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Effectiveness of Applying WebQuest Learning Activities in Developing Mass Communication Students' ESP Oral Communication Skills

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ABSTRACT

The current research aimed to develop English language oral communication skills for third year students at faculty of mass communication, October six university through a suggested program based on Web Quest strategy. The research adopted the quasi-experimental method, pre –posttest control /experimental group design. The experimental group students ($n=40$) were taught through the suggested WebQuest-based program, while the control group students ($n= 40$) were taught in a regular way. To test the program's effectiveness, a few instruments were prepared. Pre and posttest of oral communication skills and analytic oral skills rubrics. Results revealed effectiveness of WebQuest-based learning in enhancing mass-communication participants' oral communication skills.

Keywords.

WebQuest strategy, Oral communication Skills, ESP language learning.

**فاعلية تطبيق أنشطة التعلم القائم على الرحلات المعرفية لتنمية
مهارات التواصل الشفوي لدى طلاب كلية الإعلام**

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مختصر البحث

هدف البحث الحالى إلى تطبيق مهارات الاتصال الشفوي باللغة الإنجليزية لطلاب الفرقة الثالثة في كلية الإعلام بجامعة ٦ أكتوبر من خلال برنامج مقترن قائم على استراتيجية الرحلات المعرفية. إتبع البحث المنهج شبه التجريبى والذى تألف من مجموعتين إحداها المجموعة الضابطة والأخرى التجريبية. حيث تم تدريس طلاب المجموعة التجريبية والذى بلغ عددهم (٤٠) طالب من خلال البرنامج المقترن القائم على الرحلات المعرفية ، بينما تم تدريس طلاب المجموعة الضابطة وعدهم (٤٠) طالب بالطريقة التقليدية. لاختبار فعالية البرنامج ، تم إعداد عدد من الأدوات وهى الاختبار القبلي والبعدي لمهارات الاتصال الشفوي ونموذج معايير تقييم المهارات الشفوية والبرنامج المقترن لتنمية مهارات التواصل الشفوى من خلال مقرر اللغة الإنجليزية لأغراض المتخصصة(ESP) . حيث كشفت النتائج عن فاعلية التعلم القائم على الرحلات المعرفية في تطبيق مهارات الاتصال الشفوي للطلاب (عينة الدراسة) في كلية الإعلام .

مصطلحات الدراسة

استراتيجية الرحلات المعرفية ، مهارات الاتصال الشفوي ، تعلم لغة للأغراض المتخصصة(ESP).

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Introduction

The educational world is constantly changing. The use of the Internet and information technology has become an important part of the teaching and learning strategy for many educational and social institutions. Hence, the use of technological resources like internet and computer has become necessary for getting a complete process in education and media. When students use WWW in an educational activity, they can have the world at their fingertips, and diverse and reliable information all over the world can be on their computers and phones.

The WebQuest is an innovative strategy based on the Internet, which has achieved success in various fields of learning, including teaching and learning the English language. At this point (Smith& Barber,2005, p.41) declared that WebQuest were not originally designed for language learning. Rather, they were planned for use by elementary and high school teachers learning and teaching subjects like geography or math. However, many language teachers interested in using WebQuests in language teaching and learning process. There is indeed a strong urge for using WebQuest in language learning, as they are arguably task-based, empower learner independence, get the student engaged with authentic material and are generally motivating and fun. The WebQuest strategy as a pedagogical strategy provides the opportunity for learners to use the Internet in a stimulating and interesting way to improve language skills, as well as involving students in higher- thinking skills levels

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and developing positive attitudes towards learning process. (Kurtulus & Kilic, 2009).

Web Quest strategy is a constructive educational model that based on knowledge navigation philosophy, that describes the learner as a traveler and explorer of knowledge. It confirmed the teacher and the learner interaction in the teaching process. In addition, WebQuests reflect the idea of knowledge navigation and learning based on advanced technology as a source of knowledge (Lacina, 2007) WebQuest activities are also a great way to have students individually or in groups to extend their understanding of a topic by performing some independent tasks. Learners work particularly well for these purposeful tasks because they are very structured in a systematic way. They can help students to achieve or expand the intended learning outcomes (Turville,2008, p.43).

