

## Using WebQuests to Develop Intercultural Competence in the Foreign Language Classroom

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### Abstract

This study explores students' perceptions regarding the effectiveness of WebQuests in developing intercultural competence among college students enrolled in two intermediate Spanish classes. The study addresses the question of why WebQuests are useful and presents basic definitions and foundations regarding intercultural competence. Moreover, it evaluates a specific inquiry-oriented, web-based learning activity on Chile and presents the results of a Likert-scale questionnaire and a one-paragraph self-evaluation aimed at assessing the students' attitudes and perceptions toward the task. The students' responses show that, on average, they tended to be open and ready to learn about and reflect on their culture and that of Chile.

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As a result of globalization and internationalization, other fields of inquiry, such as cultural studies or literature studies, are redrawing the boundaries of their disciplines. Thus, it would be appropriate for foreign language education to re-examine its disciplinary base and its cultural presuppositions. Its main goal can no longer be “the one-sided response to national and economic interests, and the pursuit of communicative happiness;” it must include the search for an understanding of cultural boundaries and an attempt to come to terms with these boundaries (Kramsch, 2001, p. 12). As specified in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century (NSFLL, 2006), students should demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Scholars in the field have stated the importance of promoting “the acquisition of intercultural competence and/or the ability to work well across cultures, and where employers demand quality instruments that can predict whether or not employees will function successfully in intercultural contact situations” (Sercu, 2006, p. 85). However, the significant role intercultural competence plays extends to broader contexts and is not limited to the business sphere. In this sense, intercultural competence can allow learners to develop their “ability to interact with members of other cultures while being aware of differences and similarities and preventing overemphasis on foreignness or stereotyping” (Elola & Oskoz, 2008, p. 454) while detaching themselves “from their linguistic and cultural world to consider their own situatedness from the perspective of another” (Scarino, 2010, p. 324). In order to facilitate the development of intercultural competence among students, curricular designs must include the creation of what Kramsch (1993) calls a third place, defined as a metaphorical place where students can function and alternate between the native culture and the target culture while reflecting critically upon both.

It is our contention that instructors who take systematic action to help students access updated, authentic cultural materials can help foreign language students become more interculturally competent. For example, researchers have looked into the role of blogs (Elola & Oskoz, 2008), e-mails (O’Dowd, 2003), and telecollaboration (Lomicka, 2006) in aiding the development of students’ intercultural competence. Some of the constraints facing instructors designing curricula aimed at fostering the development of intercultural awareness, however, include the impossibility of travelling abroad or the inaccessibility to native speakers with whom to interact via written asynchronous communication and/or via oral synchronous communication. Through WebQuests, however, students can explore various aspects of the target culture as well as reflect on the differences between the target country and their own. In particular, inquiry-oriented, web-based activities like WebQuests can be valuable tools for three main reasons: (1) they offer instructors the chance to present students with real-life tasks; (2) they may address various thinking skills at the same time, for example, comparing, analyzing, inducing, classifying, deducing; and (3) they can promote knowledge of the

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new culture by encouraging students to place themselves in a different context. Thus, students can reassess their own values and compare and contrast them to those of the target culture.

### WebQuests: Definitions, Essential Components, and Types

The creator of the WebQuest model, Dodge (1997), defined a WebQuest as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet” (§ 2). According to this author, WebQuests, when properly constructed, are activities, usually authentic in nature, that require students to use Internet-based resources to deepen their understanding and stretch their thinking around just about any topic imaginable. There are six parts to a good WebQuest:

1. an introduction that sets the stage and provides some background information about the topic; it may also capture the learners' interest;
2. a task that is doable and interesting;
3. a set of information sources needed to accomplish the task;
4. a description of the directions students should follow to complete the task as well as some guidance on how to organize the information acquired, e.g., concept maps, timelines, cause-and-effect diagrams, flow charts;
5. a set of criteria or a rubric to evaluate learning;
6. a conclusion that brings closure to the quest, reminds students of what they have learned, and encourages them to reflect on the experience and to extend it into other domains. (adapted from Dodge, 1997)

