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IMPLEMENTATION OF A WEBQUEST AS A VIRTUAL LEARNING ENVIRONMENT
TO ENHANCE ENGLISH LANGUAGE SKILLS

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Dedication

With heartfelt gratitude and profound appreciation, I dedicate this journey of knowledge and growth to God, the guiding light in my life. His unwavering grace has been the source of strength, wisdom, and inspiration throughout this academic pursuit.

To my cherished family, your boundless love and unyielding support have been the bedrock of my achievements. Each milestone reached is a testament to the values and encouragement you instilled in me. This dedication is a reflection of our shared triumphs.

I extend my deepest appreciation to my esteemed professors, whose dedication to imparting knowledge has left an indelible mark on my academic journey. Your guidance, mentorship, and passion for your subjects have shaped not only my intellect but also my character.

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Annexes List

Annex ANeeds analysis questionnaire on Webquests

Annex BPost-meant questionnaire on Webquests

Annex CWebQuest

Glossary

Autonomous Learning: Autonomous learning refers to an individual's ability to take responsibility for their own learning process. It involves self-direction, self-motivation, and the capability to set and achieve personal learning goals without constant external guidance.

Bloom's Taxonomy: Bloom's Taxonomy is a hierarchical framework used to classify educational objectives into levels of complexity and specificity. It was proposed by Benjamin Bloom and his colleagues. The taxonomy includes six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. These levels represent a progression from basic to higher-order thinking skills.

Connectivism: Connectivism is a learning theory that focuses on the idea that learning is a networked process. It highlights the importance of making connections between various sources of information, utilizing technology, and collaborating with others to acquire knowledge in today's interconnected world.

Constructivism: Constructivism is a learning theory that emphasizes the active role of learners in constructing their own understanding and knowledge. It suggests that learning is most effective when individuals engage in meaningful, hands-on experiences and build upon their existing knowledge.

Cooperative Learning: Cooperative learning is an instructional approach where students work together in small groups to achieve common goals. It promotes collaboration, communication, and mutual support among group members, fostering a positive and interactive learning environment.

Critical Thinking: Critical thinking is the ability to analyze, evaluate, and synthesize information in a logical and systematic way. It involves questioning assumptions, considering alternative perspectives, and making reasoned decisions. Critical thinking is a crucial skill for problem-solving and decision-making in various contexts.

Information and Communication Technology (ICT): Information and Communication Technology refers to the use of technology, such as computers, software, and telecommunications, for the purpose of storing, retrieving, transmitting, and manipulating information. In education, ICT is often used to enhance learning experiences and facilitate communication.

Motivation: Motivation is the driving force that energizes, directs, and sustains a person's behavior towards a goal. In the context of education, motivation plays a crucial role in influencing a learner's engagement, effort, and persistence in learning activities.

Productive Skills: Productive skills refer to the ability to produce language, both in spoken and written forms. This includes skills such as speaking and writing, where

individuals generate and express their thoughts, ideas, and information.

Receptive Skills: Receptive skills involve the ability to understand and interpret language, both in its spoken and written forms. Listening and reading are considered receptive skills, as individuals receive and comprehend information through these channels.

Resolve Problem: To resolve a problem means to find a solution or answer to a challenging situation or question. It involves critical thinking, analysis, and the application of problem-solving skills to reach a satisfactory outcome.

Virtual Learning Environment (VLE): A Virtual Learning Environment is an online platform or system that facilitates education through digital tools and resources. It provides a virtual space where teachers and students can interact, share educational materials, participate in discussions, and engage in various learning activities.

Webquests: Webquests are inquiry-oriented learning activities that use the internet as a primary resource. They typically involve students working through a structured set of tasks or questions to explore a specific topic, encouraging independent research, critical thinking, and problem-solving skills.