Oral communication is a functional process whereby information is transferred from a sender to recipient usually by a verbal and nonverbal means which can be supported by visual or auditory aids.e.g., presentations, discussions, speeches, conversations, questions /answers, through radio programs /TV shows /Internet sites, telephone conversations / voice mails. The recipient could be an individual, a group, or even audience. Richard, (2009) asserts that “mastering functional speaking skills, particularly oral communication skills, is a necessity for language learners. It is one of the criteria that learners often consider assessing their success in language and determine the degree of proficiency. Therefore, the effectiveness of language courses based on how much they observe they have mastered the spoken English”.

Briefly, oral communication skill is the capacity to express oneself verbally through conversations, presentations, discussions, and oral reporting, in the purpose of sending or receiving a message, making objective judgments, or presenting persuasive speech. The process

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of oral communication takes place through the integration of listening as a receptive skill and speaking as a productive skill within the rules of effective communication between the speaker and the listener (Gordillo,2011).

Problem of the study

Results of the pilot constituted in the semi- structured interview, ESP students', third year, Faculty of mass communication, revealed that the weakness of communication skills in the English language is due to many reasons: First, Students afraid of speaking or discussing in English with their colleagues. They may make mistakes in pronunciation or grammar, choose inappropriate words for context, make excessive pauses, and lack of fluency in the language, which exposes them to bullying by their colleagues. Second, there isn't enough life situations for practicing the language. Third, all of exams in the English language are written, and the students did not receive oral exams that measure their speaking skill. Fourth, constructing a negative attitude among students towards communication because their teachers focus mostly on training them how to answer written exams instead of training them on how to communicate orally in different situations. Moreover, mass communication students aspire to have the ability to present programs in English, talk to English native speakers through talk shows, present news bulletin in English, and to gain the ability to persuade audiences through authentic information.

As an attempt to overcome the oral skills difficulties faced by Egyptian ESP learners at the faculty of mass communication, October Six University, the current study used Web Quest as an approach in developing oral communication skills.

To improve students' oral communication skills, the study attempted to answer the central following question.

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- What is the effectiveness of Web Quest in developing oral communication skills for students at the faculty of mass communication?

To answer the above central question, the following sub-questions were also answered.

1. What are the oral communication skills that ESP learners needed to develop in the current program?
2. What are the required Web Quest learning activities for developing participants' oral communication skills?
3. To what extent, Web Quest program is effective in developing oral communication skills?

Research Hypotheses

1. There are statistically significant differences between the mean scores of the experimental group and the control group on the oral communication skills post-test in each skill separately and over all oral communication skills in favor of the experimental group.
2. There are statistically significant differences between the mean score of the experimental group on the oral pre-post-test in each skill separately and overall oral communication skills in favor of the post-test
3. The suggested strategy (Web Quest) is effective in developing oral communication skills for the experimental group students.

• Research Delimitation

1. A sample of third year ESP learners randomly has chosen from faculty of mass communication, October six University.
2. Six of oral communication skills as follows:
 - (a) Express opinion clearly and in appropriate language.
 - (b) present information and ideas persuasively to others.
 - (c) Give oral report about a critical topic.
 - (d) Present reliable and authentic information.
 - (e) Use appropriate body language.
 - (f) Draw conclusion and make recommendations

Literature Review

The following section sheds light on the main variables of the study which are the suggested course based on web-quest activities as an independent variable and oral communication skills as a dependent variable.

Definition and Significance of Web Quest

“The first Web Quest was planned and created by Dr. Bernie Dodge, an American professor of educational technology, at San Diego State University in 1995. He defined a Web Quest as an inquiry –oriented learning activity in which most or all the information used by learners is drawn from the web”. “Web Quest is designed to use learners' well time to achieve the required outcomes through using information rather than looking for it, and to support learners' thinking at the level of analysis, synthesis, evaluation and creating” (Ivers, 2003, Smith &Baber, 2005.p39). “A web quest is an inquire -based activity in which much of the material and information that students use is internet -based” (Turville ,2008, p.43). It is considered as a teacher – structured research experience for the learners or explorers that is basically based on use of the world wide web and usually takes one or more instructional period to find an answer for the WebQuest central question (Bender & Waller ,2013).