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As specified by Dodge (1997), WebQuests can be either short-term or long-term in nature. Short-term WebQuests usually take two to three lessons and focus on knowledge acquisition and integration of a specific content or skill. In turn, long-term WebQuests take four to twelve weeks and require extending knowledge acquisition and developing complex thinking skills through analyzing, synthesizing, creating, and transforming information. In general, short-term WebQuests are completed in the classroom although they may also be assigned as homework, which was the case of this particular WebQuest. Some of the assignments involved in long-term WebQuests may be conducted outside of class.

According to Şen and Neufeld (2006), the essence of WebQuests should lie “in the given task which requires a higher order of thinking” (p. 50). In other words, students are not expected to just receive information passively but rather to use it actively to achieve a certain purpose, such as write and share their journal entries, which allows them to impart information in a creative way while educating others. Above all, instructors should challenge students to go beyond simple information gathering. Instead, they should foster critical thinking and promote problem solving, judgment,

analysis, or synthesis (March, 1998). For example, the task section of the WebQuest may present students with a document that describes an analysis of a controversial situation, takes a stand, and invites students to add to or disagree with that stand.

### WebQuests and Intercultural Competence

In reviewing the literature, several advantages to using WebQuests clearly emerged. Not only have several studies theoretically linked WebQuests to the development of higher order thinking skills, but Ikpeze and Boyd (2007) have even demonstrated “how to integrate and use multiple tasks during WebQuests to facilitate thoughtful [foreign language] literacy” (p. 646). Other studies have yielded positive results in terms of teacher and student satisfaction with WebQuests. For example, the interviews conducted by Gaskill, McNulty, and Brooks (2006) suggested that both the instructors and students involved in their project were quite pleased with WebQuests. As stated by the science and history teachers interviewed, “they [the students] were finding extra information that we really didn’t have time to cover... no one got off task earlier and didn’t wander around the computer lab without any work to do” (p. 135). Likewise, students not only thought “it was fun,” but they also stated that “it was easier than just being in the classroom because you can actually see it on the screen” (Gaskill et al., 2006, p. 135).

In keeping with the findings reported by Gaskill et al. (2006), Hassanien (2006) evaluated the effectiveness of using WebQuests as a computer-based learning tool to support undergraduate student learning. All 66 participants in his study

... found the WebQuest activity stimulating... as a teaching and learning method... Moreover, most students agreed that the WebQuest sessions were relevant and useful... Similarly, the majority agreed that the WebQuest [had] positively affected their progress and knowledge. (p. 241)

Despite the advantages previously listed, not many researchers have explored the benefits of using WebQuests in the foreign language classroom. Not only is there little evidence in terms of the usefulness and/or effectiveness of WebQuests in the context of foreign language learning, but few studies have been conducted on the relevance of WebQuests in helping students develop their intercultural competence (Hacker, 2006; Levi Altstaedter & Jones, 2009). What is more, most of the literature on foreign language learning still focuses on more traditional teaching tools and strategies such as newspapers, songs, videos, visual realia, research, and stories — to name a few (Seelye, 1994; Kramsch, 2001; Fleet, 2006).

According to Fleet (2006), it is imperative to look for alternative strategies to make sure that students are “agents of world peace in an ever-changing, multicultural, global society, long after they have left the security and safety of the language classroom” (p. 25). In her view, the goal of foreign language education should be to train students to be independent thinkers and authentic problem-solvers. In addition, instructors should “foster an intercultural competence that language students can take with them when the language classes are over” (pp. 25-6).

