Using webquests for oral communication in English as a foreign language for Tourism Studies

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ABSTRACT
A long-standing debate in native and foreign language learning revolves around the use of computers to promote genuine social and professional communication. Webquests are a very common way of using Web resources to research a variety of topics, and if appropriately used can trigger the situations necessary to develop both written and oral communication. A webquest is a research activity that requires the learner "to collect information about a subject using the web" (Sharma & Barrett, 2007: 24). Much has been said about synchronous and asynchronous communication but relatively little research has been carried out on the effect of webquests in classroom communication. The aim of webquests is to motivate and promote students’ critical thinking in order to solve problems or develop projects. This paper presents a practical background for using webquests, mainly orally. Oral use of webquests is rarely addressed in research and is especially valid for students of foreign languages for professional purposes, and specifically English. The framework hereby presented addresses three main aspects of the use of webquests: as a social constructivist learning approach, as a professional development activity and as an oral development task. If the use of webquests is associated with students’ professional needs, their implementation can be very successful and help students’ skills both in language development and cooperative work. This paper also provides a real example to facilitate the understanding of the theoretical concepts.

Keywords
Webquests, oral development, English for the professions, Tourism

Introduction

In the last few years, Schools of Tourism have increased in number everywhere in Europe from Ireland to Spain. Although five or six years ago, many expected written communication (synchronous and asynchronous communication) to prevail in specific purpose foreign language education, recent developments in technology have changed this belief dramatically. The power of images transmitted by Internet video conferencing and the possibility of attaching video files to written messages have turned teachers towards the vital need to develop students' oral production, more specifically in English as a foreign language for tourism. Additionally, all the latest Internet-based technology requires certain training that not all students bring to the class. In a school experiment done only three years ago at the Polytechnic University of Valencia, Spain it was noticed that many students lack the appropriate necessary resources to manage themselves electronically (García Laborda, 2002). Thus, they can chat and send emails every day but they have difficulties with the use of Internet for professional development (García Laborda, 2004). Estimates of the number of students who can work using a foreign language properly after graduation in activities such as searching for tickets, contrasting tourism information or finding economic studies or reports online vary according to different teachers in many Tourism colleges. Colleges like Gandia (Universidad Politécnica de Valencia) have introduced many subjects devoted to the specific use of computers for Tourism including Amadeus or Computers I & II. Additionally, foreign language classes have started to include computer skills use for communication, an important component in new technologies for communication. To do so, asynchronous communication experiences started in 2000 in cooperation with Valdosta State University. They seemed to work efficiently for a while but introducing speech communication procedures has been more difficult. Apart from issues of security, there is the additional difficulty of controlling the students' talk. A further problem has been the different perspectives towards the role of the Internet in professional communication which are frequently used in learning tasks in Content Based Language Learning such as contrasting technical business communication or, for instance, a meeting to negotiate bulk rates between two travel consulting companies versus the ordinary customer attention, as in a travel agency simulation.

Some of these problems of training and communication have traditionally been solved through students’ simulated interviews, role plays or other classroom tasks. However, it is not unusual that these exercises become decontextualized because the market nowadays changes easily. For instance, air travel varies greatly according to the
changing price of fuel. Therefore, it is necessary to provide students with the required information that can place them in the type of near-to-real situations that they can expect to face upon their university graduation. As a consequence, the speaking needs for most Tourism students are (García Laborda 2002): professional speech, contextualized tasks, efficient and current information and opportunities to interact with students of different nationalities. In addition, students also need a certain fluency in their expression, and the capability of using adequate vocabulary acquired both passively and actively. This vocabulary is usually acquired through oral interaction but also through reading (Shanahan, 2006; Krashen, 1998; Cho & Krashen, 1994; Krashen, 1989). The Internet offers a unique opportunity for natural unmodified input that textbooks can seldom match. Finally, the Internet has a significant role in promoting Content Based Language Learning in English classes for business (Luzón Marco, 2002, 2001).

