

The Effects of Using Webquests in Enhancing Oral Presentation Skills of EEL IT Students at HUFLIT

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ABSTRACT

The research focuses on the implementation of the Webquests in a particular EFL context. The action research was conducted in 35 IT juniors who studied English 5 at HUFLIT. They were divided into 6 groups and had to design their own Webquests to make the oral presentation in front of the class. The results from the observation sheets, the questionnaires and the exploration of HUFLIT environment suggested that students had positive attitude towards the application of WebQuests, although using WebQuests in Vietnamese classroom confronted with more weaknesses and threats than strengths and opportunities. From the findings, it is assumed that the innovative tool – WebQuests – with its beautiful interface and useful instructions has offered students a chance to enhance their oral presentation skills.

Keywords: *WebQuests, Oral Presentation Skills, IT English*

INTRODUCTION

In the 21st century, English is an official language of many countries in the world. In Vietnam and other countries, English has become a compulsory subject as it is a means of communication and an international tool to access the world knowledge. At HUFLIT, IT students are required to take five-or-seven English courses in their three-or-four year of study. During the course, many EFL teachers may require them to make oral presentation in groups or individually. However, mastering EFL English, especially making oral presentation is a big challenging for those students because of three reasons. Firstly, large class size in IT English class ranges from twenty-five to fifty-five students who have different levels of ability and different behaviors in studying English. So, it is difficult for teachers to arrange activities for students and promote them effectively practice skills, especially oral presentation skills. Secondly, most IT students are afraid of performing oral presentation in

English because of lacking of knowledge (vocabulary and grammatical structure), lacking of confidence, insufficient preparation and anxiety. Thirdly, the school facilities do not meet the need of students and teachers. The only useful facilities employed in the classrooms are textbooks and CD players. However, the main textbook for EFL IT students at HUFLIT are Outcomes series. Most teachers evaluated that Outcomes is a difficult book for IT students because of hard listening sections, long reading passages with a lot of strange words and too much discussion in each unit. Beside textbooks, the quality of CD players is also not good enough for students to hear these hard listening tasks. Finally, very few teachers use the computer as a teaching aid, although ‘multimedia technology plays a positive role in promoting activities and initiatives of students and teaching effect in English class.’ (Shyamlee & Phil, 2012). Thus, finding an effective way to help these students mastering English in HUFLIT context is not an easy job for EFL teachers.

In the technology era, EFL teachers should make use of computers and the Internet to facilitate their teaching and enhance the learning experience. Halat (2008, p. 82) suggested that ‘WebQuest as 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’. In February 1995, Bernie Dodge first discovered WebQuest as ‘an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet’ (p. 1). He also introduced the basic elements of WebQuests design including introduction, task, process, evaluation and conclusion. Since its inception in 1995, WebQuest model has been investigated by many educators all over the world. Zheng, Perez, Williamson, and Flygare (2007) identified three underlying constructs of WebQuests perceived by teachers as constructivist problem solving, social interaction and scaffolded learning and variables like purpose of WebQuest use, years of teaching, years of WebQuest use and gender predict at various degrees affecting their perceptions on WebQuests. Similarly, Laborda (2009) addressed three main aspects of the use of webquests: as a social constructivist learning approach, as a professional development activity and as an oral development task. He clearly pointed out a close relationship between the students’ communicative and social interaction through critical thinking, dialogue and activity cooperation which reinforces individual, pair and group work in the shape of internet-based dialogue (p. 265). Many linguistics and researchers revealed a positive impact of the Internet and web technology-supported project-based method on students. It was found that students are interested in the technology-supported media since they were more willing to collaborate, receive useful feedback, agree on the positive contribution of their planned work (Gülbahar,

Madran, & Kalelioglu, 2010, p. 139) and made considerable improvement in their English skills such as oral face to face communication skill (Gülbahar et al., 2010; Laborda, 2010), reading skill (Shan, 2011, p. 41; Tuan, 2011, p. 671) and writing skill in EFL classroom (Almasri, Alfadda, & Alshumaimeri, 2011, p. 388; Awada & Ghaith, 2014a, p. 88) and in professional business English classroom (Awada & Ghaith, 2014b, p. 1). Not only students, but also all teachers participated in Yang, Tzuo, and Komara (2011)'s research claimed that they had strong favors over WebQuest activities than traditional teacher-centered learning approach (p. 21).

To sum up, these researches showed the investigation of the positive attitude and perceptions of EFL teachers and students towards WebQuests; nevertheless, only few educators explored the implementation of WebQuests in linguistic skills. Up to now, the efficacy of WebQuests on oral presentation skills for EFL learners has been quite limited. It is because the educators and teachers have not been paying attention on the importance of using WebQuests to promote EFL learners' oral presentation skills yet. This study will try to investigate the utilization of WebQuests in enhancing oral presentation skills of EFL IT students at HUFLIT and EFL IT juniors' attitudes toward the application of Webquests in their language learning.

