

THE EFFECT OF USING VAK MODEL AND WEB QUEST STRATEGY ON DEVELOPING WRITING SKILLS IN ENGLISH LANGUAGE OF TENTH GRADERS` IN JORDAIAN SCHOOLS

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ABSTRACT_ This study aimed at investigating the effect of using VAK model and Web Quest strategy on developing writing skills in English language of tenth graders in Jordanain schools of the Southern AL-Mazar Directorate of Education. A writing pre-test and post-test was designed to test the students` skills in writing, the validity and reliability of the study instrument(pre-post test) were verified. The sample of the study comprised (69) female students in Southern Al-Mazar secondary School for Girls. The findings of the study indicated that there were statistically significant differences at ($\alpha \leq 0.05$) after applying VAK modal and Web Quest in favor for Web Quest. In light of the results of the study, several recommendations were suggested, among which are the need to apply Web Quest strategy in the educational process in the Jordanian schools, and the need to train teachers in how to use Web Quest strategy and its application in the educational process. (154 words)

Keywords: VAK model, Web Quest Strategy, English Writing Skills.

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I. Introduction

Education is essential for everyone, in particular, that the early years of human life are the most important for learning. Thus, it can be claimed that access to quality education is essential for children's development.; it gives them a perspective on how to look at life, and how to acquire knowledge about the world around them. Education evolves, changing through the course of time, adapting to its environment and shaped by the community that wields it.

The introduction of the digital era brought a wave of changes in the world we used to know. From home computers and mobile phones becoming standard apparatus in every household, to the booming growth of the World Wide Web, social media, and cloud computing.

These changes also enabled further improvement of education, switching from traditional methods, to digitally enhanced one. For instance, the educational platform that aims at helping primary school children to work more independently, stimulate their read/write learning style, and display the results of their written answers, the corrections, and feedback in a clear way [1].

Ally [2] claimed that the end of the 20th century is a period in which our society started to become a technological and informational society and this transformation affected the context in which we teach our students. We have changed the way we live in almost all of the aspects of our lives, including the way we learn. Therefore we should change the way we are learning. In this sense, teaching and learning methodologies and resources used in schools, are different.

To sum up, it is important to realize that the method employed to deliver new information has to be in proportion to the receiver's capacity. Different interpretations of information bring challenges to learning if the student's interpretations differ largely from other students' points of view. Learning is bound by culture which should be taken into account when organizing the learning environment.

II. Statement of the Problem

As an English teacher and university lecturer, the researchers have noticed that some students encountering difficulties in writing in English as a foreign language. They had problems in constructing correct sentences, using grammar correctly and writing coherent sentences. It is assumed that, relying on using the conventional teaching/learning methodology is the most effecting factor that contribute to the difficulties that students encounter in writing skills in English as a foreign language. Having said that, it is expected that using more modernized teaching/learning methodologies will contribute to alleviate such the aforementioned difficulties.

In this study, the researchers assumed that a group of students to more advanced learning methodologies, expected to contribute to resolving the difficulties related to writing skills. Therefore, the main objective of the study is to employ VAK model and Web Quest strategy, and to find out the effect of using these two methods on developing tenth graders' writing skills in English

language in Jordanian schools represented by the Southern Al-Mazar Directorate of Education schools.

Questions of the study

To achieve the purposes, the following questions were formulated

Is there an effect of using Web Quests on the development of tenth grade female students writing skills in English language?

Is there an effect of using VAK model on the development of tenth female graders' writing skills in English language?

Are there any statistical significant differences in students' writing skills that can be attributed to the Web Quest strategy, VAK model, and the conventional teaching and learning methodologies?

Significance of the study

The significance of this study in one way or another is related to the followings:

This study tends to be one of the first studies in Jordan that compares between Web Quest and VAK model on improving writing skills.

The results of this study are expected to encourage the use of modern learning strategies in classrooms instead of traditional one.

The results of this study are expected to help students to improve their writing skills.

This study might be a beginning to further studies on different classes and different skills in the future.

Operational Definition of Terms

Several terms were employed in this study, that need to be defined operationally as follows:

VAK Model: The acronym VAK stands for Visual, Aural, and Kinesthetic. These are the sensory modalities that are used for learning information.

