

Promoting Writing skills through Webquests

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Research paper to opt for the degree of Bachelor in English language
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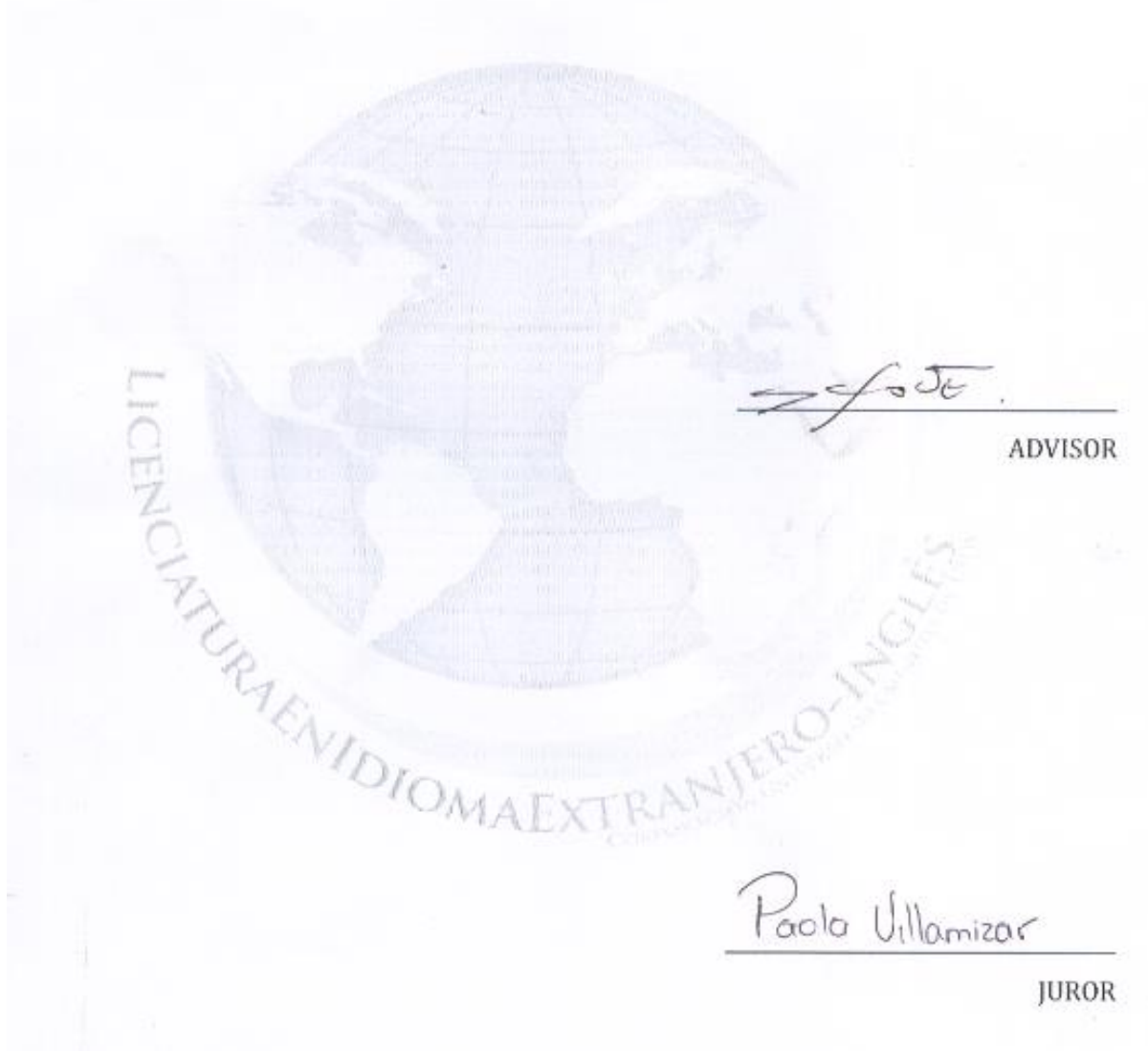
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INTRODUCCTION

Taking into account the experience as English teachers in “Instituto Sociocultural Americano” I. S. A, it was established that the present research project is aimed to develop writing skills in students from institute who are in intermediate English level and attendance semi-personalized classes every Saturdays, due to they presented difficulties to express ideas, arguments and thoughts in a written language. Based on that the project is emphasized on students’ writing production, with the main idea of fostering students to write in English using different strategies in order to make their writing production meaningful and interesting.

Regarding to the previously mentioned, it was necessary to create, design and implement Writing Webquests as tool to foster students’ writing which allowed them to follow an appropriate writing process, since there were included all writing stages. Additionally, this technological tool offers students and teachers the opportunity to interact with virtual resources involved in situations close to students’ context making the teaching and learning process meaningful.

This study was guided by qualitative research approach, since this type of research allowed to observe and analyze students’ attitudes and behaviors regarding to the development of their writing process. All of this with the main objective to explore and understand the problem in opened- ended way.

Firstly, the research project presents the statement of the problem to understand in a deep way students’ writing difficulties. Then, we introduced the second chapter with theoretical concepts that supported the development of the present project. In

addition, this chapter presented the literature review which was based on national and international studies about the use of Webquest.

The third chapter describes the context in which the project took place, the participants, the type of research and also the data collection instruments used to analyze the information gathered through the implementation. Coming next, it is presented the fourth chapter where the design, the structure, and the implementation of the writing Webquests are illustrated and described. We also present in the fifth chapter the description of how Writing Webquests foster students` writing production. Finally, this project shows and evidences how the use of Writing Webquests foster student`s writing production.

CHAPTER 1

Statement of the Problem

Before, explaining the problem, we will present a brief description of the context. Instituto Sociocultural Americano I. S. A is a private institute which offers language courses through programs such as English, French and German. It also offers school reinforcement for children or teenagers who have weaknesses or difficulties in different subjects like English, math, science and Spanish among others. This institute is focused on teaching English and providing different semi-personalized English courses depending on the student`s age and level. Most of the students in this institute are children and teenagers. This institute offers different facilities in service, schedule and transportation since there are several groups depend on the level according to their needs. This institute has a building which is located in Kennedy at the address Avenida Americas 69c-27 in Marsella neighborhood.

This private institute has between 180 to 200 students approximately of different social strata, although most of them are stratum 4. The majority of these students are growing up with the support of their parents who want their children to learn English so that they have good opportunities here in Colombia or abroad in the future. In the economic context, these students do not have economic problems; they have the necessary resources to get a good education. All these students study in private schools. In the cultural aspect, students participate in different activities and extra courses in their schools where they learn art, practice sport among others. The institute also offers different activities on vocational courses where they take advantage of their free time to

learn crafts and share time with their friends. English teachers of this institute also include topics and issues of the world in which students can recognize the culture around it.

The participants from this action research are in an intermediate English level and they attend a semi-personalized English lesson group of six students, every Saturday for three hours. The pre-test applied to this group of six students is about a situation in where their role was as a travel agent; they had to sell a Colombia tourist plan to convince a foreign person to choose Colombia to visit, so the writer has to write three paragraphs describing why a foreign person should visit Colombia, they can write about people, food, activities to do, hotels among others.

According to the pre-test applied to this group of six students to identify the main issues that they could have in their writing production, we could recognize that they had problems with their writing process; their writing papers showed poor and meaningless production. In the next paragraphs, we show specific writing problems and samples obtained during the pre-test. (See appendix G)

The first writing problem related with the use of language when students write in English is word order, since more than 70% of students write the adjectives after the noun, E,g

“colombia is a country very beautiful”, “there are many places touristic”, “ you can go to monserrate, park natural,” “you can find a place beautiful”.

(Taken from: Appendix G N° 6)

A small number of students (20% percent) omit the subject in the sentences, E.g:

“ if go to Cartagena can see the Beaches”.

(Taken from: Appendix G N° 2)

In addition half of them do not use correctly the conventions in written language like capitalization, punctuation mark, among others E.g:

“you want to have a great time come to colombia a beautiful country with beautiful views nice people first of all you will know a different cultures in the same country.”

(Taken from: Appendix G N° 3)

The writings in 80% percent of students are not interesting since, they do not include relevant information that invites the reader to continue reading. In the paragraph below, it is noticed that the writer does not describe something interesting or new about a country because in all the countries it is normal to find and visit restaurants, parks, and museums among others.

Hello Mark, I am Angie and I working in a travel agent, you should travel to colombia because is a country beautiful and is cheaper and you find places to do activities, if you know colombia can visit restaurants, parks, museums and can find natural resources.

(Taken from: Appendix G N° 4)

It means that if a foreign person reads this information he or she could not find something special to visit Colombia as those common things that are found in any country. (See appendix G)

Another aspect that influences the problem in a great way is related to the ability to manipulate sentences as 75% percent of their writings do not evidence a logical sequence between ideas. Most of the ideas are disconnected and they omit many details that could have highlighted a good writing. For example, in the next paragraph the writer starts describing Colombian people as friendly, but the writer does not continue the idea. He starts the second idea mentioning cities of Colombia when he did not finish the first idea. There are not a lot of details describing the things that the writer mentions; there is not extra information that includes something different to provide interest in the reader. (See appendix G)

Additionally, there is a basic vocabulary which indicated that students do not have enough vocabulary to fulfill a writing task. In the next paragraph, it is showed how the vocabulary of the writer is limited. It means that the writer used simple words to describe recommendations about visiting Colombia instead of including more words that describe or give more information to the reader about recommendations in Colombia. Additionally there is not a specific recommendation about something. (See appendix G)

I recommend the best hotels in colombia, you can stay here during 6 months approximate, and if you choose to travel to Colombia you will not regret it will be the best experience that can have in a lot of time, this is the best recommendation. Thank you”

(Taken from: Appendix G N° 4)

Although these difficulties and problems related to student`s writing production were identified through the pre-test, the pre-test did not show us the causes of the problems in students` writings. Nevertheless, we looked for the main causes through some classroom observations and by asking their head teacher how this ability was worked in class. Based on this, we identified that these difficulties are due to the fact that there is not a great focus on developing this skill since the main purpose in this level is that students speak English. Speaking ability is also worked a lot in this group because one of the main goals of the institution is that students speak in English faster, for this reason most of the activities developed inside the class are speaking activities. However, they work on the others skills such as, listening, writing and reading, but not with the same importance as speaking.

Additionally, their head teacher, in an informal conversation, mentions that writing is a difficult skill to work inside the class because it takes a lot of time and even more when she wants to work on all the stages of the process of writing. She sometimes gives them a model in which students follow that model to write about a specific topic. They sometimes read short texts about different topics and they write about what they think of each reading. However, these activities are rarely worked on in class. For that reason, this ability is not so well developed in class and neither outside the class, since in this institute it is not mandatory that students do homework and also that teacher evaluated and grade the students learning process, because the only grade that is necessary is the exam to pass to other level or to continue in the same level, so writing is not part of homework.

Furthermore, another problem we identified through the needs analysis was students' motivation towards writing in which students showed that they do not like to write in English. They expressed that, it is because they do not feel very well prepared to write in English and they sometimes feel confused when they are writing in English, although they mention that is important and that through writing they can learn more vocabulary they are more interested in speaking the language. Here is an example of one of the answers in which one student expressed the previously mentioned.

<p>Need`s analysis</p> <p>Question 17.</p> <p>Do you like writing in English?</p> <p>Yes No.</p> <p>Why?</p> <p>Because sometimes I confuse with spanish and I do not write very well in english and there always is not the teacher to ask and to correct but is</p>

Taking into account the problems mentioned previously, we decided to work this ability inside the class following the stages of the process of writing which are divided in pre- while and post writing. All of this integrated in the writing Webquests designed to develop this research project to help them in their process of this ability working collaboratively to facilitate all the learning process.

The purpose statement

The purpose of this study is to analyze how the implementation of Webquest in the EFL class fosters students writing production.

Justification

Writing is sometimes difficult also in the first language due to the process or the skills necessary for this. If people do not know how to write, it is going to be difficult to understand the written language. The ideas, the message, the information or the purpose could be misunderstood because of that. Moreover, there are different elements involved in the writing process such as: vocabulary, words in a context, organization of the ideas, coherence, and logic among others that allow understanding writing. It means that students who are learning to write in English may develop not just writing, but also others skills in the foreign language.

According to some observations that we made to this group to identify the problem, specially the observation that was done during the development of the pre-test in which they took more than half an hour to write two paragraphs and related to what their head teacher told us about working this skill in the classroom. We identified that writing is a difficult skill that takes a lot of time inside the class and, what is more when teachers want to follow the writing process that include stages such as ; planning, drafting, revising among others. It takes much more time that sometimes is not enough in the classes and that's why writing sometimes becomes homework. Therefore this research project may help students in their writing process giving them time inside the class, following a writing process that includes the stages of writing and some writing techniques such as; taking notes and brainstorming. All of this integrated in a writing Webquest designed to carry out an excellent writing process.

In addition, the pre-test that was used to identify the problem showed that the participants of this study have some difficulties to write in English in terms of punctuation marks, coherence, creativity and logical sequence between paragraphs among others. Due to this their writing production is not well developed and this could affect their abilities to be able to communicate in the writing language. As it was stated before, writing has different skills to be developed during the process more than “connect words” for that reason this research project emerges with the need of promoting these skills in EFL class in order to provide students strategies that facilitate their communication in a written language.

Webquest is a tool that allows teachers to design different tasks and activities in which all the resources come from the Internet. The task is broken in different activities that allow learners to finish the final task and what is more, teachers can structure a Webquest as they consider depending on what they want to work on with their students. In this order of ideas this research project promotes the writing skills making use of the Internet through authentic material in the development of each Webquest including not just the writing skills but also reading, listening, speaking, as a support in the process of writing, so this project would show how other skills could contribute in the process of writing and how students use the Internet as a help to improve their writing skill.

Additionally, this project could evidence how teachers can integrate technology in their teaching to plan different classes to the traditional increasing interest in students and in that way advance faster during the process of this ability. “Technology has made it easier for Teachers to impart knowledge to the students and for students to acquire it”

Sahakov (2014). In this sense this research project also would reflect how students can use technology in their learning process being aware of the advantages and disadvantages that this tool could have.

In addition, for future English teachers when they pass from the theory to the practice implementing methods, tasks and strategies among others in which they help their students to develop language skills using technology with academic purposes in which they do not feel afraid of using it, but they have in mind how and why use it. Finally this research project would contribute to the ELT community with advantages of using the new tools that the current world offers us in the teaching and learning process in which nowadays technology makes part of education.

Research Objective

General: To analyze how the use of Webquests help students in their writing production.

Specifics:

1. To identify advantage and disadvantages of the use of Webquests designed to help students in their writing production.
2. To explore student`s perceptions through the use of Webquests designed to help students in their writing production.

Research Question: How does the implementation of Webquests in the EFL class foster students writing production?

CHAPTER 2

Theoretical Framework

In this chapter, we present the theoretical constructs that were examined to carry out this research project. This literature review describes the first construct, Webquest, as an inquiry- oriented activity where learners interact with resources on the Internet to fulfill the task. The second construct is writing in EFL, it is as an integrated skill that helps students to improve their learning process. Finally, the third construct is Task in EFL; taking into account that this study is to work on writing through Webquests in which learners are encouraged to use the foreign language in real-life. We also illustrate some previous research studies that are essential to explore similar methodologies and strategies related to the present project in order to know the state of the art in the field of EFL and the use of Webquests.

Literature Review

Webquests in EFL.

The present construct aims to define and contextualize the use of Webquest in EFL based on what some experts have theorized about it. We offer the reader several terms and points of view in order to clarify this theoretical construct. It also presents the type of Webquest created to develop this research study and the structure used to the design of Writing Webquest. This section ends with the reasons to use Webquest in ELT, which are related to this research project.

Nowadays, it is important to use new strategies, methodologies, and resources that the current world offers us, to improve English Teaching and help students during their learning process. In this case it was chosen the Webquests as the pedagogical implementation in this research study, to improve writing production in which learners use the Internet to develop a task through different activities with a specific communicative purpose. Dodge (1995) states the following:

A Webquest is described as an inquiry-based activity that involves students in using web-based resources and tools to transform their learning into meaningful understandings and real-world projects. Rather than spending substantial time using search tools, most or all of the information used by learners is found on pre-selected websites. Students can then focus on using web-based information to analyze, synthesize, and evaluate information to address high-level questions. (Dodge 1995, p, 1)

Regarding the above quote, Webquests lead students to learn using technology in an appropriate way where they use information from the Internet to transform it to meaningful tasks with a specific purpose in an educational context. Webquest offers learners web-based resources to guide their tasks with suitable activities. It also helps students to develop their tasks step by step where they learn new concepts and at the same time they learn how to use the Internet as a tool in their learning process.

Moreover, a Webquest is a help for learners in terms of optimizing time because students do not spend a lot of time looking for information on the internet without a guide since all the materials and resources that students need to develop each task are

pre-selected by the teacher. In this sense students will be focused on improving their skills in the second language using all the elements inside the Webquest.

Dodge (1995) also states, that a “Webquest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet”, It means that students have the opportunity of being the main protagonist of their own learning, developing inquiry abilities, where students select, summarize and adapt information from the Internet to develop a task.

In addition, March (2003) cooperated with Bernie Dodge in the creation, the development, and the integration of the Webquest to the classrooms states what Webquests really are in the educational field including all the aspects that they took into account after discussing, debating, questioning and concretizing notions of a Webquest critical attributes to conclude the next definition.

A WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes. March (2003, P. 42)

In relation to the scaffolded learning in the Webquests is relevant to mention that this tool is not created and developed just to get a final product or result, there is a process in which students follow some research activities using the Internet to participate in authentic tasks

working collaboratively in order to enrich their knowledge and understanding about new information in order to transform it in meaningful tasks related to the real world.

March (2003), also states that “a well-designed WebQuest combines research-supported theories with effective use of the Internet to promote dependable instructional practices”, p 45. Based on the previously statement about the use of internet in the webquest to the present research study, the creation of writing Webquests in this study is addressed to a series of activities with the objective of making the process reliable where students learn to use the Internet as a help in the development of their tasks.

Similarly, the professor and doctor of science education from the University of Valencia at Argentina Adell (2004) states that “ A Webquest is defined as a dynamic activities, based on a constructivist learning and the teaching based on techniques of group work by projects and in the investigation as basic activities of learning and teaching”(p,1)

In the previous quote, the author mentions two elements that are considered important to develop this research project. The first element is related to the constructivist approach that is derived from Webquest, where learners construct their own knowledge from their experiences and ideas. Additionally, the teacher is a guide in the learning process who gives to their students tools that will help them to develop argumentative, interpretive, critical and analytical thinking. All the previous competences with the objective of developing their second language skills such as; writing, listening, speaking and reading necessities in the second language learning process.

The second element of great usefulness in this research study is the design of webquests which allows teachers to create webquests taking into account student's needs and styles. The role of the student is important to develop each task, since these are conducted through a learning process in order to achieve a final task. In this sense teachers have to be very demanding to design and select all the activities, resources and materials that students need to carry out their tasks. Besides, teachers have to take into account different aspects such as; age, genre, knowledge, level and technological abilities, all of this with the purpose to advance during the development of the Webquests.

Additionally, Webquests are not related just to the design and the activities inside it, but also to the use and the process of implementation in an educational context, where teachers set learning objectives throughout all the Webquest in order to help students to achieve the main objective established for each task. Dudeney & Hockly (2007) offer their own definition of Webquest in which they describe in a detailed way what was mentioned above.

Webquests are mini- projects in which a large percentage of input and material is supplied from the internet. Webquest can be teacher – made or learner –made, depending on learning activity, teacher decides on. What makes webquest different from projects or simulations is the fairly rigid structure they have involved over the years, and it is this structure – and the process of implementing webquest in the classroom (Dudeney & Hockly 2007, p.54).

The development of language skills in each stage of the learning process is necessary and although in Webquests are not mentioned one by one, some of them are

worked and practiced in order to produce language effectively, and also it gives the opportunity to encourage learners to use the target language by doing different tasks where they are exposed to meaning rather than form.

The concept of Webquest has been studied and redefined in the educational context where strategies and techniques of learning are involved inside the Webquest in order to encourage students to use them to improve their learning process, and they are also considered as a different resource of teaching in the classroom in which students are the center of the class and they participate actively in the development of the activities.

A “WebQuest” is a constructivist approach to learning.... Students not only collate and organize information they’ve found on the web, they orient their activities towards a specific goal they’ve been given, often associated with one or more roles modeled on adult professions. Since students have to participate in the elaboration of their learning strategies, the level of autonomy and creative production they attain is increased. With the proper guidance and “scaffolding” students can accomplish far more actual learning than in traditional transmission-of-knowledge situations that so often leave them wishing they were anywhere but in the classroom.(Benz 2001 cited in Dudeney 2003).

The above quote means that students are not going to repeat the same information that they find on the Internet, since the tasks have a different purpose aimed to produce and create something new related to a specific goal, in which they use their learning strategies to transform this information in meaningful task, following a guide

that allow learners advance through the development of activities in order to fulfil a real task.

Types of Webquest.

Dodge (1995) suggests two types of Webquests that should be distinguished from one another; Short Term Webquests and Longer Term Webquests. Regarding the focus of the present study, it is necessary to identify these two types of Webquests in order to mention that the current study is centered on the Short Term type taking into account the following definitions presented by Dodge.

Short Term WebQuests.

According to Dodge (1995) the objective of a short term Webquest is knowledge acquisition and integration, described as dimensions of thinking model. When students finish a short term Webquest, they will have faced a significant amount of new information in which they make sense of it. He also mentions that a short-term Webquest is designed to be completed in one to three class periods.

Long Term WebQuests.

Dodge (1995) also states that in a Long Term Webquest, the instructional goal is extending and refining knowledge. Learners analyze the knowledge and the information in a deeper way transforming it, where they demonstrate an understanding of the material by producing something that others can respond to. A longer term Webquest is developed between one week and a month in a classroom setting.

Bearing in mind the information above, the present research study is focused on working with the short-term Webquest in which students acquire and integrate new knowledge through a significant amount of information developing a thinking process in a short period of time. However this does not mean that students are not going to create something new or transform the new information as long-term Webquest proposes, but the difference will be the analysis and the depth of the knowledge that is not so strong in the design and development of the writing Webquests to develop this study. Additionally, Dodge (1995) suggests that some activities may be assigned as homework in a Short Term Webquest.

Structure of a Webquests.

The design and the use of Webquests has been studied and analyzed by some of the authors mentioned before, in order to integrate real Webquests in the classrooms and make effective instructional practices. Although the design and the use vary according to students' needs and styles, according to Dudeney, G (2003) there are four main sections to create a Webquest presented below. In this part it is also presented the conclusion section according to Dodge (1995). All of this with the objective of contextualizing the use and the creation of the writing Webquests designed to develop the current study.

Sections of a Webquest according to Dudeney, G (2003) and Dodge (1995).

Author	Section	Description
Dudeney,G (2003)	Introduction	This stage is normally used to introduce the overall theme of the webquest. It involves giving background information on the topic and, in the language learning context, often introduces key vocabulary and concepts which learners will need to understand in order to complete the tasks involved.
Dudeney,G (2003)	Task	The section of the webquest explains clearly and precisely what the learners will have to do as they work their way through the webquest. The task should obviously be highly motivating and intrinsically interesting for the learners, and should be firmly anchored in a real-life situation. This often involves the learners in a certain amount of role-play within a given scenario.
Dudeney,G (2003)	Process	It guides the learners through a set of activities and research tasks, using a set of pre-defined resources. These resources are predominately web-based, and are usually presented in clickable form within the task. It will usually have one (or sometimes several) “products” which the learners are expected to present at the end.
Dudeney,G (2003)	Evaluation	This section can involve learners in self-evaluation, comparing and contrasting what they have produced with other learners and giving feedback on what they feel they have learnt, achieved, etc. It will also involve teacher evaluation of the same, and good Webquests will give guidance to the teacher for this particular part of the process.
Dodge (1995)	Conclusion	Brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Reasons to use Webquests in ELT.

Barba (2002) cited in Adell (2004) states that “Webquests have become one of the most effective methodologies for incorporating Internet as an educational tool for all levels and for all subjects”. In relation to the present study, it means that the Writing Webquests were designed thinking in the best methodology that included authentic material in order to foster students to write in English and promote this skill, through a series of activities. March (1998) describes the main reasons to use Webquest in the classroom divided in four contributions presented below in order to support the use of Webquests in this research project.

Students’ Motivation and Authenticity.

According to March (1998) some of the means to motivate students to learn are: the use of authentic tasks, in which students are asked to understand, hypothesize, or problem-solve an issue that confronts the real world; the use of real resources such as; newspapers, magazines, articles among others in order for students to build an answer using their cognitive abilities working collaboratively, since there is not an answer on the Internet, neither there is not the opportunity for students to present their works to real people for feedback and evaluation. Finally the use of authentic assessment motivates students to do their best, since their effort could be recognized for others, in this case by teachers and classmates.

Developing Thinking Skills.

March (1998) states the reasons why Webquests develop thinking skills; due to students are forced to transform information into something else such as: a cluster that

maps out the main issues, a comparison, a hypothesis, a solution, etc to produce new answers. Webquests use scaffolding or prompting which facilitate more advanced thinking. Students build new schema that will be refined when students encounter the topic again in the future.

Cooperative learning.

March (1998) describes the cooperative learning in the Webquests, since it gives the opportunity to the learners to work in small groups in which they take roles to develop a task or give a solution to a problem proposed by the Webquest, in this way the motivation is promoted. Students develop knowledge that is appreciated by their classmates and students become more aware about how their individual work influences the group's final product.

Process and Access.

March (1998) states that in the Webquests one important factor is how teachers relate the technology-based activity to other learning activities, it is important to link it to previous activities. The Webquests are the beginning to the students use the Web for learning. It means they learn how to use it as a help to develop their tasks and finally students internalize many of the cognitive strategies build into the Webquests so that students direct and guide their own studies and findings.

The above reasons presented by March (1998) were useful to support why Webquests were chosen as the pedagogical implementation with the purpose of helping students to improve their writing production in this research project in different aspects

such as: the authentic material in which students were exposed to develop their tasks, the cooperative learning where they worked with their classmates doing the activities, and the assessment where they had the opportunity to evaluate their own work with an evaluation rubric among others.

Writing in ELF.

This second construct of this research project supports theoretically the importance and the need of writing in the English learning process, and at the same time its importance in the population of this study. It describes the main difficulties in the learning of writing in English, which were found in this study. It also presents the five sub skills criteria necessary for writing which were useful to design the evaluation rubric for this research study, and it illustrates the process approach to writing composition. This construct describes also the collaborative writing that was involved during the implementation of this research study and the use of the computer in the process of writing. This section ends with the stages of writing that were integrated in the writing Webquests to develop this research project.

Many definitions point out that writing is not really necessary to learn the second language, because firstly the language is acquired in spoken way, before people learn to read and write, and it was not necessary to communicate (Harmer, 2004). In concordance with the previously statement about writing definition, it is necessary to emphasize its importance in the learning of the English as a second language. According to Lombana (2009) “Most human beings have an innate ability to acquire the language while writing need to be learnt”. (p.45). It means that writing needs a different process

where resources, materials and ways of teaching are fundamental to develop writing skills instead of acquiring it.

Septiani (2014) states that “Through writing, people can express their ideas, experiences, thoughts, and feelings. Moreover, through writing, people can communicate over long distance and period” (p,13). It means that if people do not know how to write, it might be difficult to understand them in a written language. The ideas, the message, the information or the purpose could be misunderstood because of that. Therefore it is important for English learners to develop writing skills in a second language by learning how to communicate in another language through written texts.

There are different elements involved in the writing process such as: vocabulary, words in a context, organization of ideas and coherence, among others. In this sense students could develop not just writing, but also other abilities in the second language. In order to deepen into the theme it is necessary to explain other attributes of the ability of writing. In the next paragraph; Lombana (2009) mentions why writing has been seen as an integrated skill.

.....writing becomes the means by which students will learn vocabulary, grammatical forms and will carry out a series of other activities that involve the speaking, listening and reading skills. This is, writing is an important tool in the classroom for consolidation learning in other skill areas as well as knowledge of different subjects. (Lombana, p. 45).

Regarding the present study, it is important to take into account Lombana`s statement as writing is considered a supporting skill, because it helps students to

develop and improve other linguistics skills through the development of different activities that contribute in the learning process of writing. It also helps teachers to plan effective classes integrating others skills to encourage students to write in a second language.

Flower & Hayes, (1980) state that “Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself” (p, 2). Related to this, all humans have specific characteristics that identify us, like the way to speak or write. Although writing has certain grammatical rules and a fixed structure, it is also important to offer students the opportunity to explore different styles and strategies of writing with which they feel comfortable and motivated to use them when they start to write.

Motivation in this research project plays an important role because learners of foreign language usually when starting their English learner process. They do not like to express their ideas in writing way, since they may be feel uncomfortable or they think that they do no have interesting things to write. For that reason it is important to recognize that each student has different ways to express ideas, opinions, statements or thoughts and the teacher should help students to look for the way in which they feel comfortable to express their ideas in a written way using different strategies. It is also important to create a good enviroment in which the learner can interact without feeling afraid of making mistakes.

Writing difficulties.

According to Harmer (2004) the nuts and the bolts of the writing skill are its mechanical components such as: handwriting, punctuation, spelling, the construction of sentences and paragraphs. These nuts and bolts make the big difference between L1 and English. For this reason, they need some stages to write in English, so this is the challenge for students and teachers alike. Moreover Silva (1993) suggests that second language is usually different from the first language strategically, rhetorically and linguistically and those differences influence L2.

Broughton, Brumfit, Flavell, Hill and Pincas (2003) point out four main problems related to English. These are: mechanical problems with the script of English, problems of accuracy of English grammar and lexis problems related to the style of writing to the demands of a particular situation, problems of developing ease and comfort in expressing what needs to be said. They also mention that these problems should be considered to enable students to produce fluent, accurate, and appropriate written English. Additionally, Clementson (2005) cited in Bilal (2013) affirms the following:

Students at advanced level or intermediate level feel difficulties in developing coherent sentences and knitting them in a larger text. At this stage, students also face problems in developing formal or informal piece of writing. Writing skills also accompany many other skills which facilitate the learners to construct their writing. (p, 239).

Regarding to students' writing difficulties mentioned above, one of the most difficult things for students to connect and develop the ideas to make their writing so coherent and interesting for reader since they include information without analyzing if it

is relevant or not, and also with a lot of loose ideas. Based on this, it is evidenced that writing is a skill that needs to be supported by stages, strategies and also by the others language skills.

Five Skills Necessary for Writing.

Heaton (1998) presents five skills necessary for writing. These skills were chosen with the main objective of contextualizing the reader about the skills taken into account to create tasks and activities in order to promote these skills during the development of this research project. It is also important to mention these skills since it allowed us to create an evaluation rubric focused on writing production to assess students' writing and give them feedback (See appendix I).

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language.
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

The development of these skills influences the student's writing production, since during this learning process the students are more aware about how to write a text taking into account different writing's characteristics such as: punctuation marks, order, logical and coherent paragraphs. Also students learn how to use the written language in context where the way of writing can change depending on the topic. Additionally it helps teachers to contextualize their classes using authentic material close to real situations that occur around them.

The Process Approach to Writing Composition.

According to Neupane (2014), teaching writing is sometimes difficult for teachers because it takes a long time in the classroom and there are many students per classroom to check their writings. For this reason, writing tasks are usually made or finished outside the classroom as homework, and most of the time evaluated in the first time. In addition, when students write at home, there is not an assurance about their composition and their process since sometimes the student is not the author, just the person that copies from a translator or from another person. All these perceptions and difficulties in teaching writing have been considered, and now new strategies and approaches have arisen to solve and improve teaching writing.

According to Brown (2001) the recognition of the compositional nature of writing has changed the face of writing classes. Half century ago, writing teachers were concerned with the final product instead of the process of writing. In this sense writing was not very well developed in class and there was not a concern about the process and the instruction of writing however, this has changed and now writing is named the

Process Approach to Writing Instruction. It means now the pedagogy and the way of teaching writing is focused on a process where students start to develop their abilities with methodologies and strategies that teachers provide in order to help them during the writing process.

Regarding to writing process no writing as product, the process approach to writing has been implemented since the late 1970s. Although there is no evidence about its significant effect on student writing skill, there are some reports about the positive changes in students' writing performance. The NAEP 1996 Trends in Writing (U.S Department of Education, 1996) report cited in Williams (2003) concluded, in fact, that:

The process approach to writing in which planning, writing and revision through several drafts are practiced, give students the opportunity to write more and to employ editing strategies, which in turn affords them the opportunity to improve their mastery of..... writing conventions. (p, 64).

Taking into account this paragraph, writing cannot be seen and evaluated as a result since it involves a process in which students are acquiring new strategies to improve their writing composition. Students need the opportunity to make changes and correct their mistakes to improve their writings, so students tend not to make the same mistakes and correct themselves.

Brown (2001) presents the following process approaches to writing adapted from Shih (1986). These steps were used to describe the process of teaching writing and illustrating strategies to help students to learn how to write in English. These strategies

help to guide the present study and carry out an appropriate process of learning and teaching writing during the development of this study.

1. Focus on the process of writing that leads to the final written product.
2. Help writers to understand their own composing process.
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
4. give students time to write and rewrite.
5. place central importance on the process of revision.
6. let students discover what they want to say as they write.
7. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
8. encourage feedback from both the instructor and peers.
9. Include individual conferences between teacher and student during the process of composition.

It is important to take into account these process approaches to writing in this research study since it focuses on the process of writing to lead to the final written product. In this sense, this study is also emphasized on a process where students develop writing skills to improve their writing production and not just in the result. These approaches are a help to be more aware of the teacher`s role during the

development of this study because it offers a series of ideas in relation to how the teacher leads students during the process to complete the writing task.

In addition, Brown (2001) describes the role of the teacher in the process of writing as a facilitator. A teacher offers guidance in helping students to engage in the thinking process of composing with a spirit of respect where teachers must not impose their thoughts on student's writing. It means teachers should not involve their interests, thoughts and what they want students to write because their role has changed and now teachers let them create their own writing composition, with their own ideas, without affecting their process.

In this order of ideas, it is also important to mention the need of evaluating students' writing, but also their process where they gradually show their progress in terms of improvement. On the other hand, an appropriate way to evaluate students' writing is through a criteria with some aspects in terms of content, organization, mechanics among others where teachers consider these aspects to grade in a more complete way and sometimes give it to students to let them know how their writing was in a more detailed way, all of this to help them to improve their writing composition.

Stages in the Process of Writing.

Regarding the focus of this research project, in which students develop writing skills through a writing process to improve their writing in a second language, it is necessary to illustrate the stages of a process of writing in order to contextualize the writing Webquests that were created as the pedagogical implementation in this study

following some of these stages. According to Williams (2003) there are several stages presented below to develop a writing task, although not each task follows all the stages there is the opportunity for the writers to compose their task.

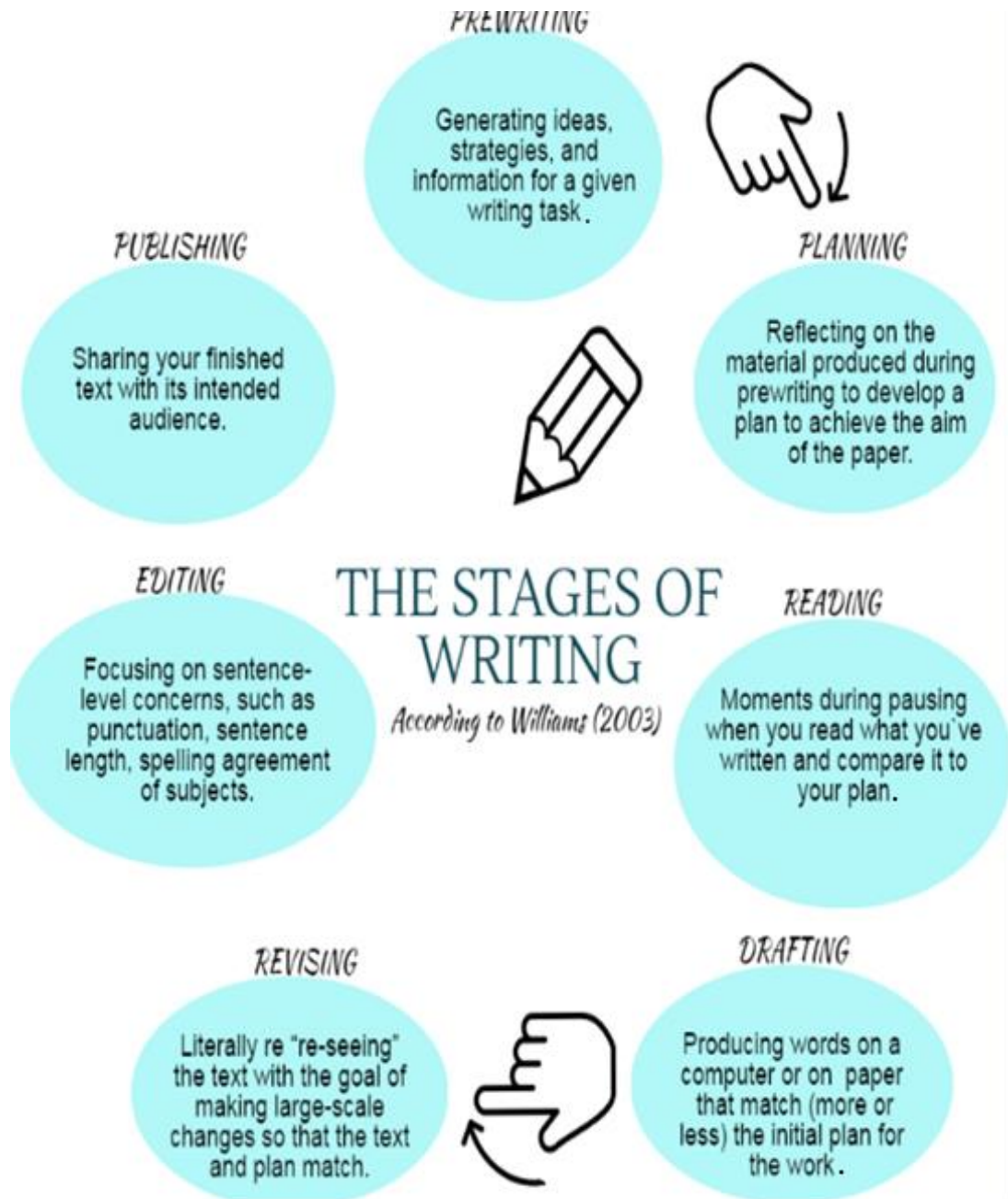


Image create by Julieth Ramirez on February 16, 2016

Regarding the above, these stages are essential in the present research project since most of these stages were integrated in the writing Webquests with the objective of offering learners the possibility to make effective their writing and improve their writing production. Some of these stages are not explicitly found on these writing

Webquest, however, this does not mean that students do not follow these stages for example; pausing and reading where most of the writers do these stages to make changes and ensure their purposes.

Using the Computer in Writing.

The new strategies and methodologies of teaching using technology are related to the teaching of writing as a useful tool to help students to improve their writing. In this sense using computers to teach writing is a good way to engage students in the writing tasks and also for them to improve their writings using the facilities that computers provide to help them during their process.

Students should be encouraged to use a computer for all their writing, including drafts for several reasons: people can type faster than they can write by hand, and the work is easier to read, people read more intelligently and efficiently when they have a typed paper rather than one written by hand. (Williams, 2003, p 106).

Harmer (2007) describes some good reasons to use computer in writing; it removes problems of poor handwriting, it allows editing the text at great speed and easily, it helps to correct spelling mistakes, it can be more noticeable to students when they are working in groups, and it helps to promote the participation of all the learners among others. It means that the use of computer makes more effective the improvement of students' writing more than a piece of paper.

According to Clark & Bamberg (2003) computers and word processing will facilitate substantive revision only if students view revision as a process of shaping the text in terms of purpose and audience. In this sense, the computer could help students however the process of writing in which it is important revising has to be developed for students to makes their writings coherent and understandable with a specific purpose.

Additionally, Hyland (2003) affirms that Word processors provide composing environments which facilitate writing by making drafting, revising, and editing much easier and quicker. Regarding this study in which students have the possibility to use the computer to write, it is important to mention that students used papers to write their first draft and exchanged their writings with their classmates for revising and after that, they used the computers to edit and publish them. In this way, the computers were a help during the development of this pedagogical implementation.

Collaborative Writing.

Williams (2003) states that “the cooperation required in group activities appears to lead students to work harder and to discover more than they do when they perform tasks on an individual, competitive basis”, (p.123). He also suggests that in a work group, students that are strongly motivated to work encourage those students that do not feel motivated. Moreover, he mentions that writing is a social interaction between writers and readers, where they have opportunities to talk about their writings and in this way they will improve them.

Moreover, Harmer (2004) affirms that students learn from each other when they write collaboratively because they have the opportunity to access to their classmate`s

mind and knowledge. It also allows students to develop their tasks with a sense of shared goals, where at the end of the task they share their results whether good or bad instead of keeping them for themselves individually, so they know their responsibility about what they produce.

