4-The Effect of Using WebQuests on Argumentative Writing Achievement of EFL Secondary Students

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مستخلص البحث:

أثر الرحلات المعرفية عبر الإنترنت في تحسين نوعية كتابة المقالة الجدلية باللغة الإنجليزية لدى تلامذة المرحلة الثانوية

يهدف هذا البحث إلى دراسة الأثر الذي يحدثه استخدام الرحلات المعرفية عبرالإنترنت كأداة للتعلم والتعليم في تحسين نوعية كتابة المقالة الجدلية باللغة الإنجليزية لدى المتعلمين في المرحلة الثانوية. إن من ضمن التحديات التي يواجهها معلمو اللغة الإنجليزية في القرن الواحد والعشرين هو الضعف في مهارة الكتابة الجدلية والافتقار إلى استراتيجيات التعلم الحديثة التي تعتمد على تحفيز التلميذ على بناء تعلماته ومهاراته بنفسه. تم إجراء هذا البحث في ثانوية الغبيري الثالثة الرسمية للبنات في محافظة جبل لبنان وهي تعتمد اللغة الإنجليزية كلغة أجنبية أولى وتم اختيار 50 تلميذا من الصف الثالث الثانوي مقسمين إلى مجموعتين: مجموعة ضابطة ومجموعة تجريبية.

اعتمد البحث الشبه التجريبي في إعداد هذه الدراسة، وتم إجراء اختبارين (اختبار سابق للدراسة واختبار لاحق). وقد أظهرت نتائج الاختبارات أن الطلاب في المجموعة التجريبية حصلوا على درجات أعلى من الطلاب في المجموعة الضابطة. كما وزع استبيان على التلامذة في المجموعة التجريبية، تبين من خلاله أن غالبية التلامذة كانت لديهم آراء إيجابية تجاه استخدام الرحلات المعرفية كما تم إجراء مقابلات مع عدد من التلامذة أجمعوا خلالها على أن الويب كوست ساعدهم كثيرًا في

تعلم تقنيات كتابة المقالات الجدلية لاعتماده على العمل التعاوني وتوفيره للأدوات الرقمية والبرامج التفاعلية معالاستخدام الآمن للإنترنت عبر توجيهات المدرس.

كلمات مفتاحية: التعلم القائم على الويب، الرحلات المعرفية عبر الإنترنت، المقالة الجدلية، التحفيز، تعليم اللغة الانجليزية كلغة أجنبية

Abstract:

Over the recent years, webQuests have grown in popularity in educational environments and become an indispensable pedagogical tool in the twenty first century. This research investigated the impact of a designed web-based learning module on improving the writing quality of argumentative essays of EFL students in Lebanese public secondary classes. Many EFL teachers face challenges in teaching argumentative writing in L2 classroom due to the higher thinking levels it addresses and to certain typical weaknesses students frequently struggle with like lack of support for reasons, poor organization, and immature language. Participants were EFL Students in Grade 12 in Ghobeiry Third Public Secondary School for Girls, a Lebanese public secondary school in Mount Lebanon Governorate.

The type of the research is quasi-experimental research. The instruments used in the study were T-test samples, rubrics, questionnaires and interviews. The results collected were analyzed quantitatively and qualitatively. Moreover, triangulation technique was applied to analyze the data collected. The findings of the study revealed that integrating web resources into EFL writing instruction, using WebQuests

enhanced the argumentative writing quality of secondary students and boosted their positive attitude towards writing.

1. INTRODUCTION

"We need technology in every classroom and in every student's and teacher's hand because it is the pen and lens through which we experience much of our world" (Warlik, 2012). In the new information and communication age, many educators and policy makers are clinging to the new paradigm of education of the 21st century. This new paradigm of education is what we call the erudition in instruction and education using networked information and communication technologies in the classrooms (Gulbahar, Madran, and Kalelioglu, 2010). In the light of technology-based education, public schools in Lebanon are in critical need to incorporate new technologies into their plans and classroom practices as well as in the teaching learning process of the English language. Some of these schools are provided with the essential technology; however, the teachers and the students of these schools do not use it effectively. Educators in Lebanon need to look at reading, writing and other subjects in new ways, using readily accessible technologies to engage and inspire students to take a more active role in learning. The level of English Language standard among Lebanese students has been found to be deteriorating over the years. Besides, many students in secondary classes have still not acquired the skills to write effectively, especially in argumentative writing. Gullbahar, et al. (2010) state that among the four major language skills, writing seems to pose the greatest challenge.

