

The Effect of Using a WebQuest Model to Develop Critical Reading Performance among General Secondary Stage Students in Egypt

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ABSTRACT

This study aimed at investigating the effect of using a WebQuest Model (WM) on General Secondary Stage students' critical reading performance. The participants were first year General Secondary Stage students at Asmaa' Bint Abi Bakr General Secondary School for Girls in Suez Governorate in Egypt. Twenty four first year General Secondary Stage students participated in each of the experimental and control groups. Both groups were pre-tested by using the Critical Reading Performance Test (CRT) for equivalence in their critical reading performance. The researcher trained the experimental group on using the WM to develop their critical reading performance. The experiment was conducted at the very beginning of the second term of the school year 2008-2009. The experimental group and the control group were post-tested by using the CRT. Differences between the mean scores of the pre- and post- CRT was calculated by using the t-test. Results showed that statistically significant differences were found between the mean scores of the experimental group and the control group on the post- CRT in favor of the experimental group. Results also revealed that there were statistically significant differences in the mean scores of the experimental group between the pre- and post- CRT in favor of the post- CRT. Results indicated the effectiveness of using the WebQuest in developing General Secondary Stage students' critical reading performance. It is recommended that curriculum designers, teacher-trainers and textbook writers have to focus on providing strategies based on using the WebQuest in teaching all language skills to General Secondary Stage students. Suggestions include investigating the effect of using the WebQuest on General Secondary Stage students' writing performance and writing apprehension.

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Introduction

The emergence of the Internet as a language learning resource has led to the development of numerous technology applications in classrooms. Using the Internet in Foreign Language (FL) classrooms could lead to a more self-paced autonomous learning which is learner-controlled rather than teacher-controlled. It could lead to increase students' motivation and participation in classroom. WebQuests offer good Internet-based language learning opportunities because they provide learners with exposure to authentic material, meaningful content and possibilities for real communication in the target language (Stocks, 2002). Dodge (2001) asserted that WebQuests are designed to "focus on using information rather than looking for it, and to support students' thinking at the levels of analysis, synthesis, and evaluation" (p. 6). They could enable students to make sense out of the web documents while skimming and scanning the provided websites. In addition, the problem-solving approach of WebQuests could facilitate language learning (Stoks, 2002). WebQuests could also provide a potential resource for English language learning because of the authenticity of the resources. Students can learn English based on a theme or subject, and in this way, they can learn the language in a more meaningful way (Prapinwong and Puthikanon, 2008).

The WebQuest has become one of the most popular learning models which makes use of Internet resources by engaging students in authentic and collaborative tasks. Dudeney (2003) indicated that the WebQuest is a potential pedagogical tool because it has several advantages. They include providing a relatively easy way to incorporate the Internet into the language classroom, encouraging critical thinking, leading to more communication and interaction through group activities, and eliciting greater learner motivation through interdisciplinary studies as well as "real-life" tasks. Therefore, WebQuests have been developed for the purpose of engaging the learner in a task that elicits higher order thinking than simple information searching and recall (Sanders, 2005). They continue to grow in popularity, with teachers from around the world and experts in the field of educational technology espousing their potential to extend content knowledge and promote higher level thinking. One of the merits of WebQuests is developing reading skills such as scanning, skimming, paraphrasing and summarizing (Dodge, 2001). WebQuests could allow teachers to access information at their own convenience and at their own pace and utilize student-centered learning, co-operative learning, critical thinking activities, and authentic assessment while also tapping into the vast resources on the Internet (Johnson and Zufall, 2004).

Critical reading is very important to FL students. The possession of critical reading skills could open real possibilities in students' future working and personal lives (Haneline and Aiex, 1997). Critical reading refers to a careful, active, reflective and analytic reading (Kurland, 2002). It could help students analyze the written texts in terms of the author's main argument, sufficiency of the evidence provided to support this argument,

tone and style employed by the author in the text and the overall plausibility of the subject matter (Gulcat, 2004). Critical reading is considered a highly reflective skill that requires students to stand back and gain some evidence from the text they are reading (Knott, 2008). Therefore, it is essential for English as a Foreign Language (EFL) teachers to help their students become critical readers. This can be done as Wallace (1992) asserted by helping their students "feel they have options in the way they choose to read the text" (p. 80). It is worth noting that critical reading has become significant in our modern age because through critical reading readers become able to examine the information that they receive to make sure if such information is accurate or not.

Critical reading is based on analysis and inference. Analysis involves recognizing those aspects of a discussion that controls the meaning while inference includes the interpretation of data from within the text (Kurland, 2002). Thistlethwaite (1992) asserted that "in critical reading readers evaluate what they have read and make a decision. This decision may be to accept what the writer has said, to disagree with it or to realize that additional information is necessary before an informed judgment can be made" (p. 587). Goals of critical reading include: inferring a basis of content and language to recognize the text author's purpose, classifying the nature of language choices in order to understand tone and persuasive elements and recognize bias. Therefore, critical readers need to evaluate the ideas involved in such information to decide whether they are valid and applicable to their experience or not. They also need to relate new ideas with their prior knowledge, consequently accept or reject such ideas, recognize the author's purpose and point of view and distinguish fact from opinion (Kurland, 2002). This means that the critical reader actively recognizes and analyzes evidence upon the text.

Considering the important role of critical reading in General Secondary Stage students' academic and personal lives and taking into account the benefits regarding the application of critical reading lessons in EFL classrooms and the growing use of WebQuests as collaborative web tools that could be implemented in critical reading classrooms, a greater emphasis should be given to using the WebQuest to develop General Secondary Stage students' critical reading performance. It is also important that General Secondary Stage students should be more concerned about developing their critical reading performance in English language. Therefore, this study aims at investigating the effect of using a WebQuest Model on developing critical reading performance among General Secondary Stage students.

Context of the study

The researcher works as a lecturer of Curriculum and TEFL at Suez Faculty of Education in Egypt. She also supervises some groups of fourth year EFL prospective teachers during their teaching practice at General Secondary Schools in Suez Governorate. The researcher realized that most first year General Secondary Stage students at these schools suffered from weaknesses in their critical reading performance in English language as they

used to produce words and sentences that are directly stated in a reading text when answering questions about it. Moreover, they used to read texts without enough consideration to important critical reading skills such as identifying the main idea in the text, detecting the author's purpose and tone, drawing conclusions, making comparisons, identifying cause and effect relationships and making inferences.

In an attempt to determine how serious and urgent the problem of critical reading performance in English language of first year General Secondary Stage students is, the researcher conducted a pilot study on a random sample of 90 first year General Secondary Stage students at a General Secondary School in Suez Governorate and out of the research participants. The pilot study was conducted at the very beginning of the second term of the school year 2008-2009. The researcher discussed with the pilot sample the problems they had concerning their critical reading performance. They indicated that the weaknesses they suffered from in their critical reading performance could be traced back to the methods employed in teaching them critical reading.

The researcher also conducted a pilot study with the EFL teachers and supervisors at General Secondary Stage in Suez Governorate to investigate their opinions regarding how serious and urgent the problem of critical reading performance of first year General Secondary Stage students is. They asserted that first year General Secondary Stage students suffer from weaknesses in their critical reading performance. They pointed out that the reason behind these weaknesses could be attributed to the inappropriate methods of teaching critical reading provided to them. These methods are void of Internet based technology that could be used in teaching critical reading. They also indicated that most classroom time was given to other language skills such as writing and speaking skills. Therefore, they were deprived of the instructor's assistance and feedback during critical reading lessons.

The researcher reviewed previous studies which were conducted to investigate the critical reading performance of General Secondary Stage students in Egypt. She found out that studies designed by Atteia (1998), Abou Hadid (2000) and Torkey (2002) were conducted because General Secondary Stage students in Egypt suffered from weaknesses in their critical reading performance. Those studies revealed that in spite of the importance of critical reading to EFL students, the majority of EFL students at the General Secondary Stage are not given enough opportunity to engage in instructional activities which could help them develop their critical reading performance. The time devoted by many teachers to help EFL students develop their critical reading performance is so little (El Shoura, 1999).

The researcher also conducted a survey on previous studies designed to investigate the use of the Internet in teaching critical reading. Research revealed a positive correlation between Internet based language learning and academic achievement because Internet integration into classroom teaching

and learning of a language could meet the needs of the students and promote their interest in the task (March, 2004; Mohen, 2004; Murry, 2006). However, there is little empirical research on the extent to which the Internet effectively support teaching critical reading (National Reading Panel, 2000). Moreover, although Internet based technology such as the WebQuest is believed to be theoretically and pedagogically sound for language learning, most research on WebQuests focused on their use for interdisciplinary teaching (Pohan and Mathison, 1998) and co-operative learning (Brucklacher and Gimbert, 1999). Few studies evaluated the effects of using WebQuests by students on their learning and motivation and little research showed the results towards the use of the WebQuest as a supplement to regular classroom instruction (Mohen, 2004; Murry, 2006). Although the WebQuest is believed to be theoretically and pedagogically sound for language learning, there have not been any studies which explore the usefulness of WebQuests in EFL contexts (Prapinwong and Puthikanon, 2008). Moreover, the researcher found out that the WebQuest model suffers from a lack of scholarly research in Egypt.