METHODOLOGY

Research method

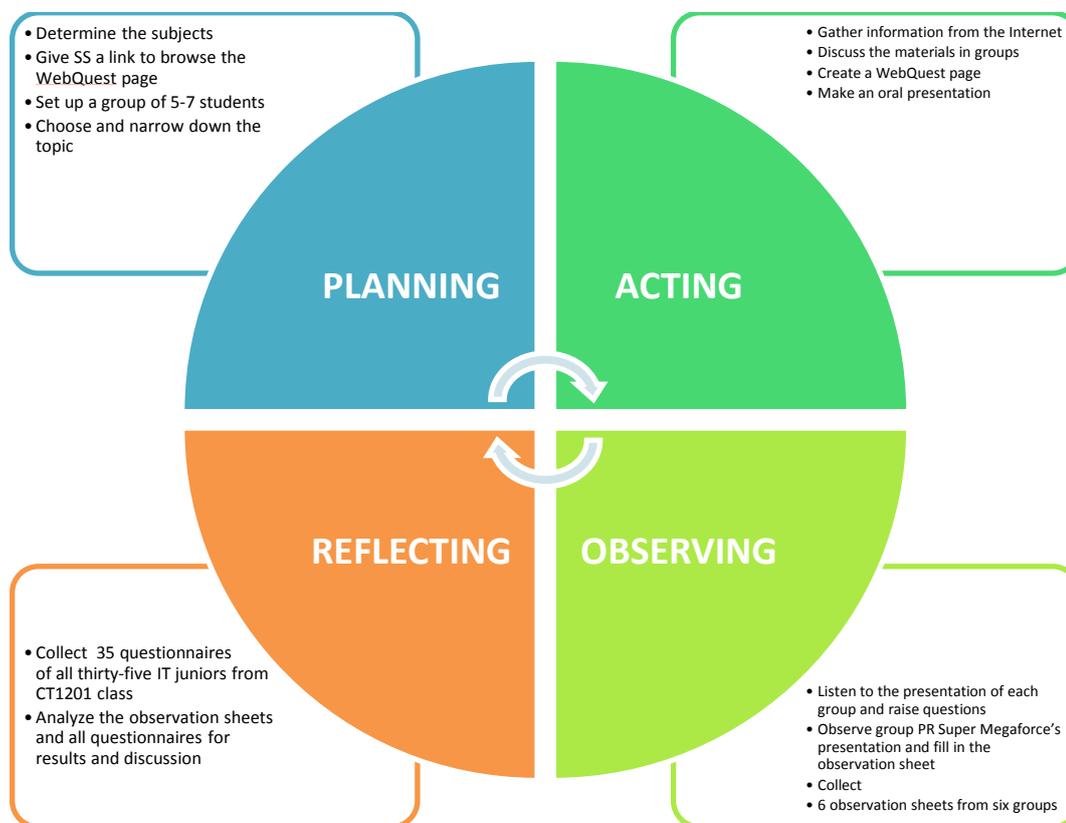
The method used in this report is action research. Action research is a reflective process of addressing issues and solving progressive problems led by individuals working with others in teams ("Action research," 2015). It is clearly defined as:

a process of systematic inquiry, usually cyclical, conducted by those inside a community rather than outside experts; its goal is to identify action that will generate improvement the researchers believe important.

(Hinchey, 2008, p. 4)

Action research involves systematic inquiry which includes gathering information, analyzing the collected data and reflecting on implementing WebQuests in the teaching practice. Specifically, Kemmis (1985) developed a cycle of the typical action research process as planning, acting, observing and reflecting.

The process of collecting data occurred in the WebQuest Cycle as follows.



The WebQuest Cycle

Participants

Thirty-five IT juniors (32 males and 3 females) in the Class CT1201 of HUFLIT took part in the newly-designed WebQuest-based oral presentation course. The reason for this selection was their major and their English level. Due to their major, they often work with computers in studying and creating their projects. Moreover, over half of the participants started studying English when they were in secondary school (57.1%) and started using computer technology in studying English when entered High school (51.4%). Now they were studying the fifth course of English (English 5) at HUFLIT and 82.9% sometimes use computer technology in studying English, so they can be able to make an oral presentation in English. These subjects were divided into 7 groups as follows.

Table 1: Seven groups of subjects

<i>Name of group</i>	Group 23	Group 8	IT Team	Group 4D	Group PR Super Mega Force	Group 9	Group 5
<i>Quantity</i>	5	5	5	5	5	5	5
<i>Topic</i>	Entertainment	Sightseeing	Things you need	Society	Accommodation	Nature	Sports & Interests

Instruments

For collecting qualitative data about WebQuests, observation was conducted and questionnaire was administered. Each instrument was used at different stages for different purposes.

The observation sheet (Appendix 1) was delivered to six groups when group PR Super Mega Force started making their presentation. These students from six groups act as observers who collect data on the current practice and evaluate the performance of group PR Super Mega Force by choosing the appropriate answer for each criterion and giving some comments.

The online questionnaire (Appendix 2) was designed by Google Forms and e-mailed to 35 students right after all groups finished their presentation. It consisted of 10 questions including 8 closed questions and 2 opened questions. They were aimed at collecting information about students' experience in using WebQuests and their attitudes towards the efficacy of WebQuests in enhancing their oral presentation.

Data analysis

The data collected from the observation sheets were analyzed by content analysis which compressed the data into fewer content categories. The questionnaires' data were analyzed by SWOT analysis which aimed at finding the strengths, weaknesses, opportunities and threats of applying WebQuest in real context.