From the Students’ Needs to Webquests: Theoretical Support

Luzón Marco (2003) has given examples of different uses of webquests in the teaching of ESP. A webquest is a research activity that requires the learner “to collect information about a subject using the web” (Sharma & Barrett, 2007: 24). However valid some of her research might be as descriptive principles, Luzón Marco has clearly failed to provide a theoretical support to the use of webquests. Even more significantly, few if any researchers have been able to connect the use of webquests with students’ oral development.

Luzón Marco (2002) states that webquests are valid "to promote technological literacy among students and the focus on content-based instruction" (20). It is generally accepted that there are many reasons to support the use of webquests in Content Based Language Learning (Figure 1) – as a social constructivist learning approach, as a professional development activity and as an oral development task.

![Figure 1: A theoretical diagram of the use of webquests](image-url)
As a Social Constructivist Learning Approach

In relation to behavior development, webquests facilitate a change of habits and build knowledge internally through experience and the interaction between students’ free and conditioned moves. Given the importance of the social context in which oral interaction occurs and cooperative attitudes of students negotiating meanings and reflecting on their own performance, collaborative computer use and the importance of professional and intercultural competence, the use of webquests for professional development relies mainly on the theory of social constructivism as expressed by Vygotsky (1978), Bruner (1996) and Lantolf (2000), along with Bandura’s social cognitive theory (Bandura, 1977; 1986; 2001; 2005). Through the continuous use of specific dialogues (and their internalization in the students’ own knowledge) based on results from webquests, tourism students learn to manage themselves first in professional real-like communication situations (Turcotte, 2005; Lachter & Bever, 1988) and then in reality. Classmates also help through this interaction to shape the idea of the professional world and increase their knowledge in relation to the situations that the student will have to experience when at work. An example of this would be the repetition of conversations between clients or potential partner companies in meetings and debriefings, or the search for fares (Appendix 1 presents a specific case with a webquest based in a class situation based on oral development for travel agencies that will be addressed in the rest of the article). The finding and use of web sites and their management leads to controlled learning (Wennik, 2004; Seamon, 2001) and, even more importantly, to increasing experience and capability in facing similar professional situations. The fact that students have to interrelate with other students for presentations and meetings benefits social interaction and increases motivation (Kennedy, 2004; Milson & Downey, 2001; Al-Bataineh et al., 2000).

Cooperative and Project-based learning are probably the best uses of webquests in professional training. García Laborda (2003) states that both language learning methods (cooperative and project-based) are in high demand in the contemporary professional world. The benefit of using webquests in this way is that students are required to interact with others to solve problems of information gathering or resisting difficulties (Milson, 2001). For example, given that they are going to prepare a joint trip, they will have to support themselves to find places and times that can best fit other elements such as hotels, travel or even attractions. In this way, students can establish learning connections between the real situations of regular ticketing or even interviews with customers with their regular class tasks. This is because students need to get immersed in real-life situations that are seldom found in the classroom. Besides, webquests favor project and cooperative learning because when “learners work in pairs or in teams, they find they need skills to plan, organize, negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented” (Moss & Van Duzer, 1998). Additionally, researchers in foreign language instruction assert that cooperative language learning benefits less advanced students increases the sources and variety of input and helps to transfer search and language strategies (Francis; 1999; McGroarty, 1989). In the case of Tourism students, they can help one another with searches, stating the results and rehearsing the presentations. However, teachers and instructors should make a special effort when preparing webquests to ensure they choose an appealing and professional topic, make clear plans and pathing, include research tasks, emphasize oral production, and, whenever possible, try to ensure written task production as well as planning activities to share the results with the group / class.

