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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The present study aimed at developing English language planning strategy of second year distinguished governmental language preparatory school pupils using the a WebQuest model. Fifty participants from second year at Hassan Abu- Bakr Distinguished Governmental Language School at Al-Qanater Al-Khairia (Qalubia Governorate) were randomly assigned into two groups: experimental group (N=٢٥) and control group (N=٢٥). Two main instruments were used: writing strategies questionnaire and think-aloud protocol. The instruments were administered before and after the experiment. Quantitative and qualitative data analyses were conducted. T-test was used to compare the mean scores of the control group and the experimental one in the pre-post applications. Results showed that the experimental group pupils have developed their English language planning strategy. It was concluded that the WebQuest model was effective in developing English language planning strategy of the participants. It was also recommended that the WebQuest model should be integrated into writing instruction programmes.

Keywords: WebQuest model – Planning Strategy

Introduction

The Web is a wonderful resource for school students and teachers because of the following reasons: ١) the software used to access the Web is free; ٢) the software has a graphical interface and mostly needs only point and click to use; ٣) it accesses a huge collection of information provided by governments, universities, corporations, groups, schools, and individuals; ٤) information is presented in a variety of formats, texts, videos, audios and graphics which can be appealing to peruse; ٥) a keyword search is a simple act; ٦) links between sites are frequently provided for the learner; and ٧) information at sites can be reviewed quickly (Marsh, ٢٠٠٥: ٢٦٣).

Technology, via the Internet, continually influences communication methods. As global access to people and information expands, educators can provide relevant interactions for students to connect to a diverse world. Further, the Web provides the three functions of information, communication and knowledge skills, and creation and synthesis. Its potential to facilitate students' adaptation of information enhances students' creativity and self-reliance and encourages a constructivist approach of 'learning by doing'. However, students need time to search and evaluate in meaningful ways, so provide scaffolding to help them do this, step-by-step (Wyatt, ٢٠١٥:١).

Bernie Dodge and Tom March developed the WebQuest model in ١٩٩٥. Dodge (١٩٩٦: ٢٣٣), referred to a WebQuest as "lesson format … [or] an activity of guided inquiry in which learners are given a task that requires Internet access to complete". Therefore, WebQuests are designed to support learners' thinking at the levels of analysis, synthesis, and evaluation (Dodge, ٢٠٠١: ٧).

\Writing is a fundamental skill that facilitates communication among individuals. As children proceed in formal education, writing is employed as a form of communication which demonstrates knowledge and creativity. Writing is viewed as a complicated activity that is

dependent on a rich assortment of cognitive processes (Coker & Lewis, ٢٠٠٨: ٢٣٣). Writing is a "performance task that requires substantial effort, motivation, persistence, strategic planning, and skill as well as knowledge about the topic" (Calfee & Miller, ٢٠٠٧: ٢٦٨).

A basic premise of writing process is to focus more on the process than on a particular end product. Further, the process approach views writing as a series of cognitive tasks in which writers naturally engage as they create and refine their own ideas and language to express those ideas (Warden, Allen, Hipp, Schmitz & Collett, ١٩٨٨: ١).

Goldberg, Russell, and Cook (٢٠٠٣: ١٩) concluded that instructional uses of computers for writing have a positive impact on student writing. In addition, students, who use computers engage in the writing process in a more social way, tend to make more revisions, tend to produce longer passages, and benefit from teacher input earlier in the writing process.

Huang (٢٠٠٤) evaluated the effectiveness of using writing process and Internet technology for helping Taiwanese college students (N=١٦) overcome the difficulties they encounter in learning to write in English. The results of the quantitative analysis showed that both the On-line Writing Project and the peer reviews were effective, that the students responded positively to process writing, peer reviews, and the use of Internet technology in their English writing course, that the students liked teacher feedback on their writing better than peer feedback and thought that teacher feedback was more helpful than peer feedback.

Review of Literature & Related Studies

The WebQuest Model

Goodwin-Jones (٢٠٠٤: ٩-١٠) defined WebQuest as student-centered with teachers scaffolding the students through the learning process. They foster cooperative learning through guided discovery. WebQuests are usually group activities with an end goal of creating a document that collects, summarizes and synthesizes the information gathered. They provide the opportunity for students to engage in constructivist activities resulting in shared learning experiences and new knowledge based on inquiry-oriented language use and web research skills.

WebQuest consists of five components: introduction, task, process, evaluation and conclusion. Each part can be a separate a unit. Teachers can direct the students' learning process by designing and describing these five parts (Fangqin, Jingao, Lili & Jingjing, ٢٠١٢: ١٤١). These five components will be presented in the following sections:

١. Introduction

This component introduces the students to what they will learn and do during the WebQuest. One important characteristic is to present an activity or a topic within a scenario or a story that is attractive, visually interesting, and fun to the pupils who will be playing a role or creating something. To be more effective, the introduction should be engaging and stimulating interest in the topic. Images, audio files, and videos may be used to arouse students' curiosity (Vidoni & Maddux , ٢٠٠٢: ١٠٣).

٢. Task

It is the core of the WebQuest. A task in WebQuests is "what we ask learners to do with information" (Dodge, ٢٠٠١: ٩). Therefore, WebQuest is viewed as "a form of task-based language teaching and learning" (Lee, ٢٠١٣:٤). A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes (Ellis, ٢٠٠٣:١٦).

Ellis (٢٠٠٣: ٩-١٠) presented the features of a task. Task is a work plan, it involves a primary focus on meaning, it involves real-world processes of language use, it involves any of the four language skill, a task engages cognitive processes, and it has a clearly defined communicative outcome. Thus, the characteristics of a task in WebQuests will reflect the six features of a task in task-based language teaching as presented by Ellis (Lee, ٢٠١٣: ٥٩).

