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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2016

Tema: **WEBQUEST INQUIRE-ORIENTED TOOL IN THE TEACHING
OF READING SKILL**

Trabajo de Investigación Previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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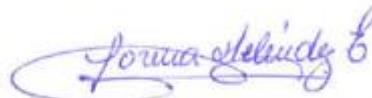
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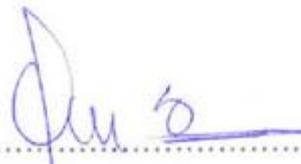
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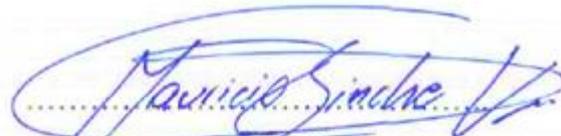


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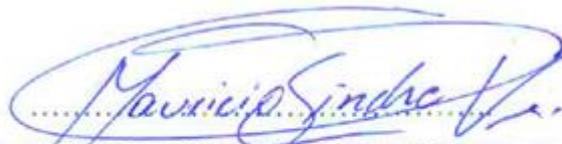
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ÍNDICE GENERAL

PORTADA.....	I
A la Unidad de Titulación de la Universidad Técnica de Ambato	II
AUTORÍA DEL TRABAJO DE TITULACIÓN	III
DERECHOS DE AUTOR	IV
ÍNDICE GENERAL.....	V
APPENDICES	VIII
ÍNDICE DE GRÁFICOS	IX
ÍNDICE DE CUADROS.....	IX
AGRADECIMIENTO	X
DEDICATORIA	XI
RESUMEN EJECUTIVO.....	XII
EXECUTIVE SUMMARY.....	XIV
INTRODUCTION	1
CHAPTER I.....	3
PROBLEM STATEMENT	3
1.1 Theme of the problem	3
1. 2 Problem Statement	3
1.2.1. Contextualization	3
1.2.1 Scope and limitations of the study	6
1.2.2 Critical Analysis.....	7
1.2.3 Prognosis	8
1.2.4 Research Problem.....	8
1.2.5 Research Question.....	9
1.2.6 Object research delimitation	9
1.3 Justification	10
1.4 Objectives.....	11
1.4.1 General Objective.....	11
1.4.2 Specific Objectives.....	11
CHAPTER II.....	12

THEORETICAL FRAMEWORK	12
2.1 Research Background.....	12
2.2. Philosophical foundations	23
2.3. Theoretical Foundations.....	23
2.4. Legal Basis	25
2.5. Key Categories	28
2.5.1. Independent variable key categories	29
2.5.1.1. Technology in the classroom	29
2.5.1.2 Computer.....	29
2.5.1.3 Internet	30
2.5.1.4 WebQuest.....	30
2.5.2 Dependent variable key categories.....	40
2.5.2.1 Characteristics of Written Language.....	40
2.5.2.2. Interactive reading process.....	42
2.5.2.3. Reading strategies	45
2.5.2.4 Reading skills	49
2.6. Hypothesis.....	52
2.7. Research variables.....	52
CHAPTER III	53
RESEARCH METHODOLOGY.....	53
3.1 Research Methodology.....	53
3.2 Type of research.....	53
3.3 Participants.....	53
3.4 Research Unit	54
3.5 Research Procedure, Data Collection, and Data Analysis	54
CHAPTER IV	55
DATA ANALYSIS AND INTERPRETATION	55
4.1 Data Analysis Procedure	55
4.2 Descriptive results.....	55
4.3 Inferential results.....	59
4.4 Students' attitude towards the WebQuest	60

4.5 Hypothesis Verification	61
4.5.1. Confidence intervals for the average (95%).....	61
4.5.2. How does WebQuest impact on the teaching of Reading skills?.....	62
CHAPTER V.....	65
CONCLUSIONS AND RECOMENDATIONS	65
5.1. Conclusions	65
5.2. Recommendations	66
CHAPTER VI	67
SCHEME OF WORK FOR INCORPORATING WEBQUEST IN EFL	
INSTRUCTION	67
6.1 General information	67
6.2 Brief description about WebQuest	67
6.3 Research work objectives.....	68
6.3.1 General Objective.....	68
6.3.2 Specific Objectives.....	68
6.4 Contents of the WebQuest reading project	69
6.5 Resources or means for the learning	72
6.6 References	73
List of references.....	75
Appendices.....	81

APPENDICES

Appendix 1: Students' Attitude towards the WebQuest-based Teaching of Reading	81
Appendix 2: WebQuest Structure and Process	83
Appendix 3: Questions based on the videos	86
Appendix 4: Evaluation.....	88
Appendix 5: Conclusion.....	89
Appendix 6: Urkund Report.....	90

ÍNDICE DE GRÁFICOS

Figure 1. Problem Tree	7
Figure 2. Theoretical Components of Student Learning	23
Figure 3. Variable Super-ordination	28

ÍNDICE DE CUADROS

Table 1. Diagnose of the situation of reading English as a Foreign Language.....	55
Table 2. Final situation of reading English as a Foreign Language.....	56
Table 3. Differences between the initial and final situation of reading English as a Foreign Language.....	58
Table 4. t Test mean and standard deviation of the pretest and posttest.....	59
Table 5. Results of the students' attitude towards the WebQuest-based Teaching of Reading	60

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Jorge Mauricio Sinche Vera

DEDICATORIA

To my Lord, my parents, siblings, and unconditional friends.

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**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
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TOPIC: “WebQuest inquiry-oriented tool in the Teaching of Reading Skill”

AUTHOR: Lic. Jorge Mauricio Sinche Vera.

TUTOR: Lic. Mg. Edgar Guadía Encalada Trujillo.

RESUMEN EJECUTIVO

El uso de WebQuest en la enseñanza de la destreza de lectura es sin duda una herramienta educativa muy útil. Su importancia puede verse claramente al enseñar la lectura, no solo de acuerdo con los resultados obtenidos de esta investigación, sino también de acuerdo a los resultados de varias investigaciones previas que se han llevado a cabo al respecto. También es necesario mencionar que la renuencia a usar WebQuest para enseñar la destreza de la lectura depende de varios factores, como la falta de capacitación de los docentes sobre la incorporación de tecnología en sus clases. Otra razón es la falta de equipos y servicios de internet en las instituciones educativas. El objetivo general de este estudio de investigación es evaluar la influencia de WebQuest en la enseñanza de la lectura de inglés. El diseño de la investigación del estudio se basa en un enfoque cuantitativo; en otras palabras, esta investigación incluye una recopilación de datos cuantitativos y técnicas de análisis. Antes de la intervención, se realizó una prueba previa y una vez que se aplicaron las actividades de WebQuest para enseñar a leer, se realizó una prueba posterior. Los resultados de estas pruebas fueron analizados estadísticamente tomando en cuenta sus medias y desviaciones estándar, las que fueron empleadas en el cálculo de la Prueba T de Student para mediciones repetidas. Los resultados de esta investigación demuestran que WebQuest tuvo un efecto favorable en la mejora de las habilidades académicas de lectura de los

participantes. De hecho, las respuestas proporcionadas en la encuesta muestran que a los estudiantes no solo les gusta el empleo de la WebQuest en el proceso de la enseñanza-aprendizaje de la destreza de leer, sino que también prefieren aprender a leer utilizando WebQuest en lugar de aprender en la forma tradicional en que se les enseña.

Palabras clave: WebQuest, enseñanza, destreza, lectura, herramienta educativa, investigaciones previas, capacitación, incorporación de tecnología, internet, instituciones educativas.

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EXECUTIVE SUMMARY

The WebQuest use in the teaching of reading skill is without doubt a very helpful educational tool. Its importance can be seen when teaching reading not only according to the obtained results of this research, but also according to the results of various previous researches that have been carried out thereon. It is essential to mention that the reluctance to use WebQuest to teach reading skill depends on factors such as the lack of training to the teachers regarding incorporating technology into their classrooms. Another reason is the lack of equipment and internet service in the educational institutions. The general objective of this research study is to assess the influence of WebQuest in the teaching of reading skill. The research design of the study is based on a quantitative approach; in other words, this research includes a quantitative data collection and analysis techniques. Before the intervention a pre-test was taken and once WebQuest activities to teach reading were applied, a post-test was taken. The results of these tests were statistically evaluated on account of their means and standard deviations, which were employed in the administration of the Student's T-Test for repeated measures. The findings of this research demonstrate that WebQuest had a favorable effect on the improvement of the academic reading skills of the participants. Indeed, the answers provided in the survey show that students not only like the use of WebQuest in the teaching-learning process of the reading

skill, but also prefer to learn reading using WebQuest instead of the traditional way they are taught.

Key words: WebQuest, teaching, skill, reading, educational tool, previous researches, training, incorporating technology, internet, educational institutions.

INTRODUCTION

WebQuest in the teaching of English as a foreign language is not widely used. It is because of the lack of training to the teachers regarding technology and also for the lack of equipment and internet service in the educational institutions. Furthermore, a certain number of teachers do not have the inner desire to update with respect to incorporating technology and new techniques into their classrooms, in the Ecuadorian context. All these factors and many more facts play a significant role in the results of the teaching process. Thus, it is well known that just a few high school teachers in Ecuador have a B 2 level of English. As a consequence, the students also have a low English proficiency level.

This research project has attempted to ascertain and examine the effect that WebQuest has on the academic reading skills. The report of this research is organized as follows:

Chapter I. The research topic is presented at the very beginning of this chapter. Indeed, the problem statement of the study is presented, contextualized, and analyzed. Furthermore, the justification of the research project is explained, and the objectives are established.

Chapter II. The Theoretical Framework, the research background, the philosophical and pedagogical foundations, legal basis, and key categories of the research are explained in this chapter.

Chapter III. The methodology of the research is explained in this chapter. This description comprises an explanation of the study's approach, method, level, and type. Additionally, the population of the research is identified and described, and the operationalization of the variables is carried out, and the data collection and analysis procedures are detailed.

Chapter IV. The analysis and interpretation of the results that were obtained are explained in this chapter.

Chapter V. In this chapter, the conclusions and recommendations of this research are presented.

Annexes. A proposal for the incorporation of WebQuest in the teaching of reading practices in the EFL classroom is detailed in this chapter. This proposal encompasses a scheme of work for an eight-week WebQuest workshop.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

WebQuest inquiry-oriented tool in the Teaching of Reading Skill

1. 2 Problem Statement

1.2.1. Contextualization

Mauranen (2005) comments that the English language has become by itself as the lingua franca of the world, that is, a contact language among people who do not speak the same mother tongue. Additionally, it is important to note that, millions of people learn this language every day around the world for its importance in people's life in several technical and educational fields. Finally, it is said that who does not speak English; furthermore, who does not know computing is an illiterate person of nowadays world.

Chuiluiza & et al (2010) states that it is of great value to learn, to use, and to take advantages of the internet and the new technologies in the teaching of reading. Both the internet and the new technologies have changed the way of living for a good thing; furthermore, they have changed the way of teaching and learning as well. ICTs have penetrated widely in the daily work, becoming fundamental elements for life in modern societies. Finally, the author state that if we move away from our local environment, the cell phones that we use either to send messages or emails, phone booths, and internet connections that allow us to instantly communicate with relatives or friends abroad, are also examples of ICTs. The integration of these tools in the different tasks that people make, allow to break geographic, social, and cultural barriers (Pg. 30).

Emerson (2017) indicates that to improve student reading, writing and comprehension skills in the United States of America specifically in North Dakota, the U.S. Department of Education will deliver a \$ 28.8 million grant to the North Dakota Department of Public Instruction. Besides, the Department of Public Instruction has been awarded the Striving Readers grant from the Department of Education, which will be distributed to local schools and agencies over the next three years. Emerson concludes reporting that State Superintendent Kirsten Baesler said the grant will benefit students in classrooms across North Dakota, including birth through age 5 and grades K-12. This grant will be used to help improve literacy among Native American students, as well as low-income students.

According to Krueger (2009) in the United States of America, highly developed literacy skills are critical in order to be successful in college, employment, and society. Thus, a great deal of time, effort, and money has been spent in order to improve the reading skills of children in elementary school, with impressive results. In fact, nationwide testing has shown that the basic reading skills of U.S. students in grade four are now among the highest ranking in the world. Nevertheless, these impressive results do not continue. By grade eight, basic reading skills decline, and by grade 10, students in the U.S. are among the lowest ranking in the world. It appears that although early, basic reading skills are critical for future success in school and beyond, they are not enough.

Krueger (2009) comments that many students arrive at college unprepared for the reading and writing demands that they meet. These students may have basic reading skills but have not developed the critical thinking necessary for the higher level reading in college. Although colleges provide remedial-type college preparation courses, where these lagging skills can be developed, it would be far more beneficial to the student to acquire these skills before entering college. What is more, a certain number of adolescents may steer away from college and continuing their education because of their lack of literacy skills. They may have

"just made it through" high school and may not feel they have what it takes to continue their education. Krueger further points out that the requirements for reading and writing in the current global marketplace are more demanding than ever before. Since new employees often enter the marketplace without the necessary skills, companies currently spend millions of dollars to improve reading and writing skills.

Lions & et al (2016) in their article "Reading Comprehension in Latin America: Difficulties and Possible Interventions" explain that reading comprehension is below the international standard in many countries of Latin America. Cronquist & et al. (2017) additionally advocates that Latin America countries seek to enhance their competitiveness and prospects for economic growth, skills gaps of various types emerge that represent potentially serious bottleneck; besides, the authors mention that English proficiency is one such skill. Thus, they ask the following questions. How proficient are Latin Americans in English? Are schools and other educational institutions in the region providing a solid foundation that will position Latin American workers favorably for employment opportunities in an increasingly globalized and interdependent world? The authors explain that surprisingly, these are not easy questions to answer. The limited information available suggests that English language learning (ELL) in Latin America is deficient and while many governments are making important efforts to remedy this situation, the remaining gaps are significant. Furthermore, a dearth of systematic information limits the ability of governments to adopt evidence-based approaches to improve ELL in schools and other educational institutions. Finally, the authors report that their investigation seeks to provide an overview of the state of ELL in ten Latin American countries: Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru, and Uruguay. Together they represent 84% of the region's population and 87% of its GDP (World Bank, 2015).

