Fostering the Memoir Writing Skills as a Creative Non-Fiction Genre Using a WebQuest Model

By

Rania Kamal Muhammad Al-Sayed[1]   **Eman Muhammad Abdel-Haq**[2]

Mervat Abou-Bakr El-Deeb[2]   **Mahsoub Abdel-Sadeq Ali** [2]

Faculty of Education – Benha University – Benha - Egypt

March 2016

Abstract

The present study aimed at developing the memoir writing skills as a creative non-fiction genre of second year distinguished governmental language preparatory school pupils using the a WebQuest model. Fifty participants from second year at Hassan Abu- Bakr Distinguished Governmental Language School at Al-Qanater Al-Khairia(Qalubia Governorate) were randomly assigned into two groups: experimental group (N=25) and control group (N=25). Two main instruments were used: a creative writing pre-test, and a creative writing posttest with a scoring rubric. Quantitative data analyses were conducted. T-test was used to compare the mean scores of the control group and the experimental one in the pre-post applications. Results showed that the experimental group pupils have developed their skills in memoir writing (eleven skills were developed while one skill is not). It was concluded that the "WebQuest" model was effective in fosteringthe memoir writing skills of the participants. It was also recommended that the WebQuestmodel should be integrated into writing instruction programmes.

Keywords: WebQuest model –memoir

_____

(1) Vice Headmistress of Hassan Abu-Bakr Distinguished Governmental Language School. Qualubiya Governorate. Egypt. E-mail: rania_kml@yahoo.com

(2) Professors of EFL Curricula and Instruction, Faculty of Education, Benha University. Egypt.

Introduction

Among numerous technological tools, the internet has been playing an important role in assisting foreign language teaching and learning. Corresponding to the changing trends of language teaching theories and owing to modern technology advancement, the computer has increased its capabilities in assisting language teaching from limited, mechanical, and tutorial functions to more open, communicative, and integrated ones. Results of empirical studies on web-based language instruction are as varied as the research purpose and methodologies these studies take on. However, more of these studies, including those focusing on the specific area of second/foreign language writing, reveal that students have positive attitudes and improve their language performance in a web-based learning environment (Chuo, 2004: 55).

The WebQuest model was designed by Professors Bernie Dodge and Tom March in 1995 at San Francisco State University as a strategy to integrate the Internet into student learning (Maxwell, 2009:172). Learning with WebQuests involves technology integration that requires learners to "analyze and synthesize information and exercise information seeking strategies" (MacGregor& Lou 2005: 172).

One of the major themes in current educational research concerns classroom-based creativity. Teaching excellence cannot be achieved without creativity. Indeed, nor can students present excellent written work without creativity (Jackson, 2006: 1).Schultz (2001: 95-96) discussed the benefits of creative writing. First, he assured that creative writing urges students to form and shape the raw material of experience into an artistic and compellingly executed format. Second, creative writing is a process of liberation and it provides students with a distance from themselves that allows them to dare and to try new things, something they often will not do in the concretized identity associated with their native language. Third, in creative writing, the intensity of the commitment to the specifics of the foreign language goes well beyond that elicited by writing assignments where students are instructed to use the vocabulary from a textbook list or the grammar from a given lesson.

The present study intends to develop memoir writing as one of a creative non-fiction genre among the study subjects. A memoir is a work of sustained narrative prose controlled by an idea of the self under the obligation to lift from the raw material of life a tale that will shape experience, transform event, deliver wisdom. Truth in a memoir is achieved not through a recital of actual events; it is achieved when the reader comes to believe that the writer is working hard to engage with the experience at hand. What happened to the writer is not what matters; what matters is the large sense that the writer is able to make of what happened (Gornick, 1987: 91).

According to Buss (2002: xiv), "Memoir is a form in which history must come into concourse with literature in order to make a self a live and to locate that living self in a history, an era, a relational and communal identity". Thus, a memoir involves "a human subject whose autonomy is compellingly intertwined with relationships and community" (Buss, 2002: 187).

Generally speaking, teachers often urge students to write stories about their lives, about their personal experiences and about their families. But any writing teacher, at whatever level, should also be aware that in fact, this is not a simple thing to ask of students, that there are issues of privacy, ethics, and personal values that will certainly arise in such an assignment (Armstrong, 2006: 355).

