A STUDY OF A TEACHING MODEL OF THE COLLEGE ENGLISH COURSE BASED ON WEBQUEST

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Abstract

A STUDY OF A TEACHING MODEL
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Under the Supervision of Dr. Gary Kriewald

WebQuest teaching model is a process that involves students using the World Wide Web to solve a problem, and it’s one of the latest uses of technology gaining popular status in higher education. It is characterized as a computer-based, student-centered inquiry learning activity. The WebQuest model has become prominent in many educational areas and has received considerable attention from teachers and educators (Barack, 2005).

The integration of web-based self-access learning into college English courses is strongly advocated by the Ministry of Education in China, and a new teaching model of a college English course based on WebQuest has emerged as a result.

This paper focuses on the teaching model of a college English course based on WebQuest and other related concepts; in addition, it examines how well it works with Chinese ESL students by doing original empirical research.
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APPENDIX A – Pre-Questionnaire
Chapter One: Introduction

The WebQuest teaching model is a process that involves students using the World Wide Web to solve a problem, and it’s one of the latest uses of technology gaining popular status in education. It is characterized as a computer-based, student-centered, inquiry learning activity (Halat, E. 2008; Milson, A.J. & Downey, P., 2001).

According to Dodge (2001) and March (2000), a well-designed WebQuest model consists of the following critical attributes: introduction, task, process, resources, evaluation and conclusion. WebQuest (a coined term by Dodge, 2001) has become prominent in many educational areas and has received considerable attention from teachers and educators.

In recent years, there has been a multitude of reform efforts in English teaching in China. It is strongly advocated by the Ministry of Education that web-based self-access learning should be integrated into college-level English courses.

Three points will be discussed in this report:

Firstly, to provide a brief introduction to WebQuest based on four aspects: origin and definition, theoretical foundation, characteristics, and development; then to introduce the teaching model of a college English course based on WebQuest; and finally to identify its advantages and disadvantages.

Secondly, in order to be more practical, a WebQuest plan is applied to one unit in College English Textbook - Experiencing English, Book IV published by High Education
Press (2007) as an example to show how and where this new teaching model can work. As part of my teaching assignment next term, two of my classes will be selected as experimental samples; one is to be taught according to the traditional teaching model, which is teacher-centered; the other one is to be taught by using the teaching model based on WebQuest.

In conclusion, some research results will be offered in order to help determine whether the teaching model of a college English course based on WebQuest is better than the traditional one and in which aspects it is better.

**Statement of the Problem**

What is the teaching model of a college English course based on WebQuest and how well does it work with Chinese ESL students?

**Definitions of Terms**

**WebQuest:** According to Joseph (2000) and Summerville (2000), the Internet has a great influence on both students and teachers. Although the Web contains a wealth of valuable information, it also has useless and sometimes inaccurate information. Therefore, Dodge (2001) and March (2000) developed a new teaching and learning activity, first implemented in 1998, that uses the Internet in the classroom – WebQuest.

In the word “WebQuest,” “web” means internet; and “quest” refers to inquiry, investment and study. (Dodge, 2001) In essence, WebQuest is a kind of topic inquiry activity based on the internet.

**WebQuest Teaching Model:** In the field of education, a wider use of the internet brings new life to education in the new century; new educational concepts and the implementation
of network technology have spawned many new teaching models, such as Self-regulated Learning in a network environment, Collaborative Learning in a network environment, and Inquiry Learning in a network environment (Oliver, R. 2008).

As an educational innovation, the WebQuest-based teaching model has already been used more and more widely in different teaching environments all over the world. Its core function is to harness the powerful and rich network resources to support teaching activities.

The Teaching Model of a College English Course Based on WebQuest: Western educators, Milson and Downey (2001), maintain that building on students’ autonomous abilities is considered as the ultimate goal of education. Autonomy is defined as “the ability to control and manage learners’ learning process” (Lacina, J. 2007).

The last several decades have seen numerous reform efforts in English teaching in China. It is strongly advocated by the Ministry of Education that web-based self-access learning should be integrated into College English courses. The WebQuest teaching model is especially suitable for those courses which students need to be engaged in. The College English course, as a language course, needs the setting of a certain context of language and the participation of students in taking different roles. The teaching model of a college English course based on WebQuest has a strong focus and purpose that can actually encourage students to study language in a suitable context. (Huang Dan-ju, 2006)

Delimitations of Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, during the 2009-2010 academic year. Primary searches will be conducted via the Internet through EBSCO host with ERIC, Academic Search Elite, Wilson
and Google/Google Scholar as the primary sources. Key search topics included “WebQuest,” “teaching model,” “college English teaching,” and “ESL.”