As it has been explained by various authors even though investment in education

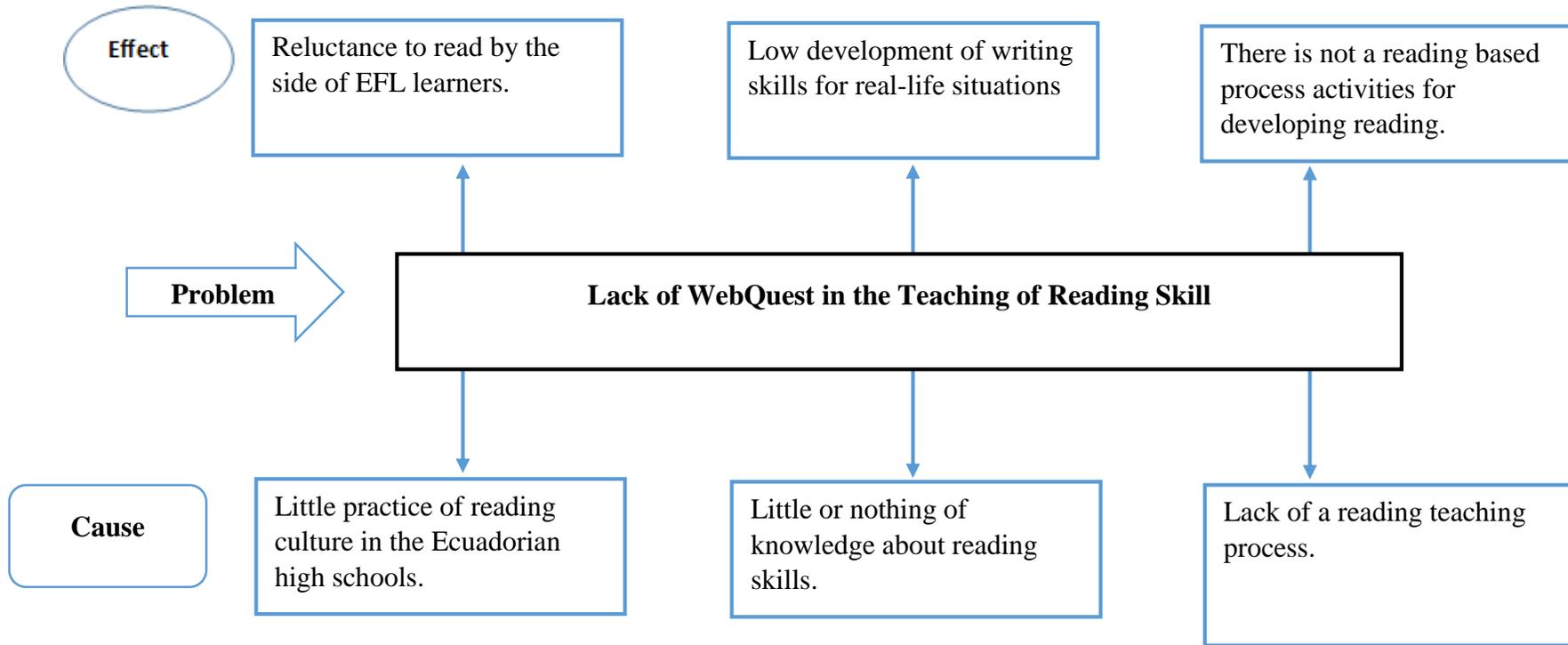
has been done in the United States of America and in Latin America, reading skill is still poor and specifically their investigations show that reading comprehension is below the international standard in many countries of Latin America and Ecuador is not an exception regarding previous studies carried out. This can be seen clearly enough at Javier Loyola high school where students of second year of baccalaureate lack of well-developed reading skills.

1.2.1 Scope and limitations of the study

The study presented in this investigation work was developed at Javier Loyola high school in the city of Azogues. According to the Acuerdo Ministerial # 1869, this educational institution was created on September 8th, 1980. Indeed, it reports that the economic resources will be given for its proper functioning as an answer to the national government's interest to elevate the educational and cultural level of the Ecuadorian society, giving preference to the rural sectors.

1.2.2 Critical Analysis

Figure 1. Problem Tree



Author: Sinche, Jorge (2018)

1.2.3 Prognosis

The above mentioned facts should be considered by both the teachers and the students to try to change the reality regarding the teaching of reading skills, specifically the teaching of reading at Javier Loyola high school and of course the use of a WebQuest in the teaching process should be taken into account as well. On the other hand, it will continue being just an utopia and the teaching of English will be carried out as it is currently, in a traditional way where the students just read some texts without following a constructivist learning process like the one that a WebQuest offers and the consequences will continue being the ones that have been mention previously in this research work.

1.2.4 Research Problem

Even though the world has the internet and the new technologies to be used to teach English, it is been taught in a traditional way without considering the outstanding outcomes that their use could bring. At present both the internet and the new technologies are tools in favor of education above all the creation and the use of WebQuest in the teaching of English.

Bernie Dodge (2017), the creator of WebQuest, explains that a WebQuest is an inquiry-oriented experience in which most or all the evidence that students work with comes from the web. The approach was developed at San Diego State University in February, 1995 with early input from SDSU/Pacific Bell Fellow Tom March, the Educational Technology staff at San Diego Unified School District, and lots of contestants each summer at the Teach the Teachers Consortium at The Thacher School in Ojai, California. Since that time, thousands of teachers have incorporated WebQuests as an approach to make good use of the internet while engaging their learners in the types of thinking that the 21st century needs; WebQuest has spread around the world.

The authors, Yousif & Meshail (2012) in their journal of Educational Technology report that WebQuest was designed by Bernie Dodge and Tom March in 1995 in an effort to integrate the World Wide Web in the classrooms. Indeed, they point out that regarding Koenraad (2002), March (2004) a WebQuest involves team work among groups of students accessing the web in order to gather information and reproduce it in different forms.

The main element of a WebQuest is “a scaffolding structure that encourages students’ enthusiasm and enables advanced thinking with combination of enriched learning resources” (Pg. 296). An additional fact is that the author Zeynep (2009) holds the position that teachers recognize that internet resources are valuable learning tools for students to find data and use them in education. Among various Web-based applications in teaching, WebQuest has become widely known learning tool, which makes use of internet resources. WebQuest; furthermore, are progressively becoming popular in English as a Foreign Language (EFL) reading and writing because it provides students authentic and collaborative tasks. As students do the WebQuest tasks, they find the information, read, and write about it and complete the task (Pg. 3524).

1.2.5 Research Question

In which ways does WebQuest impact on reading comprehension skills?

1.2.6 Object research delimitation

Field: Education

Area: Teaching English as a Foreign Language

Aspect: Teaching reading process

Spatial scope: The present research work was carried out with ESL learners of second year of baccalaureate of Javier Loyola high, which is located in the town of the same name in the province of Cañar, Ecuador.

Temporal scope: The study was carried out during the current academic year 2017-2018 in the months of December and January.

1.3 Justification

Calle (2018, p. 8) reports that reading is a basic skill that involves two processes. One physical and another mental; physical because it activates our mind to understand and mental for it challenges our imagination. Indeed, he mentions that for the above explained students have to know relevant reading is. Moreover, he states that the teacher's task is to encourage EFL learners to use learning strategies to reduce uncertainty and to increase effectiveness in constructing the meaning of texts through the process of reading. He concludes saying that teachers should use materials appropriate to learners' interests.

Iglesias (2004) assumes that both computers and the Internet have come to play an important role in the acquisition of a foreign language and are considered effective resources in the promotion of the learning of English through the use of different tools and activities such as forums, chat-rooms, guided – tasks and readings linked to web sites.

Iglesias (2004) recalls Armstrong et al “To immerse the learners in a completely authentic world, giving them the tools and tasks to help them understand and interpret the linguistic and cultural reality around them”. More often each day, students use WebQuest to learn content from multiple topics and subjects. In addition, to develop the skills needed to properly use information from the internet. Many people recognize the value of this resource and offer teachers new tools to help them create WebQuests more interesting and effective.

For the above mentioned reason and regarding incorporating technology in the whole public educational system and for the demand of technology in the modern world it is important to know, diagnose, assess, and report the use of the internet

and the new technologies in the teaching of English as a foreign language specially the influence of WebQuest on reading comprehension and other skills of second year of baccalaureate students at Javier Loyola high school. According to Scoggin (2012) the pedagogical value of WebQuest is recognized by many teachers around the world.

1.4 Objectives

1.4.1 General Objective

- To assess the influence of WebQuest in the teaching of reading skills.

1.4.2 Specific Objectives

- To diagnose the current reading comprehension of the participants in the skills of reading for gist, reading for detail, and selective reading.
- To involve the participants in using WebQuest and hold weekly two hour reading lessons for a period of two months.
- To determine the influence of WebQuest on the perceptions participants have towards the reading skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

Teaching Reading through WebQuest

Arshavskiy (2017) states that in eLearning students are able to access courses at anytime and anywhere, learning at their own pace and checking course materials online when it is necessary to. Additionally, he mentions that eLearning is a great option when a busy schedule prevents students from attending classes and training is perceived as enhancing cognitive skills and creating scenery.

As cited by Trong (2011) his research sought to examine if the application of WebQuest helps boost reading skill, and to explore the students' attitude towards WebQuest-based teaching of reading. Through the action research, the findings of his research showed that the learners who received the WebQuest-based program made substantial development in their reading. Furthermore, the outcomes were enhanced by the constructive feedback of the learners, who had participated towards the use of WebQuest through an online survey that had been carried out after the course.

As stated by Devedzic (2006) not only aspects, but also procedures of education that use World Wide Web like a communication medium and supporting technology is called Web-Based Education. Moreover, that is the connection among teachers and students though the use of Web technologies outside the education institution to present some educational content providing of two-way communication via the Internet (p.1).

With respect to WebQuest, Bauer & et al (2004) state that it is based on

constructivist learning theory and has been a part of project-based learning and teaching in mainstream education for some time; additionally, it has a multitude of applications in ESL/EFL, both in ESL/EFL classes that are focused on content or theme-based learning and in teacher training.

Reading

According to the Oxford Dictionary (2016), reading is the act of interpretation whether scripted or printed stuff; still, technique is ability to carry out a specific procedure.

British Council says that although reading is consider as one of the receptive skills in the process of learning a language, its importance is remarkable to move on to an active usage.

When it refers to learn to read or to learn a target language, there is little agreement; several investigators claim that written language or a second language can be learned in the same manner that a mother tongue is acquired while others say that written language or a second language have to be learned (David E. Freeman and Yvonne S. Freeman, 2004, p. 74). Silberstein (1993) states that reading is a complicated data processing ability in which the reader interacts with text to recreate significant discourse (p.12).

Reading as a Technique in the Grammar Translation Method and in the Direct Method

Ariza et al. (2011) state that the Grammar Translation Method is also known as the classical method and that it is founded on the premise that several types of knowledge are situated in distinct parts of the human brain (p.64). Qing-xue and Jin-fang (2007) point out that the Grammar Translation Method highlights the teaching of grammar of the target language. Next, they say that the main activity

is to translate from and into the second language especially in reading and writing exercises. They also state that just slight or no systematic attention is paid to speaking or listening. Finally, they not only say that the students' mother tongue is kept as the orientation scheme in the learning of the second language, but also say that the students play an inactive role in the learning process while the teachers are the centered models (p.69). Consequently, according to Tugrul (2013), the Grammar Translation Method is an effective form to learn both grammar structures and vocabulary paying attention to the grammar rules of the second language, which would help the students to identify the structures of both languages facilitating and making simpler the learning of the language (p.103).

Qing-xue and Jin-fang (2007) report that the Direct Method is a drastic transformation of the Grammar Translation Method by using the second language like a mean of training and communication, avoiding not only the use of the mother tongue, but also the technique of translation. They (2007) additionally explain that the Direct Method is a switch from written language to the oral daily language like the mean of initial training (p.70). Rhalmi (2009) remarks that the Direct Method is also known as the Natural Method and that it was founded in Germany and France about 1900. He further asserts that it discards the use of the mother tongue to teach a target language.

Theoretical Background of the Grammar Translation Method and the Direct Method

As Tejada et al. (2005) show, the language in the Grammar Translation Method is not only minimized to the structural scheme, but also cite that the sentence is the principal part of orientation and the morphological components have to be ordered according to sequences of descriptive procedures (p.6); moreover, they explain that in the Direct Method language is seemed as informal and with little proper diversity. The authors further point out that in learning a second language the patterns of acquiring the first language are used (p.8).

Theoretical Foundation of the Direct Method

According to Trawinski (2005), the Direct Method has its theoretical foundation in the Nativism Approach. He additionally explains the major claims of the Nativist Approach as:

Language is an ability given to human beings.

Language principles are innate and not acquired.

Language learning is an autonomous process.

Language acquisition is considered as a procedure of hypotheses-testing conducting to rule formation (p.12).

On the other hand, Brown indicates that as Richards and Rodgers (1986) pointed out, the Grammar Translation Method has no advocates. It is a method for which there is no theory. Brown additionally explains that there is not evidentiary research that compromises an explanation for it or that try to relate it to matters in linguistics, phycology, or educational theory (p.19).

Once reading, technique, the Grammar Translation Method, and the Direct Method have been briefly defined and reviewed, it is important to explain reading as a technique in both methods. In this paper, reading techniques will be contrasted between these two methods. It is hypothesized that the reading technique is used to learn a language. The following literature review attempts to demonstrate and support this hypothesis.