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Resumen

Este estudio informa los resultados de un estudio experimental que examinó la efectividad relativa del uso del modelo tecnológico WebQuest para mejorar el inglés como lengua extranjera (EFL). En Quevedo, los estudiantes de noveno grado experimentan una disminución en las habilidades lingüísticas y una disminución en el dominio del idioma. El estudio también examinó las percepciones de los participantes sobre la idoneidad y eficacia del uso de WebQuests como modelo de aprendizaje. El estudio se basa en la pregunta de investigación del modelo WebQuest proporciona una excelente oportunidad para que los profesores proporcionen actividades y materiales adicionales que enriquezcan el contenido y la práctica de los libros de texto convencionales de inglés como lengua extranjera. El estudio utilizó un diseño experimental de grupo de control pretest-postest con dos clases de noveno año básico A y B asignadas aleatoriamente a condiciones de control y experimentales. Estadística descriptiva: se calcularon y realizaron una serie de pruebas de muestras independientes para resolver las preguntas formuladas en la encuesta. Finalmente, se analizó el contenido de los datos cualitativos. Describir y contextualizar las percepciones de los encuestados sobre la experiencia WebQuest. Los resultados del estudio muestran que se encontró que el modelo WebQuest era más efectivo que la enseñanza de lenguaje procedimental convencional para aumentar el rendimiento y fomentar el lenguaje productivo y receptivo de las habilidades. Los participantes del grupo experimental también destacaron la importancia y utilidad de utilizar el modelo WebQuest en la enseñanza del inglés. Se recomienda realizar más investigaciones para determinar en qué medida los hallazgos de este estudio se aplican a otros entornos escolares y en todos los niveles de grado y habilidades.

Abstract

This study reports the results of an experimental study that examined the relative effectiveness using the WebQuest Technology Model to Improve English as a Foreign Language (EFL). In Quevedo, ninth graders experience a decline in language skills and a decline in language proficiency. The study also examined participants' perceptions of the appropriateness and effectiveness of using WebQuests as a learning model. The study is based on the hypothesis that the WebQuest model provides an excellent opportunity for teachers to provide additional activities and materials that enrich the content and practice of mainstream EFL textbooks. The study used an experimental pretest-posttest control group design with two completed classes randomly assigned to control and experimental conditions. Descriptive statistics a series of independent samples t-tests were calculated and performed to resolve Questions asked in the survey. Finally, the content of the qualitative data was analyzed Describe and contextualize respondents' perceptions of the WebQuest experience the results of the study show that the WebQuest model was found to be more effective than conventional procedural language teaching in increasing achievement and foster productive and receptive language skills. The participants of the experimental group also emphasized the importance and usefulness of using the WebQuest model in teaching English. Further research is recommended to determine the extent to which the findings of this study apply to other school settings and across grade levels and skill levels.

Key words: Webquest, Elearning, English as a second language, Teaching

Chapter I: Introduction

During the educational process, incorporating technology in teaching of English must be applied in the 21st-century teaching and learning. The implementation of technology such as the internet is now almost adapted in the educational field. Elwan's (2007) states that the internet has a powerful influence in several kinds of education and it may be developed by teachers and learners in the teaching and learning processes. Moreover, Information and communication technology (ICT) has become a significant aspect in education and the kinds of ICT have been implemented in different sections of life such as in the field of education. Under these circumstances, it is assumed that the incorporation of technology such as Webquest is applicable in the teaching and learning of English, particularly in the receptive and productive skills.

Implementation of Webquest allows teachers to innovate their teaching method in their classrooms. Ecuadorian students in public schools do not have enough interactive and dynamic virtual learning tools to practice inside and outside of the classroom. Also, the lack of a supplementary virtual learning environment (VLE) to practice the four linguistic skills, reduces students' participation and interaction, students do not retain the information given in classes and their motivation is not the best. In addition, Ecuadorian students in traditional classes still learn English using conventional learning methods and they do not learn significantly. Webquest is an innovative educational resource that teachers may considerably benefit from their practices and they can improve students' linguistic skills in the target language.

The teaching of the four skills get more benefits from the use of technology such as Webquest. By entangling them in a Webquest activity as internet-based learning, learners may have more opportunities of being opened to the target language that are the receptive and productive skills. Webquest has given many facts considerable value as a language learning device for learners by enhancing them in Webquest activities and they promote the four skills by incorporating interactive activities through virtual tools. Moreover, through the implementation of Webquest, it offers to students a wide range of view by broadening thought and notion on different themes, obtaining critical thinking and problem-solving skills, and improving their creativity inside and outside of the classroom.