**Method of Approach**

A brief review of literature on a teaching model of a college English course based on WebQuest will be conducted. A WebQuest plan will be made by taking one unit in *College English Textbook* (e.g. *Experiencing English, Book IV*) as an example to show where to use this new teaching model and how it works. It will be put into practice during the 2009-2010 academic year, with a class of students majoring in International Trade as the experimental group. Methods such as questionnaires, quizzes, and interviews will be used to collect data. The findings will be summarized and recommendations made.
Chapter Two: Review of Related Literature

Brief Introduction to WebQuest

Origin and Definition of WebQuest

With the rapid development of information technology, the Internet has become an open resource by means of which anyone can find and access a wide range of information in seconds.

According to Joseph (2000) and Summerville (2000), the Internet has a great influence on both students and teachers. Although the Web can provide a wealth of valuable information, it also contains much questionable and biased information. Therefore, Dodge (2001) and March (2000) developed a new teaching and learning activity that uses the Internet in the classroom – WebQuest.

“WebQuest” is defined as follows: “web” means internet; and “quest” refers to inquiry, investment and study. In essence, WebQuest is a kind of topic/inquiry activity based on the internet.

Dodge (2001) defined two types of WebQuest: short-term and long-term. A short-term WebQuest, which lasts one to three class periods, is the acquisition and integration of knowledge; a long-term WebQuest, which should be completed between one week and one month in a classroom setting, is designed to extend and refine the knowledge.
Theoretical Foundation of WebQuest

The theoretical foundation of WebQuest is constructivism. According to Huang Danju (2006), the Constructivist teaching model can be considered as a student-centered process in which teachers are functioning as organizers, instructors, assistants and promoters. In this model, students are active constructors of knowledge, not passive receivers of knowledge; meanwhile teachers need to maximize use of the study environment, particularly such features as context, cooperation, and conversation to promote students’ participation and initiative.

The WebQuest teaching model, as mentioned above, is a process that involves students using the World Wide Web to solve a problem, and it’s one of the latest uses of technology gaining popular status in education. (Dodge, 2001). Therefore, the model involves students working on a task that is broken down into clearly defined steps and that often requires them to work in groups to actively conduct the research.

Characteristics of WebQuest

WebQuest is a computer-based teaching and learning model in which learners are actively involved in an activity or situation and use the Internet as a resource.

Lamb and Teclehaimanot (2004) suggest that WebQuest is a student-centered and project-based approach to teaching and learning, which encompasses a variety of theories, such as constructivist philosophy, critical and creative thinking, situated learning environments, cooperative learning, and engaged learning.

WebQuest is a form of Web-based inquiry learning activity. It can be used to conduct research and promote content learning. It is designed to provide learning opportunities based
on multiple knowledge representations and multiple perspectives. WebQuest has become one kind of popular form that uses web-resources to promote Inquiry learning (Lamb and Teclehaimanot, 2004). Enabling students to acquire, to analyze, to process and to utilize information becomes a basic requirement of current educational systems.

According to Dodge (2001) and March (2000), a well-designed WebQuest model – either short-term or long-term— consists of the following critical attributes: introduction, task, process, resources, evaluation and conclusion. The Web-based tool was developed to support an inquiry-based learning approach that is characterized by strong learning scaffolds, meaningful contexts, feedback and support and administrative efficiencies.

**Development of WebQuest**

WebQuest has become prominent in many educational areas and has received considerable attention from teachers and educators.

WebQuest Learning has increasingly become a study focus in educational field. The key to the positive realization of WebQuest Learning is to establish its study platform.

WebQuest models are gaining popularity as teachers explore using the Internet for guided learning activities: a variety of methods for adapting WebQuests are being studied for students with learning disabilities; various strategies are being experimented with, which include advance organizers, graphic organizers, hypertext study guides, outlines, vocabulary definitions, annotated lists of Web sites, and templates for compiling information (Chan Yuen-yan, 2007).
The Teaching Model of a College English Course based on WebQuest

WebQuest Teaching Model

In the field of education, the wide use of the internet brings new life to education in the new century; new educational concepts and the uniformity of network technology make up many new teaching models, according to Jiang (2007), Self-regulated Learning in a network environment, Collaborative Learning in a network environment, Inquire Learning in a network environment, and similar methods. As a new style of teaching, the WebQuest teaching model has already been used more widely in different teaching environments all over the world. Its primary goal is to adequately use the powerful and rich network resources to support the teacher’s teaching activities.