Additionally, Harmer (2007) also suggests that writing as a cooperative activity offers benefits to those who are involved since students generate ideas more lively when they work with another person than individually. The stages of reviewing and evaluation are improved because there are two or more students working on it, students can feel more motivated not just in the writing but in a communicative activity.

The previous theoretical supports helped to carry out this research project in different phases, in the research question, instructional design, design of the writing Webquest and the implementation taking into account these author's theories since it allowed to direct this research project towards positive results that will help a specific population.

Task in English Language Learning.

The third construct chosen in this research project as the means to work writing through Webquests is task in English language learning. One of the most significant ways to learn English is through the use of the target language in real life situations and with the need to talk in a foreign language. There are different activities, exercises, homework to practice and learn the second language, but these are more useful to reinforce the concepts learnt in class. In this sense we refer to the definition of task which involves the learner to use the foreign language in the real-life where their

learning process will go further. There are different authors who mention the concept, so we will take the most important concepts.

According to Nunan (1989) cited in Richards & Rodgers (2001). “Tasks are a pieces of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”. (p.10). All of this to achieve an outcome. This definition shows us the importance of learning a second language using tasks in the way how the second language is used with different purposes. It means different circumstances in which learners are able to play with the language to communicate and understand English speakers.

Richards, Platt, and Weber (1985) cited in Ellis (2003) define task as: “an activity or action which is carried out as the result of processing or understanding language”. (p.4). Related to this definition the language is not a matter of learning structures, rules, vocabulary, but rather how the learners are appropriating the language acquired to have a better comprehension about how a foreign language works in order to use the new language inside and outside the classroom.

One of the main characteristics that some authors present with the definition of task is the accomplishment of the goals that is fundamental during the development of the different tasks to know and identify what is the learner's process. “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” (Ellis 2003, p.15). Additionally these tasks are

not planned just to evaluate student`s process, but also to identify their strengths and weaknesses.

A task cannot be confused with simple activities where learners complete exercises, repeat structures, or memorize vocabulary since learning a second language involves different process of learning in which learners are exposed to the new language in situations of the real-life to encourage them to use the new language. One of the most complete definitions about task is presented below by Skehan (1998) as an activity in which:

1. Meaning is primary.
2. Learners are not given other people´s meaning to regurgitate.
3. There is some sort of relationship to real world activities.
4. Task completion has some sort of priority.
5. The assessment of the task in terms of outcome.

This definition show us the most important aspects that we should have to take into account when designing or searching a task for our learners in order to achieve the targets set. Additionally, this definition plays an important part due to the fact that learners must convey their own meaning, so it is one of the differences between a common activity in a classroom and a task. In the third aspect the activities are related to the real-world, in this sense they will feel motivation to use the target language outside the classroom because they will know when to use it. In the fourth aspect, the

author refers to the importance of finishing the task. This with the purpose of identifying what students learnt and finally the assessment to know the results.

Branden (2006) states that “a task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language”.(p.4) He describes this definition as a means to achieve the objectives that the learners have, where they interact with others people in situations of the real-life producing input through the language. This definition shows the importance of planning tasks in terms of need in which learners should respond to a particular situation with the need of conveying meaning.

To sum up, the definition of task based on these authors is focused on the use of the language through real-situations, where students have the opportunity to interact with people producing and comprehending the new language in which they are exposed on meaning rather than form with specific objectives that must be achieved to evaluate them in terms of outcome. All of this to help students to understand the foreign language and to involve them in contexts that allow them to communicate in another language.

The definitions of the three constructs described in this section were taken into account to plan different tasks in each writing Webquests, in which the participants of this study were involved in real life situations with different roles such as: travel agents, juries, leaders, journalists. They had to find a solution to a specific problem, or perform a role to present a written text, as a result of the development of each Webquests. These tasks provided the opportunity to interact with their classmates to facilitate

comprehension and communication in a foreign language. Moreover, they were exposed to authentic material in which they explored resources from the Internet in a real context to develop each task with the purpose of helping them to communicate in a written way achieving the objectives established in each Webquest.

State of the Art

Focusing on the objective of this research that was analyzed how the use of Webquests improve students' writing production in English as a foreign language, we reviewed key aspects of the present project in previous national and international studies to get acquaintance with the most recent knowledge about the constructs and then be able to compare the results.

The development of new technological processes has changed the way how students and teachers interact inside or outside the classroom. In that way, some teachers use Webquests as a pedagogical tool to improve their teaching performance and help students in their learning process in all the subjects. Webquests has been explored and implemented in language teaching with different language skills to analyze some important issues around it.

Coming next, there is a description of eight studies with their findings, conclusions and contributions to the present project, which were developed to analyze and identify different aspects such as: writing and reading skills, attitudes, effects, motivation and improvements through the use of Webquests. These studies are national and international most of them focused on writing. However, there are some others that

although are not focused on writing they have a strong relation to the present research study. Most of these studies point out improvements and positive aspects with the use of Webquests in some areas of English as a foreign language.

In the international context, there is a study from Egypt conducted by Farouk (2013). She designed a Webquests program focused on writing to find out the effect of this program and the student`s attitudes towards writing using Webquests and to develop student`s writing skills. She describes writing skill as one of the most difficult skills to master, since it involves others subskills related to grammar, punctuation, vocabulary, spelling and mechanics in order to write appropriately using clear language.

Farouk (2013) presents and describes in a detailed way five categories related to writing skills that were aimed to develop students` performance in writing in terms of: content, grammar, vocabulary, organization, and mechanics of writing. This description is related to the present project since during the implementation was taking into account most of this categories to create the evaluation rubric, which was useful to assess students` writing process and also to develop these writing skills. She also structured the Webquests as it was done in this study with the five components of a Webquests which are: introduction, task, process, evaluation and conclusion. Additionally she included the writing`s stages in each Webquests pre, while and post writing through different activities to follow a writing process.

Furthermore, she integrated other stages in the writing stages such as: drafting and revision. This study has a lot of in common with the present study because she designed the Webquests including many aspects previously mentioned that were also

included in the writing Webquests implemented to develop the present research project, in contrast she implemented more Webquests and she integrated Content Based Learning with subjects as: science, social studies and language arts in English while this project is focused in English teaching including interesting topics for students. This study was useful in the present project because it was a guide to clarify doubts and as a model to create the writing Webquests for this project.

The second international study was developed in Saudi Arabia by Alshumaimeri and Bamanger (2013). This study was conducted to find out significant differences between students who used Webquest writing instruction and those who took traditional instruction. It was carried out with a group of 14 Saudi male students at university in Saudi Arabia. The participants of this study were randomly assigned into two groups; one as the control group and the other as the experimental group. The experimental group was given writing Webquest instruction and the control group was given traditional writing instruction.

In this study the researchers designed one writing Webquest that was developed in five weeks with all the components of a Webquest about a specific topic. They used the same instruments in both groups to analyze data. They also applied the same test at the beginning and at the end of the implementation with the two groups to identify the difference between the two groups. The results showed that the students in the experimental group who used Webquests writing instruction had better scores in comparison to the control group that was taught using traditional writing instruction in class. They also designed writing Webquests as it was done in this research. In contrast, their research method was experimental, while this study is an action research.

Moreover, they strongly recommend writing Webquests instruction to improve students' writing skills and to motivate students to learn.

The third international study is from Taiwan developed by Chuo (2007). This study was conducted with students from a college of foreign languages in southern Taiwan who were divided randomly in two groups. One group received traditional classroom writing instruction and the other group the Webquests writing instruction. The results of this study were positive since participants who used Webquests improved their writing performance more than the students who were taught traditional writing class. In addition, students had a positive perception about the Webquests writing instruction and the use of web resources.

According to the results she suggests the integration of web resources into EFL writing instruction using the Webquests model because it is effective for enhancing students' writing and because students have a positive learning experience. This study is related to the present study because the researcher was focused on writing as this, although she analyzed other variables such as; apprehension and perception she concluded the improvements in writing performance with the use of Webquests.

The fourth international study is conducted by Kocoglu (2010) Turkey with students of ELT between 18 and 19 years old who were divided into two groups: experimental and control group. Both developed reading and writing tasks based on the same topics, but the learning environment was different for each group. The experimental group used Webquests, while the control group developed the activities in a traditional class with their teacher. This study had as main objective to compare the

effects of Webquests on EFL university students' reading and writing performance. The results of this study showed that the use of Webquests in EFL reading instructions improve reading comprehension but did not show improvements in their writing skills. The students from experimental group obtained the same score in the pre writing –test as in the Post- test. Additionally the scores did not have great differences in comparison with the control group.

Kocoglu (2010) mentions that the results previously mentioned were influenced by many aspects. The most relevant was that students in both groups had limited vocabulary and structure to write a complete paper about the specific topics. In spite of this, the results were positive in reading comprehension and vocabulary. In addition, she suggests that “EFL/ESL teachers might be encouraged to integrate Webquests in their reading instruction to supplement vocabulary and reading performance of their students p 4”. These conclusions showed that although there were not improvements in writing skill, students could acquire more vocabulary and improve their reading comprehension through Webquests.

Finally, the last international study is from Emirates developed by Dowling (2010). He found in the Webquests and in the electronics journals project the way to improve and cultivate writing skills. This study was carried out in Sharjah Higher Colleges, and its main objective was to discuss different approaches to writing. In this paper the researcher described two limitations that he found to develop the project; the first one was the weak linguistic knowledge of the second language by the participants, and the second aspect was the poor process-writing skills.

In spite of the limitations, the findings of the study were satisfactory, since the researcher achieved that students felt more motivated to write in English instead of being forced to write, it was also demonstrated that most of the students improved spelling, vocabulary in context and punctuation marks among others with the use of Webquests and electronic journals. This study contributes to the present project since it showed that the Webquests are not just effective tools to improve writing skill, but they also help students to increase their motivation towards writing.

In the national context, Jimenez (2009) carried out her study with the main objective of analyzing if critical reading skill could be improved with the use of Webquests. The results of this study showed that students improved their critical reading through the use of Webquests because students move from the literal type of reading to the inferential, when they give opinions, identify facts, give reasons or argue and contrast information developing a Webquests and in this way students can develop their critical reading skills. This study is related to the present study because it is focused on reading and although the present project is focused on writing, most of the Webquests created to develop this project had reading activities where students had to show their reading comprehension to achieve the final task.

Following the national context, there is a study from Boada (2010). The main objective of this study was to describe the impact of the Webquests as a strategy for scaffolding higher order thinking in EFL students. In this study the participants had the opportunity to develop abilities such as: synthesizing, analyzing, reasoning, comprehending, applying and evaluating information from the Internet. This study is related with the present project in terms of the methodology since students had to

develop those kind of skills like summarize, analyze among others to present at the end their final writing.

Boada (2010) also describes in his study the scaffolding process in which the importance is to allow students to complete the task through facilitative tools where the tasks can be broken in small parts. The collaborative work is a main characteristic since students share the same goal and work helping each other to achieve the main objective. Moreover he mentions the importance of authentic material and the contact with the language in real life. That is why a useful material can be the Internet, but it depends on its appropriate use.

The results of this project were positive in terms of the use of Webquests as a good strategy for scaffolding and promoting collaborative learning and as a tool to improve English level. This study has some similarities to the current project in relation to the scaffolding process since it is the way how the writing Webquests were created for this project. Tasks were broken in small units and we took into account some of the characteristics that he mentions to include in the writing Webquests that were designed to develop this research study.

The next national study was conducted by Grisales and Mora (2011). They used Webquests as a learning strategy to practice, improve, and develop communicative competences in English. The main objective was to document the reactions and perceptions of students towards the use of Webquests in the English classroom and their second objective was to determine the impact of this pedagogical tool establishing the students' level of communicative competence in English.

The results in this study were positive in relation to student`s writing performance. They mention that the writing input that students received through different linguistic resources was the main reason for students having good results. They also suggest that students can improve their writing production when they are exposed to the target language looking for information on the Internet and with the necessity of reading using skimming and scanning strategies. Although, there are many differences with the present project. It was found in this project that they integrated all the skills to improve communicative competences, especially writing that was the skill that was evaluated through the tests. In this way this is the relation to the present study because the four skills were integrated in the writing Webquests implemented to develop this research project. It was also found a strong connection with reading skill in which the participants of this study had to use these strategies by authors mentioned in their project to develop their activities making sense of the resources provided by the teachers in the writing Webquests.

In conclusion, the state of the art regarding the use of Webquests nationally is very limited since there are very few studies that explore it. Additionally, there are not studies focused on writing with the use of Webquests in contrast to the international context in where five studies with different aspects regarding the use of Webquests in relation to the writing skill were found.

CHAPTER 3

Research Design

This chapter aims at describing the methodological procedures that were used during the implementation of this research project. First, it is explained the type of research which comprises the research paradigm, in this case, qualitative research the research approach focused on action research. Second, this chapter describes the setting where this study took place and the participants. Next, it presents the instruments which were used and analyzed and after that implementation of this research and the triangulation process. All of this in connection with the objectives of the present project and the research question.

Type of study

The present study was focused on a specific research paradigm and approach. The research purpose was to analyze how Webquests helps students in their writing production in English as a foreign language, in this sense, the paradigm used was qualitative research, and the research approach was action research. In this order of ideas we will explain below some authors' concepts in order to argue the selection of these in concordance with this research project.

Research paradigm

The current study addressed qualitative research because one of the main characteristics in this paradigm is to observe and analyze everything that occurs during the implementation of a research study. As Johnson and Christensen (2004) mentioned,

one of the major objectives of this research paradigm is to explore and observe. For this reason it is coherent with this study as it allowed us to observe and explore the use of writing Webquests in EFL class in order to analyze the impact of the pedagogical implementation planned to solve the problem previously described.

The qualitative research is appropriated for this research project also because “the researcher has the opportunity to study a phenomenon in an open-ended way” (Johnson and Christensen 2004, p 36). This means that this type of research is flexible and variable depending on different aspects such as: the conditions of the participants, age, genre, and values among others. Thus, these variations in terms of qualitative research did not affect the results during the development of this research project. It is also important to mention that human situations, experiences and behavior did not influence in the negative way to this research project since these provided more to analyze in order to answer the research question.

According to Creswell (2012) a qualitative research is a process in which the researcher engages in the research environment and has the opportunity to learn more from the participants and in this way address the research problem. Hence, It was useful in this research project because the researchers knew students’ behaviors, attitudes and points of view about the different topics in each writing Webquest through the implementation in order to understand the phenomenon.

This research study was conducted following the qualitative research characteristics in which we explored the use of Webquests in students’ writing production in English as a foreign language following the process approach to teach

writing and considering the objectives established for the present research project. In this sense qualitative research allowed us to observe, interpret and analyze relevant information not just about cognitive writing process, but also about students' values, opinions, and thoughts and so on.

Creswell (2008) also states that in qualitative research the researcher gets information to learn from the participants. This information is collected through protocols that are the instruments such as: interviews, observations, pictures among others. Those instruments are used to record data as the study proceeds. Students are involved in the research who provide relevant information to the study. The words or pictures are analyzed rather than numbers or statistics to answer the research question and to report and describe the findings of the study. Moreover, this analysis can include an interpretation of the data or a reflection about the findings and the significance of the data in relation to the study.

The present study followed a qualitative research because its main objective was analyzing how the use of Webquests fosters student's writing production applying different data collection instruments designed by the researchers, for example questionnaires that included open-ended questions for students after each implementation, field notes made by the researcher-observer during each implementation of the Webquests among others. All of these instruments were analyzed and interpreted to report and describe the findings through some categories which allowed us to present the significance of the results of the present study.

Research Approach

This project follows the action-research steps and characteristics. According to Koshy (2010), this method allows to improve practices in the classroom generating solutions to practical problems that emerge in a specific context. It also allows to reflect during the process to make positive changes that contribute to the learning process. He also describes action research as a practical approach where the main purpose is to understand and improve the professional's actions. In this way, this approach was essential to carry out this research project since it was not just focused on improving a specific skill in the second language, but also allowed us to reflect on our teaching performance.

According to Burns (2003) action research is a kind of intervention that allows teacher –researcher to identify a problem in a social context in which they want to improve or change in any way putting into the place strategies, process or activities in the research context. In this sense this approach was convenient for the present study because we could implement writing Webquests in EFL class to identify different aspects during the intervention.

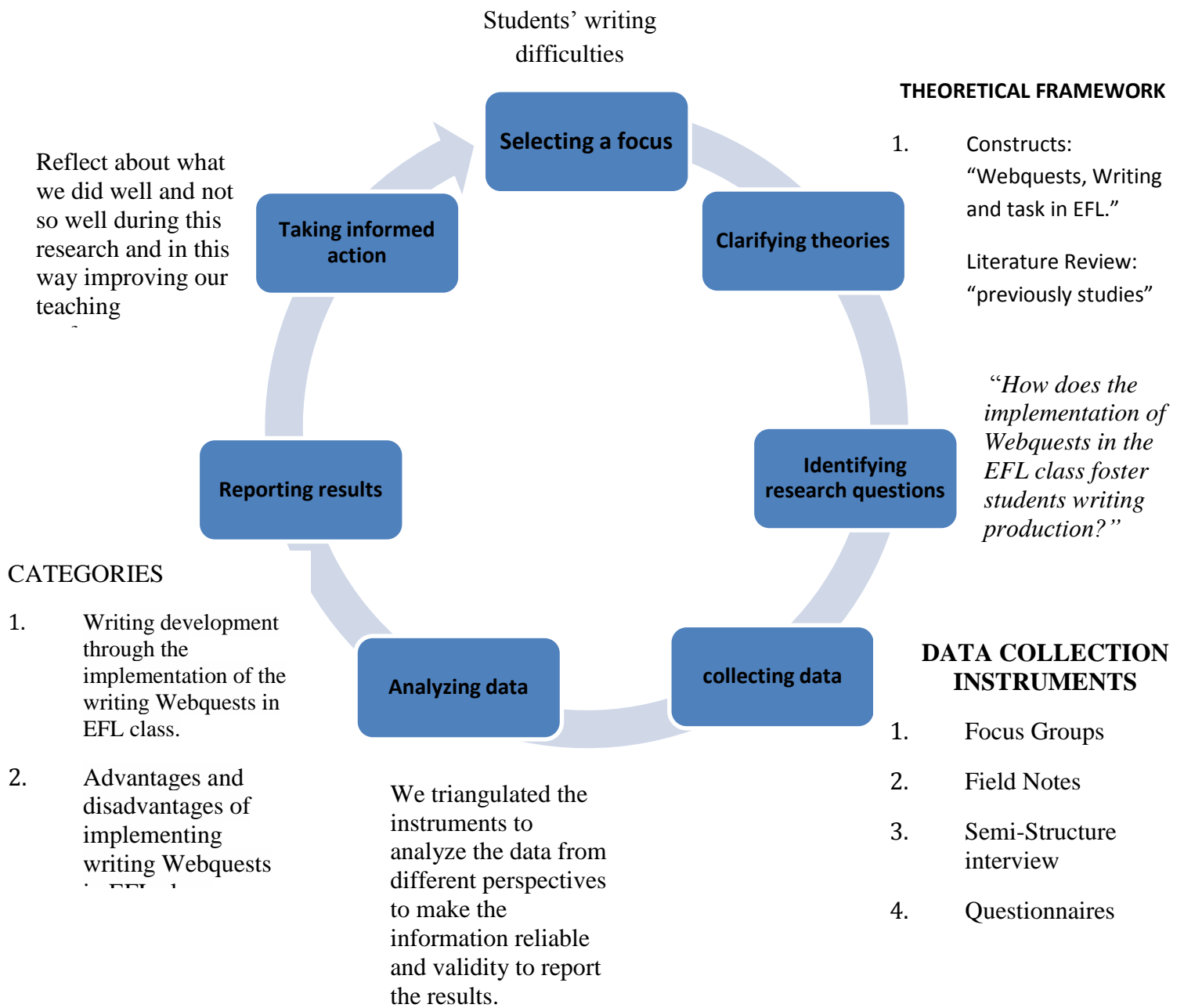
Burns(2003) also states that “the research component of action research means systematically collecting data about the planned actions, analyzing what they reveal, reflecting on the implications on the data and developing alternatives plans and actions based on data analysis”, (p 988). This approach was a model to follow during the implementation of the writing Webquests used to develop this research project since some action plans emerged based on the observations made and the analysis of each

session in order to help students in this new experience, to advance in a right way and finally reflect on the implications.

Furthermore, Miller (2007) states that action research is a usual teaching process because teachers are exposed all the time to classrooms issues, collecting data and changing aspects related to the context. Hence it was useful because through the implementation of this study, teachers-researchers interacted with the learners to gather information to pose changes and in that way achieve the objectives established.

According to Burns (1999) the present study is a collaborative action research, since it was developed between two people who worked together during this research. Each one played a different role throughout the implementation of the writing Webquests (English Teacher and Observer). These roles allowed us to have different perspectives about what happened in the classroom with the use of Webquests to improve writing. The collaborative work also helped us to improve our teaching practice and contributed to the development of our own profession.

According to Burns (1999) practitioners in an action research find an empowering experience due to the importance of the participants and the focus of the research that is chosen by the researchers. She also mentions that it helps teachers in their teaching and the development of their students because their work has made a difference in their students. Additionally she describe a seven –step process that does not change in any scenario which are:



Created by Julieth Ramirez and Janneth Gonzalez.

Setting

The present study was conducted in “I.S.A Instituto Sociocultural” this English institute is located in Mandalay neighborhood in Bogotá. This sector has a socioeconomic stratification that locates it in stratum 4. This private institution is guided by two main principles, quality and excellence, and also by some values such as: ethical behavior, tolerance, leadership, innovation, with the objective of providing students a pleasant learning environment. Where the children and teenagers have the opportunity to explore a second language through a teaching and learning methodology different to their schools.

The institute`s English program has as main objective to strengthen the learning process of a foreign language and facilitate in students the development of the communicative skills in English through didactic activities and classes that support the four skills in a foreign language. I.S.A institute has as a mission to bring innovative and effective strategies of learning to develop different abilities in their students not just in English but in others subjects in this way fulfil with students and parents expectations. The institution`s vision is being recognized nationally and internationally by the processes of quality and excellence in the teaching outside the schools.

This institution offers different kind of classes depending on the students` needs in different subjects such as; math, science among others but the main focus is English in where the classes are divided into different groups according to students` English level age. Most of the classes are semi-personalized where attend 12 students per class

maximum this institute also offers also personalized classes just for one student in the subject that the student wants to learn or reinforce.

Participants

The participants of this research project were 6 students between 12 to 17 years old two boys and four girls. This variety of age is due to the fact that students in the English institute are classified according to their English level and not according to their age however, there is a range of age per course. This project was conducted with 6 learners who attend English classes every Saturday, where they have 3 hours of English classes in semi-personalized classes, their English level is (B1). They are able to express opinions, feelings, ideas with simple words in English, they also understand all the instructions and activities proposed by the teacher in English in the classroom.

According to the needs analysis applied to these students, they showed that they have different reasons that motivate them to learn English. Some of them are: because they like the language, they want to learn a foreign language and they want to travel abroad. However they think that the most difficult language skills for them are listening and writing. Listening skill because there are a lot of accents and also because people tend to speak fast and it is difficult for them understand. Writing because they need more vocabulary to help them to develop and more practice in grammar tenses.

The needs Analysis also showed that they like technology specially their mobile phones for listening to English music and to find unknown words when they are doing activities in English, but they did not mention that they practice a lot of English with technology. However they consider that technology is an important tool to practice

English and to improve it. On the other hand, in most of their classes their head teacher uses TV, music in English and recordings to support their classes, but students do not have access to a computer room in the institute to practice English with the Internet or with others tools.

Sampling

In the view of Creswell (2008) this is a homogenous sampling because this is a small group of six participants with similar characteristics, specially the program. They have been learning English around one year and that they are learning English because they really like. Moreover, Johnson & Christensen (2008) state that “including all the individuals in the research study is the best bet” (p, 249). This study analyzed and presented all the information collected from the whole group, taking into account the pedagogical intervention with the use of writing Webquest in an EFL class.

Ethics

According to Johnson & Christensen (2008) research ethics are “a set of principles to guide and assist researchers in conducting ethical studies” (p, 100) in which professional issues are also involved. The researchers can not commit plagiarism, falsification or present fraudulent results to the research community. Regarding the ethic in this study in which involves moral issues of the participants, this study was conducted by ethics principles to protect the identity of the participants and their information. First we sent a consent letter to the institute to describe the project and to ask permission to develop the writing Webquests with their students in this place (See

Appendix J N°2). There was also a short oral presentation about the project, specially the writing Webquests that were implemented with these students.

Second, consent letter was sent to parents to present them their project and at the same time to ask permission to implement the study with their children. This consent letter contained a short description of the project, the main objective and what students would do during the project (See Appendix J N°1). Finally we gave students a consent letter in which there was a short explanation of the project, the objective and their permission to use their writings to be analyzed and to serve as an evidence of this research project (See Appendix J N°3). This document also clarified that their names would not be use and that their participation would be voluntary. In addition during the process of data analysis we replaced their names by letters to not mention the name of the participants.

This research study also cites and names all the authors that were examined and reviewed to not commit plagiarism or falsification about the information presented in this study. Additionally, we reported the findings and conclusions based on what it was found developing this research in our own words and mentioning others authors to contrast and compare the results.

Data collection Instruments

In order to collect appropriate data to answer the research question we selected, designed and applied some instruments such as: field notes, questionnaires, artifacts, interviews, and a focus group used to analyze and understand the phenomenon from different perspectives: researchers-teachers, head teacher and participants and in this

way answer the research question. First, there is a description of each instrument and an explanation of how these were used in the present study. Second, there is a description of the process of triangulation to strength validity and reliability of this study. In the following chart we will illustrate the way how each research instrument was implemented.

<i>Pre- implementation</i>	<i>While- implementation</i>	<i>Post -implementation</i>
Pre - test		
Field Notes	Field Notes	Field Notes
Questionnaires	Questionnaires	Questionnaires
Artifact	Artifact	Artifact
		Head – Teacher interview
		Focus Group
		Post- test

Questionnaires

In the words of Johnson & Christensen (2008) a questionnaire is” A self-report data-collection instrument filled out by research participants” (p, 191). Questionnaires are used to get information about thoughts, feelings, perceptions among others, in concordance with the research question of the present project this instrument was designed to collect information about the use of writing Webquests during the implementation of each session about different aspects such as: the collaborative work, and the process that they had during the development of each Webquests. These

questionnaires included open and closed questions each questionnaire was given to students at the end of each Webquests (See Appendix A). Here is also necessary to mention that questionnaires can be subjective since, we do not have an assurance about the participant`s answer, however we asked students to not write their names to generate confidence and honesty in their answers.

Field Notes: Technique Observation

According to Johnson & Christensen (2008) observations are “the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest” (p, 236). Related to this this technique is important to collect data since it allows researchers to observe different events and behaviors that occur in the setting and with the participants. They also point out that in qualitative observation it is observed all potentially relevant phenomena in a natural form and to the research question.

Additionally, Johnson & Christensen (2008) describe field notes as written notes by the observer during and after the observation. This instrument allows collecting important details during all the observation. With respect to this research, we decided to design the field notes with some categories and questions to answer during all the implementations, some of these categories are related to the collaborative work, students’ interaction, resources, time and objectives among others (See Appendix B). Based on this, we could analyze different aspects related to the use of the Webquests.

Semi-structured interview

According to Hendricks (2006) qualitative interviews allow participants to express ideas, and opinions about different aspects of the research study. He also points out that semi-structured interview is a good way to make sure that the interviewee answers the questions that were planned by the researcher and at the same time to give the opportunity to add useful information.

This instrument was selected in this research because we wanted to find more detailed information about the use of Webquests. For that reason, we designed some questions that were answered by the head teacher not by the participants in which we provided space and time to the head teacher to express others aspects that she considered important to mention about the pedagogical implementation. Here is necessary to clarify that she was there during all the interventions. For that reason she had other perspective about this study and she could talk about the project with total transparency (See Appendix C).

Focus group

Creswell (2008) describes focus group as the process of collecting data through questions in a small group in which the researcher can elicit responses from all the individuals. One advantage of this instrument is the interaction between the researcher and the interviewees and when they provide useful information. Related to this we selected this instrument to get more information in a deeper way to complement the others instruments. This instrument included some open-ended questions where the participants could talk and express what they thought and felt about the use of

Webquests (See Appendix D). This focus group was carried out at the end the pedagogical implementation with all the participants.

Artifacts

In the words of Hendricks (2006) artifacts are research instruments defined as writing activities, assignment, projects, self-assessment and worksheets among others developed by students and created by researchers in order to analyze student achievement, understanding and process, especially when the research is focused on increasing student achievement in a specific area or aspect. Based on this, we selected this instrument for the present project because it allowed us to analyze student's learning process in terms of writing production taking into account students' final writings of each Webquests.

Others artifacts that we could analyze were the student's worksheets, since in each session students had to follow some activities before presenting their final product. These activities integrated reading, listening and speaking activities. In this way we could know if they followed a process, how well they did it, how their reading comprehension was, their listening skills, vocabulary among others (See Appendix E). All of this to answer the research question and to have a better understanding about student's difficulties regarding the writing production, and in this sense looked for the way to carry out a good implementation.

In addition, we designed and applied a pre-test to identify students most common mistakes in writing. (See Appendix G), in this way we established the statement of the problem for this research study and we thought about how we could

help students to overcome these difficulties through writing Webquests. We also applied a post-test at the end of the pedagogical implementation to know and identify if the writing Webquests helped students to improve their difficulties or not and how. This instrument allowed us to analyze data about the specific problem related to their writing production.

Triangulation

According to Sagor (2000) triangulation “involves the use of multiple independent sources of data to establish the truth and accuracy of a claim” (p, 113) with the purpose of making sure that the data to justify conclusions are valid and reliable comparing, confronting and seeing the findings from the instruments from different points of view based on the pedagogical implementation. Below there is an illustration about the process of triangulation in this research project.

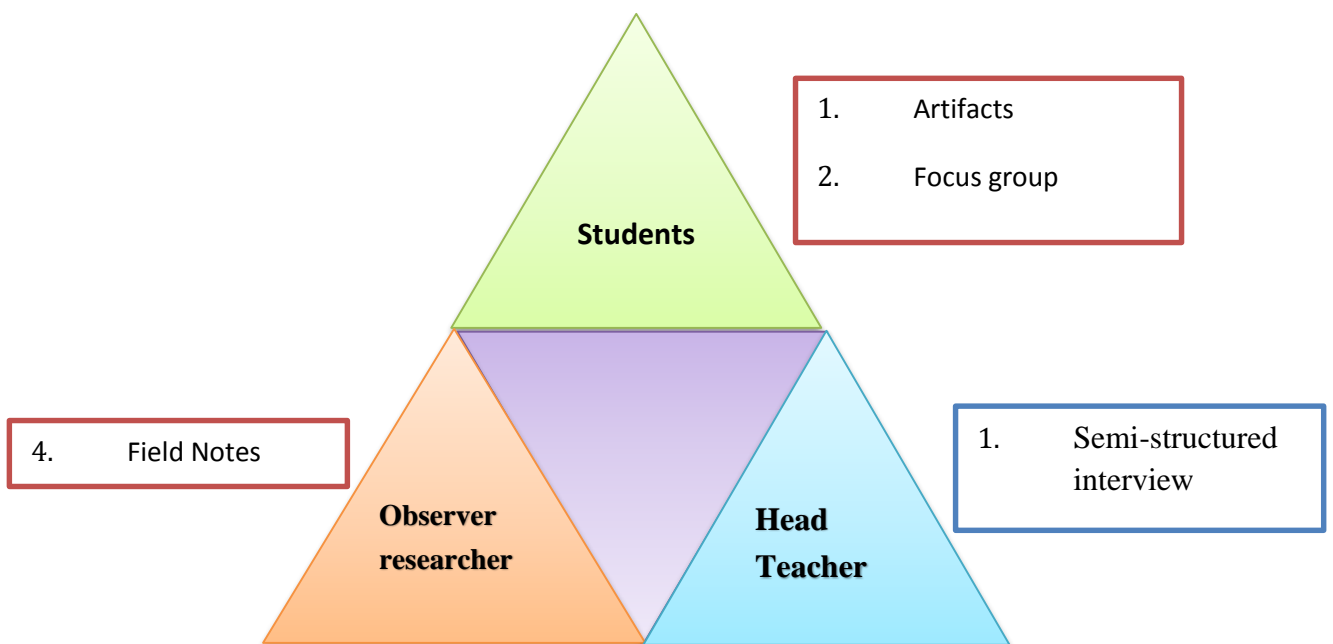


Image created by Janeth Gonzalez and Julieth Ramirez on September 23, 2016

CHAPTER 4

Instructional Design

This chapter describes the lesson plans of each Writing Webquests implemented to develop this research project. It contains the topic and the objectives divided into three categories: learning objectives, cooperative objectives, and ICT objectives. The topics were chosen according to the students' age, English level and the real life context with the main objective to improve student`s writing production. It also illustrates the activities that were designed in the Writing Webquests. Here it is important to mention that these writing Webquests were created by the authors of this research project and supervised by the tutor

The writing Webquests were structured according to Dudeney (2003) and Dodge (1995) in five sections: introduction, task, process, evaluation and conclusion. Each section of the Webquests performed a different role. The introduction shows the context where students were involved; the task explains what they had to present at the end and how they should work; the process described all the activities that students had to develop to comply the task; the evaluation provides an evaluation rubric (See Appendix I) which students used to evaluate their own work. Finally each conclusion summarizes what students did. It also thanks students for their participation and mentions what students learnt during the development of the Webquests.

Additionally, these Writing Webquests provided activities that integrated the four language skills; writing, listening, reading and speaking as a support to help students to improve their writing production. Moreover, the lesson plans of each

Writing Webquests were designed with the pre, while and post stages to teach writing (See Appendix F). It included the writing stages (drafting, pausing, revising, editing, and publishing) following the model presented by Williams (2003)

These writing Webquests designed as part of the pedagogical implementation of this study contain access to authentic material from the Internet that was chosen according to each topic and students' age and level of English. The learners used this material to develop the activities proposed in each Writing Webquests with the main objective of analyzing, selecting, adapting and transforming the information from the Internet in meaningful tasks where they presented a written product with this information.

After designing the fourth Writing Webquests to develop this research project and keeping in mind that students have access to the Internet, it was necessary to include a Welcome section (see image 1 and 2 below) in which; there was a short description about what they would do, the general objectives that they would achieve at the end of the implementation, and some rules and recommendations to guide students in the development of each one.



Image 1 Writing Webquest Welcome Section retrieved 15th October 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!welcome/c1zhv>

GENERAL OBJECTIVES

At the end this project, you will be able to:

1. Research information from the internet to complete a task.
2. Select, summarize and adapt information from the internet to create different writing tasks.
3. Write different kind of texts appropriate and with a specific porpuse.
4. Use different techniques and strategies to improve your writing skills.
5. Integrate reading, listening, and speking to improve your writing production.
6. Build a good collaborative work.
7. Use virtual resources to develop your tasks.

Rules and Recommendations

1. Don't copy and paste information from the Internet because your tasks need and mean more than this.
2. Don't listen to music while you are working on these Webquests.
3. Don't open Websites that you don't need to develop your activities.
4. Don't spend your time doing different things to the proposed activities.
5. Follow the instructions carefully.
6. Work collaboratively with your partners.

Image 2 Rules & Recommendations Retrieved 15th october 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!welcome/c1zhv>

Each Writing Webquests had a different topic, different objectives, tasks and activities that were designed and planned to involve students in a real life context, where they had to present a written task as the result of all the process that they did throughout each Webquest. It is necessary to clarify that students did not develop all the Webquests in class, so they developed the majority of activities in class and they finished the rest at home as homework and autonomous work. Coming up next, a description of each Webquest with its main aspects such as: objectives, task, and activities. The first writing Webquest is described and illustrated with screenshots and the others three are described in a brief way to contextualize each Webquest.

Additionally, teachers took different roles during the development of these writing Webquest in which they provided help to the students by clarifying doubts, answering questions, guiding students or, if they had difficulties with the instructions or they did not understand something through the development of the activities or with the online resources. They also introduced each Webquest asking students about their different roles and tasks to check student`s understanding about what they have to do and how. Here it is essential to clarify that teachers did not interfere in student`s opinions, thoughts or feelings about the different topics.

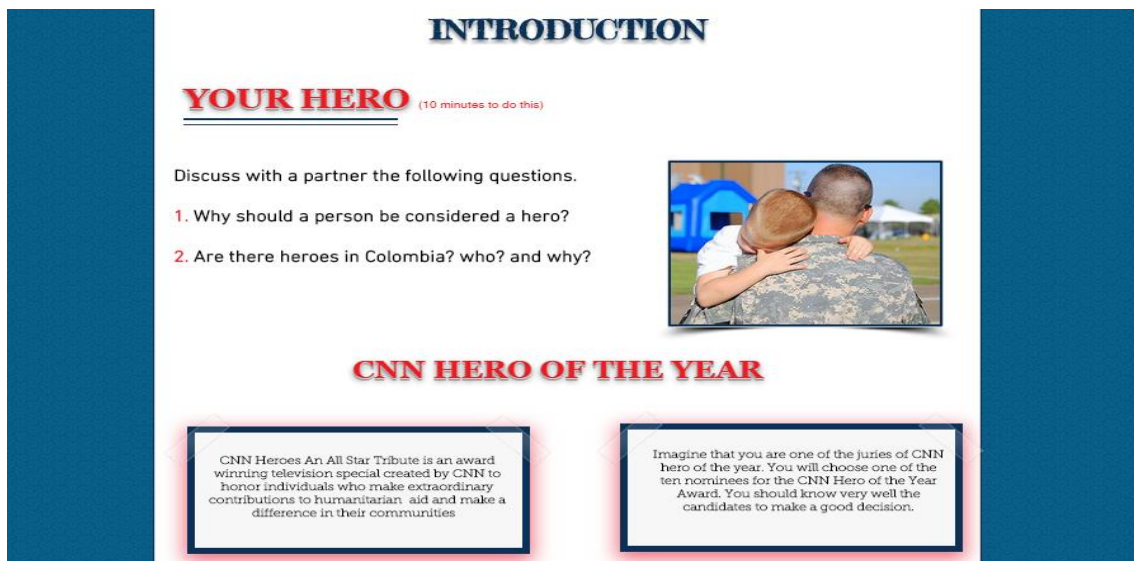
Writing Webquests: Choose the Hero of the Year.

Here is important to mention that students had the opportunity to know what the objectives of each Writing Webquests were because there was a short section in which students read these objectives in each implementation before starting to develop each Webquest. Teacher always asked one student to read aloud the objectives to be sure that everyone knew them.

Learning objectives	Cooperative objective	ICT objectives
1. Take notes from a reading. 2. Write a paragraph with complete sentences explaining their decision. 3. Present their posters explaining their task.	1. Work with a partner. 2. Correct and make suggestions about their classmate's work. 3. Evaluate their classmate's work using an evaluation rubric.	1. Select and summarize the information from internet. 2. Create a poster using technology.

Chart 1

Introduction Section: This section introduced the topic “*Choose the hero of the year*” with some questions involved in the Colombian context. It summarized the definition of what a hero is for CNN. It also involved students in the role of juries of CNN.



INTRODUCTION

YOUR HERO (10 minutes to do this)

Discuss with a partner the following questions.

1. Why should a person be considered a hero?
2. Are there heroes in Colombia? who? and why?

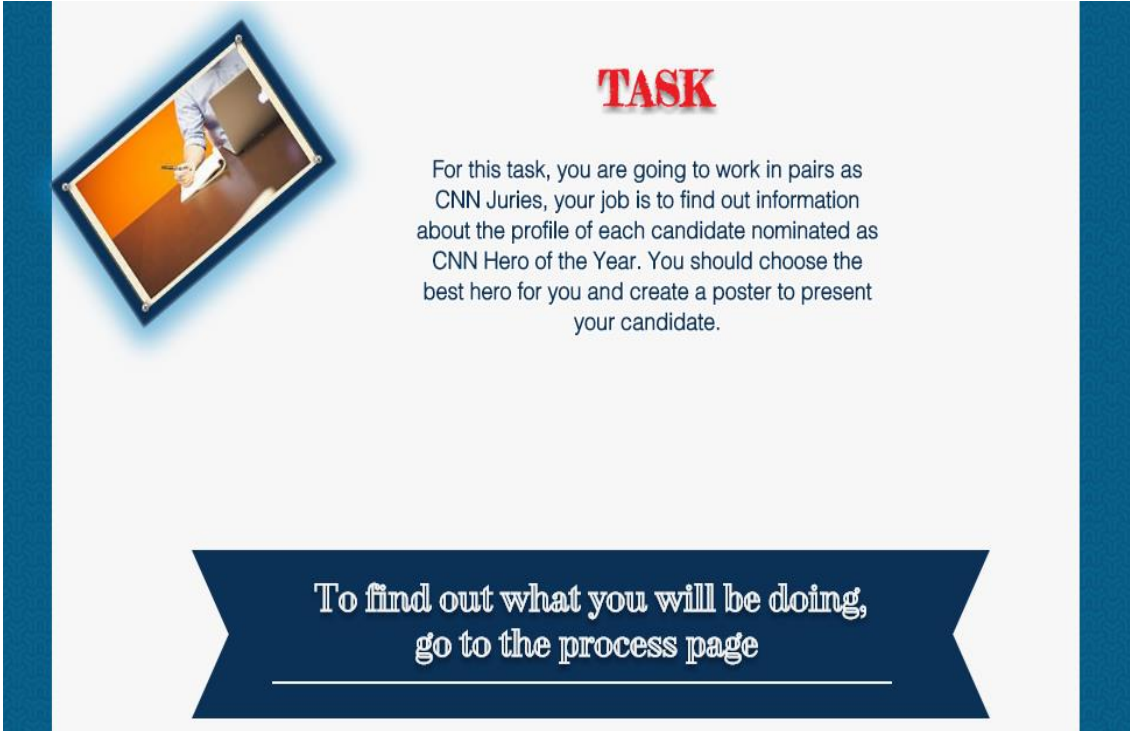
CNN HERO OF THE YEAR

CNN Heroes An All Star Tribute is an award winning television special created by CNN to honor individuals who make extraordinary contributions to humanitarian aid and make a difference in their communities

Imagine that you are one of the juries of CNN hero of the year. You will choose one of the ten nominees for the CNN Hero of the Year Award. You should know very well the candidates to make a good decision.