Review of Literature and Related Studies

The WebQuestModel

Technology has the ability to engage, encourage and motivate students and thereby create an environment conducive to learning. There appears to be a widely held belief in education that technological tools such as WebQuest can provide a means of engaging virtually all students in the prescribed learning outcomes across the curriculum (Koslowsky, 2006:1).

However, it is imperative for educators to understand that designing and developing WebQuests are a complex process that involves careful planning by putting in perspective all variables that may influence the learner's learning, including social, psychological, cognitive, and developmental outcomes (Zheng, Perez, Williamson & Flygare, 2007: 302).

To design a successful WebQuest, teachers need to compose explanations, pose questions, integrate graphics, and link to websites to reveal a real-world problem. Teachers report that their experience with designing and implementing WebQuests helps them discover new resources, hone technology skills, and gain new teaching ideas by collaborating with colleagues (Peterson & Koeck, 2001:10).

Emilija (2010) undertook a case study to investigate the implementation of the WebQuest in an EFL teacher training methods class. The study was worked with three EFL teaching methodology faculty members at a private university in Macedonia to expand their understanding of social constructivism as a learning approach and at the same time help these instructors find a curricular space for technology in their teaching through the incorporation of a WebQuest as a tool that demonstrates the features of social-constructivism. The exploratory approach would allow for examination of an issue that had not been investigated previously in Macedonian higher education. Since little was known about using WebQuests in EFL education in general, the exploratory approach proved to be the best fit for Emilija's study.

Therefore, it can be concluded from Emilija's study (2010: 22-23) that WebQuests are proved to be a positive first step toward incorporating technology in instruction and at the same time reflecting the principles of constructivism. From Emilija's study findings, it was believed that WebQuests can help instructors better understand the social-constructivist theory and find a curricular space for incorporating technology as part of their teaching.

WebQuest consists of five parts: introduction, task, process, evaluation and conclusion. Each part can be a separate a unit. Teachers can direct the students' learning process by designing and describing these five parts (Fangqin, Jingao, Lili&Jingjing, 2012: 141).Table 1

shows the teacher's and student's actions through the different stages of the WebQuest model (Subramaniam, 2012: 238).

Table 1

Teacher's and student's actions through the different stages of the WebQuest model

Component	Teacher's Actions	Student's Actions
Introduction	Designs & formulates the *task* based on curricular goals and students' prior knowledge. Reviews and filters Internet sources.	
Task	Presents & explains the *task* to students using students' prior knowledge.	
Process	Provides procedural guidance & cognitive tools to complete the *task*.	Collaboratively or cooperatively negotiate the processes to complete the *task*.
Information Resources	Places reviewed & filtered Internet resources onto a web page or in print form	Use procedural guidance and cognitive tools to synthesize information from reviewed & filtered Internet resources
Evaluation	Designs & uses a rubric to assess students' completed *task*	Collaborative or cooperative uses a rubric to complete & self-assess *task* requirement
Conclusion	Reflects on completed task in reference to curricular goals, students' prior knowledge & their newly constructed knowledge. Plans for future activities.	Present their completed tasks. Reflect on the significance of the completed task in reference to curricular goals, students' prior knowledge & their newly constructed knowledge

Source: Subramaniam, K. (2012). How WebQuest Can Enhance Science Learning Principles in the Classroom. *The Clearing House, 85*: 237-242. doi: 10.1080/00098655.2012.698323.

Iskeceli-Tunc and Oner (2014) investigated whether a teacher professional development module built around designing WebQuests could improve teachers' technological and pedagogical skills. The technological skills examined included Web searching and Web evaluating skills. The pedagogical skills targeted were developing a working definition for higher-order thinking skills, and designing WebQuest tasks to improve such skills.

Iskeceli-Tunc and Oner's case study (2014) was carried out with six in-service teachers. After the training, all the teachers showed improvement in their Web searching and evaluating skills. Furthermore, teachers adopted a working definition for higher-order thinking skills, and, using Web resources, they designed activities that promote students' higher-order thinking. This study provides evidence supporting the use of design-based activities in learning technological and pedagogical skills and suggests an effective in-service teacher professional development module.