Primarily, a WebQuest aims at giving students a task or an activity. To complete the task, the students must use reliable resources on the internet or from any available authentic resources. They should gather information, transform it in some way and present it through different channels. WebQuests include the participation of students in research groups, where the strategy supports the idea of cooperation and the exchange of ideas and opinions to create a successful and productive navigation process of knowledge. It also support the idea of resources integration to answer the main research question.(Darling &Others ,2007.p.165).A WebQuest develops the “higher- order thinking skills that have become a national focus and an essential part in education .From a

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constructive perspective, the WebQuest strategy motivate students in a particular subject , allows students to work in cooperative groups ,and provide backgrounds with new information ,allowing students to develop deeper prior knowledge on a particular topic . Considerably, because multiple cooperative groups are looking at the same main question, students learn possible solutions can differ sometimes" (Schumm ,2006).

Turner, & Clabough, & Cole, W (2015) summarized general advantages of using Web Quest in teaching as follows:

- It provides a coherent framework for using innovative technology to reconcile the known with the unknown. It also leads students into areas of discovery.
- The WebQuest helps students to overcome difficulties and find the answers they seek.
- It activates schemata and builds an understanding of essential vocabulary and social studies terminology to make the journey comfortable and productive.
- WebQuest activities prepare students to handle digital tools for knowledge production and distribution of knowledge.
- WebQuest classroom activities facilitate inquiry, information audit and help students to become critical consumer of information.
- “WebQuest activities give teachers a chance to think reflectively about language teaching and learning” (Hubbard& Levy,2006).
- It has a clear structure and enhance effective use of time.
- It promotes motivation for learners and the use of authentic material.
- It constructs collaboration and cooperation among students.
- It promotes high order thinking levels of cognition (analysis, synthesis, evaluation, and creation).

Philosophy of web quest

The WebQuest is a constructive strategy that takes a feature of new telecommunication technology. As the internet becomes more essential as a tool of circulation of knowledge for learning and teaching, new ideas and facts arise for learners (Mott,2005).

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WebQuests are used for many educational purposes, as they give the learner an active and interactive role during the learning process, which helps in building his knowledge. The educational theories and approaches confirm that WebQuest strategy combines multiple philosophies for many strategies such as the problem-based learning, content-based instruction, task-based learning, discovery-based learning, and Internet-based learning, which aims to build an independent learner who can produce knowledge through research, analysis and integrating multiple sources of knowledge. Web Quest is based on the constructivist idea of Piaget's cognition which demands an inquiry method of teaching in which the learner described as constructor of knowledge (A-Mahrooqi, (2014). In short, WebQuest includes effective characteristics of constructivism approach such as motivation, challenging, interactivity, and exploring.

Teachers' and students' roles in WebQuests

A WebQuest is an inquiry- based learning activities that uses internet technology as a tool and focuses on the use of higher – level thinking skills of analyzing, generating, evaluating, and creating knowledge. Students are provided with structured task or activity guidelines and instructions, including a variety of prescreened reliable websites. Teachers differentiate the task by selecting websites at various levels of reading and navigation difficulty (Beninghof ,2012). Bender & Waller, 2013, & Turvill,2008) describe Teachers' and students' roles in WebQuests as follows:

1-Create or follow a WebQuest: Teachers may follow a designed WebQuest or create WebQuest model. Before creating an original WebQuest, check to identify whether a similar WebQuest already exist. If there isn't a suitable model match to your standards, it is possible to take an existing WebQuest model and adapt the activities for your students. If nothing is appropriate, a WebQuest can be designed.

2-Select a topic: In selecting the topic, teachers should put students' interests into consideration and ensure that topics are broad enough

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to cover the big idea or the central question within a given instructional unit.

3-Write an introduction: Briefly, Teachers should write the introduction, explaining the WebQuest strategy, and relating the WebQuest activities to the big ideas in the instructional unit. Instructions for the students should also be involved in the introduction.

4-Identify students' roles: Each group member should have a role, given by the teacher. Therefore, there are five roles for students: leader, reader, writer, navigator, and negotiator.

5- Identify appropriate websites: Teachers should provide students with one to seven websites to use in the WebQuest. These are easy to find by using a search engine, such as yahoo, or google and searching on the given topic in the instructional unit.

6-Develop guiding questions: A set of guiding questions should be developed by the teacher for each of the initial websites used. The initial guiding questions allow the teacher to select and focus the students on the basic elements of research and the main points of the given content. These questions highlight essential information that all students should master about the unit under study.

7-Varify in content: By providing students with multiple options and different contexts for taking information to build their knowledge of English, in this case vocabulary building around the subject matter, so that, they can ultimately be able to interact with each other in English about the topic at hand (Erben & Others ,2009,).