In the instruction process of designing and implementing Webquest, teachers plan and consider the teacher materials using a web page linked to a specific topic that is going to be discussed in the classroom and it will be able to give the opportunity to be engaged in fostering their four linguistic skills with authentic materials. For this, by incorporating the technology via Webquest application in an English class, educators imply it as a fun teaching technique or strategy for their receptive and productive language skills. In teaching of English as foreign language (EFL) particularly teaching reading, writing, listening and speaking, Webquest is nowadays an effective and potential learning tool, and it can foster the students' motivation in the educational process.

Webquest was established by Dr. Bernie Dodge in 1995 at San Diego State University. He firstly introduced it as an inquiry-oriented learning strategy in which all information students need can be explored and found from the internet with a particular web page (Dodge, 2001). Webquest leads students to complete an approach in their problem solving while they are learning. As another important fact about Webquest, it can be applied in the four linguistic skills for all levels and ages of students, and it is an authentic assessment supported with the internet resources where learners can get access to all information to be synthesized, summarized and evaluated for the particular assignment being tasked by their educators. Moreover, when teachers apply Webquest in their teaching, they have to complete the six major elements: introduction, task, process, resource, evaluation and conclusion.

EFL is learnt in Ecuadorian public school, and this research is based on previous practical experience using technological tools to foster language learning skills inside and outside the classroom. Using technology to practice the receptive skills such as reading and listening, teachers may include audios, ebooks, podcasts, comics, movies and more didactic and interesting resources to develop and improve the students' comprehension. Also, the productive skills such as writing and speaking, educators include various types of writing such as paragraph and essay using free word processors and some virtual voice recording tools to save the students' participation in their oral production and receive appropriate feedback for his academic process. Under these reasons, the investigation of incorporating Webquest in EFL classrooms is to be the main topic of the current study, and the study addresses the following questions, "How can Webquest as an internet-based learning tool be incorporated in EFL classrooms?"

The findings of this research will contribute to enrich the theory of the use of Webquest in EFL classrooms in Ecuadorian context. Meanwhile, practically, it gave significant development to the students, educators, and future researchers. Teachers would obtain more benefits from Webquest as an internet-based learning device that could be incorporated into EFL classrooms, and it is one of the innovations in teaching EFL to foster the four linguistic skills in Ecuadorian students in public schools.

Chapter II: Theoretical framework

What is a Webquest?

During the educational process, new didactic resources have been incorporated into the classroom. Teachers have acquired new knowledge about how to implement virtual tools in their teaching practices. For this reason, the educational process has gained a new perspective of learning that allows learners to study more effectively and joyfully. One innovation that teachers may adapt in their classrooms is Webquest. This tool has given points to be a considerable value as a language learning instrument for learners by motivating them in a Webquest activity and they start practicing their language skills by incorporating didactic activities to foster in a new tool. Dodge (1997) defined Webquest as an inquiry-oriented resource in which the information that students interact with come from virtual tools on the Internet. Moreover, the use of Webquest in the educational process, assists to expand student's view as a new learning strategy inside and outside the classroom.

Furthermore, Webquest was developed by Bernie Dodge with Tom March in 1995. This webquest has become a very meaningful educational tool. Also, it is a task based learning activity in which students aimlessly surf the internet. This webquest is developed to use student's time well, to emphasize using information rather than seeking it and to support learners' thinking.

Educators should take into consideration the different stages that Webquest has in its development and implementation. Each stage allows students to achieve a meaningful learning experience. As well as fulfilling the objectives of the language class, learners should develop their activities and enhance their I. T skills, engaging in group work and higher order thinking skills.

The Webquest must be structured to contain the following elements:

Introduction: a brief overview of the task or situation the students will be developing in the educational process.

Task: An original and easy to understand description of what learners are expected to achieve by the end of the process.

Process: Description of steps or guidelines for learners to follow in order to finish the task. Also, this stage includes specific resources or websites for students to explore.