Wyatt's study (2015) explored the integration of Web 2.0 tools in language arts classrooms and teachers' beliefs about the value of Web 2.0 tools as well as their beliefs about the effectiveness of technology-based professional development. Cross sectional surveys were administered to language arts teachers to identify how they were using Web 2.0 tools in their classrooms, their beliefs in the value of Web 2.0 tools to enhance instruction and student learning, and to provide a better understanding of the effectiveness of technology-based professional development. The major findings in the study were that the majority of teachers reported having heard of Web 2.0 tools or some knowledge of them yet most teachers did not use them in classroom instruction. The most commonly used Web 2.0 tools were Gmail and Google Docs neither of which necessarily encourages collaboration between students. Teachers also reported the lack of specific professional development in Web 2.0 use and the need for more time to research possible Web 2.0 tools to incorporate into the lessons. Implications for the study would be that teachers be provided the appropriate technology-based training in the use of Web 2.0 tools and the time in which to discover the tools that would best support the language arts lessons.

Memoir Writing

Creative writing is that for expressive purposes, grounded in genres such as creative fiction like poetry and creative non-fiction like memoir and personal essay. Creative writing is distinct from academic, research, expository and reportorial writing primarily in the sense that the author determines what to write without prescriptive guidance (Deegan, 2010: 9).

Memoir writing requires students to examine small moments of significance in their lives. A memoir is not what happens, but the person to whom things happen (Calkins, 1993: 166). According to Zinsser (1998:6), an important aspect of memoir writing is retrospection. As memoirists write about their past experiences, they reflect on how these experiences have influenced their present lives. Because memoirists write about their pasts from their present perspectives, they are, in a sense, creating their pasts as they explore the truths that underlie the particular moments they write about.

In writing a memoir, part of the writer's job is to explore those influences, from family, teachers, friends, community, culture and ethnic ties, which have played a part in creating him or her to be who they are. And part of this task is to decide how to speak of such relationships, and in particular, what stance or attitude the writer takes towards these people. The process of writing memoir involves both examining and re-creating a human subject that does not seek to disentangle herself from those compelling ties but builds autonomy based on them (Buss, 2002:187).

A memoir is not a linear autobiography recounting a fully lived life, but rather a *selected* aspect of the writer's life, which is usually inspired by a memory. How the writer selects that aspect of life determines the theme and purpose of the memoir. Rather than simply recounting an incident or memory from her life, the memoirist both tells the story and tries to make meaning out of it. Thus, self-reflection is the key to memoir writing (Murdock, 2010:16).

Daniel's case study (2010) was to compare the pedagogical and affective efficiency and efficacy of creative prose fiction writing workshops taught via asynchronous computer-mediated online distance education with creative prose fiction writing workshops taught face-to-face in order to better understand their operational pedagogy and correlative affective features to determine if workshops are transferable to a computer-mediated delivery system in order to aid administrative decision-makers regarding the possible pedagogical usefulness of expanding their existing writing program to offer an optional-residency creative writing program in concert with their current high residency program.

Both workshops used the traditional social constructivist workshop approach which is widely considered to be the gold standard method by the majority of creative writing programs. Daniel's findings (2010) revealed that from a pedagogical perspective both the computer mediated and the face-to-face mediated workshops are pedagogically efficient and effective using a social constructivist model when workshop teachers demonstrate a strong teaching presence focused on honing novice writers' ability and desire to write. Additionally, while pedagogically equivalent, computer-mediated workshops have important time management and potentially affective advantages compared to the face-to-face mediated workshop that help ensure establishment and maintenance of social presence.

Deegan (2010) investigated the connection between participation in an out-of-school time (OTS) creative writing program for adolescent girls and the development of self-efficacy in creative writing, and in other areas such as academic confidence and educational goal formation. The study was conducted using an adaptation of the listening guide methodology, which seeks to uncover individual voices within interview transcripts, analyzing them alongside the researcher's personal impressions and synthesis. Participants (N= 18) were drawn from alumni members of WriteGirl, a Los Angeles-based OST creative writing and mentoring program for teen girls. The study utilized electronic methods and tools such as online interviewing, qualitative data analysis Software and internet social networking spaces. Findings revealed a strong articulated connection between confidence in creative writing skills and confidence in other areas, as well as a link between the development of that creative confidence and participation in the OST program.

