

**Training EFL Prospective Teachers on Adopting,
Enhancing and Making WebQuests
to be Used in Teaching**

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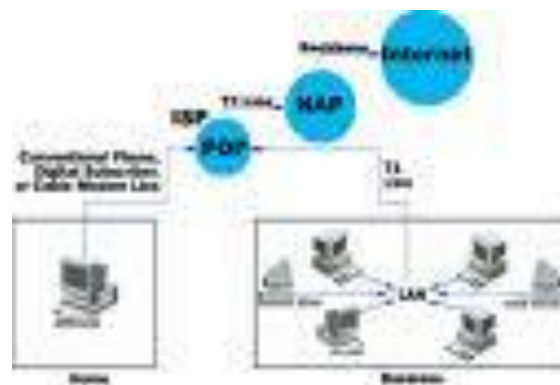
By the end of this session, you will be able to:

- define a WebQuest**
- identify the characteristics of a WebQuest**
- know the benefits of implementing WebQuests in classrooms**
- identify the components of a WebQuest**
- know how to adopt and enhance an existing WebQuest**
- know how to make a new WebQuest**



What a WebQuest is

A WebQuest is an inquiry-oriented activity in which some or all of the information with which learners interact with comes from resources on the Internet.



Characteristics of a WebQuest

- It is wrapped around a doable and interesting task which is a scaled down version of things that adults do as citizens or workers.
- It makes good use of the web.
- It is a task-based language learning.
- It makes use of authentic language materials.
- It requires high level thinking. It includes synthesis, analysis, problem-solving, creativity and judgment.
- It consists of group activities with an end goal.
- It requires collaboration among group members.



Benefits of implementing WebQuests in Classrooms

WebQuests could:

- provide students opportunities to work at their own pace, either individually or in teams.**
- increase students' motivation by providing real-life resources with which they work in their groups.**
- enhance students to promote higher order thinking processes such as: analysis, synthesis and evaluation.**
- enable students to develop different skills such as listening, reading and writing as the materials the students interact with are mostly authentic multimedia materials.**
- enable students not only to collect and organize information they find on the web, they work in groups and usually take up different roles modeled from the real world (e.g., adult professions). WebQuests, therefore, could lead them for more motivation for learning and development.**



Components of a WebQuest

Introduction

Task

Process

Resources

Evaluation

Conclusion



- Introduction

It provides the learners background information on the topic to prepare them to what is coming.

A good topic included in the introduction of a WebQuest should be:

- * clearly tied to the curriculum standards,**
- * build on the learner's prior knowledge,**
- * require a level of understanding that goes beyond mere comprehension and be challenging, motivating and**
- * suit the learners' interests or goals.**



- Task

It involves a description of what the learners are going to accomplish.

It should be doable and interesting to them.

It identifies roles for co-operative group members and describes clearly what the end result of the learners' activities will be.

It could be a problem to be solved, a position to be defended or a product to be designed.

Its guidelines should be student-centered and provide opportunities for reflection on the process and product .



- Process

It includes scaffolding which provides help at specific points in the learning process.

Scaffolding should involve clear steps for organizing information.

It describes whether the task will involve more than one class and the time it will take.

It should involve a variety in the activities performed by the learners.

It should be well written providing the learners with clear descriptions of responsibilities and how to divide these responsibilities among them.



- Resources

They provide a set of links to high-quality Internet-based resources which the learners should use to accomplish the task.

Some WebQuests have a separate section for resources while other WebQuests have their resources embedded in the process.

Resources could also include: specific software, specific hardware, e-mail accounts for all the students and video or audio materials. They should also describe the human resources needed.

Resources should be pre-selected by the teacher to help the students focus on the topic.

All web links should be relevant to the task, make excellent use of the web and are working.



- Evaluation

It includes an evaluative tool which might be in a form of a rubric.

Explicit directions should be integrated in the WebQuest rubric to describe to the learners what they should exactly do to be successful with the WebQuest components and to tell them how they will demonstrate their growth in knowledge.

The rubric should have indicators reflecting a variety of the learners' performance levels to be evaluated.



- Conclusion

It reminds the learners of what they have learned as a result of completing the activity.

It encourages the learners to reflect on the process to help them extend what they have learned into other domains outside the classroom for further learning experiences.