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One of the advantages of using WebQuests is that they are systematized tasks that provide structure to students researching an authentic topic on the Internet, which is in essence a highly unstructured medium. This scaffolding structure of WebQuests can give instructors the chance to foster autonomous learning (March, 2003). What is more, the interactive and authentic nature of WebQuests may lead to better conceptual and experiential learning, which Crozet and Liddicoat (1999) believe to be one of the most fundamental requirements to acquire intercultural competence. In turn, the process section of WebQuests allows students to have immediate access to a variety of websites and resources online, which may help develop the students' research skills while raising their cultural awareness. As March (1998) put it, "Rather than turn to a dated textbook, filtered encyclopedias or middle-of-the-road magazines, students can directly access individual experts, searchable databases, current reporting, and even fringe groups to gather their insights" (§ 10).

### Intercultural Competence Defined

Byram (1997) proposed an analytic model of intercultural competence which has wide acceptance in the field of foreign language education. This model includes five components or *savoirs*, all of which are necessary for a student to become interculturally competent. The first *savoir* is defined as "knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (Byram, 1997, p. 58). The second *savoir*, *Savoir-comprendre*, refers to "the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (Byram, 1997, p. 61). The third *savoir*, *Savoir-apprendre/faire*, is the "skill of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction" (Byram, 1997, p. 61). In turn, the fourth *savoir*, *Savoir s'engager*, is described as "critical cultural awareness/political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices, and products in one's own and other cultures and countries" (Byram, 1997, p. 63). Finally, *Savoir-être* is defined as "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (Byram, 1997, p. 57).

Individual differences among students can affect how they respond to target cultures. In this sense, Elola and Oskoz (2008) have pointed out that, despite students' openness and curiosity about others, their own beliefs and attitudes "may conflict with the newly acquired ones" (p. 456). It then becomes necessary to provide opportunities for learners to become aware of their own behaviors and beliefs by developing a critical cultural awareness; in other words, to help them develop the "ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries" (Byram, 1997, p. 63). The intention is not to change learners' values, but to make them aware of their own values when evaluating others.

All the considerations above were taken into account, not only when designing the WebQuest itself, but also when planning the follow-up questions and self-evaluation.

Thus, the task section of the WebQuest aimed at encouraging students to compare the aspects researched on Chile to those of the U.S. Moreover, the one paragraph self-evaluation intended to give students the opportunity to re-assess their own views of the target country and its people after the completion of the project.

### *Justification of the Problem*

As stated earlier, a closer look at WebQuests reveals their benefits in terms of increasing student interest and motivation as well as raising their cultural awareness, particularly if the students are encouraged to conduct research, which Cullen and Sato (2000) believe can lead to “long-term interest in the target culture” (p. 4). Thus, the purpose of this study was to investigate the usefulness of a specific short-term WebQuest on Chile and its relevance in fostering intercultural competence among intermediate Spanish students (see the appendix for a complete description of the WebQuest).

The WebQuest was created using the model developed by Dodge (1997). It was designed by the instructor of the course, who was also one of the researchers, and it was intended to supplement the first culture section of the course. Above all, it was designed in an attempt to present the students with a more challenging task that would not only enhance their cultural development but also raise their cultural awareness. More specifically, the present study intended to investigate the following:

1. What were students’ perceptions of the WebQuest task?
2. According to students’ perceptions, did the task have a significant impact on any of the specific learning goals of the WebQuest?

## **Design and Procedures**

### *Participants*

The study included data collected from 43 students enrolled in two intermediate (fourth-semester) Spanish college classes at a major North American university. Participants included 30 female students and 13 male students. Five students were Spanish majors and 29 were Spanish minors. As evidenced by their responses to the pre-survey questionnaire, none of the participants had had experience with WebQuests and/or intercultural training prior to the project.

### *WebQuest task.*

The instructor went over the instructions and layout of the WebQuest in class and asked the students to complete it individually as a homework assignment for the following week. As shown in the appendix, the first part of the WebQuest presented the students with an imaginary situation: they had to pretend to have received a grant from university authorities to travel to Chile for three days and were expected to keep a journal in Spanish for the entire duration of the trip. Upon their return, they would be asked to share their writings with their classmates. As part of the process section of the activity, the students visited various websites on Chile, all of which had been preselected by the instructor. They also created a concept map to organize their ideas

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before writing their journals, and they evaluated five websites. Finally, they wrote a one paragraph self-evaluation to re-assess their own views on Chile as well as reflect on the process of the overall task. After turning in their final products, all 43 students completed the survey described below. This survey was not part of the WebQuest and all students were required to complete it.