Akkaya's study (2014) aimed to discover and evaluate both the areas of personal interest and the views of 4th and 5th grade classroom teachers regarding the creative writing process. In this study, one of the qualitative study methods, state study, and related to this, single state design which refers to the whole has been chosen. Research was carried out in 18 primary schools in Izmir, Turkey whose students belong to the middle class socioeconomically. The study was carried out with the involvement of 69 teachers who were interviewed throughout the study. Five questions were asked and personal questionnaires were given to them soliciting their opinions about the creative writing process. At the end of the study, a content analysis was applied to the data, related codes

were put together, and certain themes were obtained. After having obtained the themes, they were discussed leading to the finding that, in general, teachers cannot be considered to have no interest in creative writing process. While most teachers expressed that creative writing is the completion of an unfinished story. They also stated that creative writing has many advantages and almost no drawbacks.

Thompson's study (2015) observed changes in fifth-graders' writing attitudes and writing self-efficacy after using nonfiction mentor texts during a nonfiction writers' workshop and to observe how students appropriated writing styles of nonfiction mentor texts. Nonfiction mentor texts are books or articles that can be used as examples of good writing for students and may be used in the classroom to serve as models for student writers. Students noticed the text structure, text features, word choice, and style of a mentor text and infuse these features into their own writing. A teacher also selected a portion of a nonfiction text that emulated amazing writing; a mentor text does not have to be an entire piece. This qualitative study involved twenty fifth-grade students who attended a public elementary school in a suburban Nebraska school. The students had the opportunity to experience nonfiction mentor texts during the writers' workshop.

Thompson's (2015) findings showed that some students' writing attitudes towards nonfiction decreased, increased, or stayed the same after using the mentor texts for three nonfiction sections: explanatory, procedural, and nonfiction narrative. Students' writing self-efficacy decreased or remained the same at the end of the study. In addition, students did not appropriate from the three nonfiction mentor texts and rejected these texts as resources and exemplars of the writer's craft. One student appropriated from her research resource text. The findings proved the importance of purposeful selection of mentor texts on students' writing engagement. It is also proved that it is worth the time and energy for schools and districts to look into nonfiction mentor texts and their purpose in a writing workshop. It is also important for districts to carefully examine their writing curricula and the effects they are having on student engagement, self-efficacy, and achievement. Throughout the analysis of data, choice was the only pattern that appeared. Choice was extremely important to students and played a major role in students' engagement with writing.

Context of the Problem

The present study author who has a 15-year personal experience as a teacher of English noticed that pupils are not trained to practice creative writing either fictional or non-fictional genre. This is due to overemphasis on specific academic forms pupils are obliged to create at the expense of their freedom to express their thoughts, voice and ideas in a creative and expressive style.In the Egyptian context, "most education programs in Egypt do not target to develop creative thinking" (Muhammad, 2010). In agreement with the previous point, "Creative writing is often a marginalized discipline within English" (Ritter &Vanderslice, 2007: xii).

Statement of the Problem

The problem of this study is represented in the weakness of second year preparatory stage pupils at distinguished governmental language schools inmemoir writing. To investigate such a problem, the present study attempts to answer the following questions:

1. What are the memoir writing skills suitable for second year preparatory stage pupils at distinguished governmental language schools?

2. What is the effectiveness of using a WebQuestmodel for fostering memoir writing skills?

Procedures of the Study

The present study goes through the following procedures:

1. Reviewing literature related to the WebQuest model.
2. Reviewing literature related to memoir writing and its skills.
3. Developing the instruments of the study.
4. Submitting the instruments to the jury members to verify their validity.
5. Modifying the instruments in the light of the jury's feedback.
6. Determining the pupils' level in memoir writing skills through:
   a) Drawing the subjects of the study randomly from second year distinguished governmental language preparatory school pupils (as a control group and an experimental one).

b) Administering the instruments of the study before implementing the WebQuest model.

c) Designing a WebQuest model then applying it to determine its effectiveness for developing memoir writing skills.

d) Administering the instruments of the study after the implementation.

e) Tabulating data of the study and conducting statistical analysis for them.

f) Interpreting the findings of the study.

g) Providing the recommendations and suggestions.

