reading skills. Siko (2009) similar with this study in investigating the effects of the WebQuest on the students achievement and the students learning in English classroom. Termsinsawadi (2009) agreed with this study in investigating the effect of

the WebQuest on the students' reading abilities, and their perceptions of using the WebQuest. Prapinwong (2008) agreed with this study in exploring the students' use of the WebQuest in an English as a foreign language context, but Prapinwong explored also the teachers' use of the WebQuest in EFL content, whereas, this study explored the students' attitude. Siko (2008) agreed with this study in examined the Impact of the WebQuest in the students' learning. Barros & Carvalho (2007) agreed with this study in investigating the impact of the WebQuest on the Extensive reading and also measuring the students' attitude about this approach to the extensive reading. Fang Li & Yang (2007) agreed with the current study in exploring the effectiveness of the WebQuet on the English learning achievement and on the students' learning motivation. Şen & Neufeld (2006) agreed with this study in investigating the effectiveness of the WebQuest on the students' achievement. Tsai (2006) agreed with this study in investigating the impact of the WebQuest on the students' perception. Tsai (2005) agreed with this study in measuring the Impact of the WebQuest on reading vocabulary acquisition and reading performance of EFL. Leite, et al. (2004) agreed with this study in examining the effectiveness of the WebQuest on the students' learning.

The differences between this study and the previous studies:

The current study disagree with the previous studies in the following: Chuo (2007) investigated the effectiveness of the WebQuest on the writing instruction, Falasca & Altstaedter (2011) measured the impact of the WebQuest on developing intercultural competence, Puthikanon, Nunthika (2009) explored the use of the English language during the WebQuest activity, Tsai (2006) investigated the WebQuest learning models as an enhancement to EFL instruction, Mohn, et al. (2004) examined and described the effectiveness of the WebQuest model with gifted fifth grade in students in EFL, Chuan Kung (2002) investigated hoe teachers could effectively help students perceived learning English through these teacher-selected websites.

The researcher concluded that all the previous studies agreed with the current study in the independent variable which is the WebQuest strategy, but the dependent variable was the same or near in the meaning in some studies and was different with other studies.

According to the Methodology:

The similarities between this study and the previous studies:

Some of the previous studies agreed with the current study in using the experimental method as Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Leite, et al. (2004), Mohn, et al. (2004).

The differences between this study and the previous studies:

Some of the previous studies utilized the descriptive method as Falasca & Altstaedter (2011) , Tsai (2006), Zlatkovska (2010), Chuan Kung (2002). Prapinwong (2008) used Exploratory Study. Puthikanon & Nunthika (2009) used a case study.

According to the tools:

The similarities between this study and the previous studies:

Some of the previous study agreed with current study in two tools or three as Şen & Neufeld (2006), Chuo (2007), Tsai (2005), Siko (2009), Prapinwong (2008), Mostafa (2009), Zlatkovska (2010), Tuan (2011), Termsinsawadi (2009), Fang Li & Yang (2007), Oliver (2010), Barros & Carvalho (2007), Mohn, et al. (2004).

The differences between this study and the previous studies:

Some of the previous study has one similar tool or they used different tools as Tsai (2006) he used only a questionnaire, Tsai (2006) he utilized a test, Leite, et al. (2004) used apre-post test and interviews, Falasca & Altstaedter (2011) used a questionnaire, Kocoglu (2010) used three different tests, Puthikanon & Nunthika (2009) used a questionnaire, an observation card and interviews. Chuan Kung (2002) used a questionnaire.

The researcher concluded that some previous studies used some of her tools, others used less tools than her. Some other previous studies used different tool such as interviews, note taking and evaluation rubric. The researcher in this study used four

tools: checking list, pre-post test, questionnaire for the experimental group, and an observation card.

According to the Population and Sample:

Population and sample of the previous studies were different from one study to another in number, gender and age. Some of the previous studies applied their experiment on a graduate or colleges students' as Falasca & Altstaedter (2011), Tuan (2011), Kocoglu (2010), Zlatkovska (2010), Puthikanon & Nunthika (2009), Termsinsawadi (2009), Prapinwong (2008), Chuo (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2006), Tsai (2005), while sample of other studies were student from elementary, preparatory or secondary schools as Oliver (2010), Mostafa (2009), Siko (2009), Siko (2008), Barros & Carvalho (2007), Fang Li & Yang (2007), Leite, et al. (2004) , Mohn, et al. (2004), Chuan Kung (2002). The researcher used a sample from the seventh grade.

• Comment on the previous studies (B):

There are similarities and differences between this study and the previous studies in many things.

The current study similar with the previous studies in the following:

According to the aim :

The current study agreed with Al Far (2011), Alhileh & Nofal (2007), Gorrow & Bing & Royer (2003). But some studies differed in the aim with this study as Goda (2009), Castronova (2002), Ikpeze & Boyd (2007).

According to the Methodology:

Some of the previous studies agreed with the current study in using the experimental method as Al Far (2011), Goda (2009), Castronova (2002), Ikpeze & Boyd (2007) and Alhileh & Nofal (2007).But Gorrow & Bing & Royer (2003) used the descriptive method.

According to the tools:

The tools used in the previous studies were vary and different from one study to another in number and type of tools for example, Al Far (2011) and Alhileh & Nofal (2007) used two tests, while Goda (2009) used two test and a questionnaire for the students, Castronova (2002) used three tools, a pre-post test, questionnaire and interviews, Gorrow & Bing & Royer (2003) used only a questionnaire. Ikpeze & Boyd (2007) used four tools, observation card, field-note, evaluation rubric and interviews.

This study may differ from the other studies in a number of points:

The researcher prepared a teacher's guide for the teachers about the Web Quest appendix number (9).

The place: as it is the study that adopt learning by WebQuest strategy and its effect on student's reading comprehension skills in EFL in Arab countries in general and in Gaza refugees schools in particular, within the researcher's knowledge – with their special conditions- that studies the effectiveness of using WebQuest on the Palestinians' Seventh Graders' English Reading Comprehension Skills.

The Palestinian context in the Gaza strip: The context in the Gaza strip is unique and special as (UNRWA) provides services in three important sectors; teaching, health and sanitations for the refugees. A lot of people are unemployed and suffer from poverty, they depend on some nutritional supplies from (UNRWA). In general, The economical situation is miserable due to the Israeli siege. The political issue is frozen and leave the Palestinians with almost no hope in the near future. The only port between Gaza and the world is Rafah Terminal which is controlled by Israel. Israel uses this terminal as a means for exaction whenever it needs to impose some issues on the Palestinians. The situation in Gaza is very complicated and has reflections on education and the student's level of achievement.

The target group: administering the experiment of the seventh graders' has its significance being a middle stage. That means the research's results can be generalized on other stages.

The literature review has paved the way for the researcher, facilitated her work and provided her with model instruments used for collecting and analyzing data to carry out this study. The researcher wishes that this study would be a circle in this hard work series.

From the previous studies, the researcher concluded the following:

- 1) All the previous studies dealt with the WebQuest as independent variables in general in different materials and in the English language in particular.
- 2) All the previous studies did not deal with the effectiveness of using WebQuest on the English Language in the Arab countries except Mostafa's study (2009) in Egypt which was applied on graduate students not on schools' children in Egypt.
- 3) Non of the previous studies dealt with the questions and the hypotheses of this current study. This indicates the importance of this study in dealing with new questions ,test and hypotheses.
- 4) Results of many previous studies reviled the existence of a general weakness in reading comprehension in all levels which support the need for this study.
- 5) All the previous studies indicate that there is a strong relationship between the WebQuest and its positive effect on the students' attitude toward EFL.
- 6) According to the previous study domain (A), it indicates that reading comprehension could be improved by applying WebQuest strategy.
- 7) The recommendations of the previous studies highlighted the importance of considering the WebQuest strategy in improving the students' achievement, and their positive attitudes toward (EFL).



Chapter III

The Methodology

Chapter III

The Methodology

Introduction:

This chapter includes the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of the WebQuest programme used in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

(1). The Study Approach:

The researcher followed in his study:

a) The Descriptive Analytical Research:

It's the approach which examines the phenomenon, an event or an issue, and one can obtain information to answer the question of the study without the intervention of the research, in order to describe and interpret the research of the study. (Alagha & Al Ostaz, 1999:83)

The researcher analyzed the first reading lesson of twelve units from unit (13-24) in order to investigate the availability of the target skills (prediction, skimming, scanning, guessing the meaning through context, inference) in the text book. Moreover, the researcher agreed with the referees on the result of the analysis.

b) The Experimental Approach:

The researcher adopted the experimental approach of the research. Such an adoption was due to the nature of the research which aimed at finding:“ The Impact of Using WebQuest on the Palestinian Seventh Graders' English Reading Comprehension Skills”.

(2). The Research Design:

As stated in chapter 1, an experimental research design was employed for this study. It is an artificial situation to test hypotheses, in which the researcher isolates the intervening factors, and study the impact of the independent variable on the dependent variables in the purpose of making sure of the correctness of certain information, or to reach the generalization that controls the behavior of the dependent variables . (Nawaf & El Odani, 2008:p.58)

This design depends on choosing two groups, the first is the experimental group and the second is the control one.

Table (1)

Group	Pre	Treatment	Post
Experimental Group	O1	X	O2
Control Group	O3	Y	O4

Note: O = outcomes of pre-test and post-test

X= treatment based on WebQuest method

Y= traditional method

For the purpose of conducting this research, a pre-test / post-test was used. The Experimental group (X) in this research was taught reading according to the WebQuest programme , and the control group (Y) was taught reading through the traditional method which focus on silent reading to answer certain questions.

(3). The Sample of the Study:

The representative sample of the study consisted of (88) students distributed into two groups. One of the groups represented the control group of (44) students ; and the other represented the experimental one of (44) students.

The groups were randomly chosen from a purposive sample from Maghazi Prep. Girls School (A) where the researcher administered the experiment and where she works as a teacher of English language for the seventh graders . Table (3.1) shows the

distribution of the sample. All the students' parents agreed to allow their children to share in the sample of the study.

Table (2)
The distribution of the sample according to the groups

Group	Experimental	Control
No. of sample	44	44

Since the sample had been chosen from UNRWA school, the two groups were equivalent in the economic, cultural and social level. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2010-2011). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the First term exam of the school year (2010-2011). Age variable of the sample was also controlled before the experimental application.

(4). The variables of the study:

The study included the following variables:

(4):1 Independent Variable

(4):1.1- The independent variable in this study is the teaching method:

1.1: The WebQuest method

1.2: The traditional method

(4):2 Dependent Variable

The dependant variables are represented in the performance of reading comprehension skills; prediction, skimming, scanning, guessing meaning of words from context and inference and the students' attitude toward the WebQuest.

(5). Designing the WebQuest:

The instructional design for developing the Reading Comprehension WebQuest module was based on the steps of the ADDIE instructional model in designing the WebQuest lessons by using the WebQuest method. According to this standard the design steps are:

http://www.E-learningguru.com/articles/art2_1.htm [accessed December31,2011]

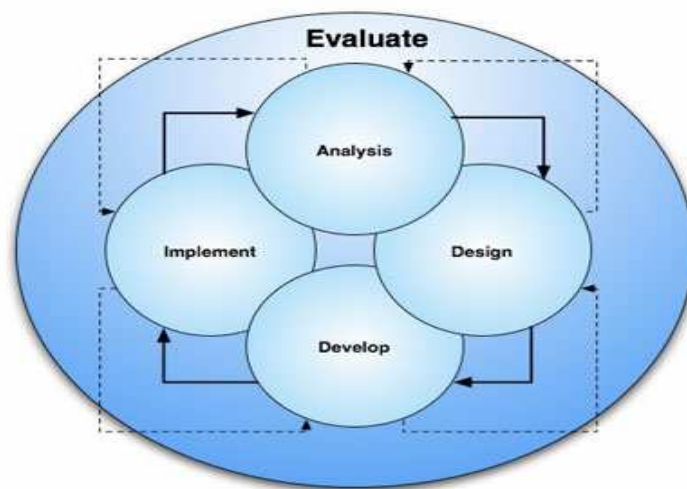


Figure (4)
ADDIE Model

- a. Analysis stage.
- b. Design stage.
- c. Development stage.
- d. Implementation stage.
- e. Evaluation stage.

The researcher incorporated the ADDIE model with the WebQuest design process. Following the ADDIE phrases, as well, developed the instructional design and the development of the content and learning objectives. Then the researcher divided each stage to many secondary stages as following:

(5):1. Analysis stage:

a. Analyzing the content:

The researcher analyzed the first reading lesson of twelve units from unit (13 - 24) in order to investigate the availability of the target skills (prediction, skimming, scanning, guessing the meaning through context, inference) in the text book.

b. The learners' needs and characteristics:

- The number of the experimental group is (44) female students from grade seven.
- The researcher made sure that all the students had the basic skills in dealing with the computer and the Internet before implementing the experiment of the study.

c. The Potential of the learning environment:

The implementation of the WebQuest depends on the potential of the learning environment, and the researcher has tried to benefit from these potential as much as possible.

- The researcher used the computer lab at the school in which she will implement the experiment of her study after obtaining the approval from the concerned authorities.
- The computer lab has (24) computer with high specification, the researcher used (12) of them.
- To benefit from the Internet which is available in (UNRWA) schools by using it in the teaching/learning process.
- Employing the (LCD) which is available in the computer lab.

d. The Obstacles:

- Lack of the electronic sources which deal with the subjects in an accurate way and easy to the students' level, that forced the researcher to design some web pages and published them across the Web, as well as the publication of some topics through the educational forums such as: English (4) Arab.

- The disruption or the weakness of the Internet, and the researcher has overcome this problem by implementing the WebQuest in the state of offline.
- Shortage of electricity during the implementation of some lessons.
- Not all the students have computers at home. The researcher managed this problem by pairing of students; the one who own helped the one who didn't own to work together.

(5):2. Design stage:

According to ADDIE concepts, the WebQuest Design Process is developed as a simplified flow chart shown in Figure (5)

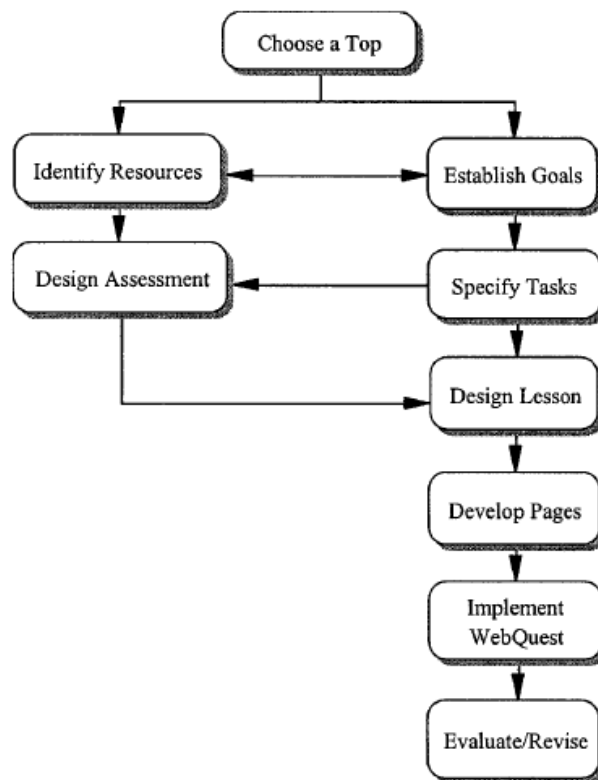


Figure (5)

A Simplified Flow Chart of Developing a WebQuest Module

The researcher developed a concept map (figure) to guide and incorporate the idea and structure of the reading comprehension WebQuest instructional module at this

stage. She reviewed the concept map to ensure the sequences of the instructional sections were in appropriate order. The WebQuest module evaluation was evaluated to determine if the module matched the objectives and if any topics needed to be added, deleted, expanded, or revised.

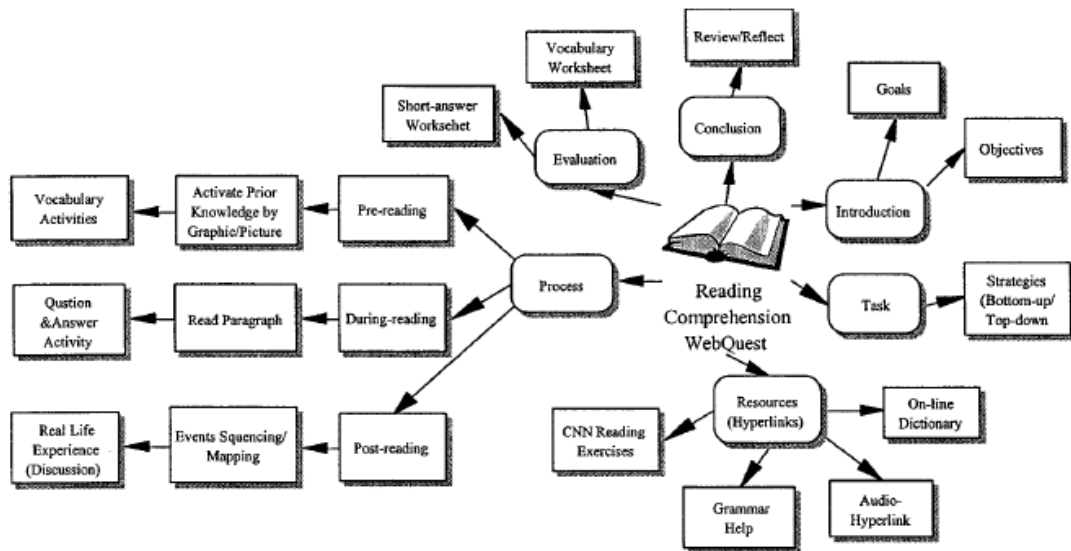


Figure (6)

Concept Map of the Reading Comprehension WebQuest Module

In this stage, the researcher arranged with the IT teacher at her school to help her in designing the WebQuest and download it in the Web. They designed it by using [MS- FrontPage].

(5):3. Development stage:

The researcher used several computer programs to develop her WebQuest as follows:

Table (3)

N.	The programme's name	The produced company
1.	Photoshop 8	Adobe
2.	MS-Front page 2003	Microsoft
3.	MS-word	Microsoft

(5):4. Implementation stage:

a. Training the students to use the Internet:

The teacher who will implement the experiment of the study held numbers of meetings for all the students to make sure that they had the necessary basic skills to use the Internet.

b. Training the students on the mechanism of using the WebQuest:

The teacher who will apply the experiment of the study held two additional classes after the end of the school day to train the experimental group on the mechanism of dealing with the WebQuest programme.

c. Publishing the WebQuest via the Web:

The researcher published the WebQuest via the Web site, and thus it was ready to be accessed via the Web. In the case of the internet interruption or weakness the WebQuest will work offline.

(5):5. Evaluation Stage:

The evaluation phase is the stage to examine how the WebQuest supportive to students reading. To investigate whether the WebQuest has positive effect on the students' performance between the reader and reading materials, the scores on the pre-post reading comprehension test, the scores on the attitudinal survey and the scores on the observation cards were analyzed by using SPSS.