WebQuest Teaching Model and College English Teaching

One of China’s foremost goals of the 21st century is to educate students in the knowledge of the English language. A direct result of this goal is the higher demand for graduate training and foreign language teaching in our country.

Today, College English is considered as one of the basic subjects in Chinese universities. In the information age, the new course standard of college English requires the teacher to change the traditional teaching model. College English means not only teaching English language knowledge to students, but also improving the methods of obtaining knowledge and of developing students’ latent ability and creativity. The most important task is to train the students for lifetime learning and to enable them to obtain the means of self-study (New Curriculum Standard of College English for English Teaching, 2004).
The Teaching Model of the College English Course based on WebQuest

In recent years, China has made great progress in integrating web-based self-access learning into College English courses. In addition, Western education theorists maintain that building on students’ autonomous abilities is considered as the ultimate goal of education. Autonomy is defined as the ability of learners to control and manage their learning process.

The WebQuest teaching model is especially suitable for those courses in which students need to be involved. College English, as a language course, needs to provide a certain context for language learning, including the participation of students by taking different roles. The teaching model of a college English course based on WebQuest has a strong directivity and purpose, which can promote students to study actively and exploratively. A suitable context for language learning can impact students’ understanding of the language (Huang, 2006).

Advantages and Disadvantages

Historically, over the last seven years, the development of WebQuest theory and practice has witnessed the engagement of many experts and researchers.

Generally, WebQuest has the following advantages: it helps develop students’ advanced thinking abilities (such as analysis, comprehension and evaluation); it arouses students’ interest, promotes their active participation and expands the horizons of their study; it broadens teachers’ horizons and ways of thinking; it reduces their workloads as well as strengthens their teaching capacity; it is also good for the evaluation of students’ comprehensive ability and is a convenient medium for communication between teachers and students (Huang, 2006).

One must keep in mind that the WebQuest teaching model does involve certain
difficulties. Some students simply collect, copy and paste the materials without their own analysis, comprehension and summation. At the same time, some teachers are not experienced enough to offer detailed steps in guiding students’ study in the model (Huang, 2006).

A Teaching Design Example: New Zealand

WebQuest is an effective instructional tool; however, more research should be done to analyze its implementation to ensure the best outcomes for inquiry learning.

Huang Danju (2006) has designed a sample lesson: the teaching of New Zealand, one chapter in an English teaching textbook (Unit 19, Book III, SEFC). It introduces the nation, agriculture, wild animals, sports and weather in New Zealand with the help of the internet.

The process is divided into six parts: introduction, task, resources, process, evaluation and conclusion. Students are presented with clear tasks and suggested resources beforehand, and are required to organize their own groups according to their own interests and hobbies; as a result, they have a clear division of work with each student responsible for one part of the lesson, such as data collection, content preparation, layout designing, reporting, etc.

This task-based, student-centered activity arouses students’ interest and generates enthusiasm to engage in completing a task. Besides studying the content of the text by themselves, they also research and collect a great variety of materials together and share in the success of the entire educational project.
Chapter Three: Research Plan

Participants

Forty-one Chinese students, 18 females and 23 males, all sophomores majoring in International Trade in Hunan International Economics University (HIEU), voluntarily participated in the study. They were enrolled in class 0701. About 75% of the participants (31 out of 41) are from rural areas.

Teaching Material

Unit 3 of a national textbook, *College Experiencing English Integrated Course, Book IV*, was selected as the teaching material for the unit of study. This series of textbooks is one of the most popular textbooks of college English teaching in China. It is published by Higher Education Press, one of the most influential publishers in China. With multimedia CD-ROMs, the textbook itself is designed to reflect advanced pedagogical theory and teaching methodology.

Study Period

The present study was conducted during the spring semester in 2009 at HIEU. The empirical study period was three weeks in length.

To begin the study, students were asked to complete a pre-test questionnaire. The questionnaires were collected and the data recorded. Upon the completion of these stages, students were introduced to the procedures and resources to be used in the study.
At that time the experimental group was introduced to the WebQuest teaching model for the new unit.

Following the completion of the unit the students were asked to fill out the post-test questionnaires. Comparison of data between the two questionnaires would be conducted. Evaluations and conclusions would be drawn thereafter.