### *Survey Instrument.*

The survey included five Likert-scale close-ended questions aimed at eliciting self-reported student perceptions on the following: the stimulating nature of the WebQuest task, the impact of the WebQuest on students' willingness to take up opportunities to get to know and socially interact with Chileans, the impact of the WebQuest on students' willingness to seek out opportunities to further explore Chilean culture, the impact of the WebQuest on helping students reflect on and write about Chilean culture, and the impact of the WebQuest on helping students reflect on and write about their own culture. The Likert-scale questions ranged from strongly disagree (= 1) to strongly agree (= 5). The results of the reliability analysis yielded a Cronbach Alpha of .72 for the five questions in the survey.

## Results

	N= 43	
	M	SD
Stimulating nature of the WebQuest task	3.35	0.897
Impact of the WebQuest on students' willingness to take up opportunities to further interact with Chileans	3.37	0.874
Impact of the WebQuest on students' willingness to seek out opportunities to further explore the Chilean culture	3.35	0.897
Impact of the WebQuest on helping students reflect on and write about Chilean culture	3.79	0.638
Impact of the WebQuest on helping students reflect on and write about their own culture	3.09	0.750

**Table 1.** Means and Standard Deviations of Students' Perceptions of the WebQuest

### *Quantitative Findings*

*What were students' perceptions of the WebQuest task?* The data were analyzed using the Statistical Package for Social Sciences 15.0 (SPSS) program. The descriptive statistics table (Table I) shows means and standard deviations of students' responses to each of the questions in the survey. The mean response to each question was compared to a test value of 3 (= neutral) in order to ascertain whether students' mean responses to each question were significantly different from neutral. On average, students had indifferent to positive perceptions ( $M=3.35$ ,  $SD = 0.897$ ) of the stimulating nature of the WebQuest ( $t = 2.551$ ,  $p < 0.05$ ), moderately positive perceptions ( $M=3.37$ ,  $SD = 0.874$ ) of the impact of the WebQuest on their willingness to take up opportunities to further interact with Chileans ( $t = 2.793$ ,  $p < 0.01$ ), indifferent to positive perceptions

( $M=3.35$ ,  $SD = 0.897$ ) of the impact of the WebQuest on their willingness to seek out opportunities to further explore the Chilean culture ( $t = 2.551$ ,  $p < 0.05$ ), positive perceptions ( $M=3.79$ ,  $SD = 0.638$ ) of the impact of the WebQuest on helping them reflect on and write about Chilean culture ( $t = 8.122$ ,  $p < 0.01$ ), and neutral perceptions ( $M=3.09$ ,  $SD = 0.750$ ) of the impact of the WebQuest on helping them reflect on and write about their own culture ( $t = .813$ ,  $p > 0.05$ ).

Overall, the results show that students had significantly positive perceptions of the stimulating nature of the WebQuest (question 1), of the impact of the WebQuest on their willingness to take up opportunities to further interact with Chileans (question 2), of the impact of the WebQuest on their willingness to seek out opportunities to further explore the Chilean culture (question 3), and of the impact of the WebQuest on helping them reflect on and write about Chilean culture (question 4). In contrast, students' perceptions of the impact of the WebQuest in helping them reflect on and write about their own culture (question 5) were not significantly different than neutral, indicating that they neither agreed nor disagreed with the statement.