RESULTS AND DISCUSSIONS

'Performing an oral presentation is a complicated task that involves multi-faced language characteristics. To enhance the reliability of oral presentation activities, they should

be evaluated by both teachers and learners' (Otoshi & Heffernen, 2008, p. 75). In this section, the qualitative data will be presented in tables and charts and followed by the teacher assessment, peer-assessment and self-assessment.

1. Teacher-assessment on the groups' performance

The detailed assessments on groups' performance clearly showed that all seven groups performed the WebQuest project quite well. They strictly complied with the six-steps provided on the Process page. These steps are inserted in 4 stages of WebQuest Cycle. In the planning stage, students in group 4D quickly formed a group and sent me their personal information and topic (society) through e-mail. The other groups easily formed the groups, but still hesitated to choose the topics. In sum, planning is the easiest stage in the 4 stages of The WebQuest Cycle. In the acting stage, group 8 and 23 followed the rules better than the others. Their topics (sightseeing and entertainment) are easily to find the information on the Internet. Unfortunately, IT team faced with difficulty in narrowing down the topic (things you need) and looking for the information because their topic appeared in the Outcomes Upper-Intermediate Student's book is too general. Although I gave clear instructions on the Process page, all seven groups still had problem in creating their WebQuests since they did not know what information is needed to insert in the WebQuest page. They adjusted their WebQuests at least twice before submitting the completed ones to me. What is more, students also felt a little bit nervous in making oral presentation, though they had careful preparation. Thus, acting is one of the most difficult stages in the WebQuest. In the observing stage, six groups observed and completed the observation sheets towards group PR Super Mega Force's presentation. Because of limited time of observing and evaluating the presentation, five out of six groups only circle their answers from 1 to 5 and did not give any comments. In short, I think the evaluation will be easier if we design the observation sheet with detailed criteria or scales. In the reflecting stage, I sent the online questionnaire to all students of CT1201 class and received 35 responses within one week after their presentation (Appendix 3). In general, all groups had careful investment on the topics and had good presentations. Among them, PR Super Mega Force got the highest score and won the HUFLIT's Talent Contest. As soon as I introduced the WebQuests to the students, they had a thorough grasp in the progress and created the WebQuest page quite well, so they were chosen to be observed by other groups. Group 23 received the lowest score for their unlink WebQuest, little effort, unfair division, limited interaction, grammatical mistakes and mispronunciations. Nevertheless, they accumulated good experience in making oral presentations after the reflection of the teacher and their classmates.

To sum up, in the WebQuest Cycle, reflecting is the most difficult stage for teacher and students to give exact assessments on the effects of WebQuests in enhancing oral presentation skills. Nevertheless, if students carry out each stage carefully, they can make their oral presentation efficiently.

2. Peer-assessment on group Seven's presentation

After listening to five first presentations and having an intimate acquaintance with teacher's assessment, the leader of six groups received the observation sheets to evaluate group PR Super Mega Force's presentation. The data from the six observation sheets was analyzed in table 2.

Table 2: Six groups' assessment on group PR Super Mega Force's presentation

	Poor	Fair	Good	Very Good	Excellent
1. WebQuest design					
- Variety of media (pictures, video clips, links)			2	4	
- Eye-friendly (colors, fonts, size)				5	1
2. Overall impression					
- Interest in giving the presentation		1	4	1	
- Confidence		1	3	2	
- Good preparation			3	3	
- Class management		1	5		
- Cooperation with group members		1	1	4	
3. Presentation techniques					
- Vocal behavior (clarity of speech, pace, fluency, etc.)			5	1	
- Pronunciation / Intonation			6		
- Body language (appearance, eye contact, facial expression, gesture, movement, etc.)		2	1	3	
4. Organization					
- Introduction (announcing the topic to gain interest)			4	2	
- Body (details & explanations)		1	3	2	
- Conclusion (summary & closing the topic)		2	4		
5. Content					
- Relevance to the topic		1	2	3	
- Original and creative ideas		1	2	3	
- Effective visual aids (interesting slides, photos, audio & video clips, songs, etc.)		3	2	1	
6. Language					
- Written language (grammar, spelling, etc.)		1	3	2	
- Spoken language (grammar, expressions, etc.)			5	1	

Firstly, almost all groups evaluated that the PR Super Mega Force's WebQuest is very good with a variety of media and eye-friendly. Only group 9 commented that the WebQuest is quite beautiful and interesting. Secondly, all six groups had a good impression on group presentation. They are interested in the cooperation with group members and the well-managed classroom of this group. Thirdly, almost all groups similarly gave their good responses on the presentation techniques. Only group 5 and 4D suggested that the speakers should practice frequently to improve their body language. Fourthly, most groups were interested in the organization of speech such as the interesting introduction (group 8 and 23), the useful information on the body (group 8 and IT Team) and the meaningful conclusion (4 groups). They like the conclusion because the speakers give clear summary and useful advice on living in Ho Chi Minh City in their WebQuest. Fifthly, half of the groups agreed that group PR Super Mega Force is very good at mastering the content. They used great and creative ideas, vivid pictures which were relevant to the topic. Lastly, five out of six groups gave their good responses on the spoken language rather than written language. In the written language, group PR Super Mega Force used a lot of pictures with few words to illustrate them, so it is quite difficult for students to understand their information. In the spoken language, most of the presenters can use correct grammatical structures and functional language, thus the audiences were easily to follow what they said.