Visual (V): This preference includes the depiction of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that teachers use to represent what might have been presented in words. However, it does not include pictures, movies, videos and animated websites (simulation) that belong with Kinesthetic below [3].

Aural (A): This perceptual mode describes a preference for information that is spoken or heard. Unsurprisingly, many academics and students have a strong preference for this modality; these place importance on the precision in language and are keen to use quotes, lists, texts, books and manuals [3].

Kinesthetic (K): By definition, this modality refers to the perceptual preference related to the use of experience and practice (simulated or real); the key is that the student is connected to reality, either through experience, example, practice or simulation, It is often referred to as learning by doing but that is an oversimplification especially for learning which is often abstract but can still be made accessible for those students with a Kinesthetic preference. This mode uses many senses (sight, touch, taste and smell) to take in the environment to experience and learn new things [3].

In this study, VAK is a model used by the researcher to help students develop their creative writing skills by

creating an enjoyable atmosphere and using interesting activities to write creatively and affectively.

Web Quest Strategy:

It can be defined as purposeful educational activities, guided by researcher that depends on searching processes in the Internet to reach the correct information with less time and effort and to develop the students' mental capabilities. It is an educational means which aims at presenting a new learning system through integrating the Internet in the educational process. It is considered a constructive educational pattern based on the learner model as a traveler and explorer, and it assured the interaction between the learners and the teacher during the educational process [4].

In this study, it is a website prepared by the researchers to use learners' time well to focus on using information rather than looking for it and to support learners' thinking at the levels of analysis, synthesis, and evaluation.

Writing skills: It is one of the language skills that enable pupils to express their feelings and thoughts. They use it to define themselves, clarify their knowledge and their ideas, to understand the problems that may face them and to find solutions for such problems. Hughey [5]. It is the act or process of one who writes, the practice of literary composition a written composition paper or document (Webster, 1981:1141)

In this study, it is a skill which involves the student ability to write paragraph, using correct grammar and vocabulary.

Tenth Grade Students: The highest class of the basic stage where students are between 15-16 years old who study English as a foreign language for ten years.

Conventional Learning Method:

It is defined as the method which is used in classrooms where teacher is restricted to what is mentioned on the teacher's book procedures and S/He is over dominating the class, whereas students are passive.

Limitations of the Study

- This study is limited to the tenth grade female students in Al-Mazar Secondary Schools, in Southern Al-Mazar Directorate of Education, during the second semester 2016/2017.
- This study is limited to the English writing test developed by researchers in unit 9 (Tourist Attractions).
- This study is limited to the short-term Web Quest.

Theoretical Framework and Literature Review

The interest in developing the educational process has been increased in Jordan with the call for the necessity of using different methods of teaching; improving the educational process is linked with its transformation from depending on the conventional method that focuses on memorization and drilling to learning that stimulates the students' desire in discovery through different situations and activities.

Educators confirm that helping the students at different studying stages to learn and acquire the knowledge in an effective way is a fundamental objective of the basic education [6].

Undoubtedly, raising the level of outputs is the basic goal of the development process that requires students who know about the modern technology to help them construct the knowledge and employ it in their life. Thus, new vision of developing education focuses on knowledge economy in Jordan by employing technology in education and

preparing a generation of learners able to deal with technology and use it effectively [6].

Web Quest Strategy is considered as one of the most important strategy that links between the educational planning of the educational process in an accurate form and between using the Internet. It is considered a constructive educational pattern that based on the learner model as a traveler and explorer, and it ensured the interaction between the learners and the teacher during the educational process. Additionally, it reflects the idea of modern teaching that relies on the latest technology as a source of knowledge [7].

With regard to writing skills, teachers have to create an enjoyable atmosphere while teaching writing, VAK and Web Quests as teaching methodologies might encourage students to write creatively and effectively.

VAK Learning Style

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are some definitions of learning styles. Brown [8] defines learning styles as the manner in which individuals perceive and process information in learning situations. While, Celce-Murcia [9] defines learning styles as the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. In other words Mac Keracher [10], defines learning style as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.