Many EFL teachers face challenges in teaching writing in the L2 classroom because writing skill is considered the most difficult skill to acquire and teach. Krashen (1984) pinpoints that the ultimate way for learners to learn how to write well is by acquiring ample rich and comprehensive input from reading. This is because reading and writing are connected together, and therefore extensive reading provides knowledge and input for students to write effectively. Chuo (2007) argues that the Web is the only source that is capable of providing such a wealth of easily accessible reading materials for writing input in reading or writing instruction. He adds that web-based learning has the aim of motivating students and appealing to their affective domain with creative and innovative activities.

Thus, the main purpose of the current study is to investigate the effectiveness of WebQuest Learning Module (WebQLM) as a web-based teaching and learning tool in teaching and learning argumentative writing in EFL secondary classes. For this end, the following hypotheses are proposed in the current study: (H1) Using WebQLM will enhance the argumentative writing quality of EFL students in grade 12. (Hl) Participants have positive attitudes towards working with WebQuests in planning, skills, problems faced, implementation, and real-life experience. Particularly, the current study addresses the following research questions: (RQ1) To what extent has WebQLM improved students' argumentative writing quality? (RQ2) What are the attitudes of participants towards working with WebQuests in terms of planning, skills, problems faced, implementation, and real-life experience?

2. LITERATURE REVIEW

2.1. Constructivism and WebQuests

This study is based on cognitive and social constructivism theory that supports technology integration in the teaching of English as a foreign language using WebQuest. A constructivist overview reckons learners as vividly indulged in devising meaning and claims that teaching should be based on what knowledge students have such as the ability to analyze, discover, collaborate, and construct (Fosnot, 1996). Ford and Chen (2000) state that in a Piagetian classroom, there is less focus on directly teaching certain skills and more focus on learning in a meaningful context. They add that technology, especially multimedia, offers a wide formation of such opportunities that help enrich the imaginary and experiential background of the student. According to Vygotsky(1978), the use of technology to connect rather than move students apart from one another would be suitable; teachers, therefore, can promote cognitive development and learning, as can fellows and other associates of the child's community. Vygotsky (1978) emphasizes that learning takes place through interactions (with and within) the environment in which these interactions occur and cultural devices influence learning profoundly. Teaching styles based on this approach therefore mark an apprehensive effort to move from these 'traditional, objectivist models didactic, memory-oriented transmission models' (Cannella & Reiff, 1994) to a more student-centered approach. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook. As students internalize more advanced intellectual skills through proceeding practice, the

teacher can gradually remove the scaffold levels of support. March (1998) asserts that scaffolding is used to implement such approaches as constructivist strategies, differentiated learning, situated learning, thematic instruction, and authentic assessment. Such scaffolding is at the heart of the WebQuest model. In this sense, WebQuests are not anything new except that they provide a way to integrate sound learning strategies with effective use of the Web. The Web and related communications technologies have the ability to crack off Berlin Wall of traditional education by making these strategies not only desirable but also essential. The WebQuest should not be an obscure experience detached from the rest of the curriculum. WebQuests include a sequence of thoughtful, open-ended questions that invite student inquiry (March, 1998). By incorporating "the most effective instructional practices into one integrated student activity" (March 1998, P.2), WebQuests give teachers the tool to make Internet integration a reality in their classrooms.

2.2.Argumentative Writing and WebQuests

One of the biggest challenges EFL teachers have faced in the classroom has to do with argumentative writing. Argumentative writing has long been highly regarded as an essential mode of writing discourse and it plays an important part of second language learners' academic experience at the high school and university level (Zhu, 2004). Integrating WebQuest in teaching argumentative writing is intended not only to teach students the process of argumentative writing, but also to improve their attitude to writing in general (Tsirba, 2010). More specifically it is new commonly acknowledged that argumentative writing is a process of self-expression, that is, a process during which