Statement of the problem

As indicated by the results of the pilot studies on first year General Secondary Stage students' critical reading performance, it was found out that they suffered from weaknesses in their critical reading performance in English language. These weaknesses are represented in their inability to identify the main ideas of passages in which the main ideas are not directly stated, detect the author's purpose and tone, detect mood, draw conclusions, make comparisons, form personal justified opinions, make inferences, recognize bias, identify cause and effect relationships, recognize contradictions in a text and evaluate arguments. These weaknesses might be attributed to the inappropriate approaches of teaching critical reading in EFL classrooms provided to them. Using a WebQuest Model is, therefore, suggested to develop first year General Secondary Stage students' critical reading performance in English language.

Questions of the study

The present study provided answers to the following questions:

- 1-What are the most important critical reading skills to be developed by first year General Secondary Stage students?
- 2-How far will the WebQuest Model help first year General Secondary Stage students in developing their critical reading performance ?

Hypotheses of the study

- 1-There would be statistically significant differences between the mean scores of the experimental group and the control group on the post-Critical Reading Test (CRT) in favor of the experimental group.
- 2-There would be statistically significant differences in the mean scores of the experimental group between the pre- and post-CRT in favor of the post-CRT.

Purpose of the study

The main purpose of the study was to investigate the use of a WebQuest

Model in EFL classrooms to reveal if it could provide an effective support for first year General Secondary Stage students to develop their critical reading performance in English language.

Significance of the study

The results of this study may be significant to first year General Secondary Stage students as it represents an attempt to overcome the shortcomings in teaching critical reading by offering a teaching strategy based on using a WebQuest Model. It also provided the experimental group with the overall benefits of collaborative work via the WebQuest in critical reading lessons. It may also be significant to EFL teachers and curriculum developers as it introduces them an easy way to incorporate the Internet represented in the use of the WebQuest into EFL classrooms encouraging critical reading and group work among EFL learners.

Variables of the study

The independent variable is using the WebQuest Model. The dependent variable is first year General Secondary Stage students' critical reading performance.

Delimitations of the study

The study was confined to:

- First year General Secondary Stage students at Asmaa' Bint Abi Bakr General Secondary School for Girls in Suez Governorate in Egypt as the researcher works as a lecturer of curriculum and TEFL at Suez Faculty of Education in Suez Governorate.

- A limited duration for the experiment (four weeks, one session per week) as the training program includes the following four sessions: Identifying the WebQuest, pre-reading phase, reading phase and post-reading phase.

Definition of terms

1-A WebQuest

Peterson, Caverly and Macdonald (2003, p. 38) defined a WebQuest as " an instructor-created website that sets up a problem for students to accomplish, and guides their work with specific web-based resources, individually or in small groups."

According to March (2004, p. 3) a WebQuest is "a scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding."

Perez Torreos (2005, p. 3) defined a WebQuest as " an inquiry oriented activity placed in a relevant thematic context, in which the development of the task implies using web resources and developing high order thinking processes in a collaborative environment. At the same time, it provides the students the opportunity to learn and put into practice some linguistic skills, supported by a set of linguistic and procedural scaffolding. "

A WebQuest is operationally defined in the present study as an activity that is based on using resources from the Internet and presents authentic tasks with scaffolding that encourage students' participation in an autonomous and collaborative way.

2- Critical reading

According to Carr (1990, p. 69) critical reading is " the ability to read beyond the lines. It includes the ability to discuss, analyze, evaluate what is read, draw inferences, and arrive at conclusions based on evidence."

Kurland (2002, p.1) defined critical reading as " a technique for discovering information and ideas within a text."

Critical reading is operationally defined in the present study as a technique for evaluating what is read. It involves the ability to identify the main idea, identify relationships, draw conclusions, make inferences and comparisons.

Theoretical framework

History of WebQuests

With the advent of the Internet, a recently developed educational strategy called the WebQuest has been utilized as a form of guided inquiry using web resources and an instructional tool for promoting critical thinking skills, scaffolding and co-operative learning (Zheng, Stucky, McAlack, Menchanna and Stoddart, 2005). The first WebQuest was created by Dodge at San Diego State University in 1995. Since then, it has been widely used in all areas and levels of education. The WebQuest approach is based on teaching subject area content through computer generated web-based instructional activities. It has also been regarded as an inquiry-based learning activity and an effective tool that incorporates Internet resources into lessons organized around a particular topic (Dodge, 2001). Educators value the WebQuest's impact and encourage its use in various educational settings (Milson and Downey, 2001). Therefore, WebQuests have gained popularity and have become a frequent topic of discussion at technology and education conferences (Lipscomb, 2003). WebQuests could be either short-term or long-term, depending on the instructional goal. A short-term WebQuest can take from one to three days to complete. It can involve the students in knowledge acquisition and integration, making sense of a large amount of information. A long-term WebQuest can take from one to four weeks to complete. It can involve the students in extending and refining information through analysis and demonstration (Johnson and Zufall, 2004).

A WebQuest is regarded as one of the most popular and most effective Internet-based approaches. It clearly describes the process of the partly online learning experience which challenges, motivates and engages students (Blasszauer, 2003 a). Moreover, it offers an ideal social constructivist Computer Assisted Language Learning (CALL) environment (Simina and Hamel, 2005). It blends the benefits of the constructivist approach, inquiry-based learning approach, project-based approach and co-operative learning (Blasszauer, 2003 b). By using the WebQuest approach, EFL students could avoid the pitfall of the Internet while exploiting efficiently its useful

resources of language learning (Godwin-Jones, 2004). Chandler (2003) indicated that WebQuests have been intended to " use students' time well, to focus on using information, rather than looking for it" (p.38). Recognizing the benefits of implementing WebQuests into language instruction, thousands of schools and universities all over the world and many teachers have used WebQuests in classroom language instruction for several years (March, 2004).

Components of a WebQuest

The following section includes the components of a WebQuest.

- **Introduction:** The introduction provides the learners background information on the topic to prepare them to what is coming (Dodge, 1997). It motivates them to want to learn more and explore the topic in depth (March,2004). It discusses the importance of the topic of the WebQuest and reasons why the topic is worth investigating. A good topic included in the introduction of a WebQuest should be clearly tied to the curriculum standards, build on the learner's prior knowledge by explicitly mentioning important concepts or principles, require a level of understanding that goes beyond mere comprehension and be challenging, motivating and suit the learners' interests or goals (Blasszauer, 2003 b).

- **Task:** It involves a description of what the learners are going to accomplish. It should be doable and interesting to them. It needs synthesis of multiple sources of information, and /or going beyond the given data and making a generalization or product (Johnson and Zufall, 2004). It identifies roles for co-operative group members and describes clearly what the end result of the learners' activities will be. It should go beyond read-the-page-answer-the-questions activities. It could be a problem to be solved, a position to be defended, a product to be designed, a personal insight to be articulated, a summary to be created, a creative work, or anything that requires the learners to process and transform the information they have gathered (Blasszauer, 2003 b). Its guidelines should be attractive and student-centered, flexible and provide possibilities for differentiation opportunities for interim reflection on the process and product (Koenraad and Westhoff, 2003).

- **Process:** The process includes scaffolding which is a temporary structure that provides help at specific points in the learning process. Scaffolding should involve clear steps and tools for organizing information (Dodge, 1997). It provides a clear description for the learners on how to find and organize the information via suitable tools, and what they should do to complete the task. It describes whether the task will involve more than one class and the time it will take (Blasszauer, 2003 b). It should involve a variety in the activities performed and / or roles and perspectives to be taken by the learners (Johnson and Zufall, 2004). It should be well written and provide the learners with clear descriptions of responsibilities and how to divide these responsibilities among them.

- **Resources:** They provide a set of links to high-quality Internet-based resources which the learners should use to accomplish the task. All web links

should be pertinent to the task, make excellent use of the web and are working (Johnson and Zufall, 2004). Some WebQuests have a separate section for information resources while other WebQuests have their resources embedded in the process (Dodge, 1997). Resources should be pre-selected by the teacher to help the students focus on the topic. Some of the possibilities include: specific software, specific hardware, e-mail accounts for all the students and video or audio materials. It should also describe the human resources needed (Blasszauer, 2003 b).

- **Evaluation:** Evaluation is the fifth component of the WebQuest. It includes an evaluative tool that might be in a form of a rubric. Explicit directions should be included in the WebQuest rubric in order to describe to the learners what they should exactly do to be successful with the WebQuest components and to tell how they will demonstrate their growth in knowledge (Dodge,1997). It should indicate selected aspects of the learners' performance to be evaluated and indicators reflecting a variety of performance levels (Blasszauer, 2003 b).

- **Conclusion:** The last component of the WebQuest is the conclusion. It brings closure to the activity and reminds the learners of what they have learned as a result of completing the activity. It may also encourage the learners to apply what they have learned in different contexts. It provides a summary statement about the worthiness of the experience and the importance of what it will teach (Blasszauer, 2003 b). It could encourage the learners to reflect on the process to help them extend what they have learned into other domains outside the classroom. It could also provide them suggestions for further learning experiences (Perez Torres, 2005).

Critical reading skills

The most important critical reading skills according to McClain (1985) are: reading material with an alert and questioning mind, comparing and contrasting what has been read, considering the author's viewpoint and being aware of other viewpoints, detecting prophanada techniques, identifying relevent and irrelevant information and differentiating fact from opinion.

Robin (1992) pointed out that critical reading skills are: interpretation, evaluation, identifying the author's purpose and point of view and distinguishing fact from opinion.

Thistlethwaite (1992) presented the following as critical reading skills: the writer qualification as an authority, the writer's bias and objectivity, the writer's purpose and tone, the up-to-dateness validity of the mateial, the writer's use of reasoning and support and the reader's own objectivity and biases.