**Type of Experimental Study**

This experimental study uses “The One-group Pre-test/Post-test Design Model”. The basic structure of this design model is O₁-X-O₂, where X represents a treatment and, O₁, the first measurement and O₂ the second measurement on the dependent variable. In this design, one group is measured twice without a control group for comparison. The treatment effect is calculated as O₂ - O₁.

**Design of Questionnaires**

In view of the wide variation of students’ English proficiency and the limited time available for experimentation, it is less likely that using the model will have a noticeable effect on the students’ English level. Therefore, this study does not aim to improve students’ English performances. Particular questionnaires, including pre-test and post-test questionnaires, are designed to measure students’ changes of attitudes, interest, learning abilities, learning techniques and initiatives, etc. Pre-test questionnaires are meant to survey the background of participants, including their English level, computer skills, study strategy and understanding of the subject. (For details, see APPENDIX A and APPENDIX B.)
Experimental Procedures

The process has been divided into six parts: introduction, task, resources, process, evaluation and conclusion. Direction of the empirical study is offered to the students from these six aspects. (For details, see APPENDIX C.)

In the direction, students are offered clear tasks and possible resources beforehand, and are required to organize their own groups according to their own interests and hobbies; and then they are assigned a clear division of work with each student responsible for one part of it, such as data collection, content preparation, layout design, reporting, and so on.

The students are to preview Unit 3 “Copyright” by themselves and are offered detailed explanations of new words and phrases. In the first period, the instructor offers explanations of the difficult and key points in the texts. For example, “exemption” means “freeing from an obligation”; “give something away” means “give something free of charge”; “Napster” refers to “a famous on-line company and music distribution service, it was known for supplying free music such as Mp3, etc.”…

Then they are to collect data through an Internet search using this topic: “Copyright in My Mind”. They will make a PPT to show their opinion on the topic.

Each group is to use various forms to state his opinion, such as report, story-telling, talk-show, role-plays, dialogues, etc.

In the last period, evaluations and conclusions will be made. Opinions and suggestions will be included in the last part.

Internet Resources

The students can search through “Google” engine or “baidu” engine to collect information. The following are some reference internet resources:
Resources related to copyright:
http://www.cnipr.com/
http://www.ecopyright.com.cn/cpcc/index.jsp
http://www.wipo.int/about-ip/en/copyright.html
http://www.calm-sea.com/Article/HTML/Article_46159.html

Resources related to plagiarism:
http://bondbloke.blogspot.com/2006/03/plagiarism-is-all-around-us.html
http://daily-deals.iconico.com/software/plagiarism-detector/
http://syntaxsisters.blogspot.com/2008/03/plagiarism.html

Resource related to public speaking skills:

Resource related to PPT design:
http://www.51ppt.com.cn/
Chapter Four: Research Results

This test study has proven to be quite successful. Students are really creative and imaginative in their work. I will focus on the results of the study as they are related to three aspects: analysis of pre-test questionnaire survey, analysis of post-test questionnaire survey and students’ feedback.

Analysis of pre-test questionnaire survey

The pre-test and post-test questionnaires were completed respectively at the beginning and end of the research procedure. The questionnaires were given out to the students. The total number of participants was forty-one. All the questionnaires were completed, collected and validated by the researcher.

According to pre-test questionnaires, one-third of the participants see themselves as extrovert or lean towards extrovert; half of them see themselves possessing good interpersonal skills. 85% of them (35 out of 41) began to learn English during middle school. 28 of them have had 5 to 8 English teachers since then. 36 of them think learning English is very important or important. 50% of the subjects have great interest in English. 26 of the participants agree that their motivation to learn English is for self-development, they are intrinsically motivated and their English level is good. 31 of the participants have earned above 100 – 66% mark, on the college entrance English exam (the full mark is 150) and half of them have passed Band 4 of College English Test. Despite their success on these exams,
most of them are not satisfied with their English levels: only 5 believe that their English is good. The biggest difficulty for them is posed by learning is oral English. And most of them regard teachers’ teaching ability to be the weakest aspect in college English teaching.

As for their computer skills, many are not familiar with some common computer operation skills, and only one fourth of them think their computer skill is good.

What’s more, half of them have good study strategies and can persist apply themselves to studying. But they are not used to reviewing the class lessons, and most of them spend less than one hour a day studying English.

Before participating in the research, most of them had no familiarity with WebQuest and inquiry based learning, but are interested and willing to try this new teaching/learning model.