٣. Process

It includes detailed activity description, step-by-step instructions, timelines and checklists. Resources such as assignments, questions, links to website resources and descriptions of requirements are included. The learners use the resources to obtain information to complete the subtasks. (Teclehaimanot & Lamb, ٢٠٠٤:٦).

٤. Evaluation

In this part, the teacher designs and uses a rubric to assess students' completed task (Subramaniam, ٢٠١٢: ٢٣٨).

٥. Conclusion

It reminds the learners with what they have learned or what they were supposed to learn. It also encourages them to extend the experience into other domains. They are asked to reflect on their learning in the activity and to consider how they can apply their learning in future situations (Subramaniam, ٢٠١٢:٢٣٨).

To clarify the effectiveness of using WebQuests, Chuo (٢٠٠٤) investigated the effect of what the author called WebQuest Writing Instruction (WWI) on students' writing performance and writing apprehension. In addition, it examined students' perception of web-resource integrated language learning as experienced in the WWI. One class (N= ٥٢), as the control group, received traditional classroom writing instruction. The other class (N= ٥١), the experimental group, received the WWI. Both groups used the process writing approach. Data collected included the writing performance test and a writing apprehension test administered to both groups and a post- instruction perception questionnaire administered to the experimental group. The findings indicated that the WWI improved students' writing performance significantly more than the traditional writing instruction.

In Sung, Hwang and Chang's study (٢٠١٥), an integrated contextual and web-based issue quest approach is proposed to instruct and guide students to investigate the issues raised by teachers and find answers from both the web and real-world environments. Engaging students in web information searching to answer a series of questions related to a target issue has been recognized as a helpful approach for promoting students' thinking processes. In this study, a contextual learning approach is employed in web information searching activities to

improve students' learning achievement, attitudes and critical thinking ability. The participants were divided into an experimental group, which was guided to use Internet resources to complete problem-based learning tasks with the contextual learning approach, and a control group, which learned with the conventional web information searching approach that situated students in a pure web information searching environment to answer questions for the issue to be investigated. It was found that the experimental group exhibited significantly better learning attitudes, learning achievement, and better critical thinking than the control group.

Planning as an English Writing Strategy

The process writing approach highlights the importance of the process of writing; students are encouraged to engage in brainstorming activities, outlining, drafting (focusing on meaning), rewriting (focusing on organization and meaning), and editing (focusing on style and grammar) (Liu & Hansen, ٢٠٠٢: ٣).

Having emerged in the late ١٩٨٠'s, the process writing approach fits the nature of creative writing due to its inherent characteristics as; similar to creative writing, what matters under this approach is not the product, but the effort made to create it. Consequently, the role of teachers in the writing process has gained another dimension in that teachers should not stick only to one writing practice in assessing students' compositions; but should consider multiple works in the process. They should believe that any student who is cognitively and affectively developed can successfully acquire the ability to express his/her feelings and opinions openly and effectively. In doing this, teachers should also help students to come to this same realization that they can express themselves effectively (Akkaya, ٢٠١٤:١٤٩٩-١٥٠٠).

Na and Yoon's study (٢٠١٥) investigated the effects of time on L٢ writing quality and learners' use of writing strategies throughout the entire writing process. The analysis involved ٦٩ Korean undergraduates' writing strategy questionnaires, retrospective interviews, and writing assignments, all of which were evaluated according to timed (in-class) and untimed (out-of-class) conditions. The findings demonstrated that depending on time allotments, there were significant differences in learners' use of seven categories of writing strategies in the three stages of the writing process by skilled and less-skilled groups. For example, it

was found that even less-skilled writers used metacognitive strategies, or so-called ''advanced'' strategies, more often in the untimed condition than in the timed condition, revealing the role of contextual factors in the activation of writing strategies. Moreover, time was found to be one of the most influential factors in predicting the quality of writing.

Munoz-Luna 's study (٢٠١٥) aimed to explore the extra-linguistic side of second language academic writing with students' writing strategies when composing an academic text. The research sample consists of ٢٠٠ Spanish undergraduates of English studies; they are in their fourth year, so they are expected to be proficient in English academic writing but their written production quality varies considerably. The analyses reveal that undergraduate students who produce complex sentences and more coherent texts employ a wider range of writing strategies both prior and while writing, being able to (un)consciously structure and design their texts more successfully. These high-scoring students make more proficient use of complex transition markers for coherence and frame markers for textual cohesion; their commonly used (pre-) writing strategies are drafting, outlining, and proofreading.

Planning strategy is one of the four stages that the present study aimed to develop. It is "the stage of the writing process when one finds a topic, explores ideas, gathers information, focuses on a central theme, and organizes material" (Fowler & Aaron, ٢٠٠١: ٩٥٠). Students often have difficulty in the first stage of the writing process, because they are not sure how to begin. Heuristics, or methods of brainstorming ideas, can assist students in overcoming the hesitation of beginning to write, and can help them find a topic (Alvarado, ٢٠٠٦: ١٤).

There are many techniques that can be useful at the planning stage: ١) using cognitive maps and semantic webs, ٢) using outlines and blueprints, ٣) discussing the topic with peers, ٤) reading extensively about the topic, ٥) connecting ideas to the real world, and ٦) researching and collecting information (Suleiman, ٢٠٠٠: ٤).