To Abdel Aziz (1999) critical reading skills are as follows: identifying the main idea, making inferences, drawing conclusions, identifying supportive information and details, distinguishing fact from opinion, identifying the author's pupose and tone, identifying the up-to-dateness and validity of the material and identifying propaganda techniques.

Abdel Moaty (2002) asserted that the most important critical reading skills are identifying the main idea, making inferences, identifying cause and effect

relationship, drawing conclusions, distinguishing between facts and opinions and making comparisons.

Review of related literature

WebQuests were used successfully with students of all ages and levels. Examples are studies conducted by Burlinson (2001), Emmert (2003), Joyce and Stohr-Hurt (2004). WebQuests were also designed for academic English as a Second Language (ESL) (e.g., Peterson et al., 2003), literacy studies and social sciences (e.g., Burlinson, 2001), history, anthropology and a range of science subjects (e.g., Dutt-Doner, 2002). Studies conducted by Lou and MacGregor (2001), Chatel and Nodell (2002) and articles written by Snider and Foster (2001) indicated that WebQuests could be used as instructional activities that would provide students with a valuable experience in English and Language arts (e.g., Snider and Foster, 2001; Chatel and Nodell, 2002) and English for Specific Purposes (ESP) (e.g., Haddad, 2004). The WebQuest methodology has also been transferred to language learning in the 3D virtual world [Second Life](#) to create a more immersive and interactive experience (Vickers, 2007).

In their study, Teclehaimanot and Lamb (2004) asserted that the use of technology in teaching and learning could bring reading alive for children and young adults. They indicated that WebQuests could engage students in problem-solving and collaboration. Results revealed that a WebQuest environment could facilitate the reading experience and help students meet challenging standards while addressing critical questions that bring meaning to learning.

Rozema (2004) designed a study that described how two Web-based learning tools, the literary MOO and the WebQuest, were used to reinforce reader-oriented and text-oriented literature instruction. Results revealed that the literary MOO, used in conjunction with the novel *Brave New World*, helped students evoke and elaborate on the story world of the text, make personal connections between the text and their own lives, and discuss the text in a collaborative way. Results also showed that the WebQuest, used in conjunction with the novel *Heart of Darkness*, helped the students read the text in an analytical and text-centered way.

Tsai (2005) conducted a study which aimed at measuring reading vocabulary acquisition and reading performance of EFL students when a WebQuest learning module was used to develop traditional EFL reading instruction. This study also aimed at investigating the relationship between student attitudes and student perceptions toward the use of the WebQuest learning module. A pre-, post- reading comprehension test were administered for the both groups. The experimental group received a researcher developed WebQuest learning module involved in traditional EFL reading instruction, while the control group received traditional text-only EFL instruction. After the post-test, the experimental group received an attitudinal survey about learning attitudes and perceptions toward the WebQuest learning module. Results showed that the experimental group outperformed the control group as a result of using the WebQuest in

traditional EFL reading instruction with significant difference in their vocabulary acquisition and story reading performance, but not in their thematic reading performance. Moreover, the results of survey revealed a positive attitude toward the WebQuest learning module and a significant correlation was reported between student attitudes and student perceptions.

Prapinwong (2008) designed a study which aimed at exploring the teacher's and students' use of WebQuests in an EFL context. Two units of WebQuests were selected to be implemented in an EFL college-level reading class. Pre- and post-vocabulary test scores and students' artifacts were gathered to examine the students' learning outcomes in terms of vocabulary gains, breadth and depth of the students' research, and the students' level of thought and oral proficiency. Moreover, a five-point Likert scale questionnaire was administered to obtain information about the students' experiences with different learning aspects of WebQuests. Results showed that the students 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. Finally, the study provided recommendations for adopting WebQuests in the EFL classrooms.

Research design

The present study was a pre-, post-test quasi-experimental study. It involved two groups: an experimental group and a control group. They were pre-tested by using the CRT before conducting the experiment to be sure that they were equivalent in their critical reading performance. Then, the experimental group was trained by using a training program that was based on using the WM to develop their critical reading performance. The experiment lasted for 4 weeks during the second term of the school year 2008-2009. The two groups were post-tested by using the CRT. Differences between the mean scores of the pre- and post- CRT were calculated by using the t-test.

Participants

The participants were first year General Secondary Stage students at Asmaa' Bint Abi Bakr General Secondary School for Girls in Suez Governorate. Their ages ranged from 15 to 16 years old. All the participants were proficient in using computer as all of them obtained the International Computer Driving License (ICDL) before conducting the experiment. Moreover, all of them have access to the Internet at their homes as the experimental group was required to use the Internet to complete the task. The students were already assigned into classes by their school. Two classes were randomly selected from one's teacher's list of classes. These two classes were randomly assigned into two groups, one class as the experimental group (24 students) and the other as the control group (24 students). Both

groups used to read and study the reading texts provided in their Student's Textbook Hello! English for Secondary Schools, Year One by using reading software given on Compact Disks (CDs). Both of them were also familiar with participating in collaborative work during reading lessons. However, both groups were not provided any opportunities to access into the Internet during reading lessons. Their teacher of English language stressed that they both had no previous experience with using WebQuests before conducting the experiment. The researcher taught the experimental group and the control group. The experimental group was taught lesson (13) on page (83) from the Student's Textbook Hello! English for Secondary Schools, Year One by using the WM while the control group was taught the same lesson by using reading software provided on a CD that they regularly used during reading lessons.

To be sure that the control group and the experimental group were equivalent in their critical reading performance before conducting the experiment, the researcher pre-tested the two groups by using the CRT. Then, the t-test was used to test the significance of the differences between them on the pre- CRT. The participants were 24 students for each group. Results indicated that the mean score of the experimental group was 9.38 with a standard deviation of 2.48, while the mean score of the control group was 9.04 with a standard deviation of 2.20. Results also showed that the difference in the mean scores between the experimental group and the control group on the pre- CRT was not statistically significant ($t = 0.493, p = 0.625$). This indicates that the control group and the experimental group were equivalent in their critical reading performance before conducting the experiment. These findings are presented in Table (1).

Table (1)

The t- Value of the Difference in the Mean Scores between the Experimental Group and the Control Group on the Pre- CRT

Group	N	Mean	SD	DF	T	Sig.
Experimental	24	9.38	2.48	46	0.493	0.625
Control	24	9.04	2.20			

Organization of the experimental group

The researcher divided the 24 students of the experimental group into six groups with four students in each group. She assigned a role for each student in each group. Roles are distributed among the members of each group as follows: a leader who is responsible for helping in navigating through the various sections of the WM, a recorder who should record the answers given by the group, an elaborator who should explain important and unclear points and a timer who is responsible for organizing the time of the group. The students in each group were encouraged to exchange roles in their group throughout the program sessions.

Instruments

-The Critical Reading Skills Checklist (CRSC) (See Appendix A)

The researcher designed a Critical Reading Skills Checklist (CRSC). It included critical reading skills that could be the most important to be

developed by first year General Secondary Stage students. It is a rating scale checklist including eleven critical reading skills with three levels of importance that ranged from very important to less important. Reasons behind constructing the CRSC was to construct the pre-, post- CRT which will be used to assess the experimental and control groups' critical reading performance.

The researcher depended on the following sources for designing the CRSC: The Student's Textbook Hello! English for Secondary Schools, Year One and the learning standards provided by the National Authority for Quality Assurance and Accreditation of Education (NAQAA) in Egypt about learning critical reading by first year General Secondary Stage students and the critical reading proficiency level in English language required for them. She also depended on previous literature on critical reading taxonomies and related studies concerned with developing critical reading skills of EFL students. Examples are studies conducted by McClain (1985), Taylor (1987), AbdelAziz (1999).

To validate the CRSC, the researcher submitted it to a jury of judges, professors of curriculum and TEFL at some faculties of education in Egypt and to supervisors of English at General Secondary Stage in Egypt. The jury members provided some modifications to the CRSC as they omitted some skills because they are difficult for the students at this stage. They also recommended that the critical reading skills should be limited to five or six to be more manageable and applicable. Their modifications and comments were taken into consideration as the researcher selected five critical reading skills that received the highest frequency under critical reading skills according to the jury members. Finally, the jury members agreed upon the selected five critical reading skills. The final version of the CRSC is provided in (Appendix A).

-The Critical Reading Test (CRT) (See Appendix B)

The researcher developed a CRT. She adapted the text of the CRT from Wikipedia the free encyclopedia. Then, she modified it to be more applicable for the present study and designed the questions included in it. To design the CRT, the researcher analyzed the reading texts in the Student's Textbook Hello! English for Secondary Schools, Year One and the learning standards provided by NAQAAE regarding the most appropriate critical reading skills in English language necessary to be developed by these students. Those procedures helped the researcher determine the level of reading difficulty of the CRT that first year General Secondary Stage students can handle.

The CRT was administrated to a pilot sample of 90 first year General Secondary Stage students at a General Secondary School in Suez Governorate and out of the participants of the study. Piloting the CRT was administrated at the very beginning of the second term of the school year 2008-2009. The first reason behind piloting the CRT was to find out whether the CRT and its directions and questions were obvious and understandable to first year General Secondary Stage students. The second reason of administrating the CRT was to estimate the time that first year General

Secondary Stage students would take in answering it. The pilot sample pointed out that the CRT and its directions and questions were clear and understandable to them. The researcher found out that the appropriate time for answering the CRT was 50 minutes.