All in all, all six groups were eager to evaluate and give relatively clear assessments on their friends' presentation. Otoshi and Heffernan (2008) confirmed that 'peer-assessment is an important activity to develop students' learning, to facilitate autonomy among learners'. Hereby, they also overcame their fear of presenting opinions in public and improved their oral presentation skills.

3. Self-assessment on WebQuest project

The results from the online questionnaire will be summarized in tables in order to get self-assessment which 'is considered to be crucial for future motivation and performance' (De Grez, Valcke, & Roozen, 2009)

3.1 True facts about WebQuest project

The answers of question 4-6 (see Appendix 3) reflected the true facts about WebQuest. The results showed that before introducing WebQuests, 80% of students did not know the term WebQuest, although their major is IT and 51.4% started using computer technology in studying English when they were from 16 to 18 years old. After I sent them the WebQuest requirement, they were easy to follow. So they did not spend too much time

(within one week) to design their WebQuest. There are too many ways to create WebQuest such as PowerPoint, Word or professional softwares. Among seven groups, four groups used PowerPoint as the easiest way to make their WebQuest. Last but not least, the result from question 6 proved that 90.9% were satisfied with the results of their group; even though, it were the first time they made oral presentation with the assist of WebQuest tool. It is clear that, WebQuest can be a valuable tool for “providing students with an independent and group work activity that incorporates researching, problem-solving and application of basic skills.” (Kelly, 2000, p. 1)

3.2 Groups’ attitude towards the WebQuest process

Table 3: Groups’ attitude towards the WebQuest process

	Negative		Average	Positive	
	Very difficult	Difficult	Neutral	Easy	Very easy
a. Forming groups and choosing the topic	1	5	16 (47,1%)	9	3
b. Gathering information	3	4	14 (41,2%)	10	3
c. Sharing information with group members	2	2	8	20 (58,8%)	2
d. Making WebQuest	5 (14,7%)	12 (35,3%)	13	4	0
e. Making presentation in front of the class	4	11	13 (38,2%)	6	0

To get the participants’ views on the activities of performing the task, I asked question 7 corresponded to each step of WebQuest project and presented their answers in table 3. There is no significant difference among 35 participants with regard to their results and evaluation. As presented in table 3, students admitted that they performed the activities with the clear instructions on WebQuest quite easily. However, nearly half of the students had some difficulties making WebQuest. Thanks to the benefits of WebQuest, 38.2% of them feel quite confident in making oral presentation in front of their class. In general, positive feedback received from students stated that “while engaged in a WebQuest activity, students are not only learning factual information, but they are classifying, evaluating, synthesizing, forming and testing hypotheses, making decisions, forming opinions, and participating in many other higher level thinking activities.” Strickland (2005, p. 146)

4. The effects of WebQuests in enhancing oral presentation skills

SWOT analysis is used to evaluate the efficacy of WebQuests in enhancing students' oral presentation skills. It is "a useful technique for understanding your Strengths and Weaknesses, and for identifying both the Opportunities open to you and the Threats you face." ("SWOT analysis," 2015)

	Helpful to achieve the goals	Harmful to achieve the goals
I nternal factors	S trengths	W eaknesses
E xternal factors	O pportunities	T hreats

4.1 The strengths of using WebQuests

As seen in Appendix 3, 20/35 responses of question 9 let us know the strengths of the students in implementing WebQuests. Firstly, students' major had a strong force to the use of WebQuests. Thirty-five IT juniors have their own computers or laptops, so they are familiar with Internet and some software applications. Based on the knowledge and experience with computers, they responded that WebQuest is easy to design, easy to present, and easy to understand the information because "the hyperlinks are comprehensive and informative" (Yu, 2002, p. 16). Secondly, WebQuests have the ability to increase students' motivation and improve their English skills. "As an internet-based educational model, the WebQuest could also be considered a multifaceted model employed to motivate and teach all ESL/EFL learners." (Awada & Ghaith, 2014a, p. 82). Thirdly, WebQuests also promote critical thinking and problem solving skills for IT EFL students. They had to work in groups, select value information from a huge source of information on the Internet and design their own WebQuests. Last but not least, thanks to the beautiful interface of WebQuests, students can make their presentation clearer and more vivid as they imported useful content, attractive pictures or sounds and animated effects. In summary, WebQuests give students an opportunity to critically think about a topic, apply the knowledge they have learned in a meaningful manner, work in small groups to complete the task (Zheng et al., 2007) and enhance their oral presentation skill.