Context of the Problem

The present study author, who has a ١٥-year personal experience as a teacher of English, noticed that pupils did not practice strategies required for composition writing. They used to memorize specific

sentences to be adopted in certain topics especially for the sake of the final exam. No time is devoted to teach pupils how to plan for their writing, how to brainstorm for generating ideas or how to revise for the meaning. Teachers' main concern is correcting grammatical and spelling mistakes and commenting on papers, giving them back to the pupils whose main concern is the grade. This point is in agreement with Salem's study (٢٠٠٧). Hence, the common focus is on the final product of the work rather than on the process itself. The result is no awareness on the part of the pupils of the strategies used before, during, and after their writing.

It is concluded that problems in writing are due to the teaching practices that encourage individualistic and unplanned writing as well as lack of drafting, lack of enough direction and support from teachers. Further, they asserted that teachers specify predetermined topics to address without giving much useful writing strategies to follow. Oftentimes, teachers do not discuss the writing topics with students in class and in many cases, a teacher might talk about the topic from his/her point of view. Students do not have the other recourses to go by, so their writing would just summarize the main thoughts of the teacher (Al-Jamhoor, ٢٠٠٥; Al-Jarf, ٢٠٠٢, ٢٠٠٤; Alnofal, ٢٠٠٣; Mansour, ٢٠٠٢).

Statement of the Problem

The problem of the study is in the weakness of second year preparatory stage pupils at distinguished governmental language schools in planning strategy. To investigate such a problem, the present study attempts to answer the following question:

What is the effectiveness of using "WebQuest" approach for developing English language planning strategy?

Procedures of the Study

The present study goes through the following procedures:
١- Reviewing literature related to the WebQuest model.
٢- Reviewing literature related English language planning strategy.
٣- Developing the instruments of the study.
٤- Submitting the instruments to the jury members to verify their validity.
٥- Modifying the instruments in the light of the jury's feedback.

٦- Determining the pupils' level in using planning strategy through:

    a) Drawing the subjects of the study randomly from second year distinguished governmental language preparatory school pupils (as a control group and an experimental one).

    b) Administering the instruments of the study before implementing the WebQuest model.

    c) Designing a WebQuest model then applying it to determine its effectiveness for developing planning strategy.

    d) Administering the instruments of the study after the implementation.

    e) Tabulating data of the study and conducting statistical analysis for them.

    f) Interpreting the findings of the study.

    g) Providing the recommendations and suggestions.

Research Terminology

WebQuest Model

It is an autonomous and context-based learning used to deepen understanding by using step-by-step tasks as well as opportunities to answer questions and to solve problems based on information gathered and manipulated in new ways (Douce, ٢٠١٥:٥٣).

Planning Strategy

It is "the stage of the writing process when one finds a topic, explores ideas, gathers information, focuses on a central theme, and organizes material" (Fowler & Aaron, ٢٠٠١: ٩٥٠).

Research Methodology

This study used the quantitative and qualitative methods to explore and investigate the effectiveness of WebQuest model for developing English language planning strategy.

The Participants of the Study

The present study utilized the experimental design known as the Pre-Posttest Experimental & Control Group Design. Therefore, class prep ٢B was assigned as an experimental group (N=٢٥) and class prep ٢A was assigned as a control group (N=٢٥). The pupils are at Hasan

Abu-Bakr Distinguished Governmental Language School at Al-Qanater Al-Khairya in Qalubya Governorate. The experimentation was conducted during the second semester of the academic year ٢٠١٤/٢٠١٥.

Instruments of the Study

A) Writing Strategies Questionnaire

It is Likert five-point questionnaire designed by the present study author to gather information about how the pupil deals with the writing strategies. The rating scale is from "one" to "five", where "٥" represents the highest level (Strongly Agree) whereas "١" represents the lowest level (Strongly Disagree). It consists of ten statements about what a pupil might have done when s/he wrote (Appendix ١).

B) Think-Aloud Protocol

In the present study, the think-aloud protocol, prepared by the present study author, consists of two parts: a writing task and prompts (questions) to help pupils verbalize their thoughts before, during and after the writing process. The pupils' responses will be video recorded then transcribed for qualitative analysis. The researcher used an adapted version of Perl's (١٩٨١) coding scheme. After coding each pupil's protocol, the researcher determined what stages of the writing process they used. The protocol was as follows:

Part one:

Friendship is a valuable meaning. Write a paragraph of six sentences describing your close friend and the reasons for loving him/her.

Part two:

Planning stage:

- What do you do before you write?
- How can you generate ideas?
- Why are you doing this?

Drafting stage:

- How can you start your first draft?
- What are you doing now?

- Describe what are you thinking about?

Revising stage:

- What do you do for revising your work?

Editing stage:

- What do you focus on when editing?
- Why are you doing this?

Implementation of the WebQuest Model

The present study author designed the WebQuest model. Its topic was about *Titanic* through which the pupils would learn how to plan for their writing. The link of the model is as follows:

http://zunal.com/webquest.php?w=٢٧٣٨٧٧

١- Pre-assessment of the Planning Strategy

The pre-application of the writing strategies questionnaire was administered to the participants (experimental & control groups) on ١٨th of March, ٢٠١٥ on two successive sessions. Besides, the pre-application of think-aloud protocol to four pupils in the control group was administered on ٢٣rd of March, ٢٠١٥ on two successive sessions. In addition, the pre-application of think-aloud protocol to four pupils in the experimental group was administered on ٢٤th of March, ٢٠١٥ on also two successive sessions.