8- Evaluate students' final product: Teachers should Evaluate students' final products by using rubrics. Students will have clear expectations of what the assignment entails and can use the rubric for formative self-assessment when they have access to the rubrics as they complete the assignments. Rubrics make assessment equitable, organized and substantive (Thombs & Others, 2008).

9-Conclude students' achievements: Teacher should summarize what has been accomplished and learned and should encourage

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learners to extend their thinking beyond the subject matter by including critical questions or extra links (Smith & Baber ,2005).

Components of Web Quests

Many educators believe all web-based activities are web-quests. True web Quests, however, are created for problem solving activities related to well-defined learning objectives and follow a specific process and format. Before learning how to build comprehensive and motivational WebQuests, it is important to become familiar with their core components. Dudency, (2007), Thombs, Gillis, & Canestrari (2008) and (Turville, 2008) identify seven essential components of web quests as follows:

- 1. Introduction:** This stage provides the learner with sufficient information about the subject under study and research main and sub questions. It aims to motivate students and make the activity desirable and enjoyable for them.
- 2. Task:** This section of the WebQuest explains clearly and precisely what the learners will have to do through the WebQuest. It contains a detailed description of what the learner should do to achieve the learning outcomes. Task should be doable and interesting for them. It is important that the task be authentic to employ higher -level thinking skills of analyzing, evaluating, and creating of real issues and engaging, so that learners are interactively involved in to learning experience.
- 3. Process:** The process stage provides an accurate description of the steps that the learner will follow during the WebQuest, as well as the exact time to complete the task or activity. This is done by providing learners with many links of information resources required for each step in the WebQuest.
- 4. Resources:** This stage includes identifying a list of reliable information sources, whether through the web or printed sources,

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which enables the learner to complete the WebQuest and achieve learning outcomes.

5. Evaluation: The evaluation stage provides the necessary criteria and rubrics for evaluating students' performance in a fair and effective manner, to identify the extent of their achievement during the WebQuest towards achieving learning outcomes.

6. Conclusion: It allows students to give feedback, under the guidance of the teacher, about what has been accomplished, as well as summarize what the learner has achieved during the WebQuest.

7. Teachers' page: This page is the only written section for learners. Teachers' page provides students with an adequate knowledge of objectives, instructions, standards, WebQuest's philosophy, teachers', and students' roles. In addition to providing learners with the techniques and steps for implementing the strategy. The researcher believes that it is possible to replace teachers' page with WhatsApp Group to provide students with the required information and instructions.

WebQuests Types

WebQuests are classified into three types, they differ according to the function and the taken time to complete the task.

1-Mini-quest is the shortened model of a WebQuest, it has three steps, including scenario, activity, and product. The scenario describes the essential or the main question. In the second step of mini quest, teachers provide students with sub-questions to help them find the required authentic information to answer the essential question. The third step illustrate the product that learners must produce. The product should match the role given in the scenario

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and represent an answer to the main question; possible products include, critical reports, essays, electronic presentation, persuasive discussions, making judgments and drawing conclusions. (Shank,2009).

2-Short-Term Web Quest activities introduce students to a new topic and help them to gather information around the topic. It can take a week to complete. This type of WebQuests performs the function of knowledge acquisition and integrating of the gathered information by learners. Blanchard & Marshall ,2012).

3-Long-term WebQuest asked students to not only understand new information but to extend what they have already learned, analyze, evaluate, generate new ideas, and demonstrate understanding via application of new information to a functional situation. It can take from one to four weeks to complete. Additionally, with a long- term WebQuest, students should be given the opportunity to discuss the information through discussion, interact and respond to the ideas of other course participants and give oral reports and presentations (Fenton & Watkins ,2010).

WebQuests and Oral communication skills

WebQuests are student-centered activities that can be designed to accomplish a variety of language skills learning tasks. It helps students to become creative and innovative researchers rather than simply browsing for information from one site to another. WebQuests activities enrich learners' competence levels, with a great focus on supporting the level of functional performance of learning. In addition to developing the skills of criticism, analysis, and evaluation of the available information in the purpose of achieving learning outcomes, as well as answering research questions of each WebQuest. (Utley,2011, Silberman & Silberman,2009).