4.2 The weaknesses of using WebQuests

Despite the above strengths, 20/35 students also expressed their ideas about the weaknesses or barriers they faced with when making their presentations (see Appendix 3). First, most students had the same idea about time pressure. Each group only had 4 weeks to prepare and present their topic following the six strict steps. The groups also complained that it really took their time to download the WebQuest program into their own computer because the WinRAR file is too large (99,698 KB). Furthermore, a good presentation consumes so much time for preparation. All students need time to find out useful materials among the abundant resources. Later on, they consumes a great deal of time in making an excellent WebQuest. Second, lack of technical and theoretical knowledge is another barrier to the use of WebQuests in the classroom. Students that have poor computer skills will find it extremely difficult to complete a WebQuest (Perkins & McKnight, 2005). They got into trouble to solve technical problems and ‘got stuck in the maze of instructions suggested on the WebQuests’. In fact, technology training among IT major seems to be inadequate to encourage them to present in English. Last, the enormous quantity of information found on the Internet can also be a disadvantage. A lot of students confused to choose what they want in the huge library of information to insert in their WebQuests. In one word, the quantity and quality of information is the biggest barrier that restricted the efficacy of WebQuests in improving their oral presentation.

4.3 The opportunities of applying WebQuests at HUFLIT

The opportunities and threats occurred in the external environment. There are many opportunities in applying WebQuests in HUFLIT environment. First, the development of the IT has opened up new opportunities in education. Computer technology is applied widely in teaching and learning languages, changing the curriculum following the requirements of practice as well as increasing the students' capability in using the English language. Nowadays, many network companies like Viettel, FPT, SCTV or VNPT provide cheap and fast ADSL, FTTH, 3G or 4G products to encourage customers using the Internet. So, teachers and students can easily buy computers or laptops and access the Internet. Second, the main campus of HUFLIT on Su Van Hanh Street is rather large and convenient. At present, HUFLIT has two free wireless: HUFLIT Staff (for teachers and staff) and HUFLIT Wifi System (for all students). So, students can update the latest information and learn foreign languages through the useful websites. Moreover, HUFLIT is one of a few universities in Ho Chi Minh City where foreign languages and technology are highly intertwined. On the way of its development, HUFLIT judiciously combined language and technology and associated language and technology with career training. Last, the number of English teachers and students at HUFLIT using computers assisted language learning has gradually increased recently. They can no longer think of English as a language existing independently from the computer technology because 'English is not an end itself, but just a tool for being able to make use of information technology.' (Warschauer, 1996)

4.4 The threats of applying WebQuests at HUFLIT

Besides the opportunities mentioned above, HUFLIT also has a few challenges to apply WebQuests. Firstly, the infrastructure at HUFLIT has not met the demand of teaching and studying yet. Although HUFLIT has already possessed a main campus, it has to rent two other branches on Cao Thang Street and That Son Street. Students of five departments usually move from this campus to other campus. Besides, the classrooms on three campuses are not enough for 6000 students to study. Consequently, students take turns to study 5 shifts in each classroom from morning till evening. Secondly, lack of high-tech equipment such as computers, multimedia projectors, projector screens, etc. makes it more difficult to apply new technology in teaching. At HUFLIT, every department is equipped with only two multimedia projectors. So, the teachers have to register for using them when PowerPoint presentations are made and only a small number of teachers have a chance to do so. Therefore, many teachers and students give up the intention to prepare the PowerPoint or WebQuest presentations. Thirdly, the heavy school curriculum is difficult for teachers and students to

use WebQuests effectively in the classroom. The IT students in this research had to study at least 9 subjects each semester. These subjects are divided into 3 classes from morning till evening. So they did not have much time to prepare their presentation well. Lastly, the Internet privacy limits the use of WebQuest in educational context. 'In today's technological world, millions of individuals are subject to Internet privacy threat' ("Internet privacy," 2015). Whenever students log in their email or the websites, their personal information can be revealed or stolen. For this reason, many teachers and students do not like to access the Internet.

To sum up, the application of WebQuests in enhancing oral presentation skills of EFL learners is influenced by internal and external factors. Frankly, using WebQuests in Vietnamese classroom has confronted with more weaknesses and threats than strengths and opportunities. Anyway, applying WebQuests in language classroom is still a challenge that requires time and commitment to overcome. 29 students (85.3%) answered question 7 that they will make the WebQuest project in the future to assist their language learning. I believe that WebQuests make the process of oral presentation significantly easier and play an essential role on the reform of Vietnam's educational system.

CONCLUSION

Through this research, the importance of WebQuest technology to assist language learning and teaching at HUFLIT has been confirmed. I have gained more insights into the efficacy of WebQuest in enhancing oral presentation skills of my students. I have noticed some important findings through teacher-, peer- and self-assessment who participated in the survey.

As an English teacher introduced WebQuests to students, I have found that the stages of WebQuest Cycle are not really complicated. Following up these stages can help my students make their complete presentations. Amongst seven groups of subject accomplished their tasks within 4 weeks, group PR Super Mega Force got the highest score for their best performance.

Thirty students from six groups were eager for evaluating group PR Super Mega Force's presentation. All six groups were eager to evaluate and give relatively clear assessments on their friends' presentation. Most of them agreed that they were deeply impressed by the eye-catching WebQuest, the organization of the speech and the clear, creative ideas of group PR Super Mega Force. They also advised this group to improve their presentation techniques and their spoken language.

The answers of the questionnaires and the HUFLIT environment suggested that students had positive attitude towards the application of WebQuests, although using WebQuests in Vietnamese classroom confronted with more weaknesses and threats than strengths and opportunities. Anyway, WebQuests is an effective tool to assist the presenters of a topic throughout the process from their preparation stage to their presentation in front of the audience.