(6). The preparation of the teacher's guide:

In order to teach the reading comprehension lessons according the WebQuest method, the researcher developed a teacher's guide to help the English teacher in the teaching process, the teacher's guide included the following:

- An introduction which included the aim of the guide and its importance in teaching the reading comprehension lessons.
- A brief summary about the WebQuest method and its components.

- The aims of teaching the reading comprehension lessons through the WebQuest method.
- Time table for implementing the lessons.
- The lesson plan which the researcher followed in teaching the reading comprehension lessons and it included:
 - a. The overall aim, and the behavioral goals for every lesson.
 - b. The procedures and the tasks.
 - c. The evaluation.
 - d. The time.
- The teacher's guide included a number of procedures the teacher followed in teaching with WebQuest method, these procedures included the following:

First, Before starting the lesson:

- Preparing the lesson and designing it.
- Making sure that the links of the Web pages inside the tasks were working properly.
- The teacher divided the students into six groups, each group has seven students and two computers, the teacher showed each student his role in the group and the students had to exchange the roles among them.
- The teacher made sure that the Internet was available in the laboratory, and it was ready to work without an Internet connection.

Secondly, while implementing the lesson:

- The teacher introduced an introduction for the WebQuest, then she asked the students to implement the WebQuest.
- The teacher's role in the WebQuest was a facilitator and he should follow up implementing the tasks which were required from students in the WebQuest.

- After finishing the first tasks, the teacher discussed the students, and gives the opportunity to the speaker in each group to present her presentation on the PowerPoint or in slices, then she continued in the same way with the other tasks.
- The teacher was the organizer of the time, and he doesn't allow for any group to begin the second task until all the groups finish the first task. The teacher controls through the management program for the computer lab which called [Netop School].

Thirdly, After implementing the lesson:

- The teacher evaluates the students' learning to know to what extent were the aims achieved.
- The teacher determines the students' homework.
- After the researcher had prepared the teacher's guide, he refereed it by specialists, they suggested some adjustments and he did them. So the teacher's guide became in its final form and it can be applied.

The validity of the WebQuest program:

- To test WebQuest validity, the researcher submitted CD of the reading comprehension WebQuest lessons to a group of English Language supervisors and teachers. The researcher did the required adjustment according to their recommendations.

(7). Instrumentation:

In order to collect data that help achieve the aims of the study, the researcher used the following tools:

- 1- Achievement Reading comprehension test (pre and post test)
- 2- Questionnaire to detect the students' attitude toward the WebQuest.
- 3- An Observation Card for the Students' Performance in using WebQuest and Reading Comprehension skills.

(8):1. Choice of the Reading Skills Checklist:

Some English reading comprehension skills, appendix (1), were collected by the researcher through reviewing related literature, previous studies, the teacher's guide of Grade Seven English textbook and English Language Curriculum, consulting experts in the field of English language and its methodology such as supervisors and teachers, and the researcher's own experience as a teacher of grade seven.

In addition, the researcher collected some of these skills from the Palestinian National authority, Ministry of Education, general administration of curricula, English Language Curricula for public school from grade one to eleven, 1999 , then she put them in a list for the specialists to read in order to tick (/) for the five most important ones that they think seventh graders really need and didn't have. Table (4) shows these skills.

Table (4)
The percentage of the reading skills

Reading skills	Percentage of importance
Prediction	100 %
Skimming	88.89 %
Scanning	88.89 %
Guessing the meaning of words in context	77.77%
Inference	77.77 %

Except prediction, these skills obtained in table (4) were very much in agreement with the skills targeted by Haboush (2010) , and all the skills were also very much in agreement with the skills targeted by Badr El-Din (2009). This confirmed how important these skills were. The study was also in agreement with Uhlir (2003) in skimming, making inferences, with Gaines and Lehmann (2002) in making inferences, skimming, and guessing the meaning of words through context and with Adulkader et al. (2009) in making inferences and knowing the meaning of words through context.

(8):2. A achievement Reading Comprehension test (pre and post test):

A pre-post a achievement reading comprehension test prepared by the researcher to measure the reading comprehension achievement. It was used as a pre test applied before the experiment and as a post test applied after the experiment.(Appendix)

(8):2. 1-The general aims of the test:

The test aimed at measuring the achievement of the control group and that of the experimental one. Being used as a pretest, it aimed at providing that both groups were equivalent in terms of obtaining English reading comprehension skills. Then being used as a post-test, it aimed at identifying any possible progress and difference in the achievement of both groups. The exam included these skills : prediction, skimming, scanning, guessing meaning of words from context and inference. It was built according to the criteria of the test specification . Three items were assigned in the test for prediction, two items were assigned in the test for skimming, ten items were assigned in the test for scanning, three items were assigned in the test for guessing, and two items were assigned in the test for Inference. The total number of the items was twenty items. The items were equal in weight. They are listed in the table of specification below.

(8):2.2-The table of specification:

**Table (5)
The Table of Specification**

Bloom Level	Knowledge & Comprehension	Application	Reasoning	Items of test
0 %	62 %	0 %	38 %	
Skill weight				
Prediction 15 %	0	0	3	3
Skimming 11 %	2	0	0	2
Scanning 50 %	6	0	4	10
Guessing 16 %	0	0	3	3
Inference 8 %	0	0	2	2
Total 100%	8	0	12	20
Percentage	40 %	0	60%	100%

(8):2.3-The items of the test:

The items of the test were designed to fulfill the requirements of each skill as follows.

Prediction skill:

This scope included (3) items; three matching questions. The purpose was measuring students' ability to predict what is coming next.

Skimming strategy:

This scope included (2) items; four matching questions. The purpose was measuring students' ability to skim a text in order to get the gist and to recognize the main ideas.

Scanning strategy:

This scope consisted of (10) items designed to measure students' ability to seek for specific information in the text.

Guessing meaning of words from context:

This scope included (3) items that measured students' ability to guess meaning of words in context.

Inference:

The components of this scope were (2) items that measured students' ability to infer through their schemata and through the text to read behind the printed words and to draw conclusions.

(8):2.4- The pilot study:

The test was applied on a random sample of (30) students , from Maghazi prep. Girls School (A) other than the experimental groups. The results were recorded and statistically analyzed to measure its validity and reliability .The items of the test were modified in the light of the statistical results.

(8):2.5- The validity of the test:

Al aAgha (1996: p.118) states that valid a test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(A) The referee validity

The test was introduced to a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in (UNRWA) schools and Government schools. The items of the test were modified according to their recommendations. (Appendix)

B) The content validity

The test specification was designed according to the general objectives of the content (Appendix:11) (p.130), the content analysis (Appendix:9) (p.306) and the weight of each reading skill and the objectives of the test. The seventh grade consists of (24) units, the researcher analyzed lesson one of every unit. These skills were equally represented in the test specification and therefore their items in the test. There is a consistency between the items of the test and the cognitive levels of Bloom's Taxonomy. (Appendix: 5) (P. 213)

(C) The internal consistency validity

Al Agha (1996:P.121) refers that the internal consistency validity indicates the correlation of the score of each item with the total average of the test . It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula.

According to the tables (6) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05). According to the following tables , it can be concluded that the test is highly consistent and valid as a tool for the study

Table (6)
Correlation coefficient of every item of the test with the total degree of the test

No.	Pearson Correlation	Sig. level
1	0.599	sig. at 0.01
2	0.706	sig. at 0.01
3	0.759	sig. at 0.01
4	0.761	sig. at 0.01
5	0.811	sig. at 0.01
6	0.456	sig. at 0.05
7	0.866	sig. at 0.01
8	0.497	sig. at 0.01
9	0.591	sig. at 0.01
10	0.600	sig. at 0.01
11	0.516	sig. at 0.01
12	0.652	sig. at 0.01
13	0.832	sig. at 0.01
14	0.568	sig. at 0.01
15	0.727	sig. at 0.01
16	0.712	sig. at 0.01
17	0.756	sig. at 0.01
18	0.412	sig. at 0.05
19	0.696	sig. at 0.01
20	0.382	sig. at 0.05

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

(8):2.6 -Reliability of the test:

The test is regarded reliable when it gives similar results if it is administrated twice within similar conditions (Mackey and Gass, p.128). The reliability of the test was measured by Alpha Cronbach and the Spilt- half techniques.

A) by using Split half:

It depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman –Brown Prophecy Formula (Abu Hattab & Sadeq,1980,p. 14).

Correlation between two parts (even X odd) and modify by **Spearman brown:**

**Table (7)
Reliability coefficient**

SPILT –HALF TECHNIQUE			
Scope	TOTAL	BEFORE	AFTER
Achievement reading comprehension test	20	0.907	0.951

From table (7) we can ensure the test has a good reliability. Through tables (7), the test is proved to be reliable . Alpha Cronbach coefficient is (0.926) and the Spilt-half coefficient is (0.951) that indicates the test suitable to applied in the study.

B) Kud-Richardson (K-R20)

(K-R20) depends on calculating the percentages of correct answers to the test items, and also on the variance of every item.

**Table (8)
(K_R20) Coefficients for the Test Domains**

TOTAL	(K_R20) coefficient
20	0.928

The experimentation of the test :

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of students (30) , who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school and were from the same cultural and environmental background.

After the implementation of the piloting test, the researcher computed the test time.

Test time =
$$\frac{\text{The time needed for the 1}^{\text{st}} \text{ student to leave the room} + \text{the time needed for the last student to leave the room}}{2}$$

Applying this equation, the researcher found that the time needed for the pretest to be applied was 60 minutes.

Difficulty Coefficient:

The difficulty factor of a test was computed according to the following equation (O'dah, 2002, p.127).

That means the percent of the failing student to the total student who answered the test, we can calculate this from the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of correct item}}{\text{the total student who answered the test}} \times 100$$



Table (9) show the difficulty coefficient for each items of the test:

Table (9)
Difficulty coefficient for each items of the test

No.	Difficulty coefficient
1	0.69
2	0.69
3	0.44
4	0.44
5	0.50
6	0.44
7	0.50
8	0.56
9	0.69
10	0.63
11	0.44
12	0.50
13	0.50
14	0.69
15	0.63
16	0.56
17	0.25
18	0.63
19	0.56
20	0.25
Total difficulty coefficient	0.53

Table (9) shows that the difficulty coefficient wobble between (0.25 – 0.69) with total average (0.53), that means each of items is acceptable or in the normal limit of difficulties according to assessment and evaluation specialists.

Discrimination coefficient:

That's mean the test ability to discriminate between the high achievers students and the low achievers.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who have the correct answer from the high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the students who have the correct answer from the low achievers}}{\text{No. of low achievers}}$$

Table (10) shows the discrimination coefficient for each items of the test:

Table (10)
Discrimination coefficient for each items of the test

No.	Discrimination coefficient
1	0.63
2	0.63
3	0.63
4	0.38
5	0.50
6	0.38
7	0.50
8	0.38
9	0.63
10	0.75
11	0.38
12	0.50
13	0.75
14	0.38
15	0.50
16	0.63
17	0.25
18	0.25
19	0.38
20	0.25
Total Discrimination coefficient	0.48

Table (10) shows that the discrimination coefficient wobble between (0.25 – 0.75) with total average (0.48), that means each of items is acceptable or in the normal limit of discrimination according to assessment and evaluation specialists.

(8):3- A questionnaire of the students' attitudes toward the WebQuest in acquiring the reading comprehension skills:

a- The Aim of the Scale:

This questionnaire was prepared by the researcher to measure the students' attitudes toward the WebQuest in acquiring the reading comprehension skills in the English language for the seventh graders, the questionnaire is considered the main instrument in field study, to get data and information, so the researcher prepared this questionnaire via:

b- The Sources of Constructing the Scale :

The researcher depended on different sources to construct the questionnaire; the researcher's experience, previous studies and experts' opinions.

c- Description of the Scale :

This study used a 24-item questionnaire (Appendix 7) . This tool is divided into four main scopes; Scope one was about the students' attitudes' toward accepting the WebQuest and it consisted of six items , Scope two was about the students' attitudes' toward the teacher's role and the classroom management and it consisted of six items; scope three was about the students' attitudes toward the links which were used in the WebQuest; and finally scope four was about the students' attitudes toward skills in the English language through the WebQuest and it consisted of six items. Respondents were asked to rate each item of each scope as follows: (5) = strongly agree , (4) = agree, (3) = not sure, (2) = disagree, (1) = strongly disagree.

The validity of the Scale :

That valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(A) The referee validity

The questionnaire was introduced to a group of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. The items of the questionnaire were modified according to their recommendations.

(B) The internal consistency validity

Al-Agha indicates that the internal consistency validity indicates the correlation of the score of each item with the total average of the test . It also indicates the correlation of the average of each scope with the total average (Al-Agha, 1996, PP. 118-121). This validity was calculated by using Pearson Formula.

According to the tables the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (11) shows the correlation coefficient of each scope with the whole test. According to the following tables , it can be concluded that the scale is highly consistent and valid as a tool for the study

Table (11)
Pearson Correlation coefficient for every item from the first scope(The students attitudes' toward accepting the WebQuest) with the total degree of this scope

Items	Pearson Correlation	Sig. level
1	0.663	sig. at 0.01
2	0.686	sig. at 0.01
3	0.800	sig. at 0.01
4	0.880	sig. at 0.01
5	0.713	sig. at 0.01
6	0.735	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (12)

Pearson Correlation coefficient for every item from the second scope (The students' attitudes' toward the teacher's role and the classroom management) with the total degree of this scope

Items	Pearson Correlation	Sig. level
1	0.831	sig. at 0.01
2	0.862	sig. at 0.01
3	0.808	sig. at 0.01
4	0.828	sig. at 0.01
5	0.809	sig. at 0.01
6	0.866	sig. at 0.01

Table (13)

Pearson Correlation coefficient for every item from the third scope (The students' attitudes toward the links which were used in the WebQuest) with the total degree of this scope

Items	Pearson Correlation	Sig. level
1	0.847	sig. at 0.01
2	0.876	sig. at 0.01
3	0.851	sig. at 0.01
4	0.845	sig. at 0.01
5	0.914	sig. at 0.01
6	0.888	sig. at 0.01

Table (14)

Pearson Correlation coefficient for every item from the fourth scope (The students' attitudes toward skills in the English language through the WebQuest) with the total degree of this scope

Items	Pearson Correlation	Sig. level
1	0.714	sig. at 0.01
2	0.699	sig. at 0.01
3	0.855	sig. at 0.01
4	0.819	sig. at 0.01
5	0.874	sig. at 0.01
6	0.863	sig. at 0.01

The results of tables show that the value of these items were suitable and highly consistent and valid for conducting this study.

The researcher also made sure of the correlation between the four scopes with the total degree of the questionnaire, and the four scopes with others as shown in table (15)

Table (15)
Pearson Correlation coefficient for every scope from the scale with the total degree of the questionnaire and the scopes with others scopes

	SUM	Scope one	Scope two	Scope three	Scope four
The students attitudes' toward accepting the WebQuest	0.968	1			
The students' attitudes' toward the teacher's role and the classroom management	0.985	0.948	1		
The students' attitudes toward the links which were used in the WebQuest	0.967	0.892	0.948	1	
The students' attitudes toward skills in the English language through the WebQuest	0.970	0.937	0.931	0.908	1

As shown in the table (15), there is a correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01) that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

Reliability of the Scale:

The test is reliable when it gives the same results if it is reapplied in the same conditions (Al Agha & Al Ostaz, 2004:P.108). The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Cronback and split-half methods.

The researchers calculated the correlation between the first and the second half of each domain of the questionnaire and the whole of the questionnaire. Then, the researcher used Spearman Brown Formula to modify the length of the questionnaire to find out the reliability coefficient as shown in table (16).

Table (16)
Correlation coefficient between the two halves of each domain before modification
and the reliability after modification

Scope	No. of items	Correlation between two parts	Reliability after modifying
The students attitudes' toward accepting the WebQuest	6	0.779	0.876
The students' attitudes' toward the teacher's role and the classroom management	6	0.839	0.912
The students' attitudes toward the links which were used in the WebQuest	6	0.879	0.935
The students' attitudes toward skills in the English language through the WebQuest	6	0.860	0.925
Total	24	0.962	0.981

The table shows that the reliability coefficient by using split- half after modification more than (0.981) and this indicates that the scale is reliable and the researcher is satisfied to apply it on the sample of the study.

A total sample of 30 students participated in testing the reliability of the scale, Alpha formula was used to determine the reliability of the scale as shown in table (17)

Table (17)
Alpha Correlation Coefficient of the Scale Reliability

Scope	Number of Items	Alpha kronbach
The students attitudes' toward accepting the WebQuest	6	0.842
The students' attitudes' toward the teacher's role and the classroom management	6	0.912
The students' attitudes toward the links which were used in the WebQuest	6	0.936
The students' attitudes toward skills in the English language through the WebQuest	6	0.892
Total	24	0.974

The results of table (17) show that the ranges of reliability of the two domains were above (0.974) that result indicates that the questionnaire was suitable for conducting such study. The reliability of the questionnaire was measured by Alpha Cronback and the split-half methods.

8.4- The Observation Card:

A) The aim of the observation card:

This observation card was prepared by the researcher to investigate the students' performance in using WebQuest and also their performance in acquiring the reading comprehension skills through the WebQuest to get data and information, so the researcher prepared this questionnaire.

b- The sources of constructing the observation card:

The researcher depended on different sources to construct the observation ; the researcher's experience, previous studies and experts' opinions.

c- Description of the observation card:

This study used an **observation card** of 15-items (Appendix 8). This tool is divided into three main scopes ; Scope one was about the students' mechanisms of dealing with the program and it consisted of five items; Scope two was about the students' cooperative learning behavior while using the WebQuest and it consisted of four items; and finally scope three was about the students' ability to get the required information_ and it consisted of six items. Co-observer are asked to rate each item of each scope as follows: (3) = high agree , (2) = moderate agree, (1) = low agree.

The validity of the observation card:

That valid test is the test that measures what it is designed to measure. The study used the referee validity.

The referee validity

The observation card was introduced to a group of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools . The items of the observation card were modified according to their recommendations.

Reliability of the observation card:

To prove the reliability of the observation card statistically, the researcher used the general agreement of the observers who are the researcher and her colleague calculating the reliability. Each of the observer worked independently, but used the same list of the observation card items. At the end of the total period assigned for the observation, there were almost consistence in their observation results. The ratio of the agreement was calculated statistically by using Coper equation.

$$\text{Coefficient of agreement} = \frac{\text{Number of agreement}}{\text{Numbers of agreement} + \text{Numbers of disagreement}} \times 100$$

According to that the researcher and her colleague in teaching English observed six groups, and after the application of the mentioned equation, the ratio of the agreement between the observers is offered in the following table:

Table (18)
Percentage of agreement between the observers to calculate the consistency of the observation cards

Group	Performances	The number of agreement points	The number of disagreement points	Percentage
First	15	14	1	93.33
Second	15	13	2	86.67
Third	15	13	2	86.67
Fourth	15	14	1	93.33
Fifth	15	12	3	80.00
Sixth	15	13	2	86.67
Total	Total of the observation			87.78

From the previous table, the researcher can conclude that the highest percentage of the agreement between the two observer was (93.33) and the lowest percentage was (80.00). Consequently, the total percentage of the total percentage of the consistency was (87.78) which indicated the high level of consistency of the observation cards.