WebQuests as a form of project-based learning develop teacher competencies to deal with the three challenges of the teaching

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process (1) Beliefs about language acquisition and teaching skills (2) Strategies to motivate and enhance learners' learning (3) Technology employability and digital transformation skills for teachers. (Hubbard and Levi, 2006) .When it comes to an ESP course, WebQuests appears to be ideally suited for content-based teaching that aims to develop language skills integration of listening, speaking, reading, and writing by selecting topics according to learners' interest. At various stages of work on WebQuest, students must use prior knowledge from the discipline associated with their major to assess the problem, read and listen to the original language and material, evaluate information from various sources, and synthesize the response to the main WebQuest problem materials. Provide students with interactive opportunities to explore how language can be used in interactive situations and to use it fluently. Students engage in a learning process that leads them to use higher order thinking skills to transform or present information in different ways to communicate (Pixel, 2014).

WebQuest activities offer a variety of attractive advantages for the process of language learning. WebQuests take the form of a task or research activity to solve a problem or answer a research question. All the information reached by the learner is a message that must be shared with others through presentations, discussions and oral reports supported by facts, evidence, and multiple experiences. (Navroo,2009).

Oral Communication definitions, Types and Basic Functions

Communication skills are vital to a student's academic and professional success and especially future employment opportunities. In the challenging world of digital transformation, students must possess not only academic expertise, but also the essential skills to communicate to enhance future learning and employment opportunities. English language learners should begin learning with the development of oral functional skills. Where

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students need an opportunity to chat, discuss and share their ideas. Communication is a process that takes place in each of the many fields of human communication such as mass communication. (Gregory & Burkman ,2012).

Communication is derived from the Latin term ‘communis’ which means to share and express ideas, feelings, etc.’. Oral communication can be defined as a method to understand and be understood. As a process oral communication is said to be dynamic because it is purposeful, dynamic, meaningful, full of energy, and interactive (Aquino,2008, p.107). According to, Bast&Hawkins,2013, “oral communication is the exchange of information and ideas through spoken word. It can be directly in person in a face-to-face interaction or through an electronic device”. It has different types, one-on-one conversations, meetings, group discussions, speeches, presentations, and electronic communication. Gutierrez ,2009, states the basic functions of communication as follows:

- a-for interaction.
- b-for developing students store of information and activation of prior knowledge.
- c-for better awareness of themselves and world in which they live.
- d-for changing attitudes, beliefs, opinions, and making judgments.

Oral Communication process and Stages

The process of oral communication is a continuous process in which students must share messages and meanings with others to become successful learners. The process of oral communication and sharing of included meanings in exchanged messages between the speaker and the listener, requires the ability to analyze and infer the meaning from the speaker's language. To understand the process of oral communication should be aware of components and stages of the communication process. According to (Sue Young, &Travis, 2018, Georgy &Burkman,2012) each interaction consists of communicators, message, a channel, circumstances, feedback, and, in some instances, noise:

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- 1- Communicators are people who participate in the process of communicating in a verbal or non-verbal way to exchange ideas. During the lecture, for example, the teacher sends nonverbal messages to his students such as smiles, hand gestures and eye contact and verbal messages such as class language and class material. At the same time, each student sends a message to the teacher which describe effective receiving by taking notes or yawning. Everyone communicates, whether intentional or unintentional.
- 2- The message is information, transmitted from someone to another, as the communication process begins through an idea or a thought in the person's mind, and these thoughts are transformed into words and events during the communication process.
- 3-Communication channels are the medium through which the speaker sends his message. Each communication channel employs one or more senses which are chosen appropriately to accomplish the communication process. Communication channels include mobile phone, computer, radio, television, books, audio system, and face-to-face interaction.
- 4- The circumstances surrounding the oral communication process are intended to describe the communication environment. The communicator's prior knowledge, attitudes, beliefs, and values form the framework in which the communication process takes place. The context in which communication takes place greatly affects the meaning of the message. Therefore, what is appropriate for one situation may not be appropriate for another.
- 5-Feedback indicates the receiver's response to the speaker's message. The response can be verbal or nonverbal. Feedback is an important component of the oral communication process to

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determine that the message has been received to achieve the goal of the communication process.

6-Noise refers to any external influences that hinder the process of communication and which greatly affect the channel of communication between the speaker and the receiver.

METHODOLOGY

Research design

The current study followed a quasi-experimental research design. Having two groups chosen randomly, they were -treatment/ control group.