*Were there any differences in students' perceptions regarding the impact of the WebQuest task on specific learning goals of the WebQuest?* The results of the Analysis of Variance (ANOVA) indicated that there was a significant difference ( $F = 4.061$ ,  $p < 0.01$ ) among students' mean responses to the five survey questions. A Tukey post-hoc test showed that students' mean responses to questions 4 and 5 were significantly different from each other. However, there were no significant differences among questions 1, 2, 3 and 5, nor among questions 1, 2, 3 and 4. The results show that, overall, the area of highest impact of the WebQuest as perceived by the students was the impact of the WebQuest on helping students reflect on and write about Chilean culture, whereas the area of lowest impact of the WebQuest as perceived by the students was the impact of the WebQuest in helping students reflect on and write about their own culture.

### *Qualitative Findings*

After completing the WebQuest, students were asked to reflect upon the process of completing the task by answering three sets of questions in English: (a) How did I use my time in completing this WebQuest? Did I use it effectively? Why/Why not?; (b) Did I access and evaluate at least five websites? Did I find the website evaluation form useful? Why/Why not?; and (c) If I were to do this same project again, what would I do differently? The qualitative analysis of the data showed that eighteen students thought they had used their time effectively while completing the WebQuest task, though some of them pointed out that there were some factors affecting their effectiveness. For instance, one student wrote: "I felt I used my time effectively in webquest [sic]. I would have been more efficient if I had not been distracted by my roommate [...]" Some students in this group stated specifically the process they followed in completing the task:

I used my time by first looking at all the websites and choosing my favorites. After I chose 5, I constructed a concept map. Then I completed the website evaluations. Using the concept map and the websites, I then wrote my journal entries. I think I used my time wisely because I carefully researched my topics and then started to write.

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Conversely, seventeen students reported that they had not used their time effectively. Some of the reasons they gave were: being sick, lack of confidence in reading and writing in the target language, lack of linguistic ability, and simple procrastination. Six students expressed that they devoted too much time to researching on the websites rather than to writing their journal entries and that this caused them to rush in the end. One student wrote:

For this webquest [sic] I spent most of my time researching on the websites and creating a concept map. I spent the most time on this part because I feel that it is important to learn as much about the country as possible and that will make it easier to write a journal entry. After completing this I realize [sic] that I could have been more effective by spending more time on writing the actual journal entries.

Students' responses were sometimes very candid and showed their self-awareness about the process of engaging in the completion of tasks for their college classes. While some students were very confident about their time management, others were quick to admit their lack of organization skills devoted to this particular task. One student wrote "my time was spent horribly on this assignment. I honestly did not start until late on Tuesday night," when the deadline to turn in the final product was the following day. Likewise, there were differences among students' opinions in terms of what they would change. While some students stated that they would not change anything if they were to complete another task such as this WebQuest project, others agreed that they would manage their time more wisely.

Regarding changes that they would see in the task itself, some students expressed that "the website evaluation forms were a bit tedious" and that they did not think "the assignment would have suffered any if the forms were not included." Regarding the website choice, a student stated: "I feel I could've done quite a few things differently, for example, I could've done some of my own research rather than relying on the pages provided by the professor." This last statement shows that some students are motivated and eager to expand their knowledge of other cultures and to go beyond what their instructor assigns, although sometimes, as in the case of this specific student, they do not do so.

Scholars have stated that "an assessment of intercultural competence might never be treated as absolute, or be transparently quantifiable due to the ever-changing nature of social identities and values" (Elola & Oskoz, 2008, p. 464); however, the quantitative results above appear to show a positive impact on the students' perception of the value of the task. What is more, the students' self-evaluations appear to support the quantitative findings reported, especially in terms of the impact of the WebQuest on helping them reflect on and write about Chilean culture (question 4).