Image 3 Writing Webquest Introduction Section Retrieved 15th October 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#/introduccion/cnc4>

Task section: in this section the Webquest explained to students what they had to do and the way they should present the information related to their decisions, and how they should work, so the students needed to know very well each candidate to choose the best hero for them and then create a poster to present their candidates



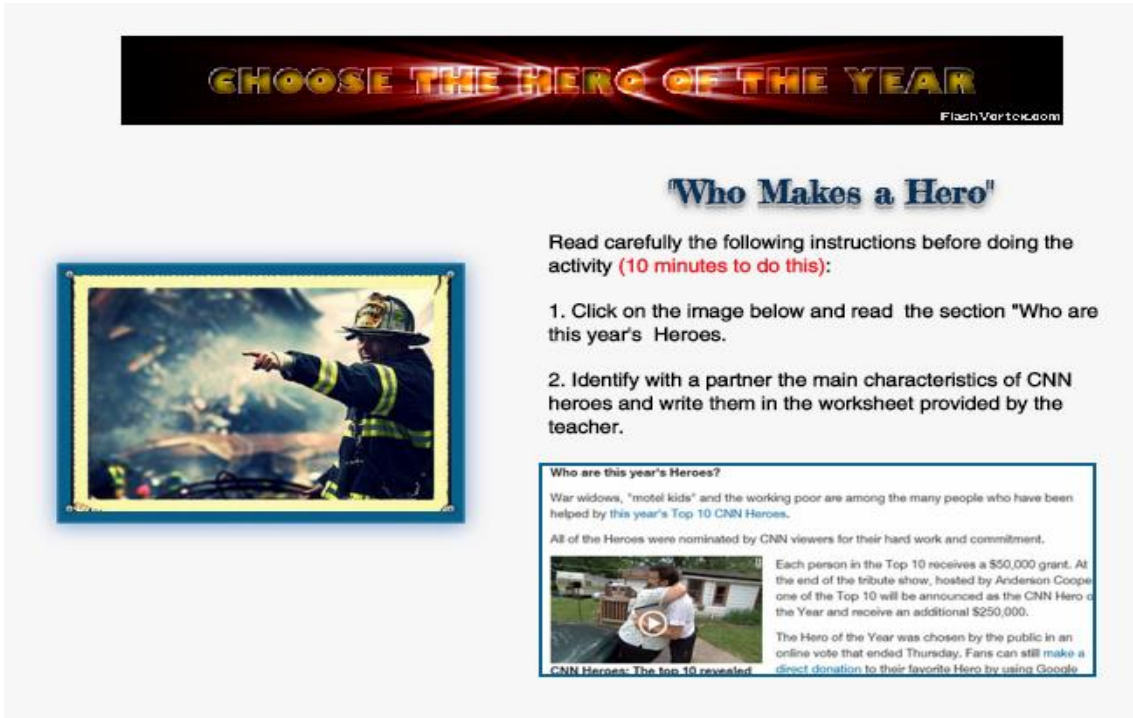
TASK

For this task, you are going to work in pairs as CNN Juries, your job is to find out information about the profile of each candidate nominated as CNN Hero of the Year. You should choose the best hero for you and create a poster to present your candidate.

To find out what you will be doing,
go to the process page

Image 4 Writing Webquest Task Section Retrieved 15th October 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!meet-don/ctvq>

Process section: this section contains eight activities that were designed following the writing stages by Williams (2003) as it was mentioned before. It integrates listening, reading, speaking and vocabulary activities with the purpose of helping students to complete this task. It also includes images related to the topic and virtual resources such as: useful dictionaries (online dictionary Cambridge and Wordreference) and readings from the Internet previously selected according to the topic.



CHOOSE THE HERO OF THE YEAR
FlashVortex.com

"Who Makes a Hero"

Read carefully the following instructions before doing the activity (10 minutes to do this):

1. Click on the image below and read the section "Who are this year's Heroes."
2. Identify with a partner the main characteristics of CNN heroes and write them in the worksheet provided by the teacher.

Who are this year's Heroes?
War widows, "motel kids" and the working poor are among the many people who have been helped by this year's Top 10 CNN Heroes.
All of the Heroes were nominated by CNN viewers for their hard work and commitment.
Each person in the Top 10 receives a \$50,000 grant. At the end of the tribute show, hosted by Anderson Cooper, one of the Top 10 will be announced as the CNN Hero of the Year and receive an additional \$250,000.
The Hero of the Year was chosen by the public in an online vote that ended Thursday. Fans can still make a direct donation to their favorite Hero by using Google

CNN Heroes: The top 10 revealed

Image 5 Writing Webquest Process Section Retrieved 15th October 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!platform/c1flq>

Additionally, each Writing Webquest had a small activity in which students had to upload their final writings and in this way they shared their works and they had the opportunity to see their classmates work. This space was created with the main idea that the teacher was not the only person reading and seeing their writings.



Choose the hero of the year
Please share your posters here

heros
PUB FILE

The hero of the year
THE HERO OF THE YEAR

Our hero is Leela Hazzah because she helps the lions, she works with a nonprofit Lion Guardians, in Africa! We want hear more about her!
LEELA HAZZAH
Vote for her, she helps the lions!

Image 6 Writing Webquests Padlet Retrieved 15th October 2015 from: http://es.padlet.com/writing_webques/Writing-Webquest

Evaluation section: in this section of the Webquest students downloaded the evaluation rubric (See Appendix I) and according to this criterion they checked and evaluated their own work. They had the opportunity to grade themselves giving a score from 1 to 5 based on each component of the evaluation rubric. After they evaluated their own work, they sent it to their teacher.

This evaluation rubric was created taking into account the five skills necessary for writing presented by Heaton (1998) which are: language use focused on writing appropriate and correct sentences; mechanical skills related to the use of conventions in a written language; treatment of content aimed to develop thoughts and think creatively; stylistic skills focused on the ability to manipulate sentences and paragraphs and the use of the language effectively; Judgment skills related to write in an appropriate manner with a specific purpose organizing, selecting, and ordering relevant information.

Teachers also used this evaluation rubric to grade student`s writing and give them feedback highlighting the positive things that students had in each writing, showing their mistakes and correcting them at the same time. Additionally, teachers gave suggestions and recommendations to improve their writings and explain how they should correct the mistakes. Finally teacher gave them a score from 1 to 5 according to each component of the evaluation rubric.

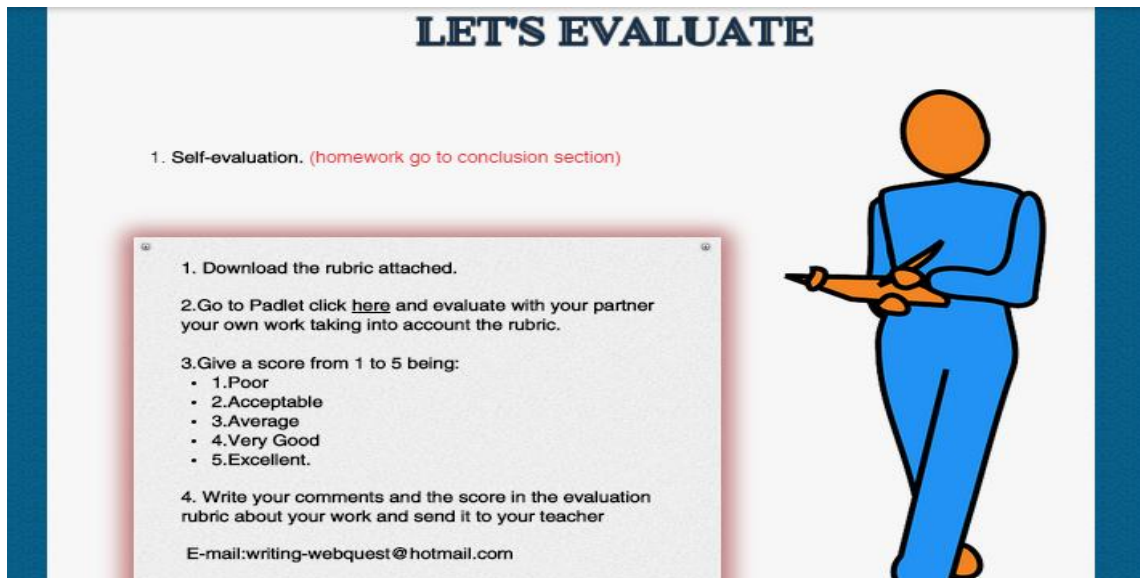


Image 7 Writing Webquests Evaluation Section Retrieved 15th October 2015 from: <http://writing-webquest.wix.com/the-hero-of-the-year>

Conclusion section: this section highlights and thanks students for their participation and work. It summarizes what students learnt during the development of this writing not just in terms of production, but also in the way how they worked developing the activities of the Webquest.



Image 8 Writing Webquest Conclusion Section Retrieved 15th October 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!get-involved/cecw>

Taking into account the above description, it is necessary to clarify that the creation of each Writing Webquests was designed following the same structure described previously in the content in all stages: introduction, task, process, evaluation and conclusion changed according to the topic and the objectives proposed in each Webquests with the purpose of encouraging them to write different kind of texts developing different activities in each task. Each Writing Webquests involves students in different roles of a real context where they were addressed to achieve the objectives established at the beginning of each Webquests. The following paragraphs will illustrate the next fourth writing Webquests that were implemented to develop this research. Some of them include images to illustrate these Webquests.

2 Writing Webquests: “Carnivals and Festivals Around the world”.



The image shows a webquest page with a header banner featuring colorful parrots and the text "CARNIVALS AND FESTIVALS AROUND THE WORLD". Below the banner, the word "objectives" is written in green. Underneath, it says "At the end of this Webquest, you will be able to:". There are three boxes containing objectives: "learning objectives" (Write short paragraphs including relevant information.), "ICT objectives" (Surf the internet to get information, Create a brochure using a virtual tool to present your task.), and "Cooperative objectives" (Work in group, Correct and make suggestions about your own work in group.). A central image of a person in a yellow carnival costume is also visible.

CARNIVALS AND FESTIVALS AROUND THE WORLD

objectives

At the end of this Webquest, you will be able to:

- learning objectives**
 - Write short paragraphs including relevant information.
- ICT objectives**
 - Surf the internet to get information.
 - Create a brochure using a virtual tool to present your task.
- Cooperative objectives**
 - Work in group
 - Correct and make suggestions about your own work in group.

Image 9 Writing Webquest: “Carnivals and Festivals Around the World ” Section Retrieved 02nd November 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!carnival-and-festivals/c1bpl>

This Webquests involves students in the role of tourist guides, where they started the introduction section discussing about their experiences in carnivals or festivals of Colombia. The task invites students to work in groups of three as tourist guides to look for information about carnivals and festivals around the world creating a brochure to invite foreign people to participate in one of them.

The process section addressed students to develop writing, listening, reading, speaking, and activities of vocabulary divided in eight activities in which they had the opportunity to watch some videos related to the topic, match some words with their definitions as a pre-reading activity to have more vocabulary to develop a reading about carnivals and festivals around the world. They also wrote a first draft and revised their writing to make changes and correct their mistakes to edit their final brochure.

CARNIVALS AROUND THE WORLD

PROCESS



MATCHING (10 minutes to do this)

1. With your group match the words with the definition in the worksheet provided by the teacher.

1. Watch the videos in groups of three and answer the following questions. (10 minutes to do this)

- What are the differences between the carnivals?
- What are the similarities between the carnivals?



Image 10 Writing Webquests Process Section retrieved 02nd 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!process/cax1>

The evaluation section asks student to evaluate their brochure according to the evaluation rubric giving a score from 1 to 5 in each component of the evaluation rubric.

This Webquests ends with the conclusion section where it thanks students for their participation and their brochures highlighting the positives thing that students learnt developing this Webquests.

Webquest 3: “Colombia’s Social Issues”.

Learning Objectives	Cooperative Objectives	ICT Objectives
<p>1. Students will be able to write a formal letter proposing a solution to a specific issue.</p> <p>3. Students will be able to create a proposal to give a possible solution to one Colombia’s issues.</p>	<p>1. Students will be able to work with a partner.</p> <p>2. Students will be able to revise their own work to improve it.</p> <p>3. Students will be able to evaluate their own work.</p>	<p>1. Students will be able to select, adapt and summarize information from the Internet.</p> <p>2. Students will be able to use virtual tool to share your formal letter.</p>

Chart 2

The third pedagogical intervention took place with the development of “Colombia’s Social Issues” Webquest which was designed in order to contextualize students about some problems of Colombia currently. In the introduction section

students were asked to discuss with their classmates about this topic and the possible solutions to these issues. The task involved students to perform the role of leaders of Colombia working in pairs to present a formal letter with a proposal to solve a specific problem in which they wanted to work such as: crime, violence malnutrition, poverty, unemployment, among others.

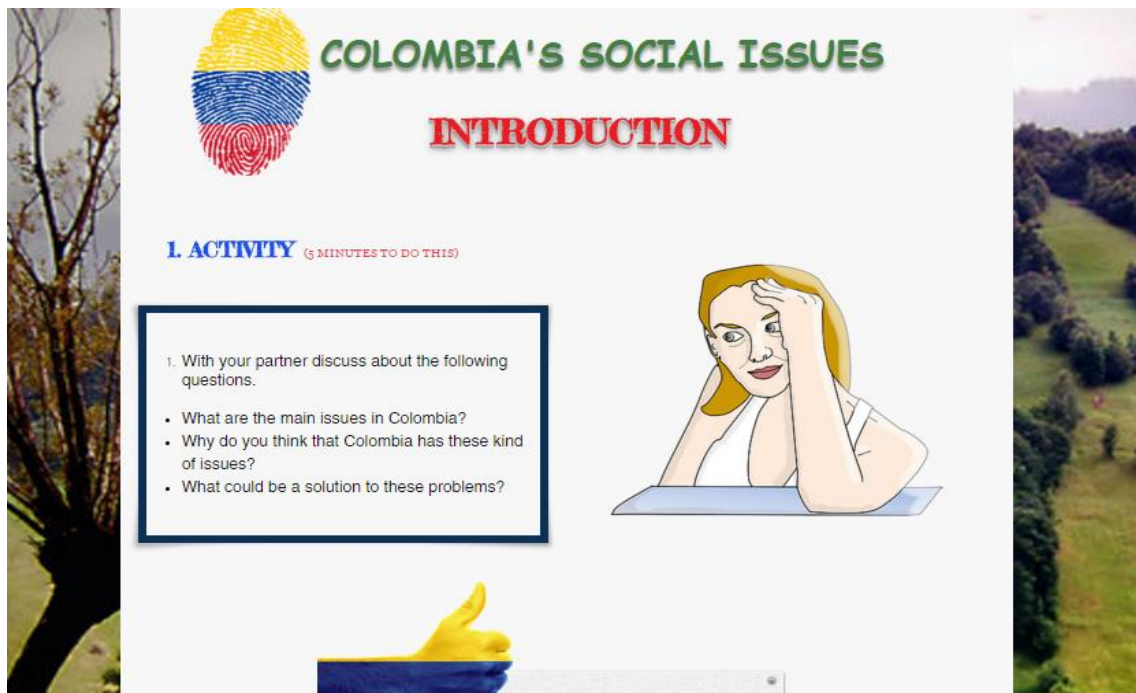


Image 11 Writing Webquest introduction Section. Retrieved 02nd November 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#/introduction/c1t7y>

The process section of this Webquests included ten activities divided in the four skills: listening, speaking, reading, and writing with authentic material such as: some readings, and a video. This Webquest includes a section of resources where students read more about one of the topics that they chose to write their proposal. In the evaluation section students evaluated their own formal letter using the evaluation rubric giving a score from 1 to 5 according to each criteria of the evaluation. Finally, in the

conclusion section the Webquests thanks students for their proposals, their collaborative work among others. It summarizes what students learnt developing this Webquests.

4 Webquest: “10 Things to Hate About Bogota”.

10 THINGS TO HATE ABOUT BOGOTÁ
OBJECTIVES

At the end of this webquest you will be able to:

LEARNING OBJECTIVES

1. You will be able to follow instructions in the process section.
2. You will be able to identify new English expressions in a reading.
3. You will be able to write a short article showing positive things about Bogotá
4. You will be able to participate in a short debate defending your city.

ICT OBJECTIVES

1. You will be able to use online dictionaries to identify unknown vocabulary.
2. You will be able to share your short articles using Padlet

COOPERATIVE OBJECTIVES

1. You will be able to work collaboratively.
2. You will be able to correct and make suggestions about your classmate's work
3. You will be able to evaluate your classmate's work using a rubric.

Image 12 Writing Webquest: “10 Things to Hate About Bogota” objectives section Retrieved 02nd November 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!my-city/c198x>

This fourth Webquests starts with the introduction section in which students discussed with a classmate about some questions related to how the people live in Bogota. It also involves students in a situation where they are going to participate with the objective of changing the bad perception that some foreign people have about Bogota because a journalist came to Bogota and wrote an article “ 10 Things to Hate About Bogotá” and for this article many foreign people do not want to visit Bogotá. Then students are going to develop the role of editors in pairs to write a short article that contrasts or defends what the journalist wrote in his article.

In the process section, students develop some activities that integrate the four language skills with authentic material from the Internet in which students read different information about a specific topic in which they are interested on writing their short article. In the evaluation section students also develop their process of evaluation previously mentioned with the evaluation rubric. There is the conclusion section that summarizes the student`s work mentioning positive aspects about their work.

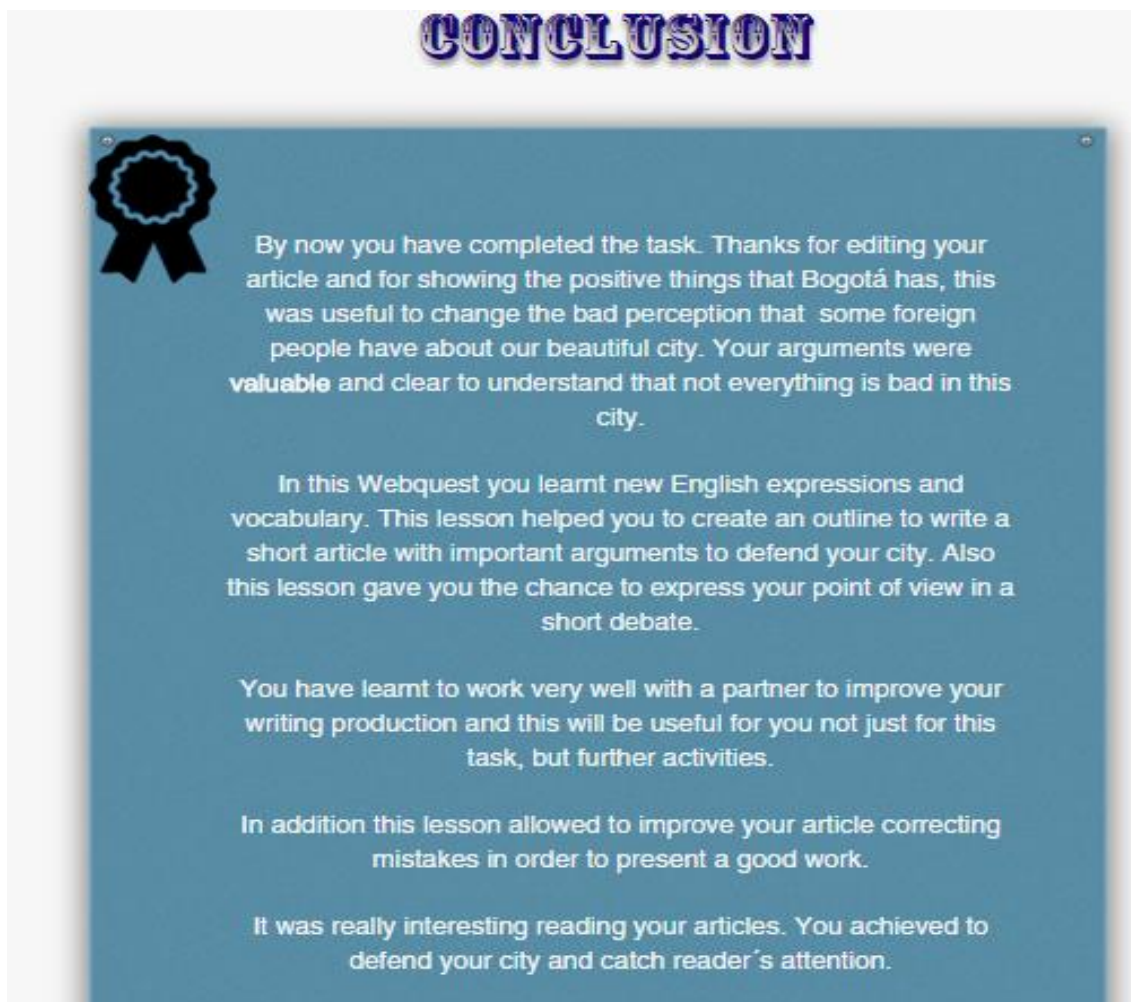


Image 13 Writing Webquest Conclusion Section. Retrieved 02nd November 2015 from <http://writing-webquest.wix.com/the-hero-of-the-year#!conclusion/ccy6>

CHAPTER 5

Data Analysis

This chapter describes the analysis of the data collected and the findings of this research study presented in two main categories that allow us to answer the research question and achieve our research objectives. In order to analyze the data about our research and what we found in previous studies and the theoretical framework connected to this study, we carried out an implementation of four writing Webquests with a group of six students and gathered information through the following instruments: questionnaires that were used to get information about the work and the development in each writing Webquest and field notes which were designed with some categories to observe different events and behaviors that occurred through the implementation. To understand and analyze information from another point of view, in this case their head teacher who was present during the whole implementation observing the process. We used a focus group carried out to know the students' perspectives, thoughts and feelings about the work of the writing Webquests; artifacts, were collected to analyze student's learning process in terms of writing ; and a pre-test and post-test were administered to analyze their difficulties and improvements in their writing production before and after the implementation.

Based on the information collected through those instruments, we could observe and interpret different aspects from different perspectives about Webquests in EFL classes. In this way we analyzed the data provided by those instruments and identified two categories to answer the research question. Coming next, we present these categories with samples of the data gathered that evidence them.

Research question:

How does the implementation of Webquest in the EFL class foster students writing production?

Categories of the Analysis	
1. Writing development through the implementation of the writing Webquests in EFL class.	2. Advantages and disadvantages of implementing writing Webquest in EFL class.
Students` writing development	Collaborative Work
Writing Process helps improve students` production.	Internet as a Help
Feedback in the Writing Webquest from peers and teacher.	Students` Role
Teacher as a guide in the writing process.	Difficulties in Collaborative Work
Evaluation during students` writing process	Internet as a Distractor

Category 1. Writing development through the implementation of the writing Webquests in EFL class.

Category 2. Advantages and disadvantages of implementing writing Webquest in EFL class.

Writing development through the implementation of the Writing Webquests in EFL class

This category points out to answer the research question based on how the implementation of writing Webquests in the EFL class foster students` writing production, so we described and illustrated the most important aspects that were found during the pedagogical intervention through the writing process and the use of virtual tools. In this sense, we refer to the use of the writing Webquests that were designed and

structured to help students in their writing production. In this research project, the participants of this study showed and reflected that the Webquests were useful to support the writing production in a creative way and allowed them to use different tools to facilitate their writing production through different stages.. This category presents and describes how the writing Webquests fostered the students writing process through some important aspects that were found during the pedagogical intervention: **1)** students' writing development **2)** writing stages, **3)** feedback, **4)** Teacher as a guide, **5)** Evaluation.

Students' writing development. The writing Webquests were designed and implemented with the objective to fostered student's writing reduction since we found in the pre-test applied before the implementation that our participants had problems in their writing production related to capitalization, word order, coherence, punctuation marks, sequence of paragraphs among others. In this sense the pre-test and post-test were analyzed to identify the differences before and after the pedagogical intervention with the writing Webquests and the artifacts that reflected their progress during the development of each task. Here are explained and illustrated with samples from the tests and artifacts how the writing Webquests foster student's writing production.

We analyzed these instruments and artifacts to identify changes, improvements and progress in students' writing production where we identified that students had positive changes in their writings that allowed them to improve their writing production. However, we could identify that there are some aspects that students did not improve through the pedagogical intervention.

Most of the students showed problems related to word order in the writing pre-test. In comparison with the post-test, most of them did not repeat this common problem. Here are some samples taken from the pre-test and post-test that showed how this problem is not repeated in their writings. They wrote many sentences with appropriate word order, so their writing does not look affected by the Spanish transference. In the following chart we will show the improvements related to word order.

Pre-test	Post-test
<ul style="list-style-type: none"> -Country beautiful -friendly people -the city Medellin -a country very beautiful. -places touristic -park natural -a place beautiful 	<ul style="list-style-type: none"> -awesome country -tourists plans -best service -familiar plans -amazing restaurant -beautiful beaches -best experience -traditional and modern restaurant. -the biggest zone -the most interesting travel agent -it is a great opportunity to relax and enjoy with different activities

(Taken from appendix G)

(Taken from appendix H)

Although in the pre-test there was a small percentage of students that omitted the subject in some sentences in the post-test it was reflected that they included the subject

in most of the sentences and there was not a problem in their writings. However we want to show the small difference between the pre-test and post-test. The next paragraph evidences that does not lack of the subject in the sentences that is clear to understand the text. In the next sentences we show some examples of students' improvements mentioned above.

Pre-test

If you go to Cartagena can see the beaches

Because is a country beautifull

In this travel agent found

But going to the university

(Taken from appendix N° G)

Post-test

We want that you live the best experience in Colombia.

You can visit Santa Marta Barranquilla where you can find

It will be a great difference

It is important tell you that each hotel

(Taken from appendix N° H)

We analyzed in their writings that they included more conventions like capitalization, and punctuation marks. However they still did not use them correctly. We also could realize that they did not improve a lot in this problem in their writings because in their paragraphs is reflected that some of them these conventions are not clear and used appropriately. Here there are some samples taken from the post-test that evidence how students still have difficulties using punctuation marks.

In the first example this student writes the second word in capital letter when it is not necessary because there is not a period and it is not the beginning of the text or paragraph.

and Finally the single plans is in Cartagena where you can meet

(Taken from appendix H N°1)

Here is evident that this student finishes one idea and he or she starts the second idea with an article, but he does not include the period to separate the two ideas. Additionally, he writes a word in capital letter after using a comma as it is shown in the example below.

It depends on the number of the people. the couple plan cost holidays, Additionally in this kind.

(Taken from appendix H N°1)

In the sample below a student does not write the names of an island in capital letters when it is necessary to name countries and proper nouns.

The couple Plan is in a *colombia* island "san andres"

(Taken from appendix H N°1)

As we mentioned in the statement of the problem, the writings were not interesting because they did not include relevant or new information to continue reading

the text. In contrast, in the post-test, students included more information and new things that made their writing a little more interesting. The next examples show the comparison and the explanation between the pre-test and post-tests writings.

Colombia is the bettest countri of the world the people are very friendly and they like know new people, the food is delicious in Colombia there are many beautiful and wonderful places, as museums , parks, restaurants, shops. If you want enjoy you can go to bars in the night when you can know people, dance and drink some.

(Taken from appendix G N°1)

This pre-test shows that the student tries to describe many things in a paragraph but he does not describe the idea completely and with details that support what he is describing. For example he writes about what people are including two adjectives and with a very short description that does not tell much information about Colombian people. The second idea that he mentions is about the food where he just describes the Colombian food as delicious, but we consider that he have could written the name of typical food, the taste, and the variety with more description. Additionally, the student mentions that there are museums, parks, restaurants and shops and there is not a big difference with others countries since these places are found in most of them. It means that this writer does not describe something new or interesting as we mentioned in the statement of the problem. The activities that are mentioned in this paragraph are not relevant because these activities are simple and not interesting. In comparison in the post-test, students included more information and described a little more the ideas that they presented. Here below is shown and explained this comparison.

Moon and Sun

Good morning Mrs Mark we are interested that you come to Colombia and know the wonderfuls that can offer this beautiful country, there are a lot of places to visit like Jeticia in Amazonia there, you can practice funny sports such as: Climb mountains or threes, fishing, ride horses among others, you will have the opportunity to know the sea of Seven colors and also you can enjoy with the natural biodiversity that have this region in Colombia visiting one of the biggest zoo in all Latin America. By contrary if you want a tropical city, the moon and sun agency can offer you three wonderful places, San andres, Cartagena and Santa Marta, where you will stay in the best hotels categorized by 5 stars, this hotels have clubs, spa, three swimming pools, entertainment rooms, restaurants etc. the main idea is that you

(Taken from appendix H N°3)

We consider that although their writings could be more interesting, students used their own words and included more information that made their writings more complete to understand the purpose of their writings that was convincing a foreign person to visit Colombia. This student started mentioning a city and included the activities that the person can do in this city. He also mentioned what it is the main characteristic of this city as it is the biodiversity and the biggest zoo of this country. However this student included a description of a hotel that is not relevant in this writing as it was explained before in the sample of the pre-test. That is why it is mentioned mention that the content of their writings are a little more complete and interesting because they presented more information and they tried to describe a little more the ideas, but the texts still need more details and description to catch reader's attention and show impact.

It was also reflected in the pre-test that students had problems related to the ability of manipulating sentences. Their writings showed that their ideas were not connected and there was not a sequence between them. We analyzed that in the artifacts

they gradually improved this problem since their ideas were more complete and connected between them.

These samples are taken from the first writing task that they did in the Webquest. The next artifact shows the first ideas that they presented in their writings where with simple words they answered the question and they showed their ideas clearly.



(Taken from appendix E N^a 3)

Our hero is Leela Hazzah because she helps the lions, she works with a nonprofit Lion Guardians, in Africa!


(Taken from appendix E N^a 3)

**OUR HERO OF THE YEAR:
ARTHUR BLOOM**

In our opinion is that he tries to help people in a different way, with music to motivate soldiers.

We think that it is a good project because the soldiers usually see things that break their souls and the music can healing this wounds.

As Arthur said we believe that “by injecting music into this space we can inject life”.



We think that it is a good project because the soldiers usually see things that break their souls and the music can healing this wounds.

(Taken from appendix E N^a 1)

In the second writing task, students included more ideas in their texts that were more connected between them because in this task they were asked to write more than one paragraph. However, in the following samples it is evident that they still have difficulties to complete the ideas with more information, but there they included more information in comparison with the first writing task.

They have 16 songs. (You can hear them, and more, on this Mardi Gras playlist.) Songs that are specifically about Carnival time - including, of course, "Carnival Time" -This carnival is colorful, you can see it when you see the things that people is wearing. They wear costumes, but not only person wear this clothe, also their pets use it. They use a lot of mask,hats and beads of all kinds , and you can go to a mask shop or the baze of the dozen to create your own costume.

(Taken from appendix E N° 5)

Some activities that you can enjoy in this carnival are wearing masks and costumes, overturning social conventions, dancing, sports competitions, parades, debauchery, etc. it also is related to share the Christian tradition. You also can go to the Lusiana state museum where you can see the history, masking, parades , Balls an de Courir du Madri Gras.

(Taken from appendix E N° 3)

In the previous two paragraphs the students included information about the Madri Gras carnival where they describe music, activities, clothes and some activities, but there are some ideas where the information is very short and limited. For example, when they mention that those activities are related to christian tradition they don`t explain this idea and start a new one. Other idea that it is not complete is when they say that the person can go to the Lusiana state museum where the person can see the history. They include others things that are confusing to understand the main idea. We consider that they presented many ideas that describe the carnival, but some were not very well developed.

The third writing task was about a letter with a proposal to improve the quality of life of Colombian people. In this task,students wrote three paragraphs and most of them were very clear and organized to understand their ideas . Here below there is an example taken from the third task that shows how the ideas are clearer and complete in comparison to the previous task.

We decided to write this letter in consequence to difficult situation that all people in Colombia have to live every day in this country, in different sector such as the economy, politics, health, safety among others, all this social problems affect us like citizenships because we work hard to pay taxes, to pay a good education and finally to have a good quality of live.

To find a good solutions to this problematics we want to present you and interesting idea focused on improving the economic in the country, the main idea is create a recycle company which are going to be responsible of the process of recollection, renovating and distribution of national products to sell it abroad.

With this ideas no just you will help to environment, but also you will give employment to people in need, like mothers heads home, people victim of violence in Colombia among other. This is a great opportunity change a reality and open a door to the light.

(Taken from appendix E N° 7)

This previous writing shows that the ideas are more complete and connected to understand the purpose of this task. They started the letter explaining the reasons to write it and they mentioned the problems that Colombia has. After that, they present the proposal to improve a problem and they describe the benefits of that proposal. Here is evident that the ideas and the paragraphs are connected and organized to present the information. We consider that in this writing their ideas support the proposal of the letter and the paragraphs evidence the sequence and order of ideas that makes the reading easy to understand. We also present a sample taken from the post-test where the writer presents the information in an organized way describing details that support the ideas and the information. Additionally, they started an idea, developed it and finished it. That is why these writings are understandable and easy to read with no confusion as we explained in the before paragraph.

However, first of all, I'm gonna tell you why you should come to Colombia and live your vacations here.

Firstly, the weather here is really amazing, in spite of in.

Colombia there are not seasons, people can enjoy sunny days, fresh afternoons or sometimes a quiet raining, it depends on the city that you visit. Secondly people from Colombia is very friendly and helpful, it makes that you feel comfortable, another reason to visit Colombia is the food, since you can find delicious plates which represent all our culture.

Finally, we want to present you three tourist plans,

the first one take place in Cartagena, Medellin and Bogotá

(Taken from appendix H N°6)

In this text the writers present the information in a clear order as we could observe and analyze, they use linking words such as: firstly, secondly and finally that makes their information is organized. Each paragraph presents new information that is related to the main topic, so it is reflected the connection between the paragraphs. In addition they described and included details that enrich their writing. Additionally in the description of the writing tasks that were described above we also could analyze how the length of their writings was increasing through the texts.

We also analyzed that there are some small difficulties that students still have in their writing production that are not so relevant, but we consider that are important to mention because students will need more reinforcement in this aspect. They make some agreement errors. For example when there are plural and singular nouns. These are

some samples taken from the post-tests that evidence that this difficulty still continues in their writing.

The single plans is

You never forget this holidays

Where you can beautiful woman

And know the wonderfuls that

The couple plan cost

The best accomodations

(Taken from appendix H)

There are some writings tasks that students developed during the pedagogical implementation where it is possible to identify their progress throughout the intervention. Students started with small writing tasks where they were asked to write one paragraph and through the implementation their writings were longer, so we could identify and see that students included new vocabulary. In some cases, the vocabulary was in the writing Webquests or in the resources that they had in each one. It was analyzed that students achieved the objectives of each task since they responded with appropriate information to each task.

Although the first task was simple because they did not have to research a lot, we noticed that they used in their writings words that were in the readings. They learnt their meaning because in these writings they used them correctly into the ideas that they wanted to express showing their hero of the year. We consider that they responded to

the task because with their own words they explained the reasons about their decision.

Here below there are two samples from the first writing task that students did and there are some highlighted words that make part of the new vocabulary that they included.

Our hero is Leela Hazzah because she helps the lions, she works with a nonprofit Lion Guardians, in Africa!

We want hear again the roar of the lions!

(Taken from appendix E N°3)

In our opinión is that he tries to help people in a different way, with music to motivate soldiers.

We think that it is a good proyect because the soldiers usually see things that break their souls and the music can healing this wounds.

As Arthur said we believe that “ by injecting music into this space we can inject
i.e.”

(Taken from appendix E N° 1)

In this sample of the first writing task we could notice that there are some new words that they include in this task that were involved in an activity of vocabulary that was in the Webquest and others that were in the readings that they did to present their hero, some of these words are: nonprofit, souls, healing, wounds, and roar.

The ideas, the arguments and the information were more organized and it was easy to understand the purpose of the text. These writings were interesting and complete with relevant information appropriated for the situation given. Next, there are two letters that students wrote to improve the quality of life of their country Colombia.

25th November 2015

Bogotá, D.C

Dear President,

We decided to write this letter in consequence to difficult situation that all people in Colombia have to live every day in this country, in different sector such as the economy, politics, health, safety among others, all this social problems affect us like citizenships because we work hard to pay taxes, to pay a good education and finally to have a good quality of live.

To find a good solutions to this problematics we want to present you and interesting idea focused on improving the economic in the country, the main idea is create a recycle company which are going to be responsible of the process of recollection, renovating and distribution of national products to sell it abroad.

(Taken from appendix E N° 7)

Writing Process helps improve students' production. During the implementation of the writing Webquests we realized that it is essential to follow the writing stages to help students to write in English. As Williams (2003) mentions, this process offers students the opportunity to improve their writing production. In this pedagogical implementation students had the space and time to think, organize, generate ideas, review, and correct their writing among others through the writing stages that were involved in the writing Webquests to help them in their writing process

These writing stages contributed in different ways to the development of each writing task during the implementation, so it was analyzed how these stages helped students in their writing process. The first stage integrated in the writing Webquest was

pre-writing where students were involved in a context or situation with a series of short questions related to the main topic. These activities allowed to catch student`s attention although not all the topics were interesting for them. They started to have more ideas about the topic because in some Webquest they felt identified with the topics and they were engaged since the beginning with the first activities. When students are not attracted by the topic they also have more ideas about what to express or show in their writings because they could write their own ideas, thoughts and feelings related to the topics.

This stage was useful since students discussed about the topic, questions and, exchanged information to answer the questions before they wrote. This stage included also videos, readings about the topics, so they could have more ideas to write and plan what they would write. Williams (2003) describes that in this stage students generate ideas and strategies for the writing task and we consider that this stage contributed positively to the rest of the activities because they start to get familiar with the topic and they also generate ideas as he mentions to include in their writings. In the following examples we will show the previously mentioned.

Question

T: "bien chicos ahora quisiera saber que les gusto de la Webquest y por qué?"

S6: "profe a mí me gusto que por qué ejemplo no teníamos que escribir el artículo, o el poster de una vez si no que había actividades en la Webquest que nos servían para organizar el texto, para tener más idea acerca de que íbamos a escribir, además actividades como los videos que nos daban información interesante para incluirla dentro del texto" (Taken from Focus Group att the end of the sessions. 12/12/16)

Field Notes.

“Most of the students are participating in the introduction activity, they are discussing some questions related to the carnivals in Colombia, they are engaged watching the videos about the carnivals, they comment positive things related to the videos and they mention that they have more idea about what they will include in their carnival.....”podemos primero incluirle una imagen del carnaval, despues podemos hablar sobre la ropa y le metemos otra imagen para que se vea llamativo el folleto”
 (Field notes Lesson 2.