Participants

The current study was conducted on eighty learners (male and female) who were selected from third year, ESP students, Faculty of mass communication, October six University. All the participants had background knowledge of English Language; however, they never practiced oral functional skills in the college labs even during their academic courses. Therefore, they were eager to participate in such program to improve their oral communication skills.

Instruments

The current research used the following tools which were designed by the researcher to fulfill the research aims.

1. A functional speaking checklist to determine the most appropriate oral communicational skills for third year mass communication students.
2. A pre-post oral communication skills test (for both groups).
3. An evaluation rating scale measuring student's oral performance.
4. A WebQuest-based program designed by the researcher.

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Validity of the oral communication skills test

To ensure the validity of the test and its appropriateness for measuring oral communication skills in English for students at the faculty of mass communication. The first version of the test was presented to a panel of jury members, and their comments were taken into consideration. The first version of the test includes two sections, and the jury members suggested a third section and adding and replacing some questions. The test was modified according to the directives of the jury, and the final version was administrated to the control and experimental groups before and after the implementation of the suggested program.

Reliability of the test

The final version of the oral communication skills test in English for students of the Faculty of Mass Communication was administrated to 40 students at October 6 University (the control and experimental groups' students were excluded). Cronback's Alpha (pane ,1997) was used to calculate the reliability coefficient of the test. The calculated was 0,88. Thus, the oral communication skills test was reliable to be used for assessing the efficiency of the third year, mass communication students' oral communication skills.

The Treatment

An example WebQuest Session

The topic: Equality between men and women

The main question: Is the relationship between men and women based on equality or complementarity?

Objective of the session

By the end of the session, students should be able to:

- Differentiate the concept of equality from complementarity?
- Give oral report about mem and women rights.

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- Present reliable and authentic information of equality or complementarity?
- Answer the main question of the session.

1-Resources used

- <https://sites.google.com/view/emansedikl/welcome>
- <https://books.google.com.eg>

2-presentation

The researcher presented what is meant by WebQuests and their importance in obtaining reliable information as well as supporting opinions with evidence and facts. The students were also provided with many written information about knowledge navigation and was sent through the WhatsApp group to help students to implement the WebQuest effectively.

3- Practice

The researcher asked the students to conduct a knowledge navigation about the main question and the associated sub-questions to arrive at answer to the research main question supported by references and presented for discussion with their colleagues.

4- Evaluation

By the end of the session, the researcher discussed students' tasks and what they have accomplished at the end of the WebQuest.

Research Findings

Several findings emerged from the present study as follows.

1. Utilizing Web quest strategy developed mass communication students' oral communication skills.
2. Selecting content according to students' needs, interests and academic requirements had positive effect on ESP learners' attitude towards enhancing oral communication skills.

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3. Providing the student with reliable sources of information saves time and effort and effectively helps in achieving learning outcomes.
4. WebQuests increase the learner's efficiency to conduct modern research on controversial topics.

Results and Discussion

This section discusses the results of the oral communication skills test and the effectiveness of the proposed program based on employing the cognitive journey strategy in developing these skills, in addition to proving the validity of the hypotheses or not.

Testing the first hypothesis of the study.

Hypothesis one states that "There are statistically significant differences between the mean scores of the experimental group and the control group on the oral communication skills post-test in each skill separately and overall communication skills in favor of the experimental group".

The t-test for independent sample was used to find if there were statistically significant differences between the experimental group and the control group on the oral communication post-test in each skill separately and in overall oral communication skills, as shown in table (1).

Table (1)
Comparing between control and experimental in oral communication skills post-test

Variables	Group	N	D F	Mean	Std Deviation	T	
1- express opinion clearly and in appropriate language	Co	40	78	4.2250	43853	13.7	Effective at the level of 0.01
	Ex	40		2.7250	57679		
2- present information and ideas persuasively to others	Co	40	78	2.3000	68681	9	Effective at the level of 0.01
	Ex	40		2.7250	49614		
3- give oral report	Co	40	78	3.4750	55412	9.3	Effective at the