Analysis of post-test questionnaire survey

The following table is a summary of the answers to post-test questionnaires:

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<th>Items</th>
<th>Numbers of persons of choosing the answer</th>
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Using data from the above table, we can make the following observations:

First of all, besides improving English and computer skills, this new teaching model is responsible for a distinct improvement in students’ learning attitude and team spirit. It can also help improve students’ autonomous learning ability, data-collecting ability and problem-solving ability.

Secondly, most of the students like the WebQuest teaching model practiced in college English teaching. They hope this new method will be adopted more often in teaching in the future.

Thirdly, the effect of teaching is significant. Most of the participants point out that they now have a deeper understanding of the topic “copyright” and learned a lot from classmates.
Some also realize that they have to spend much more time on English learning than before and have come to recognize the value of previewing lessons beforehand.

Despite these benefits, they also met some difficulties. Inadequate numbers of computers or unsuccessful attempts to get on the Internet are the most prevalent. Because of this, they have to take turns using their computers, which is quite inconvenient and inefficient. The slow Internet speed and limited time is also part of the problem.

Spending excessive amounts of time to find very little useful information is another big problem. They don’t know how to make use of the search engines or other ways to find out useful information efficiently.

Finally, they say that limited English and computer skill are barriers to expressing themselves freely and presenting their opinions thoroughly.

**Students’ feedback**

Through this trial, every group of students is to make a PPT courseware and fill in the table of rating scales of teaching. This helps them greatly in various aspects. The following examples reflect some of the feedback from students in different groups:

**Group A:** After watching all the groups’ performances, we are all amused. We all made a good preparation for the task. This is a good chance for us not only to improve English, but also computer skills. After doing the task, all of us have clear information on copyright. Moreover, we improved our awareness on opposing piracy, parody, and so on. In a word, this is an excellent work. By doing this, we can keep up with the modern time.

**Group B:** Compared with the traditional teaching method, this form of teaching makes high demands on students’ preparation before class, so we can comprehend the class content
actively. At the same time, this has also improved our team spirit. Undoubtedly, it has promoted our English study interest. If the participation of other group members can be one item of evaluation, it will be better.

**Group C:** From this task, we know how much time and energy a teacher should spend on the preparation of class, so we will appreciate more of the teachers’ hard work. We hope that we can be involved in more activities like this. Moreover, we will have better preparation and participate in it more actively.

**Group D:** The Internet is a great resource of study. We’ve come to know that we can make full use of it to learn English. It has broadened our horizon and enlarged our knowledge so that we can advance with the modern times.
Chapter Five: Conclusions and Recommendations

With the development of Internet technology and its continuing impact on education, the teaching model of a college English course based on WebQuest will undoubtedly be a significant trend in the near future and beyond.

The WebQuest teaching model has placed higher demands on teachers, students, teaching facilities and teaching content. Teachers must use their professional judgment when deciding what materials are suitable for this teaching model in an English language classroom. In my opinion, only open questions and topics are conductive to using WebQuest.

As a tool in the process of teaching and learning, WebQuest demonstrates fully the educational concept of constructivism. Students can gain the ability to search and categorize, and evaluate information, analyze the data, and then utilize it so that they can study more creatively. WebQuest teaching is based on the three main characteristics of inquiry-based learning: openness, exploration, and practicality.

To sum up, the WebQuest teaching model aims to teach learners how to learn with the use of the Internet so that they can become more fully educated. It may not completely replace traditional teaching, but it will become a suitable complement to it. However, it must be emphasized that WebQuest still has a long way to go before we can make full use of it as English teachers.
References


APPENDIX A
Pretest Questionnaire (English Version)

Dear students:

The purpose of this study is to gather and analyze information on English learning, specifically the use of computers, as a means for improving the English teaching-learning environment. This questionnaire is designed for academic research. We value your experience, and you may rest assured that your answers will be kept confidential. Please answer, to the best of your ability, the questions as they relate to your own situation, not to an ideal situation or to what others may expect of you. Be sure to respond to all parts of the questionnaire. Thank you for your contribution to this important research project.

Please write down your answers on the ANSWER SHEET, so that we can collect data accurately and conveniently. Thank you!

Signature ___________
Date ______________

ANSWER SHEET

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Part A. Background Information

1. Gender:
   A. Male  B. Female

2. Major:
A. English Majors     B. Non-language Majors

3. Where are you from?
   A. Urban area     B. Rural area

4. How would you define your interpersonal communicative competence?
   A. Excellent     B. Good     C. Average     D. Unsatisfactory     E. Poor

5. Your personality type is ________.
   A. extrovert (Extroverts tend to be more naturally active, expressive, social, and interested in many things.)
   B. lean towards extrovert
   C. between introversive and extroversive
   D. lean towards introvert
   E. introvert (Introverts tend to be more reserved, private, cautious, and interested in fewer interactions, but with greater depth and focus.)