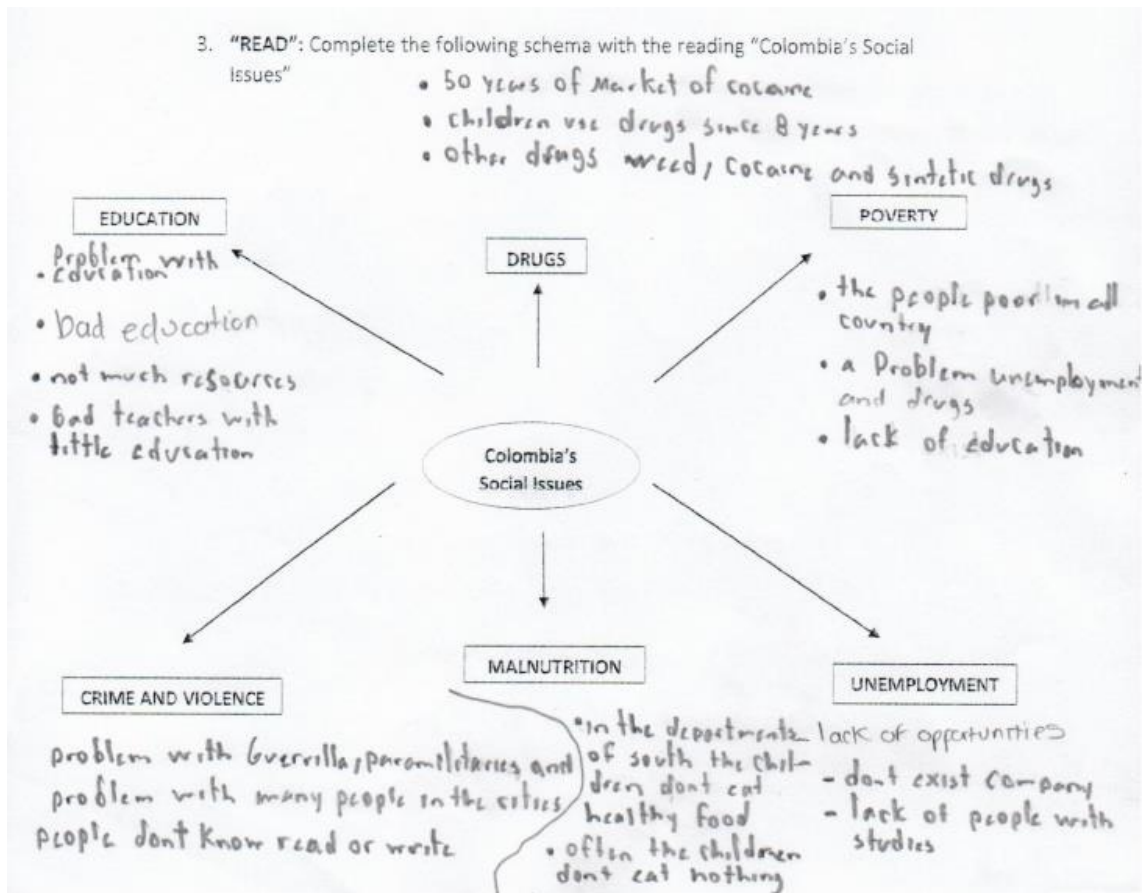
Additionally, in the writing Webquests students also wrote some ideas through taking notes, completing charts with specific information, creating a mind map and an outline. This makes part of the pre-writing stage in where they could organize, select and find appropriate information before writing. We consider that these activities were useful because they had the space to do it, they did not start writing without ideas, and they also could plan their writings since with these activities students knew what information was useful and appropriate for their writings and what not to start to write. In the next examples it is evidenced that the students organized their ideas before writing.

“MAKE A DECISION” (10 minutes to do this)

4. Write your notes about your three possible heroes for you.

HERO	HERO	HERO
Ned Norton has provided strength and conditioning training to people living with a variety of disabilities	Arthur Bloom He has program: musicorps to help injured soldiers to recover their life.	Dr. Wendy Ross her non profit Autism Inclusion Resource has helped hundreds of families navigate challenging social situations

(Taken from the first worksheet)



(Taken from the third worksheet)

Was it useful to take notes before writing a paragraph?

Yes

No

Yes, because I can start with simple words that generate me more ideas to write and I can write my own ideas about the topic.

The second writing stage that is involved in the writing Webquest is drafting stage. Students started their first writings. They included ideas and information from the previous activities in their first drafts. That is why it was noticed that if they developed the pre-writing stage with activities that allowed them to have more ideas about the topic they could start their drafting in an easier way and with more ideas. This

stage made students connect their ideas with the purpose of the task since here they included everything that they wanted to present in their writings. In this stage students could check, review and correct their writings to improve them since this stage is accompanied by the revising stage where they identified their own mistakes to correct them or they exchanged their drafts with other group or pair to make suggestions and correct mistakes to improve their writings.

5. Write your first draft explaining the reasons about your decision.

Arthur Bloom: In our opinion he tries to help people in a different way, with the music, he motivates soldiers. We think that it is a good project because the soldiers usually see things that ~~breake~~ their souls and the music can heal ~~ing~~ this wounds. As Arthur said we believe that "by injecting music into this space we can inject life".

"REVISING" (10 minutes to do this)

6. Exchange with another pair your first draft and Check your classmate's writing

- Highlight and correct mistakes.
- Make suggestions and recommendations.

Write here your suggestions and recommendations about your classmate's writing and return it to your classmate.

You need to correct the "breake" and replace to "break" and "thing" for "think", and also Put S to third Person

We analyzed that these stages contributed positively to the improvement of the writings because students had other opportunity to make changes and improve them with the help of their classmates where suggestions and corrections were useful for their

writings. We totally agree with Williams (2003) who describes this stage with the term “re-seeing” because students sometimes could not see their mistakes. For that reason it is important to have other person revising with other vision in this case from their classmates to accept suggestions and recommendations with the objective of improving. The following examples evidence and support the idea mentioned above.

T: bueno muchachos ahora me gustaría saber si ustedes creen que fue útil hacer un borrador primero antes de presentar el escrito final?

S5 : “profe yo también creo que hacer un borrador antes presentar el escrito final es bueno porque uno puede desarrollar mejor las ideas y además se puede fijar en los detalles simples como la coma el punto y demás uno vuelve y lee y revisa que le quedo bien, mal y asi.....”(Focus group at the end of the implementation 12/12/2015)

Do you consider that the activities integrated in the Webquest were useful to improve student`s writing production? Yes, no why?

T:I consider that these activities where students exchanged their writings were good to help them in their writing process because they exchange also knowledge and they corrected their classmates with mistakes or things that were not so well.....(taken from the semi-structured interview applied to their head teacher 12/12/2015)

We observed that the revising part sometimes was not easy for them because they were not really sure about the mistakes and the corrections that they did and found. However, they asked their teacher to clarify questions and doubts and in this way they also provided help to their classmates making suggestions and recommendations to correct their classmates’ work.

Williams (2003) also mentions pausing and reading stages that are related to the moments where they are not writing, but they are reflecting and reading again to check the connection with the task. Although these stages are not implicitly in the writing Webquests we observed that they read more than one time to check their writings and they sometimes made some changes in their writings because they realized by themselves that there was something to improve or change. We consider that these stages are not difficult to follow. They allow to identify how well their writing advances and what to change.

The next stage involved in writing Webquest is editing where students started to write the final version of their writing tasks. Here they changed and corrected their writings taking into account what they had done in the previous stages drafting and revising to create their products. We analyzed that in this stage they wanted to present the best writings because they were motivated to present good works, so they rewrote their tasks improving what they had written in their drafts. This stage gave students the opportunity to think about the final corrections and what they will finally present to the audience. Taking into account the description previously mentioned, we noticed that when students have more opportunities and ways to correct and rewrite their writings, they concentrated more in presenting good writings because they already had time and the tools to do it. When they arrive to the last stage, they did not spend much time doing it.

Finally, students shared their work with their classmates in the space provided in Padlet where they could post their products and see their classmate`s work. It was important that they showed their work not just to the teacher, but also to their

classmates because they felt the importance to do it well. This publishing stage included also a space where students presented their writings explaining the writing task through a short speaking activity, so they could express and show to their classmates in a written and spoken way. We found that when they present their writing to their classmates they feel the importance to do it and to do the best even when they are not prepared to present their tasks in a spoken way. Here there are two samples that evidenced the previously mentioned idea.

Ustedes creen que compartir el trabajo con sus compañeros y con la profe fue útil? porque?

SS: yo pienso que era bueno porque uno intentaba de hacer lo mejor y de tenerlo bien para que los compañeros vieran lo que uno había hecho, al principio yo no le puse mucho cuidado porque pensé que la profe era la única en verlo, pero después me di cuenta que todos podíamos ver lo de todos entonces a mi compañero y a mí nos pareció importante hacerlo mejor y más bonito creativo aunque no nos gustaba mucho hablar porque nos daba pena.(Taken from the focus group at the end of the implementation 12/12/2015)

Do you consider that when students shared their writings in Padlet and they presented their writings in a speaking activity was useful in their writing process? Yes, no why?

I consider that when students realized that their classmates could see their works they tried to do the writings better and more creative in the next Webquests so I think that this last part of the writing activities motivated students to do it better however I noticed that they did not like talking a lot in the speaking activity.(taken from the semi-structured interview to their head teacher 12/12/2015)

From our point of view and taking into account the pedagogical implementation made with the writing Webquests, we consider that these writing stages were useful in the development of the student`s writing process because they followed carefully each

stage in where each one contributed in their writings with ideas, corrections, suggestions and changes; all of this to improve and present the final product. Although the process took much time, we consider that it was necessary to guide and teach them how they could improve their writing and they also saw that these stages are useful.

Feedback in the Writing Webquest from peers and teacher. During the implementation of the Writing Webquest, it was evident that the feedback given by the teacher and their classmates was a help and a support in students' writing process to clarify doubts, correct mistakes and improve their writings. There were moments in which students received feedback by the teacher and their classmates. In the implementation of the Webquest, there was a revising part in where students exchanged their writings with their classmates and they highlighted mistakes and wrote suggestions in their classmates' writings.

This part of the writing Webquest allowed them to correct mistakes and improve their final writings to share with the teacher and their classmates. Students were very careful to correct mistakes because in some parts they were not sure about the mistakes but they asked their teacher to be sure about them and teacher provided help. They also wrote some comments to their classmates improve their writings. Although some students did not correct a lot because they did not identify very well the mistakes, this allowed them to clarify doubts and ask themselves about their own mistakes. It means that they had the opportunity to check others' writings and at the same time learn about

the positive things that they could observe and analyze in their classmates' work in terms of writing. The next example illustrates the idea previously mentioned.

Questionnaire :Do you consider that your classmate`s revision was useful to improve your writing production?



Yes

because I can correct the mistakes that I have and I do not know and we can learn more.

Question T: bueno muchachos ahora me gustaría saber si ustedes creen que fue útil hacer un borrador primero antes de presentar el escrito final?

S3: “profe yo pienso que esa parte en particular es donde yo trabaje mas con mi compañero ya que necesitaba a alguien que me ayudara a corregir y de pronto ver los errores que yo no veía” (Focus Group. At the end of the lesson 12/12/15)

We analyze that the revising part of the writing Webquest had benefits in the development of the writings, since students could learn from their classmates about the topic or about writing. Students implicitly supported and strengthened their classmates' writing task, sharing what they know in relation to writing, for example, when they finished exchanging their writings they changed words, sentences and phrases that helped to present their final writings. As Brown (2001) suggests in the process approach to writing as a strategy in which feedback is encouraged from both the instructor and peers. Both can learn and improve through the mistakes and suggestions

made between them. In the next paragraph we illustrate an example that evidences the previous explanation.

Head teacher : “ I consider that it was useful in some moments, for example in the drafting and revising part, since I noticed that students enjoy working together, they really wanted to present good writings, they helped each other to correct mistakes to include relevant information and it was excellent, additionally students who were checking their classmate’s writing also realize about their own mistakes doing these kind of activities, then I think that each group learns new things of the other group.”(Taken from Head Teacher Interview. 12 /12/15).

Another positive aspect that we identified in this study is that students accepted their classmate’s revision in a positive way in which they felt comfortable about the corrections and they were aware about the activity taking in mind that they had the opportunity to improve their writings. This allows students to take a position of respect in relation to their classmate`s work providing help and suggesting positive things to the improvement of the writings.

Sometimes the revising part was difficult between students because they did not finish their draftings at the same time, the teacher decided to take part in this activity and provided feedback. Teacher corrected some mistakes and gave suggestions in order to help them to improve their writings. We found that in this part of the writing Webquest is necessary since students feel more motivated to write because they have an opportunity to correct and improve their writings and because they realized about their own mistakes. For that reason when students can`t give feedback teacher can do it.

Additionally, teacher gave students feedback at the end of the Webquest when students finished their writings. She asked them to identify some possible mistakes and they sometimes realized by themselves and she clarified doubts and answered questions

in a positive way to not affect student`s emotions. She also wrote some comments in their writings and explained them when they were giving the feedback. As Barkaoui (2007) cited in Srichanyachon (2012) mentions teachers should consider some aspects when giving students feedback in which teacher needs to motivate students, encourage students to reflect about their own writing and use appropriate writing tasks and activities. We agree with Barkaoui (2007) cited in Srichanyachon (2012) because through feedback teachers not just explain students about their mistakes, but they can highlight the positive things that students did in the writing task in order to encourage them to write correcting their mistakes and improving through the process.

Although, there were writing tasks that were difficult for them, with resources and virtual tools that the writing Webquest provided them, they could develop their writings. However, some of their writings were not made with the requirements that they should have, but teacher gave them feedback asking them about what they considered that was not so well or confusing for them about the task and why they developed it in that way. In Addition, before the teacher explained and corrects the mistakes, she asked students about how they could correct them and she provided help and explained them the mistakes. Srichanyachon (2012) describes feedback as an important component for writing tasks since it provides useful information that allows learners to know about their performance in order to make improvements in their writings.

Feedback was not given just with the final product because during the implementation teacher provided feedback in an implicit way since the teacher did not indicate students exactly what the mistake was, she asked them about the grammatical

structures, words or sentences and students realized about their own mistakes and corrected them. The following example shows how feedback through the implementation was.

Question

T: "bueno por otra parte chicos me gustaría que ustedes describieran el trabajo de la profesora a lo largo de las Webquets"

S4 "yo creo que la profe siempre estuvo muy atenta con nosotros, nos orientaba acerca de las lecturas o de los links que debíamos abrir, ella también nos hacía caer en cuenta de errores como de palabras que escribíamos mal, verbos que estaban mal o a veces oraciones que no estaban bien escritas," (Focus Group. At the end of the lesson 12/12/15)

"two of the three groups discussed with their classmates about the mistakes that they found in their classmate`s writing, however each group gave a reason and say that their writing was well then the both were a little confused about some mistakes that they did not sure so teacher intervined to clarify doubts and answer questions (taken from third field notes)

According to the previously mentioned, this kind of feedback allows students to reflect and self-assess their writing identifying their difficulties in their performance. Additionally this kind of feedback increases students` motivation, since students feel more comfortable to ask when they are confused or they can not identify their mistakes by themselves. Teacher sometimes found common mistakes and she decided to give

students feedback as a group to help them to correct their mistakes and to clarify doubts if they were confused.

This kind of feedback allows students to understand what they wrote not so well and gives the opportunity to participate with more confidence when they have questions because they understand that it is a process in which they made mistakes that can be corrected or improved. We also agree with Sadler (1983) cited in Srichanyachon (2012) in the way how he concludes feedback as a help to students advance and growth and not just for grading.

Teacher as a Guide in the Writing Process. Although the writing Webquests were structured and designed through steps and instructions in order to develop the task and they have different virtual tools, students needed the teacher`s help in many moments of the implementation and they asked about different things that they did not understand about the activities and others in which they prefer an explanation the teacher. Students were not so dependent on the teacher. However, the teacher guided the learning process through the Writing Webquests. It means that the developments of the Webquests were supported by the teacher.

Before the teacher started the pedagogical intervention, she showed students the writing Webquests and explained the different sections of each Webquest and what they should do in each section. During each implementation teacher also introduced the topics and monitored the activities, specially in which students had to discuss about the topic and she also participated in the discussion activities. Additionally, the teacher

clarified doubts and provided recommendations and suggestions about the students' work but she did not interfere in their decisions or writings.

We identified since the first moment that students needed the teacher's help when students started to explore the Webquest because this tool was new for them and because they did not know very well how to use it. Teacher conducted all the activities for students to show them what they had to do and how they could use the resources since in some cases they were confused even when they saw and read the instructions in the Webquests. Students asked for help because they read the instructions but they looked for teacher's instructions again to clarify and to be sure about the task. They sometimes opened the resources such as: online dictionaries, but they did not know very well how to use them so in these moments teacher provided help and clarified doubts. In the next example is evident the teacher's role and how it contributed to the development of the Webquest.

Question: how can you describe the teacher's role in the development of the Webquest?.

"I think that teacher's role was like a guide for students, because she all the time ask them if they understood what they had to do in the Webquest and in the activities, she also clarified doubts about some instructions in the Webquest that for them weren't clear, I don't know if some instructions in the Webquest were not enough clear for them or if they didn't read carefully, because I noticed that sometimes they asked and asked al lot of time". (taking from, semi-structured interview to the head teacher 12th /12/15).

Question: " ahora dime monica como puedes describir el rol de la profe durante las Webquests?"

S5: "yo creo que la profe fue muy clara en cada explicación, también nos daba ejemplos para mejorar los textos, entonces considero que el rol de ella fue muy bueno"(focus group at the end of the implementation 12/12/2015)

We found in this study that the teacher`s role is an important component in the development of the Webquests to guide students through the activities since there are some activities in which students express and discuss their thoughts, ideas and points of view about the different topics involved in the Webquest and teacher encourages them to participate. Turbill and Bean (2006) state that the teacher should provide time for talking and listening before and after writing. That is the importance of the teacher`s role in the writing Webquest in where students not just interact with resources that come from the Internet, but also with their classmates and teachers, participating in debates and discussions.

This participation generates more ideas when students start to write because they argue and exchange ideas. Turbill and Bean (2006) also mention that teacher should provide opportunities for students to share their inspirations to write, but this can be done when teacher guides this kind of activities since he can encourage students to express what they think; In this way they are not just developing writing skills but also speaking skills that contribute in their writing process. It is necessary sometimes for the teacher to guide these kinds of activities because when teacher is not there, students do not develop very well these kinds of activities.

Additionally, teacher has the opportunity to monitor the activities and observe what difficulties students have in the development of the tasks and in this way look for solutions at the moment to solve possible problems that happen during the lesson to continue in a right way in order to do not affect the rest of the activities specially the final product. Here is a sample of a change that was done during the intervention to make better the activity.

“Teacher clarified student’s doubts related to the use of material in the Webquest, giving examples. She also did positive changes to conduct the activities in a right way, example in the discussion activity teacher preferred developing with the whole group and not in pairs and it was a positive change because students participated actively in the discussion” (taken from first field notes 14/11/2015).

“Teacher wrote some useful expressions on the board before students started to write in their brochure because teacher noticed that they did not know how start their brochure” (taken from second field notes 21/11 /2015).

S6: “yo creo que la profe fue un apoyo grande porque siempre nos preguntaba acerca de que si entendíamos, además nos facilitaba palabras claves en el tablero para iniciar o terminar los escritos”(focus group at the end of the implementation 12/12/2015.

It is important the teacher’s role since students need help through activities and the teacher can provide that support if she is involved in the process and realizes about the students’ learning process and what they exactly need not just in terms of writing but also with the virtual tools, activities, material among others that they do not know very well. Teacher has the responsibility to monitor students’ work because when they work with virtual resources they tend to get distracted with different things and for that reason they do not develop the activities following the instructions.

We also found in this study that it is important how teacher guides the activities showing interest in the students’ work and creating a good environment in which

students can ask and participate without feeling bad. This motivates student to continue working and presenting good products in terms of content and the way how they present their writings through posters, brochures among others. Below is an example of how teacher created a good environment for students.

S1: " yo pienso que la profe siempre tuvo una buena actitud para ayudarnos y eso permitió que nos sintiéramos como más confiados o seguros de realizar las Webquests"(taken from focus group at the end of the implementation 12/12/2015)

Teacher walks around the groups while students are creating their posters and provides good comments about their posters.....I really like your poster, Good job, nice...(taken from first field notes 21/11/2015)

Evaluation During the development of the writing Webquest: it is seen as a process of improvement not just to grade a final product but as a support for students to know important elements that they should include in their writings and at the same time to be aware of how to write and know how they are going to be evaluated by their classmates and the teacher and sometimes by themselves. This part of evaluation was done through an evaluation rubric that was designed by the teachers based on five categories that Heaton (1998) describes as necessary for writing which are: language use, mechanical skills, treatment of content, stylistic skills and judgment skills. All of this to be clear during the evaluation of the writings and to show students their difficulties and improvements in their writings with a more specific explanation about their process.

At the beginning of the implementation each category of the evaluation rubric was explained to the students in which doubts were clarified and examples were provided to facilitate the use of the evaluation rubric. The writing Webquest had a section in which students could download the evaluation rubric to evaluate their own work and sometimes their classmates' work. In addition, students could write comments or suggestions to improve and they wrote a score from 1 to five following the criteria.

We analyze in this study that students are more aware of the process of evaluation when they know that they are going to be evaluated too and how they are going to be evaluated because they start to recognize the importance of an evaluation in where they learn that there are different components or elements that are necessary before giving a final score and that the evaluation allows them to improve since they can identify what they are not doing so well and they need to reinforce. The next samples show how students are more aware about the evaluation.

Question: "ahora bien chicos quisiera saber si ustedes utilizaron la rúbrica para revisar y autoevaluar sus escritos"

S2 "Si profe nosotras la utilizamos en cada Webquest para poder evaluar porque hay decía que era lo que teníamos que evaluar en cada cosa o aspecto y así nosotras nos poníamos de acuerdo para lo de la nota aunque habían cosas que no entendíamos muy bien pero pues lo hicimos con lo que entendimos y pues teniendo en cuenta lo que estaba en la rúbrica para no equivocarnos porque sabíamos que era importante para nuestros compañeros y a veces escribimos comentarios que de pronto les serviría a nuestros compañeros para mejorar o que creíamos que no estaban tan bien". Focus group at the end of the implementation 12 /12/2015).

Do you consider that the Evaluation rubric was useful for student's writing production? Yes, no and why?"

“.....I think that it makes that students become more aware about how to write in English because they were evaluated not just for the teacher but also for others classmates which should know what aspects of writing they needed to know how to evaluate their classmate’s work and this was good” (Head teacher Interview 12/12/15).

It is important to show students how they are going to be evaluated because when they know and understand the criteria used to be evaluated they start to comprehend that there are certain items or aspects that are important to present a writing where the message, the idea or the purpose has to be clear and understandable for the readers. In this sense students tend to be more careful when they write since they become aware about their writing skills. Although Harmer (2007) mentions the importance of evaluating through scales giving a score in each area to help students to focus on the aspects that they need to work and how teachers can respond to student`s work with comments, questions, corrections and use of rubrics to evaluate writings, he and other authors such as Williams (2003), Clark, & Bamberg (2003), and Brown (1994) among others do not mention the importance of providing them evaluation rubrics to do the exercise by themselves and discover their abilities to analyze their classmates` writings and in this way improve their own abilities.

Students learn when they are evaluating their own work or their classmate`s work since they start to identify possible mistakes that they could have had in their writings because there is an analysis that they have to do when they are evaluating using the evaluation rubric to grade each component of the category to conclude a final score,

so they have to understand the items and compare them with the writings. This evaluation encourages them to identify the different components of the evaluation rubric to put them into practice to evaluate or to be evaluated and when they are writing.

Although the evaluation rubric was a little difficult for them because there were a lot of items and they sometimes were confused, most of the times they were focused on the category and in some items of each one but not in all. We analyze that it is useful to show them how they are going to be evaluated however we noticed that students need an evaluation rubric designed so they can evaluate in an easier way and not with many aspects that they are not going to understand and that could be confusing for them. However, teacher realized of the problem and helped them when they did not understand very well and in the last writing Webquests students were asked to evaluate with the main categories and the most important items of each category. Here are two examples that evidence the previously mentioned taken from the semi-structured interview applied to their head teacher and the focus group.

Do you consider that the evaluation rubric was useful for student's writing production? Yes, no and why?.

"It was a little complicated for them, because there were a lot of categories to evaluate their writing abilities that they didn't know however, teacher took time to explain them very well how to use it before they started the activities and they

understood better the evaluation rubric" (Head teacher semi-structured interview 12/12/15).

S3“La verdad habían muchas cosas que cada cuadro tenia y a veces era difícil calificar o evaluar entonces era confuso pero a veces le preguntábamos a la profe para que nos explicara y pues con lo que entendíamos lo hacíamos pero fue un poco difícil” (Focus group at the end of the implementation 12 /12/2015).

Students also developed a sense of responsibility and a commitment in the process of evaluation since they evaluated their classmate`s writing taking into account the evaluation rubric and reading their classmates` writings to give a final score. They read each category and highlighted the items that they considered that the writings had and as we mentioned before when they did not understand they asked to their teacher because they were careful to evaluate and they did not want to evaluate in a wrong way.

Although, they knew that this evaluation would not affect or benefit their grades because they do not receive real grades in this institute, they evaluated their classmate`s and their own writings work following the instructions and being aware of what they were doing since they did the analysis with the rubric before giving a final grade. This part of the Webquest allowed to increase responsibility in the students about their own process since they were also involved in evaluating their writings and giving a score for themselves and their classmates. Here is illustrated with two examples that evidence the previously mentioned idea.

“Students download the evaluation rubric and go to Padlets where there are their classmate`s work and start to read the writings and the evaluation rubric, after that they highlight some items of each category, they discuss with their classmates about the grades and finally they write a grade in the evaluation rubric and write some comments.” (Taken from the fourth field notes 5/12/2015).

S6“yo me sentia raro evaluando el trabajo de mis compañeros porque nunca lo habia hecho,pero lo bueno es que teniamos la rubrica de evaluacion para hacerlo y sabiamos que teniamos que hacerlo con responsabilidad, me senti como un profe cuando revisa algo por eso trate de hacerlo bien con lo que estaba en la rubrica” (Focus group at the end of the implementation 12 /12/2015).

Additionally, the evaluation rubric (See Appendix D) is a useful tool for teachers to evaluate students' writings because teachers know what to evaluate in a specific way where all the aspects are involved to give a final grade and to explain students about their strengths and weaknesses in each writing skill. Teachers can support their grades with the evaluation rubric and provide feedback based on the scores that students had and motivate them to improve those aspects in which they did not have good scores but with a clear explanation about what they should improve. On the other hand, teachers can reflect about the common problems that students have to find a solution or to reinforce more in that skill.

Advantages and disadvantages of implementing writing Webquest in EFL class

In this second category of the present research project, we are going to describe and present some advantages and disadvantages that we found during the development of the writing Webquests. There are some positive aspects and elements that contribute in a positive way the implementation of the Webquest that make that the results are positives these components are: **a)** collaborative work **b)** Internet as a help **c)** student`s motivation **d)** student`s role. On the other hand we also present some disadvantages that could affect the development of the writing Webquests and that we consider important for future implementations which are **a)** Collaborative work **b)** Internet

Collaborative Work. One of the aspects that was evident during the development of the Writing Webquest was the collaborative work performed by students, in which there were positive and negative factors that influenced the student's writing and work. In relation to the positive aspects the collaborative work is considered as a support for students, since they have the opportunity to interact with their classmates to discuss, express, share ideas and thoughts about the different topics and activities involved in each Webquest, this allows students to plan and organize how they want to work without being forced to work in a particular way and at the same time students feel more comfortable developing the activities and their writings. Below there are two samples that evidence student's interaction during their collaborative work. These samples are taken from the first field notes and semi- structure interview from the head teacher:

“Two of the three groups were discussing and arguing about who could be the hero of the year highlighting the positive things of each hero to make a decision. The communication between students was effective, since they shared their opinions and ideas to choose the hero and also to develop the rest of the activities.” (Taken from Fiel Notes. Lesson 1)

Semi-structure interview: Head teacher

Question: “How was the collaborative work developed by students during all Writing Webquest”

“At the beginning was so difficult because there were some student that liked working individually, however when teacher ask them to work in pairs they didn't claim and they star to work together without any problem, and I consider that this was good because students share opinions, ideas and discussed about how to present the letter or article,all of this before stating to write” (semi-structured interview to the head teacher, At the end of the whole mplementation 12th /12/15).

It is important to mention that the positive factors of the collaborative work during the development of the Webquest were due to the topics. In each Webquest which some of them generated interest between them to connect their work doing the activities together in order to comply the writing task involving in the different roles. As Hamer (2007) mentions one of the benefits of working collaborative is the facility that students have to generate ideas when they work with their classmates than individual. Taking into account the previously mentioned we found in this study that the generation of ideas is also closely related to the topic in which students are immersed since not all the topics elicit discussion and interest between the members of the group and when they feel a relation with the topic and with the classmates they participate actively inside the group. Another positive factor of the collaborative work is related to the responsibility of each member of the group, since the students assume a commitment with their classmates in which they become more aware of their position in the group working to achieve the goal.

Additionally, during the development of the Writing Webquest, it was evident that students felt very motivated to present the final products like posters, letters, brochures or articles working together. Students feel important when they have to present the final products to their classmates and not just for the teacher, they show interest in designing the products using tools that technology facilitated them because there was not any technological tool imposed for them to present their writings. They showed the result of what they did collaboratively through the writing Webquests sharing their likes, their knowledge to present a creative product.

“.....they are interested to present innovative posters with images, color, sharing likes to design the products, all of this to be the winners in the final activity, students are involving in their roles in an implicit way and they could present a good writing product.” (Taken from Fiel Notes. Lesson 1)

The knowledge and the abilities of each member of the group are important because they can help each other not just in terms of the abilities of writing, but also with technological tools that are new for some of them like Publisher. They are learning different things that are essential for the student's life in which they use technology to develop and present their writing tasks. For this reason we agree with Hammer (2004) who establishes that in the collaborative work students have the opportunity to access to their classmate's mind and knowledge sharing goals in this process. The next paragraph demonstrates how student helped each other to comply the writing task, this is an extract taken from Focus Group.

Question : “T: “bien chicos, ahora quisiera saber de qué manera ustedes trabajaron la webquets con sus compañeros en clase?”

S4“yo trabaje bien con mi compañero, aunque a veces no nos entendíamos en algunas cosas, fue chévere porque aprendí a manejar programas para crear posters y brochures que no conocía, pero èl sì los manejaba bien, entonces fue chévere por todo eso” (taken from Focus group, at the end of the Lesson: 12 /12/2015).

Internet as a Help. Internet has been the main tool to develop the present project since the creation of the writing Webquests which was developed through virtual tools and online programs until the implementation of the whole project. Teacher and students used internet to develop the activities and as a help throughout the

implementations looking for information and using different tools to achieve the task which contributed to support the different activities and learning to use the Internet.

The writing Webquests designed for this project included authentic material and virtual resources that were selected, so the students could do the activities. However, students were allowed to use others resources if they needed or wanted. Internet is a help and a support depending on how teachers and students use it since students can use the information from the Internet to transform it in good products or to show something interesting. In this study Internet contributed in a positive and negative way. However, here we are focused on the positive aspects that made that students learn to use the Internet with academic purposes.

We evidenced through the implementations that students learnt to use new resources that they did not know for example the use of online dictionaries as Wordreference and Cambridge online where they looked for the meaning of some words and they found and discover that a word could mean more than a meaning depends on the context or the combination with others words or verbs, moreover the importance of knowing the meaning and not just the translation of a word. Students at the beginning of the implementation were using others kind of dictionaries that provided them the translation of the word but when they started to explore the new dictionaries they continued using them in most of the activities and when they need a meaning of a word.

Students were asked to use some links where they could find the information that they needed to complete some activities for example in the second Webquest they

had to investigate about food, clothes, music and different aspects related to a specific carnival and they had a section of resources where there were some links with the information, but in some of them there was not all the information that they needed so they used some others resources like youtube or they looked for images about what they were investigating to find the information. It means that students were not limited to use just some links and readings to complete the task they had the opportunity to watch videos, listen to music or see images that provided them information about the carnival. In the following samples is shown how useful the internet was for them in some activities and how they used it.

Do you consider that using the internet to develop your task was useful?

Yes No

“Because I learn to use new dictionaries to find the vocabulary that we do not know and also information that we need in internet. (Taken from the second questionnaire 5/12/2015)

“In this Webquest in particular students had to search appropriate information or images that allowed them to summarize and also select the specific information regarding to their carnivals to comply the task, most of them used Internet page to find information that in the resource section they did not find like: clothes or food, they could find and describe this information using google images.” (second field notes 5/12/2015)

Do you consider that virtual resources contributed to student’s writing, yes or no and why”

“Yes, I think that virtual resources help a lot to students to write in English because they discover new things that they didn’t know before, for example they learn how to

use some dictionaries that they didn't use before such as Cambridge, wordreference among others also because when they didn't know something they could look for information using the internet in order to complete the writing, they could find this information in websites like YouTube or Google images among others. Another interesting thing is that they had some models to follow that allow them to guide their writings, so I consider that those things as the internet and also the models were an excellent strategy to achieve that students write in English (taken from the semi-structured interview applied to their head teacher at the end of the implementation 12/12/2015)

We notice that it is important to provide them resources in which they can find the information that they need but it is also important not to give them everything because they must find their own strategies or ways to get what they need. Dodge (1995) suggests that one of the main reasons to create Webquests is saving time because all the resources that students need are involved in the Webquest. However, we found in this study that although they spend a little more time when they do not have all the information. They are asked to find ways to get the information and this is good because they did not have problems to complete a task and they have to find a solution using the tools that they have as it was mentioned before.

In most of the Webquests students found enough information on the Internet about the tasks that they had to do to achieve the main learning objectives of each Webquest which are: selecting, summarizing and analyzing information from the Internet , so we found in most of the final products that students took into account these objectives to present their tasks to communicate what they discovered or found through the information from the Internet. We agree with March (2003) who states that a well-designed Webquest promotes the effective use of the Internet where students learn to use the Internet but they do not become dependent of it.

In this study the Internet and the information that they found there was necessary taking in mind the objective of transforming and building something new with this information to not repeat the same information. As Benz (2001) cited in Dudeney (2003) students not just organize information that they have found on the Internet because they participate in their own learning strategies and creativity with a specific purpose.

Moreover, Internet in the development of these writing Webquests was not used just to find information or investigate something since students were exposed to authentic materials about news and articles so the task implied a problem-solving where they read information from the Internet and they had to answer or find a solution to a problem established from this material then they could not find an answer on the Internet. They had to interpret and analyze this information to respond to those issues with a proposal or expressing their ideas, thoughts, ideas and beliefs about an issue. The next two samples evidence the idea previously mentioned.

*“Students are reading in pairs the article about **“10 Things to Hate about Bogotá”** they express what they think about the article and they discuss with their classmates what they are going to write to defend their city, they express that they are not agree with the author wrote and they exchange ideas to create the article” (taken from the fourth field notes 28/11/2015)*

“S5: “bueno para mí las lecturas fueron interesantes porque nos hacía pensar sobre problemas o cosas malas que tenía la ciudad o el país como podíamos cambiar eso o mostrar lo contrario en lo que íbamos a escribir entonces a veces nos daban más ideas para escribir porque podíamos expresar lo que queríamos” ” (taken from Focus group, at the end of the Lesson: 12 /12/2015).

Students' motivation is increased through the use of Webquest in EFL classes.

One of the main reasons why we decided to design and implement Webquests to foster student`s writing production was the idea of motivating students to write in English using the Internet to develop a series of activities to present a writing task. The writing Webquests were designed too to make the writing classes interesting and striking for students through a variety of activities that included all the language skills. The topics were chosen according students' needs and interest and taking into account topics that allowed them to solve problems, give opinions and discuss about the different topics. Motivation was a factor that allowed us to develop this present research project since most of the time students felt motivated to work and develop the tasks because they had the possibility to use the Internet, work with their classmates, and discover new things that they did not know before.

Although not all the topics had the same interest for students, they participated actively in discussions and speaking activities even when they had difficulties to express their ideas and thoughts in English. The different topics made that students show their likes, dislikes and their point of view about the topics since in each Webquest there were activities where students shared their ideas through some questions or giving their opinions.

“..Most of the students are participating in the introduction activity, where they have to discuss some questions related to carnivals in Colombia, the first activity in the process section achieves to attract student's attention, they reflect interest watching the videos about two carnivals to find the differences and similarities between them. They commented about the videos saying things like “ tan chevere, muy bonito, esos

disfraces tan creativos, muy bacano.....si uno pudiera ir por alla... ” (Second Field Note. Lesson 2)

Questionnaire

Question: was the topic appropriated and interesting for you?

Yes No

Why? Because I learnt about others carnivals in the world and that they do different things that we do not do in Colombia, also there were the videos, the music etc..

The Webquest`s topics are essential to motivate students to do the task and to do the activities since when they are interested in the topics they start to be involved more in what they have to do and they have more ideas about how they will develop the task and what to write. However, there are topics that they do not like a lot, but this is not so bad for the development of the task because students can also express their dislikes about the topics so the idea is to choose topics that generate discussion, ideas, arguments, and they can share with their classmates.

Another factor that motivated students to develop the Webquests and write in English was the use of the Internet. Virtual resources help them to do the activities and achieve the task. For example when they needed information they could use the Internet to find it. The use of Internet motivates students to work because they feel a help and a support in their activities and because they can search what they do not know or need. Internet offers students the possibility to find the information in different ways and not

just in readings since they can see images that provide them information or watch videos to find the information that they need so they do not feel bored looking for the information. These two samples below taken from the focus group and the semi-structured interview to their head teacher that evidences the previously mentioned.

Qué opinas acerca del uso de las Webquests para mejorar la escritura?

S4 “A mí me parecen que son una forma diferente para apoyarnos y no son aburridas como el simple hecho de escribir y leer, no son tan simples como cuando nos ponen a escribir mientras que aquí usamos otro tipo de herramientas como Internet que son muy interesantes y es más creativo para escribir” (focus group at the end of the implementation 12/12/2015)

How can you describe the writing Webquest?

.....for me is difficult to use Internet in my classes because here we don't have access to a computer lab and internet and in the Webquest that they did they used Internet to find information, to use dictionaries, to watch videos etc and I could observe that they were motivated to do the activities and to write.....(semi-structured interview to their head teacher).

We also consider that the writing Webquests are not boring and they are interesting because students have more tools and resources that allow them to have more ideas to include in their writings and it is not just reading the information because here they can explore the Internet to find what they need in the way that they prefer, for example, videos, images among others. Additionally, students chose the classmate or group to work and this was good too because in most of the activities they worked well together participating in the discussions, sharing likes and dislikes, planning the tasks among others. March (1998) states that when students have the opportunity to work in small groups or with someone to develop a task or solve a problem, they feel motivated to work..

Internet is an important tool to develop Webquests since most of the resources come from it. In addition we found in this study that is a good strategy to motivate students to write because they can generate more ideas to do the task and because they discover and explore new things that they do not know or others that inspire them to do the activities. They also felt motivated to present their writing products because they could use resources from the Internet to present their writings in a creative way.

The variety of tasks in each Webquest also made that students felt motivated to work since in each task students were asked to present different products, take different roles, and write in different ways. Each task involved a different situation of the real life that allowed students to solve a problem, respond to a particular situation and create something new and interesting. We analyzed in this study that although they did not pay a lot of attention to their roles, they were interested in completing the task and to present good writings. Students discussed a lot about the tasks showing interest to do them. They planned, organized the ideas and shared likes, thoughts and ideas to develop the task. As March (1998) mentions tasks motivates students to learn when they are exposed to authentic tasks that allow them understand, hypothesize and solve a problem of the real world. We agree with him because we observed that they felt motivated when they read the task and exchanged ideas with their classmates to do the task as we mentioned previously. The following samples show how students felt motivated for the task.

“Students are reading the task about carnivals and they say things like (hay vamos a ser los mejores, le podemos meter artas imagines al folleto, profe podemos usar publisher para hacerlo? Mira lo podemos hacer asi) they talk with their classmates about how they will present and what they are going to write, they exchange ideas with a lot of interest”(field notes 2 Webquest)

S3 “lo otro chévere que a mí me gusto es que cada Webquest era diferente, en cada una teníamos que hacer un escrito diferente y habían como situaciones o misiones diferentes que eran interesantes” (focus group 12/12/2015)

Students’ role. During the development of the writing Webquests students were involved in tasks where they had to look for specific information using the Internet to find the information. Although they had some resources that helped them to find the information, they had to do their own search. Students were researchers in most of the Webquest since they had to present a final product transforming the information that they found about the topics, so they had to read for specific information identifying what it was useful or not for each task and if the information that they found on the Internet would help them to complete or respond to the task or not. Students were critic when they faced issues of the real life where they had to give a solution or present a proposal.

Students used the resources that the Webquest provided to present the task, they were critic of the information because they started to read it, but in some resources the information was not complete and necessary to do the task. For that reason, they continued looking on the Internet until they got the information. It was good that students did not find all the information because this allowed them to use their abilities to search the information using the virtual resources to transform it in something new and to think how to present the information to not repeat the same. March (1998) states that students develop thinking skills because they are forced to transform the information into something else like maps, comparison, solution among others. Here below is shown the previously mentioned.

“Students are using the resources that are in the Webquest to find the information about the carnival that they chose but there is not all the information so they started to look for more information on the Internet, they read different websites and links on internet but they do not find a lot of about their carnival, however they continue reading material in Internet, watching videos, and images.....students get a little of information on the Internet and they start to complete the chart in the worksheet given by the teacher”(Field notes second lesson)

“I consider that was good that students used the Internet because they had to look for information and they had to do something with this information and not just to answer a question or complete a chart because they created something interesting with this information and they made good searches about the topics”.(Semi-structured interview to their head teacher).