Brown (2001) not only reports that reading is used as a technique in the Grammar Translation Method, but also says that tough traditional transcripts are read early in the process of learning a target language. Moreover, this author asserts that educators need few specific abilities to utilize this method. He further says that learners have little motivation to go further grammar analogies, translations, and memorization exercises because numerous standardized test of foreign languages

still do not try to focus on communicative abilities. Finally, he explains that it is effective to lead students to read knowledge of a target language (p.19).

Neethu (2015) indicates in his slides that one of the advantages of the Grammar Translation Method is that reading thoughtfully is encouraged and that it can be used in a full course (Slide 4).

Larsen Freeman (2004) publishes a list of some common/typical techniques linked to the Grammar Translation Method, such as utilizing reading comprehension questions. She states that the students response questions using second language based on the learners comprehension of the reading passage. Next, she says that the first sets of questions are about details of the text that was read. The above mentioned writer also remarks that there is a second group of questions; at this stage the learners need to infer information from the passage. Finally, the author explains the third group of questions, which require learners to relate the text to their own experiences (P.19).

After having reviewed what some authors say about reading as a technique of the Grammar Translation Method, it is pertinent to compare this method with reading as a technique within the Direct Method.

Larsen Freeman (2004) expresses that reading in L2 (second language) should be taught from the beginning of language learning; moreover, she indicates reading proficiency in the target language improves through speaking practice (p.26). The author mentions reading aloud as a technique of the Direct Method and explains it as follows. First, the students take turns reading parts of a passage, play or dialogue out loud. Then, after the students have finished reading, the teacher uses mime, flashcards, photos, realia, and so on to clearly convey the content of the readings (P.30).

Rhalmi (2009) comments that as the professors started to become frustrated with

the learners inability to communicate orally, they commenced to experiment with innovative skills, among them reading aloud in particular. Additionally, he claims that the key was that target language teaching must be performed as people acquire L1 (mother tongue).

According to Innovative Language (2009), Maximilian Berlitz migrated from Germany to USA in 1872. In the beginning, he used to teach languages using the traditional grammar approach; nonetheless, he changed his way of teaching when he hired a French assistant to teach English. After a while, he realized Nicholas Joly did not speak the language. As Berlitz felt sick, he left his helper in charge of the classroom and requested Joly to do his best to teach language to the learners. Suddenly, Berlitz returned to the classroom imagining a complete disorder, but found the students interacting with Joly. Surprisingly, he had improved even further than the learners would have done learning the language applying a nontraditional method. Joly communicated with the learners through miming and gesturing. Innovative Language further asserts that the Direct Method joins the direct and the audiolingual approach mixing listening and speaking with reading and writing.

Putting everything together, it is clearly shown that both methods use reading as a technique to teach a target language and as Richards and Rodgers (2001) declare, reading plays an important role in teaching and learning a foreign language not only because learners acquire more lexicon, but also because they learn grammatical structure without formal study (p.13).

To learn to read gives main boots to metalinguistic consciousness. To see words represented by letters and other signs on a page guides learners to a new learning that language has form and sense. Furthermore, knowing that words as well as statements could have several meanings allows learners to access to word jokes, trick questions, and riddles (Patsy M. Lightbown & Nina Spada, 2013, p.13). This paper might help teachers to become aware of the importance of reading and of its

use in their classrooms to teach a target language.

Defining reading literacy

According to PISA (Programme for International Student Assessment) (2015) definitions of both reading and reading literacy changed over time in parallel with changes within society, economy, and culture. Moreover, the perception of learning, and principally the concept of lifetime learning, have extended the awareness of reading literacy, which is no longer considered like an ability acquired merely in childhood. Instead it is viewed as an increasing set of knowledge, abilities, and approaches that people develop along lifetime in certain settings interacting with others.

PISA (2000) defines reading literacy as understanding, using and reflecting on written texts, to accomplish one's objectives, to improve one's knowledge and prospective to develop within a society. Additionally, PISA (2015) adds engagement in reading as an integral part of reading literacy. Thus, reading literacy is understanding, using, reflecting on and engaging with written texts, to achieve one's goals, to improve one's knowledge and potential, and to participate in society.

Finally, PISA (2015) states that reading literacy includes a wide range of cognitive competencies, from basic decoding, to knowledge of words, grammar and larger linguistic and textual structures and features, to knowledge about the world including metacognitive competencies: the awareness of and ability to use a diversity of proper approaches when processing texts, metacognitive competencies are stimulated when readers think about, monitor and adjust their reading activity for a particular aim.

Reading Types of Academic Writing

The University of Sydney (2018) explains that there are four main types of academic writing, which are the following: descriptive, analytical, persuasive, and critical. In the same way, it is stated that each one of these categories of writing has specific language characteristics and purposes.

Descriptive

The University of Sydney (2018) indicates that descriptive is known as the simplest type of academic writing whose main purpose is not only to provide facts, but also information. As an illustration, a summary of an article and a report of the results of an experiment are mentioned as well as the instructions of a purely descriptive assignment; identify, report, record, summarize, and define.

MaCarthy (1998) reports in her book that descriptive writing is that domain of writing that develops images through the use of both precise sensory words and phrases, and through devices such as metaphor and the sounds of words. Likewise, the author explains that the term descriptive writing makes readers to think of beautiful poetry, vivid story paragraphs that help readers see settings of forest and seascapes or city streets that present people talking, acting in ways that make them believable and real to the readers.

Analytical

The University of Sydney (2018) states that analytical writing is commonly required in academic writing to show relationships between pieces of information. Furthermore, it is used to compare and contrast, assess or evaluate. E.g. a number of approaches, theories, methodologies or outcomes. It has a structure based on the ordering of main ideas in relation to each other and uses evidence from various sources. Nonetheless, analytical writing does not present a position to be

argued. It is worth to mention that like descriptive writing, analytical writing often forms part of argumentative essay writing; however, it is never the main element of this kind of writing.

Persuasive

Edurite (2017) indicates that persuasive writing is a kind of nonfiction writing that comprises logical arguments along with the appropriate words and also gives a summarize idea for the better understanding of the readers. Additionally, the writers try to convince the readers through this type of writing and for that they carefully select suitable words and this type of writing regularly explains an issue and writers represent their points of view by supporting that issue.

Occasionally, persuasive writing comprises arguments or several arguments that convince the readers. Yet, this type of writing is commonly used and several techniques are applied to improve the arguments. Furthermore, the arguments can be presented by supporting an issue or by pointing undesirable features of an issue.

Critical

Massey University (2010) explains that critical reading is the process of reading that goes beyond just understanding a text and it involves:

- Wisely considering and evaluating the reading
- Recognizing the reading's strengths and implications
- Detecting the reading's weaknesses and flaws
- Looking at the 'big picture' and deciding how the reading fits into the greater academic context (the understandings presented in other books and articles on this topic)

Critical reading is useful at all stages of academic study, but is particularly important when writing an article critique or a literature review. Indeed, critical reading often involves asking questions about the reading. To do this, it is necessary to consider the following.

- The reading's background
- Its purpose and overall conclusion (claim)
- The evidence used in the reading
- The logical connections between the claim and the evidence
- The reading's balance
- Its limitations
- How it relates to other sources and research
- If the reading is based on research, how this research was conducted

The importance of Reading in an EFL classroom

Silberstein (1993, p. 3-5) observed a heterogeneous ESOL class composed of twelve students from different countries; these students were exposed to a poem. Each student expressed his or her ideas about the poem written on the board. Students expressed different opinions by saying that it was a note, a poem or a letter. Then they analysed the message of the poem and its structure. According to their observations, Silberstein (1993, p.6) explained that readers' expectations of the text's message were affected by the textual codes they found in it. Silberstein (1993, p.7) explained that efficient readers go through the text in order to confirm or refute these predictions very quickly. In some cases, the reader has to reread the text because the meaning is not yet clear. In addition, the class' observations indicated that skimming gave the readers some contextual clues to affirm their expectations.

Two modes of information processing, Bottom-up and Top-down, took place during the reading process in order to understand the text. The former involved

decoding small textual elements of the passage, evoking previous knowledge. In the latter process, the reader used prior knowledge, making a hypothesis and anticipating the contents of the text as a whole.

The students used these processes in order to come up with their expectations of the meaning of the text (p.7). Likewise, Brown (2001, p. 298) claims 30 years of reading research revealed some significant conclusions. He recalled Goodman's research in 1970 in which she explained that reading involves a "guessing game" since the reader has to recall his or her language knowledge to recognize letters, morphemes, syllables, words, phrases, and grammatical cues to deduce meanings (Bottom-up processing). Also, she stated that there is a Top-down process in which the reader recalls his or her culture knowledge to comprehend the text. Silberstein (1993, p. 9) referred to Cicourel's "interpretative procedures" in order to explain that readers comprehend the meaning of a text by interrelating with it, but is impossible to completely decode the message.

Silberstein (1993, p.10) states that in the observed class the teacher guided her students to be independent readers by introducing her students to poetry, encouraging them to set objectives when decoding a text and finally, to use reading strategies to achieve these goals. Silberstein (1993, p.11) claims that the students created the message by interacting with the poem. They skimmed, paraphrased, scanned, and criticized, among other strategies.

Silberstein's (1993, p.11) observations of the poetry class denoted that using reading strategies in the classroom was a good way to develop efficient readers. Brown (2001) recalled Dole's assumption that a love of reading and culture are success factors when decoding a text. The knowledge of reading strategies is a dominant motivator to decoding texts. According to Brown, extensive reading is an additional factor in reading achievement (p.300).

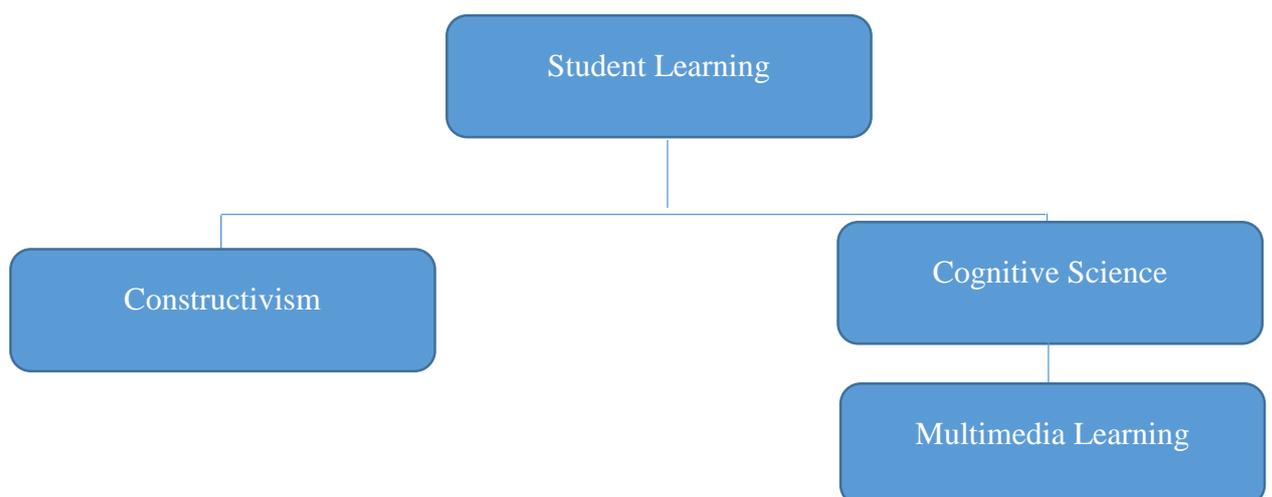
2.2. Philosophical foundations

This present research project has been carried out on the basis of the socio-critical paradigm because it searches for understanding and proposing a solution to a predictable problem in the second years of baccalaureate at Javier Loyola high school involving the learners themselves in the course. In addition, the study is based on a combination of both empirical and interpretivist approach trying to offer more comprehensive results and conclusions.

2.3. Theoretical Foundations

This study is grounded in two theoretical areas, constructivism and cognitive science. These two areas blend together to create an understanding of student learning which provides the theoretical framework for this research of the influence of WebQuest on the teaching of reading skill. The theoretical framework is shown in Figure 2.

Figure 2. Theoretical Components of Student Learning.



Source: Lee (2008)

As reported by Grant (2002) in his paper “Getting a Grip on Project-based Learning: Theory, Cases and Recommendations” Project-based learning has a long history. As far back as the early 1900s, John Dewey supported "learning by doing." This sentiment is also reflected in constructivism and constructionism. Constructivism (Perkins, 1991; Piaget, 1969; Vygotsky, 1978) explains that individuals construct knowledge through interactions with their environment, and each individual's knowledge construction is different. So, through conducting investigations, conversations or activities, an individual is learning by constructing new knowledge by building on their current knowledge.

As cited by Grant (2002) in his paper above mentioned constructionism takes the notion of individuals constructing knowledge one step further. Constructionism (Harel & Papert, 1991; Kafai & Resnick, 1996) posits that individuals learn best when they are constructing an artifact that can be shared with others and reflected upon, such as plays, poems, pie charts or toothpick bridges. Another important element to constructionism is that the artifacts must be personally meaningful, where individuals are most likely to become engaged in learning. By focusing on the individual learner, project-based learning strives for "considerable individualization of curriculum, instruction and assessment-in other words, the project is learner-centered" (Moursund, 1998, p.4).

As stated by Lee (2008) Constructivist learning theory is an active construct of a learner's personal and social experiences. Furthermore, social constructivism allows learners to interpret social experiences and then actively create knowledge independently, and the field of cognitive science focuses on how people understand knowledge and learn. Particular research in the ground of cognitive science assumes that learning is an active procedure. Additionally, learning with technology needs to be developed that provides learners scaffolds to ensure that learning occurs. Multimedia learning theory works within cognitive science to better understand how the technology affects students during the learning process. Multimedia learning theory can be defined as using text and pictures to assist

learners in learning. The focus of multimedia theory is on the examination of using senses (auditory and visual) to learn new information or better understand prior knowledge.

According to Mayer (2001) as cited by Lee (2008) within multimedia learning theory, there is a cognitive theory called the active processing assumption which focuses on what learners do with the information once it is received via the auditory and sensory channels. The active processing theory assumption can be broken down into three parts: the selection of information, the organization of information, and the integration of information.