It can be claimed that if the students are not interested in the material presented, they will not learn it. Thus, in order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Fleming and Mills [3] acknowledge that there are some overlap between preferences and define the three preferences as follows:

Visual (V): This preference includes the depiction of information in charts, graphs, flow charts, maps, diagrams, brochures, highlighters, and includes all of the symbolic arrows, hierarchies and other devices that instructors use to represent what could have been presented in words. It does not include movies, videos, or power point. Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. Finally, the Visual Model is characterized, for instance, of: a) prefers things to be neat and organized; b) Notice details, good proof-reading ability.

Auditory (A): This perceptual mode describes a preference for information that is heard or spoken. Students preferring this modality report that they learn best from lectures, tutorials, tapes, stories, jokes, group discussion, as well as email and web chat. Auditory learners process information best by listening and speaking. Students also think through and imagine conversations in their heads and often enjoy presentations. Finally, the Auditory Model is characterized by its capacity to enable, for instance, to: a) remember spoken words and ideas easily; b) verbally explain information well; c) encourage the use of audio equipment (recording lectures for replay later, listening to a tape of a

text while reading, ... etc.); d) absorb foreign languages, remember and retain conversations, and follow spoken directions.

Furthermore, auditory model contribute to enabling the learners to read aloud information they are processing or practice describing pictures or charts instead of letting only their eyes absorb the visual information. Moreover, for auditory learners, it is easy to "listen and learn" as well as to help others to "see what you're saying".

Kinesthetic (K): This perceptual model describes a preferences related to the use of experience and practice (simulated or real). The key in this modality is that the student is connected to reality, either through concrete personal experiences, examples, practice, or simulation [3].

Kinesthetic learners using their senses and collections of samples, that is through field trips, trial and error ... etc. More interestingly, individuals that are kinesthetic learn best with an active "hands-on" approach.

Finally, the Kinesthetic Model is characterized with its capacity to motivate the learners to: a) move around; b) use concrete learning devices in their explanation, and c) use role-playing when possible.

Web Quests (WQ)

Web Quest, is a technique for internet-based learning introduced by Dodge [11] to the educational community. Web Quest allowed educators to see how the Internet could be used in classrooms for inquiry-based teaching and learning. Thereafter, Web Quests were defined as an inquiry-orientated activity in which some or all of the information that learners interact with comes from resources on the Internet.

Within this context, Yoder [12] explained that in a typical Web Quest, students were presented a scenario and a task, usually a problem to solve or a project to complete. Meanwhile, learners will be accessed to Internet resources and asked to analyze and synthesize the information and come up with their own creative solutions.

It is worth noting that true authentic Web Quests require learners to take newly-acquired information and transform it into authentic learning. In this regard, March (2003), points out that "getting the information - the 'learning input' - is the easy part. The Web Quest gets trickier and more interesting in the next part, in which transformative learning takes place and teachers and students can realize - or fail to realize - the potential of a Web Quest". It is expected that, Web Quests will inspire students to seek themes among the information gathered from website and then create projects and products that contribute to the real world of learning and allow students to reflect on their own meta cognitive processes [13]

Components of Web Quests

Web Quests have six basic building blocks that include an introduction, a task determination, information sources, the process, guidance, and conclusion. These six building blocks are common to all Web Quests and serve specific purposes to ensure that transformative learning occurs. In this context, Dodge [11] and Dodge [4] describe the six basic parts of a Web Quests as follows:

1. Introduction, it is the first component that provides the learners with background information on the topic to prepare them to what is coming, with the aim to make the activity desirable and funny for students.

2- A task, it is the second component that is considered a formal description of what students will have accomplished by the end of the Web Quest, taking into account that it is a doable and interesting.

3- A set of Information Resources Needed to Complete the Task Information sources might include web documents, experts available via e-mail or real time conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting.

4- The Process, it is the fourth component, where the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.

5- Guidance, it is the fifth component which provides some guidance on how to organize the information acquired. This can take the form of guiding questions, or directions such as timelines, concept maps or cause and effect diagrams

6- Conclusion, it is the sixth component that brings closure to the quest, reminds the learners what they've learned, and perhaps encourages them to extend the experience into other domains [4,11].

In addition to the aforementioned six basic components, Web Quest strategy also has several additional attributes. One attribute is that Web Quests are usually a group activity. Individual Web Quests are not unknown, but not common. Additionally, Web Quests usually have motivational elements added to the basic components of the Web Quest.