(9). Controlling the intervening variables:

To assure the results' accuracy and avoid any external interference, the researcher tried to control some variables before the study.

(9):1- Age variable:

The researcher recorded the students' ages from their school files at the beginning of the school year (2010-2011). T-test was used to measure any statistical differences. The mean of the age of the whole sample was (13.49) year, and the standard deviation was (0.49)

Table (19)
T-test results of controlling age variable

scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Age	experimental	44	13.511	0.300	0.685	0.495	not sig.
	Control	44	13.470	0.259			

“t” table value at (86) d f. at (0.05) sig. level equal 1.98

“t” table value at (86) d f. at (0.01) sig. level equal 2.58

(9):2- Variable of general achievement in English language:

T-test was used to measure the statistical differences between the groups due to their general achievement in English language. The subjects' results in the first term test of the school year (2010-2011) were recorded and analyzed.

Table (20)
T-test results of controlling English achievement variable

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	experimental	44	75.591	18.555	0.610	0.544	not sig.
	control	44	78.045	19.215			

“t” table value at (86) d f. at (0.05) sig. level equal 2.00

“t” table value at (86) d f. at (0.01) sig. level equal 2.66

Table (20) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the English achievement variable.

(9):3- General achievement variable:

T-test was used to measure the statistically significant differences between the groups due to their general achievement. The subjects' results in the first term test of the school year (2010-2011) were recorded and analyzed.

Table (21)
T-test results of controlling general achievement variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
general achievement	Experimenta l	44	589.318	124.152	0.487	0.628	not sig.
	Control	44	601.932	118.797			

“t” table value at (86) d f. at (0.05) sig. level equal 2.00

“t” table value at (86) d f. at (0.01) sig. level equal 2.66

(9):4- Pre-test variable: Previous learning variables:

To make sure that the sample subjects are equivalent in their previous English language achievement. The researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed using T-test.

Table (3. 22) Shows the mean and the standard deviation of each group in English previous learning. The results' analysis indicates that there are no statistically significant differences between the experimental and the control groups at (0.05) level.

Table (22)
T.test results of controlling previous learning in English variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Prediction	Experimental	44	1.773	0.912	0.802	0.425	not sig.
	Control	44	1.932	0.950			
Skimming	Experimental	44	0.682	0.708	0.139	0.890	not sig.
	Control	44	0.705	0.823			
Scanning	Experimental	44	5.227	2.208	0.153	0.879	not sig.
	Control	44	5.295	1.972			
Guessing	Experimental	44	1.295	0.954	0.245	0.807	not sig.
	Control	44	1.341	0.776			
Inference	Experimental	44	0.818	0.657	1.016	0.313	not sig.
	Control	44	0.682	0.601			
Total	Experimental	44	9.795	3.331	0.223	0.824	not sig.
	Control	44	9.955	3.348			

Tables (22) indicates that there are no statistically significant differences at (0.05) level among experimental and the control groups due to age variable.

(10). Statistical Analysis Procedures:

To achieve the aim of this study

The observation card responses, the questionnaire responses and the pre and post treatment essay tests were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical techniques were used:

- 1) T. Test independent samples: to measure the statistical differences in means between the two groups due to the study variables.

- 2) T. Test paired sample: to figure out any statistical differences within the experimental group respondents regarding their literacy perceptions and writing quality before and after the treatment.
- 3) Effect size level by using T value, Eta square, and Cohen's d: to check the effect size (extent) of the evident significant differences between the two groups and within the experimental group.

Procedures:

The study is progressing according to the following steps:

- 1- Reviewing literature and previous studies related to prior WebQuest, reading comprehension skills and programs used to improve reading comprehension skills.
- 2- Deciding on the instruments of the study: A checklist of reading comprehension skills to decide the degree of suitability to seventh graders, a questionnaire to measure the students' attitudes toward the WebQuest in acquiring the reading comprehension skills in the English language for the seventh graders, achievement test (Pre& post-test) , WebQuest programme and an observation card to investigate the students' performance in using WebQuest and also their performance in acquiring the reading comprehension skills through the WebQuest.
- 3- Identifying the reading comprehension skills appropriate for the seventh graders.
- 4- Designing a checklist of reading comprehension skills and introducing it to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience in teaching seventh graders to decide the suitability of these skills to seventh graders.
- 5- Applying the checklist and record results to be used in designing the questionnaire and analyzing the content according to these skills.
- 6- Analyzing the reading comprehension lessons from unit (13) to (24) from the student's book, workbook and support material,
- 7- Preparing table of specification and introducing it to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience, and specialist in evaluation and measurement.

- 8- Preparing the pre-post test and also introducing it to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience,
- 9- Designing the WebQuest programme and introducing it to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience,
- 10- Designing a questionnaire to measure the students' attitudes toward the WebQuest in acquiring the reading comprehension skills in the English language for the seventh graders and refereeing.
- 11- Designing observation card and introducing it to to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience,
- 12- Checking the validity and the reliability of the test.
- 13- Checking the validity and the reliability of the questionnaire
- 14- Checking the validity and the reliability of the observation card
- 15- Choosing the sample of the study that includes the experimental group and the control one.
- 16- Applying the pre-test on the sample of the study and computing the results.
- 17- Implementing the experiment using the WebQuest program according to the plan and the teacher' guide on the experimental group while the control one was taught by the traditional one.
- 18- Applying the post-test on the sample of the study.
- 19- Applying the questionnaire on the experimental group.
- 20- Analyzing and interpreting the results.
- 21- Presenting the suggestions and the recommendations in the light of the study findings.

Chapter IV

Results: Analysis of data

Chapter V

Results and Data Analysis

Introduction:

The study aimed at investigating the Impact of Using WebQuest on the Palestinian Seventh Graders Reading Comprehension Skills and their attitude toward WebQuest..

In this chapter, the researcher offers the results according to the statistical analysis of the collected data. The findings of the research were tackled with regard to the research questions. Therefore, the researcher employed different statistic formulas such as means of frequencies, percentages and t-test to show the final results of the collected data. Tables were also used to clarify and present these data with analysis and interpretation. In addition, effect size through (η^2) was used to measure and obtain the extent to which the independent variable, the programme, had an effect on the dependent variable, the experimental group's achievement.

❖ The results

1. Question (1) findings:

Answer of the first question inquired which asks:

Are there statistically significant difference at ($\alpha \leq 0.05$) in the level of prediction skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of “prediction skill” among students who learn English Reading Comprehension through

using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

To investigate the first hypothesis, mean and standard deviation of the experimental and the control groups' results were computed.

(T- Test) was used to measure the significance of differences. Table (23) describes the results.

Table (23)
T-test independent sample results of differences between experimental and control group in relation to “ the prediction skill” in the post test.

Scope	Goup	N	Mean	Std. Deviation	t	P. value	sig. level
Prediction skill	experimental	44	2.409	0.622	4.378	0.000	sig. at 0.01
	control	44	1.750	0.781			

“t” table value at (86) d f. at (0.05) sig. level equal 2.00

“t” table value at (86) d f. at (0.01) sig. level equal 2.66

Table (23) indicated that the (t) computed value, (4.378), was larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha= 0.01$) between the experimental group and the control one in relation to prediction in favour of the experimental group. There are also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (1.750) , the mean of the experimental group was (2.409).

To calculate the effect size of the WebQuest programme, the researcher used Eta square " η^2 " by using the following equation (Afana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$D = \frac{2t}{\sqrt{df}}$$

Table (24)
The table references to determine the level of size effect (η^2) and (d)

Test	Effect Size		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Implementing the above mentioned equation of the effect size, the results of " η^2 " and "d" values as shown in table (24) indicated a large effect of WebQuest program in improving the prediction skill for the experimental group.

Table (25)
“t” value, eta square “ η^2 ”, and “d” for each domain and the total degree

Domain	t value	η^2	d	Effect Size
Prediction skill	4.378	0.182	0.944	Large

So the null hypothesis is rejected and the alternative hypothesis is accepted.

2. Question (2) findings :

Answer of the second question which asks:

Are there statistically significant difference at ($\alpha \leq 0.05$) in the level of skimming skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of “skimming skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

To investigate the second hypothesis, mean and standard deviation of the experimental and the control groups' results were computed.

(T- Test) was used to measure the significance of differences. Table (26) describes the results.

Table (26)
T-test independent sample results of differences between experimental and control group in relation to “ the skimming skill” in the post test.

scope	GROUP	N	Mean	Std. Deviation	t	P. value	sig. level
Skimming skill	experimental	44	1.295	0.594	4.015	0.000	sig. at 0.01
	control	44	0.727	0.727			

Table (26) indicates that the (t) computed value, (4.015), is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to skimming favouring the experimental group. There are also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group is (0.727), the mean of the experimental group is (1.259).

Table (27)
“t” value, eta square “ η^2 “, and “d” for the skimming skill

Domain	t value	η^2	D	Effect volume
Skimming skill	4.015	0.158	0.866	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " and " d " values as shown in table (27) indicates a large effect of WebQuest program in improving the skimming skill for the experimental group. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted.

3. Question (3) findings:

Answer of the third question which asks:

Are there statistically significant difference at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of “scanning skill” among students who learn English Reading Comprehension through

using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

To investigate the third hypothesis, mean and standard deviation of the experimental and the control groups' results were computed.

(T- Test) was used to measure the significance of differences. Table (4. 5)describes the results.

Table (28)
T-test independent sample results of differences between experimental and control group in relation to “ the scanning skill” in the post test.

Scope	Group	N	Mean	Std. Deviation	T	P. value	sig. level
Scanning skill	Experimental	44	7.341	1.904	5.080	0.000	sig. at 0.01
	Control	44	5.068	2.276			

Table (28) indicates that the (t) computed value, (5.080), is larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to scanning favouring the experimental group. There are also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (5.068), the mean of the experimental group was (7.341).

Table (29)
“t” value, eta square “ η^2 “ , and “d” for the skimming skill

Domain	t value	η^2	D	Effect Size
Scanning	5.080	0.231	1.096	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " and " d " values as shown in table (29) indicates a large effect of WebQuest program in improving the scanning skill for the experimental group.

Thus, the third null hypothesis is rejected and the alternative hypothesis is accepted.

4. Question (4) findings:

Answer of the fourth question which asks:

Are there statistically significant difference at ($\alpha \leq 0.05$) in the level of Guessing skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of “guessing skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

To investigate the first hypothesis, mean and standard deviation of the experimental and the control groups' results were computed.

(T-Test) was used to measure the significance of differences. Table (30) describes the results.

Table (30)
T-test independent sample results of differences between experimental and control group in relation to “ the guessing skill” in the post test.

scope	Group	N	Mean	Std. Deviation	t	P. value	sig. level
Guessing skill	experimental	44	2.273	0.817	3.853	0.000	sig. at 0.01
	control	44	1.523	1.000			

Table (4. 8) indicates that the (t) computed value, (3.853), is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha=0.01$) between the experimental group and the control one in relation to guessing favouring the experimental group. There are also a significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 1.000 , the mean of the experimental group is (20273).

Table (31)
“t” value, eta square “ η^2 “ , and “d” for the guessing skill

Domain	t value	η^2	d	Effect Size
Guessing	3.853	0.147	0.831	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " and " d " values as shown in table (31) indicated a large effect of WebQuest program in improving the guessing skill for the experimental group.

Thus, the fourth null hypothesis is rejected and the alternative hypothesis is accepted.

5. Question (5) findings:

Answer the fifth which asks:

Are there statistically significant difference at ($\alpha \leq 0.05$) in the level of Inference skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of “Inference skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

To investigate the fifth hypothesis, mean and standard deviation of the experimental and the control groups' results were computed.

(T- Test) was used to measure the significance of differences. Table (32) describes the results.

Table (32)
T-test independent sample results of differences between experimental and control group in relation to “ the Inference skill” in the post test.

Scope	Group	N	Mean	Std. Deviation	t	P. value	sig. level
Inference skill	experimental	44	1.114	0.655	2.983	0.004	sig. at 0.01
	control	44	0.705	0.632			

Table (32) indicates that the (t) computed value, (2.983), is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at($\alpha=0.01$) between the experimental group and the control one in relation to guessing favouring the experimental group. There are also a significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (0.705) , the mean of the experimental group is (1.114).

Table (33)
“t” value, eta square “ η^2 “ , and “d” for the Inference skill

Domain	t value	η^2	d	Effect Size
Inference	2.983	0.094	0.643	Medium

Implementing the above mentioned equation of the effect size, the results of " η^2 " and " d " values as shown in table (33) indicated a medium effect of WebQuest program in improving the Inference skill for the experimental group.

Thus, the fifth null hypothesis is rejected and the alternative hypothesis is accepted.

6. Question (6) findings :

Answer the sixth question which asks :

Are there statistically significant difference at ($\alpha \leq 0.05$) between the results of the post test of experimental group and the result of the post test of the control group ?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the results of the post test of experimental group and the result of the post test of the control group.

To investigate the sixth hypothesis, mean and standard deviation of the experimental and the control groups' results were computed.

(T- Test) was used to measure the significance of differences. Table (34) describes the results.

Table (34)
T- test results of differences between the exp. and the cont. group in the post-test

Scope	Group	N	Mean	Std. Deviation	t	P. value	sig. level
Total	experimental	44	14.432	2.765	7.208	0.000	sig. at 0.01
	control	44	9.773	3.277			

Table (34) indicates that the (t) computed value, (7.208), is larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha=0.01$) between the experimental group and the control one in relation to the results of the post test favouring the experimental group. There are also a significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (9.773), the mean of the experimental group is (14.432).

Table (35)
"t" value, eta square " η^2 ", and "d" for the total degree

Domain	t value	η^2	d	Effect Size
Total	7.208	0.377	1.554	Large

Implementing the above mentioned equation of the effect size, the results of " η^2 " and "d" values as shown in table (35) indicated a large effect of WebQuest program in improving the previous five skills for the experimental group.

Thus, the sixth null hypothesis is rejected and the alternative hypothesis is accepted.

Answering of the seventh question which asks:

Are there statistically significant at ($\alpha \leq 0.05$) between the attitude of the experimental group before and after the experiment of utilizing WebQuest to develop comprehension skills ?

To answer this question the researcher used T-test paired sample the following table shows that:

Table (36)
T.test paired sample results of differences between pre and post questionnaire for experimental group for all of the scopes and total degree of the questionnaire

Scopes	applied	N	Mean	Std. Deviation	t	Prop. value	Sig. level
Scope one	pre	44	12.977	3.788	9.043	0.000	sig. at 0.01
	post	44	17.591	2.286			
Scope two	pre	44	22.977	6.859	6.769	0.000	sig. at 0.01
	post	44	29.864	3.689			
Scope three	pre	44	12.955	5.689	7.990	0.000	sig. at 0.01
	post	44	18.727	2.255			
Scope four	pre	44	23.250	2.894	7.430	0.000	sig. at 0.01
	post	44	28.636	4.755			
Total degree of the Scale	pre	44	72.159	11.678	13.758	0.000	sig. at 0.01
	post	44	94.818	7.173			

“t” table value at (43) d f. at (0.05) sig. level equal 2.02

“t” table value at (43) d f. at (0.01) sig. level equal 2.70

Table (36) shows that there are statistically significant differences between pre and post test in all scopes and the total degree of the questionnaire, towards post scale, that means the WebQuest programme is effective.

To calculate the size effect the researcher used Eta square " η^2 " and "d" size effect:

Table (37)
"t" value, eta square " η^2 ", and "d" for each domain and the total degree

Domain	t value	η^2	D	Effect Size
The first scope of the scale	9.043	0.655	2.758	large
The second scope of the scale	6.769	0.516	2.065	large
The third scope of the scale	7.990	0.598	2.437	large
The fourth scope of the scale	7.430	0.562	2.266	large
The total degree	13.758	0.815	4.196	large

Table (37) shows that there is an effect size large, for each **scope** and the total degree of questionnaire, that mean the WebQuest programme has a large effect and improve the skills for the experimental group.

Thus, the seventh null hypothesis is rejected and the alternative hypothesis is accepted.

Answer the eighth question which asks:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the level of the experimental group performance in the beginning and the end of utilizing WebQuest to develop reading comprehension skills?

To answer this question, the researcher calculated the means for each of the groups and the following table illustrates this:

Table (38)

VAR00017	Scope one	Scope Two	Scope Three	Total
The fist observation	8.500	5.500	7.667	21.667
The second observation	8.667	6.833	10.667	26.167
The third observation	10.333	8.667	11.000	30.000
The fourth observation	11.500	8.167	10.833	30.500
The fifth observations	11.333	8.500	13.000	32.833
The sixth observation	14.333	11.667	16.500	42.500

Table (38) shows that there is an improvement between the fist observation and the last observation. To measure the differences between the fist observation and the last observation, the researcher used (Wilcoxon test).

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test the following table shows that:

Table (39)

Wilcoxon signed ranks test for a results of differences between first and the last observation for the experimental group for every scope and total degree of the scopes

Scope	Ranks	N	Mean Rank	Sum of Ranks	Z	P. value	Sig. level
Students' Mechanisms of dealing with the program	Negative Ranks	0	0	0	2.333	0.020	sig. at 0.05
	Positive Ranks	6	3.5	21			
	Ties	0					
Students' cooperative learning behavior while using the WebQuest	Negative Ranks	0	0	0	2.232	0.026	sig. at 0.05
	Positive Ranks	6	3.5	21			
	Ties	0					
Students' ability to get the required information	Negative Ranks	0	0	0	2.232	0.026	sig. at 0.05
	Positive Ranks	6	3.5	21			
	Ties	0					
Total	Negative Ranks	0	0	0	2.214	0.027	sig. at 0.05
	Positive Ranks	6	3.5	21			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (39) shows that there are statistical significant differences between the first and the last observation in all scopes and the total score of the observation scope, towards the last observation, that means WebQuest programme is effective.

To calculate the size effect the researcher used " η^2 " The following equation table (40) to shows that:

Table (40)
"Z" value, eta square " η^2 ", for each domain and the total degree

Scope	Z	Z ²	Z ^{2 +4}	η^2	Size effect
Students' Mechanisms of dealing with the program	2.333	5.443	9.443	0.576	Large
Students' cooperative learning behavior while using the WebQuest	2.232	4.982	8.982	0.555	Large
Students' ability to get the required information	2.232	4.982	8.982	0.555	Large
Test	2.214	4.902	8.902	0.551	Large

Table (40) shows that there is an effect size, **Large**, for each scope and the total score of the observation, that means the WebQuest programme has large effect and improve the skills for the experimental group.

Thus, the eighth null hypothesis is rejected and the alternative hypothesis is accepted.



Summary:

This chapter dealt with data analysis and its results. The results of each hypothesis were analyzed statistically using different statistical techniques.

The results of the first hypothesis showed differences of statistical significance between the experimental and the control one in favor of the experimental group due to the teaching method. The results of the second hypothesis indicated significant differences between the two groups in favor of the experimental group. The results of the third hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group. The results of the fourth hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group. The results of the fifth hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group. The results of the sixth hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group.