This kind of tasks and activities promotes the investigation in students since they sometimes do not find the information easy on the Internet and they have to read carefully what they found to identify how useful it is for their task. They also learn that they cannot take the information from the Internet to present it as the result of the search because they are asked to create something new with this information where is evidenced their comprehension about the topic and the search.

Students were critic also when they had to read articles that included information that allowed them to take a position in relation to the topic since in these tasks students were not asked to search for information, but they were asked to think, reflect and analyze this information to plan a solution or create a proposal of a specific issue so students interpreted this information with their classmates and together thought about the development of the task responding to the situation given. A Webquest that evidenced a lot the role as critic was the Webquest in where they had to send a proposal to the government giving a solution to one of the problems that Colombia has now.

They thought about these issues and discussed a lot about the topic showing that they are also affected by these problems and that they disagree with the government that Colombia has because they consider that they haven't done a lot to help and contribute to the improvement of the country. We found in this study that students are very critic with these tasks because they express their point of view and they reflect their nonconformities about issues that happen nowadays. We agree with March (1998) who states that students develop their thinking skills because there is not an answer in Internet and they build new answers that allow them to develop their thinking idea.

Other example that evidenced that students were critic developing these tasks, it is the fourth Webquest about "10 Things to Hate About Bogota" because in this Webquest they had to write a short article defending Bogota city since they had read an article that mentioned bad aspects of Bogotá. They also reflected that they disagree with what the author mentioned in his article, however, they knew that some aspects were true, but they expressed that nobody could talk bad of a city in that way and this topic generated that they analyzed each negative aspect of Bogotá and that they contrast this information with the reality and present the positive aspects of the city. Additionally, they had the opportunity to argue and exchange their ideas when they presented their final products in a speaking activity that allowed them to express and share their final arguments and conclusions about the topics. The following samples evidence the previously mentioned idea.

"Students are discussing about the article (10 Things to Hate about Bogotá) they say things like: ussh no eso es mentira, eso no es del todo verdad, es que vivir aca en Bogotá de verdad es muy difícil, el tráfico es lo peor que tenemos....pero nosotros también podemos escribir cosas buenas de Bogotá....hay cosas buenas aca..."(field notes fourth lesson)

“After students know the task and read the article about Colombia social issues they show and express their point of view about the Colombian government they say: pero es que el gobierno de este país no sirve para nada, la primera solución a estos problemas es que cambien al president, la carta de nosotros va ir dirigida al presidente pero para que se vaya el del gobierno, lo primero que se debe arreglar es la educación, que el gobierno invierta arto en la educación en lugar de invertir en guerra” (field notes fourth lesson.

Students were more responsible and committed in the development of the tasks since most of the time students were engaged in the activities and they finished their tasks. Although in some of them they needed more time to complete the task, they achieved presenting their product. They followed carefully the activities completing each one. They never presented their final product without doing all the activities. That is why we mention that they were engaged with the work. Here we want to mention that the responsibility and the commitment make part of the development of the writing Webquests to achieve the learning objectives since if they followed the steps to do the activities, their writings are going to be more complete and interesting. For that reason, we include the responsibility and commitment as part of the role that students must assume when they work with technology and Internet.

Difficulties in the collaborative work. Although, the collaborative work contributed positively in the development of situations, in some moments it was not so good because in a few sessions, some students decided to split up the work so each member of the group did a part of the activities but in those parts that they divided their work. There was not a communication between them and the new things like vocabulary were not learnt of the same way. It means that there were activities in which some

members were not involved in the development of the task and they did not contribute as it was expected.

This division of activities affected the collaborative work because some students started to do different things to the planned activities such as: talking about something different, chatting in their mobile phones, and they were not paying attention to what the other member was doing. Some students showed that some activities were not important or interesting to do them with their classmates and for that reason they preferred divide some activities. In the next examples taken from the semi-structured interview with the head teacher and the focus group is evidenced this division of the work.

Question: How was the collaborative work developed by students during all Writing Webquest?

“Some groups didn’t work collaboratively they just divided the activities and each person develop a part, they said for example ok Alejandro you do this and I do this part, this no happened in all the sessions but in some of them.” (taking from, semi-structured interview to the head teacher 12th /12/15).

“Most of the students contributed and participated actively within the group sharing opinions. However it was evidenced that in some of the activities they divided the work.” (taking from, Field Note Lesson 1).

There are some causes that made that the collaborative work to be affected such as the long activities in which students lost interest developing them; the topics in which one of the members did not like it, and they were tired since each Webquest took around three hours. For this reason, it is necessary to balance the time of each Webquest and the period in that each one is going to be developed. It means that a solution to this negative aspect could be that Webquests which take more than three hours are divided in two

sessions even when there is extra time because not all the members are engaged in the task and sometimes they need activities in which they stand up and move their body or a game to motivate them to continue working.

Another negative factor that was evident in the collaborative work was when students do not assume their roles. It means that they are not involved in what they have to do. Students allow their classmates to make the decisions about the activities and they do not discuss, give opinions or propose new things about the topics. They express that for them is not interesting the topic or the activities and for that reason they do not care about what the others do. Here below is an example of this negative aspect taken from the field notes, Lesson 4.

“.....In two of three groups two students are not working in the development of the activities, they let that his or her partner make decisions and they choose whatever topic to work, they show that for them is not important saying things like ” cualquier tema esta bien eso no importa, si el que sea no importa, el que tu escojiste esta bien.”(taken from Field Notes, Lesson 4).

Here is shown that some students do not participate actively in some activities and this makes that the collaborative work is not effective for the group and to develop the task because there is not a good communication between the members and they sometimes give the responsibility to the others. Although Williams (2003) argues that the cooperative activities makes that students work harder and they discover more things, we consider that sometimes it is not possible because not all the members work hard and some of them do not involve in the activities and they give the work to their classmates.

Internet as a source of distraction. As we mentioned before, Internet contributed in this research project in a positive and negative way. Here we explain the negative aspects that were evidenced during the pedagogical implementation which are related to the distractors that the Internet has when students work on internet. The way also how students copy the same information that they find on Internet or change some words from the authentic material to present their writings.

During the pedagogical implementation it was evidenced that some virtual resources such as YouTube, Hotmail, links, images and videos sometimes affected the development of the writing Webquests since students got distracted with these virtual resources opening websites to do different things to the writing Webquest even when in the Webquest the rule says “ Don` t open websites that you do not need to develop your activities” and teacher also explained the rules at the beginning of the implementation to carry out the implementation in a right way . Students sometimes wasted the time of the activities to check their e-mails, watch videos, listen to music among others, this was specially reflected when teacher was not observing student`s work. Students were very careful when their teacher was near them because in that moment they worked well but when their teacher was behind them they started to open websites to do different things. They got distracted easily when they have access to the Internet because they are very curious and they like exploring different information using the Internet. Here are two samples that evidence how students get distracted with the Internet.

“Teacher is walking around the classroom to check student`s work, clarify doubts and help students however, when teacher is not observing students or is on the other side of the classroom students are opening their e-mails and watching videos on YouTube they also are opening others websites different to the given by the writing Webquest “ /taken from the third lesson 14/11/2015)

“I consider that one disadvantage of using the Webquests is that when they have access to the Internet they get distracted with Websites and virtual resources to check their e-mails, and do different things to the Webquest’s activities” (taken from the semi-structured interview to their head teacher 12/12/2015)

We also observed that when students are in front of the computer teacher loses student`s attention because they are concentrated on their computers using the Internet or Technology so it is difficult for teachers to give instructions or extra information when students are using Technology because they do not pay attention to the information given. For that reason it is better including everything in the Webquest or start the lesson giving the necessary information to the development of the Webquest.

March (2003) affirms that the resources on the World Wide Web motivate students and catch student`s attention and this was reflected in the present project however it is important to mention that this attention is not always related to the activities or the task proposed in the Webquest since they sometimes were attracted by different online pages that did not contribute to the development of the tasks. These negative aspects also affected the time for each activity planned because they did not finish the activities in the stipulated time and there were activities that required a time to exchange with their classmates, to evaluate among others and these activities sometimes were affected because of this. Here below are two examples that evidence the previously mentioned idea.

“Most of the students finished their writings and they are going to start the evaluation section so teacher decided to explain to the whole group how to use the evaluation rubric with the different items then she starts to explain but students are not paying attention they are concentrated in their computers and

for teacher was really difficult to catch student`s attention so after she explained and students started to evaluate their classmate`s work they did not understand very well the evaluation rubric”(taken from the first field notes 14/11/2015)

“I think that a problem to develop Webquest is that students sometimes waste the time surfing on the Internet and doing others things to the activities and this can affect the development of the Webquest” (taken from the semi-structured interview to the head teacher 12/12/2016)

The second negative factor that we identified with the use of the Internet during the pedagogical intervention was that students tended to copy the same information that they found on the Internet or simply they changed some words from the authentic material. This negative aspect was evidenced at the beginning of the implementation since teacher interfered to talk about this negative factor before they continue doing this during the rest of the implementations.

Although in the writing Webquest there is the rule that states “ Don`t copy and paste information from the Internet because your tasks mean and need more than this” and the teacher told them the rules at the beginning of the implementation, they did it and teacher had to start the second implementation talking about this situation, she explained that when they copy information from the Internet, they have to cite the authors and they cannot copy in the same way that they find the information because this is plagiarism and there are some consequences of taking information from the Internet and presenting it as their own work. She added that this was not allowed in the Webquests and not just in these kind of projects, but in any project and place this is illegal. The idea of developing the Webquests is that they would use the Internet as a

help and to support their writings, but not to copy and paste because that was not the objective. For that reason, it was important for them to learn to use the Internet in a right way.

Additionally, when teacher gave them feedback about their writings she emphasized the importance of using the Internet in a correct way. As March (1998) states Webquests are the beginning for students to learn how to use the Web for learning, so they guide their own findings. For that reason it is important to teach them how to use the Internet for academic purposes increasing awareness in students about the possible consequences that they could face in the future if they commit plagiarism or do not cite the authors. Teacher cannot forbid the use of Internet in student`s learning process because this is part of the education today. However, it is important to guide students in this process to do not affect their learning. Here is evidenced how students changed some words from the authentic text to present it as their own work.

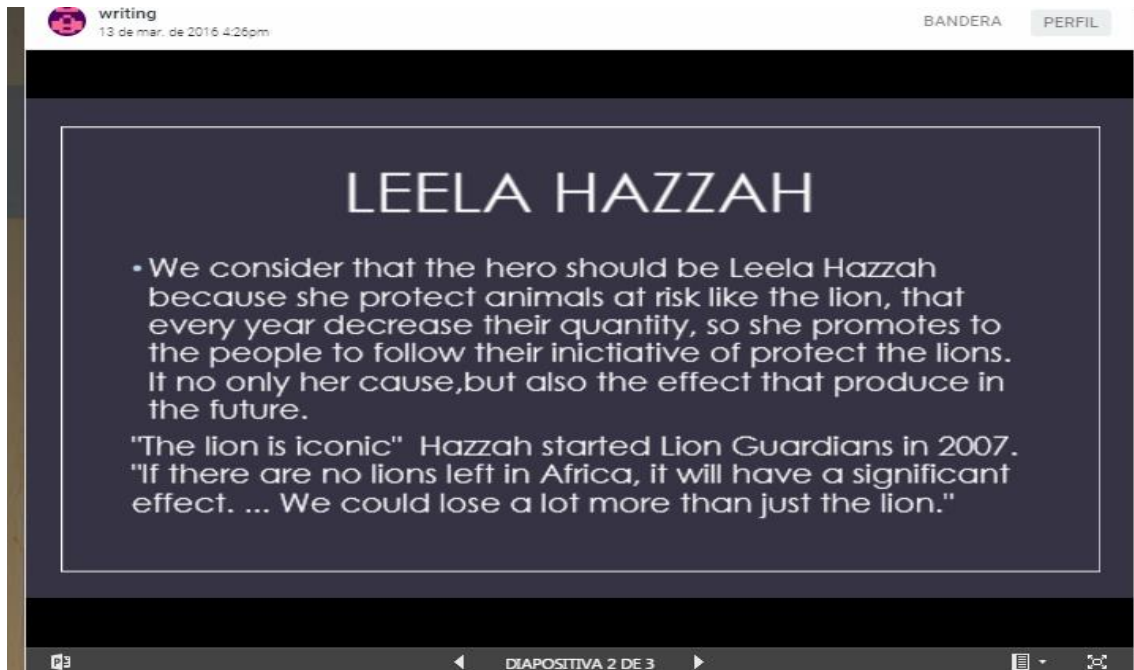


Image taken from Padlet fist lesson:

http://es.padlet.com/writing_webques/Writing-Webquest/wish/82811518,

November 14, 2015

As we mentioned before this negative factor affected the first part of the implementation, but we did not stop the implementation although we were afraid of students commit plagiarism in the others webquests and that the project would be affected by the bad use of the Internet, but fortunately this does not happen because students understood the importance of using Internet and not being dishonest in their writings.

CHAPTER 6

Conclusions

The present project arises from the need to analyze how writing Webquests foster students' writing production since it was identified that the participants of this project had difficulties in their writing production. This necessity encouraged us to create and design writing Webquests that would allow us to conduct and guide writing process during the implementation of four Webquests. Here, students had the opportunity to complete the writing stages proposed by Williams (2003) integrated in the writing Webquests, guided by the teacher, and developed in the pedagogical implementation. After it was finished the pedagogical implementation and the data analysis of the instruments that were collected, we reached the conclusion that writing Webquest is a useful pedagogical tool that fosters students' writing production through different elements integrated in the development of the Webquest. Writing Webquests contributes to the students' writing process, also the teacher and students who assume their role inside the Webquest. Additionally, writing Webquests contribute in the improvement of teaching performance since it allows the teacher to discover and learn how to create new and creative tools that motivate students to learn using the resources that the current world offer us in an appropriate way. Moreover, we analyzed that when students followed the writing stages with their classmates and with the help of the teacher they are not going to find difficult writing in a foreign language.

We reached to the main conclusion that Writing Webquests are useful to foster students' writing production with some elements and stages that are important to

develop to have good results since the writing Webquest itself does not work alone. It means that the writing process inside the Webquest has to be guided by the teacher and followed appropriately by the students since the teacher guides students providing help and developing also a process where he or she is involved in all the stages and sections of the Webquest and students make part of the whole process doing the activities to finish the task.

The writing Webquests allow teachers to organize the activities taking into account the writing process and to contribute in each one of its stages and sections. From the first activity, students are involved in the context or situation discussing and exchanging ideas with their classmates because they start to generate ideas to put them in their writings and to be familiarized with the task. The topics make students feel identified or motivated to express their ideas, thoughts and beliefs that are reflected in their writings even when they do not like them because they also have a reason to write. The task section involves students in a role and explains what they have to do and present at the end of the Webquest. Here they sometimes feel motivated because they are given a mission to achieve and they start to plan how they will carry out this task.

Additionally, students help them to advance in their writing task because they read, watch videos look for information, learn new vocabulary, take notes, complete information among others activities where they develop writing strategies that help them to select, analyze and organize the information and ideas that they will include in their writings. In the Webquest they had the opportunity to work collaboratively to share knowledge and ideas with their classmates to present their writings also to correct and improve their works we consider that working with other person is a support and

help to write because they can learn from the other. Moreover, they also had the use of virtual tools that helped them to complete their tasks when they needed information or they did not understand something.

Based on the writing stages and the Webquest sections we realized that the revising stage and the evaluation section reflect the importance of evaluating students' process and not just the result and to show them their difficulties and improvements through each task. Feedback was also an important element that was supported by the writing Webquest since students received recommendations, suggestions and explanations about how to improve or how do it better for the next time, students had the opportunity to ask, clarify doubts to improve their writings .During the development of the Webquest tasks students also give and receive feedback from their classmates before they present their final writings, in this way, they have other revising that strengthens their writing because their classmates correct mistakes and also give suggestions and recommendations in their writings to help them to improve each writing. The evaluation proposed contributed positively in the development of the writings since students become more aware of how to write because they started to understand what makes a good writing and what they should include in their writings.

Webquests are useful if teachers know how manage them and if students learn how to use the tools that the Webquest provide since there are some advantages and disadvantages that could contribute or affect the development of the Writing Webquests. We found that there are some disadvantages as the bad use of the Internet where students can commit plagiarism or changes some words from the information found on the Internet to present it as their own work. In this sense we consider that it is important

to teach students how they should use these virtual resources as a support and help in their learning process since Internet does not have all the answers or information that they need when they are given a writing task because what they have to do is to select, summarize and adapt the information from the Internet to include relevant information in their tasks making them interesting for the readers. Besides, Internet could be a disadvantage in the development of the writing Webquest because it could work as a distractor for students where they sometimes waste the time on the Internet doing different things to the activities proposed. That is why we consider that teachers should take into account these disadvantages that could be presented in the development of the writing Webquests to not interrupt or affect the learning objectives of each task looking for a solution that solves these situations that can happen in a lesson.

Based on the implementation of the writing Webquests designed to develop the present project we conclude that Writing Webquests improve teacher`s performance because teachers learn to design, plan and develop new strategies that motivate students to learn using Technology and virtual resources with academic purposes integrated in a Webquest that allows students to discover and explore new learning experiences that will contribute positively in their learning. Teachers also can reflect about the process through the development of the Webquests identifying things to improve and change not just in the Webquests but also in the way how he or she conducts the activities of the Webquest.

Pedagogical implications

This research study points out to teach and help students in their writing process since it is a skill that requires a process and time to follow some stages and steps that are important to develop writing skills in students. This project aims to show how the use of writing Webquest fosters student`s writing production with the components that were integrated in each one to develop a writing task. We suggest to teachers who are going to design and implement Webquests that take into account different aspects such as: English level, age, topics, to achieve the learning objectives

This study could contribute to the integration of the Technology and the virtual resources in the teaching of a foreign language because we discovered that Webquest is a useful tool to include in the teaching of writing which fosters student`s writing production through the writing process with the help of the teacher and the collaborative work that students did through the implementation. We found that using virtual resources is a support and help for students when they know how to use them in a right way because they transform the information in something new and creative and not to repeat the same information that they find on the Internet.

Additionally, On the other hand, we recommend teachers to generate awareness about the use of the Internet before implementing Webquests to students do not commit plagiarism or change some words from others works to present them as owns. That is why it is important to teach them to manage and use these virtual resources with academic purposes. At the moment of implementing Writing Webquest it is important to take into account the teacher`s role as a guide who leads their students through the

activities helping and providing support during the development of each one as well as the importance of the collaborative work and the process in each stage where they are acquiring new knowledge and strategies that will be useful in the future.

We also consider important the time for each Webquest since there are Webquest that take much time and in this case we suggest dividing the lesson in two or three parts because students could get bored, lose attention and interest doing the activities and this can be reflected in the final product. For that reason we believe that a solution would be to develop the Webquest in more than one lesson.

Limitations

During the implementation we had some limitations to implement the writing Webquests that affected a little the development of each one; the first limitation was related to the access to the computers because in the place where the implementation was carried out there was not a computer lab so we had to borrow some computers to be able to implement. Fortunately there were not many students so we needed just four computers to implement and finally we could get them. The second limitation was related to the time for each Webquest since we did not expect students to take more time that we planned for each Webquest. Even when we had three hours per each lesson, because there were some long activities that we considered important for them to do it and they took a long time doing them. The last limitation that we had was in the development of the activities since there were some activities that we needed that

students finished to a specific time to revise and exchange writings and in some cases they did not do them and we had to give them more time.

Further research

This research project provides a vision of how to integrate Technology and virtual resources in an EFL class using Webquest as a tool to foster students' writing production. Thus, we propose for further research to use Webquests in autonomous work. Writing Webquets are tools that should be integrated in the teaching and learning not just inside the classroom, but also in different spaces because students learn to use the Internet and Technology for academic purposes that contribute positively in their learning.

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Appendix

Appendix A N° 1
QUESTIONNAIRES
Appendix

QUESTIONNAIRE

Webquest: Hero of the year
 Name: Santiago S. M.
 Date: _____

TOPIC

1. Was the topic appropriated and interesting for you? Yes No
 Why? It showed me that people have a good heart

2. Did you learn something new in this Webquest? What?
Yes, about how people have been helping the others

LANGUAGE

3. Did you learn new vocabulary and expressions in this Webquest? Which ones?
Yes, new vocabulary like rally, nonprofit, gained at-risk

4. Which activities of the Webquest was useful to improve your writing production?
The Drafting part

5. Was it useful to take notes before writing a paragraph? Yes No
 Why? Because it helps me to take my ideas

WEBQUEST

6. Do you consider that using the Internet to develop your task was useful? Yes No
 Why? I can't help me to take all the information I needed

7. Which activities were easy?
The read part

8. Which activities were difficult?
The unknown words because I had to search for them

COLLABORATIVE WORK

9. Do you consider that working with a classmate was useful to improve your writing production? Yes No
 Why? They could correct my mistakes

10. Do you consider that your classmate's revision was useful to improve your writing production? Yes No
 Why? I had a few errors and they helped me to correct them

Appendix A N° 2

QUESTIONNAIRE

Webquest: Carnivals
 Name:
 Date: 24-11-2015

TOPIC

1. Was the topic appropriated and interesting for you? Yes No
 Why? Because I learn about Carnivals in the world and that they do different things that we do not in Colombia, also there

2. Did you learn something new in this Webquest? What? were videos, music etc. yes I did I learn about different cultures around the world.

LANGUAGE

3. Did you learn new vocabulary and expressions in this Webquest? Which ones?
I learn words such as: crown, twilight and disguise

4. Which activities of the Webquest was useful to improve your writing production?
I consider that the unknown vocabulary helped me in my writing production.

5. Was it useful to take notes before writing a paragraph? Yes No
 Why? Because I got ideas

WEBQUEST

6. Do you consider that using the Internet to develop your task was useful? Yes No
 Why? Because I learn to use dictionaries to find the vocabulary that we don't know and also the information that we need.

7. Which activities were easy?
the editing part because I could correct my mistakes

8. Which activities were difficult?
The drafting because I did not know what write

COLLABORATIVE WORK

9. Do you consider that working with a classmate was useful to improve your writing production? Yes No
 Why? _____

10. Do you consider that your classmate's revision was useful to improve your writing production? Yes No
 Why? Because I could realize about my errors

Appendix A N° 3

QUESTIONNAIRE

Webquest: Colombia
 Name:
 Date:

TOPIC

1. Was the topic appropriated and interesting for you? Yes No
 Why? because I learned new topics

2. Did you learn something new in this Webquest? What?
I learned new vocabulary

LANGUAGE

3. Did you learn new vocabulary and expressions in this Webquest? Which ones?
hunger - riots - murdered, shortage

4. Which activities of the Webquest was useful to improve your writing production?
For me was the reading, because it was interesting

5. Was it useful to take notes before writing a paragraph? Yes No
 Why? because I wanted to write a good paragraph

WEBQUEST

6. Do you consider that using the Internet to develop your task was useful? Yes No
 Why? because I don't understand all vocabulary

7. Which activities were easy?
For me was the readings

8. Which activities were difficult?
The most difficult was create the first draft.

COLLABORATIVE WORK

9. Do you consider that working with a classmate was useful to improve your writing production? Yes No
 Why? because my classmate know things that I don't know

10. Do you consider that your classmate's revision was useful to improve your writing production? Yes No
 Why? because I can correct the mistakes that I have I do not know and we can learn more.

Appendix A N° 4

QUESTIONNAIRE

Webquest: Bogota "10-things to Hate about Bogota"
 Name:
 Date:

TOPIC

1. Was the topic appropriated and interesting for you? Yes No
 Why? because I could discuss

2. Did you learn something new in this Webquest? What?
I learnt new vocabulary and new Program like "Pablot"

LANGUAGE

3. Did you learn new vocabulary and expressions in this Webquest? Which ones?
Pictograms, -holding traffic - cesspool - muggings

4. Which activities of the Webquest was useful to improve your writing production?
yes, because I learn a lot

5. Was it useful to take notes before writing a paragraph? Yes No
 Why? I can organize better my article.

WEBQUEST

6. Do you consider that using the Internet to develop your task was useful? Yes No
 Why? Because I got the necessary information.

7. Which activities were easy?
after reading was easy make the article.

8. Which activities were difficult?
the second one.

COLLABORATIVE WORK

9. Do you consider that working with a classmate was useful to improve your writing production? Yes No
 Why? because we help each other

10. Do you consider that your classmate's revision was useful to improve your writing production? Yes No
 Why? because I correct mistakes.

Appendix B N° 1
FIELD NOTES
Webquest 1
“Choose the Hero of the Year”

Technique: observation.

Research Teacher:	Janeth Gonzalez	Date:	November 14th /2015
group	Personalized group	Nr. observation	1
classroom:	Intermediate		

	Aspects to be observed	Observed Details
<ul style="list-style-type: none"> The use of time 	<ul style="list-style-type: none"> Do students develop the activities in the established time? Is the time enough to students develop the activities? Do students spend their time doing different activities to the proposed activities? Does the lesson take more time than expected? Does the lesson take less time than expected? Do students follow the established time in each activity? 	<ul style="list-style-type: none"> The class started at 9:10 however the Webquest activities started at 10:00. Students developed the activities according to the time established in the Webquest. Most of them spent time exploring different pages which teacher indicated at the beginning, Students were not distracted easily, when they were in front of a computer, although they were listening music while they looked for unknown words in the online dictionaries. No all groups were at the same speed, some of them developed the activities a little faster than others around 5 minutes faster. The webquests were designed to be developed in the classroom. Taking into account this aspect, students finished all writing steps in the webquests, like drafting, revising and editing, however the lesson took more time, because they did not finish the closing part. Students followed all activities in the established time.
<ul style="list-style-type: none"> Lesson activities 	<ul style="list-style-type: none"> Are students attracted by the learning activities? Are students engaged during the learning activities? 	<ul style="list-style-type: none"> Most of the students finished their writings and they are going to start the evaluation section so teacher decided to explain to the whole group how to use the evaluation rubric with the different items then she starts to explain, but students are not paying attention they are concentrated in their computers and for teacher it was really difficult to catch student's

	<ul style="list-style-type: none"> • Are students following the activities before writing their final product? • Do students understand what they have to do in each activity? • Do students access easily to the activities in the Webquest? • Do students show interest during the development of the Webquest? • What difficulties students have during the development of the activities? 	<p>attention so after she explained and students started to evaluate their classmate`s work they did not understand very well the evaluation rubric</p> <ul style="list-style-type: none"> • There was a student that did not want to participate, he was boring. • Although in the previously mentioned Students were concentrated in the activities, they commented positive aspects about the reading, also some of them laughed and give their opinions respect to different heroes they looked like engaged . • The students followed the process section before starting to create a poster about their hero. • They are interested to present innovative posters with images, color, sharing likes to design the products, all of this to be the winners in the final activity, students are involved in their roles in an implicit way and they could present a good writing product. • Students did not have difficulties regarding to the Internet access, they could explore all pages and also they could use different material like readings, online dictionaries among others. • The most difficult part for students was vocabulary, since they did no find others words to define it.
<ul style="list-style-type: none"> • The use of material 	<ul style="list-style-type: none"> • Are students using the material provided by the Webquests to comply the task? • Are students looking for information on the Internet to comply the task? • Are students selecting material to develop their tasks? 	<ul style="list-style-type: none"> • Most of the students used material provided in the Webquests to comply the task, such as Wordreference and Cambridge dictionaries, readings, images among others, they did not use page like Google Translator or another pages that were not related to the activities. • The Internet was useful tool to comply the task, because they searched specific information that they needed at the moment. • They did not spend time on Internet without working in the Webquests they used this information to get ideas and write their paragraph. • Teacher provides students useful expression students have more ideas about how start their writing, it motivated them to comply the final task.
<ul style="list-style-type: none"> • Collaborative work 	<ul style="list-style-type: none"> • What grouping arrangement is used in this Webquest? 	<ul style="list-style-type: none"> • The communication between students was effective since they shared their opinions and ideas to choose the hero and also to develop the rest of the activities.

	<ul style="list-style-type: none"> • Are students discussing with their classmates about the topics and the activities? • Do students share their ideas to contribute positively to the group? • Is the communication effective between the students? • Do students participate actively within the group? • Do students show responsibility within the group? • Are all the members of the group doing the activities to comply the task? 	<ul style="list-style-type: none"> • Most of the students contributed and participated actively within the group sharing opinions. However it was evidenced that in some of the activities they divided the work.” • Students did not take the Webquest as a responsibility more in their learning, they were interested to present an innovative posters with images, color, etc. in order to be the winner in the final activity, it allowed that they performed their roles in an implicit way and they could present a good writing product. • It was evident that students are accustomed to work in groups, although they sometime talked a lot about different topics, most of the groups working collaboratively to comply the task.
<ul style="list-style-type: none"> • assessment 	<ul style="list-style-type: none"> • Do students exchange their writings to revise each one? • Do students correct and give suggestions to their classmate’s work? • Do students know how to use the evaluation rubric to evaluate their classmate’s work? • Do students use the evaluation rubric to check and evaluate their classmate’s work? 	<ul style="list-style-type: none"> • Most of the groups exchanged their work in order to be corrected for another group, students were sure about their drafting and for this reason this part for them was not so difficult. • Although, students did not have a lot time to do this activity based on the evaluation rubric, they corrected and give a few suggestion to their classmates work and also about their role performed in the Webquest. • In this section the students did not know how to use the evaluation rubric, since the time was not enough to explain them aspects like this.
<ul style="list-style-type: none"> • Closure • And objective 	<ul style="list-style-type: none"> • Do students express what they think about the Webquest? • Do students discuss about what they learnt in the Webquest? • Do students express how they felt during the development of the Webquest? • Were the objectives achieved in this Webquest? 	<ul style="list-style-type: none"> • The students did not express what they thought about the Webquest in orally way, they expressed aspects like this in the disposition to develop the activities, in their attitudes and aptitudes. • Some of students discussed positive comments respect to the Webquest in general, they liked the topic, they also felt comfortable in the way how was develop the class, the did no felt pressure, however they also expressed that the activities were so long. • Most of the Webquest objectives were achieved.
<ul style="list-style-type: none"> • Teacher performance 	<ul style="list-style-type: none"> • Does teacher monitor student’s work? 	<ul style="list-style-type: none"> • All time teacher monitored student’s work, explained the activities and gave suggestions group by group.

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	<ul style="list-style-type: none">• Does teacher guide and help students during the activities?• Does teacher clarify and solve doubts during the development of the activities?	<ul style="list-style-type: none">• Teacher guided the development of the activities controlling the time and showed the steps in the T.V, in order to students feel accompanied in the process.• Clarified student's doubts related to the use of material in the Webquest, giving examples. She also did positive changes to conduct the activities in a right way, example in the discussion activity teacher preferred developing with the whole group and not in pairs and it was a positive change because students participated actively in the discussion.• Teacher walks around the groups while students are creating their posters and provides good comments about their posters.....I really like your poster, Good job, nice job among other words highlighting students' work.
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Appendix B N° 2
Webquest 2

“Carnivals and Festivals Around the World”

Technique: observation.

• Research Teacher:	• Janeth Gonzalez		
• Group	• Personalized group	• Date:	• November 21st /2015
• classroom:	• Intermediate	• Nr. observation	• 2
•	• Aspects to be observed	• Observed Details	
• The use of time	<ul style="list-style-type: none"> • Do students develop the activities in the established time? • Is the time enough to students develop the activities? • Do students spend their time doing different activities to the proposed activities? • Does the lesson take more time than expected? • Does the lesson take less time than expected? 	<ul style="list-style-type: none"> • The time established for this Webquest was 3 hours, students had to finish the communicative practice about the first Webquest “Choose the Hero of the year” , additionally star the second Webquets and develop the rest of the activities. • Most of the groups were concentrated in the activities, they did not spent time doing different things like surf on internet in pages that teacher did not indicate, talk with their classmate, play or something like that, they listened to music, but it was not a problem because they worked well. • This Webquest took more time that teacher expected, since students did not finish all Webquest , most of them finished until “ Editing ” activity, they took 20 minutes developing the second activity, which should be developed in 10 minutes. • The first activity also took more time, because most the groups repeated the videos several times. 	

<ul style="list-style-type: none"> • Lesson activities 	<ul style="list-style-type: none"> • Are students attracted by the learning activities? • Are students engaged during the learning activities? • Are students following the activities before writing their final product? • Do students understand what they have to do in each activity? • Do students access easily to the activities in the Webquest? • Do students show interest during the development of the Webquest? • What difficulties students have during the development of the activities? 	<ul style="list-style-type: none"> • Most of the students are participating in the introduction activity, where they have to discuss some questions related to carnivals in Colombia, the first activity in the process section achieves to attract student’s attention, they reflect interest watching the videos about two carnivals to find the differences and similarities between them. They commented about the videos saying things like “ tan chevere, muy bonito, esos disfraces tan creativos, muy bacano.....si uno pudiera ir por alla... • Thy are discussing some questions related to the carnivals in Colombia, they are engaged watching the videos about the carnivals, they comment positive things related to the videos and they mention that they have more idea about what they will include in their carnival • Students are reading the task about carnivals and they say things like (hay vamos a ser los mejores, le podemos meter artas imagines al folleto, profe podemos usar publisher para hacerlo? Mira lo podemos hacer asi) they talk with their classmates about how they will present and what they are going to write, they exchange ideas with a lot of interest • Students had difficulties with “Select your Carnival” activity since, most of them chose a carnival different to the reading, the instruction were not clear for them.
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<ul style="list-style-type: none"> • The use of material 	<ul style="list-style-type: none"> • Are students using the material provided by the Webquest to comply the task? • Are students looking for information on the Internet to comply the task? • Are students selecting material to develop their tasks? 	<ul style="list-style-type: none"> • This Webquest had an extra section called : • “Resources” where students had to explore different web pages to find and select information to complete the task, and most of them used this material, but there was a group of students that preferred used another pages to complete their task. • Students are using the resources that are in the Webquest to find the information about the carnival that they chose but there is not all the information so they started to look for more information on the Internet, they read different websites and links on internet but they do not find a lot of about their carnival, however they continue reading material in Internet, watching videos, and images.....students get a little of information on the Internet and they start to complete the chart in the worksheet given by the teacher” • In this Webquest in particular students had to search appropriate information or images that allowed them to summarize and also select the specific information regarding to their carnivals to comply the task, most of them used Internet page to find information that in the resource section they did not find like clothes or food, they could find and describe this information using google images.
<ul style="list-style-type: none"> • Collaborative work 	<ul style="list-style-type: none"> • What grouping arrangement is used in this Webquest? • Are students discussing with their classmates about the topics and the activities? • Do students share their ideas to contribute positively to the group? • Is the communication effective between the students? • Do students participate actively within the group? 	<ul style="list-style-type: none"> • The grouping arrangement selected to work this webquest was in pairs, since each member the group had a responsibility very important to develop the activities. • Students discussed about the strange carnivals in the reading and they talked about the carnivals and festivals that they prefer to go, both students had different opinion about the carnivals, for this reason for them was difficult choose the most interesting carnivals for them. • the communication between students was good they took good decision, for example when they select the carnival, when they use the material provided in the webquests, also in the design of the brochure. • all members of the group participated actively and contributed to the development of the activities, since just a student was not working

	<ul style="list-style-type: none"> Do students show responsibility within the group? Are all the members of the group doing the activities to comply the task? 	<p>in a committed way in the activities, it showed that students were responsible in this Webquest.</p> <ul style="list-style-type: none"> Most of the students performed an excellent work. They express that this kind of activities help them not just to improve their writing but also to practice the others language skills.
<ul style="list-style-type: none"> assessment 	<ul style="list-style-type: none"> Do students exchange their writings to revise each one? Do students correct and give suggestions to their classmate's work? Do students know how to use the evaluation rubric to evaluate their classmate's work? Do students use the evaluation rubric to check and evaluate their classmate's work? 	<ul style="list-style-type: none"> This part of the Webquest was really relevant, since it allowed to students corrected mistakes regarding to grammar, coherence and cohesion, the collaborative teacher help students in this step and also highlighted the importance to do this activity in the classroom. Students are exchanging their drafting and they correct mistakes and write some suggestions in the space provided in the worksheet and they ask their teacher about some mistakes that they do not know very well and they return their writings with the corrections. Students start to correct the mistakes to present their final writings using the computer. Student did not have homework most of the activities were develop in the classroom, the communicative part is going to be develop the next section, where students will present their brochure to the rest of the classmates.
<ul style="list-style-type: none"> Closure And objective 	<ul style="list-style-type: none"> Do students express what they think about the Webquest? Do students discuss about what they learnt in the Webquest? Do students express how they felt during the development of the Webquest? Were the objectives achieved in this Webquest? 	<ul style="list-style-type: none"> Most of the students discussed about the different vocabulary which they did know and they learn developing the Webquest. Most of the objectives in this Webquest were achieved, since some of them were focus on the collaborate work and the writing production and was visible that the work in group was effective and also the students followed the process to get a good writing.
<ul style="list-style-type: none"> Teacher performance 	<ul style="list-style-type: none"> Does teacher monitor student's work? 	<ul style="list-style-type: none"> Teacher checked all time student's work, however she did not control the time in some activities, since all groups were advancing at the same rate, there was not a big difference between activities.

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	<ul style="list-style-type: none">• Does teacher guide and help students during the activities? • Does teacher clarify and solve doubts during the development of the activities?	<ul style="list-style-type: none">• Teacher wrote some useful expressions on the board before students started to write in their brochure because teacher noticed that they did not know how their brochure start.• Teacher explained aspects such as the way to present a writing and also how to they should upload the final work in the Padlet wall.• The cooperative teacher were a good support during the development of the Webquest.
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Appendix B N^o 3
Webquest 3
“Colombia’s Social Issues”

Technique: observation.

• Research Teacher:	• Janeth Gonzalez		
• Group	• Personalize group	• Date:	• 28th November /2015
• classroom:	• Intermediate	• Nr. observation	• 3

•	• Aspects to be observed	• Observed Details
• The use of time	<ul style="list-style-type: none"> • Do students develop the activities in the established time? • Is the time enough to students develop the activities? • Do students spend their time doing different activities to the proposed activities? • Does the lesson take more time than expected? • Does the lesson take less time than expected? • Do students follow the established time in each activity? 	<ul style="list-style-type: none"> • Some students arrived late, approximately 15 minutes, however it was not a big problem, since while all students came to the classroom, the rest of the them were presenting their brochure about their favorite carnival, at the end all student presented their carnival and it took 30 minutes. • The class started at 9: 05 am and finished at 12: 00 am in this period of time most the students developed the activities planned previously, however it is important mention that this webquest had changes, since the researcher teachers decided to put off an activity which was not so important but if it was long, for this reason it is considered that the time was enough to students develop the proposed activities. • Students spent all time doing the activities and teacher had to intervene in the revising activity, since students do not finish at time established in the Webquest. • The lesson took time expected, although students did not follow the time for each activity.