As a Professional Development Activity

Luzón Marco also states that webquests are valid in English as Foreign Language learning when they are employed to solve a problem (2001). Indeed, good webquests should be realistic (Lamb, 2004; Boswell, 2003), following Krashen’s (1982) advice that when the tasks are meaningful, they produce much better learning. After all, when dealing with webquests, students will be working with real materials mostly distributed through the web. Thus webquests are intended to simulate real-life situations. If for example a travel agent is required to produce a specially tailored travel package, it would not be so different from the example addressed in this article. Another advantage that highlights the value of using webquests in tourism is the facility of working with real data. In 2002, García Laborda (2002) observed that tourism students usually do not have a realistic perception of professional life. They are usually ignorant of basic knowledge that may be of significant importance in their first job such as pricing, knowledge of different companies, international resources and internet search skills, while displaying limited computer skills (other than word processors and a/synchronous communication devices). All this information can be accessed immediately through the web and, more importantly, it needs to be reflected on and internalized in the students’ knowledge, attitudes and performance (Al-Bataineh et al., 2000). This also leads to a change of attitude towards the use of the...
Internet (Brown & Warschauer, 2006; Dudeney, 2003). Therefore webquests are a valid means of changing from a traditional perspective on language teaching for specific languages to content-based language teaching (García Laborda, 2004; Luzón Marco, 2001).

The use of webquests in English leads directly to the teaching of regular professional contents in L2. Content-based language learning has certainly acquired a greater relevance due to the integration of information technologies in foreign language learning. In fact, this has transformed the traditional vision of content-based language teaching towards the new idea of CLIL (Content Language Integrated Learning) (Dalton-Puffer & Nikula, 2006). It is commonly accepted that English teachers usually have difficulties integrating content in their classes because they necessarily have to “fake” knowledge of the specialties they do not usually possess. In other words, it is unusual to see a medical doctor teaching L2 for students of medicine, but the Internet can sometimes help to facilitate this lack of knowledge through redirecting the classroom tasks as students have the opportunity to search for their own information about a topic. The Internet provides students with the real materials they genuinely need in order to work or understand. Webquests, apart from being useful, are also challenging, meaningful and lead to experiential learning. They can also be very amusing, and develop students’ efficiency in gathering professional information and increase their motivation (Warschauer 1996). As a result, a student or group of students who can accomplish a webquest and propose solutions will have solved the language problems to obtain a certain product (in this case, the final report and the concluding presentation) (Warschauer 1999).

**From Professional Content Learning to Web-Based Language Development**

If a foreign language is better learned when it is meaningful and acquired experientially as Krashen (1982) asserts, content learning should promote the acquisition of conscious behavior (see above) and language that is specific to the field. Therefore tourism students should try to familiarize themselves with the different topics related to their field, with its vocabulary and certain typical communicative acts such as meetings, negotiations and presentations. Computers provide the students with language that is sometimes accessible but is most often just above their competency level leading to what Krashen (1982) called L2 acquisition. It also provides the continuous opportunities to access the L2 that, in not a few cases, are difficult to find outside the classroom when the student does not experience the anxiety of the instructional classroom drills or exercises. This is especially true for reading skills. As a consequence, the possibility of learning tourism through the class and also to complement it with language opportunities outside the classroom increases the value and utility of foreign language learning at the same time as it prepares the students. Accordingly, students working with a railways website are likely to practice their oral skills with dates, train facilities (very similar to hotels and planes), timetables and many other practical aspects of language at the same time as they learn to recommend a trip or a segment based on the same times and prices. This combination also allows students to use professional as well as general non-specific language. Professionally speaking, it gives insights into fares, train changes, train classes, train companies, bookings, payments (use of credit cards on the web) and the types of services usually associated with railway services such as hotels and car rental, along with those services usually associated with travel companies. It also has a positive effect on learning the specific language faster. When students can integrate topic learning with language learning they tend to associate both and as a result when communicating in L2 more fluency can be expected. Additionally, the new knowledge can be very useful not only for their business and personal lives but also for other university subjects such as “Travel Markets” or more practical topics of study such as ticketing or the use of the AMADEUS reservations system.

**As an Oral Development Task**

There are very few articles that have shown how computers and the Internet promote oral acquisition. However, more research has tried to evidence the effects of reading on oral performance (Caravolas & Bruck, 1993; Krashen, 1989). Nobody can deny that language input favors language performance. Today, it is broadly accepted, as Krashen and others have repeatedly insisted, that the acquisition of vocabulary through reading can be reflected in students’ oral performance. After all, even in the structuralist and behaviorist approaches to language teaching, it is assumed that all types of input have an effect on oral production (Benati, 2004; Krashen, 1989).