To adopt and enhance an existing WebQuest, you should do the following:

- Choose a lesson which is difficult to teach and ask yourself: What do I want my students to know and be able to do by the end of this lesson?

- Decide the learning standards of this lesson.

- Decide whether your WebQuest will be a long-term or a short-term one.

- Search for an existing good WebQuest which is suitable for your lesson and students by visiting the matrix of WebQuest examples on the website:

<http://WebQuest.sdsu.edu/matrix.html>

- If you find a WebQuest which suits your lesson and its learning standards and you can use it without changing a thing as all its links are working and up to date, its pages are attractively laid out and free of spelling, grammar and technical errors, the task is engaging and requires higher level thinking. **You should:**

*** get the author's permission for use unless she/he has already explicitly given permission for others to use it.**

*** evaluate the chosen WebQuest to be sure that it is suitable for your lesson and students by submitting it to three of your colleagues for their opinions of the chosen WebQuest.**

*** co-operate with two of your colleagues by using a WebQuest Evaluation Rubric to evaluate it to be sure that it is suitable for your lesson and students. Examples of WebQuest Evaluation Rubrics are provided on the following URLs:**

<http://webquest.sdsu.edu/webquestrubric.html>

www.asian-efl.journal.com/ptaApril_08.pdf

*** surrender the WebQuest to some of your students in a real setting to give their opinions of it and whether they find it understandable and doable.**



- If you find a WebQuest which needs some modifications to be suitable for your lesson and students, you should:

*** ask the WebQuest author's permission for the modifications and use of the WebQuest, unless she/he has already explicitly given permission for others to modify and repost it.**

*** download the WebQuest which needs modifications.**

*** visit the following URL about WebQuest Design Patterns for ideas on how to modify the components of a WebQuest.**

<http://webquest.sdsu.edu/designpatterns/all.htm>

*** make the modifications you have already identified.**

***submit the modified WebQuest to three of your colleagues for their opinions regarding its suitability and whether it needs other modifications.**

*** use a WebQuest Evaluation Rubric with two of your colleagues to evaluate it to be sure that it is suitable.**

*** surrender the modified WebQuest to some of your students in a real setting to give their opinions of it and whether they find it understandable and to provide you with the modifications it needs.**



If you did not find a WebQuest which suits your lesson and its learning standards, you must make your own new WebQuest.

To make a new WebQuest, you should do the following:

*** Consider the strategies that will be used to teach the skills and concepts.**

*** Look at the WebQuests which are already available on the Internet to get some ideas about the way you want to organize your own WebQuest and identify websites, online images, audio and video that will be useful.**

*** Select a template for your WebQuest by accessing one of the following websites:**

<http://www.lakelandschools.org/EDTECH/webtemplate.htm>

<http://webquest.sdsu.edu/LessonTemplate.html>

*** Download the selected template to your hard drive and save it.**

*** Edit the saved template with Microsoft Word to make your content fit.**

- * Insert the WebQuest components.**
- * Insert images, pictures, animations and sounds.**
- * Create a hyperlink**
- * Review the components of your WebQuest**
- * Save and preview your WebQuest**
- * Evaluate your WebQuest**

When you finish making your WebQuest, evaluate it to be sure that it is suitable for your lesson and students by submitting it to three of your colleagues for their opinions. Moreover, you and two of your colleagues should use a WebQuest Evaluation Rubric to evaluate it to be sure that the WebQuest is suitable for your lesson and students. You should submit your WebQuest to some of your students for their opinions of it to know if they find it understandable.

Publish and share

When you finish evaluating your WebQuest whether it is adopted, modified or new, and you become sure that it is an effective and a suitable one, you can publish it on the Internet to give others the chance to take advantage of it and to receive e-mails from them revealing their

opinions of it. The best place to show your WebQuest is in the matrix of examples on the URL: <http://webquest.sdsu.edu/materix/html>

Remark

- WebQuests can work from handouts, as long as you include the URL that your students need to visit so as to use the online resources. However, an online WebQuest is more convenient and can also be used by your colleagues, both in your school and around the globe.

- If your school does not have web space, you can use a free web host such as: <http://www.geocities.com/>, <http://www.fateback.com/> or <http://free.prohosting.com>

- You can also save your WebQuest site on a CD and host it on your school's internal server.



Congratulations!

- You have learned how to adopt, modify and make a good WebQuest!
- So, try to make your own WebQuest !!