The results of the seventh hypothesis indicated differences of statistical significance between the attitude of the experimental group before and after the experiment of utilizing WebQuests to develop comprehension skills in favor of post questionnaire.. Finally, the results of the eighth hypothesis indicated differences of statistical significance between the level of the experimental group performance in the beginning and the end of utilizing WebQuest to develop reading comprehension skills in favour of the last observation.

The next chapter views results, discussion and recommendation.



Chapter V
Findings, Discussion, Conclusion and
Recommendations

Chapter V

Findings, Discussion, Conclusion, Pedagogical Implications and Recommendations

1- Introduction:

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in the Gaza Strip.

2- Findings:

Based on the results of this study, the following findings were observed:

- 1- There were statistically significant differences in the level of “prediction skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach in favor of the experimental group.

- 2- There were statistically significant differences in the level of “skimming skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach in favor of the experimental group.

- 3- There were statistically significant differences in the level of “scanning skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach in favor of the experimental group.

- 4- There were statistically significant differences in the level of “guessing skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach in favor of the experimental group.
- 5- There were statistically significant differences in the level of “Inference skill” among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach in favor of the experimental group.
- 6- There were statistically significant differences between the results of the post test of experimental group and the result of the post test of the control group in favor of the experimental group.
- 7- There were statistically significant differences between the attitude of the experimental group before and after the experiment of utilizing WebQuest to develop comprehension skills in favor of the post questionnaire.
- 8- There were statistically significant differences at between the level of the experimental group performance in the beginning and the end of utilizing WebQuest to develop reading comprehension skills in favor of the last observation.

3- Discussion:

The study in progress aimed at investigating the Impact of Using WebQuests on the Palestinian Seventh Female Graders' English Reading Comprehension Skills and their attitudes toward WebQuests.

To achieve this aim, the researcher adopted the experimental approach of the research in which two equivalent groups were employed. One of them was treated as an experimental group consisting of (44) students; and the other was treated as control group consisting of (44) students. Both groups were proved to be equivalent in terms of age, general English achievement and reading comprehension achievement. The

researcher used a variety of tools: a checklist of reading comprehension skills, an achievement test (pre and post test), WebQuest programme, a questionnaire, and an observation cards.

The general results of the study reflects the superiority of the experimental group which received practiced reading comprehension skills through WebQuest compared with the control group who received practicing reading comprehension skills through the traditional way.

The researcher attributes theses results to the advantages of the WebQuest as a teaching learning strategy. These advantages are:

- 1- Motivation and authenticity.
- 2- Cognitive development.
- 3- Learning in groups.
- 4- Analysis of the interaction.
- 5- Guided investigation.
- 6- They keep in mind the profitability of the pupil time.
- 7- Cooperative work.
- 8- It enhances the communication skills among students.
- 9- It prioritizes the transformation of the information.
- 10- It helps students to develop the search capacities, of selection, of comparison, of taking decision, of knowing how to argue, of reaching conclusion, of organizing the information.
- 11- Stimulate the self-learning.
- 12- Make the student the center of the educational process.

- 13- provide the students with various resources in order to search for knowledge by themselves, rather than relying on the teacher and the textbooks only as a source of knowledge.
- 14- Allow the students to deal with the original documents instead of dealing with secondary sources like books.
- 15- Improve students' critical thinking skills.
- 16- Engage learners in real- world learning activities.
- 17- It is supported by four underlying constructs: application, social skills and scaffolding.
- 18- It develops the capabilities of the talented students.
- 19- Its links works effectively and the learners can move between its links easily.
- 20- It enables the students to work independently, where the role of the teacher changed from conveyor to knowledge to facilitator.

❖ 3.1. Interpretation of the first question:

The researcher investigated the first question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) in the level of prediction skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

The finding indicated that the (t) computed value, (4.378), was larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha=0.01$) in the level of prediction skill between the experimental group and the control group in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, Whereas the mean of the control group was (1.750), the mean of the experimental group was(2.409).

Besides, the researcher found that the effect size indicated a large effect of WebQuest program in improving the prediction skill for the experimental group.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing reading comprehension skills. Furthermore, this results is attributed to the effectiveness of WebQuest strategy as it affects positively both the affective aspect of students' thinking and the cognitive aspect. As to the affective aspect, the WebQuest strategy is practiced through the Internet which provides students with multimedia advantages. Any piece of information a student searches for is accompanied with sound, movement, pictures and colours. These advantages of multimedia provokes students' interests and motivation to persist on searching for the information the researcher needs as long as the learner enjoys what the researcher does. Consequently, a motivated learner can learn easier than other less motivated students. In addition, WebQuest provides different resources of information in different context. Vidom and Maddux (2002) stated that WebQuests are valuable tools for various reasons. First, they have the ability to contextualize learning in a variety of meaningful ways." Both motivation and the different resources of information incite students' imagination and expectation which means that he is capable of wider and more accurate prediction. This result agreed with the results of almost all the previous studies like; Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004).

❖ 3.2. Interpretation of the second question:

The researcher investigated the second question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) in the level of skimming skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

The finding indicated that the (t) computed value, (4.015), was larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha = 0.01$) in the level of skimming skill between the experimental group and the control group in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group..

Whereas the mean of the control group was 0.727, the mean of the experimental group was 1.295.

Besides, the researcher found that the effect size indicated a large effect of WebQuest program in improving the skimming skill for the experimental group.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing reading comprehension skills. Furthermore, the result is also attributed to the positive effect of the WebQuest programme which enhances high order thinking skills. In that, it provides a variety of information sources in a variety of context which helps the students to understand the relations among different items of information and synthesize the gist what is called skimming of reading text.

Additionally, the findings were in agreement with the findings of all the previous studies such as Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004).

❖ 3.3. Interpretation of the third question:

The researcher investigated the third question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) in the level of scanning skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

The finding indicated that the (t) computed value, 5.080, was larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at ($\alpha=0.01$) in the level of scanning skill between the experimental group and the control group in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group.. Whereas the mean of the control group was 5.068, the mean of the experimental group was 7.341.

Furthermore, the researcher found that the effect size indicated a large effect of WebQuest program in improving the scanning skill for the experimental group.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing reading comprehension skills. Furthermore, As scanning is searching for specific items of information. The WebQuest which is practiced through cooperative learning and provides information in different shapes, all of that help the students of different level to find the information they are looking for and bridge the gap among low achievers and high achievers . This comes clear in the results of the current study.

Additionally, the findings were in agreement with the findings of all the previous studies such as Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004).

❖ **3.4. Interpretation of the fourth question:**

The researcher investigated the fourth question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) in the level of guessing skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

The finding indicated that the (t) computed value, (3.853), was larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha=0.01$) in the level of guessing skill between the experimental group and the control group in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 1.523, the mean of the experimental group was 2.273.

Besides, the researcher found that the effect size indicated a large effect of WebQuest program in improving the guessing skill for the experimental group.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing reading comprehension skills. Furthermore, guessing the meaning of words through context is a higher thinking skill which requires from the students to find means to solve the problems of unknown words. With the help of the WebQuest which provides different sources of information and the motivated cooperative students, the students may come to the solution easily.

Morover, the findings were in agreement with the findings of all the previous studies such as Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004).

❖ 3.5. Interpretation of the fifth question:

The researcher investigated the fifth question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) in the level of Inference skill among students who learn English Reading Comprehension through using WebQuest approach (experimental group) and the control group which are taught Reading Comprehension through the traditional approach.

The finding appeared that the (t) computed value, (2.983), was larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha = 0.01$) in the level of inference skill between the experimental group and the control group in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (0.705), the mean of the experimental group was (1.114).

The researcher interpreted the results of this question that Inference is a high order thinking skill. To practice this skill, the students should be able to synthesize and analyze pieces of information to find the relation between them and also to read behind the printed words. As WebQuest provides information in different aspects and forms, it supports the students' ability to realize the relation between what is written and what is meant. In addition, as students work in groups that helps each of them to generate a

certain opinion that is complementary to the others. Finally, they can come to the best form of inferred information.

On the other hand , the researcher found that the effect size indicated a medium effect of WebQuest program in improving the guessing skill for the experimental group. This medium effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing reading comprehension skills. It is important to say that this skill is more difficult than the other skills and it may need more training ,because six-weeks time could be relatively short. This skill is increasing according to the age stage. The researcher also believed that this medium effect size is because some Arab learners of English were not well trained on using reading comprehension skill (El-Fagawi 1993 ,p. 14 & Nofal 2003, pp. 39-40). Furthermore, ‘making inferences’ is one of the high-order thinking skills that requires students to realize relationships, synthesize and analyze. Gaines and Lehmann (2002,p.61) affirmed that although making Inference is an important skill to a better comprehension, it is a complex skill. Therefore,, such complexity seemed to need much more time to be overcome than a six-week study.

In addition, the findings were in agreement with the findings of all the previous studies such as Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004).

❖ 3.6. Interpretation of the sixth question:

The researcher investigated the sixth question which examined if there were statistically significant difference at ($\alpha \leq 0.05$) between the results of the post test of experimental group and the result of the post test of the control group .

The finding indicated that the (t) computed value, (7.208), was larger than the (t) table value, (2.66), in the post test. This means that there are significant differences at ($\alpha=0.01$) in the total results of the post test between the experimental group and the control group in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group.

Whereas the mean of the control group was (9.773), the mean of the experimental group was (14.432).

Additionally, the researcher found that the effect size indicated a large effect of WebQuest program in improving the previous five skills for the experimental group.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing reading comprehension skills. Furthermore, This results is a conclusion of what previously mentioned related to the advantages of the WebQuest as it helps the students to take the responsibility of their learning. In addition, it provides sources of information more than the text book. Moreover, taking the advantages of the multimedia and the advantages of the cooperative learning and the advantages of the WebQuest which was mentioned previously. All those advantages attributed to this favourable results of the experimental groups in comparison with the control group who learned with the traditional method.

Moreover, the findings were in agreement with the findings of all the previous studies such as Tuan (2011), Kocoglu (2010), Oliver (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004).

❖ **3.7. Interpretation of the Seventh Question:**

The researcher investigated the seventh question which examined if there were statistically significant at ($\alpha \leq 0.05$) between pre and post questionnaire in all scopes and the total degree of the questionnaire. To this question, she interpreted the results of every scope.

3.7.1- The Interpretation of the First Scope of the Questionnaire:

The researcher found that the results of the first scope indicated that there were statistically significant differences between pre and post test in the students' attitudes toward accepting using the WebQuest programme in favour of the post questionnaire. The finding indicated that the (t) computed value, 9.043, was larger than the (t) table

value, (2.70), in the post questionnaire. This meant that there were significant differences at ($\alpha = 0.01$) in the students attitudes toward accepting using the WebQuest programme between the pre- questionnaire and the post questionnaire in favour of the post-questionnaire. There were also significant differences between the means of pre- and the post questionnaire in favour of the post questionnaire. Whereas the mean of the pre-questionnaire was (12.977), the mean of the post-questionnaire was (17.1591).

Besides, the researcher found that the effect size indicated a large effect of WebQuest program in improving the students' attitudes toward accepting using the WebQuest programme.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing the students' attitudes toward accepting using the WebQuest programme.

As previously mentioned about the advantages of the WebQuest, WebQuest facilitates learning process and helps the students to work together which is socially favourable. Consequently, the students feel that they can achieve good results and they can also interact usefully which enhances their attitudes towards WebQuests.

Even though, the findings were in agreement with the findings of all the previous studies such as Falasca & Altstaedter (2011), Tuan (2011), Oliver (2010), Zlatkovska (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Prapinwong (2008), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004), Chuan Kung (2002), Goda (2009), Gorrow & Bing & Royer (2003).

3.7.2- The Interpretation of the Second Scope of the Questionnaire:

The researcher found that the results of the second indicated that there were statistically differences between pre and post test in the students' attitudes toward the teacher's role and the classroom management in favour of the post questionnaire. The finding indicated that the (t) computed value (6.769), was larger than the (t) table value, (2.70), in the post questionnaire. This meant that there are significant differences at

($\alpha=0.01$) in the students' attitudes toward the teacher's role and the classroom management in favour of the post-questionnaire. There were also significant differences between the means of pre-and the post-questionnaire in favour of the post questionnaire. Whereas the mean of the pre-questionnaire was (22.977), the mean of the post-questionnaire was (29.864).

Likewise, the researcher found that the effect size indicated a large effect of WebQuest program in improving the students' attitudes toward the teacher's role and the classroom management.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing the students' attitudes toward the teacher's role and the classroom management. The results indicated that when the students used the WebQuest programme, they took the responsibility of their learning and the practiced active learning. They felt that their role was more central and important compared to the tradition way of teaching learning process. The role of the teacher in the WebQuest technique was a facilitator and a leader of the classroom management not a lecturer or prompting. These results formed apposite attitude toward the WebQuest.

In addition, the findings were in agreement with the findings of all the previous studies such as Falasca & Altstaedter (2011), Tuan (2011), Oliver (2010), Zlatkovska (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Prapinwong (2008), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004), Chuan Kung (2002), Goda (2009), Gorrow & Bing & Royer (2003).

3.7.3- The Interpretation of the Third Scope of the Questionnaire:

The researcher found that the results of the third scope of the questionnaire indicated that there were statistically differences between pre and post test in the students' attitudes toward the links which were used in the WebQuest programme in favour of the post questionnaire. The finding indicated that the (t) computed value

(7.990), was larger than the (t) table value, (2.70), in the post questionnaire. This means that there are significant differences at ($\alpha = 0.01$) in the students' attitudes toward the links which were used in the WebQuest programme in favour of the post-questionnaire. There were also significant differences between the means of pre-and the post-questionnaire in favour of the post questionnaire. Whereas the mean of the pre-questionnaire was (12.955), the mean of the post-questionnaire was (18.727).

Moreover, the researcher found that the effect size indicated a large effect of WebQuest program in improving the students' attitudes toward the links which used in the WebQuest programme.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing the students' attitudes toward the links which were used in the WebQuest programme. The results reflected the students' satisfaction with the provided links which meant that the teacher succeeded in selecting the needed links. It was clear that the links provided the material needed which was matching the students' level.

Additionally, the findings were in agreement with the findings of all the previous studies such as Falasca & Altstaedter (2011), Tuan (2011), Oliver (2010), Zlatkovska (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Prapinwong (2008), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004), Chuan Kung (2002), Goda (2009), Gorrow & Bing & Royer (2003).

3.7.4- The Interpretation of the Fourth Scope of the Questionnaire:

The researcher found that the results of the fourth scope of the questionnaire indicated that there were statistically differences between pre and post test in the students' attitudes toward learning the reading comprehension skills in English through the WebQuest in favour of the post questionnaire. The finding indicated that the (t) computed value (7.430), was larger than the (t) table value, (2.70), in the post questionnaire. This meant that there are significant differences at ($\alpha = 0.01$) in the students' attitudes toward the links which used in the WebQuest programme in favour

of the post-questionnaire. There was also significant differences between the means of pre-and the post-questionnaire in favour of the post questionnaire. Whereas the mean of the pre-questionnaire was (23.250), the mean of the post-questionnaire was (28.636).

Beside, the researcher found that the effect size indicated a large effect of WebQuest program in improving the students' attitudes toward learning the reading comprehension skills in English through the WebQuest.

This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching aids used in the WebQuest programme which aimed at developing the students' attitudes toward learning the reading comprehension skills in English through the WebQuest. As it is known from the literature review that WebQuest enhances the students' high thinking skills and improves their understanding of the reading text. As a result, the students felt motivated as they can achieve their comprehension objectives.

So, the researcher can conclude that, there were statistical significant differences between pre and post questionnaire in all scopes and the total score of the questionnaire, towards post questionnaire , that means the WebQuest programme was effective.

The finding indicated that the (t) computed value (13.758), was larger than the (t) table value, (2.70), in the post questionnaire. This meant that there are significant differences at ($\alpha = 0.01$) between pre and post questionnaire in all scopes and the total degree of the questionnaire in favour of the post-questionnaire. There were also significant differences between the means of pre-and the post-questionnaire in favour of the post questionnaire. Whereas the mean of the pre-questionnaire was (72.159), the mean of the post-questionnaire was (94.818). Moreover, the results indicated that the effect size of the programme was large, for each **scope** and the total degree of questionnaire, that means the WebQuest programme had a large effect and improved the skills for the experimental group.

Finally, the final result of the questionnaire was that the WebQuest improved the students' attitude toward utilizing the WebQuest strategy in dealing with reading comprehension skills.

Nevertheless, the findings were in agreement with the findings of all the previous studies such as Falasca & Altstaedter (2011), Tuan (2011), Oliver (2010), Zlatkovska (2010), Mostafa (2009), Siko (2009), Termsinsawadi (2009), Prapinwong (2008), Siko (2008), Barros & Carvalho (2007), Chuo (2007), Fang Li & Yang (2007), Şen & Neufeld (2006), Tsai (2006), Tsai (2005), Mohn, et al. (2004), Chuan Kung (2002), Goda (2009), Gorrow & Bing & Royer (2003).

❖ 3.8. Interpretation of the Eight Question:

The researcher investigated the eighth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the level of the experimental group performance in the beginning and the end of utilizing WebQuest to develop reading comprehension skills. To analyze the results the researcher used the diagnostic analysis and Wilcoxon Signed Ranks. The finding indicated that the (z) computed value, (2.21), was larger than the (z) table value, (1.96), in the observation card. This means that there are significant differences at ($\alpha = 0.05$) between the level of the experimental group performance in the beginning and the end of utilizing WebQuest to develop reading comprehension skills in favour of the last observation. There were also significant differences between the means in the beginning and the end of utilizing WebQuest to develop reading comprehension skills in favour of the last observation. Whereas the mean of the first observation was (21.667), the mean of final observation was (42.500).

Likewise, the researcher found that the effect size indicated a large effect, for each scope and the total score of the observation, that meant the WebQuest programme had large effect and improved the skills for the experimental group.

It appears from the results that the students acquired experience which regular practice of the programmes mechanism. Moreover, this was related to the role of the teacher who played a leader and facilitator. The researcher directed her students in the proper way. In addition, the programme achieved a good level of social interaction through the cooperative learning. It was observed that the students were excited, motivated and happy. They persisted to get the information they wanted.

Furthermore, the findings were in agreement with the findings of all the previous studies such as Zlatkovska (2010), Mostafa (2009), Puthikanon & Nunthika (2009), Siko (2009), Prapinwong (2008), Tsai (2005), Mohn, et al. (2004), Ikpeze & Boyd (2007).

4 - Conclusion:

Based on the findings, derived from the results of this study, the following conclusions were reached:

1. The WebQuests strategy had superiority over the traditional method in teaching English language.
2. The WebQuests strategy added variety to the range of learning situations.
3. The WebQuest strategy provided students with a better learning environment which reflect on their achievement of English language.
4. The WebQuests strategy developed the cooperative learning within the same group and competition with other groups.
5. The WebQuests strategy increased pupil-pupil communication which provided fluency practice and reduced the domination of the class.
6. Through the WebQuests strategy, the students played several roles as a thinker, problem solver, observer, and researcher. These roles helped them acquire and employ the reading comprehension skills in different situations more easily.
7. The WebQuests strategy stimulated students towards an independent practice of English language instead of direct instruction.
8. The WebQuests strategy was very effective in motivating shy students towards participation and interaction.
9. The WebQuests strategy provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively.