A quite different issue is how computers can facilitate language learning and whether uncomprehended input, such as the learner sometimes reads on internet web sites, can be incorporated into the learner’s speaking repertoire.
Although it can be expected that comprehensible and uncomprehended input can facilitate oral performance as has been shown with regular writing, this paper tries to show how webquests can be used to promote interaction opportunities. The following diagram shows the process of how the webquest is approached by the students.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Effects on learning</th>
<th>Effects on oral development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webquest is presented to the students</td>
<td>Part of the language and structures are learned</td>
<td>Oral and written input is received from the teacher</td>
</tr>
<tr>
<td>Students meet and assign roles</td>
<td>Cooperative work, task assignment, social interaction, motivation</td>
<td>If some part of this work is done in class they are likely to do it in L2</td>
</tr>
<tr>
<td>Students seek information individually (but in contact)</td>
<td>Passive and active reading, structure and vocabulary learning, negotiation and support (through cooperation), professional development (getting to know the market)</td>
<td>New vocabulary is apprehended. It will probably be used in oral performance later</td>
</tr>
<tr>
<td>Students have a meeting to propose the package (better in class in front of the teacher)</td>
<td>Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning</td>
<td>Previous organization and oral rehearsal</td>
</tr>
<tr>
<td>The group produces a report/booklet</td>
<td>Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning</td>
<td>Presentation in front of the teacher</td>
</tr>
<tr>
<td>A presentation is given to the rest of the class</td>
<td>Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning</td>
<td>Feedback session</td>
</tr>
</tbody>
</table>

(Alternatively, students could have a debriefing with a possible customer interested in the product)

**Learning Processes**

As can be observed in Figure 2, oral production and development is fostered through reading and oral interaction - both comprehensible and incomprehensible input - and also by repetition, contextualized settings and experiential work. The fact that in many instances students can identify the oral and written input also leads to learning and, even more importantly, helps in understanding of the information and, thus, students feel motivated because they are able to communicate with one another and can limit the adjustment of their oral production while feeling that they are in a real communicative and safe in-group situation. In general, safety leads to taking risks in the L2 classroom so communicative acts become more challenging when students feel secure in their presentation to the rest of class. This secure situation also allows students to negotiate or provide alternatives, for example, those that can appear in a negotiation between a customer and client. Furthermore, the fact that this communication moves from pairs to the whole class means that the student has had the chance to repeat the same structures, vocabulary and speech acts a number of times before the general presentation. If this presentation is also supported by a presentation of how the data was obtained through a PowerPoint presentation the possibilities for quality feedback are high.

A second issue in language use is the appropriateness of the speech. As mentioned before, a large deal of the difficult or prefabricated patterns is immediately incorporated through the structure or vocabulary transfer between first and second language due to the students’ knowledge of their field. This transfer tends to be positive due to the fact that most input is constantly read on many websites (Levy et al., 1997; Levy et al., 1993; Garner & Degerman, 1967). For instance, any student who needs to work with lodging may have to go over the types of hotel facilities a number of times. This development is also reinforced continuously, especially by peer interaction (Gabbert et al., 1986) and because, in the end, the student tends to focus on certain information (i.e. whether the particular lodging has smoking rooms or not and so on). The teacher’s and students’ feedback or response to any student oral interaction facilitates student progress in the language (Bitchener, 2004) and gives both the protection and also the security to promote the move towards a higher stage of language development.
The repetition of the same patterns, structures, discourse markers and overall vocabulary based on students’ reading and the possibility of changing and playing with the same structures and lexical items refines student habits and routines and helps to combine them producing an unlimited number of different messages that will be necessary in real life. Therefore, the redundancy of certain structures will facilitate learning (Jamieson & Mewhort, 2005; Dienes et al., 1991). Working with similar websites is a genuine source of input, and cooperative learning assures repetition and feedback. Even the different rehearsals and peer interaction that the student goes through reinforce the contextualized use and serve to pay special and individualized attention to each piece of conversation (Lewandowsky et al., 2006; Hulme et al., 1991) and, consequently, leads from short-term comprehension to lasting long-term learning, from verbal and phonological learning to output improvement (Baddeley et al., 1998; Adams & Gathercole, 1996; Service & Kohonen, 1995; Service & Craik, 1993; Service, 1992; Potts & Shiffrin, 1970). Thus the student will be able to incorporate what has been learned through the work with webquests into the speech. Additionally, the variety of input and topics provided by the use of webquests ensures a varied speech development. Even if accuracy in speech is thought to be a drawback because peer speech is usually less accurate than teacher talk, the student has nevertheless developed his or her communication skills and the feedback obtained through communication in real life is expected to have an influence in the changes that the student will make in the future and, eventually, speech will become more accurate.