Motivational elements, such as giving specific roles to the learners or providing a situation or scenario to the learners, enhance Web Quests and make the learning process more interesting. Finally, Web Quests can be made to be either for one specific discipline or for several disciplines together. Scaffolding is another attribute that Web Quests have [4,11].

Furthermore, Dodge [13] highlighted that Web Quest allow for learners to have a structure to their learning that allows learners to act more skilled than they really are and allows for the bar of what students can produce to be raised.

Types of Web Quest

According to Dodge [11] and Dodge [4], there are two types of Web Quests:

Short-term Web Quest

The instructional goals of a short-term Web Quest typically include knowledge acquisition and integration. Learners ideally will deal with a large amount of information and be able to make sense of the information, which may last for one to three class periods.

Long-term Web Quest

The instructional goals of long-term Web Quests include knowledge acquisition and integration, and then require the learner to then extend and refine knowledge. Upon completion of a long-term Web Quest, learners not only deal with a large amount of information but also make sense of the information by transforming it, which may last from one week to a month.

Uses of Web Quests

Web Quests can be used for several different instructional purposes in the classroom while helping students to acquire, and transform knowledge. These instructional methods include using constructivist learning and high-level, critical thinking in the classroom.

Kundu and Bain [14] describe how Web Quests can be used to facilitate learning in a constructivist manner. While much of teaching can focus simply on the transfer of knowledge from teachers to students, Web Quests enable learners to take an active role in their learning.

Aligned with that, Vidoni and Maddux [15] contend that Web Quests provide students with an opportunity to put critical thinking skills to use. Critical thinking occurs during a Web Quest because students are able to contextualize learning, from their own opinions about material, interpret primary source material, and pursue individual interests within certain boundaries. Van Fossen [16] pointed out that “while the teacher determines the task, students remain in control of how the tasks are accomplished and how the outcomes take shape”. Giving students control over their learning enables them to think critically about the subject and information as well as construct their own learning experience.

Generally speaking, it can be concluded that Web Quests are used in many classrooms, at many levels, and for different reasons. There has been an abundance of research about Web Quests since their inception in 1995 by Dodge and March, but, to the best of researchers knowledge few research published about student learning and Web Quests, in Jordan with special focus on English language subject.

Literature Review

The overall purpose of this part of the study is to establish the significance of the study, and more importantly to identify a place where a new contribution could be made. Therefore, several studies were consulted, among these are the following:

Ismael & Abdo [17] study, the impact of using Web Quest strategy in teaching science on developing education college's female students' thinking methods and their attitudes towards using it'. Results showed the impact of using Web Quest Strategy in teaching science on developing methods of thinking and the attitudes towards using it by the female students of the Educational College at King Abal-Azeez University-Jeda'h. The results were in favor of the experimental group compared to the control group.

Al-hila & Nofel [18] study, the effect of Web Quest strategy on developing critical thinking. Findings showed statistically significant differences in favor of the experimental group which learned through using Web Quest Strategy in developing the critical thinking, in developing the achievement in course of Teaching Thinking of the students of University Educational Sciences (UNRWA) in Jordan compared to the control group.

Alshumaimeri, Almasri and Alfadda [19] explored how Web Quest an internet based learning tool affects fifth grade Saudi female EFL students' writing skills. The students a total of 63 in three classes were given a pretest prior to using web quests a posttest six weeks later. A pre - test was used to measure the participants' performance in writing before the treatment. In addition, it was used to ensure that any differences in the writing performance would be due to the experimental conditions rather than preexisting knowledge. The pre-test also revealed whether all groups were at the same proficiency level in their EFL writing. Then, the post-test was used to measure the students' performance in comparison to the pretest results. The results indicated that the experimental group

outperformed the control group. There were significant differences in favor of the experimental group in terms of vocabulary, grammar, organization, content. Length and total overall scores.

Gokalp [20] study, The effect of the web quest based instruction on ninth grade students, achievement and attitude towards force and motion subject. Study sample consisted of (226) ninth grade students from eight classes of four high schools in Ankara. The students in the experimental group received Web Quests based instruction, and the students in the control group received traditional physics instruction. The results showed significant mean differences of the achievement of students in favor of the experimental group.