Research Terminology

1) *WebQuestmodel*

It is "a computer-based teaching and learning model in which learners are actively involved in an activity or situation and use the Internet as a resource" (Halat, 2008: 109).

2) Memoir

It can be defined as a selectedaspect of the writer's life, which is usually inspired by a memory (Murdock, 2010:16).

Research Methodology

This study utilized the quantitative method to explore and investigate the effectiveness of WebQuest model for fosteringmemoir writing skills.

The Participants of the Study

The present study utilized the experimental design known as the Pre-Posttest Experimental & Control Group Design. Therefore, class prep 2B was assigned as an experimental group (N=25) and class prep 2A was assigned as a control group (N=25). The pupils are at Hasan Abu-Bakr Distinguished Governmental Language School at Al-Qanater Al-Khairya in Qalubya Governorate. The experimentation was conducted during the second semester of the academic year 2014/2015.

Instruments of the Study

The present study utilized two instruments in the data collection process. They are creative writing (memoir) pre-test and creative writing (memoir) post-test with a scoring rubric for assessing pupils' performance.

1) Face Validity of the Memoir Writing Test

The memoir writing test was presented to a jury of ten staff-members in TEFL to determine the face validity. The jury agreed that the test is a reflection of one of creative nonfiction writing which is "memoir" that is appropriate to the level of second year experimental preparatory school pupils.

2) Content Validity of the Memoir Writing Test

In the light of review of literature and related studies on memoir writing which focuses on a life-changing event that has significance on the writer, thus, it can be said that the content of the memoir writing test is representative of memoir as one of creative nonfiction genre to be measured; consequently, it is valid.

3) Reliability of the Memoir Writing Test

The reliability of the memoir writing was measured using test-retest method. The test was administered to the two groups of second preparatory pupils (N=25 experimental group) and (N=25 control group) at Hassan Abu-Bakr Distinguished Governmental Language School. Then it was administered again to the same groups after three weeks. Using Pearson correlation, the reliability coefficient was indicated in Table 2

Table 2

The Reliability Coefficient of the Memoir Writing Test (Test-Retest Method)

The Tool	Pearson Correlation	No. of the Subjects	Significant Level
Memoir Writing Test	0.932	25	0.01

The reliability coefficient was 0.932. So, it can be noticed that there is a high statistically significant positive correlation between the participants' scores on both the pre-application and post-application of the memoir writing test. Therefore, it is reliable.

A Checklist of Memoir Writing Skills

Based on the review of literature and studies related to creative non-fiction writing, a preliminary list of memoir writing skills was prepared. The list was submitted to a jury of ten staff-members in TEFL to verify its validity. The jury was asked to determine the appropriateness of 14 skills to the second year EFL distinguished governmental language preparatory school pupils. Any changes and modifications concerning the wording of the skills were considered. Based on the jury's feedback, twelve skills were agreed upon; hence, the final form of memoir writing skills is indicated in Table 3

Table 3

The Final Form of Memoir Writing Skills

No	The Skill
1	Focusing on a specific life-changing event.
2	Using an engaging opening.
3	Using the first person "I" a lot.
4	Showing logical sequence of events.
5	Focusing on a place or a setting.
6	Mentioning a fixed period of time.
7	Using dialogues between characters.
8	Using vivid description of people and places.
9	Using sensory details: hearing, seeing, smelling, touching, and tasting.
10	Showing the significance *before* the event.
11	Showing the significance *after* the event.
12	Conventions.

Implementation of the WebQuest Model

The present study author designed the WebQuest model whose topic is about *Titanic* through which the pupils would learn how to write a memoir. The link of the model is as follows:

http://zunal.com/webquest.php?w=273877

A) Pre-assessment of Memoir Writing Skills

The pre-application of the memoir writing pre-test was administered to the participants (experimental & control groups) on 18th of March, 2015 on two successive sessions.

