

Impact of Using the WebQuest Technological Model on English as a Foreign Language (EFL) Writing Achievement and Apprehension

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Abstract

This article reports the results of an experimental study that examined the relative effectiveness of the WebQuest technological model in improving the English as a foreign language (EFL) writing proficiency of grade eight students in Lebanon and decreasing their levels of writing apprehension. The study also looked into the perceptions of the participants of the relevance and efficacy of using WebQuest as an instructional model. The study is based on the assumption that the WebQuest model provides an excellent opportunity for teachers to provide supplementary activities and materials that enrich the content and exercises of the regular EFL textbooks. The study employed an experimental pretest- posttest control group design whereby two intact classes were randomly assigned to control and experimental conditions. Descriptive statistics were calculated and a series of independent sample t-tests were conducted in order to address the questions raised in the study. Finally, a content analysis of the qualitative data was carried out to describe and concretize the respondents' perceptions of the WebQuest experience in the experimental group. The results of the study indicated that the WebQuest model proved to be more effective than regular process writing instruction in enhancing achievement and decreasing writing apprehension. In addition, the participants in the experimental group underscored both the importance and usefulness of using the WebQuest model in teaching EFL. Further research is recommended in order to determine the extent of the generalizability of the findings of the present study into other school contexts and across different grade and proficiency levels.

Key words: EFL, process writing, WebQuest, writing achievement, writing apprehension.