students try to find their voice and consequently their self. Tsirba (2010) adds that it is not only the motivational force of the WebQuest model, but it is also its based structure that necessitates its integration in the teaching learning process. Writing an argumentative essay thus comes to be not a strenuous and boring task, but an interesting and enlightening experience, which naturally needs a lot of revision before having the desired result. Furthermore, students will have the chance through pre-revision to exchange thoughts and see the effect of that writing on the readers (March, 1998). March adds that unlike their peers in the control group, students in the experimental group will undertake a motivating journey in which they are given an authentic text and real resources to work with; they will also participate in tackling questions that prompt higher thinking levels. In line with the call of the Ministry of Education in Lebanon to integrate ICT and networked technologies in education, this study is to set up to design a web-based learning module engaging students in learning to the fullest in an authentic environment in the classroom. It investigates the effects of using the designed WebQLM in argumentative writing instruction among Grade 12/ Socio-economic Section in Ghobeiry Third Secondary Public School. Besides, it intends to evaluate students' perceptions and responses towards the use of this web technology in the ESL classroom.

3. Methodology

A quasi-experimental research designwas implemented in this study, which aims to show the effective use of WebQuests in enhancing the writing quality of argumentative essays of EFL secondary students in Lebanese public schools.

3.1. Participants and Instruments

The sample was purposively selected; targeting 50 students of grade 12 for the WebQLM module instruction. They were of different social backgrounds and aged between 17 and 19 years old. Students of section A were the experimental group (25 students of different levels), and students of section D (also 25 students of different levels), were the control group. The students in both sections were selected randomly by the school's administration. The assessment of the students' argumentative writing was carried out using pre-tests and post-tests. The pre-tests and post-tests used required the participants to write a well-organized argumentative essay of 250-300 words within a stipulated time of 55 minutes. The essays in these tests were evaluated based on a holistic rubric for argumentative writing. To learn about the learners' attitude towards the effectiveness of using WebQuests as a teaching learning tool, a close-ended questionnaire was distributed to the experimental group students. Moreover, an interview with six students was conducted in in which students responded to four open-ended questions to further elicit their perceptions of WebQLM.

3.2. Instructional Procedure

The duration for the instruction was 3 months, and it is divided into phases. During the first two weeks, participants in the experimental group were trained on how to use WebQuests (one hour per week). After that, they participated in the targeted study. In this study, the researcher adopted constructivism theory in which students were meaningfully engaged in learning activities through interaction with their classmates and worthwhile tasks using a conceptual framework for technology-

based learning. This module comprised a topic that met with the curriculum themes, fit its goals and had materials online, "Violent Video Games: Good or Bad."

The experimental group was trained on how to use the WebQuest to improve their performance in writing argumentative essays. They worked on exploring its different links and resources through a variety of tasks that were properly and clearly designed to facilitate students learning strategies. Writing process approach was followed throughout the stages of the WebQuest Module. The process writing approach was also used with the control group, but it is based only on the students' prior knowledge and on the ideas presented in their textbook. The WebQuest used in this study was designed by the researcher via Zunal.com website. It is divided into six main web pages and each page has and serves a special function.

During the first two weeks of the study, experimental group students were introduced to the WebQuest as a site by itself and how to use it. Samples of WebQuests were demonstrated on the screen, and a detailed explanation was given on each of the WebQuest's pages to clarify its function and content. The WebQuest pages presented and highlighted have the following titles: Welcome, Introduction, Task, Process, Evaluation, and Conclusion. Group members had the possibility to use emails, WhatsApp messages,websites, or any other means of modern communication to communicate or share their ideas. Students acted as researchers to explore the WebQuest's resources and accomplish its tasks. They were asked to work in groups and surf the WebQuest online resources prepared by the teacher to answer the open-ended questions. They had to share and post

online videos and documents that would enrich their study. In addition, they were supported with different samples or models of argumentative essay on each pattern of organization. During class debates, students presented videos, interviews, articles, and other types of evidence to support their point of view and refute the counter position. After that, each student worked on the first draft of her essay. Then, the teacher gave the students checklists to help them evaluate their partner's essays (peer evaluation). During the post writing stage, participants edited and revised their final essay (post-test), and the teacher evaluated the whole process and gave it a final grade.

However, teaching argumentative writing in the control group was based on the students' prior knowledge as well as the information presented in their textbook. The students in the control group brainstormed what they know about the topic as a pre-writing activity. A model argumentative essay was delivered to each student in order to identify its parts and features. Students were asked then to write the first draft of their essay following one of the given patterns of organization. Then, an evaluation checklist was distributed to the students to evaluate their partner's essay (peer evaluation). As a post writing stage, students wrote their final essay for evaluation (post-test).