Resources: all types of resources are used in this stage. Links to websites, files, videos or other resources that learners will need to accomplish the different tasks.

Evaluation: Teachers set up the criteria or rubrics for assessing the student process.

Conclusion: This a summary of the Webquest and also it provides a reflection on what students have learned.

Webquests in English as a Foreign Language classrooms

Concerning using Webquest in Language learning, it has been confirmed to be effective in encouraging language practices specifically in the receptive skills (reading and listening). Laborda (2010) mentioned that Webquest has advantages in language learning. First, it generates opportunities for lexical and language use input through reading that can be used to construct ideas and expressions either by immediate transfer or reinforcement of previously learned language. Second, it offers more opportunities for experiential learning because learners search information in a significant manner to create meaning and to accomplish higher level thinking skills. Third, it emphasizes writing and oral language; this language triggers oral development as learners from reading input as well as from their relatives. Reading promotes inner speech that is later experienced in a natural interaction with other participants. Fourth, teachers provide an instructional framework to design meaningful online learning environments (Zheng et al, 2008). Fifth, it provides dynamic social interaction as the participants need to communicate their ideas, situations and concerns in a realistic way. Furthermore, the webquest permits the contextualization of language learning. If students practice their vocabulary in context, they tend to learn it in a better way because the new words become an active and meaningful part of what they are learning and need to know.

In addition, the application of Webquests in EFL classrooms allow students to integrate their computer skills for their target language, in this case, oral communication practices through cooperation with partners while devising a Webquest as well as finishing it. Therefore, it stimulates social interaction by practicing the linguistic skills inside and outside the classroom. Also, Webquests generate a high level of participation, their effective filter is considered low in their educational process (Krashen, 1992), and encourage critical thinking skills. Students do not need to restate information they find, but also to change it in order to accomplish a given task.

With the implementation of Webquests, their characteristics have been applied extensively to various educational environments, and their different scenarios that Webquest may include for EFL skills. There are several studies that prove the implementation of webquest in EFL classrooms has improved the linguistic skill in the learners based on different educational fields. For example, Cigrik and Ergulm (2010) mention about the logical thinking ability in science education where students can share their experiences and foster the oral and written communication skills, Similarly, these studies focus on using Webquest in EFL learning (Siko,2008); critical thinking skills (Vidoni and Muddux, 2002; Puthikamon, 2009); EFL lexical richness (Velasco, 2012); young learners achievement (Unal et al, 2012); reading skills development (Tsai,2005; Shan,2011; Tuan,2011; Elkhateeb, 2012); reading and writing skills (Mostafaa, 2009; Termisinsawadi, 2011; Alshummairi, 2012); as a tool of differentiation (Schweizer & Kossow, 2007) and other more.

Importance of Webquest as Virtual Learning Environment

A Webquest is a digital tool that it offers a scaffolded learning model for being used with links to specific activities or resources on Internet and an authentic task to increase students' motivation and investigation of a central, open -ended questions, implement for user expertise and participation in a final group process that tries to change newly acquired knowledge into a more independent and sophisticated understanding. A fundamental Webquest does this in a manner that motivates and inspires students to want to know more about something, to see richer thematic relationships, promote an easy contribution to the real world of learning and make a deeper connection based on their own metacognitive processes.

Furthermore, the implementation of webquest in the classroom could be used as a learning instrument to develop critical thinking skills (Lim & Hernandez, 2007), and it is the inquiry - based learning resource that could be used as a learning tool to improve problem solving ability (Elwan, 2007). The application of Webquest connects with certain educational approaches and methodological processes to improve the main language and learning objectives in the classroom. Webquest activities are strongly based on the constructivist point of view of language learning: constructivist is a learner-centered approach theory that competes that to learn anything, each student must build his or her understanding and comprehension by trying new information to prior knowledge and experiences (McCullers, 2005).

The constructivist perspective of learning places the learners in the commanding position, defining which direction and how the learning will determine based on their individual interpretation of what they hear, see or do in relation to what they already know. This virtual tool is a form of application that routes the learners toward her/his optimal learning environment.