**Student Production**

The communication in English for Tourism in professional environments will tend to be specialized, functional and adequate to the professional context. Thus, it is the function of English for Tourism instructors to promote oral interactions to foresee and practice situations that students will probably face in travel agencies, hotels or tourism establishments. When students interact according to their findings in the webquest, they not only develop a repertoire of vocabulary and structures (as they would try to do in any traditional role play or classroom dialogue) but also need to give real information and solutions to a problem (necessary times, bookings, train class or cities to visit) in a communicative and realistic way with the possibility of unexpected variations (especially fares that can change from the beginning to the end of a booking).

Another relevant factor is the frequency of speech production. In fact, webquests without previous fixed direction allow for more frequent debate, comparison and student interaction. If a student needs to obtain the best or cheapest lodging or verify which of various possible companies quotes the best fares for a similar service, he or she will have to verify all the possible services but also discuss the best solution for the specific case with his or her peers. Therefore, the student will have to use the language more extensively but also without the same monitoring effect as would happen in a typical controlled class interaction.

**Webquests as a Source of Contextualization**

The affective filter, according to various studies, can be lowered due to factors such as motivation, time and personal security (Nissani, 2003; Krashen 1982). Likewise, language acquisition is fostered if it occurs in a safe, supportive and, most importantly, contextualized way. Webquests are a good means of contextualizing the language because they have a direct link to the students’ field of specialization, they are fun, and provide students with new knowledge.

Groupwork is highly regarded when performed conveniently. Whereas English for Professional Purposes classes tend to be monotonous and vocabulary-oriented, cooperative environments are supportive and provide more opportunities for oral interaction than in many traditional classes. Besides, in this enriching atmosphere, the student takes language challenges that are unthinkable in larger classes where accuracy or drilling is the focus of instruction. According to the webquest structure presented in Figure 2 this atmosphere would be more secure for those students who may fear to speak because the pupils would only interact with the closest classmates at the beginning and the rest of the class when confidence is generated. Hence, in smaller groups, students would have more practice than in a whole class situation in which only very few usually have an active participation (usually those who are better skilled) but the weaker hardly get the chance to assume an active role. Although the implications of this change still need to be researched, an improved individual performance and a more participative attitude could be the consequence of more practice. This could be true even in high anxiety situations such as participation in whole-class
activities. For example, a student who is going to present a holiday package to the rest of the class would have had many previous rehearsal situations to promote security in the talk given in front of the other students of the class. As seen in Figure 3, feedback plays a significant role in this process. Students have the opportunity to rehearse their specific assignments and they have the general presentation rehearsal but, more importantly, they also have dialogues with peers so, by the time of the general presentation, they have done extensive individual and collective work with their classmates, received input, praise, and feedback and probably answered their (or the teacher’s) questions.

![Figure 2: Net of oral interactions based on the use of webquests as a language trigger](image)

Another valuable asset not only to promote students’ professional skills and benefit motivation but also to improve their oral performance is the referential value of their speech. Students communicate real language in near-to-real situations and, indeed, with the intention of accomplishing real objectives. This also allows for spontaneity, negotiation and the need to solve problems that are unpredictable (for instance, if there are cancellations, lack of available places in transportation or fare changes between the beginning and the end of the booking). Therefore, students do not pretend but address a real-life situation.