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Variables	Group	N	D F	Mean	Std Deviation	T	
about a critical topic	Ex	40		2.9250	47434		level of 0.01
4- present reliable and authentic information	Co	40	78	4.3000	5638	12.7	Effective at the level of 0.01
	Ex	40		2.3500	53349		
5-use appropriate body language	Co	40	78	2.9250	61966	9.6	Effective at the level of 0.01
	Ex	40		4.2250	59431		
6- draw conclusion and make recommendations	Co	40	78	2.4250	59914	8.2	Effective at the level of 0.01
	Ex	40		3.5000	1.92798		
	Co	40	78	16.4750	2.41138	17.4	Effective at the level of 0.01
	Ex	40		24.3250			

As table (1) reveals there are statistically significant differences between the mean scores of the experimental group students taught through web-quest program and the control group taught through regular program in post oral communication skills test as a whole and its skills in favor of the experimental group, as the mean scores of the control group in the post administration reached (16.47), and the standard deviation (1.90) whereas the mean scores of the experimental group in the post administration reached (24.32), and the standard deviation (2.41). The value of T. calculated points out that there is a statistically significance which reached (17.4), at the significant level of 0.01. Therefore, the hypothesis is verified as there are statistically significant differences between the mean scores of the experimental group and the control group on the oral communication skills post-test in each skill separately and overall oral communication skill in favor of the experimental group.

Testing the second hypothesis of the study

Hypothesis two states that "There are statistically significant differences between the mean score of the experimental group on

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the oral pre-post-test in each skill separately and overall oral communication skills in favor of the post-test."

To verify this hypothesis, the mean scores of the experimental group on the pre and post-test were compared using t-test for each skill. The results of the t-test proved to be statistically consistent with the hypothesis. Therefore, the third hypothesis is accepted as shown in Table (2).

Table (2)

Comparing between pre and posttest of the experimental group in oral communication skills

Variables	Pre/ post	N	DF	Mean	Std Deviation	T	
1- express opinion clearly and in appropriate language	pre	40	39	1.7600	.84339	16.5	Effective at the level of 0.01
	post	40		4.3000	.48624		
2- present information and ideas persuasively to others	pre	40	39	2.6000	.70892	14.5	Effective at the level of 0.01
	post	40		4.4000	.57374		
3- give oral report about a critical topic	pre	40	39	2.1640	.78078	12.63	Effective at the level of 0.01
	post	40		3.5760	.54422		
4- present reliable and authentic information	pre	40	39	2.7750	.64798	13.79	Effective at the level of 0.01
	post	40		4.3250	.51866		
5-use appropriate body language	pre	40	39	2.000	.67178	16.5	Effective at the level of 0.01
	post	40		4.1850	.66511		
6- draw conclusion and make recommendations	pre	40	39	2.3600	.78282	13.86	Effective at the level of 0.01
	post	40		4.5000	.57712		

As table (2) shows, there is statistically significant difference between the mean scores of the experimental group in the pre and the post measurement in the skill of expressing opinion clearly and in appropriate language in favor of the post measurement, as the

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mean scores of the subjects in the pre administering was (1.7) and the standard deviation was (.84), while their mean scores in the post administering is (4.3) and the standard deviation is (.48).the value of T. Calculated points out that there is statistically significance which reached (16.5) at the significance level of)0.01). this difference was in favor of the post-test indicates that using the suggested strategy has a positive effect on developing this skill. Participants used different phrases like, I think ..., I believe..., In my honest opinion..., I would say ..., From my perspective ...and in my view... In addition, giving reasons for opinions to strength their opinions through WebQuests ‘authentic information.

In the skill of presenting information and ideas persuasively to others As table (2)shows, “there is statistically significant difference between the mean scores of the experimental group in the pre and the post measurement of the skill , in favor of the post measurement”, as the mean scores of the subjects in the pre administering was (2.6) and the standard deviation was (.70), while their mean scores in the post administering is (4.4) and the standard deviation is (.67).the value of T. Calculated points out that there is statistically significance which reached (14.5) at the significance level of 0.01). this difference was in favor of the post-test indicates that using the suggested strategy has a positive effect on developing this skill. Students create a presentation that effectively achieve their objectives, using a mixture of facts, logic, and empathy to help their audiences see an issue from the suited perspective.

In the skill of giving oral report about a critical topic As table (2) shows, “there is statistically significant difference between the mean scores of the experimental group in the pre and the post measurement of the skill , in favor of the post measurement”, as the mean scores of the subjects in the pre administering was (2.1) and the standard deviation was (.78), while their mean scores in the post administering is (3.5) and the standard deviation is (.54).the value of T. Calculated points out that there is statistically significance which reached (12.36) at the significance level of)0.01). this difference

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was in favor of the post-test indicates that using the suggested strategy has a positive effect on developing this skill. Participants think of giving oral reports as a story. There is a logical flow- a clear beginning, middle, and an end. In addition, they imitate, and practice reports models of interviewer and announcer derived from websites through WebQuests.