When learners select information, they are deciding what words and images they need to input through either the auditory or visual channel. Once information is selected, the learners then organize the images and words to help make better sense of what they are learning. Finally, the images and words that have been selected and organized need to be integrated into the new knowledge presented by the multimedia technology.

2.4. Legal Basis

La Constitución de la República del Ecuador (2008), CAPÍTULO SEGUNDO, Derechos del buen vivir, SECCIÓN TERCERA, Comunicación e Información, Art. 16, Numeral 2, señala que todas las personas, en forma individual o colectiva, tienen derecho al acceso universal a las tecnologías de la información y comunicación (Pg. 30).

La Carta Suprema (2008) en el Artículo 26 reporta que la educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la

responsabilidad de participar en el proceso educativo (Pg. 32).

De igual manera, La Carta Manga (2008) en el Artículo 27, establece que la educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidad para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional (Pg. 32-33)

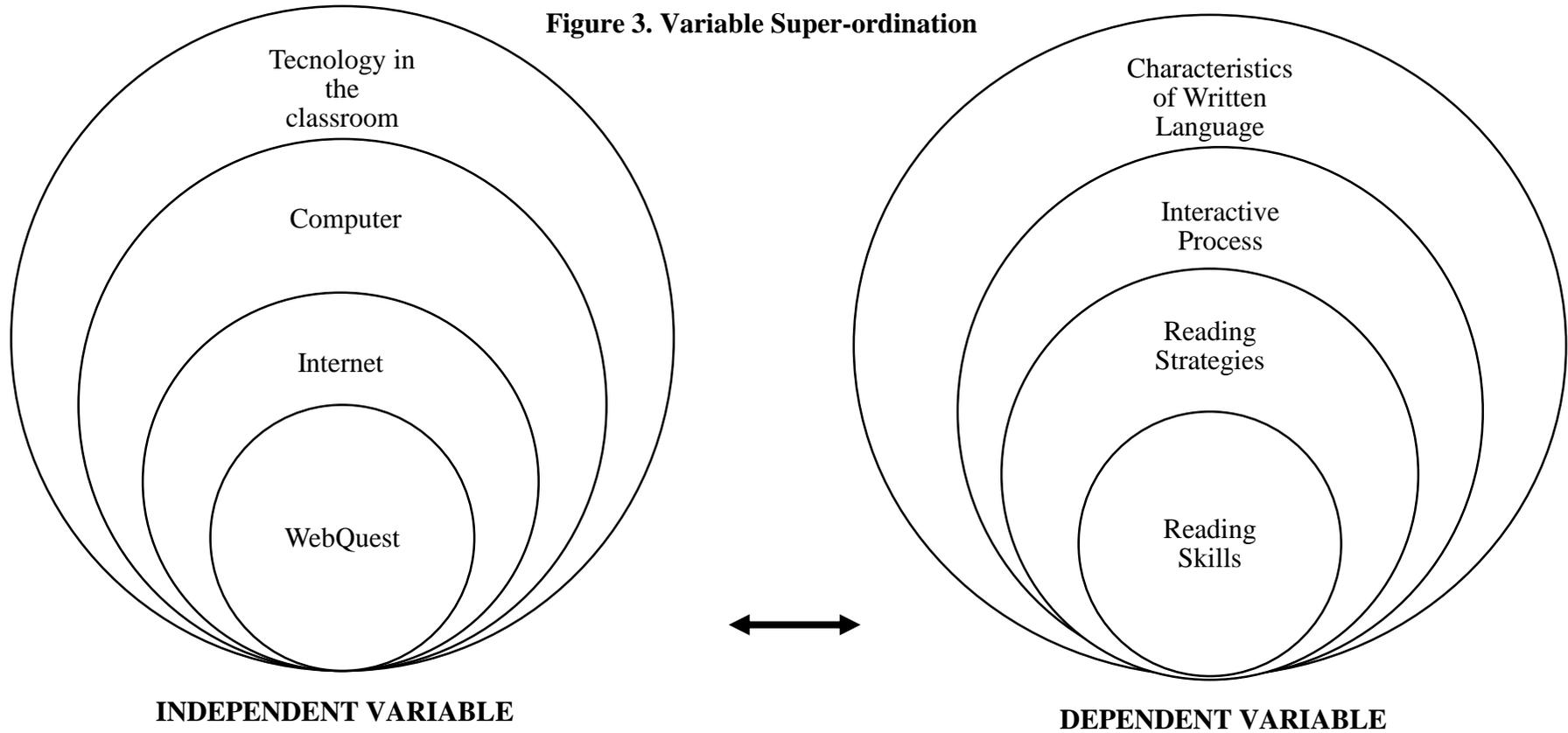
También, el Artículo 28 del texto constitucional (2008) prescribe que la educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantiza el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente (Pg. 33).

Finalmente, La Constitución de la República del Ecuador (2008), Título VII, Régimen del Buen Vivir, Capítulo Primero, Inclusión y Equidad, Art. 347, Numeral 8 indica que será responsabilidad del Estado incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales (Pg. 161).

In concordance with the current constitution of Ecuador (2008), title VII, Regimen del Buen Vivir, Chapter I, Inclusion and equity, article 347, numeral 8. It is mentioned to incorporate the information and communication technologies into the educational process and foster the linkage of teaching with productive and social activities (Pg. 161).

The current policies of the Ministry of education like el Acuerdo Ministerial 224-11 (2011) reports that through office number SEMPLADES-SID-dap-2010-153, March 5th, 2010 el Proyecto Sistema Integral de Tecnologías para la Escuela y la Comunidad-SITEC was approved, whose objective is to build an integral system of technologies for the schools and the community in the whole educational public system of the country that has its base on the quality of the national education.

2.5. Key Categories



Author: Sinche, J (2018)

2.5.1. Independent variable key categories

2.5.1.1. Technology in the classroom

Florit & et al (2010) claim that using technology allows students to access websites to find out more about particular subjects, including information about language, to create text and publish learners' work, and to allow exposure to the target language in many different ways and using the four skills: listening, reading, writing, speaking. Likewise, they state that technology and digital media have assisted students to accomplish their learning objectives when they are used right. Certainly, they can provide real and effective opportunities embracing problem solving issues and decision making, skill-building practice, discovery learning and interactive and social constructionist education and culture.

2.5.1.2 Computer

In agreement with The American Heritage Dictionary of the English Language (2017) a computer is not only a machine that computes, exclusively a programmable electronic device that accomplishes high-speed mathematical or rational processes or that collects, stores, associates, or otherwise processes data, but also a device along with peripherals, principally a screen, keyboard, and mouse.

As stated by Business Dictionary (2017) computer is a general purpose device, normally containing digital circuitry, that receives inputs, stores, operates, and produces outputs data as numbers, text, visuals, voice, video files, or electrical signs, in accordance with commands known as program.

As reported by Cambridge Dictionary (2017) computer is an electronic device that is used for saving, organizing, and finding words, numbers, and images, for doing calculations, and for monitoring other devices.

2.5.1.3 Internet

Conforming to (2017) internet is a worldwide computer network providing a diversity of data and communication facilities, containing interconnected networks using homogenous communication conventions.

According to Dictionary.com (2017) internet is an immense computer network connecting smaller computer networks worldwide. Indeed, it includes commercial, instructive, organizational, and other networks, all of which use the same set of communications procedures.

As stated in Your Dictionary (2017) internet is defined as a linked group of computer networks permitting for electronic communication. Furthermore, the networks are comprised of educational, marketable and management sites. Finally, they can be made up of any number of computers from two to endlessness.

2.5.1.4 WebQuest

WebQuests

In 1995, Dodge and March introduced WebQuests to the educational community. Dodge's article, *WebQuests: A technique for Internet-based learning* (1995), allowed educators to see how the Internet could be used in classrooms for inquiry-based teaching and learning. WebQuests were defined as "an inquiry-orientated activity in which some or all of the information that learners interact with comes from resources on the Internet" (Dodge, 1995, p.10).

Yoder (1999) explained that in a typical WebQuest, "students were presented a scenario and a task, usually a problem to solve or a project to complete. The students were given Internet resources and asked to analyze and synthesize the

information and come up with their own creative solutions” (p. 1). This explanation of WebQuests, along with the implementation by many teachers of WebQuests in their classrooms, often falls short of the true purpose and intended learning outcomes originally designed by Dodge and March (Barack, 2005; Dodge, 2001; March, 2003).

True, authentic WebQuests require learners to take newly-acquired information and transform the information into authentic learning. Simply taking information from websites and putting the same information into a project does not allow the learner to transform the information into knowledge. March points out that “getting the information - the ‘learning input’ – is the easy part. The WebQuest gets trickier and more interesting in the next part, in which transformative learning takes place and teachers and students can realize – or fail to realize – the potential of a WebQuest” (2003, p. 42).

WebQuests should inspire students to seek themes among the information gathered from website and then create projects and products that contribute to the real world of learning and allow students to reflect on their own metacognitive processes (Dodge, 2001; March, 2003).

Components of WebQuest

A WebQuest has six basic building blocks that include an introduction, a task, information sources, the process, guidance, and conclusion. These six building blocks are common to all WebQuests and serve specific purposes to ensure that transformative learning occurs. Dodge (1995; 1997) describes the six basic parts of a WebQuest:

1. An **introduction** that sets the stage and provides some background information.
2. A **task** that is doable and interesting.

3. A set of **information sources** needed to complete the task.
4. A description of the **process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some **guidance** [resources] on how to organize the information acquired. This can take the form of guiding questions, or directions such as timelines, concept maps or cause and effect diagrams...
6. A **conclusion** that brings closure to the quest, reminds the learners what they have learned, and perhaps encourages them to extend the experience into other domains. (Dodge, 1995, p. 10; 1997, p. 2).

In addition to the six basic components, a WebQuest has several additional attributes. One such attribute is that WebQuest is usually a group activity. Additionally, a WebQuest usually has motivational elements added to the basic components of it. Motivational elements, such as giving specific roles to the learners or providing a situation or scenario to the learners. Finally, a WebQuest can be made to be either for one specific discipline or for several disciplines together (Dodge 1995; 1997). Scaffolding is another attribute that WebQuest has.

Scaffolding in WebQuest allows learners to stretch and learn in ways they are not traditionally required (Dodge, 2001). March (2003) references cognitive science researchers like Bransford (1999) when discussing the advantages to scaffolding learning for students. March (2003) points out that “research in cognitive psychology tells us that if we want novices to perform at more expert levels, we need to examine how experts go about their work and then prompt novices through a similar process,” and that “scaffolding positively affects student achievement” (p. 42).

Scaffolding creates a “temporary framework to support student performance beyond their capacities” while completing a WebQuest (March, 2003, p. 42). A WebQuest allows learners to have a structure to their learning that allows learners

to “act more skilled than they really are” (Dodge, 2001, p. 58).

Two Types of WebQuests

Short-term WebQuest usually lasts one to three class periods. The instructional goals of a short-term WebQuest typically includes knowledge acquisition and integration. Learners ideally will deal with a large amount of information and be able to make sense of the information (Dodge, 1995; 1997).

On the other hand, a long-term WebQuest can last anywhere from one week to a month. Instructional goals of a long-term WebQuest includes knowledge acquisition and integration, and then require the learner to then extend and refine the knowledge. Upon completion of a long-term WebQuest, learners not only deal with a large amount of information but also make sense of the information by transforming it.

Learners create products that others can learn from and that illustrate their understanding of the material (Dodge, 1995; 1997). Whether short-term or long-term, a WebQuest is designed to enable students to acquire knowledge and then integrate and transform the acquired knowledge into new knowledge.

Uses of WebQuest

A WebQuest can be used for several different instructional purposes in the classroom while helping students to acquire, and transform knowledge. These instructional methods include using constructivist learning and high-level, critical thinking in the classroom.

As cited by Lee (2008) Kundu and Bain (2006) describe how a WebQuest can be used to facilitate learning in a constructivist manner. While much of teaching can focus simply on the transfer of knowledge from teachers to students, a WebQuest

enables learners to take an active role in their learning. Constructivist learning methods allow for learning to be an “organic process” in which “meaningful learning occurs through reflection and resolution of cognitive conflict” (Kundu & Bain, 2006, p. 10).

Additionally, constructivist methods allow for students to have multiple solutions, think reflectively, and make authentic connections between learning and the real world (Kundu & Bain, 2006). These descriptors of constructivist learning methods are aligned with the purpose of a WebQuest since a “WebQuests itself is authentic” and “participants work cooperatively and collaboratively to produce knowledge” (Kundu & Bain, 2006, p. 10).

WebQuest Research

Regarding the author Lee (2008) an ERIC search, conducted in December 2007, using keywords “WebQuest,” elicited 96 hits. A Google Scholar search at the same time presented 3,800 hits for “WebQuest,” and a Google search for “WebQuest” web pages had 269,000 hits. These numbers illustrate not only the ubiquitousness of WebQuest, but also the large number of writings that are published and posted about WebQuest.

As cited by Lee (2008) the authors MacGregor and Lou’s (2004) WebQuests were used for inquiry-based learning in research. Using results from a multiple choice pretest prior to the completion of a WebQuest, the researchers found that providing instructional scaffolding to support student learning while completing a WebQuest “supported students as they were engaged in learner-centered resource-based learning”.

Lee (2008) states that in 2003, Lipscomb began with an examination of the structure of WebQuests and then discussed how WebQuests are an appropriate tool for students in the middle grades. Lipscomb (2003) used two eighth-grade

classes to examine the “nuts and bolts” of how teachers use WebQuests. In this small-scale qualitative study, Lipscomb does not ask any researchable questions, but instead provides his opinions on the applicability of WebQuests. Lipscomb’s article is one example of the articles written about teachers’ thoughts and perceptions of WebQuests and their usefulness in the classroom.