B) The Implementation of the WebQuest Model

To encourage pupils to participate in this WebQuest model, the researcher attracted their attention and stimulated their interest by telling them that they would learn something new and interesting by visiting the school smart lab and using the Internet which is appealed to this generation. At the beginning of each session, the researcher used to set specific, attainable goals related to each part of the WebQuest model to increase pupils' motivation and their level of awareness and participation. The most active participants were rewarded by giving them prizes.

C) *Post-assessment of Memoir Writing Skills*

After the treatment, the post-application of the memoir writing post-test was administered to the participants (experimental & control groups) on 12th of April, 2015 on two successive sessions.
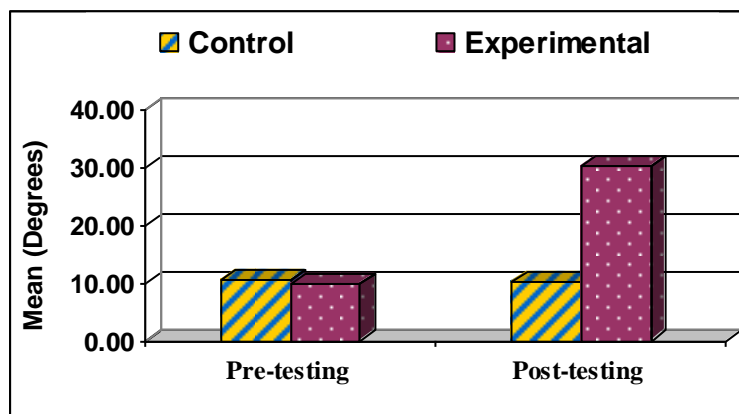
Findings of the Study

Data were statistically treated using Statistical Package for the Social Science (SPSS) program (version 22).After applying the WebQuest model, it was found out that, "There were statistically significant differences at 0.01 between the control group and the experimental group in the post mean scores in *the memoir writing skills* in favour of the experimental group".

As shown in Table 4, the mean score of the pre-test of the control group (10.44) is almost similar to that of the experimental group (9.80). T-value is 0.562, which is not significant. The mean score of the post-test of the experimental group (30.12) is higher than that of the control group (10.12). T-value is 18.447, which is significant at 0.01. Figure 1 shows these differences.

Table 4

Findings of the t-test between the control group and the experimental group in the pre- and post-assessment of the memoir writing skills

	Assess.	Group	Total Score	N	Mean	S.D	T-value	D.F	Sig.
Memoir Writing Skills	**Pre**	Con.	50	25	10.44	3.80	0..562	48	0.577
		Exp.			9.80	4.23			
	Post	Con.	50	25	10.12	3.23	18.447	48	0.01
		Exp.			30.12	4.35			

Figure 1. Findings of the t-test between the control group and the experimental group in the pre- and post-assessmentof *the memoir writing skills*

Discussion

Quantitative analysis revealed that there are statistically significant differences at 0.01between the control group and the experimental group in the post mean scores of*the memoir writing skills* in favour of the experimental group. Hence, it was concluded that the WebQuest model was applicable and effective in developing memoir writing skills.

One of the noticeable advantages of the WebQuest model of this study was the wealth and richness of knowledge. This richness facilitated acquiring different skills of memoir writing. Some web materials were offered in a more attractive way. This was clearly evidenced when pupils watched the video of *'The Memoir of one of Titanic Survivors'*. The pupils were engaged in the memoirist life changing event which attractively introduced the pupils to most of the memoir writing skills. From the pupils comments throughout the sessions, they enjoyed the information presented by visual aids (pictures, animation, video clips, and sound track). This result was consistent with Ikpeze and Boyd (2007); Luźon-Marco (2010), Manning (2008); Sen& Neufeld (2006) who concluded that writing is best learned in conjunction with meaningful reading activities, some genres of literature can support students' explorations of form in addition to providing inspiration to write.