3.3. Data analysis

The Paired-Samples T-Test were employed to test the hypothesis for question one. This was followed by the analysis on the students' responses in the questionnaire. All responses from the students' interview responses are organized according to codes and categories to give a clearer and more systematic

picture of the variations in views and responses using SPSS Statistics software.

3.3.1. Grades Quantitative Analysis (Paired Samples T-Test)

Before the beginning of the study, both the experimental and the control groups were asked to write an argumentative essay on a topic we had already discussed in class.The results of the paired sample t-test, means and standard deviations of the pre-test and post-test writing scores are presented in the following charts. The analysis of the charts is essential to detect any feature whether progress or regression in writing argumentative essays. This in turn intends to examine the validity of the hypothesis that using WebQuest Learning Module enhances the argumentative writing quality of EFL students in grade 12.

Control Group Results

Table 1. Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test total mark	3.20	20	.834	.186
	Post-test total mark	3.75	20	.967	.216
Pair	Pre-test number of words	270.20	20	51.582	11.534
	Post-test number of words	295.80	20	47.666	10.658

The pre-test total mark mean score was 3.2 (SD 0.834) while the post-test total mark mean score was 3.75 (SD 0.967). Hence, students had obtained higher scores in argumentative writing in the post-test, with an average gain of 0.55. The pre-test total number of words mean score was 270.2 (SD 51.582) while the post-test total number of words was 295.8 (SD 47.666). Hence,

students' number of words in writing argumentative essays was bigger in the post-test, with an average gain of 25.6.The Sig. (2-Tailed) value for total mark is 0.004. This value is less than 0.05. Because of this, we can conclude that there is a statistically significant difference between the pre-test total mark mean and post-test total mark mean. Since our Paired Samples Statistics box revealed that the post-test total mark mean was greater than for the pre-test total mark, we can conclude that the students' performance in writing argumentative essays in the post-test was improved.

Table 2. Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test total mark	2.70	20	1.031	.231
	Post-test total mark	3.95	20	.945	.211
Pair 2	Pre-test number of words	243.50	20	94.785	21.195
	Post-test number of words	292.45	20	81.590	18.244

Experimental Group Results

The pre-test total mark mean score was 2.7 (SD 1.031) while the post-test total mark mean score was 3.95 (SD 0.945). Hence, students obtained higher scores in argumentative writing they had received the WebQLM instruction, with an average gain of 1.25. The pre-test total number of words mean score was 243.5 (SD 94.785), while the post-test total number of words was 292.45 (SD 81.59). Hence, students' argumentative writing was enhanced after receiving the WebQLM instruction, with an average gain of 48.95. The Sig. (2-Tailed) value for total mark is 0. This value is less than 0.05. Because of this, we can conclude that there is a statistically significant difference between the pre-test total mark mean and post-test total mark mean. Since our Paired Samples Statistics box revealed that, the post-test total mark mean was greater than for the pre-test total mark, we can conclude that the students' performance in writing argumentative essays in the post-test was highly improved. The paired samples t-test found the difference between post-test and pre-test scores to be statistically significant. The statistics indicated an improvement in the participants' argumentative writing performance in both groups. However, the students in the experimental group obtained higher scores than the students in the control group. The average gain of the students in the control group was 0.55 while the average gain of the students in the experimental group was 1.25.Therefore, it can be concluded that WebQLM has helped these 12 students improve their argumentative writing to a significant extent.

3.3.2.Questionnaire Analysis

Based on the table below, the item on the roles given in WebQLM has a high mean score (m=4.23). Many students

agreed that the roles in WebQLM were well explained and assisted them in the writing tasks. They felt they were scaffolded or guided throughout the learning process to complete the projects or tasks given. This shows that the majority of the students agreed that the resources and information were useful and relevant for learning, especially in argumentative writing. As for the WebQLM activities, many students perceived these activities to be very interesting and engaging. The lowest mean is for the allocation of time provided for them to complete the activities or tasks in WebQLM. Overall, the mean score indicates students' positive response towards WebQLM.