**Assessing Project-Based Work**

As has been seen, the use of webquests in language learning has been addressed in many articles and professional publications. As in the example presented in the appendix, evaluation is an important element because project-based work requires seeing whether the objectives have been achieved and how. Assessment processes are very important in English for Tourism because prospective professionals are required to give presentations on final products (like the “Around the World Package”), so they can prove they possess the appropriate professional abilities, along with language skills to communicate, the ability to elaborate projects and perform in team-work. Furthermore, if self-esteem is to be developed in the prospective professional, it is necessary to make them aware of their own work and include personal and peer evaluations. Students can do that in the classroom and / or teacher’s office through reports,
teacher / learner-to-learner interviews, and in many other ways. In all cases, if oral development through the use of webquests is the objective, it is important that this evaluation should be oral or both written and oral. In this way, learners also need to report and use professional language and, additionally, metalanguage. They can assess their weaknesses and strengths along with elements that may need to be changed or readdressed in the future.

Conclusions

Although this paper addressed the use of webquests to develop oral competency in Tourism, the benefits and issues are common to many specialized fields and also to General English. The idea of integrating English for Tourism – CLIL – Project work needs to be emphasized in experiential learning. Although the researcher believes that webquests should not be seen as the main teaching and learning tool in English for Professional Purposes, it is clear that they can be a very valuable tool for providing students with many interaction opportunities in realistic settings, thus making the learning experience meaningful, experiential and very motivating. The approach hereby presented brings two types of benefits to the students: on the one hand, the learner’s professional competence in the use of both computers and Internet; on the other, the improvement of their language skills in aspects such as fluency (diminishing their anxiety in communicative situations), professional vocabulary increase and capacity to work using a foreign language. From a technical point of view, this approach permits the development of critical thinking in the choice of Internet sources promoting, at the same time, autonomous thinking by analyzing, contrasting and recommending prospective on-demand tailored actions (such as accommodation, transportation means, and so on) while receiving double feedback from the net itself and classmates. The language goals and the procedure are structured to facilitate the integration of productive (speaking and writing) as well as receptive (reading) skills but the program could also be supplemented by the inclusion of listening activities through the reproduction or incorporation of video repertoires such as those existing on many travel and tourism websites. These types of activities reinforce the application of the social constructivist theory more specifically since there is a clear relation between the students’ communicative and social interaction through critical thinking, dialogue and activity cooperation which reinforces individual, pair and group learning in the shape of an internet-based dialogue. It is in this way that students restructure their knowledge and communicative competence. This process must be observed by themselves and the instructor as a means of controlling, verifying and motivating language learning. Hence, evaluation has a significant value in the process.

Although the paper provides sound foundation in the topic, further research is necessary. In this sense, it will be interesting to see whether webquests have a real influence on longer-term learning and computer (and Internet) literacy, and how much conversation webquests may stimulate as measured by vocabulary and fluency. It would also be advisable to verify whether all the language skills required in this sort of project will be of use for the professional when he or she graduates and takes a real-life job. It would also be worth observing whether the language development obtained in the restricted spectrum of English for Tourism could be applicable to General English. The only problem that many higher institutions may have now is the availability of the necessary technological equipment but even this may no longer be a problem. In this respect, the extensive use of mobile devices such as mobile phones, PDA’s or i-PODs will surely be reflected in the increasing use of the Internet for communication and information in education and language learning. Further research on the topic may include: the study of teacher-student roles in this approach to webquests, the face-to-face interaction between students; the use of different technological devices for similar outcomes; the progress and willingness to speak more in a foreign language of students compared to that of students who do not follow the same approach but do analogue pair-driven exercises, professional inclusion or Internet for professional purposes development. Therefore, the field is still open to advances but especially so in terms of the application of new technology-driven approaches to foreign language teaching and learning, a field in which many foreign language teachers feel unfamiliar.

References


Appendix

Touring the World

Introduction

The global travel industry has become a major engine in the economies of many countries. Tourism has changed dramatically due to terrorism and fuel crises. Travel agents face the difficulty of finding combined travel at reasonable prices due to ignorance of foreign resources or companies and the difficulty of making bookings at an attractive cost. The García Travel Agency has picked your team to design and publish a combined holiday package around the world under the following conditions:

Continents to be visited: North America, Asia, Europe and Australia.

Transport to be used: train, plane, boat and bus.