Concerning memoir genre as one of creative nonfiction writing, it was proved from the findings of the present study that memoir is "a natural fit for middle grades pupils" as was asserted by National Middle School Association (2010: 16). Every pupil had a story to tell. Thus, WebQuest proved to be effective in developing the overall skills of memoir writing. Moreover, the WebQuest model provided opportunities for pupils to write as real writers due to authentic web materials selected in the model that dealt with memoir instruction. Pupils were very interested in this experience of creative writing which was considered new to them since they had never seen or heard about such a genre. This was in agreement with the studies of Krippner (2002) and Yagelski (2009) who pointed out that students are enthusiastic about writing their own memoirs because they regarded it as way to find or reclaim their voices, share a family secret, or tell a story.

Moreover, the web materials in the present study used in the WebQuest model offered the kind of language input that was describedas processing linguistic complexity, quality, quantity, variety, genuineness, and relevance. Therefore, pupils in the experimental group who were exposed to rich, relevant and elaborate language input showed an obvious ability to write creatively and spontaneously. *Relevance* is very important because the researcher's pre-selected web materials were much related to and reflected all the skills of memoir. This was consistent with the researches of Lattimer, (2003), McGurl (2009), and Morley (2007) who stressed the previous point.

Conclusion

Based on the results of the quantitative analysis of the data, it can be concluded that memoir writing skills were developed because of using the WebQuest model. This revealed that the WebQuestmodel was effective in fosteringmemoir writing skills.

Recommendations of the Study

Based on the results of the present study, the following recommendations should be taken into consideration:

(1) Adopting the WebQuest model in teaching.
(2) Emphasizing the development of pupils' creative writing skills in the early educational stages.
(3) Designing courses in a way that enhances learners' creative writing skills.
(4) Incorporating some kinds of creative writing assignments through the current assessment trend.

Suggestions for Further Research

The results drawn from this study pointed to a need to conduct further research as follows:

1. Training EFL teachers to write creatively.
2. Replicating the study for developing other genres like poetry, short stories, or novels since the learners in preparatory stage at distinguished governmental language schools are taught novels and poetry.
3. Replicating the study with government preparatory school pupils.

References

Akkaya, N. (2014). Elementary teachers' views on the creative writing process: An evaluation. *Educational Sciences: Theory & Practice, 14*(4), 1499-1504. doi: 10.12738/estp.2014.4.1722.

Armstrong, L. (2006). *The ecology of identity: Memoir and the construction of narrative*(Doctoral dissertation).Available from Library and Archives Canada database. [*ISBN: 978-0-494-19932-9*].

Buss, H. (2002).*Repossessing the world; Reading memoirs by contemporary women*.Waterloo: Wilfrid Laurier University Press.

Calkins, L. (1993). The lifework of writing.*The Australian Journal of Language and Literacy, 16*, 32-37.

Chuo, T. (2004).*The effect of the webQuest writing instruction on EFL learners' writing performance, writing apprehension and perception* (Doctoral dissertation). La Sierra University. Available atProQuest Dissertations and Theses database. (UMI No.3133526)

Daniel, M. (2010).*A qualitative case study comparing a computer-mediated delivery system to a face-to-face mediated delivery system for teaching creative writing fiction workshops* (Doctoral dissertation).Available atProQuest Dissertations and Theses database.(UMI No.3495240)

Deegan, A. (2010). *Creative confidence: Self-efficacy and creative writing in out-of- school time program and beyond*(Doctoral dissertation). Available atProQuest Dissertations and Theses database. (UMI No.344861)

Emilija, Z. (2010). WebQuests as a constructivist tool in the EFL teaching methodology class in a University in Macedonia. *CORELL: Computer Resources for Language Learning 3*, 14-24.

Fangqin, X., Jingao, L., Lili, X., &Jingjing, H. (2012). An Investigation of experimental teaching platform based on WEBQUEST: A case study in the network engineering. Shanghai Maritime University, Shanghai, China. Advances in Electric and Electronics, *LNEE 155*, pp. 141–148. Springer-Verlag Berlin: Heidelberg.

Gornick, V. (1987).*Fierce attachments*.New York: Simon and Schuster.

Halat, E. (2008). A good teaching technique: WebQuest. *The Clearing House, 81*(3), 109-112.