To assess the validity of the CRT, the researcher submitted it to the same jury members. They agreed upon its validity for assessing first year General Secondary Stage students' critical reading performance. She also used criterion related validity to assess the validity of the CRT. Criterion related validity was assessed as the researcher applied the CRT on a pilot sample (90 first year General Secondary Stage students at a General Secondary School in Suez Governorate and out of the participants of the present study). The researcher applied on the same pilot sample another Critical Reading Test that included a similar reading text with questions and directions of the same level of difficulty. Correlation coefficient was calculated for the degrees of scale on the two tests. The statistical correlation of (Pearson, Kendall and Spearman) was found as follows: (0.967, 0.903, 0.917) and it was at the level 0.01. This result indicates the validity of the CRT.

In order to assess the reliability of the CRT, the researcher used the test / retest method of calculating the reliability coefficient of the CRT. The statistical correlation of (Pearson, Kendall and Spearman) was found as follows: (0.767, 0.763, 0.670). It is a high correlation coefficient at the level 0.01. This shows a strong correlation between the first and the second applications of the same pilot sample and reveals that the test had a high degree of reliability. The researcher also used alpha coefficient to assess the internal reliability of the CRT. The value of the alpha coefficient was 0.743 which was considered sufficient to conduct the experiment.

-The Critical Reading Performance Rubric (CRPR) (See Appendix C)

The researcher designed a Critical Reading Performance Rubric (CRPR) to be used by three raters to assess the critical reading performance of the students on the pre-, and post-CRT. It was also intended to be included in the evaluation section of the WebQuest Model (WM) (See Appendix D) to be used by the experimental group to assess their critical reading performance after answering the questions of each reading text included in the resources section of the WM. To design the CRPR, the researcher depended on the final version of the CRSC as it included the critical reading skills necessary to be developed by first year General Secondary School students. To assess the validity of the CRPR for the present study, the researcher submitted it to the same jury members, before it was implemented. They agreed on the validity of the CRPR.

Materials

- A WebQuest Model (WM) (See Appendix D)

The researcher adapted this WM from the Internet. Then, she modified it to be more applicable for the present study. The researcher depended on the rubric used for evaluating WebQuests designed by Bellofatto, Bohl, Casey, Krill and Dodge (2001) and the WebQuest rubric designed by Prapinwong

and Puthikanon (2008) to construct and assess the validity of the WM. Factors that the researcher took into consideration when designing the WM were: the experimental group's age, EFL level, required vocabulary, prior knowledge of content, interestingness, technology proficiency, length of each reading text, reading level and reading strategies to practice. The researcher used the first generation of the WebQuests to design the WM used in the present study because it is more applicable for it. The topic of the WM was about Wonders of the Modern World. It was a reading lesson from the Student's Textbook Hello! English for Secondary Schools, Year One , Unit (13), Lesson (3), Page (83) studied by first year General Secondary Stage students.

To assess the validity of the WM for developing the critical reading performance of first year General Secondary Stage students, the researcher submitted it to the same jury members. The jury members asserted the validity of the WM for developing the critical reading performance of first year General Secondary Stage students as it is understandable and relevant to the EFL curriculum studied by first year General Secondary Stage students.

- A program based on using the WM in a critical reading lesson (See Appendix E)

The researcher designed a program which was based on using the WM in a critical reading lesson. It was constructed to train the experimental group on using the WM when they perform critical reading. The program was also validated by the same jury members.

Framework of the program

A. Goal of the program

The goal of the program is to help the experimental group develop their critical reading performance.

B. Training activities

The researcher conducted the following sessions for training the experimental group:

- 1- Identifying the WebQuest
- 2- Pre-reading phase
- 3- Reading phase
- 4- Post-reading phase

C. Teaching aids

The following teaching aids were used throughout the different sessions of the program:

- A white board -Charts - An LCD projector -Computers with internet access

D. Materials

Providing the experimental group with printed materials prepared by the researcher for the purpose of introducing the topics included in the different sessions of the program.

E. Assessment

The researcher provided every student in the experimental group with an assessment sheet by the end of each session. Besides, a WebQuest

questionnaire (see Appendix F) was provided to every student by the end of the experiment to investigate their reactions regarding using the WM. Results of the questionnaire and positive comments expressed by the experimental group on the WebQuest questionnaire are provided in (Appendix G).

Treatment

In order to investigate the effect of using a WM on developing first year General Secondary Stage students' critical reading performance, the researcher trained the experimental group by using the program which was based on using the WM in a critical reading lesson. The experiment lasted for four weeks during the second term of the school year 2008-2009.

The first session included holding a conference with the experimental group to discuss with them what a WebQuest is, its characteristics, components, types, stages, benefits of implementing in EFL classrooms, advantages of using in a critical reading lesson and the importance of using a WebQuest rubric. The researcher showed them some examples of WebQuests available on the Internet to revise with them what a WebQuest is and what the components of a WebQuest are. She explained to them how to use each component of a WebQuest in a critical reading lesson, showed them the curriculum standards included in this WebQuest and explained to them what is meant by the learning standards of the curriculum required for first year General Secondary Stage students to develop their critical reading performance. Then, they were informed the importance of assigning themselves into groups of four students in each group with a significant role for each student in the group. Each student was provided with a CD which includes the WM of the present study to go through all the components of this WM individually at home to be acquainted with it. By the end of this session, every student was provided with an assessment sheet on this session.

The second session involved revising with the experimental group the importance of the introduction as a component in the WebQuest. The researcher wrote the title and the first sentence of the WebQuest introduction on the whiteboard and asked them to predict what they think a WebQuest introduction with a title like this might be about and why they think so. Then, the students assigned themselves into groups of four students in each group with a significant role for each student in the group. The researcher discussed questions with them to help them generate ideas about the topic of this WebQuest and asked them to work in pairs in their groups to generate similar questions to ask and answer about the title and the introduction of this WebQuest. Each group was encouraged to indicate what they already know about the Seven Wonders of the Ancient World and to write their answers in the first column of the (KWL) sheet. Each group gave questions about what they want to know about the Seven Wonders of the Ancient World and write their questions in the second column of the (KWL) sheet. Then, the researcher trained the students on how to open and print the printable versions provided in this WebQuest off. They were told that to

complete the task, they should write questions about the Wonders of the Modern World, answer the Ancient Wonders worksheet, write a simple timeline to illustrate when the wonders were constructed, produce a brochure about a Wonder of the Modern World and introduce a PowerPoint presentation of the name, location, history, a picture and reasons for choosing this wonder. By the end of this session, every student was provided with an assessment sheet on this session.

In the third session, the researcher informed the experimental group that this WebQuest process involves the completion of five steps and that each step is a link located on the navigation bar at the top of this WebQuest page. Then, she trained them on how to click on each step of the WebQuest process to go to it and how to click on the back arrow to come back to the process page. They were informed to follow the steps in the order they are presented in the process section. They were also instructed that before they go to the first step, they should get the meanings of the new vocabulary provided on the online dictionary to help them understand the new vocabulary as they read. The researcher trained them on how to click on the online dictionary link on the process page to get the new vocabulary and their meanings and how to click on the back arrow to come back to the process page. They were told that in step 1, each student must link to the pictures provided above in the WebQuest to know the Seven Wonders of the Ancient World, go to the websites provided on Section 1 of the WebQuest resources so as to read and find out information to note down remarks about the Seven Wonders of the Ancient World regarding: What their names are, where they were found, when they were constructed and why they were considered the Wonders of the Ancient World and fill out The Ancient Wonders Worksheet. The students in each group were asked to write together The Ancient Wonders Worksheet, post it to the class wiki, look at other postings and add to them by using a different color to distinguish it from other postings. Each group was encouraged to answer the questions they wrote during the second session in the third column of the (KWL) sheet. Then, they were told that in step 2 each participant should create a simple timeline to illustrate when the Seven Wonders of the Ancient World were constructed, use all the ideas produced by each participant to write together a timeline in The Timeline Sheet to show other groups when the Seven Wonders of the Ancient World were constructed, discuss together and write why these seven places might have been called "The Seven Wonders of the Ancient World " and what characteristics qualify them for that title. The students were told that in Step 3, each group should search together the Internet by using the Websites given on Section 2 on the resources section of the WebQuest to find information about the Wonders of the Modern World by reading articles about them. They were also told that they should consider the questions provided on The Questions Sheet while searching the given Websites to write answers for them. The students were instructed that in step 4, each group should use the facts and details gathered on the topic to create a brochure to be exchanged with other groups to inform them about a

Wonder of the Modern World. Then, they were told that in Step 5, each group should prepare a PowerPoint presentation that should last no more than 10 minutes and no less than 5 minutes. It should give the name, location and history of the wonder, reasons for choosing it and a picture of the wonder. They were informed that each group should present the PowerPoint presentation in 10 minutes to other groups. Each group was encouraged to pin the location of the wonder on a map in the classroom and discuss with other groups the distribution of these wonders. By the end of this session, every student was provided with an assessment sheet on this session.

The fourth session included telling the experimental groups that their critical reading performance should be evaluated by using the CRPR. They were asked to click on the CRPR link provided in the evaluation section of this WebQuest to view it. Then, the researcher trained them on the use of the CRPR to assess their critical reading performance regarding their answers on the questions of the reading texts provided on the resources section of this WebQuest. They were informed that in the conclusion of this WebQuest they should know that what they had learned had made them more aware of the Wonders of the Modern World and why they are important and that the projects they created should help them inform other groups of the Wonders of the Modern World. Each group was encouraged to continue to think about the meanings behind these wonders and ask themselves and other groups how these wonders affect their and others' lives and what these effects are. By the end of this session, every student was provided with an assessment sheet on this session. Then, the researcher provided every student with the WebQuest questionnaire to assess their reactions on the WebQuest use.