<ul style="list-style-type: none"> • Lesson activities 	<ul style="list-style-type: none"> • Are students attracted by the learning activities? • Are students engaged during the learning activities? • Are students following the activities before writing their final product? • Do students understand what they have to do in each activity? • Do students access easily to the activities in the Webquest? • Do students show interest during the development of the Webquest? • What difficulties students have during the development of the activities? 	<ul style="list-style-type: none"> • Attract students attention was difficult at the beginning of the section, a few students wanted to participate in the introduction activity where they had a discussion with their classmates about the different Colombia's social issues, however this situation stated to change in the process section and they worked so better. • Although, they spent a lot of time in each activity, students were engaged in most of them, they listened several times the video and stated to discuss with their classmates about the topic. • Most of them followed the activities step by step according to the Webquest instructions, they asked to teacher all time if they had doubts, however the students tended to read the next activities before developing the previous one. • Some groups were omitting an activity: "A FORMAL LETTER", since this activity they just had to read to know exactly how to create a formal letter, but teacher explain them the importance to do this. • Students did not have problems related to the Internet access and also with the links in the Webquest. • Students showed interest during the development of the activities and some of them had difficulties to understand the first reading, since they found strange words regarding to the conflict in Colombia.
<ul style="list-style-type: none"> • The use of material 	<ul style="list-style-type: none"> • Are students using the material provided by the Webquest to comply the task? • Are students looking for information on the Internet to comply the task? • Are students selecting material to develop their tasks? 	<ul style="list-style-type: none"> • All groups used the material provided by the webquest to help them to develop each activity, students used resources such as: readings, letter model, videos, and writing strategies, useful expressions to students archived to improve their writing production. However the most effective resources was the online dictionaries, since it allowed them to understand the reading. • Most of the students looked for information that they did not find in the reading about different problematics in Colombia in the Internet, and in the way they could complete the scheme showed in the Webquest and provided in the worksheet. • Due to students did not find a lot information in the reading they had to select useful web page

		<p>to use appropriate information in their scheme and wrote main idea to complete the task.</p>
<ul style="list-style-type: none"> • Collaborative work 	<ul style="list-style-type: none"> • What grouping arrangement is used in this Webquest? • Are students discussing with their classmates about the topics and the activities? • Is the communication effective between the students? • Do students participate actively within the group? • Do students show responsibility within the group? • Do students share their ideas to contribute positively to the group? • Are all the members of the group doing the activities to comply the task? 	<ul style="list-style-type: none"> • The grouping arrangement used in this Webquest was by pairs, since both students strive to make things better and also it was evidenced that there are more interaction between students. Taking into account the previously aspect, it also important mention that this grouping armament was chosen based on the kind of activities and the final product, in that way students were more committed during the section with the task. • Most of the students were connected with the topic and also with the activities, some of students discussed a lot about the role of the president towards this kind of problematics in Colombia, they compare him with another extravagant characters or with animals • The communication between students was effective, since they liked the topic and gave their opinion about how could improve this issues in Colombia, although the ideas was a little unreal and out of context most of them felt identified with the topic. • Each member of the group contributed positively to develop the task participating in the solution for this issue and also sharing ideas to write the letter in right way. • They showed interest and responsibility during most of time in the webquest for this reason they completed until editing part. They could write their letter. The activity that they did not complete was the communicative practice, they did not present their proposal.
<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Do students exchange their writings to revise each one? • Do students correct and give suggestions to their classmate's work? • Do students know how to use the evaluation rubric to evaluate their classmate's work? 	<ul style="list-style-type: none"> • • The revising activity was one of the most significant activities since, the students had the opportunity to share their letters to improve it correcting mistakes regarding to the grammar, coherence or cohesion. • Teacher highlighted the importance to this part before editing the letter, since it will allow them to improve their final writing. • two of the three groups discussed with their classmates about the mistakes that they found in their classmate's writing, however each group gave a reason and say that their writing

	<ul style="list-style-type: none"> Do students use the evaluation rubric to check and evaluate their classmate’s work? 	<p>was well then the both were a little confused about some mistakes that they did not sure so teacher intervned to clarify doubts and answer questions</p> <ul style="list-style-type: none"> Students download the evaluation rubric and go to Padlets where there are their classmate`s work and start to read the writings and the evaluation rubric, after that they highlight some items of each category, they discuss with their classmates about the grades and finally they write a grade in the evaluation rubric and write some comments.”
<ul style="list-style-type: none"> Closure And objective 	<ul style="list-style-type: none"> Do students express what they think about the Webquest? Do students discuss about what they learnt in the Webquest? Do students express how they felt during the development of the Webquest? Were the objectives achieved in this Webquest? 	<ul style="list-style-type: none"> Students expressed what they think respect to the Webquest’s topic, this was reflected in the comments during all section. Students did not discussed about what they learnt in this section, however it was clear that students felt comfortable taking about their country, they felt identified with this problematic, since they talked about figures of malnutrition or poverty, and also the money that spend the government without help poor people, they were very participative. Most of the objectives were achieved during the implementation of this webquest, since student were able to work effectively in groups and also they were able to write a letter prosing a solution.
<ul style="list-style-type: none"> Teacher performance 	<ul style="list-style-type: none"> Does teacher monitor student’s work? Does teacher guide and help students during the activities? Does teacher clarify and solve doubts during the development of the activities? 	<ul style="list-style-type: none"> Teacher monitor all time student’s work, they gave them some recommendations during the development of the Webquest, and also they gave to student some useful expressions to write a formal letter. Teacher is walking around the classroom to check student’s work, clarify doubts and help students however, when teacher is not observing students or is on the other side of the classroom students are opening their e-mails and watching videos on YouTube they also are opening others websites different to the given by the writing Webquest Teacher guided the activities and helped them with the instructions.

Appendix B N^o 4
Webquest 4
“10 Things to Hate about Bogotá”

Technique: observation.

Research Teacher:	Janeth Gonzalez		
Group	Personalized group	Date:	05TH December 2015
Classroom:	Intermediate	Nr. observation	4

	Aspects to be observed	Observed Details
<ul style="list-style-type: none"> The use of time 	<ul style="list-style-type: none"> Do students develop the activities in the established time? Is the time enough to students develop the activities? Do students spend their time doing different activities to the proposed activities? Does the lesson take more time than expected? Does the lesson take less time than expected? Do students follow the established time in each activity? 	<ul style="list-style-type: none"> Most of the students developed the activities in the time established in the webquest, however some activities took more time that we expected, for example the readings. The time of the activities were enough, since it were reduced in order to allow to student develop it in the time established, taking into account the previously mentioned, students completed most of the activities in the class. They could not develop the last part where they had to defend their city. At the beginning of the lesson students presented their proposal about a Colombia’s social issue, this activity was really interesting since students use many expression that they had seen in the reading. It took 40 minutes. The lesson did not take more time due to students were so committed. Students did not pay attention to time established in each activity.

<ul style="list-style-type: none"> • Lesson activities 	<ul style="list-style-type: none"> • Are students attracted by the learning activities? • Are students engaged during the learning activities? • Are students following the activities before writing their final product? • Do students understand what they have to do in each activity? • Do students access easily to the activities in the Webquest? • Do students show interest during the development of the Webquest? • What difficulties students have during the development of the activities? 	<ul style="list-style-type: none"> • Students feel attracted by the general topic in the Webquest, however in two of three groups two students are not working in the development of the activities, they let that his or her partner make decisions and they choose whatever topic to work, they show that for them is not important saying things like " cualquier tema esta bien eso no importa, si el que sea no importa, el que tu escojiste esta bien • Students are reading in pairs the article about "10 Things to Hate about Bogotá" they express what they think about the article and they discuss with their classmates what they are going to write to defend their city, they express that they are not agree with the author wrote and they exchange ideas to create the article. • Students are discussing about the article (10 Things to Hate about Bogotá) they say things like: ussh no eso es mentira, eso no es del todo verdad, es que vivir aca en Bogotá de verdad es muy difícil, el tráfico es lo peor que tenemos....pero nosotros también podemos escribir cosas buenas de Bogotá • After students know the task and read the article about Colombia social issues they show and express their point of view about the Colombian government they say: pero es que el gobierno de este pais no sirve para nada, la primera solución a estos problemas es que cambien al president, la carta de nosotros va ir dirigida al presidente pero para que se vaya el del gobierno, lo primero que se debe arreglar es la educación, que el gobierno invierta arto en la educación en lugar de invertir en guerra.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Are students using the material provided by the Webquest to comply the task? • Are students looking for information on the Internet to comply the task? • Are students selecting material to develop their tasks? 	<ul style="list-style-type: none"> • During the class students used videos, online dictionaries and the reading in order to comply the final activity. • Most of them searched information about the topics that they had to choose in order to create their article defending their city respect to this topic. • Students selected the information found in the internet since most of them was out of context, however the students showed their abilities to search useful information, they also watch videos about Bogota.

<ul style="list-style-type: none"> • Collaborative work 	<ul style="list-style-type: none"> • What grouping arrangement is used in this Webquest? • Are students discussing with their classmates about the topics and the activities? • Is the communication effective between the students? • Do students participate actively within the group? • Do students show responsibility within the group? • Do students share their ideas to contribute positively to the group? • Are all the members of the group doing the activities to comply the task? 	<ul style="list-style-type: none"> • Students worked by pairs and they had the opportunity to choose their classmate in the same way as the previously Webquests. • The students felt identified with the topic, since they highlighted aspect positives about Bogotá that in the article were mentioned as negative perspective, they discussed aspects like food, education or job opportunities in the city in order to defend it. • The communication between students were effective, since each students share their ideas and opinions to complete the worksheet. • In each group there was a students who performed the role of leader and address the activities, however during the section was evident that not all member of the group participate actively within the group and show responsibility. • In this section students were so committed in the development of the activities, they showed interest to create an amazing article with strange words. • In the editing activity all students contributed ideas about design and content of the article in that way they could comply a task.
<ul style="list-style-type: none"> • assessment 	<ul style="list-style-type: none"> • Do students exchange their writings to revise each one? • Do students correct and give suggestions to their classmate's work? • Do students know how to use the evaluation rubric to evaluate their classmate's work? • Do students use the evaluation rubric to check and evaluate their classmate's work? 	<ul style="list-style-type: none"> • This activity took a lot of time around 20 minutes, in the same way that editing part, since the article was so long for them, in spite of this they could exchange their work to be revised between classmates and in that way correct mistakes and improve it. • teacher explained again the criteria in the evaluation rubric, since students did not remember so well how use it, students asked to teacher about each criteria and it was significant because, since they were more aware about the exercise that they were doing, they also highlight to their classmates the mistakes, and also they wrote the positive aspects in their writing.
<ul style="list-style-type: none"> • Closure • And objective 	<ul style="list-style-type: none"> • Do students express what they think about the Webquest? 	<ul style="list-style-type: none"> • The students did not expressed what they thought about the webquest, however in this section they showed interest to develop the writings.

Promoting Writing skills through Webquests

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	<ul style="list-style-type: none"> • Do students discuss about what they learnt in the Webquest? • Do students express how they felt during the development of the Webquest? • Were the objectives achieved in this Webquest? 	<ul style="list-style-type: none"> • Students did not discussed about what they learnt during the development of activities, however they looked like a little anxious to finish faster the task, they were so tired • Most of the learning, cooperative and ICT objectives were achieved, since all take into account the rules and recommendation provided by the Webquest at the beginning, they did not copy and paste the information from Internet to complete their writing task, they just listened to music but it was not a problem because they worked well, they used the Internet as a tool to comply the task, and in that way create a new product no just repeat the same information, it was great.
<ul style="list-style-type: none"> • Teacher performance 	<ul style="list-style-type: none"> • Does teacher monitor student's work? • Does teacher guide and help students during the activities? • Does teacher clarify and solve doubts during the development of the activities? 	<ul style="list-style-type: none"> • Teacher introduced the activities for the sections and explained aspects such as the difference between a phrases and a paragraph, she also monitor student's work all time. • Teacher guided, helped students and clarified doubles regarding to use of evaluation rubric the way to present the writing among others. • Teacher also gave an effective feedback to students in order to say them their strengths and their weakness in order to them correct and in that way present the work again.

Appendix C
HEAD – TEACHER INTERVIEW
Appendix C N^o 1

12th November/2016

Place: I.S.A “instituto Social –Americano las Americas”

Time: 45min

SEMI –STRUCTURE INTERVIEW

TI:”hello teacher how are you”

TL: “so tired but fine and you”

TI:” fine thank you, I want to ask you some question related to the Webquest developed by students during the last sessions”

TL:”Ok”

TI:”we are going to start with the first question, How can you describe the writing Webquest”

TL: “I think that writing Webquets is a good strategy or tool that involves students with technology to write, because there were a lot of activities that the students could develop before.They started to write so for that reason they got a lot of ideas and more strategies to learn how to write in English, through examples given by teacher or exposed in the Webquest. In addition they all time were exposed to authentic Material such as videos, reading, online dictionaries that they didn’t know before, because they didn’t have access to technology for that reason they didn’t work a lot with technology. In spite of this they had the opportunity to work writing and technology at the same time. It allowed that they were so motivated to write in Englis. I also consider that the feedback given was useful strategy to clarify doubles and also to correct mistakes and in that way improve the students writing production”.

TI: “ok teacher now do you consider that virtual resources contribute to students writing, yes or no and why”

TL: “ Yes, I think that virtual resources help a lot to students to write in English because they discover new things that they didn’t know before, for example they learn how to use some dictionaries that they didn’t use before such as Cambridge, wordreferences, among others also because when they didn’t know something they could look for information using internet in order to complete the writing. They could find this information in pages like YouTube or google images and among others. Another interesting thing is that they had some models to follow that allow them to guide their writings, so I consider that those things as the internet and also the model were an excellent strategies to achieve that students write well in English.

TI: “good point of view now, do you consider that Evaluation rubric was a useful for student’s writing production? Yes, no and why?”

TL: "I consider that this was a little complicated for them, because there were a lot of categories to evaluate their writing abilities that they didn't know. However, teacher took time to explain them very well how to use it before they started the activities and they understand so better what teacher expect of them at the end of each Webquest, just thinking in writing improvements. In addition I think that it makes that students become more aware about how to write in English because they were going to be evaluated not just for the teacher but also for others classmates which should know what aspects of writing they need to know to evaluate their classmates work and was good"

TI: "Ok, do you consider that the activities involved in the Webquest such as videos, readings, brainstorming help to students improve their writing production, Yes, No and Why?"

TL: " I consider that ok, according to I observed there were a lot of activities that sometimes were useful and sometimes no, because there were activities in which they spend a lot of time. They looked so bored, however there were activities very interesting for them since they could identify the purpose and although these activities were so long they liked it. They developed with good attitude, for example this activity where had to exchange works to be corrected"

TI: "yes the Revising activity"

TL: "yes this one in my opinion, these activities were excellent sometimes because, students could stand up and share their knowledge respect to grammar, Capitalization, punctuation, spelling among others. However, I noticed some disadvantages with this activity there were few students that didn't know how to correct their classmate's work since for them all were ok, so I consider that some activities were effective other no much".

TI: "teacher do you think that the Webquest improve student's writing? Yes or no"

TL: " Yes, I think that the Webquest improve student's writing"

TI: "teacher but, how did the Webquests improve students' writing?"

TL: " I think that they improve for example, they increase the vocabulary, I realized that when they presented the final writing they included new vocabulary that they didn't use before, also I realized in the writing that they started to use new words that they found in the online dictionaries with their definitions in English. Another thing that I noticed is that students in their writing didn't make a lot of mistakes related to punctuation with capitalization letters and also with the adjectives since they wrote the adjective after the noun and in English is different, they improved this aspect a little. I think that they would need more Webquests and time to achieve that they correct all mistakes in writing. However, I noticed that they improved some aspects."

TI: "teacher what aspects in specific do you think that students improved developing the Webquest?"

TL: "as I said before, I think that they improved in terms of capitalization letters, in terms of spelling and also they increased the vocabulary. Additionally I notice that they

write more complete sentences thanks to recommendation given by teacher in the feedback since teacher explained them that the ideas had to developed in order to complete very well the sentences. I consider that it helped them to organize the ideas and also to think how to develop the writing”

TI: “now what do you think about the topics worked in each Webquest?”

TL: “I consider that no all the topics were interesting for them. For example in the first Webquest they were motivated and interested in the Webquest, because it was the first time that they worked with Webquest and exposed to technology in the institute.

However, this first topic was no really interesting. I consider that the second one was more interesting for them, because they could express their opinions about the different Carnivals and also their experiences visiting events. They also liked the videos and the music. Another Webquest that was interesting for them was the Webquest “about problems in Colombia”

TI: “it was Colombia social issues”

TI:”Yes in this Webquest they expressed what they think about different problems that Colombia has in this moment. They took this Webquest seriously .I also realized that they discussed with their classmates all time about the problematics and they gave absurd solutions. In my opinion they work more cooperatively, this Webquest generate also more ideas to write the final product. The last Webquest wasn’t so interesting. They discussed but they look so bored. For this reason, I consider that no all Webquests were nice for them also because some of them were very long and took more time than others”.

TI:”ok teacher what do you consider that could be the advantages or disadvantages of working the Webquest in lessons”

TL:” I think that the advantage is for example that students felt more motivate to work and to write in English. They work with a partner and they could generate more ideas and they organize and discuss with their classmates about what they thought, about what they did. However there is a disadvantage because sometimes when they were doing the revising activity there were some students that didn’t finish at the same time, then when teacher gave the instructions to exchange works most of the students didn’t finish. Another disadvantage that I noticed is that students tented to paraphrase the information that they found on the Internet, and for me this is not an original work. Also some of them no all students tried to change some words from the original text but the idea is the same. Students tried to imitate a model to present something new, another disadvantage is that some Webquets were so long and students were bored. For this reason, I consider that it will be a good idea for next lessons creates shorter Webquets if students are going to work several activities.

TI: “teacher can you tell me about also the advantages”

TL: “yes the advantage is that students learn a lot of things like: how to use the Internet to look for useful information, to read carefully scanning and scamming to complete

reading activities. This is good because student read for a purpose no just for read and read. They have to use this information. Another advantage is that they had the opportunity to use technology and they like manage programs to do different text like posters, brochures or formal letters. I noticed that they felt motivated when they use technology to write in English.

TI: “OK based on your observations, do you think that students like the writing Webquest?”

TL: “I think that they liked most of the activities of the Webquest, no all the activities because sometimes they looked so bored. However I think that they liked the writing Webquest since they were so interested to participate because they love technology and like manage different online pages to create different kind of texts”

TI:” How was the collaborative work developed by students during all Writing Webquest”

TL: “At the beginning was so difficult because there were some students that liked working individually. However, when teacher asked them to work in pairs they didn’t claim and they started to work together without any problem. I consider that this was good because students share opinions, ideas and discussed about how to present the letters or articles , all of this before stating to write. However some groups didn’t work collaboratively they just divided the activities and each person develop a part. They said for example ok xxxxx you do this and I do this part, this no happened in all sessions just in the longest activities”

TI: “Ok now, do you consider that the collaborative work in the development of the Webquests contributed to student’s writing production?”

TL: “ I consider that it was useful in some moments, for example in the Drafting part since I noticed that students enjoy working together. They really wanted to present good writings, they helped each other to correct mistakes to include relevant information and it was excellent”.

TI: “ok now we are going to talk about teacher’s role, how can you describe the teacher’s role in the development of the Webquest?”

TL: “I think that teacher’s role was a guide for students, because she all time asked them if they understood what they had to do in the Webquest and in the activities. She also clarified doubts about some instructions in the Webquest that for them weren’t clear. I don’t know if some instructions in the Webquest were no enough clear for them or if they didn’t read carefully, because I noticed that sometimes they asked and asked al lot of time. Another thing is that teacher conduct the Webquest using the T.V. it was good, because students did not distract doing others things and most of the groups developed the activities at the same time. However I consider that teacher should leave students to think more about their mistakes no just correct, because no all-time teacher will be here. They should learn to read instructions and realize about their own mistakes, they should strive a little more”.

TI: “if you had the opportunity to work with her students developing this Webquest how would you conduct this writing Webquest?”

TL: “I think that I’ll change some activities that were very long for them. I’ll divide the webquets in two sessions in order to get more students’ attention. I’ll include more resources like useful words to write in order to help them to complete the task”

TI: “do you consider that students need a teacher that help to develop the Writing Webquest? Yes or no?”

TL: “yes because in my case I never haven’t worked with this tool. I consider that students need someone that explain important aspects like how to follow the activities or how to correct classmates mistakes or things like that. Also because it is a new pedagogical tool which students haven’t practice before ”

TI: “Ok teacher for you time”

TL:” No problem”

Appendix D **Appendix D N^a 1** **FOCUS GROUP**

12TH November /2016

Place: I.S.A “instituto Social –Americano las Americas”

Time: 1 ½ hour

T: “Buenos Días muchachos, como están?”

SG: “Bien profe”

S2: “con frio pero bien profe”

T: “uy Si está haciendo mucho frio”

SG: “SI “

T: “Bueno muchachos para comenzar este grupo focal explicado hace un momento, quisiera preguntarles ¿qué opinan acerca del uso de la Webquets para mejorar la escritura en inglés?”

T: “claro teniendo en cuenta el trabajo que ustedes desarrollaron durante las 4 sesiones en las writing Webquets.”

T: “ok S1 comienza tu”

S5: “profe yo opino que las Webquets si sirven para mejorar writing, porque uno aprende mucho vocabulario desconocido y además nos muestra diferencia entre escritos formales y informales.

T: “gracias S1, ok Santiago dime tu qué opinas.

S2: “no profe pues lo mismo que S1, para mí las Webquets para mejorar la escritura son útiles ya que uno se vuelve más consiente de como escribe, pues eso me paso a mi”

T: “qué bueno S2 saber eso, ok S3 ahora dime tu”

S3: “profe pues a mí poco me gusta escribir en español y en inglés, y no me ha ido muy bien con ese tema, prefiero hacer otras cosas como leer, escuchar música en inglés, bueno pero de todas maneras. las Webquest me parecieron chéveres porque no solo tenía que escribir también habían videos, lecturas interesantes y aunque no entendiera bien la profe me explicaba y trataba de hacer el ejercicio o aportar a mi grupo, y además porque podía escuchar música mientras hacia las actividades.”

T: ok S3, tu S4 cuéntame ¿qué opinas acerca del uso de la Webquets para mejorar la escritura en inglés?

S2: me parece que las Webquests son buenas para mejorar la escritura pero de los 5 pasos que hay, hay uno que no es necesario para mí, es el de task pues en la introducción ya nos dicen que hacer.

T: “Vale, ahora dime tu qué opinas S5”

S4: “A mí me parecen que son una forma diferente para apoyarnos y no son aburridas como el simple hecho de escribir y leer, no son tan simples como cuando nos ponen a escribir mientras que aquí usamos otro tipo de herramientas como Internet que son muy interesantes y es más creativo para escribir.

T: “ok S5 pero porque te parecen buenas que las hacen ser buenas”

S4: a mí me parece que ayudan a organizar las idea para los escritos”

T: “bien S5, Ahora cuéntame tu S6 qué opinas?

S6: “profe yo opino igual que mis compañeros, para mí también las Webquests son útiles para mejorar la escritura ya que corregí muchos errores en cada escrito.”

T: “gracias, ahora me gustaría saber si las actividades de las Webquests les ayudaron a mejorar la habilidad escrita en inglés?”

T: “ok las actividades como por ejemplo, las lecturas, la búsqueda de palabras, los videos entre otros,

S2: “si profe yo pienso que las actividades ayudaron a mejorar la escritura

T: “bien S4, pero de qué manera te ayudaron?”

S2: “me ayudaron a mejorar algunos errores, también a organizar mejor los escritos.”

T: “bien, ahora dime tu S2 que opinas de las actividades”

S3: “profe a mí me parecieron interesantes sin embargo poco dinámicas y además un poco largas”

T: “validad tu opinión S2, bueno ahora dime tu S1 qué opinas.”

S5: “bueno para mí las lecturas fueron interesantes porque nos hacía pensar sobre problemas o cosas malas que tenía la ciudad o el país como podíamos cambiar eso o mostrar lo contrario en lo que íbamos a escribir entonces a veces nos daban más ideas para escribir porque podíamos expresar lo que queríamos ””

T: “Vale S1 a, ahora sigues tu S3 cuéntame”

S1: “ Profe las actividades me parecieron muy chéveres sobre todo los videos y las lecturas que eran un poco difíciles, también considero que me ayudaron a mejorar errores a medida que iba avanzando en la Webquest.”

T: “qué bueno S3”

T: "S5 consideras que las actividades de las Webquests te ayudaron a mejorar la habilidad escrita en inglés?"

S4: si profe porque me ayudaron a estructurar mejor los párrafos, pero igual que mis compañeros me parece que las actividades eran muy largas y al final era como aburrido"

T: "gracias S5, ahora tu S6 qué opinas "

S6: profe si pienso que las actividades fueron importantes para mejorar la habilidad escrita en inglés, sin embargo considero que habían muchas lecturas que eran un poco aburridas."

T: "ok muchachos ustedes creen que el material autentico como videos, lecturas online, diccionarios online, les ayudaron a mejorar su producción escrita"

SG: "Si profe" (responden de manera general)

T: "ok S5 de qué manera tú crees que el material autentico te ayudaron a mejorar su producción escrita"

S4: "ese material era importante para completar cada escrito el cual llevaba como un proceso"

T:"ok S2 ahora cuéntame tu como te ayudo ese material"

S3: "yo creo que los diccionarios fueron muy importantes pues mi compañero y yo los utilizamos durante toda la webquets"

T: "ok dime ahora tu S3 qué opinas"

S1: "los diccionarios para mí también fueron de gran apoyo para completar de buena manera el trabajo final"

T: "sigue tu S1 cuéntame"

S5: "bueno para mí las lecturas fueron interesantes y me ayudaron a incluir información importante en cada escrito."

T: "bien ahora dime tu S4 que piensas"

S2:"a mí el internet me ayudo a mejorar la habilidad escrita en Inglés, porque tuve la oportunidad de mirar ejemplos y recordar algunas estructuras gramaticales, fue buen ejercicio.

T: "gracias, ahora tu qué opinas"

S6: "para mi todo el material fue importante para terminar cada reto en la Webquest"

T: bueno muchacho ahora me gustaría saber si ustedes creen que fue útil hacer un borrador primero antes de presentar el escrito final? Ok comencemos contigo Laura "

S4: "profe yo también creo que hacer un borrador antes presentar el escrito final es bueno porque uno puede desarrollar mejor las ideas y además se puede fijar en los detalles simples como la coma el punto y demás uno vuelve y lee y revisa que le quedo bien, mal y así corrige mejor"

S6: "yo pienso que fue buena porque uno primero corregía y miraba que tenía mal con lo que uno sabía y después el otro grupo le volvía a revisar y le corregía o le anotaba cositas que uno podía cambiar entonces yo por eso creo que fue bueno"

T: "bien S6, ahora dime tu S3 qué opina?"

S1: "profe yo creo que fue bueno porque nos dio tiempo para pensar cosas más interesantes que escribir"

S5: "profe yo creo también que hacer un borrador antes del escrito final es bueno porque uno se fija más en los detalles simples como la coma el punto y demás"

T: bien S1, continuemos contigo"

S2: "no profe yo opino igual que mis compañeros.

T: "ok, tu qué opinas del borrador S2"

S3: "profe yo pienso que esa parte en particular es donde yo trabaje mas con mi compañero ya que necesitaba a alguien que me ayudara a corregir y de pronto ver los errores que yo no veía"

T: "gracias, ahora me interesa saber en concreto que aspectos de la escritura consideran ustedes que mejoro con el uso de las Webquests"

T: "bueno por ejemplo como el incremento del vocabulario, el mejoramiento en el uso del lenguaje o el mejoramiento de la puntuación entre otros, comencemos contigo Alejandro tu que aspecto consideras que mejoraste?"

S6: "profe yo considero que mejore un poco el uso de las estructuras gramaticales, ya que a veces tendía a escribir sin fijarme en aspectos importantes como el tiempos y verbos correctos"

T: "ok Alejandro, ahora dime tu que aspecto consideras que mejoraste"

S2: "profe yo considero que mejore 2 cosas el vocabulario y el uso del lenguaje"

T: "por qué consideras que mejoraste el vocabulario"

S2: "profe porque los diccionarios nos daban una definición en inglés y a uno le tocaba interpretarla y esa palabras las recuerda uno más"

T: "bien S4, ahora tu S2 cuéntame que aspecto consideras que mejoraste"

S2: "profe yo creo que ahora soy más consiente de la conexión entre párrafos, ya que es un aspecto muy importante"

T: ok, dime tu Mónica que aspecto mejoraste?"

S5: "profe yo creo que igual que S4 aprendí mucho vocabulario gracias a las diferentes lecturas en cada Webquest"

T: bien Mónica, ahora dime tu S5 que aspecto consideras que mejoraste?"

S4: "profe yo creo que ahora si me reocupo más por organizar primero mis ideas antes de escribir algo sin sentido"

T: "si es cierto, ahora continuemos contigo S3 que crees que mejoraste con las Webquests?"

S3: "profe aprendí como organizar un buen escrito en inglés"

T: "ahora bien chicos quisiera saber si ustedes utilizaron la rúbrica para revisar y autoevaluar sus escritos.

S3: "profe algunas veces La verdad habían muchas cosas que cada cuadro tenia y a veces era difícil calificar o evaluar entonces era confuso pero a veces le preguntábamos a la profe para que nos explicara y pues con lo que entendíamos lo hacíamos pero fue un poco difícil"

S4: "no varias veces"

S6: "profe la mayoría de veces"

S1: "profe también solo una vez"

S5: "la mayoría de veces igual que S6 profe"

T: "ahora bien de qué manera la utilizaron?"

S2: "Si profe nosotras la utilizamos en cada Webquest para poder evaluar porque hay decía que era lo que teníamos que evaluar en cada cosa o aspecto y así nosotras nos poníamos de acuerdo para lo de la nota aunque habían cosas que no entendíamos muy bien pero pues lo hicimos con lo que entendimos y pues teniendo en cuenta lo que estaba en la rúbrica para no equivocarnos porque sabíamos que era importante para nuestros compañeros y a veces escribimos comentarios que de pronto les serviría a nuestros compañeros para mejorar o que creíamos que no estaban tan bien".

T: "ok S1 ahora cuéntame tu como utilizaste la rúbrica"

S5: "profe yo con S6 la mayoría de veces descargábamos la rúbrica antes de comenzar el escrito para tenerla en cuenta los aspectos como el uso del lenguaje entre otros"

T: "ok, ahora tu Nicolás cuéntame cómo tú y tu compañero utilizaron la rúbrica"

S2: "no profe yo con S2 pocas veces hicimos ese ejercicio, sin embargo cuando lo hicimos, nosotros descargamos la rúbrica, luego leíamos cada cuadro y mirábamos en el escrito si tenía errores en ese aspecto o no y así lo hacíamos".

T: "bien chicos ahora quisiera saber que les gusto de la Webquest y por qué?"

S5: "profe a mí lo que me gusto de la Webquest fue la organización de la página ya que creo que ninguno de nosotros tuvimos tiempo de distraernos en otro cosa que no fuera el producto final"

T: "vale S1, sigamos contigo S6"

S6: "profe me gusto que las lecturas estaban entre la misma Webquest y no tocaba irse a otras páginas para leer o buscar la información. Además profe a mí me gusto que por qué ejemplo no teníamos que escribir el artículo, o el poster de una vez si no que había actividades en la Webquest que no servían para organizar el texto, para tener más idea acerca de que íbamos a escribir, además actividades como los videos que nos daban información interesante para incluirla dentro del texto"

T: "ok"

S4: "profe a mí gusto la parte de compartir los escritos con los demás compañeros, porque ellos nos corregían errores, pero algunas veces ellos se equivocaban en corregir entonces yo si defendía lo que había escrito por que yo miraba la rúbrica y me parecía que está bien"

T: "bien S5, ahora dime tu S2 dime a ti que te gusto de las Webquests"

S2: "lo otro chévere que a mí me gusto es que cada Webquest era diferente, en cada una teníamos que hacer un escrito diferente y habían como situaciones o misiones diferentes que eran interesantes"

T: "S4 que es lo que más te gusta de la webquest"

S4: "profe lo que más me gusto fueron los diccionarios online, ya que trago beneficios como el incremento del vocabulario,"

T: "vale Nicolás, ahora tu S3 cuéntame que te gusto de la Webquest"

S3: "a mí me gustaron la mayoría de las cosas, sin embargo lo que más me gusto fue el diseño de cada escrito, como el artículo o el poster, esa parte fue muy chévere porque uno le podía poner imágenes, colores y además podía utilizar herramientas virtuales para presentar el trabajo final.

T: "Bueno muchachos ahora quisiera saber todo lo contrario, que no les gusto de la Webquest y por qué?"

S1: "profe a mí no me gustaba el role que nos daban en las Webquests porque pienso que no lo utilizamos, además no pensábamos en eso cuando creábamos los escritos".

T: "bueno S3, quien quiere seguir"

T: "tu S6 dale"

S6: "profe lo que no me gusto fue que las actividades eran muy largas, tanto así que ni siquiera 3 horas fueron sufrientes para terminar en una solo sesión una Webquest"

T: "bien S3, ahora continuemos con S5"

S5: "a mí también me parecieron que las actividades era muy largas y a la ultimo ya la mayoría estábamos cansados de estar en frente del computador,"

T: "pero ustedes no le propusieron esas ideas a la profe o sí?"

S1: "no profe pues a mí la verdad me dio pena"

T: "ok, S1 a ti que no te gusto de la Webquest"

S5: "no profe lo mismo que S6, las actividades eran muy extensas, además no me gusto tampoco que no incluyeran actividades como de competencia o algo asi para que no estuviéramos sentados en la misma posición tanto tiempo"

T: "buen apunte S1, teniendo en cuenta que ustedes desarrollaron esa webquest durante en 3 horas"

S5: "si profe"

T: "bueno, S4 a ti que no te gusto de la Webquest"

S2: "lo que no me gustó mucho fue la guía que tocaba desarrollar, ya que a mí y a mi compañero nos tomó eso mucho tiempo y casi no alcanzamos a terminar el trabajo final, la mayoría de veces nos atrasábamos por eso"

T: ok S2 dime que no te gusto"

S3: "no profe ya todo lo dijeron mis compañeros, prácticamente lo largas y bueno también algunas veces no me gustaban las lecturas ya que eran difíciles y tocabas buscar muchas palabras"

T: "Gracias chicos, ahora quisiera saber qué opina cada uno de ustedes de los temas escogidos para cada Webquest, como por ejemplo el de los carnavales o de los héroes, ok comenzamos contigo S6"

S6: "los temas me parecieron chéveres entretenidos, el único que no me gusto fue el de los héroes, porque me pareció aburrido, no se de pronto hubiera sido chévere escribir sobre alguien que consideráramos héroe en nuestro país o algo así"

T: "tú qué opinas S3"

S1: "los temas me gustaron sobre todo el de los carnavales, ya que pude compartir experiencias de verdad con mi compañero, fue divertido también los videos de esa Webquest"

T: "bien ahora S5 qué opinas de los temas de las Webquests"

S5: "pienso que los temas fueron interesantes y nos hicieron reflexionar algunas veces, por ejemplo el de los problemas en Colombia me gustó mucho porque me sentí muy familiarizada con las lecturas"

T: "buen aporte S5, ahora dime tu 4 que opinas de los temas"

S4: "a mí me gustaron que los temas, ya que eran cercanos a nosotros a demás nos permitían comentar sobre ella, eso lo hacían interesantes."

T: "tú qué opinas S1"

S1: "igual que mis compañeros los tema me gustaron, claro que hubo uno que me gusto más fue el de Bogotá, por que pudimos destacar cosas bonitas de nuestra ciudad y defenderla"

T: "bien S1, ahora tu qué opinas tu S2"

S3: "no profe ya la mayoría lo dijeron mis compañeros, para mí los temas fueron muy interesantes ya que le daban una buena presentación a cada Webquest"

T: "bueno muchachos, la siguiente pregunta se refiere al acceso de internet en la Webquest y si usted considera que este fue útil para completar sus escritos finales"

T: "me gustaría escuchar tu opinión Santiago"

S3: "profe yo considero que si fue útil"

T: "de qué manera tu consideras que fue útil S2"

S3: "yo y mi compañero utilizamos el internet todo el tiempo para buscar conectores o palabras que fueran apropiadas en el texto, entonces considero que el internet fue necesario para terminar el escrito final"

T: "tú qué opinas S4"

S2: "yo pienso que fueron útiles porque por ejemplo podíamos buscar información que no estaba en la Webquest, además podíamos buscar imágenes o programas para editar el trabajo final"

T: "bien S4, ahora cuéntame tu opinión S3"

S3: "para mí el uso del internet si sirvió para completar cada webquets ya que algunas veces yo por ejemplo yo buscaba información que atuviera reciente para asi opinar o tener más ideas en los escritos"

T: "ok, ahora quisiera escuchar tu opinión S5"

S5: "profe a mí la verdad el internet si me distrajo un poco por que tenía la oportunidad de mirar mi correo, in embargo si creo que fue necesario para completar los escritos ya que permitía buscar información no se precisa o necesaria según el texto"

T: "tú qué opinas S6"

S6: "yo creo que el internet fue útil ya que aprendí a buscar información adecuada para luego si seleccionarla y mirar que me sirva para después tener más ideas para desarrollar el texto"

T: "vale S6, ahora tu S1 quisieras contarnos tu opinión acerca de que si usted considera que este fue útil el internet para completar sus escritos finales"

S5: "profe pues yo la utilice mucho para buscar palabras o gramática que no me acordaba, también para completar información en el texto, entonces considero que si fueron útiles y que me permitieron completar el trabajo final"

T: "bien chicos, ahora quisiera saber de qué manera ustedes trabajaron la webquets con tus compañeros en clase?"

T: "me refiero al trabajo en equipo"

S5: "profe yo con mi compañero trabajamos bien porque compartíamos ideas y también fue una ayuda grande porque por ejemplo él era bueno en cosas que yo no, entonces trabajar de esa forma si fue muy bueno"

T: "bien S1, tu qué opinas Cristian"

S1: "pues mi compañera y yo nos entendimos muy bien, la mayoría de actividades no las dividimos y de esa manera nos rindió, además después cada uno revisaba el trabajo del otro y corregíamos, entonces para mí el trabajo que hicimos los dos fue bueno"

T: "ok Cristian, ahora cuéntenme Ustedes creen que compartir el trabajo con sus compañeros y con la profe fue útil? porque?"

S6: "yo pienso que era bueno porque uno intentaba de hacer lo mejor y de tenerlo bien para que los compañeros vieran lo que uno había hecho, al principio yo no le puse mucho cuidado porque pensé que la profe era la única en verlo, pero después me di cuenta que todos podíamos ver lo de todos entonces a mi compañero y a mí nos pareció importante hacerlo mejor y más bonito creativo aunque no nos gustaba mucho hablar porque nos daba pena.

T: "ok, ahora quisiera escucharte a ti S5 qué opinas?"

S5: "yo trabaje bien con mi compañero, aunque a veces no nos entendíamos en algunas cosas, fue chévere porque aprendí a manejar programas para crear posters y brochures que no conocía, pero él sí los manejaba bien, entonces fue chévere por todo eso"

T: "qué bueno Laura, ahora quisiera saber tu qué piensas S4?"

S2: "profe para mí fue chévere trabajar así porque pudimos compartir experiencias y también opiniones de temas como por ejemplo del gobierno y también de viajes o personas que hemos conocido, entonces fue más entretenido trabajar así"

T: bien S4, ahora por ultimo quiero escucharte a ti S2"

S3: "no profe ya todo lo dijeron mis compañeros, yo también pienso que él trabaje muy bien con mi compañero, pues cada uno nos encargábamos de cosas en la que éramos buenos, y así funciono, aunque a no me gustaba que todo le preguntara a la profe porque nos quitaba tiempo, y el trabajo era siempre largo"

T: "bueno muchachos de acuerdo a lo que me acabaron de decir quisiera saber cómo describen su trabajo colaborativo en clase"

T: "ok la pueden describir en pocas palabras, Comencemos contigo S2"

S3: está bien, mi trabajo en equipo fue activo ya que los dos estuvimos muy concentrados todo el tiempo"

T: "dime tu S6 como puedes describir el trabajo que realizaste en pareja"

S6: "para mí fue un trabajo con mucho apoyo por parte de los dos, sin embargo me sentia raro evaluando el trabajo de mis compañeros porque nunca lo habia hecho, pero lo bueno es que tenemos la rubrica de evaluacion para hacerlo y sabemos que tenemos que hacerlo con responsabilidad, me senti como un profe cuando revisa algo por eso trate de hacerlo bien con lo que estaba en la rubrica"

T: "ok, tu qué opinas S3?"

S1: "para mí fue un trabajo excelente ya que nos comunicamos bien y logramos terminar buenos textos"

T: Laura tu como puedes describir tu trabajo colaborativo en las Webquest?"

S4: "yo creo que fue un trabajo muy creativo también con mucho esfuerzo, por que hubieron cosas que estaban muy difíciles que sin embargo lográbamos ee como se dice esa palabra pasar bien"

T: "superar"

S4: "si esa es la palabra que lográbamos superar y terminar bien el trabajo"

T: "bueno quisiera escuchar a S4"

S4: "eee yo describo mi trabajo colaborativo como unión de esfuerzos ya que ambos colaboramos y aportamos ideas y conocimiento para mejorar y entregar un escrito bien hecho"

T: "Bien Nicolás ahora escuchemos A S1"

S1:” yo también lo describo como un buen trabajo en equipo por que aprendimos cosas de ambos y logramos trabajos buenos”

T: “ok chicos ahora quisiera saber cómo les hubiera gustado trabajar más las Webquest, me explico individual, en la casa, en parejas aquí en clase o en grupos, ok comencemos contigo S3”

S1:”profe a mí me hubiera gustado trabajarlas en la casa, porque hubiera tenido mas tiempo para acabarla sin prisa, por ejemplo un día o lago así”

T: “vale S3 ahora tu qué opinas S2”

S3:”pensando lo bien profe me hubiera gustado trabajar las Webquests en grupos mas grandes ya que nos hubiera rendido más”

T:”ok, ahora tu qué opinas S1”

S5:”no profe a mí me gusto la forma como trabajamos las webquests, ya que habían cosas que no entendía en la Webquest y la profe me ayudaba, entonces para mí fue mejor así”

T: “tú qué opinas S5”

S4: “yo opino igual que S1 me gusto trabajarla en clase porque era en parejas además, no nos distraemos mucho”

T:”bien Laura, ahora quisiera escuchar a S6 que opina”

S6:”profe o si hubiera preferido la casa porque hubiera tenido tiempo de hacer otras cosas mientras hacia las actividades, además me hubiera sentido más cómodo”

T: “vale S6, ahora dime tu qué opinas S4”

S2:” profe a mí me hubiera gustado trabajar en grupos de a tres por lo largo de las actividades, además que hubiéramos acabado las partes finales de las Webquest en clase y el premio final se hubiera repartido cada clase, no hubiera tocado esperar 8 días para saber quién ganaba.”