Ikpeze, C. & Boyd, B. (2007). "Web-based inquiry learning: facilitating thoughtful literacy with WebQuests". *The Reading Teacher, 60*(7), 644-654.

Iskeceli-Tunc, S. &Oner, D. (2014).*Use of WebQuest design for inservice teacher professional development.*Springer Science+Business Media New York.doi 10.1007/s10639-014-9323-y

Jackson, N. (2006). Creativity in higher education: What's the problem? *Educational Developments, 7*(1), 1-4.

Krippner, S. (2002). Dancing with the trickster: Notes for transpersonal autobiography. *The International Journal of Transpersonal Studies, 21*, 1–18.

Koslowsky, K. (2006). *WebQuest as a means to engage students.*Unpublished M.A Dissertation.Royal Roads University. *[ISBN: 978-0-494-36600-4].*

Lattimer, H. (2003). *Thinking through genre: Units of study in reading and writing workshops 4-12*. Portland, ME: Stenhouse.

Luzón-Marco, M. J. (2010). Webtasks for learning professional and academic English: Adapting the webQuest model. *CORELL:Computer Resources for Language Learning, 3*, 29-44.

MacGregor, S. K., & Lou, Y. (2005). Web-based learning: How task scaffolding and web site design support knowledge acquisition. *Journal of Research on Technology in Education, 37*(2), 161–175.

Manning, J. & Carpenter, L. (2008). Assistive technology webQuest: Improving learning for pre service teachers. *Tech Trends, 52*(6): 47-52.

McGurl, M. (2009).*The program era: Postwar fiction and the rise of creative writing.* Cambridge, MA: Harvard University Press.

Morley, D. (2007). *The Cambridge introduction to creative writing.*Cambridge, England: Cambridge University Press.

Muhammad, H. (2010). *Creative cognitive schemata in children; the role of parents* (Unpublished Master's thesis).Ain Shams University, Egypt.

Murdock, M. (2010).*Memoir as contemporary myth.*Unpublished Ph.D Dissertation.Faculty of Pacifica Graduate Institute. [*UMI No. 3475550*].

Maxwell, S. (2009). WebQuests: A Viable Solution to Meeting the Continuing Professional Education Needs of Home Health Care Nurses. *Home Health Care Management & Practice, 21* (3), 171-176

National Middle School Association. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Author.

Peterson, C., &Koeck, D. (2001).When students create their own WebQuests.*Learning and Leading with Technology, 29*(1), 10–15.

Ritter, K. &Vanderslice, S. (2007). *Can it really be taught?: Resisting lore in creative writing pedagogy*. Portsmouth, NH: Boynton/Cook.

Schultz, J. (2001). Toward a pedagogy of creative writing in a foreign language. In G. Brauer (Ed.), *Pedagogy of Language Learning in Higher Education: an introduction (pp. 93-108*). Westport, CT: Ablex Publishing.

Sen, A., & Neufeld, S. (2006) In pursuit of alternatives in ELT methodology: WebQuests. *The Turkish Online Journal of Educational Technology- TOJET, 5*(1), 49-67.

Subramaniam, K. (2012). How WebQuest Can Enhance Science Learning Principles in the Classroom. *The Clearing House, 85*: 237-242. doi: 10.1080/00098655.2012.698323.

Thompson, J. (2015). *The impact of nonfiction mentor texts on fifth-graders' self-efficacy and appropriation of writing styles* (Master's thesis).Available at ProQuest Dissertations and Theses database. (UMI No. 1586455)

Wyatt, E. (2015). *Implementation of web 2.0 as an instructional tool: Experiences of language arts teachers* (Doctoral Dissertation). Available atProQuest Dissertations and Theses database. (UMI No. 3717979)

Yagelski, R. (2009). A thousand writers writing: Seeking change through the radical practice of writing as a way of being. *English Education, 42*(1), 6–28.

Zheng, R., Perez, J., Williamson, J., &Flygare, J. (2007).WebQuests as perceived by teachers: Implications for online teaching and learning. *Journal of ComputerAssisted Learning, 24*,295-304.

Zinsser, W. (1998).*Inventing the truth: The art and craft of memoir,* Boston: Houghton Mifflin.