Sitorus [21] investigated the effect of VAK (Visual, Auditory, Kinesthetic). Findings showed that there is significant effect of using VAK learning model on students' achievement in writing poetry. It is also stated that the students' achievement who are taught by using VAK learning model is better than the students' achievement who are thought by using without VAK learning model in SMP Negeri Porsea.

Saleh [22], investigated the effectiveness of using Web Quest Strategy in stimulating the ninth grade students' academic attitude towards learning Math in Tulkarm Governorate - Palestine. The students expressed their preferences according to the use of the Web Quest in learning Math.

Suhara [23], investigated the effect of VAK learning model on students' achievement of senior high school in SMA Nigeria 1 Lawang Kidul in writing descriptive text. It is found that mean score of experimental class is better than the mean score in control class.

Ghaith & Awada [24] examined the effectiveness of the Web Quests technological model in improving the English as a foreign language (EFL) writing proficiency of eighth grade students in Lebanon.

The study also looked into the perceptions of the participants of the relevance and efficiency in using Web Quests as an instructional method. The study is based on the assumption that the Web Quests model provides an excellent opportunity for teachers to provide supplementary activities and materials that enrich the content and exercises of the regular EFL textbooks. The study employed an experimental pre-tests and post-tests control group design whereby to intact classes were randomly assigned to control and experimental conditions. The result of the study indicated that Web Quests model proved to be more effective than regular process writing instruction in enhancing achievement and decreasing writing apprehension.

Conclusion and comments on previous literature

Generally speaking, the researchers have benefited from the previous studies in developing the tools of the study and preparing daily planning of a lesson according to the Web Quest Strategy, and previous studies into the learning styles of EFL students as the studies of Kannine [25] Sitorus [21], Riazi and Mansoorian [26], Ahmed [27], Suhara [23]. In addition to benefit from the statistical rational that have been used within these studies.

It can be claimed that the uniqueness of the current study is germane to the fact that most of the previous studies which addressed Web Quest Strategy were in the scientific

subjects as the studies of, Gokalp [20], Saleh [22], Kannine [25].

On the other hand, it can be concluded that the current study was aligned, in its objective with the following studies; Al-hila & Nofel [18], Gaith & Awada [24], and Alshumaimeri, Almasri and Alfadda [19].

So the researchers were encouraged to identify the effectiveness of the Web Quest Strategy ND vak MODEL in acquiring the language in order to keep up with the modern trends in teaching English. More interestingly, the researchers see the necessity to taking into account the technological changes, carrying out experiments to obtain benefit of these technologies to improve the students' level of acquiring the language skills. Therefore, the objective of this study is to identify the effectiveness of Web Quest Strategy and VAK model in the language acquisition by the tenth grade students in Jordan.

Table 1
Sample Distribution

Group	Number of students	Percentage
Web-Quest: Experimental 1	24	34.8
VAK	22	31.9
Experimental 2		
Conventional	23	33.3
Total	69	100.0

Variables of the study

The current study variables were divided as follows:

Independent variable

The independent variables in this study were the learning strategies: Web Quests and VAK model which is designed by the researcher, in addition to the conventional method.

Dependent variables

The dependent variable was the tenth grade female students' achievement on writing skills, test.

Instrument of the study

A pre –post test was prepared by the researcher to measure the students' performance in writing skills before and after the treatment.

Validity of the test

To ensure the validity of the test, it was submitted to a jury of (10) specialists, to provide their comments on test, to guarantee that the subject of writing and the grammar are convenient for tenth grade students.

Reliability of the Test

To verify the reliability of the test, a test-retest technique was piloted on (23) female students from Mutah university Model School, which were from the population of the study and excluded from the sample of the study. Two weeks later the same test was implemented again. Reliability coefficient of scores of the test was calculated by using Person Correlation Coefficient where the reliability value was (0.89), this value was considered high and appropriate for the purpose of the current study.

Instructional Material

The material used in this study was unit (9) from English Text book (Action Pack -10th grade, Johnson [28] unit(9) entitled (Tourist Attractions), the main topic of this unit are the simple present passive, Burj Khalifa, the Dead Sea, Alhambra Palace. (Appendix III)

Procedures of the Study

To guarantee high level of accuracy in the implementation of the experiment, the following important measures were taken into account by the researchers

Design and Methodology

Design of the study

A quasi experimental research design was employed for this study. This design depends on choosing two groups, the first is the experimental group, while the second is the control group.