Table 3. Questionnaire Results	Mean	SD
It is easy to use WebQLM	4.27	0.62
The navigation is clear and easy to follow	3.31	1.49
The links to all resources are not easy to use	2.57	1.33
The graphics in WebQLM are appealing	4.27	0.75
The activities are clearly designed for my language ability level	3.81	0.73
The activities are not very interesting	2.13	0.8
The activities progresses from basic knowledge to a higher level of thinking	3.6	0.8
Information and resources provided are relevant to the topic	4.25	0.62
The resources provided are very useful for learning	4.14	0.64
The roles given are clearly explained for completing the project	4.23	0.52
The tasks given in each WebQuest in WebQLM are easy to understand	3.95	0.5
The stages in WebQLM are stated clearly to guide me to complete the tasks successfully	4.24	0.61
The activities provided are very engaging	4.26	0.71
The tasks given are based on real life situation	4.15	0.65
All the activities can be done within the time given	4.11	0.45
The grading is clearly stated in the	4.13	0.34

3.3.3. Interview Analysis

Data collected from students' responses shows that there is some variation in the answers to the first open-ended question, "*What do you like about WebQLM?*" From the students' responses, there are six identified categories of what they liked about WebQLM: (1) useful information and resources, (2) interesting authentic activities, (3) scaffolding tasks, (4) teamwork and collaboration (5) web-based learning tasks, and (6) beneficial aspects. The majority of the students responded that they liked WebQLM due to its usefulness, relevance, authenticity and easy access to information and resources. Three aspects gleaned from the second question "*What do you dislike about WebQLM?*" are (1) amount of tasks, (2) time constraint, and (3) Internet connection. The highest number of complaints is related to the number of tasks they had to accomplish within a short period. The third open-ended question is related to the benefits gained from the use of WebQLM. There are four categories of benefits gained: (1) extra useful knowledge, (2) improve writing skills, (3) experience teamwork and (4) communication skills. The majority of the students expressed that they gained extra useful knowledge they had never learned before and benefited quite a lot in learning the techniques to write argumentative essays. Some of the student participants related that they learned a lot about teamwork while completing the tasks together. Some others felt they improved their communication skills when they shared, discussed and built relationships with their peers. From the feedback gathered on the problems faced, there were four categories: (1) Internet connection problems (2) time constraints, (3) lack of language

competency, and (4) Internet inaccessibility at home. Many student participants responded that the time given to complete the tasks was too short. They claimed that they could not finish the tasks on time, especially for the more difficult tasks.

4. DISCUSSION AND CONCLUSION

The present study examined the effects of the WebQuest Learning Module on the writings of EFL third secondary students and their attitudes towards utilizing the web technology in learning argumentative writing. According to the findings, it was clearly proved that using WebQuests has left its considerable impact on EFL secondary students' achievement in argumentative writing.

According to research Q.1, The findings have revealed that the use of WebQLM in argumentative writing instruction did improve students' performance to a significant extent. These findings support studies by Seale and Rius-Riu (2001), Chuo (2007), and Termsinsawadi and Wasanasomsithi (2009) which reveal the positive outcomes of the integration of web-based writing instruction. Findings from these previous studies indicate that students' achievements had significantly improved, very likely from their engagement in language learning through using web resources. According to Seale and Rius-Riu (2001), learning technologies have added value to both the efficiency and effectiveness of the learning process. Besides, Chuo (2007) found that EFL learners became more competent and could write fluently and communicate easily, while Termsinsawadi and Wasanasomsithi (2009) found that the implementation of their web modules was effective in enhancing both the students' reading and writing abilities. The designed WebQLM in the

present study allows students to explore carefully the selected resources and make effective use of the Internet to perform writing tasks.

According to research Q.2, findings demonstrated that participants who received web-based writing instructions conveyed positive attitudes towards the use of WebQuest in argumentative writing. This was supported by the results of the questionnaire on students' attitude towards the use of WebQuest module in enhancing the writing quality of participants' argumentative essays and was also ascertained by the students' interview responses on WebQLM. The findings reflected the usefulness of a web-based learning module in providing students with useful information and resources.