By the end of the training sessions, the researcher post-tested the experimental group and the control group by using the CRT. The three raters used the CRPR to evaluate the critical reading performance of the experimental group and the control group on the post- CRT. The statistical analysis that was carried out in the present study included calculating of the mean, standard deviation, standard error and t-value at level that was $P < 0.01$ for the pre- and post- CRT of the experimental and control groups. Results were statistically evaluated by using the t-test.

Scoring

Three raters who had similar experience in TEFL at the university level and worked at the same faculty of education were assigned to mark the control and the experimental groups' pre- and post- CRT by using the CRPR. The researcher trained the three raters on the proper use of the CRPR to score the control and the experimental groups' pre- and post-CRT. A set of anchor papers were used as examples to train the three raters on the scoring process by using the CRPR. The inter-rater reliability between the three raters was checked to ensure that there would be no difference in their scores. The obtained inter-rater reliability was 0.91. The raters were informed that each participant's paper will be scored separately by each one of them on separate sheets. The average of the three raters' scores was

considered the final score of the participants in the experimental and control groups.

Results and discussion

1- Hypothesis one results: The first hypothesis stated that there would be statistically significant differences between the mean scores of the experimental group and the control group on the post- CRT in favor of the experimental group. The researcher used the t-test to test the significance of the differences between the experimental group and the control group on the post- CRT. Results indicated that the mean score of the experimental group was 25.96 with a standard deviation of 2.07 while the mean score of the control group was 8.96 with a standard deviation of 2.07. Results also showed that the difference in the mean scores between the experimental group and the control group on the post- CRT was statistically significant ($t_{28.391}$, $p = 0.000$). So, this hypothesis was accepted. These findings are presented in Table (2).

Table (2)
The t- Value of the Difference in the Mean Scores between the Experimental Group and the Control Group on the Post- CRT

Group	N	Mean	SD	DF	T	Sig.
Experimental	24	25.96	2.07	46	28.391	0.000
Control	24	8.96	2.07			

This result shows that the experimental group achieved a significant improvement regarding their critical reading performance on the post- CRT compared with the control group. Therefore, it could be concluded that the experimental group trained on using the WM in a critical reading lesson did better on the post- CRT than those who did not receive this training. This significant result may be due to the following reasons:

Integrating the WM into a critical reading lesson motivated the experimental group to engage in inquiry learning as it provided them with all the resources and guidance to do so. During training the experimental group on the use of the WM in a critical reading lesson, the researcher guided them on how to use the website links given on sections one and two of the resources part to read articles about the seven wonders of the ancient world and the wonders of the modern world critically, find information about them and write answers for the questions provided in the questions sheet. This means that this WM enabled the experimental group to work individually and in small co-operative groups of four students in each group to collect, analyze and synthesize information sourced from the Internet to develop their critical reading performance. They co-operated in their small groups to ask and answer questions which require them to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons. This shows that using the WM facilitated the acquisition, integration and extension of a vast amount of information through tasks designed to engage the experimental group in analysis and demonstration of understanding the topic of the WM to develop their critical reading performance.

The experimental group were also encouraged to use their newly acquired knowledge in different contexts and share their understanding of the WM topic together to develop their critical reading performance as each group used the facts they gathered when they worked on the WM tasks to create a brochure to be exchanged with other groups to inform them about a wonder of the modern world. Besides, each group prepared a PowerPoint presentation which gave the name, location and history of the wonder, reasons for choosing it and a picture of it to be presented to other groups to inform them about that wonder. Then, each group pinned the location of the wonder on a map in the classroom and discussed with other groups the distribution of these wonders. Each group thought about the meanings behind these wonders and asked themselves and other groups how these wonders affect their lives and the world. Due to these reasons, the experimental group developed their critical reading performance on the post-CRT.

This result agrees with results revealed in the study conducted by Teclehamanot and Lamb (2004) about the positive effects of using a WM in reading classrooms. This result also supports studies that were conducted by Lou and MacGregor (2001), Chatel and Nodell (2002) and an article that was written by Snider and Foster (2001). They asserted that WebQuests could be used as effective instructional activities that would provide students with a valuable experience in learning English.

2-Hypothesis two results: The second hypothesis stated that there would be statistically significant differences in the mean scores of the experimental group between the pre- and post- CRT in favor of the post- CRT. The researcher used the t-test to test the significance of the differences in the mean scores of the experimental group between the pre- and post- CRT. Results indicated that the mean score of the experimental group on the pre-CRT was 9.38 with a standard deviation of 2.48. The mean score of the experimental group on the post- CRT was 25.96 with a standard deviation of 2.07. Results revealed that the difference in the mean scores of the experimental group between the pre- and post- CRT was statistically significant ($t = 26.770$, $p = 0.000$). Thus, this hypothesis was accepted. These findings are presented in Table (3).

Table (3)

The t- Value of the Difference in the Mean Scores of the Experimental Group between the Pre- and Post- CRT

Group	N	Mean	SD	DF	T	Sig.
Pre- Experimental	24	9.38	2.48	23	26.770	0.000
Post- Experimental	24	25.96	2.07			

This result shows that the experimental group achieved a significant improvement in their critical reading performance on the post- CRT. This significant result may be due to the following reasons:

Training the experimental group on employing the WM while engaging in a reading lesson provided them step-by-step guidelines on how to accomplish the task. The scaffolding provided in this WM included samples, guiding questions and online dictionary. This made the task possible for them to complete by themselves. The task included in this WM gave the experimental group autonomy and creativity. It helped them find out information about the seven wonders of the ancient world, think about some buildings or inventions that can be nominated as the wonders of the modern world, search the provided websites to find out information about the wonders of the modern world and pick one wonder of the modern world to share in the class. The steps included in this WM encouraged them to complete research and activities which helped them develop their critical reading performance. They were also trained on how to use the CRPR attached to the WM to assess their critical reading performance and hence develop it. Moreover, the WM supplemented the experimental group's motivation because of the use of authentic material and the development of tasks connected with reality. It engaged the experimental group's interests, encouraged critical thinking and supported co-operative groups to share the information about the modern wonders of the world as each group presented to other groups a brochure and a PowerPoint presentation about a modern wonder of the world and located its place on a map to think about the meanings behind the wonders of the modern world and how these modern wonders affect their lives and the world. Considering the reasons mentioned above, the experimental group developed their critical reading performance on the post- CRT.

This result agrees with results revealed in Rozema's (2004) study that investigated the effectiveness of teaching reading via the WebQuest. This result also corroborates with results of other studies that revealed the positive impact of using WebQuests on students' English language learning (e.g., Emmert, 2003; Peterson et al., 2003 and Joyce and Stohr-Hurt, 2004).

Conclusion

The results of the present study are limited to First year General Secondary Stage students at Asmaa' Bint Abi Bakr General Secondary School for Girls in Suez Governorate in Egypt, the material used for the treatment and the instruments which the researcher used to collect the data. It can be concluded from the present study that using the WM in a reading lesson proved to be effective in developing the experimental group's critical reading performance. The WM provided the experimental group with a collaborative environment which encouraged them to engage effectively in reading the texts given on the resources section and to learn from each others' work. Moreover, it represented an excellent way that allowed the experimental group to focus on information rather than looking for it. It facilitated the acquisition, integration and extension of a vast amount of information through tasks designed to engage them in analysis and demonstration of understanding. It emphasized authentic learning, scaffolding, inquiry and group work processes.

On the other hand, the WM allowed the researcher to focus the experimental group's attention on developing their critical reading performance. It provided the experimental group with the resources and guidance which enabled them to understand the meaning of new vocabulary. The WM was built around an engaging and doable task that challenged, motivated, engaged and elicited higher order thinking of the experimental group. The participants in each group worked together to explore the topic and to produce their group opinion as the final product in the form of a brochure and a PowerPoint presentation to tell the class of the group's knowledge about a certain wonder of the modern world. The trained participants expressed positive comments on the WebQuest questionnaire indicating that using the WM in a reading lesson proved to be more effective than traditional reading lessons void of it as it gave them variety to help them develop their critical reading performance. Research results agreed with previous studies which revealed that the WM could provide an encouraging atmosphere for collaboration, knowledge creation and interaction. This WM proved to be effective as it offered the experimental group an opportunity for using the information available on the provided websites on the resources section to help them develop their critical reading performance. Therefore, the experimental group easily shared, exchanged ideas and developed their critical reading performance.

Recommendations

In light of the findings and conclusions of the present study, the following recommendations are made:

-Extended use should be made of recent Internet technology represented in the WebQuest to be integrated into the reading lessons taught to first year General Secondary Stage students to help them develop their critical reading performance.

-Training programs should be provided to EFL teachers to help them know how to use the WebQuest in teaching all language skills.

-Published materials about using the WebQuest in critical reading classrooms should be available to teachers and students.

-It is recommended that curriculum designers, teacher-trainers and textbook writers have to focus on providing strategies based on using the WebQuest in teaching critical reading and writing to EFL students at General Secondary Stage.