In conclusion, 'a combination of teacher-, peer- and self-evaluation seems to yield the most successful results' (Otoshi & Heffernan, 2008). From the findings, I assume that the innovative tool – WebQuests – with its beautiful interface and useful instructions has offered students a chance to enhance their oral presentation skills.

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APPENDIX 1

OBSERVATION SHEET FOR ORAL PRESENTATION IN GROUPS

Name of your group: Leader:.....

Group presentation: Number of Students:..... ♀ ♂

Topic:

✎ Note: Please circle your answer from 1 (poor) to 5 (excellent) and write some comments.

1: Poor 2. Fair 3. Good 4. Very good 5. Excellent

1. WebQuest design					
• Variety of media (pictures, video clips, links)	1	2	3	4	5
• Eye-friendly (colors, font, size)	1	2	3	4	5
2. Overall impression					
• Interest in giving the presentation	1	2	3	4	5
• Confidence	1	2	3	4	5
• Good preparation	1	2	3	4	5
• Class management	1	2	3	4	5
• Cooperation with group members	1	2	3	4	5
3. Presentation techniques					
• Vocal behavior (clarity of speech, pace, fluency, etc.)	1	2	3	4	5
• Pronunciation / intonation	1	2	3	4	5
• Body language (appearance, eye contact, facial expression, gesture, movement, etc.)	1	2	3	4	5
4. Organization					
• Introduction (announcing the topic to gain interest)	1	2	3	4	5
• Body (details & explanations)	1	2	3	4	5
• Conclusion (summary & closing the topic)	1	2	3	4	5
5. Content					
• Relevance to the topic	1	2	3	4	5
• Original and creative ideas	1	2	3	4	5
• Effective visual aids (interesting slides, photos, audio & video clips, songs, etc.)	1	2	3	4	5

6. Language					
• Written language (grammar, spelling, etc.)	1	2	3	4	5
• Spoken language (grammar, expressions, etc.)	1	2	3	4	5

Comments:

.....

APPENDIX 2

QUESTIONNAIRE

This questionnaire is designed to help me collect the information for my annual research. The purpose is to find out how effective the utilization of WebQuests in enhancing oral presentation skills of EFL learners at HUFLIT. Your personal information from this questionnaire will be kept confidential. I would be very grateful for your help.

PERSONAL INFORMATION

1. Full Name

.....

2. Year of birth

.....
Example: December 15, 2012

3. Place of birth

.....

4. Name of group

.....

5. Topic

.....

QUESTIONS

6. 1. When did you study English?

.....

7. 2. When did you start using computer technology in studying English?

Mark only one oval.

- 12 – 15 years old
- 16 - 18 years old
- 19 – 22 years old
- Over 23 years old

8. **3. How often do you use computer technology in studying English?**

Mark only one oval.

- Never use
- Almost never
- Sometimes
- Almost every time
- Frequently use

9. **4. Have you ever known the term WebQuest before?**

Mark only one oval.

- Yes
- No

10. **5. How long did you work on your WebQuest (approximately)?**

.....

11. **6. Are you satisfied with the results of your group?**

Mark only one oval.

- Yes
- No

12. **7. Do you think you will make WebQuest projects in the future?**

Mark only one oval.

- Yes
- No

13. **8. How could you describe your performance of the activities with the support of WebQuests?**

Mark only one oval per row.

	Very difficult	Difficult	Neutral	Easy	Very easy
a. Forming groups and choosing the topic	<input type="radio"/>				
b. Gathering information	<input type="radio"/>				
c. Sharing information with group members	<input type="radio"/>				
d. Making WebQuest	<input type="radio"/>				
e. Making presentation in front of the class	<input type="radio"/>				

14. **9. In your opinion, what are the strengths in making oral presentations though the support of WebQuests?**

15. **10. In your opinion, what are the weaknesses in making oral presentations though the support of WebQuests?**

APPENDIX 3

QUESTIONNAIRE - Google Forms

https://docs.google.com/a/huflit.edu.vn/forms/d/1KHd6GT0C038oR_TbjJ...

hatran2409@huflit.edu.vn  [Edit this form](#)

35 responses

[View all responses](#)

Summary

PERSONAL INFORMATION

Full Name

Nguyễn Việt Tiến
Le duc hung
Nguyễn Dũng Tiến
Lương Nhật Lâm
Nguyễn Thị Thanh Mỹ
Phùng Gia Bảo
phan thanh bình
Hồ Nguyễn Đăng Khóa
Ma Quoc Thanh
Pham Duong Trung Hieu
Mã Quốc Thanh
Huỳnh Thái Huy
Trần Thị Tố Linh
Nguyễn Thành Nhân
mạch anh hoàng
Nguyễn Thị Phương Thảo
Tran Bach Tuong
Pham Huu Nhan
nguyễn thanh hoang pha
NguyenNgocHaiDang
Nguyễn Phúc Vinh
Trần Việt Vương
Phạm Trọng Nghĩa
Nguyễn Phùng Minh Trung
Trần Hoàng Thi
Lê Minh Thiện



Tran Thanh Toan
 Phùng Hải Duy
 Nguyễn văn hiệp
 Võ Nhật Minh
 Hồ Nguyễn Đăng Khoa
 Nhan Hữu Thọ