The division of the three sections is valid because they are divided according to their levels high, mid, and low.

Population and sample of the study

The population of the study consisted of (680) tenth grade female students in Southern Al-Mazar Directorate, during the second semester 2016/2017.

The study sample was divided into two groups, the first is the experimental group (24) using Web Quests, and (22) using VAK model, and the second is the control group with (23) students. Table (1) represents sample distribution.

Prior to beginning the study, the necessary approvals were obtained from the university and the district educational directorate.

The researchers selected the school that have three sections where the two strategies to be applied; the school is AL-Mazar Secondary School for girls.

The researchers designed a lesson plan for Web Quest, a lesson plan for VAK modal and a lesson plan for conventional method.

The researchers designed the unit plan for unit 9 (Tourist Attractions), and adopt it for implementation.

The researchers selected section (A) to be taught using Web Quest Strategy, section (B) to be taught using VAK, and section (C) to be taught by conventional way.

The researcher explained to the students of section (A) the procedures of using web quest, while the students of section (B) were introduced on how to use VAK model. However, students in the control group were taught in a room with a table, a board, and desks: employing mainly chalk & talk.

At the end of experiment which lasts for two weeks, the researcher introduced the exam and asked students to answer the questions and write a postcard about Burj Khalifa.

Students' scores and study data were computed, analyzed, and, concluded with several findings:

Results, Discussion and Recommendations

Results of the Study

To ensure statistical equivalence of scores before applying VAK, Web Quest and conventional, the researcher applied pre-test and used ANCOVA and T – Test for independent samples to show that there were no statistically significant differences at ($\alpha \leq 0.05$) between means of the pre-tests according to the three groups, table(3) presents Means, Standard Deviation of students' achievement in writing skills in the pre-test.

The mean of the Web Quest is 11.71, for the VAK 11.59 and for the conventional 11.39 with St. D. for Web is 1.65, for the VAK is 1.62 and for the conventional is 1.88.

Results related to the first question:

The first research question addressed in this study was; Is there an effect of using web Quests on the development of students' writing skills in English language?

For the purpose of the first question, means and standard deviation of the pre and post test results were computed, t-

test for dependent samples was used to test the significant differences before and after applying Web Quests, table (2) presents; Means, Standard deviation and t-test of students' achievement in writing English composition before and after applying Web Quests.

Table 2
Students' scores in writing skills before and after applying Web Quest

Variables	Means	St.D	Degree of freedom	T -value	Significance	Significance Value
Pre test	11.71	1.65	23	10.14	0.00*	0.81
Post test	16.42	1.38				

Table 2 showed that there were statistically significant differences in the students achievement in writing in the post test, t-value was (10.14) at ($\alpha=0.81$) and the score means of the students before using web quests was (11.71). After teaching by employing the Web Quest it reached (16.42). This results indicates that there was a positive huge effect of Web Quest on students achievement in writing skills in English Language.

Results related to the second question:

The second research question addressed in this study was; Is there an effect of using VAK model on the development of students' writing skills in English language?

To answer the second question, means and standard deviation of the pre and post test results were computed, t-test for dependent samples was used to test the significant differences before and after applying VAK, table(3) presents Means, Standard deviation and t-value of students' achievement in writing before and after applying VAK teaching methodology.

Table 3
Students' scores in writing before and after applying the VAK model

Variables	Means	St.D	Degree of freedom	T value	Significance	Significance value
Pre test	11.59	1.62	21	4.14	0.00*	0.45
Post test	14.55	1.30				

Table (3) showed that there were statistically significant differences in the students achievement in writing in the post test, t-value was (4.14) at ($\alpha 0.45$), and the mean of the students' achievement before using VAK was (11.59). After applying VAK teaching methodology, it reached (14.55), this result indicates that there was a positive effect of employing VAK model on students achievement in writing skills.

Results related to the third question:

The first research question addressed in this study was; Are there any statistical significant differences in Students' writing skills that can be attributed to the Web

Quests, VAK model, and the conventional teaching and learning methodologies?