Suggestion for further research

The following studies are recommended for further research:

-A study is needed to investigate the effect of using the WebQuest on EFL General Secondary Stage students' writing performance and writing apprehension.

-A study could be conducted to investigate the effect of using the WebQuest on EFL General Secondary Stage students' reading comprehension.

-Another study is needed to investigate the effect of using the WebQuest on EFL General Secondary Stage students' attitudes towards the WebQuest use to develop all the English language skills.

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Appendices

Appendix (A)

The Critical Reading Skills Checklist (CRSC)

Introduction

The responses of the jury members were analyzed and the critical reading skills were arranged according to their importance to first year General Secondary Stage students in a descending order. The following checklist represents the final version of the CRSC with the percentages representing the jury members' agreement on the most important critical reading skills to be developed by first year General Secondary Stage students.

No.	Critical Reading Skill	Very Important (3)	Important (2)	Less Important(1)
1	Identifying the main idea	100%		
2	Identifying cause and effect relationships	100%		
3	Drawing conclusions	100%		
4	Making inferences	90%	10%	
5	Making comparisons	90%	10%	

Appendix (B)

The Critical Reading Test (CRT)

Dear student,

The following is a critical reading test that requires you to answer questions about the provided text in order to assess your critical reading performance. Read the text carefully, then answer the questions. Your answers will be used for research purpose only.

Thank you for your co-operation

The researcher

Time allowed: 50 minutes

***Read the following text, then answer the questions:**

Paper is a thin material mainly used for writing upon, printing upon or for packaging. It is produced by pressing together moist fibers, typically cellulose pulp derived from wood, rags or grasses, and drying them into flexible sheets. The word paper was derived from the Greek term for the ancient Egyptian writing material called papyrus. Paper is believed to have been originated in China in approximately the 2nd century AD. China used paper as an effective and cheap alternative to silk. The use of paper spread from China through the Islamic world, where the first paper mills were built, and entered production in Europe in the early 12th century. Mechanized production of paper in the early 19th century caused significant cultural changes worldwide, allowing for relatively cheap exchange of information in the form of letters, newspapers and books for the first time.

Every year, more and more things are made of paper. We have paper cups, paper plates and paper dishes for a long time. But, we now hear that chairs, tables and even beds can be made of paper. In Finland, where in winter it is sometimes -40 centigrade, farmers wear paper boots in the snow. Nothing could be warmer. You can wear paper hats, paper dresses and paper rain coats. When you have used them once, you throw them away and buy new ones. The latest in paper seems to be paper houses. These are not houses for children to play in but real big houses for people to live in. You can buy a house and put it up yourself in a few hours and you can probably use it for about five years. Thus, I think paper is one of the most important inventions as it has a lot of uses.

Answer the following questions:

- 1- What are the uses of paper? **(Identifying the main idea)**
- 2- Why do farmers in Finland wear paper boots? **(Identifying cause and effect relationships)**
- 3- How is it difficult to build paper houses ? **(Drawing conclusions)**
- 4- What shows that it is sometimes very cold in Finland?**(Making inferences)**
- 5- Which last longer, paper houses or common houses? Explain. **(Making comparisons)**

*The researcher adapted this text from Wikipedia the free encyclopedia. Then, she modified it and designed the questions added to it to be applicable for the present study. Reterved from <http://en.wikipedia.org/wiki/Paper>

Appendix (C)

The Critical Reading Performance Rubric (CRPR)

Critical Reading Skill	3	2	1	0	Score
Identifying the main idea	-Answer is relevant to the main idea represented in the text. -Enough details and examples that support the answer are provided. -Word choice and conventions support the meaning.	-Answer is relevant to the main idea represented in the text. -Few details and examples to support the answer are provided. -Word choice and errors in conventions do not distract from meaning.	-Answer contains misinterpretation to the main idea represented in the text. -No examples and details to support the answer are provided. -Word choice and errors in conventions may distract from meaning.	-No answer to the question is provided.	
Identifying cause and effect relationship	-Answer is accurate and shows the relationship among events and conditions by determining the causes of certain events or actions and identifying their consequences. -Enough details and examples that support the answer are provided. -Word choice and conventions support the meaning.	-Answer is relevant and shows the relationship among events and conditions by determining the causes of certain events or actions and identifying their consequences. -Few details and examples to support the answer are provided. -Word choice and errors in conventions do not distract from meaning.	-Answer contains misinterpretation to the relationship among events and conditions in the text. -No examples and details to support the answer are provided. -Word choice and errors in conventions may distract from meaning.	-No answer to the question is provided.	
Drawing conclusion	-Answer is accurate and infers probable outcomes from a described event as the reader has examined the information she/he has and has made some judgment from it. -Enough details and examples that support the	-Answer is relevant and infers probable outcomes from a described event as the reader has examined the information she/he has and has made some judgment from it. -Few details and examples to support the	-Answer contains misinterpretation as it does not infer probable outcomes from a described event. -No examples and details to support the answer are provided. -Word choice and errors in conventions may distract from meaning.	-No answer to the question is provided.	

	answer are provided. -Word choice and conventions support the meaning.	answer are provided. -Word choice and errors in conventions do not district from meaning.			
Making inferences	-Answer is accurate and is based on using the details provided by the text plus using one's prior experiences to determine information that is not stated by the author. -Enough details and examples that support the answer are provided. -Word choice and conventions support the meaning.	-Answer is relevant and is based on using the details provided by the text plus using one's prior experiences to determine information that is not stated by the author. -Few details and examples to support the answer are provided. -Word choice and errors in conventions do not district from meaning.	-Answer contains misinterpretation as it is not based on using the details provided by the text plus using one's prior experiences to determine information that is not stated by the author. -No examples and details to support the answer are provided. -Word choice and errors in conventions may district from meaning.	-No answer to the question is provided.	
Making comparisons	-Answer is accurate and reveals the reader's recognizing and remembrance of how the author shows the likenesses and differences between characters, events or other relevant details in the text. -Enough details and examples that support the answer are provided. -Word choice and conventions support the meaning.	-Answer is relevant and reveals the reader's recognizing and remembrance of how the author shows the likenesses and differences between characters, events or other relevant details in the text. -Few details and examples to support the answer are provided. -Word choice and errors in conventions do not district from meaning.	-Answer contains misinterpretation to how the author shows the likenesses and differences between characters, events or other relevant details in the text. -No examples and details to support the answer are provided. -Words choice and errors in conventions may district from meaning.	-No answer to the question is provided.	

(End)

Appendix (D)

*The WebQuest Model (WM)

Wonders of the Modern World WebQuest

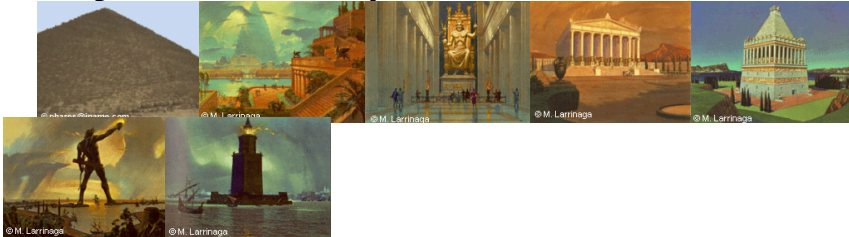
[Home](#)

Curriculum area: A Reading Lesson from the Student's Textbook **Hello! English for Secondary**

Schools Year One - Unit (13), Lesson (3), page (83).

Learners: 1st year General Secondary Stage students.

Adapted and modified by: The researcher.



[Home](#) | [Curriculum Standards](#) | [Introduction](#) | [Task](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Step 1](#) | [Step 2](#) | [Step 3](#) | [Step 4](#) | [Step 5](#) | [e mail](#)

Printable Version

Introduction: Hundreds of years ago, a list was made of the Seven Wonders of the Ancient World. The Light house at Alexandria and the Great Pyramids of Giza were among them. But what do you know about the other Wonders of the Ancient World? Can you name the pictures above? Can you image how people build them? There are many remarkable buildings and landmarks around the world. Do you have any ideas in your mind? Get really. Let's go to find the wonders by your own.

Task: Your task is to find out information about the Seven Wonders of the Ancient World, think about some buildings or inventions that can be nominated as the Wonders of the Modern World, search the provided websites to find out useful information about the Wonders of the Modern World and pick one wonder of the Modern World to share in the class. The steps included in this task are to enable you by the end of this WebQuest to complete research and activities that will help you answer this essential question: What are the Wonders of the Modern World? and enable you to develop your critical reading performance.

Process: This quest process involves the completion of five steps. Each step is a link located on the navigation bar at the top of this WebQuest. You should follow them in the order they are presented below. Before going to the first step, you may want to get a list of new vocabulary and their meanings to help you understand as you read. [Click here](#) to get the new vocabulary. Then, [click the back arrow](#) to come back to this page.

In step 1: You will link to the [pictures](#) above to know the Seven Wonders of the Ancient World, go to the [websites](#) provided on [Section 1](#) on the resources section of this WebQuest to read texts in order to find out information and note down remarks about the Seven Wonders of the

Ancient World, fill out [The Ancient Wonders Worksheet](#) and post it to the class wiki, look at other postings and add to them by using a different color to distinguish it from other postings.

In step 2: You will create a simple timeline to illustrate when the Seven Wonders of the Ancient World were constructed, use all the ideas produced by each participant in the group to write together a timeline in [The Timeline Sheet](#) to show other groups when the Seven Wonders of the Ancient World were constructed and to discuss and write together reasons for calling these places the seven wonders of the ancient world and the characteristics that qualify them for that title in [The Table Sheet](#).