Although some of the students claimed to have a limited view on Chilean culture before the start of the WebQuest, their overall attitude toward Chilean culture was positively affected by the completion of the project. Two of their comments clearly reflect their openness and "readiness to suspend disbelief" (Byram, 1997, p. 50):

... there was a positive change on my perspective after learning the culture and seeing how diverse the people were. The project helped me explore what the country had to offer. (student 2)

... after completing the project, I would say that my views on Chilean culture are more positive. After doing research about its historical ruins, social movements, and religion, I would say that my views changed because I learned more. (student 22)

Similarly, another student highlighted the value of the task in helping her relate previously-learned knowledge with the new knowledge, while making it become more authentic. As she put it,

There was a little change in my views, but overall the project replayed things I had already learned about or slightly heard about. The project was good in the sense that it made what I had heard a reality. It made these things more plausible. (student 4)

The students also manifested being aware that other cultures have parallel but different modes of interaction. This was reflected by such comments as “In Chile it seems that everyone takes part in dancing and in America people are often too embarrassed to dance and self-conscious, especially men in American culture” (student 6).

## Discussion

As shown in the previous section, the qualitative results of the study provide some insight regarding the students’ beliefs about Chileans, their interest in learning about Chilean culture, and the effectiveness of using WebQuests as authentic tools for cross-cultural understanding. Although less noteworthy, the quantitative results of the study were statistically significant. In particular, they indicate that there was a considerable difference ( $p < 0.05$ ) between the test value (3=neutral) and students’ mean responses to the following questions: the stimulating nature of the WebQuest (question 1), the impact of the WebQuest on their willingness to take up opportunities to further interact with Chileans (question 2), the impact of the WebQuest on their willingness to seek out opportunities to further explore the Chilean culture (question 3), and the impact of the WebQuest on helping them reflect on and write about Chilean culture (question 4). This suggests that students tended to be open and ready to learn about as well as reflect on Chilean culture through the use of this particular WebQuest.

Although the students’ responses on the Likert scales may have differed significantly from “neutral,” the practical significance of this finding should be interpreted with caution since, in all cases, the difference was only a fraction of a point. Students’ mean responses do not indicate that, on average, they were in strong agreement with the statements in the survey. Moreover, they do not reflect that students agreed that the WebQuest had enabled them to reflect on and write about their own culture. Perhaps the students’ perceptions were influenced by the fact that the WebQuest was assigned as homework at the beginning of the semester, which might have affected their motivation in completing the various tasks.

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Particularly interesting were some students' comments specifically about how much they learned from the WebQuest experience. While one student wrote "although the web quest [sic] is a creative approach to exploring different countries and learning about them, I feel as though I get the same information if I just read it out of a text book," another student expressed: "Overall I enjoyed this assignment because we were asked to dig deeper and learn more about Chile than we would from just one book." This discrepancy in students' opinions reflects the diversity in students' preferences instructors encounter in their classes. Although not all students might enjoy completing tasks such as this WebQuest project, their incorporation into our curriculum design may help add variety to the textbook activities while motivating our students to learn more about Hispanic countries (Levi Altstaedter & Jones, 2009).

## Conclusion

Curricular designs that include tasks aimed at developing students' intercultural understanding can be an effective component of foreign language teaching. WebQuests can offer instructors the chance to present students with authentic tasks that not only promote positive attitudes toward the new culture but also encourage students to place themselves in a different context. Thus, students can reassess their own values and compare and contrast them to those of the target culture.

In this sense, through the design of WebQuests aimed at fostering intercultural language learning, which, according to Liddicoat, Crozet, and LoBianco (1999) "involves the development of a third place between native linguaculture and the target linguaculture, between self and other" and thus help the student "move beyond what s/he perceives and to discover how s/he functions within cultural boundaries (p. 181).

Although the results of this study shed some light into students' perceptions of WebQuest tasks in the college foreign language class, they could be enhanced by changing the overall structure of the WebQuest, choosing a different final task, and/or turning the WebQuest into an in-class group project. Additional work should be undertaken assessing the depth with which students reflected on the importance of comparing and contrasting their own culture to others, the value that the students assigned to completing the WebQuest tasks, and the effect of other WebQuest formats on their motivation and willingness to compare and contrast their own culture to that of others. Particularly, the WebQuest format could be enhanced by giving students specific instructions, such as identify three products, practices, and perspectives, and compare them to those of the United States. Also, students could be assigned different roles and encouraged to negotiate meaning among themselves by giving them a concrete problem to solve. For example, instructors might ask students to resolve a real-life situation by giving each group member a different set of roles to perform. A comparison with another group of non-WebQuest users would also be interesting.