Verifying the efficiency of using WebQuests in foreign language classrooms could be highly significant from instructional as well as administrative prospects. At the instructional level, teachers will be triggered to integrate the WebQuests in their instruction. Moreover, they will feel the urge to undergo professional training so that they can attain optimal use of the WebQuests in their classes. At the administrative level, administrators will be enthused to provide the required facilities and professional training to their teachers. This study might be valuable for policy makers and stakeholders who will perceive the installation of Web technology into classrooms as an essential need so that they can facilitate the work modifications requested by the teachers in public schools and allocate necessary funds. However, it is worth to mention that to attain optimal learning outcomes, WebQuests should be properly integrated in the teaching/learning process in a way

that promotes interaction and collaboration among students, addresses diverse individual learning needs and enables students to perform at the referential level as well as the inferential one. In other words, WebQuests Learning Modules become efficacious when used with clear-cut objectives and well-designed tasks and parallel to an appropriate pedagogy.

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APPENDICES
APPENDIX A
Holistic Scoring Rubrics

Excellent	The essay clearly states a position, provides support

writer 6	for the position, raises a counter argument or objection, and refutes it. The evidence, both in support of the position and in refutation of counter positions, is persuasive and original (that is, drawn from the student's own observations, not borrowed). The essay tackles a significant objection or counterargument, not a trivial one. The relationships between position, evidence, counterargument, and refutation are clear, and the essay does not contain extraneous or irrelevant information.
Good writer 5	The essay states a position, supports it, raises an objection or counterargument, and refutes it. The essay may, however, contain one or more of the following ragged edges: evidence is not uniformly persuasive or original; the counter -argument is not a very serious threat to the position; one has to read between the lines to see relationships between ideas and some ideas seem out of place or irrelevant.
Average writer 4	The essay states a position and raises a counterargument, but it is well developed. The objection or counterargument considered may lean toward the trivial. The essay may also seem disorganized. Nonetheless, the essay should receive a 4 in acknowledgement of the cognitive complexity of the task. It is more difficult to address arguments and counterarguments than it is simply to support one line of argument.
Fair writer 3	The essay states a position, provides strong and original evidence supporting the position, and is well

	organized. However, the essay does not address possible objections or counterarguments. Thus, even though the support seems stronger and the essay may be better organized than the 4 essay, it should not receive more than a 3.
Weak writer 2	The essay states a position and provides some support, but it doesn't do very well. Evidence is scanty, general, trivial or not original. The essay achieves its length largely through repetition of ideas and inclusion of irrelevant information. The overall impression is that the essay has been dashed off at the last minute.
Very weak writer 1	The essay does not state the student's position on the issue. Instead, it restates the position presented in the assignment and summarizes the evidence discussed in the text or in class. The essay may include an occasional I agree with, but it provides nothing beyond what was said in class or in the readings. The essay receives a 1 rather than a 0 because there may be some merit to being able to summarize what the author of the text said.

Source: Gibbs, G., Habeshaw, S. and Habeshaw, T. (1986).53 Interesting Ways to Assess Your Students.Technical and Educational Services: Bristo, pp. 11-26

APPENDIX B
Questionnaire

Directions: *Circle the degree of your agreement to each statement below.*

| 1. Strongly disagree |
| 2. Disagree |
| 3. Neither agree nor disagree |
| 4. Agree |
| 5. Strongly agree |

1	**It is easy to use WebQLM.**	1	2	3	4	5
2	The navigation is clear and easy to follow.	1	2	3	4	5
3	The links to all resources are not easy to use.	1	2	3	4	5
4	The graphics in WebQLM are appealing.	1	2	3	4	5
5	The activities are clearly designed for my language ability level.	1	2	3	4	5
6	The activities are not very interesting.	1	2	3	4	5
7	The activities progresses from basic knowledge to a higher level of thinking.	1	2	3	4	5
8	Information and resources provided are relevant to the topic.	1	2	3	4	5
9	The resources provided are very useful for learning.	1	2	3	4	5

10	The roles given are clearly explained for completing the project.	1	2	3	4	5
11	The tasks given in each WebQuest in WebQLM are easy to understand.	1	2	3	4	5
12	The stages in WebQLM are stated clearly to guide me to complete the tasks successfully.	1	2	3	4	5
13	The activities provided are very engaging.	1	2	3	4	5
14	The tasks given are based on real life situation.	1	2	3	4	5
15	All the activities can be done within the time given.	1	2	3	4	5
16	The grading is clearly stated in the evaluation rubric for self-evaluation and feedback.	1	2	3	4	5

Tan-Ooi, L.C. (2013) Using webqlm to enhance performance in argumentative writing (Dissertation from University Sains Malaysia).