٢- The Implementation of the WebQuest Model

To encourage pupils to participate in the WebQuest model, the researcher attracted their interest by telling them that they would learn something new and interesting by visiting the school smart lab and using the Internet which is appealed to this generation. At the beginning of each session, the researcher used to set specific, attainable goals related to each part of the WebQuest model to increase pupils' motivation and their level of awareness and participation. The most active participants were rewarded by giving them prizes.

٣- Post-assessment of the Planning Strategy

After the experimental treatment, the post-application of the writing strategies questionnaire was administered to the participants (experimental & control groups) on ١٢th of April, ٢٠١٥ on two sessions. Besides, the post-application of think-aloud protocol to the four pupils in the experimental group was administered on ١٣th of April, ٢٠١٥ on two successive sessions. In addition, the post-application of think-aloud protocol to the four pupils in the control group was administered on ١٥th of April, ٢٠١٥ on also two successive sessions.

Findings of the Study

All data were statistically treated using Statistical Package for the Social Science (SPSS) program (version ٢٢). After applying the WebQuest model, it was found out that, "There were statistically significant differences at ٠,٠١ between the control group and the experimental group in the *post* mean scores of *writing strategies questionnaire* applications in favour of the experimental group". Table ١ shows the findings of the t-test between the control group and the experimental group in the pre- and post- assessment of *writing strategies questionnaire*.

Table ١

Findings of the t-test between the control group and the experimental group in the pre- and post-assessment of writing strategies questionnaire.

	Assess.	Group	Total Score	N	Mean	S.D	T-value	D.F	Sig.
Writing Strategies Questionnaire	**Pre**	Con.	٥٠	٢٥	٣١,٨٨	٣,١٢	٠,٨٢٨	٤٨	٠,٤١٢
		Exp.			٣١,١٦	٣,٠٢			N.S
	Post	Con.	٥٠	٢٥	٣١,٢٠	٥,٢١	١٠,٢٤	٤٨	٠,٠١
		Exp.			٤٤,٦٨	٤,٠١			

As shown in Table ١, the mean score of the pre-application of the control group (٣١,٨٨) is almost similar to that of the experimental group (٣١,١٦). T-value is ٠,٨٢٨, which is not significant. While, the mean score of the post-application of the experimental group (٤٤,٦٨) is higher than that of the control group (٣١,٢٠). T-value is ١٠,٢٤, which is significant at ٠,٠١. Figure ١ shows these differences.
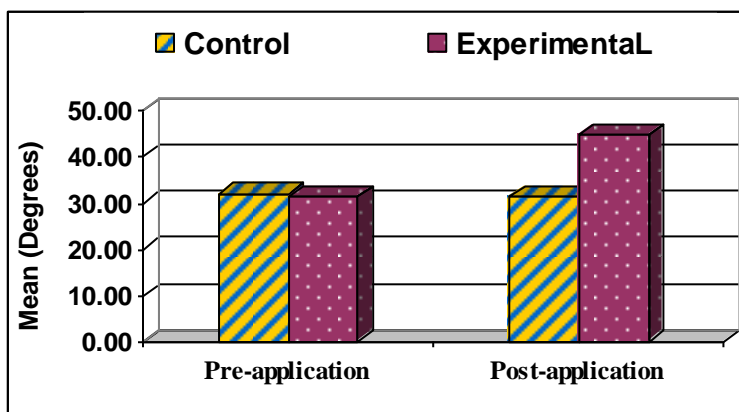
Figure ١. Findings of the t-test between the control group and the experimental group in the pre- and post-assessment of *writing strategies questionnaire*

In the *pre*-application of the think-aloud protocol (TAP), the researcher met Mustafa in the researcher's vice headmistress room in her school in order to provide a quite atmosphere for composing. He was asked to write a paragraph of six sentences about 'Friendship'. Mustafa spent ١١ minutes and ٦ seconds composing. Figure ٢ shows Mustafa's paragraph. The following is the analysis and the transcript of his protocol of the planning stage as one of the writing strategies:

▪ Planning. In this stage, Mustafa started writing the title. Then, he stopped thinking for a while after that he started writing fluently. When asked about what was being thought of, Mustafa said; "I am thinking of the ideas I am going to write about". When the researcher asked him whether he would write the ideas or not, Mustafa said that the ideas were in his mind and he asserted "we did not write down the ideas like what we did when we compose in Arabic, we started writing immediately, therefore, I am going to write after thinking about some ideas". The coding scheme of this stage was: (W- S- PL- RI- C- RI-C).
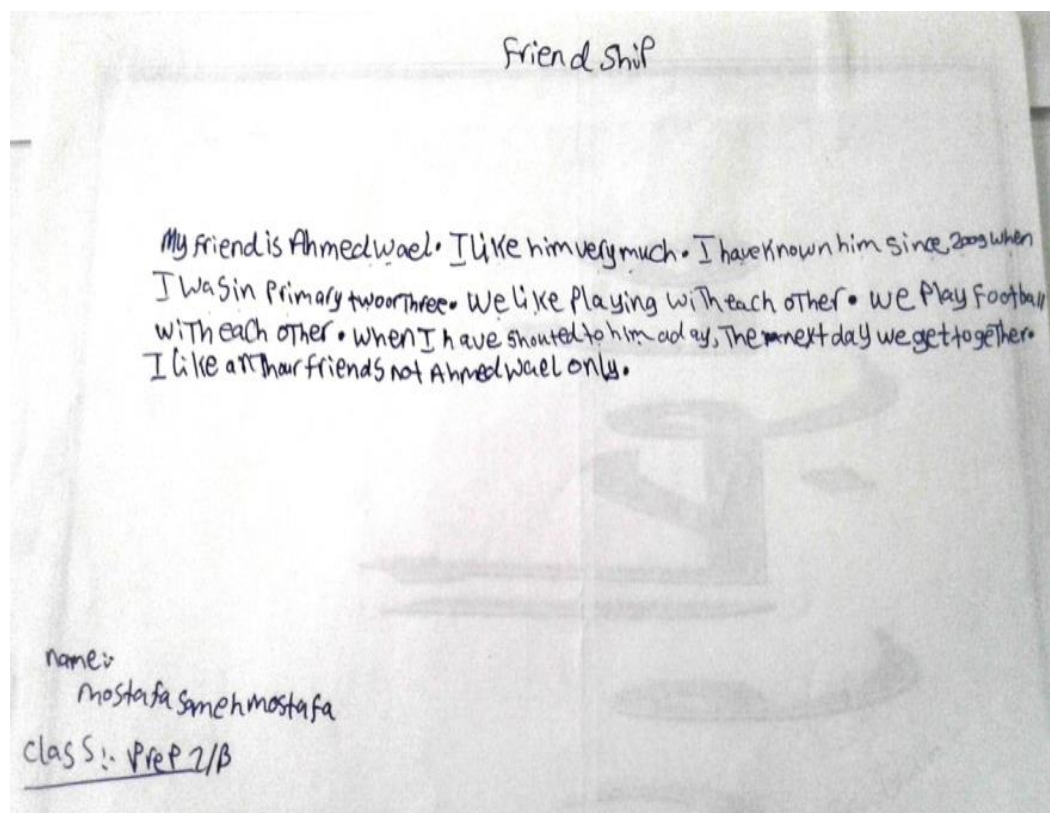
Figure ٢. Mustafa's paragraph in the pre-application of the (TAP)