T:”bueno por otra parte chicos me gustaría que ustedes describieran el trabajo de la profesora a lo largo de las Webquets”

T:” bueno, podemos comenzar contigo S6”

S6: “profe una pregunta cual profe la profe liseth o la profe Yaneth o tu”

T: “Alejandro la profe que les explico y estuvo con ustedes durante toda la Webquest”

S6: “ ok la profe Yaneth? si”

T: “si “

S6: “yo creo que la profe fue un apoyo grande porque siempre nos preguntaba acerca de que si entendíamos, además nos facilitaba palabras claves en el tablero para iniciar o terminar los escritos”

T:” ahora dime S5 como puedes describir el rol de la profe durante las Webquests”

S4: “yo creo que la profe siempre estuvo muy atenta con nosotros, nos orientaba acerca de las lecturas o de los links que debíamos abrir, ella también nos hacía caer en cuenta de errores como de palabras que escribíamos mal, verbos que estaban mal o a veces oraciones que no estaban bien escritas”

T: “bien S5, ahora quiero escuchar a S2”

S6: “yo creo que la profe fue un apoyo grande porque siempre nos preguntaba acerca de que si entendíamos, además nos facilitaba palabras claves en el tablero para iniciar o terminar los escritos”

T: “ok S2, tu qué opinas “

S2: “yo creo que la profe siempre estuvo muy atenta con nosotros, nos orientaba acerca de las lecturas o de los links que debíamos abrir, ella también nos hacía caer en cuenta de

errores como de palabras que escribíamos mal, verbos que estaban mal o a veces oraciones que no estaban bien escritas,”

T: “Vale S2 ahora quisiera escuchar a S4”

S2: “no igual que mis compañeros yo opino que la profe fue un gran apoyo para terminar las actividades.

T:”ok, tu qué opinas S3”

S1: “ yo pienso que la profe siempre tuvo una buena actitud para ayudarnos y eso permitió que nos sintiéramos como más confiados o seguros de realizar las Webquests”

T: “muy bien ahora continuemos contigo S1 a tu qué opinas del rol que desempeño la profe durante las sesiones de las Webquests”

S5:” yo creo que la profe fue muy clara en cada explicación, también nos daba ejemplos para mejorar los textos, entonces considero que el rol de ella fue muy bueno”

T: “ok chicos en que momentos ustedes necesitaban más la ayuda de la profesora para completar el trabajo escrito, comencemos contigo S1”

S5: “pues en si pienso que no hubo un momento especifico en el cual nosotros la necesitáramos mas, sin embargo lo que más le preguntábamos era sobre los requisitos era sobre algunas instrucciones en la Webquets sobre todo para estar seguros de que íbamos hacer las cosas bien”

T: “ok, tu qué opinas S4”

S4: “nosotros la necesitabas mas en la parte final del borrador porque queríamos asegurarnos que el trabajo iba terminar bien, además porque ella nos sugería ideas y con preguntas nos hacía entender que estaba mal entonces creo que nosotros si la necesitábamos más en esa parte”

T: “vale, ahora quisiera escuchar a S2”

S3: “no profe yo creo que nosotros la buscábamos más para mostrarle el borrador y para que ella nos diera su opinión, también para algunas lectura”

T:”tú qué opinas S5”

S4: “nosotros si la necesitamos cada nada para preguntarle cosas como que parte de las lecturas había que leer y también para preguntarle sobre el trabajo escrito que tocaba entregar donde iban todas las actividades”

T: “muy bien Laura, ahora quisiera escuchar a S3”

S1: “profe opino igual que S2 la parte donde más la necesitamos era el borrador porque eso nos permitiría avanzar o seguir corrigiendo”

T: ok, ahora tu qué opinas S6”

S6: “no profe prácticamente ya todo lo dijeron mis compañeros”

T: “muy bien chicos ahora si la última cosita ustedes de que otra forma consideran que el profesor pude orientar las actividades” comencemos contigo S5

S4: “profe no entendí como a si de qué forma ella pude orientar las actividades”

T:” si por ejemplo eso se refiere si de pronto ustedes consideran que ella podría cambiar algunas actividades y volverlas más dinámicos o algo así”

S4: “yo pienso que ella de pronto debía cambiar las actividades más largas para que no e volvieran a la ultimo muy aburridas”

T: “tú qué opinas S5”

S3:” opino que de pronto algunas Webquest hubieran sido de a tres ya que era muy largas y a la ultimo tocaba correr un poco”

T: “ok ahora dime tu qué opinas S2”

S6:” yo opino que la profe oriento y guio bien cada Webquest yo no cambiaria casi nada”

T: “bien ahora quisiera escuchara a S4”

S2: “profe yo pienso que de pronto sería mejor proyectar la Webquests desde el compu hacia el tele y no tener varios computadores ya que los portátiles en los que trabajáramos eran pequeños y a veces me cansaba los ojos con las lecturas”

T: “tú lo dices como para que todo el grupo fuera al mismo ritmo o algo así”

S2: si profe”

T: ahora por ultimo tu qué opinas S1”

S5:”no pues para mí la profe lo hizo bien y ella guio todas las actividades bien, además ella era muy flexible ya que nos permitía escuchar música y todo eso fue bueno, entonces yo no encuentro otra en la que se pudiera guiar mejor la Webquests, lo único que cambiaría de pronto seria algunas actividades de lectura, por otras más cortas.

T: “muy bien S1”

T:”muchísimas gracias a todos por su tiempo, además por la sinceridad de sus respuestas el trabajo que ustedes realizaron para nosotras es muy importante

T: gracias

Sg: “ok profe no hay problema”

Appendix E

ARTIFACTS


Appendix E N^a 1

POSTER: “choose the hero of the year”

OUR HERO OF THE YEAR:
ARTHUR BLOOM

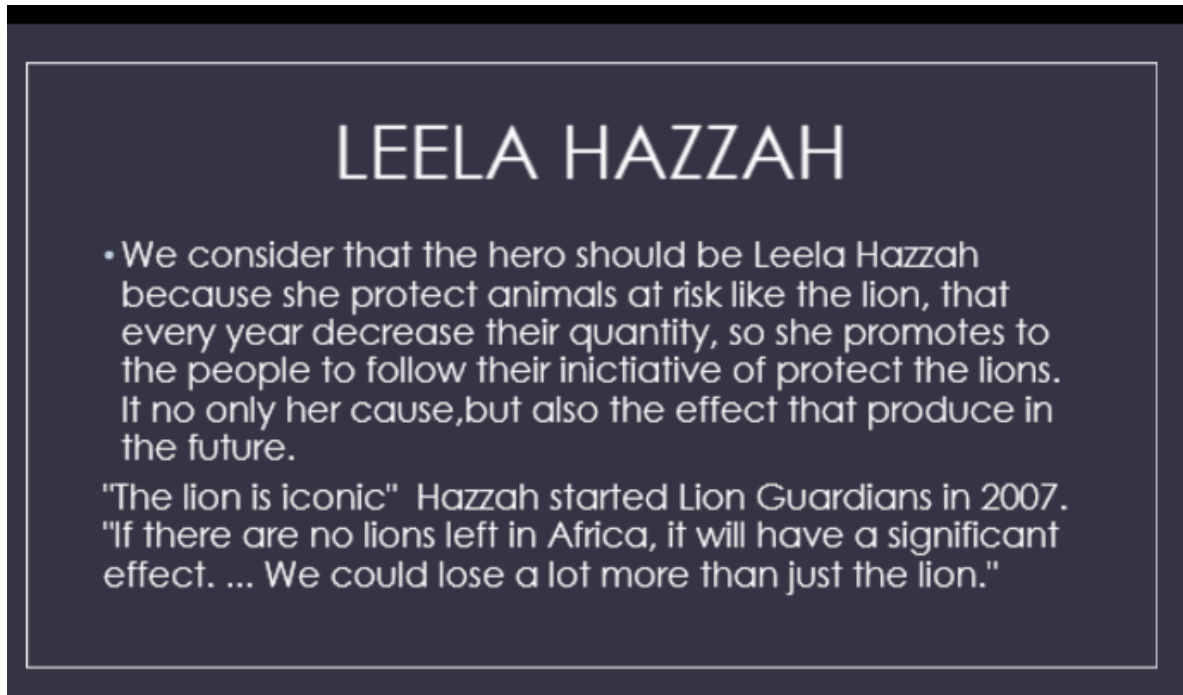
In our opinión is that he tries to help people in a different way, with music to motivate soldiers. We think that it is a good project because the soldiers usually see things that break their souls and the music can healing this wounds.

As Arthur said we believe that “by injecting music into this space we can inject life”.



Appendix E N^a 2

POSTER: “choose the hero of the year”







Appendix E N^a 3

POSTER: “choose the hero of the year”



Appendix E N^a 4

BROCHURE “Carnivals and festivals around the World”

<p><i>Carnaval of venetia</i></p> <p>ACTIVITIES: Are organizes in days ,in the 1 day is present the arrivals and the costume ,the 2 they present the essences of camaval ,the 3 day they develop a dace party ,the 4 day they organize a macherada gala ball And the last day they organizes the departure</p> 	<p>Food and music</p> <p>The food that they eat that days are like meat ,sugar and fats. They don't have a particular music for thats days, bout they don't listen music classic</p>  	<p>clothing</p> <p>The clothing that use for thats days are venetia-mask, dress , hat, gloves ,wing and fan ; that use to the days of the depaturre ,mascherada gala ball and dan-ce party</p>  
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Appendix E N^a 5

BROCHURE “Carnivals and festivals around the World”

<p>Music</p> <p>They have 16 songs. (You can hear them, and more, on this Mardi Gras playlist.) Songs that are specifically about Carnival time - including, of course, "Carnival Time" - were chosen, as well as the brass, R&B, funk, Indian music and hip-hop that sounds so unmistakably New Orleanian that, at this time of year, it just feels like Mardi Gras music.</p> 	<p>FOOD:</p> <p>Cannata's world-famous King Cakes offer 60 fabulous flavors such as Apple Cinnamon Pecan, Strawberry Cream Cheese, King Creole Praline and many more! Every Cannata's King Cake is made from scratch the old fashioned way. Only at Cannata's -- a cut above! Enjoy and remember...we'll be baking around the clock to ensure freshness with each package we send!</p> 	<p>New Orleans, USA</p> <p>MADRI GRAS</p> 
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Clothing

This carnival is colorful, you can see it when you see the things that people is wearing. They wear costumes, but not only person wear this clothe, also their pets use it. They use a lot of mask,hats and beads of all kinds , and you can go to a mask shop or the baze of the dozen to create your own costume.



To get Fun

Some activities that you can enjoy in this carnival are wearing masks and costumes, overturning social conventions, dancing, sports competitions, parades, debauchery, etc. it also is related to share the Christian tradition. You also can go to the Lusiana state museum where you can see the history, masking, parades , Balls an de Courir du Madri Gras.



ENJOY THIS FUNNY, COLORFUL AND BEAUTIIFUL CARNIVAL



Appendix E N^a 6 BROCHURE “Carnivals and festivals around the World”




The origins of Basel's Fasnacht are rather obscure, partly because of the terrible earthquake in the year 1356 which destroyed large parts of the city and many official archives.

Every year Fasnacht starts with an early morning parade, the Morgestraich, which starts at 4 a.m. on Monday morning.





Swabian- Alemannic Fastnacht

OR FASTNACHT

Is the pre-lenten carnival in Alemania folklore in switzerland, southern germany, alsace .

More than 10,000 masked carnival members parade along a set route through the city centre displaying their «sujets» or special camiva topics, accompanied by the sound of drums, piccolos and «Gugge» music.

Appendix E N^a 7

FORMAL LETTER: “Colombia’s Social Issues”

25th November 2015

Bogotá, D.C

Dear President,

We decided to write this letter in consequence to difficult situation that all people in Colombia have to live every day in this country, in different sector such as the economy, politics, health, safety among others, all this social problems affect us like citizenships because we work hard to pay taxes, to pay a good education and finally to have a good quality of live.

To find a good solutions to this problematics we want to present you and interesting idea focused on improving the economic in the country, the main idea is create a recycle company which are going to be responsible of the process of recollection, renovating and distribution of national products to sell it abroad.

With this ideas no just you will help to environment, but also you will give employment to people in need, like mothers heads home, people victim of violence in Colombia among other. This is a great opportunity change a reality and open a door to the light.

We hope a soon answer,

Thank you,

Appendix E N^a 8
FORMAL LETTER: “Colombia’s Social Issues”

25TH November 2015

BOGOTÁ, D.C

Dear Government,

Mrs. President Colombia is a country that have lived in war more than 50 years, there are many innocent people victims of this absurd war, that has left thousands of dead most of them civilize people between children and young, the problem of insecurity is a reflection of the bad education that people in Colombia have received during the last 50 years. It is time to make positives changes that contributed to improve this situation in the country from root.

We believe that the education is the best way to build a new country, it is the key to transform the life of people, and for this reason this letter has as objective to purpose a suitable solution that will improve the poverty and security problem in Colombia, the purpose is increase the percent invested in the education to 4.5% more of PIB “Producto Interno Bruto”, since nowadays this percent is in 3.8 % in comparison with others countries like New Zeeland that invest more than 6 % of PIB.

It is an innovative strategy that will save a lot of people die to cause of the war, it also will help to lower rates of juvenile delinquency, since the young people are going to have the opportunity to enter to different educative institutions publics instead of stealing or killing in the streets.

Thank you, we hope received a soon answer.

Appendix E N^a 9

FORMAL LETTER: “*Colombia’s Social Issues*”

Bogotá, Cundinamarca
November 25, 2015

Mr. J.M. Santos
32nd President of Colombia
The Casa de Nariño
Carrera 8° N° 7- 26

DEAR MR PRESIDENT

Let me begin by thanking you for your past contributions to our beautiful country. Nevertheless, Mr. President I am worried about poverty issues that affect our daily reality, meanwhile my brothers and sisters have to afford that the representatives at all levels of government get money from our problems.

Colombia is a middle income country where a large proportion of the population lives in poverty. Also, this country is the third most unequal country in Latin America and tenth in the world. Politicians daily develop corrupt activities that only benefit themselves and their families. Certainly, we, Colombian population, are feeling really overwhelmed with this injustice. The poverty gap is the most problematic issue that we have to stand with total impunity. So what are doing our representatives to solve this matter?

So, could you tell us what you can do to fix and put an order with this outrageous parody? I would like to read your answers, because as a Colombian I waiting for a different future to me and my compatriots.Thanks for reading

I hope soon answer,

Appendix E N^o 10

ARTICLES: “10 Things to Hate about Bogota”



THE WONDERFULL THINGS IN BOGOTA

Bogotá is one of the biggest cities around the World, this is recognized by the touristic places like:

“National museum or “Museo del Oro” where foreign people can know the history of Colombia as the colonialism process which happened more than 500 years ago, this museums reflect the culture and the events in Colombia through gold artifacts and also pictures.

In relation with the above paragraph in Bogota the capital of the country there are also others touristic places such as “Monserrate Mountain” and “Guadalupe virgin” where there is an amazing church with a lot of

colorful flowers and religious pictures, people usually go there to ask God for health, work or peace.

The wonderful places to visit in Bogotá also are the restaurants, since the gastronomy in Colombia is known national and internationally, here it is prepared variety of plates, such as “Ajiaco, Cocido boyacence” Etc. some restaurants in Colombia are opened 24 hours a day, at night this restaurants offers others service like dance floor, music, wine, beer perfect to have a special night.

ARTICLES: “10 Things to Hate about Bogota”

BOGOTA CITY



Bogotá is a beautiful city located in South America, it is known like “*La Atenas Sudamericana*” due to its structure of classical buildings, it is the capital of Colombia, where live thousands of people from all country, most of the people decide live in this fantastic city, since it is a great opportunity to get a good job working

in a big company or creating their own company and in that way improve their quality of life.

Additionally, one of the most important benefits to live in Bogotá is the education, since there are a lot of big institutions between public and private schools, where the children are educated with values and principles, all of this thinking in a better future; most of the public schools are free and students of lower resources receive economical support by government.

There are many reasons to visit and also to live in Bogotá, people from this city it is really kind and helpful, if you are in problems in the street, you always have a hand ready to help you, also in different houses of families tend to receive you as a member more of the family. The person is not strange, it makes that you feel in a pleasant environment.

Appendix E N° 12

ARTICLES: “10 Things to Hate about Bogota”

THE BEST OF LIVE IN BOGOTÁ



The best without doubt of coming to visit Bogota is food and safe places of the city, if you have a planned vacation do not miss the opportunity to travel to Colombia and see the beauty of the capital. Many people have not tasted the exquisite food Bogotá, except that you can find all the typical plates of the country with different cultures and customs.

You can come to Bogota, because here you can find very attractive tourist places like Montserrat which has a beautiful view where you can see the whole city you also will find the church of Zipaquira salt, the gold museum, the planetarium and many places that you will love it. Bogota is a wonderful city where you will also find friendly people and reliable.

But if you want to taste a delicious food, you can come here and eat an exquisite meat plains and meet in the famous restaurant "Andres Carne de Res", which is located in an exclusive area of Bogota it is a spectacular restaurant and it also is recognized in all city. If you like the seafood in Bogota there are master chefs and you can enjoy delicious food a very good price and with the best quality of our city.

If you are worried about the safety of Bogota, that's no problem because there are many advanced security like cameras and also there are safe places to spend with family like parks where people do different plans and activities every weekend, if you are romantic there is a park called "El Parque De Los Novios" where couples go and do romantic picnics, it is fantastic place.

Appendix F
LESSON PLANS
Appendix F N° 1

Teacher's name		Class length	Date	Nr of session
Julieth Ramirez Martinez & janeth gonzalez		3 Hours	14th November/2016	1
Grade	Class Level	Topic	Language Skills	
Language and culture 3	Pre-intermediate	Choose the Hero of the Year	L, R, S, W	
Previous lesson summary		Next lesson topic		
		Carnivals Around the World		

Learning objectives	Collaborative objectives	ICT objectives
<ol style="list-style-type: none"> 1. students will be able to take notes about the reading 2. Students will be able to write a paragraph with complete sentences based on their notes. 3. Students will be able to present their posters explaining the reasons about their decision. 	<ol style="list-style-type: none"> 1. Students will be able work by pairs 2. Students will be able to correct and make suggestions about their classmate's work 3. Students will be able to evaluate their classmate's work using an evaluation rubric 	<ol style="list-style-type: none"> 1. Students will be able to select and summarize the information from the Internet to create a poster. 2. Students will be able to create a poster using technology.

Personal aims

1. Teacher will be able to introduce students to the Webquest writing.
2. Teacher will be able to manage the activities' time
3. Teacher will be able to check students' understanding.

Materials and Resources1

1. Lab computer
2. Internet
3. Writing webquest.
4. Worksheet.

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4.	CNN Heroes. (2015, April 17). Retrieved August 2, 2015, from https://en.wikipedia.org/wiki/CNN_Heroes .

Anticipated problems (linguistic, behavioural, situational, technological)	Planned Solutions
1. Students might misunderstand the instructions in the Webquest	1. Teacher will provide an example and she will give clear instructions step by step.
2. Students might get problems related to the Internet	2. Teacher will check the Internet connection before starting class.
3. Students might get distracted in the activities opening different websites.	3. Teacher will monitor and check student's work.
4. Students might spend enough time to complete the task	4. Teacher will give a limited time for each activity.

Stage	Time2	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script3	Advisor's comments
Opening to the writing Webquests.	15	T-Ss	<p>Teacher will star the class greeting the whole class: T:" good morning guys" S: " hello teacher " T:" how are you today? " S: " fine thank you"</p> <p>WELCOME SECTION: Students see and read a brief summarize about what they are going to develop in the Writing Webquests.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>You are going to be the main protagonist during the development of these writing Webquests. You will learn different writing strategies and techniques through a series of writing, reading, listening and speaking activities that will allow you to improve your writing process and production. Your participation and commitment will be important to achieve your learning objectives. Your teacher will guide and help you in your process.</p> </div>	

		<ol style="list-style-type: none"> 1. Students find the name of the 5 writing Webquests. <ol style="list-style-type: none"> 1. Choose the Hero of the Year 2. Carnivals and Festivals Around the World 3. 10 Things to Hate About Bogota 4. Become in a Movie Producer 5. Issues Around Colombia <p>Students read the general objectives.</p> <p>ACTIVITY 1</p> <ol style="list-style-type: none"> 6. Teacher gives students a name of the sections to explore it during five minutes. (introduction, task, process, evaluation, conclusion) 7. Students discuss with a partner about the following questions, according to their sections. <ul style="list-style-type: none"> ○ What did you find in the sections? ○ What did you identify there? ○ Describe the elements in the section? <ol style="list-style-type: none"> 1. Students socialize the answers with the whole class. 2. Teacher clarifies questions and doubts. 	
<p>Opening Hero of the Year</p>	<p>15</p>	<p>Students read the learning, cooperative and ICT objectives in HERO section.</p> <p>ACTIVITY 1</p> <p>Teachers ask student to go to webquest 1, introduction section.</p> <p>Students do the following activity.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="color: red; text-align: center;">YOU HERO</p> <p>Discuss with a partner the following questions.</p> <ol style="list-style-type: none"> 1. Why should be a person considered a hero? 2. Are there heroes in Colombia? 3. Who are heroes in Colombia and why? </div> <p>In the introduction students are going to find their roles in the webquest, also they are going to find what they are going to do in the development of the webquest.</p> <p>Student's role</p> <ol style="list-style-type: none"> 1. CNN Heroes An All Star Tribute is an award winning television special created by CNN to honour individuals who make extraordinary contributions to humanitarian aid and make a difference in their communities. 	

		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Imagine that you are one of the juries of CNN hero of the year. You will choose one of the ten nominees for the CNN Hero of the Year Award. You should know very well the candidates to make a good decision.</p> </div> <p>Teachers are going to ask students about their roles and what they are going to do.</p> <p>T: "ok guys, what is your role in the webquest?"</p> <p>S:" students will answer</p> <p>T:" ok now what are you going to do?"</p> <p>Task</p> <p>Students read this section</p> <ol style="list-style-type: none"> For this task, you are going to work by pairs as CNN Juries, your job is to find out information about the profile of each candidate nominated as CNN Hero of the Year. You should choose the best hero for you and create a poster to present your candidate. 	
Presentation	15	<p>PROCESS SECTION</p> <p>Activity 1 : instructions</p> <ol style="list-style-type: none"> Read carefully the following instructions before do the activity: Click on the image below and read the section "Who are this year's Heroes. (10 minutes to do this) Identify with a partner the main characteristics of CNN heroes. 	
Pre- (reading)	15	<p>Students look for unknown words.</p> <p>Activity 2: instructions</p> <ol style="list-style-type: none"> Together check the words and phrases in the box using "Cambridge online dictionary and Wordreference" 	

			<p>Healing ~ rally ~ nonprofit ~harness~ battling~ warriors roaring~ horseback~ at-risk~ unlock~ cope~ grief~ wounds</p>	
While- (reading) skill	15		<p>Students read and match some statements with a hero..</p> <p>Activity instruction</p> <ol style="list-style-type: none"> 1. Click below and read the section with you partner. <p>Here are the rest of the year's Top CNN Heroes listed in alphabetical order</p> <ol style="list-style-type: none"> 2. Together match the statements with the heroes in the worksheet provided by the teacher. (Worksheet attached) 	
Guide practice Pre- (writing)	15		<p>Students develop the following activity in the Webquest</p> <p>Activity 1 instructions</p> <ol style="list-style-type: none"> 1. Choose three possible heroes for you. 2. Take notes in your worksheet about the three possible heroes for you. 3. Decide with your partner who should be the hero of this year. 	
drafting	20		<p>Students write their first draft..</p> <p>Activity instruction</p> <ol style="list-style-type: none"> 1. Write a paragraph in the space provided in the worksheet as a first draft, explaining the reasons why you chose this candidate. 1. Use your notes to write the paragraph. 2. Write complete sentences. 3. Write details that support your decision. 4. Write more than 50 words. 	
Revising	10		<p>Activity instruction</p> <ol style="list-style-type: none"> 1. Exchange with another pair your first draft. 2. Check your classmate's writing 1. Highlight and correct mistakes. 2. Make suggestions 	

Editing	15		<p>Students create their final writing</p> <p>Activity instruction</p> <p>1. Correct your own writing and write your final paragraph creating a poster.</p> <ol style="list-style-type: none"> 1. You can use Word to create a poster. 2. Be creative and use images. 3. Your poster will be evaluated by another pair and your teacher. 	
Communicative practice Post-(writing)	10		<p>Students develop a speaking activity.</p> <p>Activity instruction</p> <ol style="list-style-type: none"> 1. Discuss with the whole class about your candidate explaining the reasons of your decision. 	
Assessment	5		<p>Evaluation section</p> <p>Activity instruction.</p> <ol style="list-style-type: none"> 1. Download the rubric attached. 2. Go to Padlet and evaluate with your partner your classmate's work taking into account the rubric (the same couple you exchanged your first draft) 3. Give a score from 1 to 5 being: <ol style="list-style-type: none"> 1. Poor 2. Acceptable 3. Average 4. Very Good 5. Excellent. 4. Write your comments and the score in the evaluation rubric about your classmate's work and send it to your teacher <p>E-mail: writing-webquest@hotmail.com</p>	
Closing			<p>CONCLUSION SECTION</p> <p>Students will find the summary about what they learnt in the Webquest. Also the conclusion shows the importance of student's role throughout the activity. It thanks students about their paragraph and evaluation.</p> <p>FINAL ACTIVITY</p>	

			1. Students answer some questions in the space provided in the worksheet and give it to their teacher	
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Appendix F N^a 2 LESSON PLAN

Teacher's name		Class length	Date	Nr of session
Janneth gonzalez/julieth Ramirez		3 Hours	21 ST November /2016	2
Grade	Class Level	Topic		Language Skills
Language and culture 3	Pre-intermediate	1. Carnivals and Festivals Around the World.		W,R,S,L
Previous lesson summary		Next lesson topic		
Choose the Hero of the Year		1. 10 Things to Hate About Bobotá		

Materials and Resources ⁴	
2.	Lab computer
3.	Internet
4.	Writing webquest
5.	Worksheet.

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Anticipated problems (linguistic, behavioural, situational)	Planned Solutions

<ol style="list-style-type: none"> 1. Students might spend a lot of time in the activities. 2. Students might not to work collaboratively 3. Students might not to know very well how to use the virtual resources. 	<ol style="list-style-type: none"> 1. Teacher will establish a time for each activity 2. Teacher will encourage collaborative let them choosing their partner to work. 3. Teacher will provide examples and guide students.
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Learning objectives	Cooperative objectives	ICT objectives
<ol style="list-style-type: none"> 1. 2. Students will be able to write short paragraphs including relevant information. 3. Students will be able to read for specific information. 	<ol style="list-style-type: none"> 4. Students will be able to work in group. 5. Students will be able to correct and make suggestions about their own group. 6. Students will be able to evaluate their own work in group. 	<ol style="list-style-type: none"> 7. Students will be able to surf on the Internet to get information. 8. Students will be able to select and summarize information from the Internet. 9. Students will be able to create a brochure using a virtual tool to present the task.

Personal aims
<ol style="list-style-type: none"> 1. Teacher will be able to help students to use virtual tools. 2. Teacher will be able to check student`s work. 3. Teacher will be able to clarify questions and doubts with examples.

Stage	Time ⁵	Interaction	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ⁶	Advisor`s comments
Opening	15	T-Ss	ACTIVITY 1. CARNIVALS SECTION <ol style="list-style-type: none"> 1. Students read the learning, cooperative and ICT objectives in this Webquest. INTRODUCTION SECTION	

⁵ Set the time in not more than 10 minutes for each activity, not for the whole stage.

⁶ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			<p>Activity.</p> <p>2. Read and discuss with a partner the following questions:</p> <ol style="list-style-type: none">1. Have you been in a festival or carnival? Which one?2. What kind of activities did you do there?3. What kind of food did you eat there?4. What kind of music did you dance there?5. What is the difference between carnivals? <div data-bbox="587 607 1193 1059" style="border: 1px solid red; padding: 10px;"><p>Imagine that you work in a travel agency as a tourist guide and the company offers you the opportunity to increase your salary for the next month working with foreign people in a carnival o festival.</p><p>You will participate in a competition with your colleagues to get these benefits.</p><p>The requirement to apply to this opportunity is to present an interesting brochure to invite foreign</p></div> <p>3. Teacher asks them to read what their role is and what they are going to do in this Webquest.</p> <p>4. Teacher checks student`s understanding.</p> <p>TASK SECTION</p> <div data-bbox="632 1317 1179 1632" style="border: 1px solid red; padding: 10px;"><p>For this task, you will work in groups of three as tourist guides. Your job is to research about the most interesting carnivals or festivals around the world and create a brochure to invite tourists to enjoy your carnival or festival.</p></div>	
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Presentation	10	<p>Students watch some short videos about two carnivals and answer some questions.</p> <p>Activity 1 instructions</p> <p>1. Watch the videos in groups of three and answer the following questions.</p> <ul style="list-style-type: none"> •What are the differences between the carnivals? •What are the similarities between the carnivals? 	
Pre-(reading)	15	<p>PROCESS SECTION</p> <p>Activity 2 (pair work)</p> <p>1. Students match some words with their definitions in the worksheet provided by the teacher. (worksheet attached)</p>	
While-(reading)	20	<p>1. students read “Carnivals Around the world “</p> <p>1. Students read some statements and write true or false in the worksheet provided by the teacher.</p> <p>2. (worksheet attached)</p>	
Guided practice Pre-(writing)	15	<p>1. Students choose one carnival or festival from the reading to look for more information and create a brochure to present the task.</p> <p>2. Students tell their teacher about their carnival to do not repeat carnivals between students.</p> <p>3. Students look for information about their carnivals and complete a chart with some information in the worksheet.</p> <p>INSTRUCTIONS</p> <p>1. Choose with your group the most interesting carnival for you. (Tell your teacher about your choice).</p> <p>2. Look for information on the Internet about your carnival and complete the next chart in the worksheet provided by the teacher.</p> <p style="text-align: center;">Name of the carnival</p> <p>Country/ city</p> <p>Date</p> <p>Date of origin</p> <p>Activities</p>	

			Music Food Clothing	
While-(writing) drafting	20		Each student is going to work in one section of the chart. INSTRUCTIONS: 1. Each of you is going to work on one of these sections: Activities, Food, and Music. 2. Individually you are going to search and select information related to your section. 3. Write your paragraph individually with relevant information that describes your section as a first draft. 4. Search and write the missing section “clothing” with the whole group.	
Revising	15		5. After they finish they are going to share their writings in their groups and correct mistakes. INSTRUCTIONS 1. Share your first paragraph with your group and correct the mistakes helping each other. 2. Organize the information with your group to put it in the brochure.	
Editing	15		Students create a brochure including all the information required using Word and they upload it to Padlet wall “Carnivals and festivals Around the World ” INSTRUCTIONS 1. Together create a brochure including all the information that you searched. 1. Use all the information of the chart 2. Be organized and creative to create your brochure. 3. Use images related to your carnival. 4. Make your brochure interesting with relevant information. 5. You can use Word to create your brochure. 6. Your brochure will be evaluated by the teacher	
Post-(writing)	10		7. Each group is going to tell their classmates about their carnivals and festivals including all the information.	
Assessment	10		Evaluation section 1. Students download the evaluation rubric and go to Padlet wall “Carnivals and Festivals Around the world” to evaluate	

		<p>their own work in group giving a score and making suggestions. They will send the evaluation to their teacher.</p> <p>INSTRUCTIONS</p> <ol style="list-style-type: none"> 1. Download the rubric attached. 2. With your group evaluate your own work taking into account the rubric. 3. Give a score from 1 to 5 being: <ol style="list-style-type: none"> 1. Poor 2. Acceptable 3. Average 4. Very Good 5. Excellent. 4. Together write what you would improve for the next time and send it to your teacher <p>E-mail: writing-webquest@hotmail.com</p>	
Closing	5	<p>CONCLUSION SECTION</p> <p>Students will find the summary about what they learnt in the Webquest. The conclusion shows the importance of student's role throughout the activity. It thank students about their brochure and evaluation.</p> <ol style="list-style-type: none"> 1. Students answer some questions about the Webquest in a piece of paper. 	

Appendix F N^a3

Teacher's name		Class length	Date	Nr of session
Janeth Gonzalez & Julieth Ramirez		3 hours	28 TH November/2016	3
Grade	Class Level	Topic		Language Skills
Language and culture 3	Pre-intermediate	Colombia's Social Issues.		W, R, L. S
Previous lesson summary		Next lesson topic		
Carnivals and Festivals Around the World		10 Things to Hate About Bogotá		

Learning Objectives	Cooperative Objectives	ICT Objectives
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1. Students will be able to brainstorm about Colombia issues to write a formal letter following a model provided by the teacher.	1. Students will be able to work with a partner. 2. Students will be able to revise their classmate's formal letter. 3. Students will be able to evaluate their classmate's work.	1. Students will be able to select, adapt and summarize information from the Internet. 2. Students will be able to use virtual tool to share their formal letter.
Personals aims		
1. Teacher will be able to give a feedback. 2. Teacher will be able to use appropriate websites 3. Teacher will be able to write clear instructions in the Webquest. 4. Teacher will be able to design effective activities according to the task.		
Materials and Resources		
5. Computer Lab 6. Webquest 7. Worksheets.		
Anticipated problems (linguistic, behavioural, situational)		Planned Solutions
1. Students might divert their search for information 2. Students might get bored in the Webquests. 3. Students might not know how to write a formal letter. 4. Students might not know what brainstorming is		1. Teacher will provided the information to the reading. 2. Teacher will engage student's attention through different activities in the Webquest. 3. Teacher will provide a short video explaining how brainstorm a topic.

Stage	Time ⁷	Interaction	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ⁸	Advisor's comments
Opening	15	T-Ss	Teacher asks to students to go to Colombia's issues section. 1. Students read learning, cooperative and ICT objectives. INTRODUCTION SECTION Activity 1 instructions	

7 Set the time in not more than 10 minutes for each activity, not for the whole stage.

8 Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

		<p>1. With your partner discuss about the following questions.</p> <ol style="list-style-type: none"> 1. What are the main issues in Colombia? 2. What do you think that Colombia has these kind of issues? 3. What could be a solution to these problems? <p>In the introduction section students find their roles in the Webquest.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>The Colombian government is looking for a proposal to improve the quality of life of many people in Colombia. The government will invest a great deal of money to implement the proposal, in this sense the citizens have the opportunity of presenting a possible solution to a specific issue in this country. The citizens should send the proposal in a formal letter as a requirement.</p> </div> <p>TASK SECTION</p> <p>Students will find what they are going to do in this Webquest.</p> <ol style="list-style-type: none"> 1. For this task, you are going to work in pairs as leaders of your country. Your job is researching about the main issues of Colombia, select one in which you want to work and plan a proposal to give a possible solution to that problem. You should write your proposal in a formal letter. 	
<p>Presentation</p>	<p>15</p>	<p>PROCESS SECTION</p> <p>Students watch a video "Critical Issues and Colombia's Developments"</p> <p>Activity 1 instructions</p> <ol style="list-style-type: none"> 1. With your partner watch a video about "Critical Issues and Colombia's Developments" and answer the following question. 2. What are the main three issues critical to Colombia's development mentioned by Paula Moreno? 	

Promoting Writing skills through Webquests

Janneth Gonzalez and Julieth Ramirez

Pre- reading	20		Students look for the meaning of some words. Activity 1 instructions 1. Look for the meaning of the next words and write their meaning in your own words and in a simple way. You can use the online dictionaries. (Worksheet attached).	
While-reading	15		Students read "Colombia's Social Issues" and do the following activity. Activity 1 instruction 1. Together read "Colombia's social issues" click here and identify the causes of these social issues. Then complete the next schema. (Worksheet attached).	

<p>Pre-writing</p>	<p>20</p>	<p>Students read specific information relate to a Colombia´s Issues.</p> <p>Activity 1 instructions</p> <p>1. With your partner choose one topic from the schema in which you are interested in.</p> <p>3. Poverty 4. Education 5. Drugs 6. Crime and violence 7. Malnutrition 8. Unemployment</p> <p>Student write possible solutions to the main issue using brainstorming technique.</p> <p>Activity 2 instructions</p> <p>1. Watch the short video and discuss with your partner what a brainstorming is.</p> <p>2. Create with your partner your brainstorming in the space provided in the worksheet, about your issue and their possible solutions taking into account the before reading.</p> <p>Students read how to write a formal letter.</p> <p>Activity 3 instructions</p> <p>9. Open the document and go to formal letters and identify their parts and some useful expressions to write your letter.</p> <p>10. Click on the link and practice some exercises to learn more about how to write a formal letter.</p>	
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Drafting	20		<p>Students write their first draft.</p> <p>Activity instructions</p> <p>1. Together write your formal letter in the space provided in the worksheet as a first draft.</p> <ol style="list-style-type: none"> 1. Use your brainstorming to describe your issue and your proposal. Use formal expressions of a formal letter. 2. Include the parts of a formal letter. 3. Describe very well your issue and the solution to that issue. 4. Use the next useful expressions to write your problem-solution. 	

Revising	15	<p>Students exchange their classmate’s work and make suggestions.</p> <p>Activity 1 instructions.</p> <ol style="list-style-type: none"> 1. Exchange with another pair your first draft. 2. Check your classmate's formal letter. <ol style="list-style-type: none"> 1. Highlight and correct mistakes. 2. Make suggestions. 	
Editing	20	<p>Students write their final formal letters taking into account their classmate’s corrections and suggestions and upload their formal letters to the Padlet wall</p> <p>Activity 1 instructions.</p> <ol style="list-style-type: none"> 1. Taking into account your classmate's suggestions write your final formal letter <ol style="list-style-type: none"> 1. Use Word to write your formal letter. 2. Include all the aspects mentioned in the drafting section. 3. Your formal letter will be evaluated by another pair and your teacher. <p>Activity 2 instructions.</p> <ol style="list-style-type: none"> 1. Upload your article to Padlet wall "Colombia's Social Issues" . <ol style="list-style-type: none"> 1. Write the name of your issue 2. Write your names. 3. Upload your formal letter. 	
Communicative practice post-writing	15	<p>Students share their proposals and vote for the most objective proposal to implement it.</p> <p>Activity instructions</p> <ol style="list-style-type: none"> 1. Together share your proposal with the whole class, take into account that you should convince the government that your proposal is the best. 2. Now listen to your classmate's proposal and vote for the most objective proposal for you. 	
Assessment	15	<p>Students download the evaluation rubric and evaluate their classmate’s letters giving a score from 1 to 5.</p> <p>Activity 1 instructions.</p> <ol style="list-style-type: none"> 1. Download the rubric attached. 	

		<p>2. Go to Padlet click here and evaluate individually one of your classmate's work taking into account the rubric.</p> <p>3. Give a score from 1 to 5 being:</p> <p>1. Poor</p> <p>2. Acceptable</p> <p>3. Average</p> <p>4. Very Good</p> <p>5. Excellent.</p> <p>4. Write your comments and the score in the evaluation rubric about your classmate's work and send it to your teacher</p>	
Closing	5	<p>Students find the summary about what they learnt in the Webquest and the conclusion that shows the importance of student's role throughout the activity. The Webquest thanks students about their proposals and their process during the development of the activities.</p> <p>FINAL ACTIVITY</p> <p>Finally students answer some questions to gather information about the implementation of the Webquest.</p>	

Appendix F N^a 4

teacher's name	class length	Date	Nr of session
janneth Gonzalez & julieth Ramirez	3 Hours	5 TH November/2016	3
Grade	Class Level	Topic	Language Skills
Language and culture 3	Pre-intermediate.	10 Things to Hate About Bogotá	W,L,S,R
Previous lesson summary		Next lesson topic	
Carnivals and Festivals Around the World.		Become in a Movie Producer	

Materials and Resources⁹	
4.	Worksheets
5.	Computer lab
6.	Webquest
7.	Headphones

⁹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

Bibliography

1. Free Images - Pixabay. (n.d.). Retrieved August 2, 2015, from <https://pixabay.com/>.

1. 5 Reasons to Visit Bogota Colombia. (n.d.). Retrieved August 2, 2015, from <https://www.youtube.com/watch?v=Euh-X1T4NCw>.

2. 10 Things to Hate About Bogotá. (2014, April 21). Retrieved August 2, 2015, from <https://medium.com/@chrisallbritton/10-things-to-hate-about-bogota-2a97ffa790e0>.