As cited in Lee (2008) Perkins and McKnight (2005) examined teachers’ attitudes about WebQuest as a teaching tool. A survey was used in this large-scale quantitative study to assess the concerns that teachers had about implementing WebQuests in their classrooms. Teachers who reported use of WebQuests in the classroom were more concerned about what more they can do with WebQuests in their classrooms, in comparison to teachers who had no experience with WebQuests reported concerns about learning about and using WebQuests. The findings of this study are predictable based on research about other types of technologies in the classrooms.

According to Lee (2008) in another study, McGlenn and McGlenn (2004) reported that the results of their research “suggest that the WebQuest was an effective tool for increasing student enjoyment and application of literacy skills while studying social studies materials at the secondary level” (p. 18). The 70 students in this quantitative study reported that they “enjoyed the WebQuest more than the text-based unit” and also had “a higher sense of competency, personal control of their learning, and effective collaborations of the WebQuest than the text-based unit” (McGlenn & McGlenn 2004, p. 15).

Regarding to Lee (2008) Van Fossen (2005) provided another example of research focused on perceptions of WebQuests by students and teachers. Indeed, using quantitative methods, Van Fossen (2005) collected data from teachers and students after the 32 teachers had participated in a summer institute that required the implementation of WebQuests created during the institute. The results centered on the aspects of WebQuests that the teachers and students like most and

least. Van Fossen concluded that “simply implementing the WebQuest model does not necessarily ensure success with all students, and this is especially true with poorly designed, or ill-conceived WebQuests” (p. 29).

According to the Author Lee (2008) the above examples illustrate the lack of depth of research on WebQuests in the area of student learning. The research that has been published focuses mostly on perceptions and does not look at student learning. Student and teacher perceptions do not provide evidence for the impact WebQuests have on student learning. The lack of empirical research on student learning and WebQuests exemplifies the need for such research to be done. Research needs to be grounded in a theoretical framework. For this study, constructivism, cognitive science, and multimedia learning theory provide this framework.

Criticism of Educational Technology

As stated by Lee (2008) while there is a great deal of literature published on technology in teacher education, there is also literature that criticizes the use of technology in education. One critic of computers in the schools is Todd Oppenheimer, a journalist who is interested in technology in education. According to Lee (2008) Oppenheimer (1997) discussed the negative impact that computers and technology can have on students when the technology limits children’s imaginations and interactions with other people. Banning computers from classrooms is not Oppenheimer’s goal; instead he wants the federal spending that is now dedicated to technology in schools to be spent on other educational needs, like books. Oppenheimer’s criticism about technology in education is not the only criticism.

Regarding Lee (2008) the author Cuban (2001), a professor emeritus of education at Stanford University, is another critic of technology in education. In his book, *Oversold and Underused*, Cuban (2001) looks at how computers are actually

being used in schools. Despite the general assumption that increased availability of computers in the classroom leads to increased usage of technology, that is not what always happens.

Prior to writing his book, Cuban published an article that questioned the reality of universities that had access to technology, but used little technology in their teaching. In agreement with Lee (2008) in *High-tech Schools, Low-tech Teaching* (1998), Cuban calls upon techno-reformers to examine their own beliefs about the nature of teaching and conflicting purposes of schools and their embrace of every technical enhancement that comes along (Cuban 1998).

As reported by Lee (2008) although Cuban does make a point about the under-use of technology in the classroom, Willis (1998) refutes Cuban's ideas by pointing out that while 20 years ago technology may have been used effectively in classrooms, "today technology supports a whole range of student-centered learning environments, from collaborative learning to problem-based and anchored instruction" (p. 28).

Lee (2008) reports that Becker (2000) conducted research and collected data to test Cuban's argument that "computers a medium of instruction and a tool for student learning are largely incompatible with the requirements of teaching" (p. 1). While "in a certain sense Cuban is correct – computers have *not* transformed teaching practices of a majority of teachers" according to Lee (2008) Becker (2000) contends that:

Under the right conditions – where teachers are personally comfortable and at least moderately skilled in using computers themselves, where the schools' daily class schedule permits allocating time for students to use computers as a part of class assignments, where enough equipment is available and convenient to permit computer activities to flow seamlessly alongside other

learning tasks, and where teachers' personal philosophies support a student-centered, constructivist pedagogy that incorporates collaborative projects defined partly by student interest – computers are clearly becoming a valuable and well-functioning instructional tool. (p. 29).

Becker's finding that computers are becoming valuable instructional tools can be evaluated when looking specifically at one type of current educational technology:

WebQuests

As reported by Lee (2008) the above mentioned criticisms are important to acknowledge when beginning new research into the use and effects of technology on student learning, because researchers need to be able to defend their decisions. Understanding past faults and deficiencies in the implementation of technology in the classrooms allows for teachers to have a better grasp of how to effectively integrate technology into their teaching. When new technologies are introduced into education, research needs to be done to assure critics that these technologies are serving an important role in the educational process. Empirical research that focuses on student learning and technologies, specifically WebQuests, will provide evidence as to the effectiveness of the technologies to critics and supporters alike.

The implementation of WebQuests over the past 15 years has been overlooked by educational researchers and critics, and research needs to be done about the impact of WebQuests on student learning to provide evidence in regards to the effectiveness of WebQuests.

Bernie Dodge (2017) the inventor of a WebQuest, defines it as an inquiry-oriented experience in which most or all the evidence that students work with comes from the internet.

Scoggin (2012) defines WebQuests as the activities that are carried out using the internet resources. The activities are preselected by the teacher, so that the students, to perform the tasks, focus on the use of resources and not on buffeting them. WebQuests are specially designed for the learners to develop essential skills to properly use the information they find, that is, to classify, organize, analyze, and synthesize it correctly, in order to generate a new product with it, using information tools and resources (Pg. 147).

Matzat (2008) first defines WebQuests as an example plan developed by Dr. Bernie Dodge from San Diego State University. One of the principal features of a WebQuest is that it is an inquiry-based curriculum element. With inquiry-based tasks, learners do not memorize evidences and recite them to the teacher. Instead of that they are expected to take the facts that they interact with and convert it to generate new information that has meaning to them. With WebQuests, learners produce useful projects that they share with others via oral productions, posting to the web, and so forth.

Furthermore, the author defines WebQuests as different from other Web-based instructions and understandings in that they focus on an engaging and reachable task. WebQuest tasks go beyond simply answering questions. They require higher order thinking skills like creativity, analysis, synthesis, judgment, and problem solving. The tasks in a WebQuest can be almost anything. For instance, learners might be asked to plan a monument signifying to be one of the branches of government; or they should be requested to write, act, and record an old-time radio production.

Finally, the same author mentions that another key component of WebQuests is that the links learners use are pre-selected by the teacher. The focus is on using evidence instead of looking for it. A certain number of teachers avoid using internet resources with their learners because it could take a long period of time to them to actually find useful information when surfing the internet. Additionally,

they worry about learners accessing inappropriate sites. WebQuests avoid these roadblocks for the Internet resources are identified and evaluated by the teacher ahead of time. This anticipated process eradicates the need for wasteful searching by the learners. WebQuests give teacher a structured setting where they can incorporate technology into the curriculum and make it valuable to the learners.

2.5.2 Dependent variable key categories

2.5.2.1 Characteristics of Written Language

Brown (2000) explains that knowing the characteristics of written language are helpful for the following listed academic purposes. The first indication of this is to diagnose a certain number of reading difficulties that arise from the idiosyncrasies of the written language. Then, the author mentions that it is of help to point techniques concerning achieving specific objectives. The final explanation is that it is important to remind learners of a number of advantages of the written language over the spoken.

Among the characteristics Brown (2000) indicates the following characteristics of written language:

Permanence

While the spoken language is fleeting, the written language is permanent. As permanent as paper or computer disks are and the reader has the opportunity to go over it again and again if it is needed.

Processing time

The big majority of reading contexts allow the readers to read at their own rate. They do not have to follow the rate of delivery, as in spoken language.

Distance

The written word permits letters to be sent across two dimensions: physical distance and time-based distance. The reader needs to interpret the written language in some other place and at some other time with only the words themselves as contextual clues. Readers neither can confront the author, nor transport themselves back through in a time machine and see the context, as they can in face to face conversations.

Orthography

While in spoken language there are phonemes that correspond to writing's graphemes along with stress, rhythm, juncture, intonation, pauses, volume, voice quality settings, and non-verbal cues, which improve the messages, the written language has graphemes, that is all. Sometimes punctuation, pictures or charts help.

Complexity

It is said that writing is more complex than speech; nonetheless, in reality it would be difficult to demonstrate. Both represent different modes of complexity and the most salient difference is in nature of clauses. Shorter clauses connected by more coordinate conjunctions are proper of spoken language while longer clauses and more subordination are characteristics of written language.

Vocabulary

Written English normally employs a greater variety of lexical items than spoken conversational English. Vocabulary is limited in our everyday give and take with family, friends, and colleagues. Because of a desire of being precise in writing and simply because of the formal conventions of it, writing allows the writer more

processing time.

Formality

Writing is generally more formal than speech. That is to say that written messages must adhere to certain prescribed forms and conventions. Moreover, there is a rhetorical or organizational formality in writing that requires a writer's conformity to conventions.

2.5.2.2. Interactive reading process

Walker (1989) explains that even though reading is a complex process, cognitive psychologists generally agree that reading is an active thinking process and explains four aspects that help define this process.

First, the author states that (Pearson & Johnson, 1978) report that readers use both what they know (reader-based inferencing) and information from the text (text-based inferencing) to construct meaning. Readers anticipate what the text will say by thinking about what they know. They use this hypothesis as well as the textual information to actively construct meaning. Additionally, Walker notes that according to (Stanovich, 1986) this process is interactive because a pattern is synthesized based on information provided simultaneously from several knowledge sources.

These knowledge sources such as the features and meaning of words, sentence organization and the overall text organization are used in combination with readers' prior grammatical and topic knowledge to facilitate understanding (Stanovich, 1986).

A second aspect that Walker (1989) points out is that regarding (McNeil, 1987; Wong, 1982) the reading process in which readers elaborate what and how they

read. While they read they say “Hey, I can remember this because it is like....”

Likewise, they make connections that help themselves remember and interpret what and how they are reading.

Then, the author explains that these new connections become part of what readers know becoming reading a major tool for acquiring new information. Through extensive reading students not only allocate attention to comprehending the text, but also to elaborating the strategies they use to construct meaning.

A third aspect Walker (1989) indicates is that readers continually monitor their understanding to see if it makes sense (Baker and Brown, 1984). When their interpretation does not make sense, a buzzer goes off in their heads and they vary their strategies to remove difficulties in interpreting meaning. Readers continually check their understanding through self-questions that direct the use of fix-up strategies. Then, they reread to remedy their misunderstanding or check their own prior knowledge.

Finally, the author (1989) mentions a fourth aspect that readers use. It is the situational context to focus their purposes and frame their attitude toward the literacy event (Harste, Woodward and Burke, 1984; Winograd and Smith, 1987). Indeed, the author states that different situations affect what readers perceive as important, how information sources are combined, what is elaborated, how the text is monitored, and the students’ perceptions about the literacy event.

Lesgold & et al (2009) report that comprehension all through reading involves higher-order processing of discourse structure and the reader's knowledge in interaction with lower-level word coding processes. Indeed, the authors state that the connections between these “top-down” and “bottom-up” procedures must be taken into consideration in models of comprehension. Additionally, the authors explain an individual skill differences in reading comprehension. Less skillful

readers show slower or less accurate performance on verbal processing tasks. These less skilled readers do not certainly have deficient general short-term memory capability. Common reading is interrupted by relatively slight interferences with coding processes. The availability of relevant memories is essential for effective understanding of statements. The authors claim that these facts are consistent with a time-sharing model of process interactions that assumes that memories relevant for comprehension are defenseless to deactivation when coding processes are incompetent.

Reading Process

As stated by Leipzig (2001) reading is to make meaning from print and it demands readers to:

- a) Classify the words in print which a process called word recognition.
- b) Create an understanding from them which is a process called understanding.
- c) Coordinate recognizing words and making meaning consequently reading is automatic and precise which is an achievement called fluency.

Indeed, readers can make meaning from print without being able to recognize all the words.

Finally, readers are able to identify words without being able to construct much meaning from them.

According to UKessays (2003) Rohani Ariffin (1992:1) in her book entitled *Anthropology of Poetry for Young People* defines reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.

In agreement with Hughes (2007) reading is a complex interaction between the transcript, the reader, and the objectives for reading, which are formed by the reader's previous knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is traditionally and socially situated.

The reading procedure comprises 5 phases:

- 1) Pre-reading
- 2) Reading
- 3) Responding
- 4) Exploring
- 5) Applying

2.5.2.3. Reading strategies

Serravallo (nd) defines strategy as the step-by-step procedure of how the reader is going to accomplish a task.

Brown (2000) in his book *Teaching by Principles* holds the position that a certain number of strategies are related to bottom up procedures while others improve top down processes.

Identify the purpose in reading

Effective reading consist of clearly identifying the aim in reading something. It is said that by doing so, readers know exactly what they are looking for and can weed out potential distracting information.

Use graphemic rules and patterns to aid in bottom up decoding (specifically for beginning level learners)

English learners of beginning reading levels encounter difficulties in making correspondences between spoken and written English. In certain number of cases, learners have become used to oral language and have some difficulty learning English spelling conventions.

Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

Intermediate to advanced level students need to be speed readers; furthermore, they need to increase efficiency in silent reading rules like the following: They do not need to pronounce each word to themselves. Then, they need to visually perceive more than one word at the time, if possible phrases. Finally, speed readers need to skip over a word and try to infer the meaning of it for its context. Further concern over speed might not be necessary if students can read 250 to 300 words per minute.

Skim the text for main ideas

Skimming and scanning are perhaps the two most valuable reading strategies for both native speakers and EFL learners. Skimming consist of quickly running one's eyes through an entire text. For instance, an essay, article, or chapter for its gist. Skimming gives readers the advantage of predicting the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

Scan the text for specific information

Scanning is the second most valuable reading strategy. Scanning exercises can ask

students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. To extract specific information without reading the whole text is the main purpose of this strategy. Scanning is absolutely essential for academic English.