In addition to this investigation, the connectivism theory establishes a new way to connect digital resources in traditional classes. The Theory of connectivism by Siemens and Downes (2005) mentions that it sees learning as the process of establishing connections and empowering networks completely, as such learning and knowledge rests in diversity of choice. Also, this theory enhances the high level of learners' online social presence. The perception of students on implementation of this teaching strategy is that it contributes new opportunities to engage teaching instruction and learning experiences in a broader sense. Furthermore, Webquest as a virtual social networking tool appears to be part of the educational system. Using Webquest as a dynamic tool requires a proactive production and effort on the part of the users.

For example, research on the effectiveness and importance of Webquests in teaching languages such as English shows that students who learn through Webquests have a better understanding of vocabulary and other factors that are involved in learning a second or foreign language, such as grammatical structure and word. alignment (Lee & Friedman, 2009).

Some researchers mention that the Webquest shows some potential benefits when compared to a book-based learning approach, which sometimes still appears to be the tendency when teaching a language. In a foreign language classroom, learners usually still read texts and learn from traditional teacher-centered classes, gaining, in some cases, a boring and passive attitude. On the other hand, Webquest is a student-centered approach and demand learners' participation, moreover students may obtain significant benefits from it, because, more than just reading and remembering ideas, participants are encouraged to analyze, synthesize and to get accessed within cooperative learning activities, with the purpose of designing and producing a final product or solving a specific situation and encouraging a deeper understanding and higher level thinking skills.

Webquest can also generate an increase of sociocultural competences, since it can obtain a task-oriented approach, a place where students can begin their own research, read more information about something, depicted by collaboration activities with other students and elements, sharing and debating their feelings, ideas and findings. All group participants can then elaborate, design and add something to the final product (Renau & Pseudo, 2016).

Another big importance of implementing Webquest in the EFL classroom is that it promotes respect towards diversity, since different types of opinions and different approaches are applied, debated and analyzed, developing solutions to the problems' resolution (Amer & El-Okda, 2006). The researcher McNulty suggests (2017), the educators can base their teaching practices on Bloom's digital taxonomy (Sneed 2016), as a way of creating to the present technological needs and developing virtual activities to stimulate students' comprehension and critical thinking.

Autonomous learning is defined by Benson (2001, p. 6) as "whatever an autonomous person thinks it is." In other words, students may have the ability to develop and assess their accuracy (Little,1999). However, learners' autonomy might cause educators to lose their students' participation in the learning process (Cotterall, 1995). Therefore, educators should encourage students to take responsibility and make their own decisions and choices (Kupetz & Ziegenmeyer, 2006, p.63). Also, autonomous learning was considered isolating, technology promotes social interaction and opportunities for autonomous practices. The researcher Littlewood (1996) states that autonomy depends on three main aspects to be implemented: (1) the ability of designing language use and appropriate communication strategies, (2) engagement in independent learning and personal strategies and (3) the personalization of how to contextualize the learning objectives. In this sense, Webquest for language learning can be considered as autonomous learning tools, and it contributes to design and developed language use, communication and the personal development meaning.

How to create a webquest for English Foreign Language

Designing a Webquest

Step 1

When designing a Webquest it is important to consider the following aspects:

- The topic to be covered
- The class level
- The aims of the Webquest
- How the information will be presented by
 - The teacher
 - The students

It may be useful and very important to keep in mind when you start by using just one website and giving the students a work-card with questions and links.

Step 2:

Get The Students into “role”. They might be going on holiday, providing advice to someone going on holiday, going shopping and buying some food in the supermarket, finding leisure places; the possibilities are endless and very essential topics related with the national curriculum.

Step 3:

Present the task to the learners: for example: They might go to the new supermarket downtown with their families or friends and you must get some information about prices, daily products, promotions etc.

Step 4:

Ensure that the activities have their appropriate instructions on which site to use, where they should click, what they have to do etc.

Also, learners should be able to know how they should turn in the final activity. Provide clear instructions. The final product should be present in powerpoint, in a copybook, on a worksheet, work card, poster etc.