Year of birth

Aug 1991	4
Jul 1992	4
Feb 1993	12 (2) 19
Sep 1993	6
Nov 1993	25
Dec 1993	18
Jan 1994	16 (2)
Mar 1994	2 8 (2) 20 29
Apr 1994	10 18 24
May 1994	24
Jun 1994	4 20 30
Jul 1994	23
Sep 1994	9 11 16 25 (2)
Oct 1994	1 29 30 (2)
Nov 1994	5
Dec 1994	9
Jul 2014	23

Place of birth

Hồ Chí Minh City
 TP.Hồ Chí Minh
 TP.HCM
 HCM
 ho chi minh city
 hcm city



Tp, HCM
Long An
Hồ Chí Minh
1994
Đồng Nai
hồ chí minh
Da nang
Ho Chi Minh city
tân an long an
Nha Trang
Thái bình
Tp.HCM
Hồ Chí Minh city
TpHCM
tp hcm
TienGiang
TP.HoChiMinh
HCM city

Name of group

PR Super Megaforce
IT Teams
3D
23
IT team
5
9
8
IT Team
group 8
group 9
PR.Super Megaforce
Group 8
PR super megaforce
super megaforce
2.3
4D



Topic

Thing You Need
nature
Accomodation
social
Things you need
Nature
Society
ENTERTAINMENT
sightseeing
accommodation
Accommodation
Sports
sight seeing
Accommodation
Sightseeing
Things You Need
society
entertainment
Natute

QUESTIONS

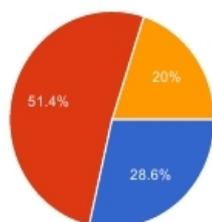
1. When did you study English?

at home
12 tuổi
11 years old
15
14
11
12
When I was 10
Primary school
secondary school
grade 1
10



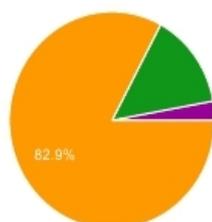
- 10 tuổi
- grade 9
- when i coming secondary school
- 10 years ago
- class 6
- lớp 6
- 10 years old
- 12 years old
- when i was born
- when i'm 12 years old
- 6th grade
- 8 years ago
- High School
- 15 years old

2. When did you start using computer technology in studying English?



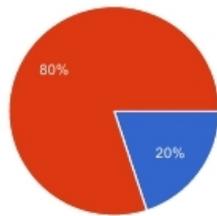
12 – 15 years old	10	28.6%
16 - 18 years old	18	51.4%
19 – 22 years old	7	20%
Over 23 years old	0	0%

3. How often do you use computer technology in studying English?



Never use	0	0%
Almost never	0	0%
Sometimes	29	82.9%
Almost every time	5	14.3%
Frequently use	1	2.9%

4. Have you ever known the term WebQuest before?



Yes	7	20%
No	28	80%

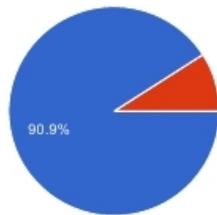
5. How long did you work on your WebQuest (approximately)?

- no
- 1 hours
- Few day
- just now
- about 5-7 hour
- 2 tuần
- 2
- 3 hours
- one week ago
- 1 week
- khoảng 2 tuần
- 1 day
- 5 minutes
- 10
- 3 weeks
- Two weeks
- 2 hours
- 2 weeks
- 2-3 day
- About 1 hour
- 6 hours
- 10 hours



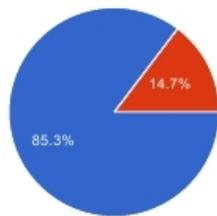
- 2h/day
- just few week ago
- 2 hour
- One week
- 2 days
- a week
- 1 month
- one month

6. Are you satisfied with the results of your group?



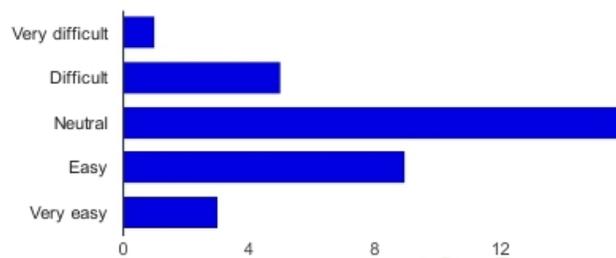
Yes	30	90.9%
No	3	9.1%

7. Do you think you will make WebQuest projects in the future?



Yes	29	85.3%
No	5	14.7%

a. Forming groups and choosing the topic [8. How could you describe your performance of the activities with the support of WebQuests?]