In the skill of presenting reliable and authentic information, As table (2)shows, there is statistically significant difference between the mean scores of the experimental group in the pre and the post measurement of the skill , in favor of the post measurement, as the mean scores of the subjects in the pre administering was (2.7) and the standard deviation was (.64), while their mean scores in the post administering is (4.3) and the standard deviation is (.51).the value of T. Calculated points out that there is statistically significance which reached (13.79) at the significance level of)0.01(. this difference was in favor of the post-test indicates that using the suggested strategy has a positive effect on developing this skill. Students were trained to use reliable sources of information, whether electronic or written, for example, websites of educational and governmental institutions, academic articles from google scholar, periodicals, research, and theses.

In the skill of using appropriate body language , As table (2)shows, there is statistically significant difference between the mean scores of the experimental group in the pre and the post measurement of the skill , in favor of the post measurement, as the mean scores of the subjects in the pre administering was (2.1) and the standard deviation was (.67), while their mean scores in the post administering is (4.1) and the standard deviation is (.66).the value of T. Calculated points out that there is statistically significance which reached (16.5) at the significance level of)0.01(. this difference was in favor of the post-test indicates that using the suggested strategy has a positive effect on developing this skill. The students'

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communication was not through verbal communication only, just for using words, but the research sample was trained to employ the non-verbal aspect of oral communication skills or body language, for example the level of voice during speech or degree of intonation, gestures, eye contact and different facial expressions.

In the skill of drawing conclusion and making recommendations, As table (2)shows, there is statistically significant difference between the mean scores of the experimental group in the pre and the post measurement of the skill , in favor of the post measurement, as the mean scores of the subjects in the pre administering was (2.3) and the standard deviation was (.78), while their mean scores in the post administering is (4.5) and the standard deviation is (.57).the value of T. Calculated points out that there is statistically significance which reached (13.86) at the significance level of)0.01(. this difference was in favor of the post-test indicates that using the suggested strategy has a positive effect on developing this skill. Participants summarize what they have been learned from the WebQuest. In addition, assess the strength of the hypothesis and answer the main questions. They managed to present objective suggestions for critical problems.

Testing the third hypothesis of the study

Hypothesis three states that "The suggested program is effective in developing mass communication students 'oral communication skills "

To verify the validity of this hypothesis, Black Modified Gain Ratio was used to specify the effect size of the program on developing oral functional skills for the experimental group students. The effect value reached (1.5), which indicates that the suggested WebQuest-based program was effective in developing oral communication skills for the experimental group's students.

To sum, the three hypotheses of the study were supported by the results. The statistical analysis of data indicated that the experimental group students who were trained on the program, performed much better on the post-test in overall oral communication skills, than the students who were not exposed to

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the program. Hence, these positive findings of the study proved the large effect of the proposed web-quest program on developing third year, mass communication students' oral functional skills.

Conclusion and Recommendations

Conclusion of the study

This study attempted to improve the oral communication skills in English for a sample of students at the Faculty of Mass Communication through a proposed program based on WebQuests. The students were able to navigate through the web. They were provided with reliable knowledge sources to obtain answers to research questions on controversial topics, chosen according to the students' interests. In addition to discussing topics about learning language skills that support them with knowledge about the functional skills of the language to be learned. The results of the study revealed the effectiveness of WebQuests in developing oral communication skills for mass communication students.

Recommendations of the Study

The current research offers several recommendations as follows:

- 1- It is possible to adopt the proposed web quest based-program to develop English majors' oral communication skills.
- 2- Teachers should provide students with reliable sources of knowledge that help them in self-learning and express opinions supported by evidence.
- 3- It is necessary to devote more time to train students to be involved in real life situations to practice English language.
- 4- Choosing teaching topics according to students' interests effectively helps in motivating students and achieving learning outcomes.
- 5- Classroom feedback and reflection are important to give students an opportunity to assess themselves and their colleagues as well as evaluate their weaknesses.
- 6- Providing teachers and students with strategies that support the employment of technology and the development of digital skills for learners.

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