10. The study provides a glimpse into the variety of factors (motivation, social constructivism, transfer of knowledge) that affect the quality of not only the WebQuest, but also the knowledge that students are able to learn from the completion of the WebQuest.
11. Teachers need to have empirical data on the types of technologies and technology applications introduced to them in their teacher education programmes and in professional development.

5 - Pedagogical Implications of WebQuest:

The underlying reason to use WebQuest is not simply the popularity of the Internet or the Web but the pedagogical implications that its use promises to the innovative teacher. WebQuests present a unique opportunity to combine a wide range of effective instructional practices in one activity, integrating technology, scaffolding, collaborative learning, critical thinking, authentic assessment and constructivism all in one seamless bundle.

Furthermore, the WebQuests have three main contributions on the students learning:

The first is that the WebQuest increases the students' motivation to learn through the challenge of confronting authentic tasks, which require them to solve a problem, to make a comparison, or to construct a hypothesis in relation to a real-life situation using real sources; they are motivated because the effort that they must put into the given task goes beyond the walls of the classroom. The WebQuest tasks require the students to reflect on their own perspectives, thereby strengthen the link between themselves and the task.

The next is developing critical thinking skills again through the use of a real-life cognitive psychology the collected information but also analyzed, synthesized and transformed it into something new by adding important contribution' as students are guided towards the main task step by step, completing one stage at a time. Together these students develop an in-depth understanding of the main issue they are confronted with through the consolidation of their prior knowledge with the new information they

discover. This provides them with coping strategies to use when they encounter a similar issue again in a different context by activating their schemata.

The last is creating an opportunity for collaboration as students need to work together to complete the given task, an vital element of the learner-centered approach. Collaborative tasks diminish the feeling of isolation students may have when encountering problems for the first time, as there will be peer support provided through group work. This will also help maintain motivation at a higher level as they must continue to work together toward achieving a common goal.

6 - Recommendations:

In the light of results of the study, the following recommendations are offered:

- The need to embrace the WebQuest strategy in the educational process in the Palestinian educational institutions.
- The need to improve the educational strategies in preparatory schools by throwing a way the traditional strategies where there is negative role on the student\|s pertin having information, values and concepts, and the importance to concentrate on new strategies which have a clear educational philosophy and a vital role in encouraging the high thinking skills , critical thinking and learning by practice.
- Under these educational developments there is a need to use the WebQuests strategy in teaching EFL because of its value and positive results in achieving important educational results.
- The need to hold workshops to analyze and identify curriculum units that can be used according the WebQuest strategy.
- The need to hold training courses and workshops for English supervisors and teachers, by qualified trainers, to train them and enhance their competencies of implementing the WebQuest strategy in their classes.
- The need to give a separate quota for the implementation of The WebQuest that already exists in the book.

- The WebQuest is necessary in different stages and fields.
- The need to qualify the students in Palestinian colleges of education to use technology in Educational process in general, and in English in particular.
- WebQuest developers and users need to be aware of the goals of the WebQuest they are creating and if and how those goals are obtained by learners.
- The teachers need to change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire language.
- the need to adopt modern techniques that enhance students' participation and interaction.

7- Recommendations for Further Studies:

Education in Palestine is still in need for a lot of researches that touch all the inputs of the educational system. These inputs are represented in; the strategies, the teacher, the students, the curriculum, the administration and the local community.

- Based on the results of this study, it may be insightful for (EFL) teachers to embrace WebQuests for (EFL) reading instruction in order to supplement the vocabulary and reading instruction for language learners.
- Research on actual educational benefits of WebQuests is lacking.
- Empirical studies needed to further explore the role of WebQuests play in building critical thinking skills and content.

- **The researcher** suggests the following titles for further studies:
 1. The effect of WebQuests on developing students' critical thinking.
 2. The Impact of WebQuests on developing students' Listening and speaking skills of English language.
 3. The effect of WebQuests on developing the student's vocabulary.
 4. The effect of WebQuests on students' attitudes toward English language learning.
 5. The effect of WebQuests on developing literacy activities.
 6. Using WebQuests for oral communication in English as a foreign language.
 7. Students' Perceptions of English Learning through EFL WebQuest.
 8. The Effects of a WebQuest on the Achievement and Attitudes of Prospective Teachers .
 9. Integrating Technology into preservice Education through WebQuest.
 10. The Effectiveness of WebQuest on Elementary School Students' Higher-Order Thinking, Learning Motivation, and English Learning Achievement.
 11. What Students Think About Using WebQuests in the English Classroom.
 12. The Effects of the WebQuest on EFL Learners' Writing Performance.



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Appendixes

Appendix (1)

A Checklist of Reading Comprehension Skills

The Islamic University of Gaza
Deanery of Graduate studies
Faculty of Education
Curriculum & English Teaching Methods Department



Dear referee,

The researcher is conducting an MA thesis entitled "**The Impact of Using WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills**". One of the study's requirements is to identify the most important reading skills so as to build an achievement test. Hence, for the sake of a pure academic research, I would like you to read the following reading skills in order to tick (✓) the **five** important ones that you think seventh graders really need.

N.	Reading Comprehension Skills	
1.	Read familiar material with correct pronunciation.	
2.	answer factual inferential, judgment or evaluation question.	
3.	recognize perform referents.	
4.	generate questions about reading text.	
5.	make prediction about reading text.	
6.	skimming (reading for general understanding)	
7.	recognizing main ideas.	
8.	scanning (reading for specific information)	
9.	making inferences and drawing conclusions: reading between the lines to get information the writer does not clearly state it; rather he gives hints and clues.	
10.	Retell or summarize text.	
11.	guessing the meaning of words through context.	
12.	distinguish main idea from supporting details.	
13.	Distinguish between opinion from facts.	
14.	Developing awareness about synonyms and antonyms.	

Appendix (2)

**The Islamic University of Gaza
 Deanery of Graduate Studies
 Faculty of Education
 English Curriculum & Teaching Methods Department**



Achievement Reading Comprehension Test

The test Refereeing Checklist

Dear referee,

The researcher is conducting an MA thesis, entitled "**The Impact of Using WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills**" in which she is going to examine the impact of WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills. Part of the study requires conducting an achievement test which the researcher has designed according to the table of specifications and the content analysis. Hence, for the purpose of an MA thesis, I would like you to referee the attached test through reading the following checklist and then ticking (/) the appropriate box.

	Item	High	Average	Low
1-	The test items reflect the objectives.			
2-	The reading passage suit sevenths graders' level.			
3-	There is coherence between the test items and the table of specification.			
4-	The layout is acceptable.			
5-	The rubrics are clear.			
6-	The time assigned is suitable.			

Any further comments are highly appreciated.

.....

Name of the referee /

The degree /

The place of work /

The Researcher / Evon Ragheb El Khateeb

Appendix (3)

The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curriculum & Teaching Methods Department



Achievement Reading Comprehension Test

Grade: Seventh grade

Name :

Class :

.....
20

School Year 2010 \ 2011

Reading Sub-skills	Marks (Numbers)	Marks (Letters)	Signature	Revised by
Prediction				
Skimming				
Scanning				
Guessing				
Inference				
Sum				

❖ اختبار مهارات الفهم القرائي لدى طالبات الصف السابع الأساسي

أولاً: الهدف من الاختبار

يهدف هذا الاختبار لقياس مدى اكتساب طالبات الصف السابع لمهارات قراءة الفهم والاستيعاب.

ثانياً: تعليمات الاختبار

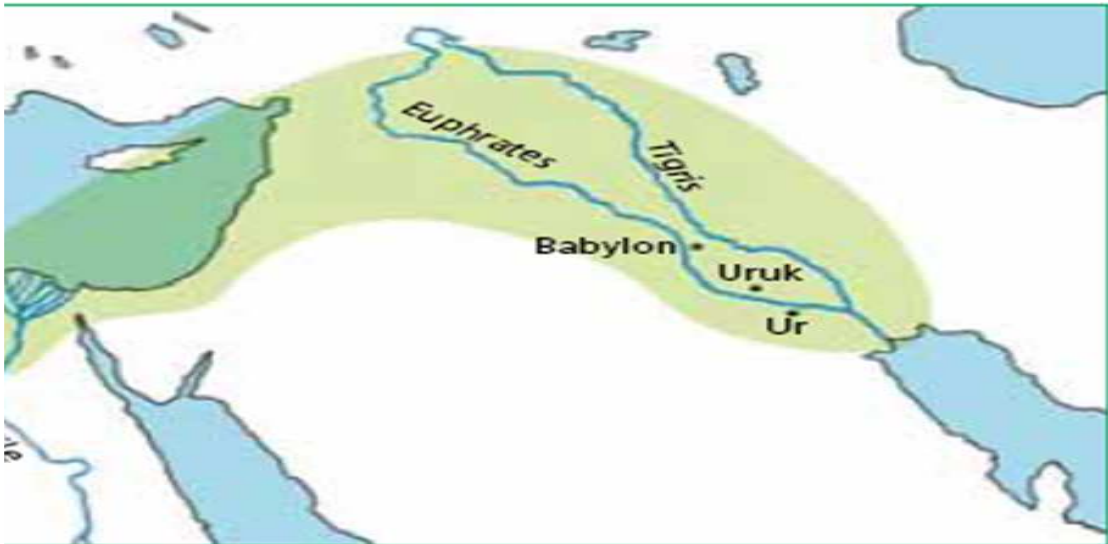
- اكتبى البيانات الأولية قبل البدء بالإجابة عن الأسئلة.
- اقرأى الأسئلة قراءة جيدة قبل الإجابة.
- أجيبى عن أسئلة الاختبار بوضع دائرة حول رمز الإجابة الصحيحة.
- لا تضع أكثر من دائرة في إجابة السؤال الواحد.
- الإجابة بالقلم الأزرق فقط.
- عدد صفحات الاختبار (5 صفحات).
- مجموع درجات الاختبار (20) درجة بمعدل درجة واحدة لكل إجابة صحيحة.
- زمن الامتحان ساعة.

Reading Comprehension Pre Test

20

Name:

Class:



First: Pre reading Stage: Prediction

1) Look at the picture. What are the names of the rivers(1 m.)

a-

b-

2) Choose the correct answer :

(1 m.)

2) This shape of the moon is called



a) Full moon

b) Half moon

c) Crescent

3) B C. → means: (1 m.)

- a- After the birth of the Christ.
- b- Before the birth of the Christ.
- c- At the birth of the Christ.

Second: While reading stage:

Second (A) Skimming for the main idea:

A) Read the text then choose the correct answer :

A. 1) The text is about: (1 m.)

- a- The rivers.
- b- The Ancient civilization.
- c- The Sumerians.

In the past, people lived where there was plenty of water and good soil for farming. In ancient times, many people lived in an area called the *fertile crescent*. This is a rich growing area which reaches from Egypt in the west to the Arabian Gulf in the east. The first people settled near rivers. The River Nile was the heart of the Ancient Egyptian civilization. Between the Euphrates and Tigris rivers was an area called Mesopotamia, which means 'land between the rivers'. It was the home to several important civilizations. There were signs of civilization in Mesopotamia by 4000 BC. The Sumerian people developed farming. They kept animals and made them work for them. They found ways to take water from the rivers to use for their crops. Around 4000 BC, the Sumerian city of Uruk was the largest city in the world. The Sumerians built homes, temples and high walls to protect the city. The Sumerians were the first people to use writing. They also made another important invention – the wheel.



The Sumerian city of Uruk

A. 2) The main idea of paragraph one is: (1 m.)

- a- The Sumerian city.
- b- The civilization in Mesopotamia.
- c- People lived in the fertile crescent.

Second (B)

Scanning for specific information

1) It's called the fertile crescent because: (1 m.)

B.

- a- It's like a crescent.
- b- It's good for farming.
- c- It's like a crescent and good for farming.

B. 2) Sumerian civilization was: (1 m.)

- a- In Egypt.
- b- In Iraq.
- c- In Syrian.

B. 3) The countries of the Red Crescent are: (1 m.)

- a- Egypt, Saudi Arabia and Uruk.
- b- Egypt, Syria and Uruk.
- c- Uruk, Iran and Syria.

B.4) Ancient Egyptian civilization was: (1 m.)

- a- Mesopotamia.
- b- At the River Nile.
- c- At Euphrates.

B. 5) Mesopotamia: (1 m.)

a- Between the Nile and Euphrates.

b- Between the Nile and Tigris.

c- Between Euphrates and Tigris.

B. 6) Uruk was: (1 m.)

a- The oldest city in the world.

b- The largest city in the world.

c- The newest city in the world.

B.7) The first people to use writing were: (1 m.)

a- The Egyptians.

b- The English people.

c- The Sumerians.

B.8) Writing was known about: (1 m.)

a- 5000 years ago.

b- 3000 years ago.

c- 4000 years ago.

B.9) The wheel was invented by: (1 m.)

a- The Chinese people.

b- The Sumerians.

c- The Egyptians.

B.10) The wheel was invented:

(1 m.)

- a- Two thousand years ago.
- b- More than two thousand years ago.
- c- 3000 years ago.

Second (C)

Guessing meaning of words in context

C.1) Fertile area means:

(1 m.)

- a- Good soil to grow plants.
- b- Lot of water to grow plant.
- c- Good soil and a lot of water to grow plants.

C.2) Settle means:

(1 m.)

- a- To live.
- b- To play.
- c- To sail.

C.3) The pronoun "They" in line (14) refers to:

(1 m.)

- a- Egyptian people.
- b- Sumerian people.
- c- Mesopotamia.

Inference

Third: Post Reading Stage:

A.1) The writer wants to say that: (1 m.)

- a- Life is related to water.
- b- Arab people are civilization builders.
- c- Both are right.

A.2) Civilization means: (1 m.)

- a- Building good cities and farms.
- b- Growing animals.
- c- Growing plants.

“Good Luck”

Appendix (4)

Referees' List

This list includes the names and titles of the referees who refereed the achievement reading comprehension test, the Checklist of Reading Comprehension Skills, the suggested programme, the questionnaire, the observation card ,where 1 refers to those who refereed the test , 2 refers to those who refereed the programme.

1- Test's referees

2- the Checklist's referees

3- Programme's referees

referees

4- the questionnaire's referee

5- the observation's referees

Name	Field	Institution	1	2	3	4	5
Professor Izzo Afana	Faculty of Education	IUG	√			√	√
Dr. Sanaa Abu Dakka	Faculty of Education	IUG	√			√	√
Dr. Abd El Moati Al Agha	Faculty of Education	IUG	√			√	√
Dr. Atef El Agha	Faculty of Education	IUG	√			√	√
Dr. Gameel El Tahrawi	Faculty of Education	IUG	√			√	√
Dr. Nabeel Dokhan	Faculty of Education	IUG	√			√	√
Dr. Jaber Abu Shawish	Faculty of Education	Al-Aqsa Open Uni.	√	√	√	√	√
Dr. Rahma Oda	Faculty of Education	Al-Aqsa Uni	√			√	√
Dr. Awad Keshta	Faculty of Education	IUG	√	√	√		√
Dr. Fathia Lolo	Faculty of Education	IUG	√			√	√
Dr. Ibraheem El Astal	Faculty of Education	IUG	√			√	√
Dr. Sameh El Gebour	Computer Supervisor	UNRWA			√	√	√
Dr. Mohammad abu Malouh	Educational Researcher	AL-Qattan	√	√	√	√	√

Name	Field	Institution	1	2	3	4	5
Mr. Mohammed Atiyah	Inst. at Dep. of English	Al-Aqsa Uni	√	√	√	√	√
Mrs. Zulfa Badar AlDin (M.A)	Faculty of Education	Gaza Uni	√	√	√		√
Mrs. Maha Barzaq (M.A)	Educational Researcher	AL-Qattan	√	√	√		√
Mr. Alaa Harb (M.A)	Supervisor of English	UNRWA	√	√	√		√
Mr. Kamal Abu Hassaballah	Supervisor of English	UNRWA	√	√	√		√
Mrs. Sanaa Dawood	Supervisor of English	UNRWA	√	√	√		√
Mrs. Soha Dawood	Supervisor of English	UNRWA	√	√	√		√
Mr. Ashraf Abu Ghazal (M.A)	D. School principle	UNRWA	√	√	√		
Mrs. Ghada Awaad	D. School principle	UNRWA	√	√	√		
Mr. Alaa' Al- Udainy (M.A)	Teacher of English	UNRWA	√	√	√		
Mrs. Gehan Ashour	Teacher of English	UNRWA	√	√	√		
Mrs. Nisreen El Helo	Teacher of English	UNRWA	√	√	√		
Mrs. Hanan Abu Shawish	Teacher of English	UNRWA	√	√	√		
Mrs. Hala Salah	Teacher of English	UNRWA	√	√	√		
Mrs. Tammam El Hati	Teacher of English	UNRWA	√	√	√		
Mrs. Sameera Afana	Teacher of English	UNRWA	√	√			
Mr. Ali Zendah (M.A)	Teacher of English	UNRWA	√	√	√		√
Mrs. Salwa Abu Mandeel	Teacher of English	UNRWA	√	√	√		

IUG stands for the Islamic University of Gaza.

UNRWA stands for United Nations Relief and Work Agency.