To answer the third question, means, standard deviation, and One- Way ANCOVA were employed. Results show that there are differences in students achievement in writing that can be attributed to teaching/learning strategies (WebQuest, VAK and conventional) in favor of the post test results.

The results as presented in Table (4) showed that there were observed differences between means of the pre-test and post-test on developing of the students writing skills due to the strategy variable in the post- test in favor of web quest.

Table 4
Mean Scores on the Post Test for students' Writing Skills

Group	Pre test		Post test	
	Mean	St.D	Mean	St.D
Web	11.71	1.65	16.42	1.38
VAK	11.59	1.62	14.551	.30
Conventional	11.39	1.88	12.35	1.94

The results revealed that the mean of students' achievement in writing skills according to web is (16.42), while the mean of the students' achievement according to VAK is (14.55), whereas, the mean of the students' achievement according to the conventional was (12.35).

The results presented in table (5) showed that there were statistically significant differences at ($\alpha \leq 0.05$) between means of the pre-test and post-test due to the strategies of Web Quest, VAK, and conventional to investigate in favor of which strategy, thus, the researcher used One Way ANCOVA.

Table 5
One Way ANCOVA after applying VAK, Web Quest and conventional Strategies

Source of variance	Sum of squares	Degree of freedom	Mean of squares	F Value
Between groups	174.841	2		67.371
Error	84.344	65	87.420	
Total	14792.000	69	1.298	
Modified total	357.159			

*significance value ($\alpha \leq 0.05$)

The result as presented in table (5) showed that there were statistically significant differences at ($\alpha \leq 0.05$) between means of the pre-test and post-test due to the

strategies of the: web quest, VAK, and conventional. To investigate in favor of which strategy the difference are, the researchers used Scheffe' test for post-test, as presented in table (6).

Table 6
The Scheffe test Results

Group	Web	VAK	Conventional
* significance			
Web	-	1.797*	3.869*
VAK	1.797*	-	2.072*
Conventional	3.869*	2.072*	-

value ($\alpha \leq 0.05$)

Results revealed that there is a significant differences in favor of the web quest, then the VAK model on expense of the conventional method.

III. DISCUSSIONS

Overall, the analyses provided two major findings, first; there were statistically significant differences at ($\alpha \leq 0.05$) on developing students' writing skills due to the teaching/ learning strategy on the post-test in favor of Web Quest and VAK model. This indicates that there were effects of using Web Quest on students' writing because it is interesting and effective.

In turn, VAK model helped students to be effective and provide different activities for students. It is expected that VAK effectiveness in teaching writing skills is related to the reality that it matches the students' needs and interests, and it helps learners and teachers to merge within the educational process in an easy and fast way. As the results of the study's questions showed that there were significant statistical differences between the experimental group and the control group in favor of the experimental group due to Web Quests, it is worth noting that this result is aligned with the results of the previous studies, namely: Alshumaimeri, Y., Alfadda, H., & Almasri, M [19], Gokalp [20], Saleh [22], and Ghaith & Awada [24].

Secondly, the results of this study and the previous studies confirmed that Web Quest improve students' ability to interact more with their colleagues and help the teacher demonstrate the writing lessons properly. In addition using Web Quests create positive relationship between teacher and the students and this, in turn, will motivate students, allow them to feel accepted and ensure learning enjoyment and allow the students to gain more information, so the writing skills will be improved.

Supporting that, Kundu and Bain [14], Saleh [22], Mitchell [29], and Torres [30], reported that there are many advantages of using Web Quests, such as but not restricted to the following:

Motivating students by capturing their interest.

Leading students to use higher level thinking to process information

Integrating technology into curriculum

Enabling students to create their own Web Quests.

Supporting the use of inquiry-based, project-based and problem-based learning environments.

IV. RECOMMENDATIONS

In light of results of the study, the following recommendations were suggested:

Further researches are recommended to investigate the effect of using Web Quest or VAK models on other skills of English language; as reading, listening and speaking, and to be conducted on male students to find if they give the same positive results.

The need to expand the application of the Web Quest in the teaching/learning process in the Jordanian schools, coupled with extra workshops to train teachers on

implementing Web Quest in teaching English language skills.

Using technology in teaching writing skills with the focus on teaching strategies that tackle students' activities and provide self-learning experiences.

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