After applying the WebQuest model, the *post*-application of the (TAP) was conducted with Mustafa. He spent ١٥ minutes composing. Figure ٣ shows Mustafa's paragraph in the post (TAP). Mustafa practiced different strategies; he brainstormed and wrote down some guided ideas.

- *Planning*. Mustafa spent few minutes thinking, and then he started to write his list of words and ideas (four ideas were written)..." *Now* (silence) *I am thinking of some ideas I am going to write about like my friend's name, my friend's feature, enjoying the time together, and meeting each week end*". After writing his ideas on paper, he commented; "*These are all the ideas that I expressed through writing* (silence) *Umm* (silence) *then, I am going to write my paragraph*". The coding of this stage is (S-PL-W-W-W-W-C).
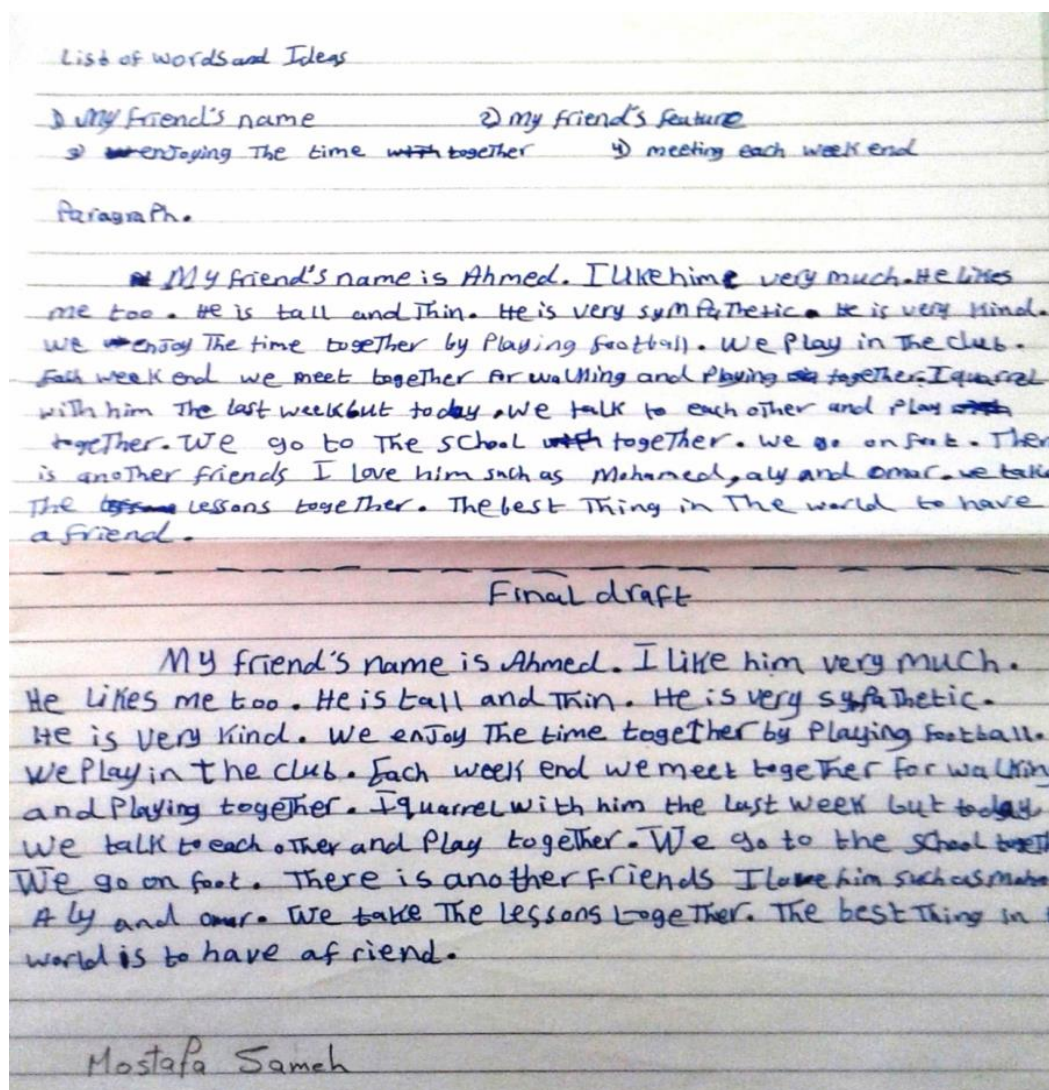
Figure ٣. Mustafa's paragraph in the post-application of the (TAP)