Information about cities: those visited including lodging and food, and also tourist attractions, points of interest and places not to miss

Hotels: Do not use bookings through other travel agencies. 3-4 star.

Quote the final price and state full schedules, service features and comfort classes.

Task

Each group must gather information, and after discussion with other team members, choose the routes that will appeal to potential travellers (mostly independent). Each member of the group will research the means of transportation or local information or hotels in one continent.

Process

Find the appropriate web sites to do the bookings; find maps and places for your final oral report and presentation. Be sure and choose only the necessary means that will facilitate your work. Not every fact will be appropriate. Write a report that is clear, attractive and very persuasive. Because you will be producing a travel report, having one meeting and making a presentation, it is necessary for you to keep notes of your information or maintain records of your research.

Resources

Find your own resources (the teacher will be available if necessary). However, keep in mind (only for emergency reasons) that Best Western is the largest hotel chain in the world, that Amtrack is the national railways company in the US, and so on.

Evaluation

The following rubric will be used to evaluate you. Students will be evaluated on individual research components, their presentation and meeting, their final report and a justified self-evaluation.

<table>
<thead>
<tr>
<th>Does Not Meet (0-4 points)</th>
<th>Meets (4.5-7)</th>
<th>Excels (7.5-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Participation</td>
<td>Not all group members</td>
<td>All members participate, but do not have equal participation</td>
</tr>
<tr>
<td></td>
<td>participate in the project</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Training skills</th>
<th>Group shows lack of skills in the tasks and does not give a good presentation</th>
<th>Some group members lack skills in the tasks or perform below average in the general presentation</th>
<th>All group members demonstrate an understanding of the tasks undertaken in the project / webquest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Group shows no creativity and seems unprepared and unenthusiastic</td>
<td>Group shows some creativity and but little enthusiasm and preparation</td>
<td>Groups shows great creativity, enthusiasm, and preparation</td>
</tr>
<tr>
<td>Finished Product</td>
<td>Project not complete</td>
<td>Project is completed but lacks understanding of the tasks undertaken in the project / webquest</td>
<td>Project is completed on time and presentation shows great understanding of project and tasks</td>
</tr>
</tbody>
</table>

**Figure 4: Grading system**

**Conclusion**

You have done extensive research and learned much about the international travel industry. You will have experienced the difficulty of working on your own but also having to work cooperatively. In your cooperative groups you were required to make difficult decisions about which possibilities were optimal. Your findings, decisions and analysis produced a report which had to be contrasted in a meeting and presented. Do you want to be the first to work? Well, if you ever become a travel agent you will be prepared and know what to do.

**Web support**

Although for practical reasons this exercise did not provide the web addresses, a guided webquest could include at least some of the following recommendations if teachers want to provide their students with some help.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Websites and their use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookings</td>
<td><a href="http://www.iberia.com/OneToOne/gateway_es.jsp">http://www.iberia.com/OneToOne/gateway_es.jsp</a> (Airlines)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.bestwestern.com">http://www.bestwestern.com</a> (Hotels)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.expedia.com/daily/home/default.asp">http://www.expedia.com/daily/home/default.asp</a> (Travel agency)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.greyhound.com/">http://www.greyhound.com/</a> (Bus)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.amtrak.com/">http://www.amtrak.com/</a> (Trains)</td>
</tr>
<tr>
<td>City info</td>
<td><a href="http://tube.tfl.gov.uk/">http://tube.tfl.gov.uk/</a> (London urban transport)</td>
</tr>
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<td></td>
<td><a href="http://www.ctm-madrid.es/sit/SitPpalE.htm">http://www.ctm-madrid.es/sit/SitPpalE.htm</a> (Madrid in English)</td>
</tr>
<tr>
<td>Organization of meetings and conventions</td>
<td><a href="http://corporate.iexplore.com/corporate/index.jhtml">http://corporate.iexplore.com/corporate/index.jhtml</a> (Business travel)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.gulfshores.com/conventions-meetings/conventions/services.asp">http://www.gulfshores.com/conventions-meetings/conventions/services.asp</a> (Meetings and conventions)</td>
</tr>
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