Appendix (5)

Table of Specification

(Test items distribution)

English for Palestine / Grade 7

Structured table of Test Specifications – 7th Grade

Bloom Level Skill weight	Knowledge& comprehension 62 %	Application 0 %	Reasoning 38 %	Total
Prediction 15 %	$\frac{20 \times 62 \times 15}{100 \times 100} = 1.8$ Pts <u>2 Pts</u>		$\frac{20 \times 38 \times 15}{100 \times 100} = 1.1$ Pts <u>1 Pts</u>	<u>3 Pts</u>
Skimming 11 %	$\frac{20 \times 62 \times 11}{100 \times 100} = 1.3$ Pts <u>1 Pts</u>		$\frac{20 \times 38 \times 11}{100 \times 100} = 0.8$ Pts <u>1 Pts</u>	<u>2 Pts</u>
Scanning 50 %	$\frac{20 \times 62 \times 50}{100 \times 100} = 6.2$ Pts <u>6 Pts</u>		$\frac{20 \times 38 \times 50}{100 \times 100} = 3.8$ Pts <u>4 Pts</u>	<u>10 Pts</u>
Guessing 16 %	$\frac{20 \times 62 \times 16}{100 \times 100} = 1.9$ Pts <u>2 Pts</u>		$\frac{20 \times 38 \times 16}{100 \times 100} = 1.2$ Pts <u>1 Pts</u>	<u>3 Pts</u>
Inference 8 %	$\frac{20 \times 62 \times 8}{100 \times 100} = 0.9$ Pts <u>1 Pts</u>		$\frac{20 \times 38 \times 8}{100 \times 100} = 0.7$ Pts <u>1 Pts</u>	<u>2 Pts</u>
Total 100%	<u>12 Pts</u> 60 %		<u>8 Pts</u> 40 %	<u>20 Pts</u> 100%

1. The highlighted percentage refers to the estimated weight of each taxonomy in each skill according to its total weight in the content, the analysis of the instructional objectives & the specialists' opinions.
2. *The inner percentage within each cell is approximate.*
3. *Prediction and Inference were transferred from the level of Knowledge and comprehension to the level of reasoning according to the specialists' opinions.*

4. Number of questions =

Total number of questions × The qualitative weight of a skill × Percentage of blooms taxonomy of thinking

$$100 \times 100$$

Structured table of Test Items Specifications– 7th Grade

Bloom Level Skill weight	Knowledge & Comprehension 62 %	Application 0 %	Reasoning 38 %	Items of test
Prediction 15 %	0	0	3	3
Skimming 11 %	2	0	0	2
Scanning 50 %	6	0	4	10
Guessing 16 %	0	0	3	3
Inference 8 %	0	0	2	2
Total 100%	8	0	12	20
Percentage	40 %	0	60%	100%

Number of Questions

Appendix (6)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
عمادة الدراسات العليا
كلية التربية
المناهج وأساليب تدريس

الموضوع: اتجاهات الطالبات نحو استخدام الرحلات المعرفية عبر الويب (Web Quest) في
اكتساب مهارات الفهم والاستيعاب في اللغة الانجليزية

السيد / حفظه الله

السلام عليكم ورحمة الله وبركاته

تقوم الباحثة / ايفون الخطيب بإعداد دراسة لنيل درجة الماجستير في المناهج وطرق التدريس تحمل عنوان:

أثر توظيف الرحلات المعرفية عبر الويب (WebQuest) على اكتساب مهارات قطع الفهم والاستيعاب في اللغة
الانجليزية واتجاهاتهم نحوها لدى طالبات الصف السابع الأساسي بغزة .

واستلزم ذلك إعداد استبانته لقياس اتجاهات الطالبات نحو استخدام الرحلات المعرفية عبر الويب:

(WebQuest) في تعلم مهارات قراءة قطع الفهم والاستيعاب، ومن الجدير بالذكر أن الرحلات المعرفية عبر
الويب هي تقنية تعليمية تعلميه عبر الانترنت، تقوم على توفير بيئة صافية تفاعلية، تعتمد هذه الإستراتيجية على
تقديم مهمات تعليمية محددة تساعد المتعلم على القيام بنفسه بعمليات مختلفة من البحث والاستكشاف للمعلومات
عبر الويب ، واستخدام وتوظيف هذه المعلومات وليس مجرد الحصول عليها، مما قد يمكن المتعلم من استخدام
هذه الاستراتيجية في حياته العملية، وتطوير القدرات والمهارات التفكيرية العليا لدى الطالبات، وأيضاً تشجيع العمل
التعاوني والتشاركي في إنجاز المهام وفي نفس الوقت لا تلغى الجهد الفردي للطالب.

حيث يتكون هذا المقياس من (24) فقرة موزعة على أربعة محاور هي: اتجاهات الطالبات نحو تقبل
استخدام الرحلات المعرفية، اتجاهات الطالبات نحو دور المعلمة والإدارة الصفية، اتجاهات الطالبات نحو الروابط
المستخدمة في البرنامج، اتجاهات الطالبات نحو تعلم مهارات الفهم والاستيعاب في اللغة الانجليزية عبر الرحلات
المعرفية.

لذا أرجو من سيادتكم التفضل لتحكيم الاستبانة وذلك من حيث:

- مدى ملائمة فقرات الاستبانة للهدف التي أعدت من اجله.
- مدى الدقة في صياغة فقرات الاستبانة.
- إضافة وحذف وتعديل ما ترونه مناسباً.

اسم المحكم:

الدرجة العلمية:

مكان العمل:

وتفضلوا بقبول جزيل الشكر والتقدير

الباحثة/ ايفون راغب الخطيب

Appendix (7)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
عمادة الدراسات العليا
كلية التربية
المناهج وأساليب تدريس

استبانة

اتجاهات الطالبات نحو استخدام الرحلات المعرفية عبر الويب (Web Quest) في اكتساب
مهارات الفهم والاستيعاب في اللغة الانجليزية

عزيزتي الطالبة:

السلام عليكم ورحمة الله وبركاته،

تقوم الباحثة بإجراء دراسة لنيل درجة الماجستير في المناهج و طرق التدريس بعنوان: "أثر توظيف الرحلات المعرفية عبر الويب (WebQuest) على اكتساب مهارات قطع الفهم والاستيعاب في اللغة الانجليزية واتجاهاتهم نحوها لدي طالبات الصف السابع الاساسي بغزة " وقد أعدت الباحثة لهذا الغرض مقياس للتعرف على اتجاهك نحو استخدام الرحلات المعرفية عبر الويب (WebQuest) في تعلم مهارات قراءة قطع الفهم. حيث يتكون هذا المقياس من (24) فقرة موزعة على اربعة محاور وهي: اتجاهات الطالبات نحو تقبل استخدام الرحلات المعرفية، اتجاهات الطالبات نحو دور المعلمة والإدارة الصفية، اتجاهات الطالبات نحو الروابط المستخدمة في البرنامج، اتجاهات الطالبات نحو تعلم مهارات الفهم والاستيعاب في اللغة الانجليزية عبر الرحلات المعرفية. صممت الاستبانة من أجل البحث العلمي فقط، لذا نرجو منك أن تجيبي عليه الفقرات بأمانة وصدق حتى يتحقق الهدف منها.

التعليمات:

اقرئي جيداً العبارات الخاصة بكل محور، ثم ضعي علامة (X) أمام الخانة التي تعبر عن رأيك الشخصي، بدقة وحيادية، علماً بأنه لا توجد عبارة صحيحة وأخرى خاطئة، وإنما العبارة صحيحة طالما تعبر عن رأيك. ويعبر التدرج المقابل لكل عبارة عن درجة الموافقة عليها:

-موافق بشدة :إذا كانت العبارة تتفق معك دائماً.

-موافق :إذا كانت العبارة تتفق معك غالباً.

-غير متأكد :إذا كانت العبارة لا تنطبق عليك ولا تستطيعين أن تقرري.

-اعراض :إذا كانت العبارة لا تتفق معك غالباً.

-اعراض بشدة :إذا كانت العبارة لا تتفق معك دائماً.

معلومات من أجل الباحثة:

• هل لك خبرة في استخدام الحاسوب؟

نعم لا إلى حد ما

• هل لك خبرة في التعامل مع الإنترنت؟

نعم لا إلى حد ما

• هل سبق أن تعلمت اللغة الانجليزية باستخدام الحاسوب؟

نعم لا إلى حد ما

• هل سبق وان تعلمت اللغة الانجليزية باستخدام الانترنت؟

نعم لا إلى حد ما

أ- اتجاهات الطالبات نحو تقبل استخدام الرحلات المعرفية:

الرقم	الفقرات	أوافق بشدة	أوافق	غير متأكد	أعارض بشدة	أعارض
1	أري أن التعلم باستخدام الرحلات المعرفية عبر الانترنت جذاب وممتع.					
2	أشعر بالقلق عند تعثري في استخدام الرحلات المعرفية عبر الانترنت.					
3	أشعر بصعوبة في استخدام الرحلات المعرفية عبر الانترنت.					
4	أعتقد أن الرحلات المعرفية عبر الويب تناسب مستواي التعليمي.					
5	أحس أن التعلم باستخدام الرحلات المعرفية يسهل عملية التعلم.					
6	أري أن التعلم باستخدام الرحلات المعرفية يحتاج لوقت أطول من التعلم بالطريقة التقليدية .					

ب- اتجاهات الطالبات نحو دور المعلم والإدارة الصفية:

الرقم	الفقرات	وافق بشدة	وافق	غير متأكد	أعارض بشدة	أعارض
7	أري أن الرحلات المعرفية تحفز الطالبات علي العمل من خلال توزيع المعلمة للأدوار علي المجموعة.					
8	أشعر أن التعلم باستخدام الرحلات المعرفية يسبب فوضى في الصف.					
9	أعتقد أن تدخل المعلمة لمساعدة الطالبات في الوقت المناسب يسهل عملية التعلم.					
10	أشعر بأن اعتماد البرنامج علي عمل الفريق ساعدني علي الاستفادة من معلومات زملائي.					
11	أعتقد أن المعلمة تدير عملية التعلم باستخدام الرحلات المعرفية بشكل فعال.					
12	أحس بأن المعلمة تواجه مشكلة ضيق الوقت أثناء تطبيق هذا الأسلوب.					

ج- اتجاهات الطالبات نحو الروابط المستخدمة في البرنامج :

الرقم	الفقرات	أوافق بشدة	أوافق	غير متأكد	أعارض بشدة	أعارض بشدة
13	أحب أن استخدم الروابط لتسهيل الحصول علي المعلومة المستهدفة.					
14	أشعر بأن بعض الروابط تؤدي إلي تشتيت المعلومات المستهدفة.					
15	أري أن الروابط المتعددة تلعب دورا أساسيا في تنويع المعلومات المتعلقة بالدرس.					
16	أعتقد أن بعض الروابط تقود إلي صفحات تفوق مستواي اللغوي.					
17	أري أن بعض الروابط تستغرق وقتا طويلا عند فتحها.					
18	اميل إلي استخدام الروابط المتعددة لأنها تعرض المعلومات بطريقة مشوقة وجذابة.					

د- اتجاهات الطالبات نحو تعلم مهارات الفهم والاستيعاب في اللغة الانجليزية عبر الرحلات المعرفية:

الرقم	الفقرات	أوافق بشدة	أوافق	غير متأكد	أعارض بشدة	أعارض بشدة
19	أحس بان حصيلتي اللغوية ازدادت من خلال الاستعانة بالرحلات المعرفية عبر الانترنت.					
20	أري أن الرحلات المعرفية عبر الويب ساعدتني علي رسم صورة كاملة في ذهني للموضوع المطروح.					
21	أعتقد أن الرحلات المعرفية عبر الانترنت سهلت تعرفي علي الأفكار الفرعية للنص المراد فهمه.					
22	أشعر بأن استخدام الرحلات المعرفية عبر الإنترنت ساعدني علي تخمين معاني الكلمات من خلال السياق.					
23	أميل إلي استخدام الرحلات المعرفية عبر الانترنت لأنها تساعدني في استنتاج معلومات جديدة غير مكتوبة في النص.					
24	أكره استخدام الرحلات المعرفية في تعلم مهارات الفهم والاستيعاب في اللغة الانجليزية.					

أشكرك عزيزتي الطالبة على وقتك وتعاونك

Appendix (8)

**The Islamic University of Gaza
 Deanery of Graduate Studies
 Faculty of Education
 English Curriculum & Teaching Methods Department**



An observation Card for the Students' Performance in using WebQuest and Reading Comprehension skills

The researcher is conducting an MA thesis, entitled "**The Impact of Using WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills**" in which she is going to examine the impact of WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills. Part of the study requires conducting an observation card to investigate the students' performance in using WebQuest and also their performance in acquiring the reading comprehension skills through the WebQuest (prediction, skimming, scanning, guessing the meaning from context and Inference) Hence, for the purpose of an MA thesis, I would like you to referee the attached observation card through reading the following checklist and then ticking () the appropriate box.

The researcher has the desire to benefit from your experience in the field of

Item		High	Average	Low
1-	The items are appropriate to investigate the target skills.			
2-	The items are clear.			
3-	The items are appropriate to help observing the target skills.			

teaching English and she, kindly asks you to common on the analysis attached to add, to drop or modify.

Any further comments:

.....

Your effort is

highly appreciated

Name of the referee /

The degree /

The place of work /

The Researcher / Evon Ragheb El Khateeb

Appendix (9)

**The Islamic University of Gaza
 Deanery of Graduate Studies
 Faculty of Education
 English Curriculum & Teaching Methods Department**



An observation Card for the Students' Performance in using WebQuest and Reading Comprehension skills

Dear referee, Dear referee,

The researcher is conducting an MA thesis, entitled "**The Impact of Using WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills**" in which she is going to examine the impact of WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills. Part of the study requires conducting an observation card to investigate the students' performance in using WebQuest and also their performance in acquiring the reading comprehension skills through the WebQuest (prediction, skimming, scanning, guessing the meaning from context and Inference) Hence, for the purpose of an MA thesis, I would like you to referee the attached observation card through reading the following checklist and then ticking () the appropriate box.

	Item	High	Average	Low
1-	The items are appropriate to investigate the target skills.			
2-	The items are clear.			
3-	The items are appropriate to help observing the target skills.			

The researcher has the desire to benefit from your experience in the field of teaching English and she, kindly asks you to common on the analysis attached to add, to drop or modify.

Any further comments:

.....

Your effort is highly appreciated

Name of the referee /

The degree /

The place of work /

The Researcher / Evon Ragheb El Khateeb

An observation Card for the Students' Performance in using WebQuest and Reading Comprehension skills

Group:

Day:

N.	A) <u>Students' Mechanisms of dealing with the program:</u>	Agree degree		
		High	Moderate	Low
		3	2	1
1.	Students access links resources.			
2.	Students understand linguistic content of the resources.			
3.	Students take appropriate time in carrying out the operations.			
4.	Students interact with the teacher to facilitate the web operations.			
5.	Students try to get help from each other to deal with web program.			
B) <u>Students' cooperative learning behavior while using the WebQuest:</u>				
6.	Students lead a discussion together.			
7.	Students interchange information.			
8.	Each students takes a role in the process.			
9.	Some students acts as leaders.			
C) <u>Students' ability to get the required information :</u>				
10.	Students get the required information.			
11.	Students predict the main topic .			
12.	Students skim the text to get the guest.			
13.	Students scan the text to get specific information.			
14.	Students guess the meaning in context.			
15.	Students' ability to read behind lines.			

Appendix (10)
A Suggested Programme

Unit 15
Lesson: Hebron Glass

Figure No. (1)

Index Page

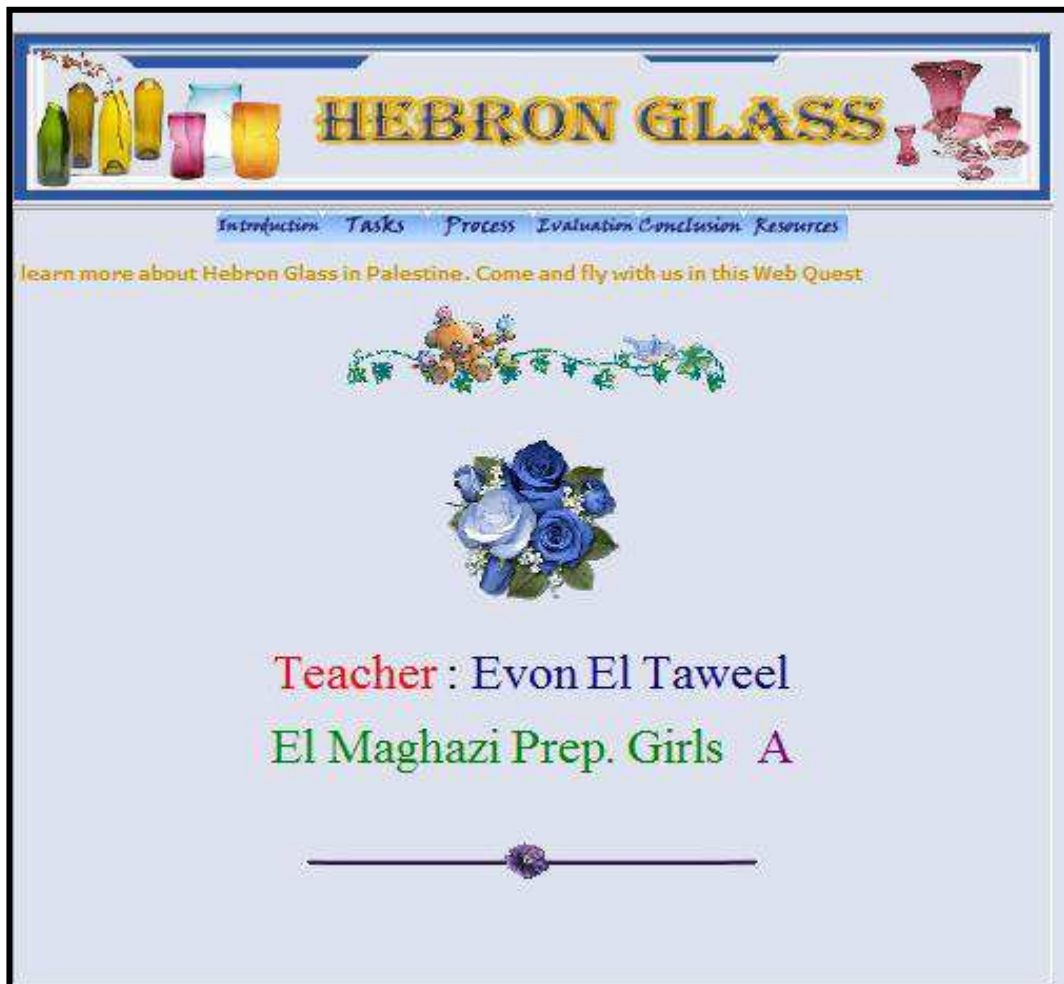
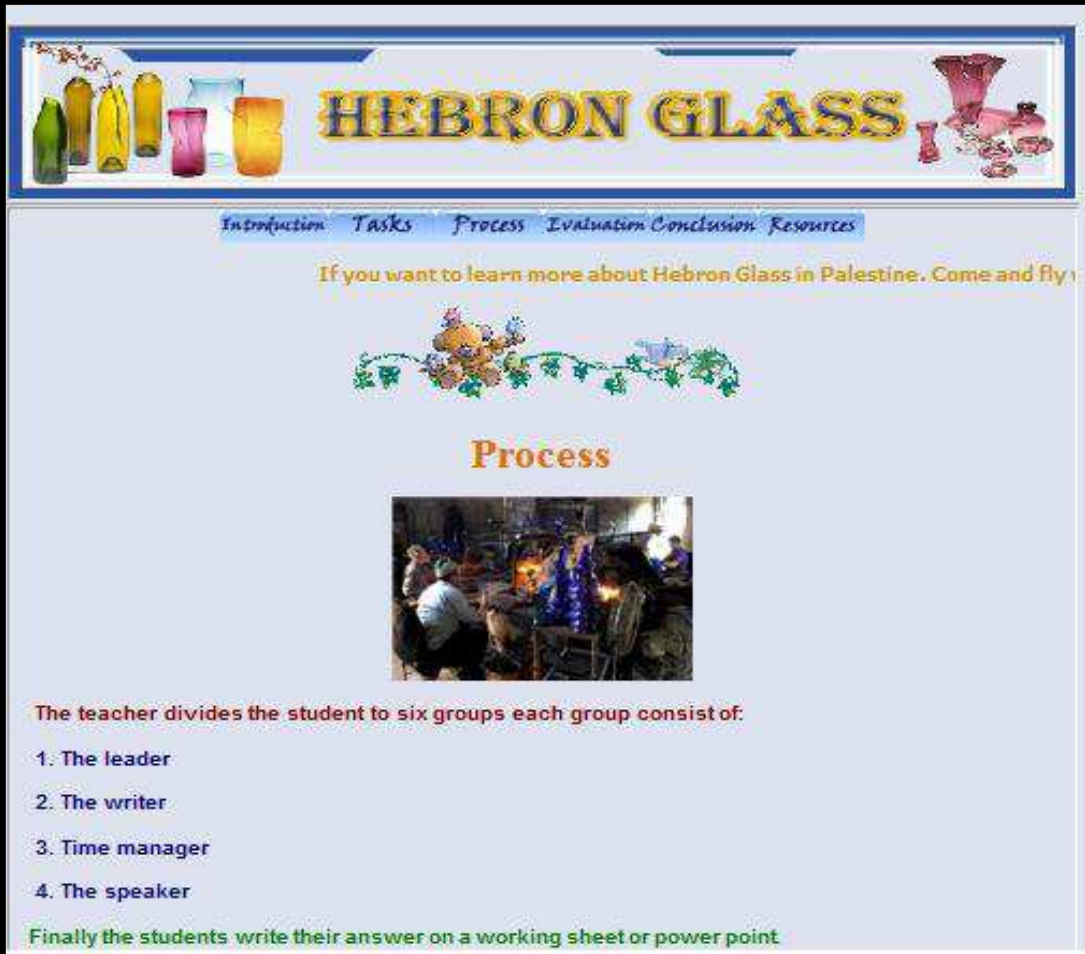


Figure No. (2)
Introduction page



This page contains introduction about the lesson and journey

Figure No. (3)
Process Page



The screenshot shows a presentation slide with a blue border. At the top, there is a banner with the text "HEBRON GLASS" in large, yellow, outlined letters. To the left of the text are several colorful glass bottles and vases. To the right is a pink glass vase and other glassware. Below the banner is a navigation menu with the following items: "Introduction", "Tasks", "Process", "Evaluation", "Conclusion", and "Resources". The "Process" item is highlighted in blue. Below the menu is a yellow text box that says "If you want to learn more about Hebron Glass in Palestine. Come and fly". Below this is a decorative floral graphic. The word "Process" is written in a large, orange, serif font. Below "Process" is a photograph of a group of people sitting around a table in a workshop, working on glass. Below the photograph is a red text box that says "The teacher divides the student to six groups each group consist of:". Below this is a numbered list of four roles: "1. The leader", "2. The writer", "3. Time manager", and "4. The speaker". At the bottom of the slide is a green text box that says "Finally the students write their answer on a working sheet or power point".