Considerations

Teachers may take into considerations the following things in each stage on the

Webquest:

Instruction

- Sets the background and provides basic information based on the lesson from the national curriculum

Task

- Describes an academically challenging and intriguing task. Set the mission of the class.

Sources

- Lists the steps learners need to take in order to complete the task. Provide interesting and modern resources for your students.

Evaluation

- Assesses students performance according to rubrics.

Conclusion

- Summarises students' achievement and encourages them to reflect on their learning experiences.

Chapter III: Methodology

The teaching context

This investigation was conducted in a state high school in the town of Quevedo, Ecuador. Quevedo is an urban area and is located in Los Rios province. It was easy to determine the population of the high school students, they are the same age, English level proficiency and almost the same socioeconomic status thus the researcher found it useful to use a sample of pupils. The participants of the study were eighty students from ninth grade A and B, aged twelve and thirteen. Fifty pupils were male and thirty were female. All of them are from Quevedo city. They have been learning English for almost one year. Most of them have been attending English classes only in their regular classes. Their proficiency level was beginner. Each grade was also split into two classes and students in each were divided into groups of two. The teacher found it helpful for groups to have a mixture of stronger and weaker students as concerns their language skills. The curricular content that was used in the current teaching situation was the module 1, lesson A from the Ecuadorian Ministry of Education.

Research tools

The teacher guides an action research, which is a systematic inquiry that collects information about learning and teaching. The researcher used a quantitative method to increase the validity of this research. Before the implementation of the Webquest, the teacher administered a needs analysis questionnaire to all the students to collect data about the previous knowledge they already had. After the completion of the Webquest lessons, the teacher gave a post-meant questionnaire to all the participants to evaluate if the purpose of the research was accomplished. Both questionnaires contained the same closed-ended questions, which were ten in total. To determine the effectiveness of the Webquest will be their academic report. This research will compare the learning process with technology and without technology. In fact, this study will compare previous grades done versus the new ones.

The Webquest and its implementation

The researcher decided to conduct the topic of the Webquest based on the students' interests and the needs of the national curriculum. The Webquest was called "What do you do in your free time" and was integrated in terms of topic and language. Learners of both grades had vocabulary related to free time activities, music terms, daily expressions and interactive role play to foster the oral communication skills. The teacher selected the web resources, developed and wrote the Webquest using a free open website called BookWidgets (<https://www.bookwidgets.com>).

The Webquest was done in one week covering lesson A from module 1 for six periods of forty minutes each (Two weeks). More particularly the students should be able:

- To use the internet to practice the four linguistic skills
- To develop their electronic literacies
- To enhance their multiple intelligences
- To cooperate and elaborate reports
- To foster their computer skills
- To improve their lexical knowledge on daily routine, free action activities and daily expressions
- To become more active readers and learners

In the Webquest session, the students were familiarized with some computer skills and the teacher explained to them the Webquest's structure and the function of its features. In the introduction, the interface was set up with general instructions about the course content. Also, in this stage, students were able to emerge in a familiar scenario which reflected on what they already know about going out, daily routine and some extras activities as well. The aim was to activate their previous knowledge and engage them with the topic.

Next, in the task session they had to search in the Websites and answer the questions in the worksheets. They would also create a report plan based on the data collected from the Webquest. Moreover, in this stage students will be able to understand the mission of the lesson, students' objectives are defined and explained.

As for the process stage, students have a series of questions, interactive activities such as listening activities, lectures to find specific information, oral communication practices, videos, postcards and a writing label to narrate their personal expressions about their daily lives.

In the evaluation section, pupils were provided with some guidelines on how they will be evaluated. They became aware of criteria, which included completing the worksheets, cooperative learning, reports and presenting it in front of the class. In the conclusion, it was stated that they had accomplished their academic goals

Chapter IV: Results y Discusión

The answer to the two questionnaires were coded and interpreted and a comparison between them was made using SPSS version 19 trial. The questionnaires, the Pearson Chi-square test of independence was developed to check if the variables were dependent or not. For instance, learners' want to complete Webquests in order to work with their classmates was related to their bias to work in groups. The learners' positive attitude towards doing Webquests again was also connected with their success in learning how to use technology tools through the Webquest.