Learning objectives	Cooperative objectives	ICT objectives
<p>1. Students will be able to follow instructions in the writing section. Teachers will be able to check student's work.</p>	<p>1. Students will interact with their classmates to encourage good behaviours in the class.</p>	<p>1. Students will be able to use online dictionaries to identify unknown vocabulary.</p>
<p>2. Students will be able to identify new English expressions in a reading.</p> <p>3. Students will be able to make an outline to write a short article.</p> <p>4. Students will be able to write a short article showing positive things about Bogotá</p> <p>5. Students will be able to participate in a short debate defending their city.</p>	<p>2. Students will be able to correct and make suggestions about their classmate's work</p> <p>3. Students will be able to evaluate their classmate's work using a rubric.</p>	<p>2. students will be able to share their short articles using Padlet</p>

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<p>4. Students might listen to music or surf on social networks</p> <p>5. The internet might not work.</p> <p>6. Students might not take into account the evaluation rubric to check their classmate's work.</p>	<p>7. Teacher will set some general rules to avoid that student get distracted.</p> <p>8. Teacher will be prepare the computer lab before starting the class.</p> <p>9. Teacher will explain the importance to use this rubric in the evaluation section.</p>

Stage	Time ¹⁰	Interaction	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ¹¹	Advisor's comments
Opening	5	T-Ss	<p>Teacher asks student to go to Bogotá Webquest,</p> <p>10. Students read the learning, cooperative and ICT objectives in this Webquest.</p> <p>INTRODUCTION SECTION</p> <p>Activity 1 instructions</p> <p>1. Read and discuss with a partner the following questions.</p> <ol style="list-style-type: none"> 1. Are there problems in Bogota? Which ones? 2. What do you think about the transport in Bogotá? 3. What do you think about people from Bogotá? 4. Do you consider that living in Bogotá is a challenge? Yes No why? <p>In the introduction section students find their roles in the Webquest.</p> <p>1. A journalist came to Colombia and visited Bogotá city, where he had some bad experiences and perceptions of Bogotá, then he returned to United States and he decided to write an article about 10 things to hate about Bogotá which was published in one of the most recognized newspaper of the country, for those reasons many foreign people do not want to visit Bogotá.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Imagine that you are a Colombian editor and you want to change the foreign people's perception about Bogotá and to do this you are going to write a short article defending your city.</p> </div>	

¹⁰ Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹¹ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			<p>TASK SECTION</p> <p>Students will find what they are going to do in this Webquest.</p> <ol style="list-style-type: none"> 1. You are going to work by pair as editors, your job is looking for information about positive aspects in Bogotá and create an article defending your city to send it to one of the most important newspapers around the world in order to change the bad perception that foreign people have about your city. 	
Presentation			<p>PROCESS SECTION</p> <p>Students watch the video “5 Reasons to Visit Bogotá”</p> <p>Activity instructions.</p> <ol style="list-style-type: none"> 1. Watch the video and answer the following question with a partner. 2. What are the five reasons to visit Bogotá mentioned in the video? 	
Guided practice While-(reading)			<p>Students read some topics and guess the meaning of some words and expressions from the reading.</p> <p>Activity 1 instruction</p> <ol style="list-style-type: none"> 1. With your partner choose a pair of topics from the below list in which you are interested in. (tell your teacher about your decision). 3. crime / a climate of fear 4. food / low pay 5. few work opportunities / it's expensive 6. playing chicken on the sidewalk / few friends 7. class divisions 8. Taking into account your choice develop the following activity. (worksheet attached) <ol style="list-style-type: none"> a. Go to the link "10 Things to Hate About Bogotá" and read your topics. 	

			<p>b. Guess the meaning of words or phrases in the following chart from the context. Check in your dictionaries, if necessary.</p>	
Pre- (writing)			<p>Student use a writing technique “outline”.</p> <p>Activity 1 instructions</p> <p>1. Together look for information about positive aspects that contrast what you read.</p> <p>2. Select appropriate information related to positives aspects in Bogotá.</p> <p>3. Create an outline following the model provided by the teacher in order to:</p> <ol style="list-style-type: none"> 1. Organize your findings and ideas. 2. Organize your arguments. 3. Organize your paragraphs 	
Drafting			<p>Students write their first draft to create their short articles.</p> <p>Activity 1 instructions</p> <p>1. With your partner write a short article in the space provided in the worksheet as a first draft, defending with clear arguments your city (just your 2 topics)</p> <ol style="list-style-type: none"> 1. Use your outline to write your short article. 2. Write complete sentences. 3. Write arguments that support your thesis 4. Include at least 2 references. 	
Revising			<p>Students work collaboratively to check their classmate’s work</p> <p>Activity 1 instructions</p> <p>1. Exchange with another pair your first draft.</p> <p>2. Check your classmate's writing.</p> <ol style="list-style-type: none"> 1. Highlight and correct mistakes. 2. Make suggestions 	

Editing			<p>Students write their final article.</p> <p>Activity 1 instruction</p> <p>1. Taking into account your classmates suggestions write your final article.</p> <ol style="list-style-type: none"> 1. Use Word to write your article. 2. Include the five paragraphs (introduction, body, and conclusion) 3. Include the references. 4. Your article will be evaluated by another pair and your teacher. 	
Communicative post-writing			<p>Students participate in a short debate about the article “10 Things to Hate About Bogotá”.</p> <p>Activity1 instructions</p> <p>1. Participate in a short debate with your classmates about the article.</p> <ol style="list-style-type: none"> 1. Tell your classmates about what you read. 2. Take into account this questions for the debate. 1. Do you agree about what the author says in his article? Yes, no why? 	
Assessment			<p>Student evaluate their classmate’s work</p> <p>Activity 1 instructions</p> <ol style="list-style-type: none"> 1. Download the rubric attached. 2. Go to Padlet and evaluate with your partner your classmate's work taking into account the rubric (the same couple you exchanged your first draft) 3. Give a score from 1 to 5 being: <ol style="list-style-type: none"> 1. Poor 2. Acceptable 3. Average 4. Very Good 5. Excellent. 	

			<p>4. Write your comments and the score in the evaluation rubric about your classmate's work and send it to your teacher</p> <p>E-mail:writing-webquest@hotmail.com</p>	
Closing			<p>Students will find the summary about what they learnt in the Webquest. Also the conclusion shows the importance of student's role throughout the activity. It thanks students about their article and their commitment during the activities.</p> <p>Final activity</p> <p>1. Students answer some questions in the space provided in the worksheet and give it to your teacher</p>	

Appendix G
PRE-TEST
Appendix G N^a 1

1. INSTRUCTIONS

Read the following instructions before you start answering the test.

1. Read the task carefully before writing your composition.
2. Do not omit any aspect mentioned in the task.
3. Duration of the test 30 minutes.
4. You should write 3 paragraphs in the provided space.
5. Write more than 50 words in each paragraph.
6. Your writing will be evaluate in term of:

1. Language use: write correct and appropriate sentences
2. Mechanical skill: punctuation marks, capitalization, spelling.
3. Treatment of content: creative, interesting and not irrelevant information.
4. Stylistic skill: logical connection between sentences.
5. Judgment skill: appropriate text for specific purpose.

Read the following situation:



Mark is 23 years old, he is a British businessman. He is planning his next holidays. He is deciding which of these three countries to visit: Mexico, Egypt and Colombia

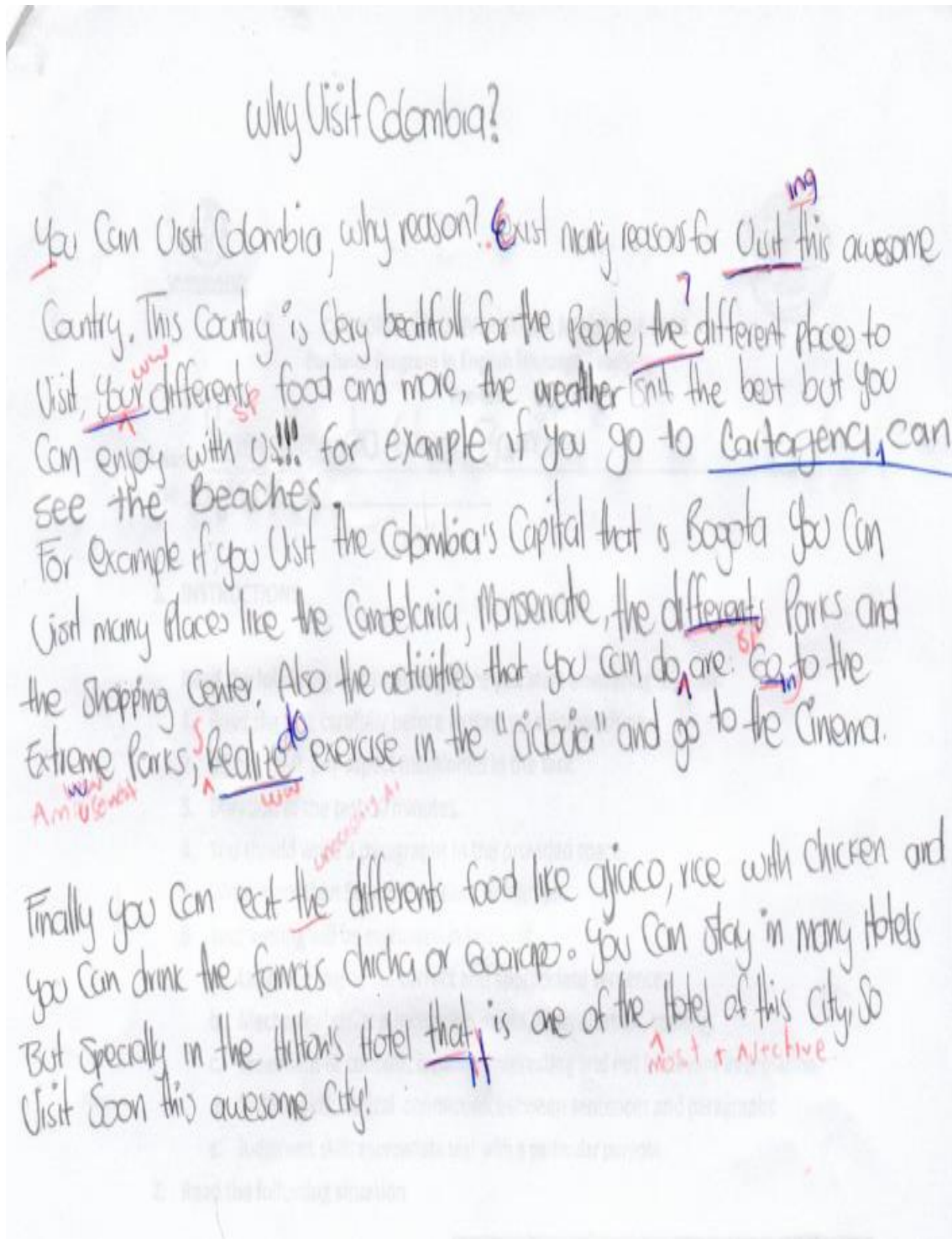
1. Imagine that you are a travel agent and you have to sell a Colombia tourist plan. In order to get it, you have to convince Mark to trael to Colombia. Write three paragraphs with complete sentences on why Mark should visit Colombia? You can write about people there, places to visit, activities to do, food to eat, weather, hotels and recommendations during his stay in Colombia.

Colombia is the bestest ^{www} country ^{SP} of the world. The people are very friendly ^{SP} and they like knowing ^{new} people, the food is delicious in Colombia there are many beautiful and wonderful places, as museums, parks, restaurants, shops. If you want to enjoy you can go to bars ^{WP} in the night when you can know people, dance, and drink some. ? ^{incomplete}

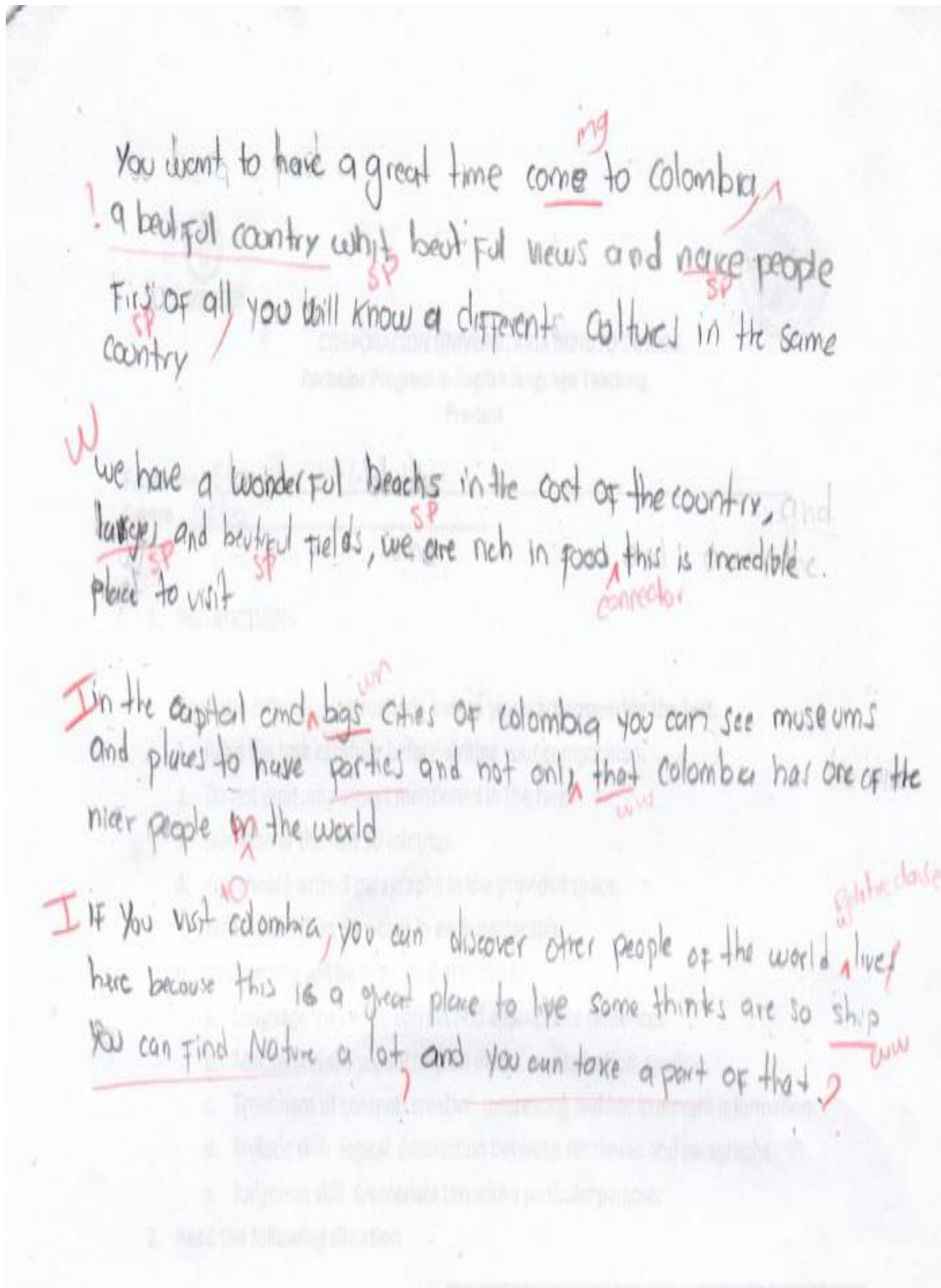
You should ^{it is} bring hot clothes because in Bogota does ^{www} cool ^{SP} and ^{discontinued} an umbrella for the rain, but if you go to Santa Marta ^{WP} in this place does hot, and you can play in the sea and the sand and you can have a good time with new people in the beach.

Finally, the people always will be friendly ^{SP} if you need. and in this country ^{SP} you will find things very ^{cheaper} cheap for your family, friends etc and Colombia has very ^{www} scenarios where you can take beautiful picture. ^{J. nice}

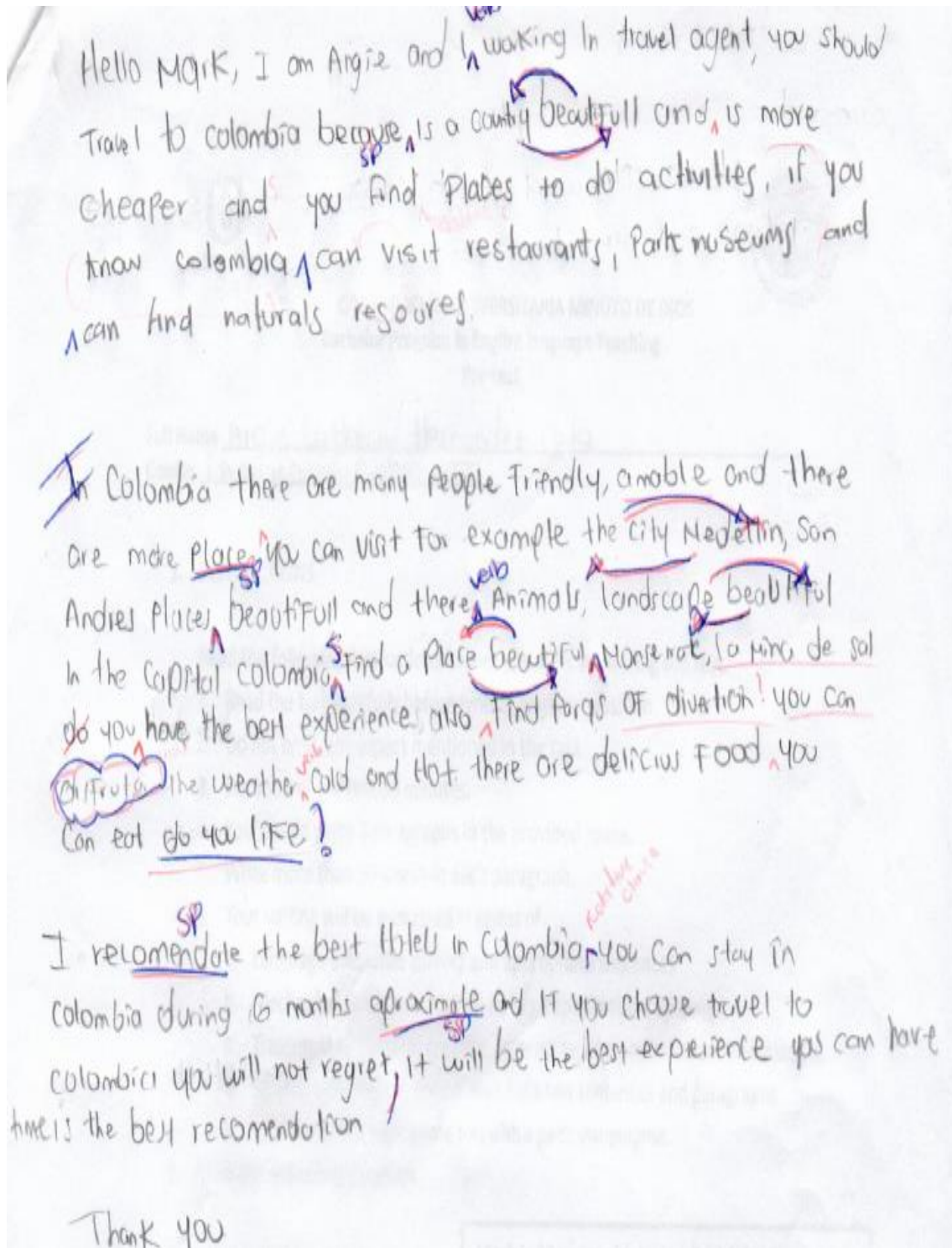
Appendix G N° 2



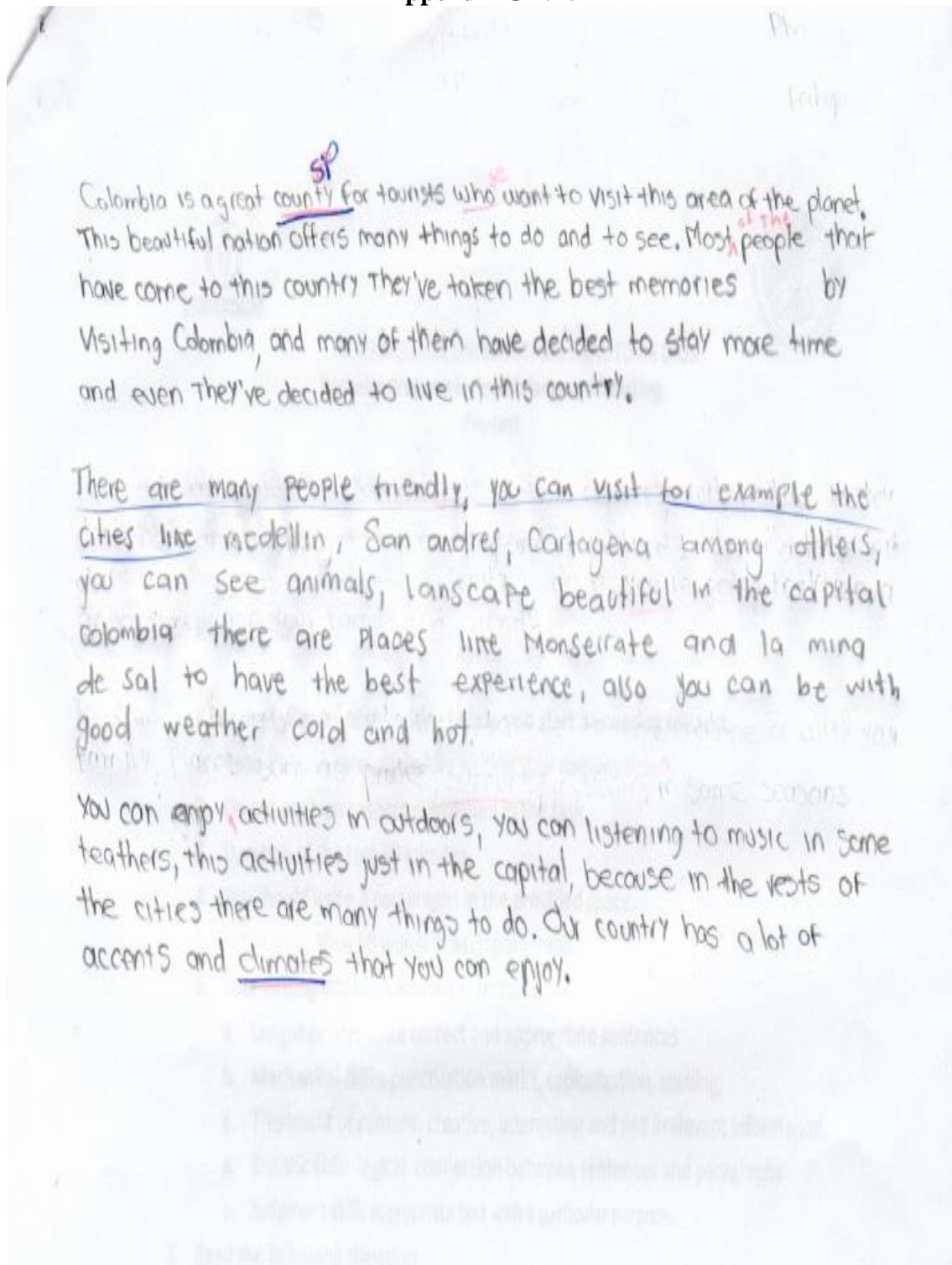
Appendix G N° 3



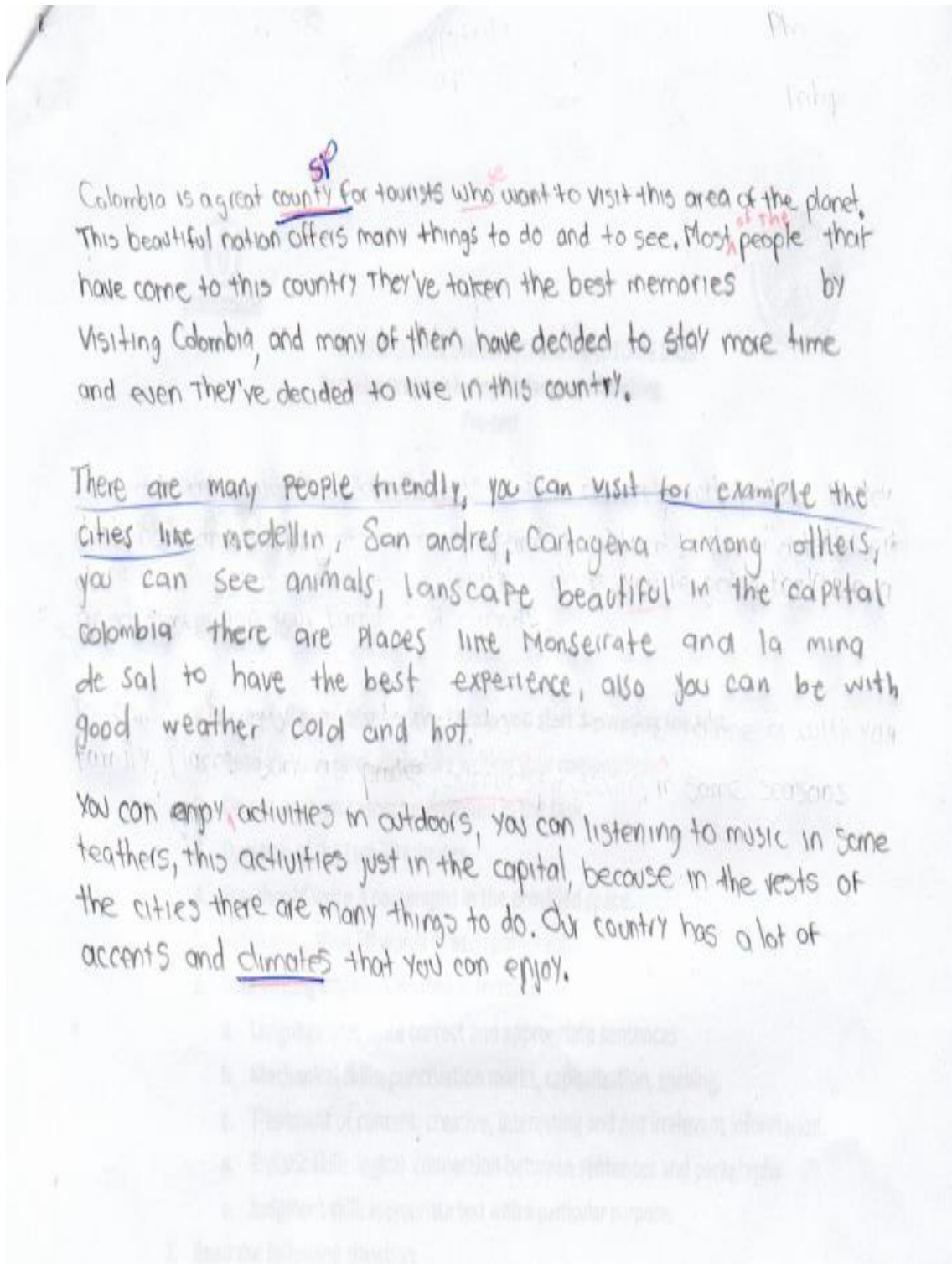
Appendix G N° 4



Appendix G N° 5



Appendix G N° 6



Appendix H
POST-TEST
Appendix H N^o1

Why visit Colombia?

Dear Mark,

There are a lot of reasons to visit this awesome country, before starting to present you the tourist plans, this company will commit to offer you the best service, which you will enjoy a lot and you do not regret to choose this tourist agent. We can offer familiar plans, couple plans or single plans. Consequently each plan has different activities, nonetheless you can visit more than 15 cities around Colombia, it depends on the weather that you want enjoy.

Regarding to previously mentioned, the first familiar plan is in "Medellin" where can go four members of the family, the activities are visit the main parks, go to Bolero Museum, participate in one of the most famous festivals around the world "Flowers festival" in Medellin, the couple plan is in a Colombia island "San Andres" where the couple can visit amazing restaurants and night clubs and finally the single plan is in Cartagena where you can meet beautiful woman and can go to different beautiful beaches, this city has romantic places and nice clubs to dance and have good time.

The travel agent give you the opportunity to stay in the best hotels which will offer you breakfast, gourmet lunch and dinner, the cost of familiar plan is around 800 dollars, it depends on the number of the people. The couple plan cost 600 dollars with the best accommodations, and the

Appendix H N²

Dear Mark

Welcome to 'sweet holidays' travel agent, we want that you live the best experience in Colombia, this amazing country is located in South America and it has a lot of tourist places that you can visit, for example in Cartagena, There is a historical castle called "San Felipe" where foreign people can know the colonization process in Colombia, and in that way understand more our culture additionally. You can visit Santa Marta or Baranquilla where you can find incredible landscapes and beautiful beaches which are very clean, also you can swimming or travel on boat, it will be a great experience.

About the gastronomy in Colombia, it is important tell you that each hotel can offer you typical Colombia food, like "Bandeja paisa" or "Ajaco" however if you prefer some special plate you can ask to the hotel, we are sure that you will love this country since you also can found traditional and modern restaurants which offers a big variety of food.

Enjoy in your holidays 🎉🎉🎉

Appendix H N³

Moon and Sun

Good morning Mrs Mark we are interested that you come to Colombia and know the wonderfuls that can offer this beautiful country, there are a lot of places to visit like Leticia in Amazonia there, you can practice funny sports such as: climb mountains or threes, fishing, ride horses among others, you will have the opportunity to know the sea of seven colors and also you can enjoy with the natural biodiversity that have this region in Colombia visiting one of the biggest zoo in all latin America. By contrary if you want a tropical city, the moon and sun agency can offer you three wonderful places, San andres, Cartagena and Santa Marta, where you will stay in the best hotels categorized by 5 stars, this hotels have clubs, spa, three swimming pools, entertainment rooms, restaurants etc. the main idea is that you never forget this holidays, Additionally in this kind of cities you can do many activities, such as surfing in the sea, visiting all beaches.

play tennis in the sand. or build castles with wet sand. etc also you can plan romantic dinner in front of the beach and share a special moment with the person who love. there are others places where you can do different things like in Bogota, there you can visit the gold national museum, where you will know our history, this city offers you fantastic amusement parks to share with the family, and awesome restaurants where cooks prepare traditional Colombian food like "Sancocho", "Ajiaco", "Arroz con pollo" and "Bandeja paisa" Another reason to visit Bogota is the weather sinse it is really

Appendix H N^a 4

Mr Mark.

Welcome Mr Mark to Colombia Dreams travel

Angel, we want to offer the best plans to live amazing experience here, but first of all it is necessary mention that Colombia is located in South America it is a tropical country where you can visit wonderful places, like San Felipe castle in Cartagena where people know so better our history. In Bogota people can visit different mountains like Monserrate, also you can go to Medellin and visit the different coffee parks.

About the food you can get the best, since we can offer typical Colombia food like bandeja paisa which is compound by beans rice, avocado, and pork for the breakfast you can eat Arepa with chocolate and bread it is the typical breakfast here in Colombia in the same way like "Tamal Santandereano"

happy Rest
of the Day !!!

Appendix H N^o 5

Tourist Agent.

Colombia tourist Agent is a big company that offers an excellent services in different cities around the country, since people from other places can find here variety of weather, cultures, food activities among others aspects, it depends on what kind of experience people want to live in this amazing country.

This company provides more than 300 hotels in all country, this hotels has different categories and offers different services depending on the plan that you choose, at the moment we have three familiar plans to happen unforgettable moments, these plans are in different tourist places like Cartagena, El Cafetero and Bogota.

The first plan is in Cartagena and it includes accommodations in one of the most luxury hotels in all city, during seven days and six nights it also includes a tour to visit the ancient building and in that way know the history, the second one is in El Cafetero where people can practice extreme sports, this plan includes an amazing hotel with breakfast, lunch and dinner, the tourist company

Appendix H N°6

Hi, Mark.

My name is Monica, I work in one of the most interesting travel agent in Colombia and I would like to invite you to happen the best holidays of your life, travelling around the country during 20 days, it is a great opportunity to relax and enjoy with different activities, which are included in each travel Plan. However, first of all I'm gonna tell you why you should come to Colombia and live your vacations here.

Firstly, the weather here is really amazing, in spite of in Colombia there are not seasons, people can enjoy sunny days, fresh afternoons or sometimes a quiet raining, it depends on the city that you visit. Secondly people from Colombia is very friendly and helpful, it matters that you feel comfortable, another reason to visit Colombia is the food, since you can find delicious plates which represent all our culture.

Finally, we want to present you three tourist plans, the first one take place in Cartagena, Medellin and Bogotá it includes 20 days in which, you will be guided by a travel agent, you are going to visit beaches, museums and you will have the opportunity to climb a mountains, the second one is in Santa Marta, Cali, Bogotá, you will visit historical places and will eat the best food, the last take place in San Andres, Barranquilla and Bogotá, where you will know new cultures and see incredible landscapes with beautiful beaches, you will be stay in the best hotels located closer to

Appendix I
EVALUATION RUBRIC
Appendix I N° 1

CRITERIA	1. POOR	2. ACCEPTABLE	3.AVERAGE	4.VERY GOOD	5. EXCELLENT
<p>LANGUAGE USE:</p> <p>To write correct and Appropriate sentences</p>	<ul style="list-style-type: none"> Many sentences are incomplete. There is omission of the subject in many sentences. There is not a correct use of the structures in many sentences. The use of the tense in many sentences is inappropriate. 	<ul style="list-style-type: none"> Several sentences are incomplete. There is omission of the subject in several sentences. There is not a correct use of the structures in several sentences. The use of the tense in several sentences is inappropriate. 	<ul style="list-style-type: none"> Some sentences are incomplete. There is omission of the subject in some sentences. There is not a correct use of the structures in some sentences. The use of the tense in some sentences is inappropriate. 	<ul style="list-style-type: none"> Most of the sentences are complete. There is not omission of the subject in most of the sentences. There is a correct use of the sentences in most of the sentences. The use of the tense in most of the sentences is appropriate. 	<ul style="list-style-type: none"> All the sentences are complete. There is not an omission of the subject in all the sentences. There is a correct use of the structures in all the sentences. The use of the tense in all the sentences is appropriate.
<p>MECHANICAL SKILLS :</p> <p>The ability to use correctly those conventions peculiar to the written language</p>	<ul style="list-style-type: none"> The writing has many punctuation marks mistakes The writing has many spelling mistakes. The writing has many capitalization mistakes. 	<ul style="list-style-type: none"> The writing has several punctuation marks mistakes. The writing has several spelling mistakes. The writing has several capitalization mistakes. 	<ul style="list-style-type: none"> The writing has some punctuation marks mistakes. The writing has some spelling mistakes. The writing has some capitalization mistakes. 	<ul style="list-style-type: none"> The writing has few punctuation marks and capitalization mistakes. The writing has few spelling mistakes. The writing has few capitalization mistakes. 	<ul style="list-style-type: none"> The writing does not have punctuation marks and capitalization mistakes. The writing does not have spelling mistakes. The writing does not have capitalization mistakes.
<p>TREATMENT OF CONTENT:</p> <p>The ability to think creatively and Develop thoughts Excluding all irrelevant information</p>	<ul style="list-style-type: none"> The development of the writing is not interesting and is not creative There is a lot of irrelevant information. 	<ul style="list-style-type: none"> the development of the writing is not very interesting and creative There is some irrelevant information. 	<ul style="list-style-type: none"> The development of the writing is a little interesting and creative. There is a little irrelevant information yet. 	<ul style="list-style-type: none"> The development of the writing is interesting and creative. There is very little irrelevant information. 	<ul style="list-style-type: none"> The development of the writing is very interesting and creative. There is not irrelevant information.
<p>STYLISTIC SKILL:</p> <p>The ability to manipulate sentences and paragraphs and use the language effectively</p>	<ul style="list-style-type: none"> The writing does not evidence a logical sequence The ideas are disconnected All The paragraphs are disconnected too. Most of the details are omitted The writing does not catch reader's attention 	<ul style="list-style-type: none"> The writing shows little evidence of a logical sequence. Several ideas are disconnected. some paragraphs are not well connected. Several details are omitted. The writing does not catch reader's attention yet 	<ul style="list-style-type: none"> The writing shows some logical sequence. Few ideas are disconnected. Few paragraphs are disconnected. Some details are omitted. The writing attracts minimal reader's attention. 	<ul style="list-style-type: none"> The writing has a logical sequence. The ideas are connected and related to each other. The paragraphs are connected too. Many details are presented to understand the topic. The writing attracts reader's attention. 	<ul style="list-style-type: none"> The writing evidences clearly a logical sequence. The ideas are well connected and related to each other. The paragraphs are very connected. The writing is well-made by details. The writing attracts all

<p>JUDGEMENT SKILLS:</p> <p>The ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information</p>	<ul style="list-style-type: none"> • The writing is not organized. • The writing is not related to a particular audience and situation. • The writing does not evidence the purpose of the text. • The writing does not show what the writer wants to express. • Not many ideas are complete and appropriate to understand the main topic. 	<ul style="list-style-type: none"> • The writing is not very organized. • The writing is not very related to a particular audience and situation. • The writing does not evidence very well the purpose of the text. • The writing shows few details about what writer wants to express. • Many ideas are missing to understand the main topic. 	<ul style="list-style-type: none"> • The writing is a little organized. • The writing has minimal relation to the audience and the situation. • The writing has a purpose but it is not very clear yet. • The writing shows what the writer wants to express but it is not very clear yet. • The ideas are complete however their development is so limited yet. 	<ul style="list-style-type: none"> • The writing is organized. • The writing is related to a particular audience and situation. • The writing evidences the purpose of the text. • The writing shows what the writer wants to express. • The ideas are clear and complete to understand the main topic. 	<ul style="list-style-type: none"> • The writing is very organized. • The writing is focused to a particular audience and situation. • The writing shows clearly the purpose of the text • The writing shows clearly what the writer wants to express • The ideas are clear, complete and appropriate to understand the main topic.
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Appendix J
COSENT LETTER
Appendix J N^a 1

PROMOTING WRITING SKILLS THROUGH WEBQUEST

CARTA DE CONSENTIMIENTO

La presente tiene como objetivo solicitar su autorización para que su hijo (a) participe en la investigación “Promoting Writing Skills Through Webquest” dirigida por las docentes Janeth Gonzales y Julieth Ramírez docentes del área de inglés del Instituto Socioamericano de las Américas “I.S.A”, donde se desarrollara este proyecto, esta investigación tiene como objetivo promover y mejorar las habilidades de escritura en una lengua extranjera como el inglés a través de diferentes actividades y estrategias en las cuales los estudiantes estarán inmersos durante cuatro sesiones los días sábados. De la misma forma solicitamos permiso para la toma de muestras como fotos y escritos de los estudiantes los cuales serán analizados y tomados como evidencia en el proyecto.

La participación de los estudiantes es totalmente voluntaria, el nombre de ellos no será utilizado en la investigación, los resultados serán presentados únicamente a profesores de la universidad Minuto de Dios.

Por medio de la presente Yo _____ manifiesto mi consentimiento para que mi hijo(a) _____ participe en la investigación.

JANNETH GONZALEZ
JULIETH RAMIREZ

Firma del padre o la madre.

Docentes de Ingles

Appendix J N^o 2

PROMOTING WRITING SKILLS THROUGH WEBQUEST

CARTA DE CONSENTIMIENTO

Para: Instituto Sociocultural Americano I.S.A

La presente tiene como propósito solicitar la autorización por parte de directivos administrativos y académicos para llevar a cabo la investigación Promoting Writing Skills Through Webquest en las instalaciones de I.S.A “Instituto Socio americano las Américas” .De esta forma también solicitamos autorización para usar el nombre del instituto como descripción del lugar dentro del documento y como evidencia de la investigación. El proyecto será conducido por las docentes del área de idiomas Janeth Gonzalez y Julieth Ramírez con el objetivo de promover y mejorar la habilidad de escritura en los estudiantes de nivel intermedio del instituto a través del uso de la herramienta tecnológica Webquest creada por las docentes. Los estudiantes de nivel intermedio desarrollaran diferentes actividades y estrategias haciendo uso de computadores portátiles suministrados por las docentes los días sábados en la mañana bajo el acompañamiento de la docente Liceth Martínez.

Los recursos que I.S.A nos brinde durante las cuatros sesiones para desarrollar el proyecto serán debidamente cuidados y entregados en perfecto estado.

He leído la información acerca del proyecto de Investigación que se llevara a cabo en las instalaciones de I.S.A y concedo el permiso a las docentes para desarrollar su investigación.

Firma Directivos Administrativos

Nombre:

Firma Directivos administrativos

Nombre:

Firma Coordinador Académico

Nombre

Appendix J N^a 3

PROMOTING WRITING SKILLS THROUGH WEBQUESTS

CONSENT LETTER

This research project is being addressed by Julieth Ramirez and Janneth Gonzalez students from ninth semester of English bachelor degree. we are conducting a research project “**Promoting writing skills through Webquests** with objective of promoting writing skills and improving student`s writing production. This consent letter has the purpose of inviting you to participate in this investigation through of the implementation of We four Webquests with a series of activities that you will develop during some sections with help of your teacher and your classmates. Also we want to ask you for permission to use your writing productions to analyze them and as an evidence of this research project.

This research project will require your time, responsibility, and commitment during the implementation of the Webquests. In addition to this you will be interviewed about your experiences and knowledge acquired in this study.

Your participation in this research is completely voluntary and your name will not be used in the document. The results of this study will be presented to teachers, students and to the University.

I have read the above information regarding this research study and consent to participate in this study.

**JANNETH GONZALEZ
JULIETH RAMIREZ**

Participant signature

Teachers- researchers