Introduction Tasks Process Evaluation Conclusion Resources

If you want to learn more about Hebron Glass in Palestine. Come and fly

Process

The teacher divides the student to six groups each group consist of:

1. The leader
2. The writer
3. Time manager
4. The speaker

Finally the students write their answer on a working sheet or power point

This page contains the process needed to fly within the journey

Figure No. (5)

Task Page


Task 2
What are the meanings of these words?
New vocabularies :
1- glass:
<http://www.h-d.co.uk/images/shot-glass-drinking.jpg>
2- vases:
http://www.manorhg.com/store/images/canto_Vases_sample.jpg
3- sand :
http://www.travelblog.org/VVallpaper/pix/tb_mui_ne_sand_dunes.jpg
4- Glass industry :
<http://www.alternativetours.ps/cmsms/uploads/images/ATs/Hebron-%20Glass.jpg>
5- Jug :
http://www.biomeifestyle.com/images/products/tina_jug.jpg
6- smash:
<http://www.beeconalarm.com/images/glass-film.jpg>
<http://www.goodcleanlove.com/wp-content/uploads/2010/11/broken-glass.jpg>
7- Liquid :
Water is a liquid.
<http://www.etftrends.com/wp-content/uploads/2010/04/liquid.jpg>
8- Oven
<http://cucinastarossa.blogspot.com/weblog/images/oven-350.jpg>
9- Shapes:
http://stewardess.inhac.ac.kr/philoint/english_data/images-shapes/shapes-01.jpg

Task 2

Figure No. (6)

Task Page

Task 3

1 Before reading.

Look at the picture. What is it? Do you know where it was made?
Do you know how glass is made?



Task 4



- What is Hebron well – known for?
- When was glass – blowing invented?
- In the past glass was made from
- Nowadays glass is made from
- Who collects used glass and smash it into small shapes?

http://www.english_4arab.net/vb/showthread.php?t=28158

http://www.omanenglish.net/vb/showthread.php?_10590-Hebron-glass&p=10784

Task 3 & 4

**Figure No. (7)
Task Page**


Task 5



Put (T) or (F) :

- 1- Hard glass is blown through pipes. ()
- 2- The workers make the glass into the shape they want . ()
- 3- Gaza is famous for dark blue jugs and vases. ()

<http://www.thisweekinpalestine.com/details.php?id= 2133 &ed=140 &edid=140>
http://www.english_4arab.net/vb/showthread.php?t= 28159
<http://www.omanenglish.net/vb/showthread.php? 10590 -Hebron-glass&p= 10784>



**Task 5
Figure No. (8)
Task Page**


Task 6 :



Get from the passage :

a- The meaning of :

(famous) :

b- The opposite of :

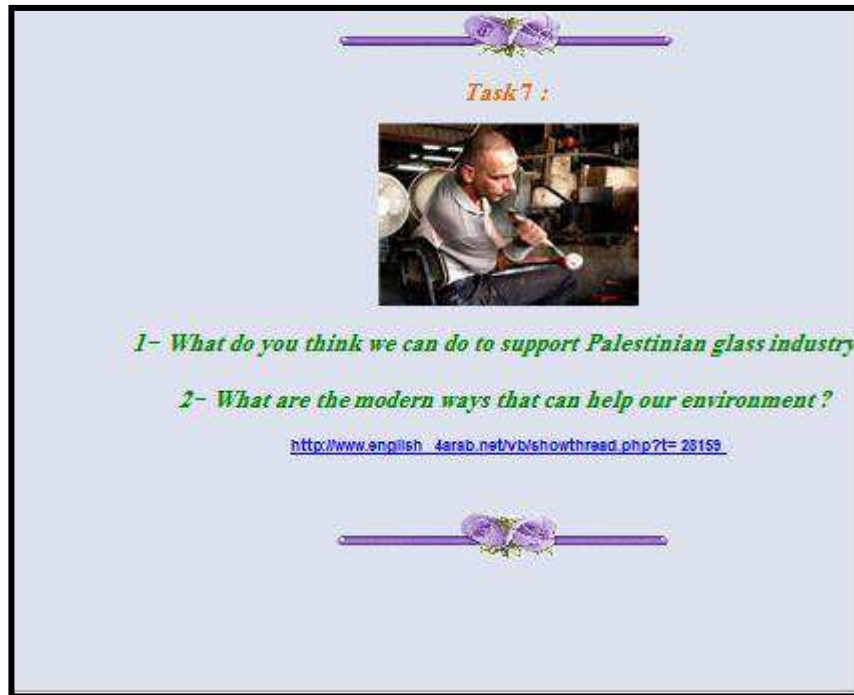
(old) :

http://www.english_4arab.net/vb/showthread.php?t= 28159




Figure No. (9)

Task Page



Task 7 :



1- What do you think we can do to support Palestinian glass industry

2- What are the modern ways that can help our environment ?

<http://www.english4arab.net/vb/showthread.php?t=28159>

Figure No. (10)
Evaluation page



HEBRON GLASS

[Introduction](#) [Tasks](#) [Process](#) [Evaluation](#) [Conclusion](#) [Resources](#)

want to learn more about Hebron Glass in Palestine . Come and fly with us in this Web Quest


Evaluation



Teacher

Student

Figure No. (11)
Student's Evaluation Page



Introduction Tasks Process Evaluation Conclusion Resources

.If you want to learn more about He




Student's evaluation

N.	The aims or the performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score			
						Group 1	Group 2	Group 3	Group 4
1	Individual research	Students did not answer the question	Students answered some of the questions the tasks asked. Major pieces of information were left out	Students answered almost all of the questions the tasks asked. a few minor details were left out.	Students answered all of the questions the task asked in full details.				
2	Group cooperation	Students did not work well together at all. They did not accomplish any of their tasks and had numerous problems	Students did not work very well together at all. They accomplished some of the tasks but had three or four problems.	Students worked well together. They accomplished most of their tasks with only one or two problems.	Students work very well together accomplished all of their tasks with no problems.				
3	Technology skills	Students did not have any technology skill to deal with the program.	Students have some technology skills to deal with the program.	Students have a lot of technology skills to deal with the program.	Students have all of technology skills to deal with the program.				
4	Presentation	Students weren't able to present any information about the topic.	Students were able to present some information about the topic.	Students were able to present a lot of information about the topic.	Students were able to present all the information about the topic.				

This page contains form to evaluate the students


Figure No. (12)

Teacher's Evaluation Page



[Introduction](#) [Tasks](#) [Process](#) [Evaluation](#) [Conclusion](#) [Resources](#)

.If you want to learn more about Hebron Glas:



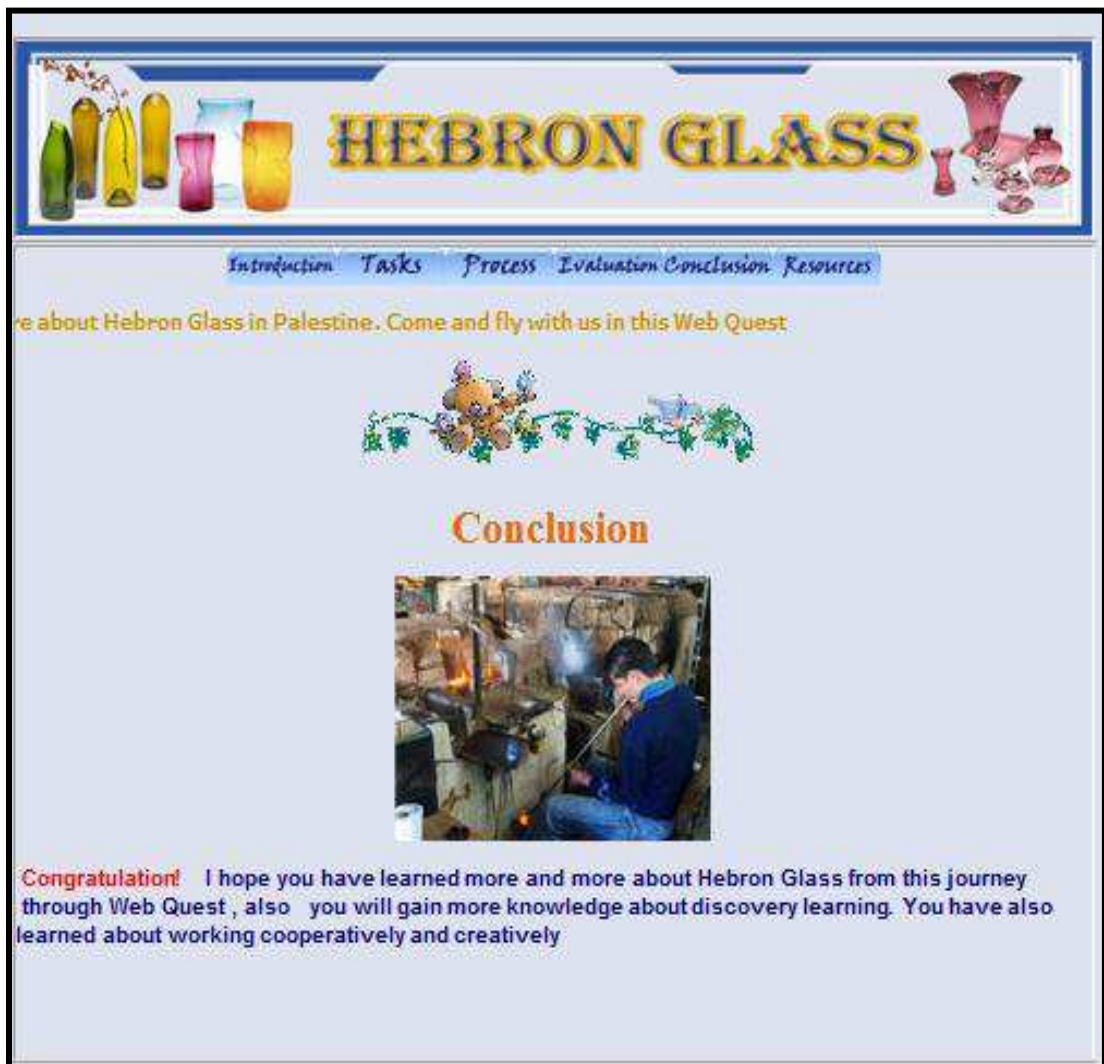
Teacher's Evaluation

Scope	Items	1	2	3	4
The Design	a- The WebQuest shows the items of the lesson easily.				
	b- The students browsed the sites easily.				
	c- The sites gave the correct information.				
	d- The sites gave the direct information related to the lesson.				
The time	a- Each skill carried out in the time allocated for it.				
The content	a- The sites reflected all the parts of the lesson.				
	b- The sites introduced accurate information.				
	c- The students searched for the information accurately.				
The teacher's role	a- The teacher distributed the students in groups.				
	b- The teacher distributed the tasks among the students.				
	c- The teacher acted as a director and an adviser.				
	d- The teacher used the Web Quest successfully and effectively				
	a- The students browsed the sites on the				

This page contains form of teacher's evaluation

Figure No.(14)

Conclusion Page




The image shows a web page titled "HEBRON GLASS" with a navigation menu including "Introduction", "Tasks", "Process", "Evaluation", "Conclusion", and "Resources". The page content includes a decorative floral border, the word "Conclusion" in orange, a photograph of a glassblower, and a congratulatory message.

Introduction Tasks Process Evaluation Conclusion Resources

Learn about Hebron Glass in Palestine. Come and fly with us in this Web Quest

Conclusion



Congratulation! I hope you have learned more and more about Hebron Glass from this journey through Web Quest , also you will gain more knowledge about discovery learning. You have also learned about working cooperatively and creatively

This page contains conclusion about the journey of WebQuest

Unit 20

Lesson: Embroidery

Figure No. (1) Index Page

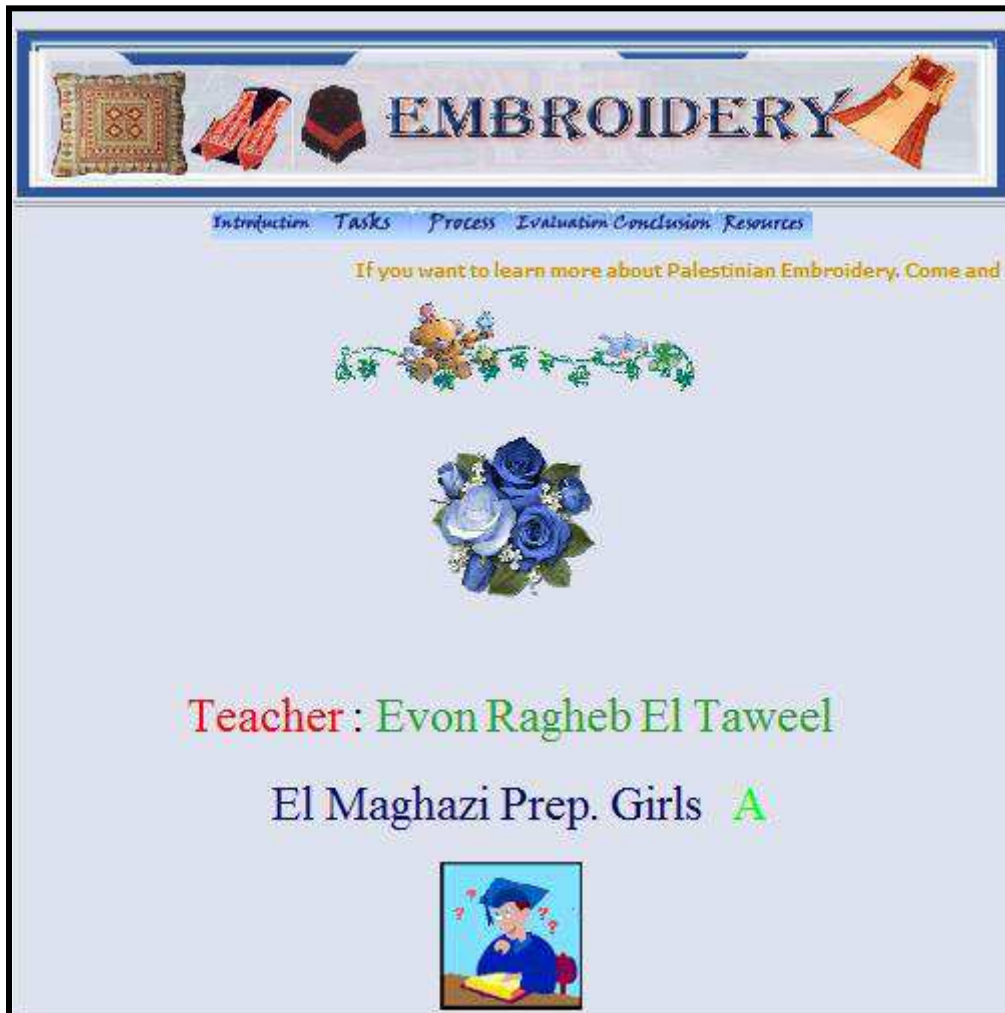
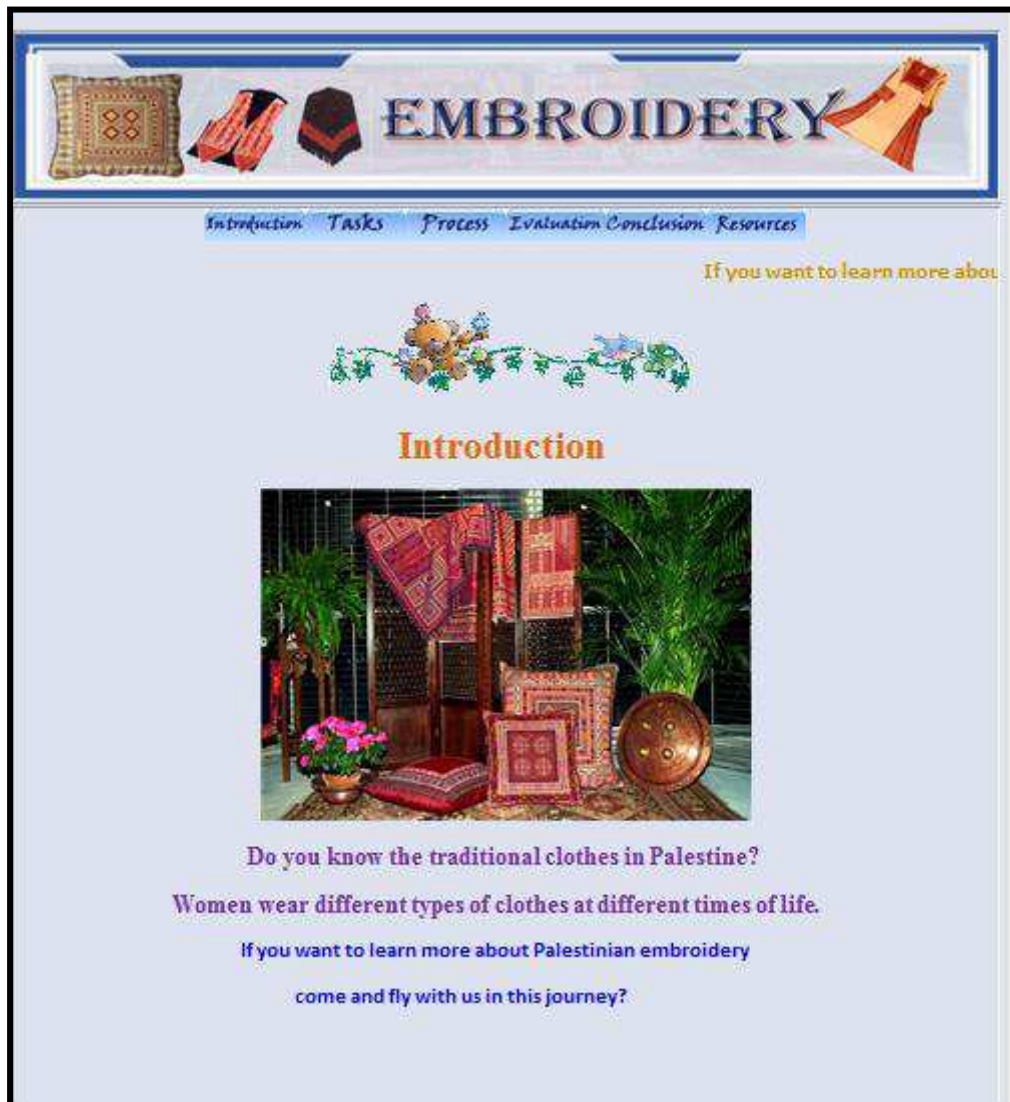