Like his classmate, Mariam was asked to write a paragraph about friendship, she was invited to the researcher's room in the school. She spent ٢١minutes and ٢٥ seconds composing her paragraph. Figure ٤ shows Mariam's paragraph. The researcher observed and focused on the planning strategy as follows:

▪ *Planning.* At the outset, Mariam started writing the title of her paragraph then she spent nearly two minutes thinking. (silence) *Umm I am thinking of a good introduction to start with and thinking of one*

of my friends to whom I write about". The coding scheme of this stage was (W-S-PL).
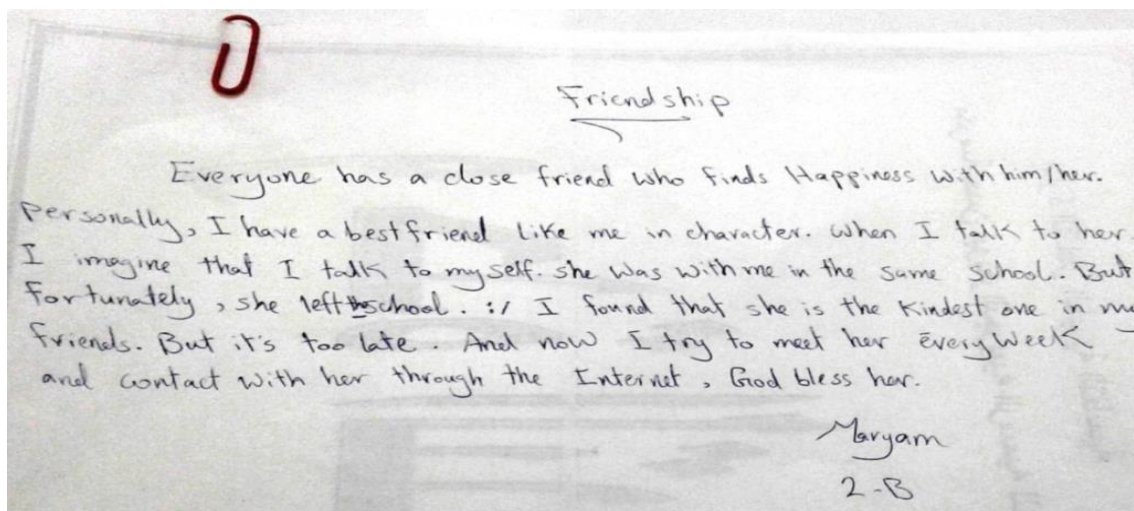
Figure ٤. **Mariam's paragraph in the pre-application of the (TAP)**

In the post-application of (TAP), Mariam executed her think-aloud protocol using different writing strategies. She spent ٢٣ minutes and ١٠ seconds composing. She used different writing strategies; she brainstormed, making a list of guided word and a list of ideas. Figure ٥ shows Mariam's paragraph. Her planning strategy was analyzed as follows:

- Planning. Mariam took few minutes brainstorming, she started to generate ideas by writing a list of words and ideas: she commented (silence) "what I liked most and benefited from the WebQuest that I learned to write down the ideas and list of word that guided me through writing". She looked confident and relaxed. The coding scheme of this stage was (S-C-W-W-W-W-W-W-W-W-W-W-W-W-W-W).
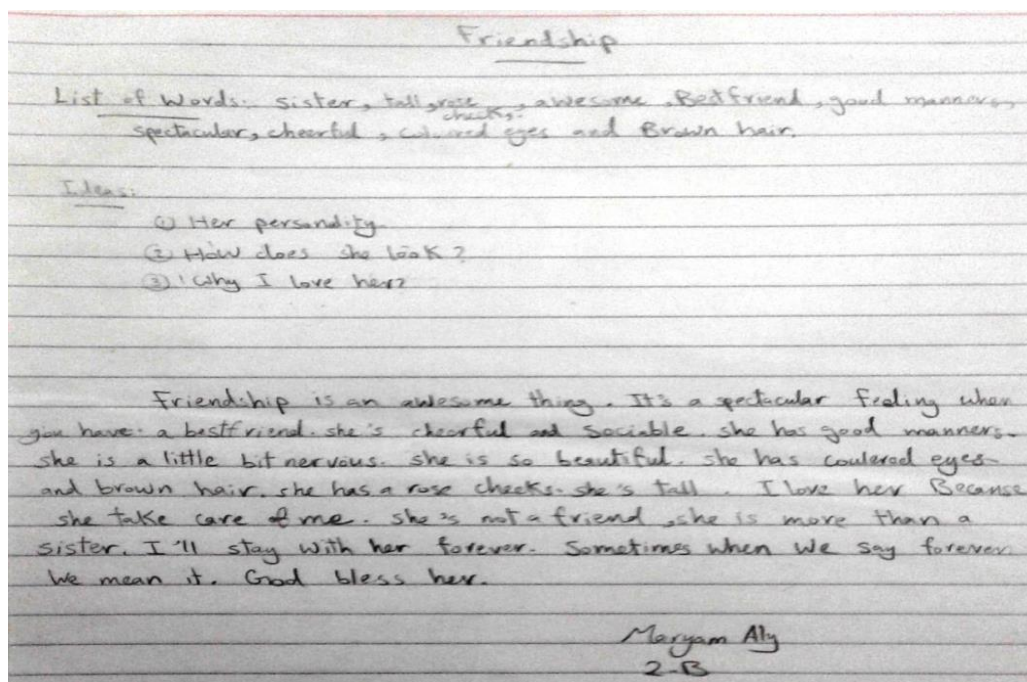
Figure ٥. Mariam's paragraph in the post-application of the (TAP)