Moreover, homogeneity in the answers' percentages before and after the Webquest lessons was checked through the McNemar nonparametric test of two correlated variables. After analyzing the results of the Mc Nemar test, we can see that there was a positive shift in the pupils' attitude towards Webquests. (Table 1), There was also a positive alteration in the students' motivation and use of technology. The pupils were less stressful (69,1%), improved their computer skills (92,7%), cooperated (94,5%) and explored the topic of their free action activities to produce their report (89,1%) too.

Table 1: Statistical Analysis Question 1 "Have you ever used Webquest?" (Needs Analysis Questionnaire) and Question 1 "Would you like to do webquest again?" (Post-Meant Questionnaire)				
	Before the Webquest		After the Webquest	
	Frequency	Percent	Frequency	Percent

Yes	2	2%	75	94%
No	78	98%	5	6%
Total	80	100%	80	100%

Table 1

Another important shift was in the learners' preference about working on the computer (table 3).

Table 3: Statistical Analysis Questions 3 “How would you like working upon different activities?” (Needs Analysis Questionnaire) and Questions 3 “How did you like working upon different activities?” (Post-Meant Questionnaire)					
		Before the Webquest		After the Webquest	
		Frequency	Percent	Frequency	Percent
a. On the computer	Very much	60	75%	70	88%
	Enough	10	12%	5	6%
	Not So	10	13%	5	6%
b. With your group	Very much	50	63%	60	75%
	Enough	25	31%	15	19%
	Not So	5	6%	5	6%
c. Having your role	Very much	45	56%	65	81%
	Enough	25	31%	10	13%
	Not So	10	13%	5	6%

Table 3

The analysis of the results of the McNemar test also revealed statistically important differentiation in certain language learning strategies. For more information see Table 4.

Table 4: Statistical Analysis Questions 4 “Which language skills do you find easy to practice?” (Needs Analysis Questionnaire) and Question 4 “Which language skills did you find easy to use through the Webquest and to what extent did you develop it? (Post-Meant Questionnaire)”

	Yes (Before the Webquest)		No (Before the Webquest)		Yes (After the Webquest)		No (After the Webquest)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1. Talk about what kind of music you like	12	15%	68	85%	32	40%	48	60%
2. Understand basic expressions from audios	13	16%	67	84%	28	35%	52	65%
3. Comprehend short paragraph	16	20%	64	80%	40	50%	40	50%
4. Talk about concerts	12	15%	68	85%	22	27%	58	73%
5. Write an invitation for an event	20	25%	60	75%	45	56%	35	44%
6. Talk about TomorrowLand	10	12%	70	88%	32	40%	48	60%
7. Write a short conversation about music	12	15%	68	85%	33	41%	47	59%
8. Guessing the meaning of new words from context	16	20%	64	80%	45	56%	35	44%
9. Talk about your free time	14	17%	66	83%	37	46%	43	54%

Table 4

A discussion is connected with the research questions, and the theoretical framework and the teaching implementation follow. Thinking about the first question, there is statistical support that learners recognize how to express personal opinion about their favorite music, free time and extra leisure activities using the link provided on the Webquest. Moreover, they analyzed all the content provided and synthesized new knowledge into their groups. It appears that students increased their motivation participating in every single class. Also, the thinking levels of analysis, synthesis and evaluation based on Bloom's taxonomy were encouraged. The result suggests that the Webquest as an interactive and innovative tool of instruction develops pupils' new literacies. In addition, during the learning process, students fostered their language skills through dynamic activities and participation. They were able to reflect on their personal situations and improve their problem solving skills.

The results also provide evidence that students find it easiest to practice making predictions, connecting what they read to prior knowledge, summarizing information, and reflecting on what they have learned in Webquest assessments and inferences. Also supported by statistics, they try to determine the purpose of reading web pages, check predictions, find answers to worksheets, draw conclusions and guess the meaning of unknown words.

Chapter V: Conclusions and Recommendations

The main objective of this research focused on the importance of using new information technologies, particularly the implementation of the Webquest as an interactive and modern tool to develop classroom work to motivate students in learning EFL, as it showed, presenting positive results among a target students with a specific level of proficiency.