Printable Version

* The researcher adapted this WM from the Internet. Then, she modified it to be applicable for the present study. Retrieved from <http://ce.eng.usf.edu/pharos/wonders/html>

In step 3: You will search the Internet by using the websites given on [Section 2](#) on the resources section to find information about the Wonders of the Modern World, read articles about the Wonders of the Modern World and write answers for the questions provided in [The Questions Sheet](#).

In step 4: You will use the facts and details gathered on the topic to create a brochure to be exchanged with other groups to inform them about a Wonder of the Modern World.

In step 5: You will prepare a Power Point presentation to give the following information: the name, location, and history of the wonder you pick, reasons for choosing it and a picture of the wonder. Then, you will present your Power Point presentation to other groups, pin the location of the wonder on a [map](#) in the classroom and discuss the distribution of these wonders with other groups.

Printable Version

Resources: Use these websites to help you find more information.

Section 1: The Seven Wonders of the Ancient World

<http://unmuseum.mus.pa.us/wonders.htm>

<http://www.nationmaster.com/encyclopedia/Seven-Wonders-of-the-World>

<http://ce.eng.usf.edu/pharos/wonders/>

Section 2: The Wonders of the Modern World

<http://www.allwonder.com/architectural-wonders.htm>

<http://wonderclub.com/WorldWonders/ModernWonders.html>

<http://ce.eng.usf.edu/pharos/wonders/modern/>

Evaluation: Your critical reading performance will be evaluated by using a [Critical Reading Performance Rubric \(CRPR\)](#). Click on the following link below to go directly to the rubric.

The Critical Reading Performance Rubric (CRPR) Printable Version

Conclusion: Hopefully, what you have learned has made you more aware of the Wonders of the Modern World and why they are important. The projects you created should help you inform other groups of the Wonders of the Modern World. Continue to think about the meanings behind these

wonders. Ask yourself: how do these wonders affect my life and the world?. Ask other students in other groups if these wonders have effects on their and others' lives and what these effects are.

Curriculum Standards: Standard 5: Learners practice higher thinking skills while reading.

Indicators:

- analyze and deduce meaning from a variety of reading texts.
- draw conclusions about context, events, characters and setting from written texts.
- read critically to interpret and evaluate the content of various reading texts.
- make predictions about upcoming information in different literary genres.
- differentiate between facts and opinion and propaganda in a reading text.

The learning outcome for this lesson is developing critical reading performance of 1st year General Secondary Stage students. The students should analyze the facts that they are reading and be critical.

email:For more information contact the researcher:

manalkhodary@yahoo.com

[Go Back](#)

Appendix (E)

A Program Based on Using the WebQuest Model in a Critical Reading Lesson

Introduction

This section involves a program based on using the WebQuest Model (WM) in a critical reading lesson. This program was intended to train the experimental group on using the WM when they read texts critically.

The goal of this program is to help the experimental group develop their critical reading performance.

Objectives of this program are to help the experimental group be able to:

- identify what a WebQuest is, its characteristics, components, types, stages and benefits of implementing a WebQuest in EFL classrooms.
- know the advantages of using a WebQuest in a critical reading lesson.
- identify the importance of using a WebQuest rubric.
- ask and answer questions about the topic of this WebQuest.
- predict what the introduction of this WebQuest will be about.
- generate ideas about the topic of this WebQuest.
- identify the use of the worksheets attached to this WebQuest.
- recognize what the task of this WebQuest requires them to do.
- identify the steps included in the WebQuest process.
- ask questions that require them to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons.
- answer questions that require them to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons.

-use the Critical Reading Performance Rubric to assess their critical reading performance.

-continue to think about the meanings behind the Wonders of the Modern World and how they affect their lives and the world.

-share the information about the Wonders of the Modern World together.

This program includes the following sessions:

- 1- Identifying the WebQuest
 - 2- Pre-reading phase
 - 3- Reading phase
 - 4- Post-reading phase
-

The First Session

Identifying the WebQuest

Objectives

By the end of this session, the experimental group will be able to:

-identify what a WebQuest is, its characteristics, components, types, stages and benefits of implementing a WebQuest in EFL classrooms.

-know the advantages of using a WebQuest in a critical reading lesson.

-identify the importance of using a WebQuest rubric.

Teaching aids

-A whiteboard - Charts - An LCD projector - Some computers with Internet access

Time

Three hours submitted on one day during the first week of the program.

Materials

Printed materials prescribed by the researcher for the purpose of introducing the topics in this session.

Training activities

-Holding a conference with the experimental group to discuss the following topics with them: what a WebQuest is, characteristics of a WebQuest, components of a WebQuest, types of WebQuests, the importance of using a long-term WebQuest in the present study, stages of using a WebQuest, what a WebQuest rubric uses and importance, benefits of implementing a WebQuest in EFL classrooms, the advantages of using a WebQuest in a critical reading lesson and the importance of using a WebQuest rubric.

-Showing the experimental group some examples of WebQuests available on the Internet to revise with them what a WebQuest is and what the components of a WebQuest are.

-Explaining to them how to use each component of a WebQuest in a critical reading lesson.

-Showing the experimental group the curriculum standards included in this WebQuest and explaining to them what is meant by the learning standards of the curriculum required for first year General Secondary Stage students to develop their critical reading performance.

-Informing the experimental group the importance of assigning themselves into groups of four students in each group with a significant role for each student in the group.

-Telling them that they have to work individually at home when they are given a home assignment to do.

-Providing each student in experimental group with a CD that includes the WebQuest Model of the present study.

-Asking them to work individually at home in order to go in 15 minutes through all the components of the WebQuest Model to be acquainted with its components.

Assessment

Choose the correct answer from a, b, c or d:

1-e critical attribute of a WebQuest is----- .

a) process. b)abstract. c) performance measure. d) discussion.

2- Which amount of time best defines the time it takes to complete a long-term WebQuest.

a) less than a week. b)5 to 6 weeks. c)1 to 4 weeks. d)entire course work.

3- What does the resource section of the WebQuest provide?

a) database searching software. b) documentation software.

c) online "help" sources. d) information sources that students need to complete the tasks.

4- Which of the following attributes of a WebQuest has been described as the most important part of the WebQuest.

a)tasks. b)introduction. c)conclusion. d)process.

The Second Session

Pre-Reading Phase

Objectives

By the end of this session, the experimental group will be able to:

-ask and answer questions about the topic of this WebQuest.

-predict what the introduction of this WebQuest will be about.

-generate ideas about the topic of this WebQuest.

-identify the use of the worksheets attached to this WebQuest.

-recognize what the task of this WebQuest requires them to do.

Teaching aids

-A whiteboard -Charts -An LCD projector -Some computers with Internet access

Time

Four hours submitted on one day during the second week of the program.

Materials

Printed materials prescribed by the researcher for the purpose of introducing the topics in this session.

Training activities

sing with the experimental group the importance of the introduction as a component in the WebQuest.

- Explaining to them what the introduction of a WebQuest Model should be about.
- Writing the title and the first sentence of the WebQuest introduction on the whiteboard.
- Asking them to predict what they think a WebQuest introduction with a title like this might be about and why they think so.
- Asking them to explain what they know about the title and the first sentence of the WebQuest introduction written on the whiteboard.
- Dividing the experimental group into six groups with four students in each group.
- Revising with them the usefulness of assigning a role for each student in each group. Roles are to be distributed among the members of each group as follows: a leader who is responsible for helping in navigating through the various parts of the WebQuest, a recorder who should record the answers given by the group, an elaborator who is responsible for explaining important and unclear points and a timer who is responsible for organizing the time of the group.
- Encouraging the students in each group to exchange roles in their group during all the sessions of this program.
- Asking them to generate ideas about the topic of this WebQuest by discussing the following questions with them:
 - What is the topic of this WebQuest?
 - What is the purpose for writing: to inform, persuade, entertain?
 - How is the topic written? Formal or personal style? What other ways are there of writing about the topic?
 - What is the genre of the text: a letter, an article in a newspaper, an essay, an advertisement?
 - Who is the writer? How much do I know about her / him?
 - What does the information reveal about the writer?
 - What other information is revealed about the period when the text was written?
- Asking them to work in pairs in their groups to generate similar questions to ask and answer about the title and the introduction of this WebQuest.
- Encouraging each group to indicate what they already know about the Seven Wonders of the Ancient World and to write their answers in the first column of the (KWL) sheet .
- Asking each group to give questions about what they want to know about the Seven Wonders of the Ancient World and to write their questions in the second column of the (KWL) sheet.
- Introducing the task involved in this WebQuest and telling them that the task of this WebQuest required them to:
 - find out information about the Seven Wonders of the Ancient World.
 - think about some buildings or inventions that can be nominated as the Wonders of the Modern World.
 - search the provided links on the web and find out useful information.
 - pick one wonder and share ideas about it in the classroom.

-Explaining to them that the task instructions are provided in this WebQuest.

-Telling them that the steps included in this task are to help them be able by the end of this WebQuest to complete research and activities that will help them answer the following essential question: What are the Wonders of the Modern World? and enable them to develop their critical reading performance.

-Informing them that in order to research on the Internet they should only click on the provided links in blue.

-Telling them that the worksheets that they should fill out and the rubric they should use to evaluate their critical reading performance are provided in the evaluation section of this WebQuest.

-Informing them that printable versions are also provided in this WebQuest.