Beyond WebQuests, college instructors might collaborate to incorporate a lesson on intercultural learning into established units. Moreover, they might increase their competences in the area by reviewing the main current didactic and methodological

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approaches adopted to foster the development of intercultural competence in the foreign language classroom, such as cooperative learning, debate, e-tandem learning, and telecollaboration, all of which could be incorporated into the teaching of literatures and cultures and may serve as a good supplement to the WebQuest model (Thorne, 2006).

Further research in foreign languages should look into how to measure intercultural competence among foreign language students. In other words, more studies are needed not only to measure how students tend to think and feel about cultural differences, but also to explore possible ways to help them acquire a certain level and/or degree of intercultural competence.

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## Appendix

### **Chile: Un viaje por el "Cometa Marino" A Short-term WebQuest for Intermediate Spanish Students**

Designed by Marina Falasca

Introduction | Task | Process | Evaluation | Conclusion | Credits

#### **Introduction**

You have been offered a grant to visit the Spanish speaking country of your choice. After meeting with the grant administrators, you choose Chile. You will be responsible for keeping a personal journal and sharing it with the rest of your classmates when you return. Good Luck!

## The Task



You will be in Chile for 3 days, so you will write a minimum of 3 journal entries. Your journal will record what is happening to you and those around you. In addition, you will provide details so that the grant administrators and your classmates will know exactly what you were experiencing during the trip. You will also compare the aspects researched on Chile to those of the U.S.. Your journal entries will be in Spanish and at least 2 paragraphs long. They will be organized in a booklet and/or diary form for potential publication.

## The Process

1. Click on the links below and research the country thoroughly. Use at least **five websites** and evaluate each, assessing their usefulness and validity for this project. Click here to access and print out the **website evaluation form**: <http://lrs.ed.uiuc.edu/students/tbarcalow/490NET/PrintRubric.htm>

This portion of the assignment can be completed in English and will be handed in separately from the journal, but you must turn in 5 completed **web evaluation forms** *with* your journal. This will be part of your self-evaluation assignment (see step # 5).

## Location

Ubicación Geográfica de Chile: [http://www.geocities.com/copihue\\_chile/ubicacion.htm](http://www.geocities.com/copihue_chile/ubicacion.htm)

Ubicación de Chile en el Mundo: <http://www.welcomechile.com/donde/>

## Geography

Geografía de Chile: [http://www.profesorenlinea.cl/swf/links/frame\\_top.php?dest=http://www.profesorenlinea.cl/Chilegeografia/GeografiaChile.htm](http://www.profesorenlinea.cl/swf/links/frame_top.php?dest=http://www.profesorenlinea.cl/Chilegeografia/GeografiaChile.htm)

Acerca de Chile y su Geografía: [http://es.wikipedia.org/wiki/Geograf % C3 % ADa\\_de\\_Chile](http://es.wikipedia.org/wiki/Geograf_%C3%ADa_de_Chile)

## Government

Gobierno de Chile: <http://www.gobiernodechile.cl/index/index.asp>

La Nueva Presidenta de Chile: [http://es.wikinews.org/wiki/Michelle\\_Bachelet\\_es\\_la\\_nueva\\_presidenta\\_de\\_Chile](http://es.wikinews.org/wiki/Michelle_Bachelet_es_la_nueva_presidenta_de_Chile)

## Tourist Attractions

Turismo en Chile: <http://mapasdechile.com/turismo/index.htm>

Turismo de Aventura: <http://www.terra.es/personal/pevalper/turismo.html>

## Food

Cocina a la Chilena: [http://www.chile.com/tpl/articulo/detalle/ver.tpl?cod\\_articulo=1408](http://www.chile.com/tpl/articulo/detalle/ver.tpl?cod_articulo=1408)