In addition, this study also investigates Webquest opportunities for 9th grade high school students in EFL states. The researchers attempted to provide useful insights into the creation and implementation of the Webquest. She studies the impact of Webquest on students' acquisition of new literacy and higher-order thinking skills, as well as on intellectual development and productive and perceptual skills. Since the researcher is also a course instructor, it is concluded that the integration of new technologies improves foreign language teaching, as young students are exposed to new information sources and digital learning activities. Online assignments can also help teachers increase the diversity of their work and promote their professional development..

Based on the results of this study, some recommendations for future research can be made. Students in each class can again practice group reports, discuss, compare and analyze under the teacher's scaffolding and synthesize a common report. She should be a counselor, advisor and coordinator. She can also add a Webquest course report as a component. Each class can then share the other classes' reports on Webquest, critically evaluate the reports, and leave comments indicating whether they agree or disagree. Additionally, it would be interesting to explore the use of Webquests for home self-service access or the use of Webquests in combination with applications on blogs or wikis. Students can be encouraged to work from home or publish their projects on personal or class blogs and wikis.

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Annex A

Needs analysis questionnaire on Webquests

Dear students,

This questionnaire is part of a research and will help me to collect information about what you already know. The questionnaire is anonymous and there are no right or wrong answers.

A. Have you ever used webquests? Circle Yes or No

- a. Yes
- b. No

B. Why would you like to do Webquests?

- | | | |
|--|-----|----|
| 1. To become more motivated in learning English | Yes | No |
| 2. To become less stressful in learning English | Yes | No |
| 3. To learn how to use technology tools | Yes | No |
| 4. To improve your computer skills | Yes | No |
| 5. To work with your classmates to solve a mystery | Yes | No |
| 6. To explore interesting topics with the aim of producing project | Yes | No |

C. How would you like working upon different activities? (Cross one for each answer)

	Very much	enough	Not so
a. On the computer			
b. With your group			
c. Having your role			

D. Which language skills do you find easy to practice?

- | | | |
|---|-----|----|
| 1. Talk about what kind of music you like | Yes | No |
| 2. Understand basic expressions from audios | Yes | No |
| 3. Comprehend short paragraph | Yes | No |
| 4. Talk about concerts | Yes | No |
| 5. Write an invitation for an event | Yes | No |
| 6. Talk about TomorrowLand | Yes | No |
| 7. Write a short conversation about music | Yes | No |
| 8. Guessing the meaning of new words from context | Yes | No |
| 9. Talk about your free time | Yes | No |

Annex B

Post-meant questionnaire on Webquests

Dear students,

This questionnaire is part of a research and will help me to find out what you have learnt. The questionnaire is anonymous and there are no right or wrong answers.

A. Would you like to do webquests again?

- a. Yes
- b. no

B. While working with the webquest, you finally managed.

- 1. to become more motivated in learning English
- 2. to become less stressful in learning English
- 3. to improve your computer skills
- 4. to learn how to use technology tools
- 5. to work with your classmates to solve a mystery
- 6. to explore interesting topics with the aim of producing projects

C. How did you like working upon different activities? (Cross one for each answer)

	Very much	enough	Not so
a. On the computer			
b. With your group			
c. Having your role			

D. Which language skills did you find easy to use through Webquest and to what extent did you develop it?

- 1. Talk about what kind of music you like 1 - 2 - 3
- 2. Understand basic expressions from audios 1 - 2 - 3
- 3. Comprehend short paragraph 1 - 2 - 3
- 4. Talk about concerts 1 - 2 - 3
- 5. Write an invitation for an event 1 - 2 - 3
- 6. Talk about TomorrowLand 1 - 2 - 3
- 7. Write a short conversation about music 1 - 2 - 3
- 8. Guessing the meaning of new words from context 1 - 2 - 3
- 9. Talk about your free time

Annex C

Webquest Link



https://www.bookwidgets.com/play/h3WKwF07-iQAEMPkDugAAA/4FCV342/what-do-you-do?teacher_id=6429350201655296