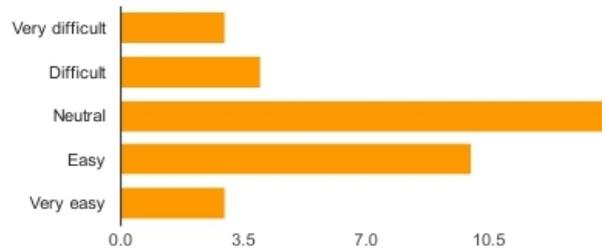


Very difficult	1	2.9%
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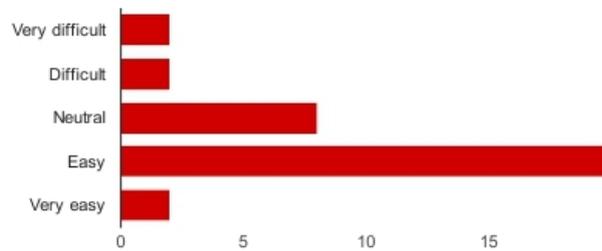
Difficult	5	14.7%
Neutral	16	47.1%
Easy	9	26.5%
Very easy	3	8.8%

b. Gathering information [8. How could you describe your performance of the activities with the support of WebQuests?]



Very difficult	3	8.8%
Difficult	4	11.8%
Neutral	14	41.2%
Easy	10	29.4%
Very easy	3	8.8%

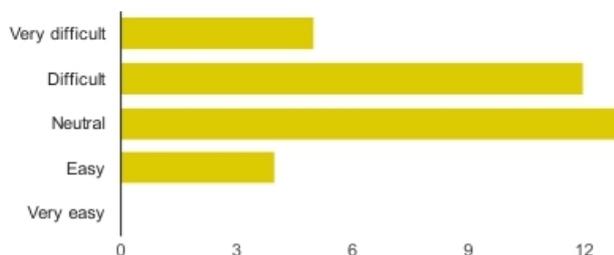
c. Sharing information with group members [8. How could you describe your performance of the activities with the support of WebQuests?]



Very difficult	2	5.9%
Difficult	2	5.9%
Neutral	8	23.5%
Easy	20	58.8%
Very easy	2	5.9%

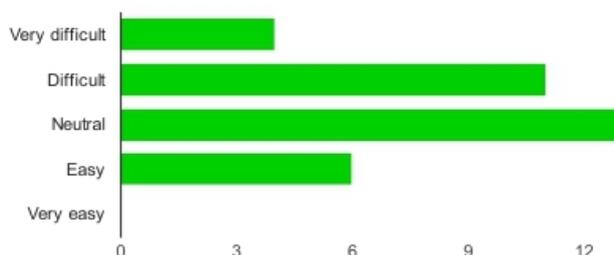


d. Making WebQuest [8. How could you describe your performance of the activities with the support of WebQuests?]



Very difficult	5	14.7%
Difficult	12	35.3%
Neutral	13	38.2%
Easy	4	11.8%
Very easy	0	0%

e. Making presentation in front of the class [8. How could you describe your performance of the activities with the support of WebQuests?]



Very difficult	4	11.8%
Difficult	11	32.4%
Neutral	13	38.2%
Easy	6	17.6%
Very easy	0	0%

9. In your opinion, what are the strengths in making oral presentations though the support of WebQuests?

Help us practice speaking english
 help me improve my english skill and computer skill..



easy understand and very useful

AAA

convenience

In your opinion, I think strengths in making oral presentatians though the support of Webquests is content of web and communicators have to persuade for speaker about my's web.

I think everyone was knew

Easy to use, they have the same look.

I think it helpful for report becoming easy than power point . Because with webquest you have more choose for design than power point.

You can easily to present to everybody and everyone can catch information easier when you are talking. Everyone can easily understanding and keep information longer than normal way giao diện cần bắt mắt hơn

Explain problem in project Diversification in studying it ask student find show way for other one understand

Webquest sẽ hỗ trợ chúng ta về thông tin, hình ảnh, clip minh họa rõ ràng. Giúp chúng ta có sự liên kết dễ dàng giữa các nội dung, hình ảnh trong chủ đề thuyết trình

Giao diện đẹp. Liên kết với các trang thuận lợi. Dễ dàng trong quá trình dạy và học many illustrations and information

All the support , solidarity with everybody

Easy to use.

It have hyperlink to use easy.

easy to presentations in class and learn information from the lesson.

Convenient

No things

It's very useful , attractive & make people watching oral presentation easier.

Deaign it really easy..

10. In your opinion, what are the weaknesses in making oral presentations though the support of WebQuests?

Its so wonderfull, you try to do your Web and proud of your project

many student don't know use it , spend a long time when they make a webquest

I'm not coder so it hard for me to design and use it because must to make it on website

AAA

They don't have various look.

hard to do

...

difficult with people, who don't good presentations. spend much time to make webquets, difficult if you not good programming.

Students must memorize lessons and confident presentation.



khó cho g ko biết thiết kế lập trình web

Our web quests is may be short must find môe ideas in internet

it must to make by Dreamweaver (to look like the website)

You have to practice and prepare the WebQuest carefully to makesure there is no problem when you presentaion.

they all the same, the other pages look like the other

Not good for who don't listen english well

i have not good idea

take alot time to make a Webquest

Cách làm khá phức tạp. Sử dụng code nhiều, thời gian tìm hiểu và hoàn thành bài khá lâu. Ko dễ sử dụng cho người ko chuyên ngành CNTT

Hard to design..

Quá trình tạo lập 1 webquest còn khá phức tạp. Sẽ mất khá nhiều thời gian đối với những người mới sử dụng

I think this problem is someone dont know how to create webquest.It is everything.

Number of daily responses