-Training them on how to open and print these off to complete their assignments.

-Informing them that the tasks involve individual, small group and whole group work.

-Giving them an opportunity to explore the task instructions provided in this WebQuest.

-Telling them that in order to complete the WebQuest they will need to produce the following: Questions about the Wonders of the Modern World written on the charts, the Ancient Wonders worksheet, a simple timeline to illustrate when the wonders were constructed, a brochure about a Wonder of the Modern World and a PowerPoint presentation of the name, location, history, a picture of it and reasons for choosing it.

Assessment

Put (✓) in front of the statement that you find today's stage enabled you to achieve:

Today's session "Pre-reading phase" enabled me to:

-predict what this WebQuest introduction will include. ()

-know the steps of this WebQuest process. ()

-ask and answer questions about the topic of this WebQuest. ()

-identify the use of the worksheets attached to this WebQuest. ()

-know how to create a WebQuest. ()

-describe the product of the task of this WebQuest. ()

The Third Session

Reading Phase

Objectives

By the end of this session, the experimental group will be able to:

-identify the steps included in the WebQuest process.

-ask questions that require them to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons.

-answer questions that require them to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons.

Teaching aids

- A whiteboard - Charts - An LCD projector - Some computers with Internet access

Time

Eight hours during the third week of this program. These eight hours were given on two days.

Materials

Printed materials prescribed by the researcher for the purpose of introducing the topics in this session.

Training activities

-Informing the experimental groups that this WebQuest process involves the completion of five steps and that each step is a link located on the navigation bar at the top of this WebQuest page.

-Training them on how to click on each step to go to it and how to click on the back arrow to come back to the process page.

-Telling them that they should follow the steps in the order they are presented in the proces section.

-Informing them that before they go to the first step, they should get the meanings of the new vocabulary provided on the online dictionary to help them understand the new vocabulary as they read.

-Training them on how to click on the online dictionary link on the process page to get the new vocabulary and their meanings and how to click on the back arrow to come back to the process page.

-Reminding them to only engage in the activities assigned to them and to limit their visits only to the Internet sites provided.

-Telling them that in step 1, each student will:

a. in 5 minutes link to the pictures above to know the Seven Wonders of the Ancient World.

b. have 20 minutes to go to the websites provided on Section 1 of the WebQuest resources in order to read and find out information to note down her/his remarks about the Seven Wonders of the Ancient World regarding: What their names are, where they were found, when they were constructed and why they were considered the Wonders of the Ancient World.

c. have 5 minutes to fill out The Ancient Wonders Worksheet.

-Asking the students in each group to write together in 10 minutes The Ancient Wonders Worksheet by using all the ideas generated by the participants of this group, post it to the class wiki, look at other postings and add to them by using a different color to distinguish it from other postings.

-Encouraging each group to have 10 minutes in order to answer together the questions they wrote during the second session of this program in the third column of the (KWL) sheet.

-Telling the students that in step 2, each participant should in 10 minutes

create a simple timeline to illustrate when the Seven Wonders of the Ancient World were constructed.

-Explaining to them that each group will use all the ideas produced by each participant in it to write together a timeline in The Timeline Sheet to show other groups when the Seven Wonders of the Ancient World were constructed. This task will take 10 minutes to complete.

-Encouraging each group to discuss together in 10 minutes why these seven places might have been called " The Seven Wonders of the Ancient World " and what characteristics qualify them for that title.

-Asking each group to write together in 20 minutes reasons for calling these places " The Seven Wonders of the Ancient World " and the characteristics that qualify them for that title in The Table Sheet.

-Telling the students that in Step 3, each group should together search the Internet by using the Websites given on Section 2 on the resources section of the WebQuest to find information about the Wonders of the Modern World by reading articles about the Wonders of the Modern World.

-Telling them that they should consider the questions provided on The Questions Sheet while searching the given Websites. Informing them that this activity will take 40 minutes to complete.

-Asking each group to work together in 15 minutes to write answers for the questions provided in The Questions Sheet.

-Telling the students that in step 4, each group should in 20 minutes use the facts and details gathered on the topic to create a brochure to be exchanged with other groups to inform them about a Wonder of the Modern World.

-Informing them that in Step 5, each group should in 25 minutes prepare a PowerPoint presentation that should last no more than 10 minutes and no less than 5 minutes. It should give the following information: the name, location and history of the wonder you pick, reasons for choosing it and a picture of the wonder.

-Asking each group to present the PowerPoint presentation in 10 minutes to other groups.

-Telling the students that in 10 minutes each group will pin the location of the wonder on a map in the classroom and discuss with other groups the distribution of these wonders.

Assessment

Put (√) in front of the statement that you find today's stage enabled you to achieve:

Today's session "Reading phase" enabled me to:

-work in a group to ask and answer questions about the topic of this WebQuest. ()

-identify the steps involved in the WebQuest process. ()

-search the Internet for new information about the WebQuest topic. ()

-ask questions that require me to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons. ()

- answer questions that require me to identify the main idea, identify cause and effect relationships, draw conclusions, make inferences and make comparisons. ()

- use the online dictionary link on the process page to know the meaning of new vocabulary. ()

The Fourth Session

Post-Reading Phase

Objectives

By the end of this session, the experimental group will be able to:

- use the Critical Reading Performance Rubric to assess their critical reading performance.

- continue to think about the meanings behind the Wonders of the Modern World and how they affect their lives and the world.

- share the information about the Wonders of the Modern World together.

Teaching aids

- A whiteboard - Charts - An LCD projector - Some computers with Internet access

Time

Three hours submitted on one day during the fourth week of the program.

Materials

Printed materials prescribed by the researcher for the purpose of introducing the topics in this session.

Training activities

- Telling the experimental groups that their critical reading performance will be evaluated by using a Critical Reading Performance Rubric (CRPR).

- Asking them to click on The Critical Reading Performance Rubric (CRPR) link provided in the evaluation section of this WebQuest to view it.

- Training them on the use of the CRPR to assess their critical reading performance regarding their answers on the questions of the reading texts provided on the resources section of this WebQuest.

- Informing them that in the conclusion of this WebQuest they should know that what they have learned has made them more aware of the Wonders of the Modern World and why they are important.

- Telling them that the projects they created should help them inform other groups of the Wonders of the Modern World.

- Asking each group to continue to think about the meanings behind these wonders and to ask themselves how these wonders affect their lives and the world.

- Telling them to ask other groups if these wonders have effects on their and others' lives and what these effects are.

Assessment

Put (√) in front of the statement that you find today's stage enabled you to achieve:

Today's session "Post-reading phase" enabled me to:

- use the Critical Reading Performance Rubric to assess my critical reading

- performance. ()
- know the meanings behind the Wonders of the Modern World and how they affect my life and the world. ()
 - summarize what I have learnt about the Wonders of the Modern World to other groups. ()
 - share the information about the Wonders of the Modern World with other groups. ()
 - create a Critical Reading Performance Rubric to assess my critical reading performance. ()

Appendix (F)

WebQuest Questionnaire

To be Given to the Experimental Group by the End of the Experiment

Dear student,

The following is a questionnaire that requires your opinion concerning WebQuest use. Put a tick

(√) under the column that best represents your answer and add your comments in section three.

Your answers will be used for research purposes only

Thank you for co-operation

The researcher

Section one:

Name:(Optional)

Section two:

No	Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	The WebQuest is easy to use.					
2	The WebQuest enables me to easily interact with others.					
3	I would recommend the use of a WebQuest in the next English courses.					
4	Using the WebQuest helps me develop my critical reading performance.					
5	The WebQuest requires me to think critically about the information that I have encountered.					
6	I prefer traditional reading by using paper books to using a WebQuest.					
7	I find that using the WebQuest frustrates the critical reading process.					
8	I would not like to use a WebQuest Model in learning English anymore.					
9	I do not enjoy the use of a WebQuest in a critical reading lesson.					
10	I was not comfortable to share the results of this WebQuest with other groups.					

Section three: Any comments you would like to mention about using the WebQuest.

Appendix (G)
Results of the Experimental Group's Responses on the WebQuest Questionnaire

No	Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	The WebQuest is easy to use.	24				
2	The WebQuest enables me to easily interact with others.	24				
3	I would recommend the use of a WebQuest in the next English courses.	23	1			
4	Using the WebQuest helps me develop my critical reading performance.	24				
5	The WebQuest requires me to think critically about the information that I have encountered.	24				
6	I prefer traditional reading by using paper books to using a WebQuest.					24
7	I find that using the WebQuest frustrates the critical reading process.					24
8	I would not like to use a WebQuest Model in learning English anymore.				1	23
9	I do not enjoy the use of a WebQuest in a critical reading lesson.					24
10	I was not comfortable to share the results of this WebQuest with other groups.					24

Some positive comments expressed by the experimental group on section three of the WebQuest questionnaire

-I found out that the WebQuest is a very nice tool. It is easy to use.

-I would recommend the use of WebQuests in reading classes in the next school years.

-The WebQuest helped me fully interact with others. The feedback I received from others enabled me to improve my critical reading performance.

-I would like to continue to incorporate the WebQuest to help me develop my critical reading performance.

-The WebQuest helped me learn how to answer questions on critical reading texts.

-The WebQuest enabled me to broaden computer and information management skills while furthering developing critical reading performance.

-Applying the WebQuest in reading classrooms developed my choice of English vocabulary and improved my grammar accuracy in English.

-I benefited from the WebQuest components as they promote research, cooperative learning and higher level thinking.