In the *pre*-application of the (TAP), Rana spent ١٢ minutes composing. Figure ٦ shows Rana's paragraph in the pre-application of the (TAP).The following is the analysis and the transcript of her protocol:

▪ Planning. In this stage, Rana spent about three minutes thinking. When being asked what she thought of, she answered "I am thinking about my friend whom I am going to write about… I am going to write about the advantages of her and the reasons of loving her". she was confused when was asked about writing down the ideas; she commented "our teachers didn't ask for or teach us to write down ideas or key words before writing a paragraph, we only do list of ideas when composing in Arabic". The coding scheme of this stage was (S-PL-RI-C-RI-C).
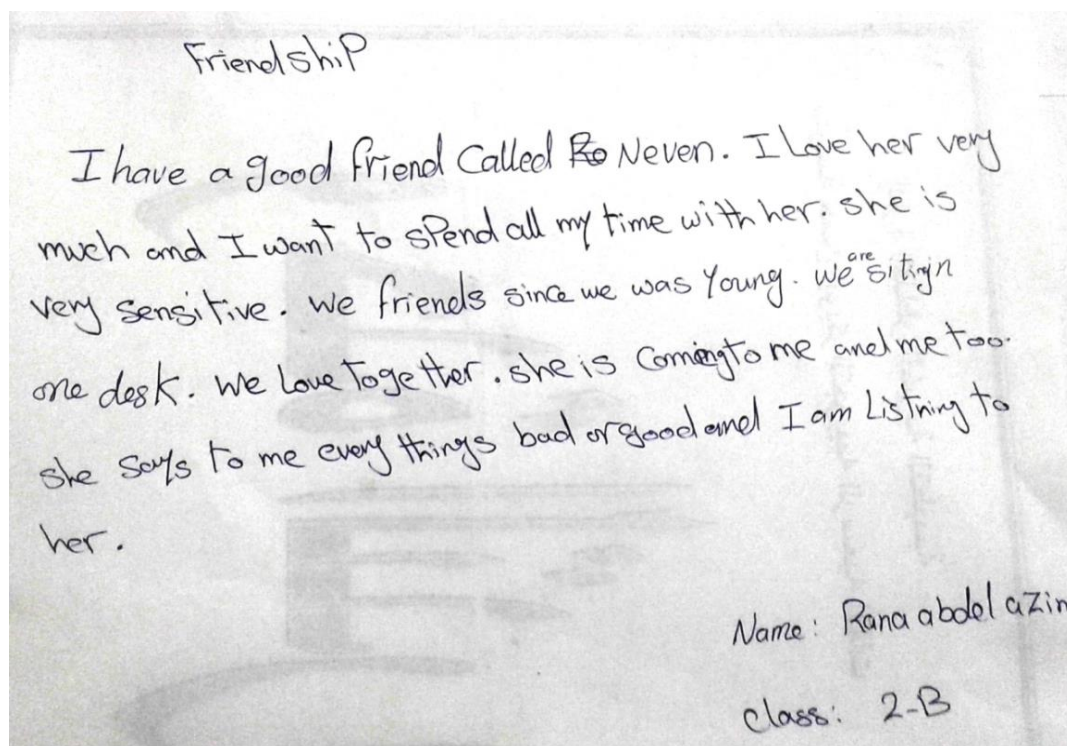
Figure ٦. **Rana's paragraph in the pre-application of (TAP)**

In the post-application of the (TAP), Rana was asked to rewrite about the same topic. She spent ٢٥ minutes and ٢٠ seconds composing. She brainstormed, making a list of guided word and a list of ideas. Figure ٧ shows Rana's first draft in the post (TAP). Figure ٨ shows Rana's final draft in the post (TAP). Rana's planning strategy was analyzed as follows:

▪ Planning. After spending few minutes brainstorming, Rana started writing keywords ideas before composing. Then, she commented; "writing the ideas and key words help me organize my thoughts, I like it". The code of this stage is (PI-W-W-W-W-W-C).

Subject: Rana Abdel Azim

Date / /

Keywords: My friend – Love – sister – her describtion

Ideas: How do I love her?
– why do I love her?
– what does she likes for me?
– How we are on together?

Paragraph.

I have a friend that I love her very much. She likes my sister. She looks like a Pretty girl. We do every thing together. we spend all our time together. She some times make me angry and me too, but we can't leave us. I love her because she can understand me in all the time and me too. and I feel really she like my sister. and I go to her inter home and she comes to me too.