Use semantic mapping or clustering

By a long string of ideas or events learners can be easily overwhelmed. To provide some order to the chaos, the strategy of semantic mapping, or grouping ideas into meaningful clusters helps the readers. Making such semantic maps could be done individually, yet they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

Guess when you are not certain

This is an extremely broad category. Learners could use guessing to their advantage to perform the following activities: to guess the meaning of a word, to guess a grammatical relationship, to guess a discourse relationship, to infer implied meaning between the lines, to guess about a cultural reference, and to guess content message.

Analyze vocabulary

When students do not recognize a word immediately, it is important to analyze it in terms of what they know. Thus, it is necessary to mention a certain number of techniques. Look for prefixes (co, inter, un, etc.) that might give clues. Look for suffixes (-ion-tive-ally-etc.) that may indicate what part of speech it is. Look for roots that are familiar. Look for grammatical context that may signal information and finally, look at the semantic context (topic) for its clues.

Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. Not all language can be interpreted appropriately by attending to its literal, syntactic surface construction makes superior demands on readers. Processing pragmatic information delivers usually implied meanings.

Capitalize on discourse markers to process relationships

In English, a number of discourse markers signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such a markers can greatly enhance learners' reading efficiency.

Types of Discourse Markers

Notional category/meaning	Marker
<i>1. Enumerative</i> Introduce in order in which points are to be made or the time sequence in which actions or processes took place.	first(ly), second(ly), third(ly), one, two, three / a, b, c, next, then, finally, last(ly), in the first / second place, for one thing / for another thing, to begin with, subsequently, eventually, finally, in the end, to conclude
<i>2. Additive</i> 2.1 Reinforcing. Introduces a reinforcement or confirmation of what has preceded. 2.2 Similarity. Introduces a statement of similarity with what has preceded. 2.3 Transition. Introduces a new stage in the sequence of presentation of information.	again, then again, also, moreover, furthermore, in addition, above all, what is more equally, likewise, similarly, correspondingly, in the same way now, well incidentally, by the way. O.K., fine
<i>3. Logical Sequence</i> 3.1 Summative. Introduces a summary of what has preceded. 3.2 Resultative. Introduces an expression of the result or consequence of what preceded (and includes	so, so far, altogether, overall, then, thus, therefore, in short, to sum up, to conclude, to summarize so, as a result, consequently, hence, now, therefore, thus, as a consequence, in consequence

inductive and deductive acts).	
4. <i>Explicative</i> . Introduces an explanation or reformulation of what preceded.	namely, in other words, that is to say, better, rather, by (this) we mean
5. <i>Illustrative</i> . Introduces an illustration or example of what preceded.	for example, for instance
6. <i>Contrastive</i> 6.1 Replacive. Introduces an alternative to what preceded. 6.2 Antithetic. Introduces information in opposition to what preceded. 6.3 Concessive. Introduces information which is unexpected in view of what preceded.	alternatively, (or) again, (or) rather, (but) then, on the other hand, conversely, instead, then, on the contrary, by contrast, on the other hand, anyway, anyhow, however, nevertheless, nonetheless, notwithstanding, still, though, yet, for all that, in spite of (that), at the same time, all the same.

Source: Mackay (1987:254)

2.5.2.4 Reading skills

According to ResearchGate (2018) Idika reading skill is the capacity of an individual to read, understand, and interpret written words on a page of a book, an article, a magazine, or any other reading material. The possession of a good reading skill enables the reader to be able to assimilate a written work within a short period while reading. Moreover, if an individual develops a reading skill, it is a lifelong action and while reading at any given time the individual is expected to think judgmentally on a particular topic or subject to comprehend the point of the writer. Finally, reading skill can merely be developed through continuous reading; inculcating a reading culture or habit is a hobby.

Brown (2000) reports that research and practice in the English language teaching has identify four skills, which are listening, speaking, reading, and writing as of paramount relevance. Likewise, the human race has fashioned two forms of productive performance oral and written and two forms of receptive performance aural or auditory and reading (Pg. 232).

Aside from the above information, it is imperative as well to mention that ResearchGate (2018) states that Tadesse (2017) explains that reading skill refers to the ability to understand written text and that it is advisable to enhance this skill at early age of schooling when learners comprehend written texts, and combine their understanding with prior knowledge. Thus, it becomes imperative to teach them some reading comprehension skills.

Reading for gist

According to British Council (2007) reading a text for gist is known as skimming. In like manner, gist is the general meaning or purpose of a text, either written or spoken. E.g. Before answering detailed comprehension questions on a story, learners read it quickly for gist, after that they match the text to a picture that summarizes what happens in the story.

In a classroom, readers employ a variety of reading skills including prediction, reading for gist, scanning, as well as intensive reading. Learners need to be shown these and taught how to use them in order to find their own effective strategies.

As it was mention previously, Brown (2000) explains that skimming and scanning are possibly the two most valued reading strategies for both native speakers and EFL students. Besides, the author points out that skimming consist of quickly running one's eyes through an entire text. E.g. an essay, article, or chapter for its gist. Definitely, skimming gives readers the advantage of predicting the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

IeduNote (2017) points out that reading technique is used to get the gist of the whole text lead. Students generally use this technique at the time of reading newspapers or magazines. With this technique, readers read quickly to get the main points, and skip over the detail. Moreover, it is useful to get a preview of a

passage before reading it in detail.

Reading for detail

IeduNote (2017) explains that reading for detail technique is used to extract information accurately from the whole text. Under this technique, readers read every word for understanding the meaning of the text. In this careful reading, readers can skim the text first to get a general idea and then go back to read in detail. Students can use a dictionary to find the meaning of new vocabulary words.

Macmillan (nd) reports that reading for specific information involves understanding what information, or what kind of information, readers are looking for, locating it, and then reading the relevant part carefully to get a full and detailed understanding. Indeed, it is explained that reading for specific information involves reading to see if information is contained in a text, to determine if a text is factually incorrect, and to determine if a text lacks certain information.

Additionally, Macmillan (nd) explains that reading for specific information is particularly important to find the answers to multiple-choice questions. This will almost certainly involve scanning the text and reading the relevant part closely to find the required information. Lastly, it is explained that to find each answer readers need to scan to find specific information and then read it carefully for detail.

Selective reading

Paperchoice (2018) states that selective reading stands for a combination of reading and a research. Furthermore, it is explained that this is a process of reading with purpose instead of running through a text that might have no practical and esthetic value. It develops a skill that will give readers a feeling of

improving their way of reading as well.

As reported by Beckford (2018) selective reading also includes selecting the right books to read, and not only sections of the books to read. E.g. let's say that students are either reading a book for information or to get a deeper understanding of a topic. Thus, they would practice selective reading to get the specific information they are looking for.

2.6. Hypothesis

Null hypothesis (H0). Using WebQuest an inquiry-oriented tool in the teaching of reading skill to students of second year of baccalaureate at Javier Loyola high school does not promote the enhancement of reading skills.

Alternative hypothesis (H1). Using WebQuest an inquiry-oriented tool in the teaching of reading skill to students of second year of baccalaureate at Javier Loyola high school promotes the enhancement of reading skills.

2.7. Research variables

Independent variable: WebQuest

Dependent variable: Reading skills of students of second year of baccalaureate at Javier Loyola high school.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Methodology

This chapter encompasses an overview of the method that was used in the research. The method that was used was the quantitative method. The parts that were covered include, an introduction to the research, research design, participants, research unit, and the instruments which will be used to gather data, and analysis and interpretation.

3.2 Type of research

A case study was undertaken to investigate the impact of an internet based constructivist technological tool, the WebQuest, in the EFL classrooms at Javier Loyola high school. Indeed, the research served to expand the understanding of social constructivism as a learning approach and at the same time helped both teachers and students find a curricular space for technology in their teaching and learning process through the impact of a WebQuest as a tool that demonstrates the features of social-constructivism.

3.3 Participants

Twenty four students completed both the pre - and post-tests and the WebQuest over a weekly two hour reading lessons for a period of two months during the academic year 2017-2018. After that, the twenty four students participated answering a liker attitude scale towards the WebQuest-based teaching of reading to determine their experiences in the course.

3.4 Research Unit

The research was conducted at Javier Loyola high school in the city of Azogues, Ecuador. The research was focused on the influence of WebQuest in the teaching of reading English as a Foreign Language. Moreover, this research intended to show the use of this constructivist tool to both teachers and students in the EFL methodology class as an instrument they could start to use either as part of their learning process or future profession.

3.5 Research Procedure, Data Collection, and Data Analysis

This research followed a quantitative methodological approach. Considering Carspecken's (1996) research recommendation, this research followed his five-stage strategy. The first stage involved compiling a primary data that was built through a pre-test, a post-test, and a liker attitude scale. During the second stage known as "preliminary reconstructive analysis", the researcher began to analyze the primary data that was collected. The third stage was dialogical data generation which was applying the WebQuest to teach reading skills, using a lot of different texts to teach reading for gist, reading for detail, and selective reading. The data collected with the liker attitude scale may challenge the data gathered via the pre-test and post-tests. In stage four, the researcher gathered all the information to go ahead with the fifth part of the process which focused on statistical analysis to report the findings. Stages one and three were focused on data collection and stages two, four, and five involved the data analysis process.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Data Analysis Procedure

The software SPSS 22 version was used in order to establish the descriptive and inferential statistics results. The Mean (M) and standard deviation (SD) were calculated as the frequency (n) and percentage (%). Moreover, the distribution of the data was calculated using the Shapiro Wilk nonparametric test. In order to prove the hypothesis about the influence of WebQuest in the teaching of reading English as a Foreign Language, *Paired-sample Student t-Test* was used for the sum of partial three factors (reading for gist, reading for detail, selective reading, and average of the reading skill) and the sum of all questions. The significance level was established at $p < 05$, so, an influence of the WebQuest in the teaching of reading English if the probability value was less than the value 05. Additionally, the Mean (M) and the Standard Deviation (SD) for the Student's attitude toward the WebQuest were calculated in order to identify the opinion of the students about the process.

4.2 Descriptive results

To diagnose the current reading comprehension of the participants in the skills of reading, the follow initial information was considered.

Table 1. Diagnose of the situation of reading English as a Foreign Language.

Question	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation SD
Q1	2	8.3		
Q2	10	41.7		
Q3	1	4.2		
Q4	4	16.7		
Q5	7	29.2		

Reading for gist			1.00	0.88
Q6	4	16.7		
Q7	4	16.7		
Q8	3	12.5		
Q9	10	41.7		
Q10	15	62.5		
Reading for detail			1.50	0.93
Q11	3	12.5		
Q12	9	37.5		
Q13	7	29.2		
Q14	10	41.7		
Q15	11	45.8		
Q16	3	12.5		
Q17	6	25.0		
Q18	3	12.5		
Q19	2	8.3		
Q20	5	20.8		
Selective Reading			2.46	1.72
Average of Skill			4.95	1.80

Author: Sinche, J (2018)

The information contained in Table 1 shows that the question with the highest score is 10, since 62.5% are correct in it. Then, around 40%, are the questions: 15, 2, 9, 14 and 12. At the other end with a very low score, close to 10% are the questions: 3, 19, 1, 18, 16, 11 and 8. In general average, it has been found that the level over 20 points reached at the beginning is 4.95 (SD 1.80). For its part, reading for gist has achieved an average of 1.00 / 5 (D.E. 0.88). Reading for detail reached an average of 1.50 / 5 (D.E. 0.93). Finally, Selective Reading obtained an average of 2.46 (D.E., 1.72).

After the intervention process, students have different results as shown in table 2.

Table 2. Final situation of reading English as a Foreign Language.

Question	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation SD
Q1	23	95.8		
Q2	11	45.8		
Q3	7	29.2		
Q4	7	29.2		
Q5	14	58.3		

Reading for gist			2.58	0.83
Q6	10	41.7		
Q7	6	25.0		
Q8	11	45.8		
Q9	8	33.3		
Q10	10	41.7		
Reading for detail			1.88	0.90
Q11	3	12.5		
Q12	9	37.5		
Q13	10	41.7		
Q14	6	25.0		
Q15	13	54.2		
Q16	5	20.8		
Q17	6	25.0		
Q18	9	37.5		
Q19	7	29.2		
Q20	7	29.2		
Selective Reading			3.13	1.54
Average of Skill			7.58	1.82

Author: Sinche, J (2018)

It is noticed in the post evaluation that question 1 is the one that has been mostly successful, in fact, 95.8% have correctly answered this item. Then, about 55% are questions 5 and 15. In a lower percentage, above 40% and below 50% are questions 2, 8, 6, 10 and 13. The least scored, however, they pass 10% and are below 20% are questions 11 and 16. The students got 25% questions 17, 14 and 7. On average, it was found that the level reached is 7.58 (SD 1.82). Regarding reading for gist obtained an average of 2.58 / 10 (D.E. 0.83); for this part, reading for detail reached an average of 1.88 / 10 (D.E. 0.90); finally, selective reading generated an average of 3.13 / 10 (D.E. 1.54).

Table 3 shows the difference between the post-intervention situation and the previous situation to know the level of modification resulting from the intervention.

Table 3. Differences between the initial and final situation of reading English as a Foreign Language.