Gastronomía de Chile: [http://es.wikipedia.org/wiki/Gastronomía\\_de\\_Chile](http://es.wikipedia.org/wiki/Gastronomía_de_Chile)

2. In addition to the websites, you may look at pp. 204-05 in your Imagina book.
3. Summarize the information gathered in the form of a concept map. Write your concept maps in Spanish and keep the grammar and vocabulary as simple as

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possible. For information on how to create a concept map, click on the following:  
[http://www.inspiration.com/vlearning/index.cfm?fuseaction=concept\\_maps](http://www.inspiration.com/vlearning/index.cfm?fuseaction=concept_maps)

4. Write each of your 3 journal entries in Spanish and organize them into a final booklet and/or diary. Use the following check list to make sure you have included everything:
  - Did I include all the required journal entries?
  - Is my journal put together in a creative manner - such as in a booklet format?
  - Can my reader get a feeling of what I experienced throughout my trip?
5. After you have written all 3 journal entries, write a one-paragraph self-evaluation for each of the following questions. The answers to these questions can be written in English. They must be turned in separately, but make sure you submit them together with your journal and each of the 5 website evaluation forms.
  - How have my own views of Chile been transformed by this project?
  - Did I make good use of my time in completing this WebQuest?
  - Did I access and evaluate at least five websites? Did I find the website evaluation form useful? Why/Why not?
  - If I were to do this same project again, what would I do differently?

### Evaluation

Your **concept map** will be assigned a holistic score on a scale of 1-10. It will be evaluated based on the following:

#### Appropriate Labeling of Concepts

- \* Concepts should not be longer than three words.
- \* The arrangement of concepts should be hierarchical, moving from general to specific.
- \* Concepts should not be repeated on a map. A repeating concept should be represented by a cross-link.

#### Appropriate labeling of linking words

- \* Does the map show a clear distinction between concepts and links?
- \* Is the link between two concepts meaningful?
- \* Does the link correctly represent the relationship?
- \* Can complete ideas be traced through several links?

#### Adequate branching

- \* The map is highly branched.
- \* The map demonstrates developing skill.

#### Cross-Linking of Concepts

- \* Map shows sufficient cross-links between concepts.
- \* Cross-links show that you know how multiple ideas are connected.

Your **journal** will be evaluated according to the following **rubric**. Please, check it out before you start writing.

Category	Beginning 1-2 points	Developing 3-6 points	Accomplished 7-8 points	Exemplary 9-10 points	Final Score
<b>Journal Entry</b>	Journal entries are in English and/or less than two paragraphs long.	Journal entries are in Spanish. They meet the criteria of two paragraphs with few grammatical mistakes. All verbs are in the appropriate tense.	Journal entries are in Spanish and at least two paragraphs long. There are few to no grammatical mistakes. The verbs are in the appropriate tense.	Journal entries are in Spanish and at least two paragraphs long. The paragraphs are clear and concise. Descriptions are developed and detailed. There are few to no grammatical mistakes. The verbs are in the appropriate tense.	
<b>Format</b>	No format was used.	Part of the journal entries were written in a creative format.	The format could be developed further.	All journal entries were written in the required creative format (e.g., book/diary).	
<b>Points Earned</b>					

Your **self-evaluation assignment** and each of the 5 **website evaluation forms** are worth 10 points total.

**Conclusion**

You have undertaken a wonderful journey. Not only have you learned about Chile and its location, geography, government, food, and tourist attractions, but you have also been able to record your impressions and experiences in writing. Now it is time for you to share your insights with others. Have fun exchanging journals with your classmates!

**Credits & References**

- The picture was obtained from: <http://gosouthamerica.about.com/>
- The idea for evaluating concept maps came from: <http://www.ttuhsu.edu/SOM/success/DHPS/Concept%20Map%20Module.htm>
- The criteria for evaluating concept maps was adapted from: <http://cuip.uchicago.edu/~aetyagi/2004/rubric.htm>

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The WebQuest Page