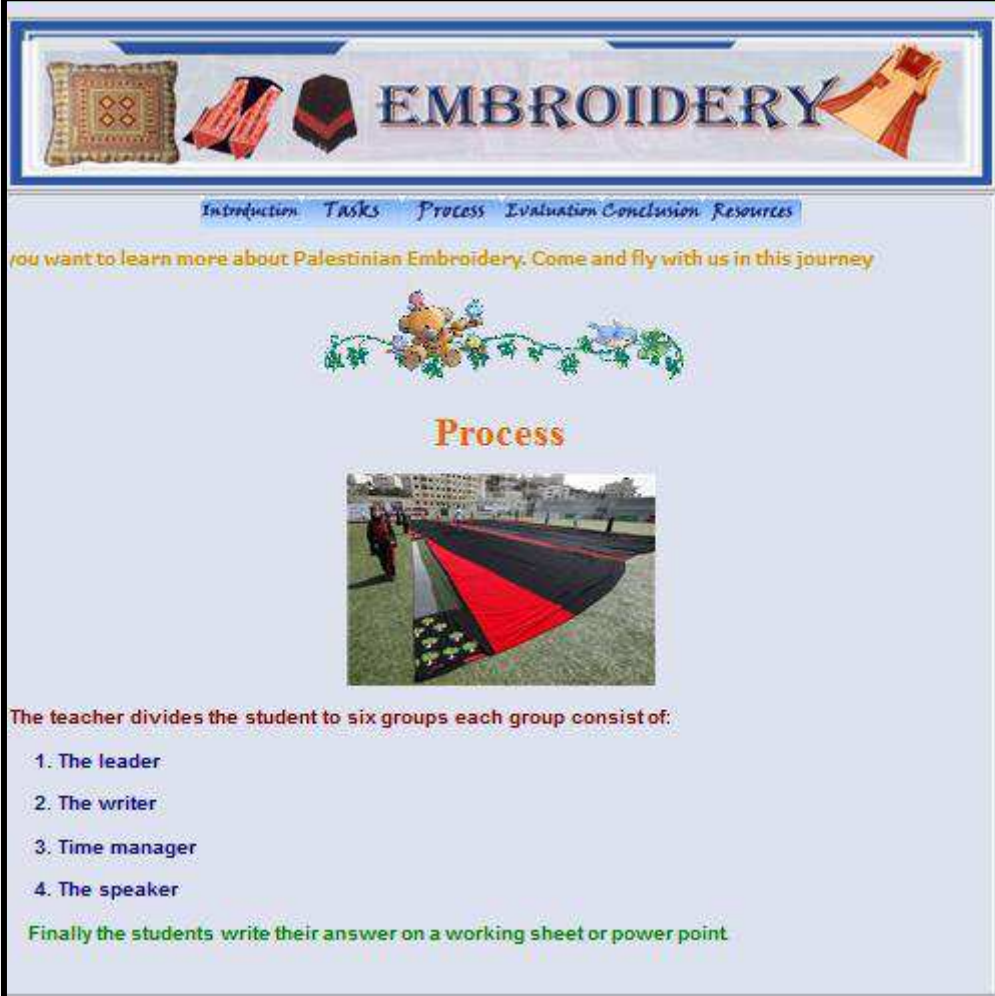
Figure No. (2)

Introduction page



This page contains introduction about the lesson and journey


Figure No. (3)
Process Page



The slide features a decorative header with the word "EMBROIDERY" in large, stylized letters. To the left of the title are three embroidered items: a square pillow with a geometric pattern, a red and black headscarf, and a yellow and red headscarf. To the right is a yellow and red headscarf. Below the header is a navigation menu with the following items: *Introduction*, *Tasks*, *Process* (highlighted in blue), *Evaluation*, *Conclusion*, and *Resources*. Below the menu is a yellow text box that reads: "You want to learn more about Palestinian Embroidery. Come and fly with us in this journey". In the center, there is a decorative floral border. Below the border, the word "Process" is written in a large, orange, serif font. Underneath "Process" is a photograph of a large, black and red embroidered rug laid out on a grassy field. Below the photograph, the text reads: "The teacher divides the student to six groups each group consist of:" followed by a numbered list: 1. The leader, 2. The writer, 3. Time manager, 4. The speaker. At the bottom, a green text box says: "Finally the students write their answer on a working sheet or power point."

This page contains the process needed to fly within the journey


Figure No. (4)
Tasks page




EMBROIDERY

[Introduction](#) [Tasks](#) [Process](#) [Evaluation](#) [Conclusion](#) [Resources](#)

about Palestinian Embroidery. Come and fly with us in this journey





Task 1

What is our lesson will be about ?


<http://folkmenningervefurbarna.net/5e.htm>

Do you have a grand mother ?

Does she wear an embroider dress ?


What are the colours of her dress ?


Look at the picture. What can you see ? What is she doing ?



Task 1

Figure No. (5)
Tasks page


Task 2



What are the meanings of these words?

1- Embroidery

<http://www.arabamericanmuseum.org/images/dress.jpg>
<http://www.merriam-webster.com/dictionary/embroidery>

2- Design

http://l.village.com/HH/design_a_room/DesignARoom.jpg
<http://www.merriam-webster.com/dictionary/design>

3- Skill

Example: -

Ali has a skill in making furniture

<http://dictionary.reference.com/browse/skill>


4- pass


<http://www.wordcentral.com/cgi-bin/student?book=Student&va=pass>

Task 2


Figure No. (6)

Tasks page


Task 3




1- How old is the Palestinian embroidery?
2- Why village women traditionally met after work?
<http://www.english-4arab.net/vb/showthread.php?t=22448>



Task 3

Figure No. (7)
Tasks page

Task 4



Match:

a	Each village has its	()	daughter.
b	We can know where a women came from by	()	own design.
c	The embroidery skills were passed from mother	()	looking at her dress.
d	Some dress were used at	()	young wife, pregnant and an old mother.
e	We have different dresses for	()	different times of life.

<http://www.tatreez-embroidery.com/>
<http://www.english-4arab.net/vb/showthread.php?t=22448>
<http://www.tatreez.net/overview.htm>
<http://www.tatreez-embroidery.com/>
<http://www.tatreez.net/dresses.htm>
<http://www.tatreez.net/overview.htm>
http://www.palestinefairtrade.com/index.php?page=shop.browse&category_id=13&option=com_virtuemart&Itemid=55&vmchx=1&Itemid=59
<http://craftyhues.blogspot.com/2009/08/oh-suzani-embroidery-defined.html>

Task 4

Figure No. (8)

Tasks page



Task 5



Read then Put (T) or (f):

- 1 - The embroidered dresses are small with an embroidered front. ()
- 2 - The arms of the Palestinian dresses are like wings. ()
- 3 - The front embroidery has patterns of animals and plants. ()
- 4 - The colours in the embroidery have a meaning. ()


<http://www.english4arab.net/vb/showthread.php?t=22448>
www.aisalahsci.org/ps/erabic/sciattac
http://www.jerusalemities.org/jerusalem/cultural_dimensions/14.htm
<http://www.english4arab.net/vb/showthread.php?t=22448>
<http://www.thisweekinpalestine.com/details.php?id=1589&ed=134&edid=134>




Task 5

Figure No. (9)

Tasks page



Task 6




1- Get from the passage:


a- the opposite of:
(Weaken): (Younger): (similar):

b- The meaning of:
(shapes): (large):

2- What can we do to strengthen our culture and traditions?

<http://www.english4arab.net/vb/showthread.php?t=22448>






Task 6

Figure No. (10)
Evaluation Page




Figure No. (11)
Student's Evaluation Page



Introduction Tasks Process Evaluation Conclusion Resources

If you want to learn more ab




Student's Evaluation

N.	The aim or the performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score			
						Group 1	Group 2	Group 3	Group 4
1	Individual research	Students did not answer the question	Students answered some of the questions the tasks asked. Major pieces of information were left out	Students answered almost all of the questions the tasks asked. a few minor details were left out.	Students answered all of the questions the task asked in full details.				
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4	Presentation	Students weren't able to present any information about the topic.	Students were able to present some information about the topic.	Students were able to present a lot of information about the topic.	Students were able to present all the information about the topic.				


This page contains form to evaluate the students

Figure No. (12)
Teacher's Evaluation Page



Introduction Tasks Process Evaluation Conclusion Resources

If you want to learn more abo

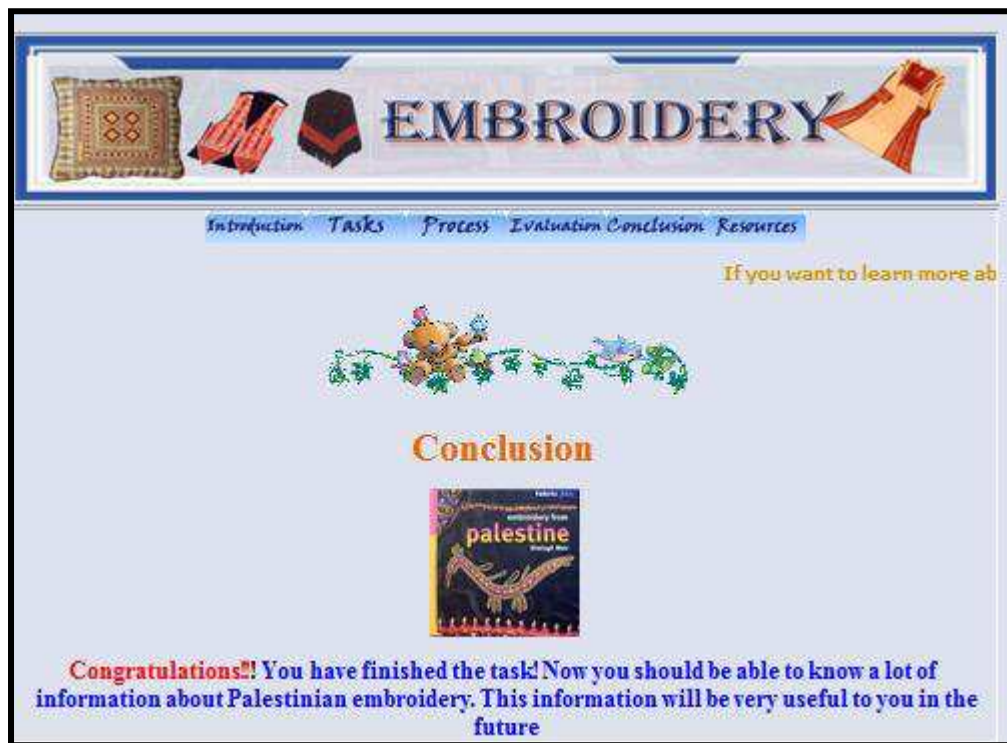


Teacher's Evaluation

Scope	Items	1	2	3	4
The Design	a- The WebQuest shows the items of the lesson easily.				
	b- The students browsed the sites easily.				
	c- The sites gave the correct information.				
	d- The sites gave the direct information related to the lesson.				
The time	a- Each skill carried out in the time allocated for it.				
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	c- The teacher acted as a director and an adviser.				
	d- The teacher used the Web Quest successfully and effectively				
	a- The students browsed the sites on the				

This page contains form of teacher's evaluation

Figure No.(13)
Conclusion Page



This page contains conclusion about the journey of WebQuest

Figure No.(14)
Resources Page

and fly with us in this journey

Resources

<http://joimenninparvefurbarna.net/5a.htm>

<http://www.arabamericanmuseum.org/umspe/dress.jpg>

<http://www.merriam-webster.com/dictionary/embroidery>

http://l.village.com/HH/design_a_room/DesignARoom.jpg

<http://www.merriam-webster.com/dictionary/design>

<http://dictionary.reference.com/browse/skill>

<http://www.wordcentral.com/cgi-bin/student?book=student&vs=pass>

<http://www.merriam-webster.com/dictionary/pass>

<http://www.wordcentral.com/cgi-bin/student?book=student&vs=pass>

<http://www.merriam-webster.com/dictionary/pregnant>

http://www.publishersweekly.com/articles/blog/390000288/20071212/Pregnant_woman.jpg

http://img.brothersoft.com/screenshots/softimage/elegant_star_pattern_pack_-66308_-1.jpg

<http://www.merriam-webster.com/dictionary/pattern>

This page contains resources used in the journey of WebQuest

Appendix (11)

**The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curriculum & Teaching Methods Department**



Testing the validity of content analysis of reading passages in Grade seven (English for Palestine) on the level of reading sub skills

Dear referee,

The researcher is conducting an MA thesis, entitled "**The Impact of Using WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills**" in which she is going to examine the impact of WebQuest on the Palestinian's Seventh Graders' English Reading Comprehension Skills. To achieve that, the researcher has analyzed the content of 24 reading lessons to find out to what extent reading comprehension skills are available in the design of reading comprehension tasks.

List of the most common reading comprehension skills according to the content analysis:

- | | | |
|---------------------------------------|--------------|-------------|
| 1- Prediction | 2- Skimming | 3- Scanning |
| 4- Guessing the meaning from context. | 5- Inference | |

The researcher has the desire to benefit from your experience in the field of teaching English and she, kindly asks you to comment on the analysis attached to add, to drop or modify.

Any further comments:

.....
.....
.....

Your effort is highly

appreciated

Name of the referee /

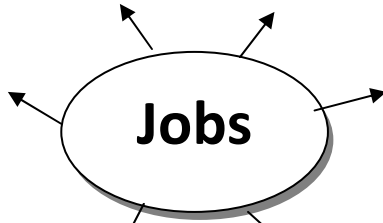
The degree /

The place of work /

The Researcher / Evon Ragheb El Khateeb

Appendix (11)
Unit (1) Lesson (1) " World languages "

	page	Ex	Main Q.	Objectives	Activity	Reading sub - skills
Support Material	S.B. P. 6	1.	-Look at the map on (S. B. Page 104)	- Make prediction about reading text.	a-How many Arabic speaking countries can you name?	- Prediction
	S.M. P.2	A.	- Read and tick (T) or (F)	- Scan for specific information from a text.	a- Arabic is an international language ()	- Scanning
				- Scan for specific information from a text.	b- People only speak Arabic in North Africa and Middle East. ()	- Scanning
		B.	-Answer the following questions :	- Scan for specific information from a text.	a-Why is Arabic a world language?	- Scanning
		C.	- Do as shown :	- Scan for specific information from a text.	a- It is sometimes difficult to understand Arabic speakers from other countries. () [true or false]	- Scanning
				- Scan for specific information from a text.	b- To understand any standard Arabic speaker all over the world use Arabic.[complete]	- Scanning
		D.	- Answer the following question:	- Scan for specific information from a text.	a- Is the number of Arabic speakers decreasing?	- Scanning

	page	Ex.	Main Q.	Objectives	Activity	Reading sub - skills
Support Material	S.M. P.2	D.	- Answer the following questions :	- Scan for specific information from a text.	b-How many languages are used in the United Nation?	- Scanning
	S.M. P.3	E.	-Answer the following question:	- Scan for specific information from a text.	a- How many speakers of English will be in 2011?	- Scanning
		F.	-Complete the spider- gram :	- Scan for specific information from a text.	b- Why do Palestinian use English?	- Scanning
		G.	- find in the text:	- Develop awareness of semantic fields.	a- Complete the spidergram .  a- Countries: , b- Continent: c- Two languages:.....,	- Scanning (word mapping)
				- Scan for specific information from a text.		

	page	Ex.	Main Q.	Objectives	Activity	Reading sub - skills
Workbook	W.B. P. 2	2.	-Fill in the gap:	- Scan for specific information from a text.	- To fill the suitable word in gape.	- Scanning

Appendix (11)

Unit(1) Lesson (1)
" World Language"
Objectives classification

Lesson	<i>Knowledge & Comprehension</i>	Application	Reasoning
(1)	<ul style="list-style-type: none"> • Scan a text for details. • Scan to decide whether the sentences are true or false • Scan to decide whether the sentences are true or false. • Scan a text for specific information . • Scan a text to make the sentences true or false. • Scan a text to complete a specific information from a text. • Scan information for details. <ul style="list-style-type: none"> • Scan a text for specific information . • Scan a text for specific information . • Scan a text to find specific information. 		<ul style="list-style-type: none"> • Develop awareness of semantic fields (word mapping) . • Make prediction about reading text. • Scan to fill in the suitable words in the gaps.



هاتف داخلي: 1150

الجامعة الإسلامية - غزة
The Islamic University - Gaza

ج س غ/35
2011/04/09

الرقم..... Ref

التاريخ..... Date

الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث
حفظه الله،
السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسجيل مستمة طالبة ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة
الطالبة/ إيفون راغب عثمان الخطيب، برقم جامعي 220090302 المسجلة في برنامج
الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بتطبيق أدوات دراستها والحصول
على المعلومات التي تساعدها في إعدادها والمعنونة:

**The Impact of Using Web Quest on the Palestinians'
Seventh Graders' English Reading Comprehension Skills**

والله ولي التوفيق،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد



السيد سيرة برس نباح
المناظرة بالدراسة المتميزة
بالتفصيل

صورة إلى:-
المنسق

رابعه سه تسهيل مهمة الباحث
مع المناظرة مع وقتها للباحث

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