6. When did you start to learn English? ________.
   A. Before primary school     B. In primary school     C. In middle school
   D. In high school     E. In university

7. Up to now, how many English teachers have ever taught you?
   A. 3–4     B. 5–6     C. 7–8     D. 9–10     E. More than 10

8. “Studying English is of great importance to my life.” You ______
   A. totally agree     B. mostly agree     C. partially agree
   D. somewhat agree     E. don’t agree

9. The extent of your interest in English learning is ________.
   A. very strong     B. a little     C. medium
   D. little     E. no interest at all

10. The motivation for your studying English is that ________.
    A. you want to learn it     B. the society demands it     C. personal development
    demands it     D. parents demand it     E. universities and teachers demand it
Part B. English Learning Information

1. In the College National Exam, your score in the English course is __________. (The full score is 150.)
   A. above 100.   B. 90-100   C. 80-90   D. 60-80   E. below 60

2. In CET4 (College English Test Band 4), you scored __________. (The full score is 710, and the passing score is 410.)
   A. didn’t participate   B. got below 410   C. got 410-500
   D. got above 500   E. got above 600

3. Your English achievement is ________
   A. Excellent   B. Good   C. Average   D. Unsatisfactory   E. Poor

4. Your opinion of the classroom teaching model of College English course is ________.
   A. very satisfactory   B. somewhat satisfactory   C. just so-so
   D. unsatisfactory   E. highly unsatisfactory

5. The most difficult part for you of English learning is __________.
   A. vocabulary or grammar   B. listening ability   C. speaking ability
   D. reading ability   E. writing ability

6. Teachers should help you mostly on ________.
   A. vocabulary or grammar   B. listening ability   C. speaking ability
   D. reading ability   E. writing ability

7. The weakest aspect in college English teaching is ________.
   A. teaching facilities   B. teachers’ teaching abilities   C. teaching model
   D. students’ levels   E. Other ____________ (Please state clearly what it is.)

Part C. Computer Use Information

1. Choose the one that best describes your own situation:
   A. I have no personal computer, and I never get on-line.
   B. I have no personal computer, but sometimes I get on-line in a web bar or other places.
   C. I have no personal computer, but I often get on-line in a web bar or other places.
   D. I have my personal computer, but I don’t get on-line.
   E. I have my personal computer, and I often get on-line.
2. You are most familiar with one of the following Chinese character input methods:
   ________
   A. Wubi method     B. Microsoft Pinyin input method     C. ABC input method
   D. Quanpin input method     E. None of the above

3. Are you familiar with web design? (such as Dreamweaver, Fireworks, or FrontPage, etc.)
   A. Excellent     B. Good     C. So-so     D. A little     E. Not familiar at all.

4. Are you familiar with the use of PowerPoint?
   A. Excellent     B. Good     C. So so     D. A little     E. Not familiar at all.

5. Your computer achievement is ________
   A. Excellent     B. Good     C. Average     D. Unsatisfactory     E. Poor

6. “Computer technology is integrated with College English teaching.” You:
   A. totally agree     B. mostly agree     C. partially agree
   D. somewhat agree     E. don’t agree

7. When you get on the Internet, the thing that you frequently do is ________
   A. chat on-line     B. play games on-line
   C. collect data on-line     D. use emails
   E. other things ________ (Please state clearly what it is.)

Part D. Study Strategy Information

1. “I’m very familiar with the theory of WebQuest.” To this statement, you:
   A. totally agree     B. mostly agree     C. partially agree
   D. somewhat agree     E. don’t agree

2. “I’m very familiar with the theory of inquiry based learning.” To this statement, you:
   A. totally agree     B. mostly agree     C. partially agree
   D. somewhat agree     E. don’t agree
3. The teaching method your English teachers used most frequently in English class is:
   A. explaining vocabulary and grammar points
   B. translating texts
   C. explaining exercises
   D. communicating by Q and A (questions and answers)
   E. communicating by group exercises

4. “I’ll reflect what I’ve learned in class on time.” To this statement, your situation:
   A. completely matches     B. mostly matches   C. partially matches
   D. somewhat matches    E. doesn’t match

5. As for after-class homework, your English teachers:
   A. Never assign or assign little homework.
   B. Assign more written homework than oral homework, more to be done individually than collaboratively.
   C. Assign more written homework than oral homework, less to be done individually than collaboratively.
   D. Assign less written homework than oral homework, more to be done individually than collaboratively.
   E. Assign less written homework than oral homework, less to be done individually than collaboratively.