Date / /
and I have more friends. some of them makes me angry and me too. but some one I love her too. she is very strong and Brave. She spend more happy time with me and I have a friend she was very greatful for me, but she left me without reason or may be there is reason, but really I don't know it. I just know she is angry from me now. I try to understand and know what's the reason, but I can't she didn't tell me and I have more friends but there is one she is every thing in my life. really I love her. although she makes me angry and me too. but I can't

Subject
Date / /
leave my soul and my sister. and she too. we loves us very much. and I Pray to Allah that makes us together all our life. and makes our days

Figure ٧. Rana's first draft in the post-application of the (TAP)

Figure ٨. Rana's final draft in the post-application of the (TAP)

Discussion

Quantitative analysis revealed that there were statistically significant differences at ٠٫٠١ between the pre and post mean scores of the study subjects in *developing writing strategies* in favour of experimental group. Hence, it was concluded that the WebQuest model was applicable and effective in developing one of the writing strategies (planning).

It was obvious at the beginning of implementing the WebQuest model that all pupils were not aware of how to process their writing. Their main focus was mainly on the final product. It seemed that they have no clear sense of some writing strategies like what happened in the planning (prewriting) stage. After applying the WebQuest model, the experimental group pupils became familiarized with the writing strategies; especially how to generate and organize their ideas before writing. This was proved from the (TAP) analysis and from the writing strategies questionnaire. They devoted much time for the planning stage. Visualizing the ideas by writing them on a paper was like a road map while the pupils were composing.

Writing down the ideas and list of key words helped them plan their thoughts more effectively before starting to compose. Through the

analysis of their think-aloud protocols, the three pupils in the experimental group planned their writing flexibly. The time pupils spent composing aloud differed from one pupil to another. In the post-assessment of (TAP), pupils took more time than that in the pre-assessment which indicated that they were more relaxed and adequate in using the different writing strategies. Pupils in the control group did not show such awareness or improvement in their writing strategies especial what happened in the planning stage. This result was in accordance with Chien (٢٠١٢), Chuo (٢٠٠٤), Hsu (٢٠٠٣), Goldberg, Russell, & Cook (٢٠٠٣), and Varank (٢٠٠٥) who emphasized the positive impact of web-based instruction on learners' writing strategies and helped them generate ideas for their compositions.

Conclusion

Based on the findings and results of the qualitative and quantitative analysis of the data, it can be concluded that one of the English language planning strategy was developed because of using the WebQuest model. This revealed that the WebQuest model was effective in developing planning strategy.

Recommendations of the Study

Based on the results of the present study, the following recommendations should be taken into consideration:
١- Adopting the WebQuest model in teaching.
٢- Providing EFL teachers in general and preparatory EFL teachers in particular with more workshops and training sessions in the area of integrating technology and web-based learning with their instruction.
٣- Emphasizing the development of pupils' planning strategy and at the early educational stages.
٤- Providing a learning environment with varied activities and tasks to support a web-based learning.

Suggestions for Further Research

The results drawn from this study pointed to a need to conduct further research as follows:
١- Investigating the effectiveness of the WebQuest model on developing other language skills like reading comprehension.
٢- Training EFL teachers to use technology in teaching.
٣- Replicating the study with government preparatory school pupils.

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Appendix (١)
Writing Strategies Questionnaire

The Item	The Scale				
	١ strongly disagree	٢ disagree	٣ not sure	٤ agree	٥ strongly agree
١- I brainstormed and wrote down some notes before writing.					
٢- I made an outline on paper before writing.					
٣- I tried to connect my ideas smoothly when I was writing.					
٤- I wrote everything I thought about the topic.					
٥- I showed my first draft to someone and listen to his/her opinions.					
٦- I reread my draft.					
٧- I reorganized my ideas.					
٨- I focused mainly on ideas when revising.					
٩- I focused mostly on grammar, spelling, and punctuation when editing.					
١٠- I asked someone to check the mechanics of my writing.					

[Adopted and adapted from Tapinta (٢٠٠٦:٣٤٤). Source: Tapinta, P. (٢٠٠٦). *Exploring Thai EFL university students' awareness of their knowledge, use, and control of strategies in reading and writing* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No.٣٢٥٥٤٢٢)]

ملخــــــــص البحـــــــث

هــدفت الدراســة إلــى تنميــة اســتراتيجية التخطــيط فــي اللغــة الإنجليزيــة (Planning strategy) لدى تلاميذ الصف الثاني الإعدادي في المدارس الرسمية المتميزة للغات وذلك باستخدام نموذج التقصي عبر الشبكة (WebQuest Model). وتم تطبيق الدراسة على ٥٠ تلميذا وتلميذة من تلاميذ الصف الثاني الإعدادي بمدرسة حسن أبو بكر الرسمية المتميزة للغات بمدينة القناطر الخيرية بمحافظة القليوبية, وقد تم تقسيمهم إلى مجموعتين: مجموعة ضابطة (ن=٢٥) وأخرى تجريبية (ن=٢٥). وقد استخدمت الدراسة أداتين تم تطبيقهما قبليا وبعديا وهما بروتوكول التفكير بصوت عال(Think-Aloud Protocol), وإستبيان في إستراتيجيات الكتابة في اللغة الإنجليزية. وقد توصلت الدراسة إلى وجود فروق ذات دلالة إحصائية عند مستوى ١,.. بين متوسطي درجات المجموعة الضابطة والمجموعة التجريبيــة فــي التطبيــق البعدي لاستبيان استراتيجيات الكتابـة فـي اللغـة الإنجليزيـة لصـالح المجموعـة التجريبيـة. وقد توصلت الدراسة إلى فاعلية استخدام نموذج التقصي عبر الشبكة (WebQuest Model) فــي تنميـــة إســتراتيجية التخطــيط فــي اللغـة الإنجليزيـة (Planning Strategy).

الكلمـات المفتاحيـة: نموذج التقصي عبر الشبكة (WebQuest Model) – إستراتيجية التخطيط في اللغة الإنجليزية (Planning Strategy)