	Achieved score		Lost Score		Mean (M)	Standard Deviation SD
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)		
Q1	21	87.5				
Q2	7	29.2	6	25.0		
Q3	7	29.2	1	4.2		
Q4	6	25.0	3	12.5		
Q5	10	41.7	3	12.5		
Reading for gist					1.58	1.25
Q6	9	37.5	3	12.5		
Q7	5	20.8	3	12.5		
Q8	10	41.7	2	8.3		
Q9	2	8.3	4	16.7		
Q10	3	12.5	8	33.3		
Reading for detail					0.38	1.21
Q11	3	12.5	3	12.5		
Q12	5	20.8	5	20.8		
Q13	8	33.3	5	20.8		
Q14	5	20.8	8	33.3		
Q15	8	33.3	6	25.0		
Q16	4	16.7	2	8.3		
Q17	6	25.0	6	25.0		
Q18	7	29.2	1	4.2		
Q19	7	29.2	2	8.3		
Q20	4	16.7	2	8.3		
Selective Reading					0.67	2.48
Average of Skill					2.63	2.26

Author: Sinche, J (2018)

Because the average is a positive value of 2.63 (D.E. 2.26), the difference shows an improvement. Furthermore, this implies that students have advanced in the second evaluation. While reading for gist averaged 1.58 / 5 (D.E. 1.25), reading for detail averaged 0.38 / 5 (SD 1.21) and selective reading generated an average equivalent to 0.67 / 5 (D.E. 2.48). It should be noted that it is convenient to

analyze the situation with respect to the questions, according to which, the first one is the one that has mostly gone up (87.5%), followed by those that are around that 41 that involved the items 5, 8, and 6. It is important to note that in several aspects related to reading for detail and selective reading, some results went backwards, that is, instead of increasing, at least that happens in question 11 and 14, in which it decreases more than it increases.

4.3 Inferential results

To establish if the WebQuest in the teaching of reading English as a Foreign Language improved the reading skills of the students, it was considered the partial and total averages to compare the previous and final situation using *t Test*. Next, there was a comparison between the pot-test and the pre-test (Table).

Table 4. t Test mean and standard deviation of the pretest and posttest

	Pre-test		Post-test		Difference		p value
	M	S.D.	M	S.D.	M	S.D.	
Reading for gist	1.00	0.88	2.58	0.83	1.58	1.25	.000
Reading for detail	1.50	0.93	1.88	0.90	0.38	1.21	.142
Selective Reading	2.46	1.72	3.13	1.54	0.67	2.48	.201
Average of Skill	4.96	1.81	7.58	1.82	2.63	2.26	.000

Author: Sinche, J (2018)

It was noticed that the students have significantly increased, the results of the sub-skill called reading for gist, in fact, at the beginning the situation was of 1 point and after the intervention it ascended to 2.58, in this case, the p value is of .000, which proves the hypothesis that there have been significant changes ($p < 0.05$). However, there were not significant differences with regard to reading for detail and selective reading, although the increase was similar. In these cases, it should be taken into account that there were also setbacks, for these reasons the increase in the score was not significant, the p value in both cases is > 0.05 . Nonetheless, at

a general score, it was found that the average reading ability, although it has not been increased in the aforementioned sub-skills, has increased significantly from 4.96 to 7.58, letting know that the increase was of a total of 2.63 points. This increase in the general average is considered as pretty significant since the p value is .000, which proved the hypothesis that WebQuest has had a favorable impact on reading skills ($p < 0.05$).

4.4 Students' attitude towards the WebQuest

Finally, an attitude scale was applied on 5 points, with 1 being totally in disagreement with the item raised and 5 being totally in agreement with the item (Table 5).

Table 5. Results of the students' attitude towards the WebQuest-based Teaching of Reading

	N	Mean (M)	Standard Deviation SD
1. Learning with WebQuest was useful and interesting.	23	4.61	0.50
2. The WebQuest was well-designed.	24	4.17	0.82
3. The WebQuest was rich in content with useful links.	24	4.25	0.61
4. I prefer learning this Web-based reading course rather than the traditional paper-based reading course.	23	3.87	0.97
5. Through this Web-based reading course, my reading skill has improved.	24	4.00	0.78
6. Through this Web-based reading course, my vocabulary has been enriched considerably.	24	3.92	0.78
7. The WebQuest has motivated me to read further.	24	3.92	0.65
8. I did not learn anything through this Web-based reading course.	23	2.09	1.00
9. The WebQuest based Reading was really wonderful! I learnt lots of things in this course.	24	4.42	0.72
10. In general, I am satisfied with this Web-based reading course.	24	4.33	0.56

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It is noted that the highest attitude corresponds to "Learning with WebQuest was useful and interesting", which reaches an average of 4.61, equivalent to strongly agree. Then, follows the attitude according to which the WebQuest was wonderful with an average of 4.42, this average is equivalent to a level with which they agree, it is also similar to the findings related to satisfaction (4.33), as well as the richness of contents (4.25). The aspect in which they disagree the least, is the one that was formulated negatively, as the assertion that has not learned anything (2.09).

Additionally, students were asked if they would like to continue learning with the WebQuest strategy, whose answer was 100% affirmative. Regarding the "If I had the opportunity inquiry, I would tell my high school friends about my experience of learning to read using WebQuest", 87.5% (21 students) pointed out that they would actually tell their peers about their experience.

Finally, to establish a relationship between the attitude scale and the increase in reading sub-skills, a correlation test was performed, finding that the reading for gist sub-skill was significantly associated with item 5 of the attitude scale that through this raises Web-based reading course, my reading skill has improved (Pearson correlation: .536, p value .007).

4.5 Hypothesis Verification

4.5.1. Confidence intervals for the average (95%)

	Pretest	Posttest	Difference
Mean =	4,96	7,58	2,63
Standard error =	0,37	0,37	0,46
95% CI Lower limit =	4,20	6,82	1,67
95% CI Upper limit =	5,72	8,35	3,58

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4.5.2. How does WebQuest impact on the teaching of Reading skills?

1	<p>Hypothesis</p> <p>Null hypothesis: Using WebQuest an inquiry-oriented tool in the teaching of reading skill to students of second year of baccalaureate at Javier Loyola high school does not promote the enhancement of reading skills.</p> <p>H1: Alternative hypothesis: Using WebQuest an inquiry-oriented tool in the teaching of reading skill to students of second year of baccalaureate at Javier Loyola high school promotes the enhancement of reading skills.</p>
2	<p>Establish a significance level</p> <p>Significance level (alpha) $\alpha = \underline{\quad} 5\% = 0.05 \underline{\quad}$</p>
3	<p>Statistical Test</p> <p>Paired- samples t-test</p> <p>Equation $t = \frac{\bar{D} - \mu_D}{s_D / \sqrt{N}}$</p> <p>$\bar{D}$ = Mean difference between our samples</p> <p>μ_D = Difference that we would expect to find between population means</p> <p>s_D / \sqrt{N} = Standard error of the differences</p>
4	<p>T-test results</p>

Table of scores between the pre-test and the post-test

Student	Pre-test Score	Post-test Score	Difference in scores
A	3	12	+9
B	2	7	+5
C	4	7	+3
D	1	6	+5
E	3	4	+1
F	5	6	+1
G	7	11	+4
H	6	8	+2
I	5	8	+3
J	6	8	+2
K	3	6	+3
L	4	6	+2
M	4	7	+3
N	6	10	+4
O	5	10	+5
P	6	9	+3
Q	4	6	+4
R	5	8	+3
S	5	8	+3
T	5	8	+3
U	8	7	-1
V	7	7	0
W	8	6	-2
X	7	7	0

t= 5.6865 and p =0.000009

5	<p>Specification of the test's critical value.</p> <p>The degrees of freedom (df) of this study are 23, given that the number of observations were 24 and the study worked with only one group. Hence, $df = 24 - 1$.</p> <p>For a T-test with a significance level of 0.05 and a df of 23, the alternative hypothesis is confirmed if t is equal or higher than 1.714.</p>
6	<p>6. Decision.</p> <p>The alternative hypothesis has been confirmed because of $t =$ and $p =$</p> <p>WebQuest using increases the reading skill level of the students</p>

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CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1. Conclusions

- Once that this research work has been concluded, there are some conclusions that need to be explained. WebQuests demonstrate to be a helpful web-based educational tool not only with respect to incorporate technology in TEFL classrooms, but also to enhance students' learning reading skills (reading for gist, reading for detail, and intensive reading).
- Likewise, it is imperative as teachers to reflect on the principles of constructivism which been understood and applied foster educational results. At the same time, the principles that represent the theory serve as a guide for teachers to adjust their teaching and modify their present dominant roles in the classrooms.
- Additionally, there is no doubt that the use of WebQuests exposes learners to the use of technology and opens the door to incorporate other technology tools in the teaching-learning process taking into great consideration learners' needs who are currently attending classes or of those who will come to learn.
- Finally, learners are exposed to a wide variety of authentic material that can be both selected by the teachers who create a WebQuest or chosen by the students themselves to create their own knowledge using the internet while they construct and develop their particular WebQuest.

5.2. Recommendations

- To start using WebQuest as a constructivist internet based tool to help meet school's modernization and technology incorporation into the learning process to go hand in hand with the demands of the present world and the requirements of the Ecuadorian government as part of an attempt to achieve the innovation standards established by first world countries.
- To take into account Kaufman, 2004, as well as Brown & Warschauer, 2006, who recommend to implement WebQuests to encourage the constructivist procedure in the teaching methods class and examine how teachers receive and respond to this modernization. Besides, teachers who bring into play this innovation should be the focus of the study because their views and approaches towards the innovation will affect the attitudes of their learners about the implementation of constructivist teaching through the use of WebQuests as an inquiry-oriented tool in the teaching of English as a foreign language.
- To incorporate WebQuests consider the context in which the WebQuests are going to be used as well as the classroom characteristics and societal factors that influence the acceptance and promotion of the constructivist approach through the use of WebQuests as a technological tool in the EFL classroom. Hopefully, this research helps to clarify these educational needs.
- To incorporate technology in the learning process to expose learners to authentic material to provoke significant changes in the more traditional teaching paradigm that is still in place and move teachers' thinking on the road to a more constructivist way of teaching.

CHAPTER VI

SCHEME OF WORK FOR INCORPORATING WEBQUEST IN EFL INSTRUCTION

6.1 General information

Research work theme:	WebQuest inquiry-oriented tool in the Teaching of English as a Foreign Language
Research methodology:	Quantitative method
Type of research:	Case study
Research unit:	Javier Loyola high school
Level	B1
Participants:	24 students
Duration:	Weekly two hour reading lessons for a period of two months.

6.2 Brief description about WebQuest

In 1995, Dodge and March introduced WebQuests to the educational community. Dodge's article, WebQuests: A technique for Internet-based learning (1995), allowed educators to see how the Internet could be used in classrooms for inquiry-based teaching and learning. WebQuests were defined as "an inquiry-orientated activity in which some or all of the information that learners interact with comes from resources on the Internet" (Dodge, 1995, p.10).

WebQuests should inspire students to seek themes among the information gathered from website and then create projects and products that contribute to the real world of learning and allow students to reflect on their own metacognitive processes (Dodge, 2001; March, 2003).

Components of WebQuest

A WebQuest has six basic building blocks that include an introduction, a task, information sources, the process, guidance, and conclusion. These six building blocks are common to all WebQuests and serve specific purposes to ensure that transformative learning occurs. Dodge (1995; 1997) describes the six basic parts of a WebQuest:

1. An **introduction** that sets the stage and provides some background information.
2. A **task** that is doable and interesting.
3. A set of **information sources** needed to complete the task.
4. A description of **the process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some **guidance** [resources] on how to organize the information acquired. This can take the form of guiding questions, or directions such as timelines, concept maps or cause and effect diagrams...
6. A **conclusion** that brings closure to the quest, reminds the learners what they have learned, and perhaps encourages them to extend the experience into other domains. (Dodge, 1995, p. 10; 1997, p. 2).

6.3 Research work objectives

6.3.1 General Objective

- To assess the influence of WebQuest in the teaching of reading skills.

6.3.2 Specific Objectives

- To diagnose the current reading comprehension of the participants in the skills of reading for gist, reading for detail, and selective reading.
- To involve the participants in using WebQuest and hold weekly two hour reading lessons for a period of two months.
- To determine the influence of WebQuest on the perceptions participants have towards the reading skill.

6.4 Contents of the WebQuest reading project

Topic	Contents	Learning Strategies
Week 1 Pre-test	<ul style="list-style-type: none"> • Teacher-students introduction • Course introduction • (class policy review, course expectations) • Classroom language • Application of the pre-test 	Listening Listening for instructions
Week 2 WebQuest	<ul style="list-style-type: none"> • What is a WebQuest? • Why WebQuest? • Basic elements of WebQuest • Creation of a WebQuest 	Listening for details
Week 3 WebQuest Healthy Environment	<p>Task</p> <ul style="list-style-type: none"> • Task One: Watch two videos about the environment. • Task Two: Be ready to answer some questions about the video. • Task three: Read and listen to a conversation. <p>Process</p> <ul style="list-style-type: none"> • Watch the following two videos. • Answer the following questions based on the videos. • Read and listen to the conversation on page 24 (Digital English Book). • Answer the following questions based on the reading. • Tell about your experiences of learning English in the conclusion section. 	Activating prior knowledge Making inferences Listening for and following directions Listening for reasons
Week 4 WebQuest Improving Reading Comprehension, Fluency and Accuracy.	<p>Task</p> <ul style="list-style-type: none"> • Task One: You and your group members are to read, comprehend and interpret the text. • Task Two: You are to read the title, introduction, first line of every paragraph, headings, sub-headings and italicized or bold words to skim the text. • Task Three: You are to locate for the specific information, anticipate the answers and clues. • Task Four: You are to read the text for comprehension of meaning and for identification of structure, words and sentences. • Task Five: You and Your group members are to read the text, get the main idea of text and to locate for specific information. 	Taking notes while listening Writing Writing paragraphs Combining sentences with linking words