6. How many hours do you study English outside of class per week? _______
   A. More than four hours         B. 3-4 hours            C. 2-3 hours
   D. 1-2 hours                   E. Less than 1 hour or none at all

7. The most efficient way to learn English is:
   A. study by myself       B. listen to the teachers
   C. communicate with others     D. gather information by myself
   E. other ways _______ (Please state clearly what it is.)
Part E. Research Subject Information

1. “I’d like to arrange my study schedule and my pace of study.” You:
   A. totally agree   B. mostly agree   C. partially agree
   D. somewhat agree   E. don’t agree

2. “I feel that I can persist in studying English everyday.” You:
   A. totally agree   B. mostly agree   C. partially agree
   D. somewhat agree   E. don’t agree

3. The “WebQuest English teaching model is better than the traditional English teaching model.” You:
   A. totally agree   B. mostly agree   C. partially agree
   D. somewhat agree   E. don’t agree

4. “I want to learn about other areas of knowledge by using the Internet.” You:
   A. totally agree   B. mostly agree   C. partially agree
   D. somewhat agree   E. don’t agree

5. “WebQuest English teaching will be of great help to my English learning.” You:
   A. totally agree   B. mostly agree   C. partially agree
   D. somewhat agree   E. don’t agree

6. You are interested in WebQuest mostly because:
   A. it can be practiced in real life. B. you can get on-line   C. you can chat on-line
   D. you can gather data that you want   E. others find it useful

7. You think that learning English by WebQuest may help you:
   A. increase your interest in studying   B. strengthen cooperative learning
   C. broaden your view of knowledge   D. enhance communicative skills
   E. other aspects ________________ (Please state clearly what it is.)
APPENDIX B

Exit Survey (English Version)

Dear students:

The purpose of this study is to gather and analyze information on English learning, specifically the use of computers, as a means for improving the English teaching-learning environment. This questionnaire is designed for academic research. We value your experience, and you may rest assured that your answers will be kept confidential. Please answer, to the best of your ability, the questions as they relate to your own experience, not to an ideal situation or to what others may expect of you. Be sure to respond to all parts of the questionnaire. Thank you for your contribution to this important research project.

Please write down your answers on the ANSWER SHEET, so that we can collect data accurately and conveniently. Thank you!

Signature ____________

Date ________________

ANSWER SHEET

<table>
<thead>
<tr>
<th>No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>11-20</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions:
1. In your experience with the WebQuest teaching model, what some difficulties you had in the process of English learning?
2. Why are you interested in WebQuest teaching model?
Please circle the appropriate number that best matches your feelings about each statement.

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After the experimental teaching, I am more interested in English learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. With the WebQuest teaching model, my study burden has been reduced.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. This teaching model helps me in understanding and grasping English language points.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. In English teaching, the practice of WebQuest is of great significance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. This teaching model can cultivate my abilities to use the language.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The WebQuest teaching model needs less time than other teaching models.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The WebQuest teaching model has a better effect than other teaching models.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Compared with other teaching models, the WebQuest teaching model is more creative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Compared with other teaching models, I like WebQuest teaching model more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. We can add more teaching content in the WebQuest teaching course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. In practice, I can cooperate well with my fellow students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I can learn more from my classmates than from the teachers in the process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I am very interested in the teaching content of the practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I am very clear about the study goals in the practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I am very clear about the instructions of the teacher in the process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I have completely mastered the language points in the practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. My ability to use PPT has improved in the process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Getting on the Internet helps me greatly in my study habits.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I am more interested in using a computer after the practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. I hope that my teachers may continue using the WebQuest teaching model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX C
Direction of the Empirical Study (English Version)

1. Introduction

We will offer an approach to a new teaching model of college English based on WebQuest, which means to study English by inquiry based learning using Internet resources. In this teaching model, students are the main body of study, while teachers only have a directive function. Whether the trial will be successful and whether students can learn more effectively, will rely mostly on the participation of the students — their cooperation, awareness, and initiative. The primary goal is not limited to explaining language points or knowledge points; rather, it is to emphasize training students to develop comprehensive language ability, cooperative habits, and research and problem-solving skills. Full participation in it will help students to attain individuality and form habits of autonomous study.