	<p>Process</p> <ul style="list-style-type: none"> • Engagement activities (1, 2) • Following link is of the text "Why The Sky Is Far Away" and "Popular Sports Around The World" along with its activities (1, 2) on Scanning. • Students will read and comprehend the text and locate for specific information. • http://www.pearsonlongman.com/ae/marketing/sfesl/tests/grade6.html • Engagement activities (3,4) • Students will read and comprehend the text for Skimming and Scanning, to get the main idea of the text and to locate for specific information. • http://www.scribd.com/doc/2056650/Unit-III-Skimming-Scanning-Microclase1 • Engagement activity (5) • STORY PYRAMID (SCANNING) • Students will read the given text of “Cinderella” and locate for the specific information i.e., Scanning. • http://www.docstoc.com/docs/19668094/The-Story-Pyramid 	<p>Capitalizing letters Transition words to add ideas Supporting your writing by giving reasons Transition words to contrast ideas Reading Reading for gist Skimming</p>
<p>Week 5 WebQuest Reading Skills</p>	<p>Task</p> <ul style="list-style-type: none"> • Task One: Students read a text about a lifesaver who rescued a young girl from the sea. • Task Two: Students do a role play • (One student plays the role of the lifesaver, the other student plays the role of a journalist who interviews the lifesaver). <p>Process</p> <ul style="list-style-type: none"> • This is the process that students have to do in this task. • Make group of three students. • Read the text given by the teacher. • They have to choose appropriate statement according to their point of view. • Share opinion among students. • Look for information about role play through internet. • Students have to evaluate their chosen option. 	<p>Scanning Previewing Identifying topic sentences Highlighting text Annotating Identifying text types Taking notes Speaking Asking for</p>
<p>Week 6 Reading Comprehension</p>	<p>Task</p> <ul style="list-style-type: none"> • Students will choose their own nonfiction text from a book, newspaper, magazine, internet website to read. After they finish the story, they will be required to 	<p>repetition Asking for clarification</p>

	<p>construct a PowerPoint presentation. This PowerPoint must include the strategies that have been learned in the class to further reinforce their reading comprehension skills. A detailed outline of the PowerPoint and the required information on each slide was provided.</p> <ul style="list-style-type: none"> • In creating their own PowerPoint presentation, students get to see the process and perspective in understanding a text. There will be some links available to aide them with analyzing the text chosen. With this project students will be able to retain pertinent information about improving reading skills. <p>Process</p> <ul style="list-style-type: none"> • According to Improving Reading Skills by Deanne Spears reading comprehension can best be attained by using the following strategies: • Identifying the main idea and supporting details. Paraphrasing, summarizing, and outlining readings making predictions, connections, and inferences. Increase vocabulary development • Your mission is to: • Choose a nonfiction text. • After you finish reading the text, explore the links below about the different reading strategies in order to complete the project. • List the reading strategies you have used with your partner to understand the text. • Choose five difficult words and complete a word web for each word. • Create your PowerPoint. Use the PowerPoint guide to help you organize your presentation. • Present to the class. <p>USEFUL LINKS</p> <p>Main Ideas and Supporting Details http://academic.cuesta.edu/acasupp/as/308.HTM http://www.authorstream.com/Presentation/bsndev-413800-main-ideas-supporting-details-education-ppt-powerpoint/</p> <p>Paraphrasing http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427107.cw/index.html</p> <p>Summarizing http://www.lib.usm.edu/legacy/plag/paraphrasing.php http://t4.jordan.k12.ut.us/cbl/images/litfac/seekingsummarizi</p>	<p>on Expressi ng ideas Summari zing informati on Using cont to understa new words</p>
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	<p>ng.pdf</p> <p>Outlining http://library.thinkquest.org/J002345/outline.html</p> <p>Make Predictions http://suite101.com/article/teaching-students-how-to-make-predictions-a84659</p> <p>Make Connections http://suite101.com/article/making-connections-and-reading-a129868</p> <p>https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections</p> <p>Make Inferences http://academic.cuesta.edu/acasupp/as/309.HTM</p>	
<p>Week 7 WebQuest Reading Skills Review (of reading for gist, reading for detail, and selective reading).</p>	<p>Task Brief Review of all the previous WebQuests that were applied in this research Project.</p> <p>Process In class, review the WebQuests that were created and used to teach reading skills in the WebQuest Reading Course.</p>	
<p>Week 8</p>	<p>Application of the post-test</p>	

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6.5 Resources or means for the learning

<ul style="list-style-type: none"> • Pre-tests and post-tests • WebQuest previously created by the teacher • Reading materials (links) previously selected by the teacher • Classroom • Computing lab
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Rubric

Students will be evaluated on the basis of this rubric.

Note: Reading aloud is necessary for checking fluency

READING TECHNIQUES	Excellent	Good	Satisfactory
1. Comprehension	Those who are able at profound and deep understanding of text, meaning of the text, interpret effectively and able to answer all questions.	Those who are able at better understanding of text interpret and answer most of the questions.	Those who are able to understand the text and answer some of the questions.
2. Skimming & Scanning	Clearly and accurately identify the main idea(s), all specific information and includes most of the relevant supporting details.	Identify the main idea(s) correctly, and includes many supporting details.	Identify the main idea(s), and includes some supporting details. Some of the response is copied directly from the text.
3. Accuracy (Intensive Reading), and Fluency (Extensive Reading)	Change of voice tone, emphasize on important content. Alter voice and pace in accordance with text punctuation. Fully understand the structure of words.	Tone and Pace follow text punctuation well. Understand the structure of words well.	Read in monotone, little change in pace and voice inflection. Somewhat understand the structure of words.

Source: Samina (2011)

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Appendices

Appendix 1: Students' Attitude towards the WebQuest-based Teaching of Reading

Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
--------------------------------------	-----------------------------	----------------------------------	--------------------------------	---

1. The WebQuest was well-designed.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

2. The WebQuest was rich in content with useful links.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

3. I prefer learning this Web-based reading course rather than the traditional paper-based reading course.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

4. Through this Web-based reading course, my reading skill has improved.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

5. Through this Web-based reading course, my vocabulary has been enriched considerably.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

6. he WebQuest has motivated me to read further.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

7. I did not learn anything through this Web-based reading course.

Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
--------------------------------------	-----------------------------	----------------------------------	--------------------------------	---

8. The WebQuest based Reading was really wonderful! I learnt lots of things in this course.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

9. In general, I am satisfied with this Web-based reading course.				
Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	No opinion <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

According to you decide if the following statements are True or False

10. I would like to continue learning to read using WebQuest.

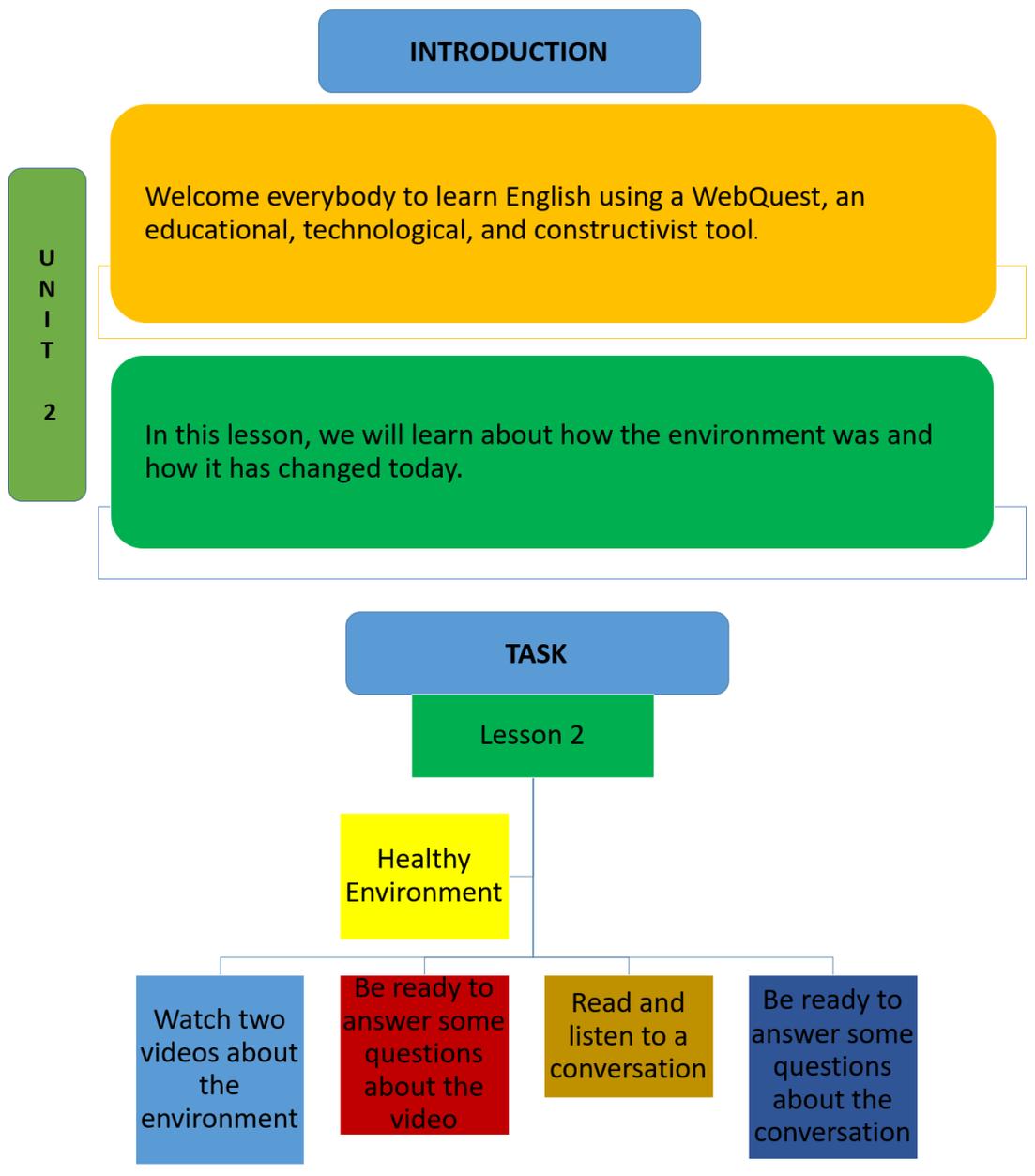
True False

11. If I had the opportunity, I would tell my high school friends about my experience of learning to read using WebQuest.

True False

Author: Sinche, J (2018)

Appendix 2: WebQuest Structure and Process



PROCESS

1-Watch the following two videos

2-Answer the following questions based on the videos

3-Read and listen to the conversation on page 24

4-Answer the following questions based on the reading

5-Tell about your experiences of learning English in the conclusion section



Video 1 <https://www.youtube.com/watch?v=gEk6JLJNg0U>



Video 2 https://www.youtube.com/watch?v=tBL_3ntH4h0

Links to the questions about the videos

<https://PollEv.com/surveys/jvesfjKfv/web>

<PollEv.com/jorgesinche766>

www.polleverywhere.com

Appendix 3: Questions based on the videos

1. What is environment?
 - A) People
 - B) Animals
 - C) All around us
 - D) Nothing

2. What does environment provide us with?
 - A) Air, water, food ,and clothes
 - B) Air
 - C) Food
 - D) None of above

3. Who belongs the environment to?
 - A) All of us
 - B) Animals
 - C) Birds
 - D) None of us

4. Why do we need to have a clean surrounding?
 - A) To have healthy animals
 - B) To have a healthy environment
 - C) To have good food
 - D) To have water and food

5. Why should our clothes be regularly kept in the sun?
 - A) To prevent the grow of insects
 - B) To dry them better
 - C) To provide insects with a shelter
 - D) To avoid insects from dying

6. Should water be stagnant in drains, pots, coolers, tires, and so forth? Yes-
No/why?

7. Why should be maintained community hygiene?

8. Is it important to keep domestic hygiene?

9. What are called sanitary landfills?

10. Why is it important to reduce, to reuse, and to recycle?

Author: Sinche, J (2018)

Appendix 4: Evaluation

EVALUATION

SCORING GUIDELINES

1- Write a reflection about the topic “Healthy Environment”

1.1. At least **7 sentences** (7 points)

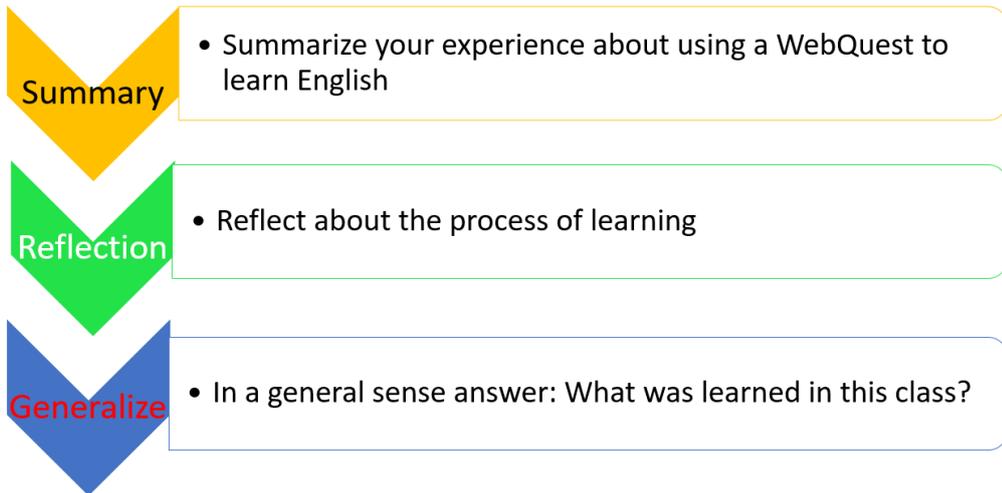
1.2. Each **3 mistakes**, 1 point will be **downgraded** from the final score.
(spelling, punctuation, subject + verb agreement, use of articles, incorrect expressions, run-on sentences)

1.3. Proof read it before hand in your task

1.4. Your answers have to be **well supported** with examples or details.

Appendix 5: Conclusion

CONCLUSION



Author: Sinche, J (2018)

Appendix 6: Urkund Report

URKUND	
Documento	Chapters I-V.docx (D37314383)
Presentado	2018-04-07 16:10 (-05:00)
Presentado por	mauricio.sinche@gmail.com
Recibido	eg.encalada.uta@analysis.orkund.com
Mensaje	I-V CHAPTERS Mostrar el mensaje completo
	7% de estas 34 páginas, se componen de texto presente en 5 fuentes.