Thus, this trial is not only a test of students’ English language knowledge, but also a comprehensive examination and challenge to a range of their abilities.

2. Tasks

The whole class is divided into seven groups. Each group is to explore the topic “Copyright in my mind” by collecting data through searches on the Internet, analyzing and sorting out data, participating in group discussions, filling out questionnaires, and conducting interviews, etc. Then they will develop their own informed opinions on the topic and make a PPT to show us their ideas. They may use various media such as words, pictures, music and videos to accomplish this task. Each member within a group should contribute equally to the group’s efforts. They may work as data-collectors, PPT makers, reporters, etc. Different forms of teaching such as role-playing, dialogue-making, and singing songs are encouraged.
3. Resources

The students can search through “Google” engine or “baidu” engine to collect information. The following references provide some useful internet resources:

**Resources related to copyright issues:**

http://www.cnipr.com/
http://www.ecopyright.com.cn/cpcc/index.jsp
http://www.wipo.int/about-ip/en/copyright.html
http://www.calm-sea.com/Article/HTML/Article_46159.html

**Resources related to plagiarism:**

http://bondbloke.blogspot.com/2006/03/plagiarism-is-all-around-us.html
http://daily-deals.iconico.com/software/plagiarism-detector/
http://syntaxsisters.blogspot.com/2008/03/plagiarism.html

**Resource related to public speaking skills:**


**Resource related to PPT design:**

http://www.51ppt.com.cn/

4. Process

**Before class:** Students are to preview Unit 3 “Copyright” by themselves and are offered detailed explanations of new words and phrases; then they are to organize their own groups according to their own interests and hobbies; an overview of the teaching model is introduced to them and they are assigned clear tasks and possible resources. The students begin to collect and organize data. The pre-test questionnaire is to be finished.
**The first period:** The teacher explains the introductory part of the text. Students are encouraged to form a general opinion on the subject; and each group is to have a clear division of work with each member held responsible for one part of it, such as data collection, content preparation, layout designing, reporting, and so on.

**The second period:** The teacher explains the language points and difficult sentences in the text, assists and guides the students’ preparation. Students draw cuts to determine the order of performance.

**The third and fourth period:** Each group is allotted 15 minutes to take turns reporting their points of view. In the second half of the fourth period, an evaluation and conclusion will be made. Rating scales of teaching and post-test questionnaires are to be filled out and gathered.

5. **Evaluation**

Rating scales of teaching are used for students to conduct a self-evaluation and a mutual evaluation. Each group is going to assign marks for all the seven groups including themselves. There are twenty items on the scale, and the full mark is one hundred.

6. **Conclusion**

A thorough data comparison will be made between pre-test questionnaires and post-test questionnaire, enabling the teacher is to reach a conclusion regarding the effectiveness of the model.
## APPENDIX D

### Rating Scales of Teaching (English Version)

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assessment Contents</th>
<th>Opinion Rating for Each Group</th>
<th>Range from 1-5 points (5 is the highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 selection of a topic</td>
<td>The group has its own opinion and the idea is clear and concise</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2 knowledge</td>
<td>Instructive and knowledgeable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 content</td>
<td>Structure is clear; key points and difficult points are focused.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 resources</td>
<td>Make full use of internet resources and other resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 creativity</td>
<td>The idea shows a high degree of creativity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 teaching design</td>
<td>The design of teaching procedures is reasonable and serves the teaching aim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 division of work</td>
<td>Division of work is fair, and everyone participates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 division of work</td>
<td>Division of work is clear and reasonable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 PPT</td>
<td>PPT is clear and is done in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 PPT</td>
<td>Design of PPT is appealing and impressive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 media</td>
<td>Multi-media approaches are used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 teaching language</td>
<td>English is frequently used as the teaching language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 reporter</td>
<td>Voice is loud enough and explanation is clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 reporter</td>
<td>The reporter is something of a teacher and can control the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 teaching forms</td>
<td>Various forms of teaching are used, such as reports, story-telling, role-plays, dialogues, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 enthusiasm</td>
<td>Students have strong enthusiasm and interest in participating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 interaction</td>
<td>Teachers and students interact well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 teaching steps</td>
<td>Teaching steps are complete, have both introduction and conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 teaching effectiveness</td>
<td>Teaching is effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 cooperation</td>
<td>Members cooperate well in a group setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Final Score
(The full mark is 100, 5 points for each item.)

**Our Feelings**

34
| Our Suggestions |  |