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INTEGRATION OF WEBQUEST TECHNOLOGY INTO TEACHING AND LEARNING PROCESS

Abstract

Computers and the Internet have opened up many possibilities for language teaching and learning. There are many websites and software programs that enable learners to improve their language knowledge and skills by engaging in various activities that provide more authentic learning experiences. This article describes one of the numerous online tools for language learning and development - WebQuest, which provides a technological resource that brings together the students' needs and enhances motivation by creating dynamic and adaptable learning situations.

Key words and expressions: WebQuest, language learning, multimedia, technology, learning experience

Introduction

Nowadays, computers and the Internet play an increasingly important role to meet the educational needs of language learners around the world. The Internet is a particularly significant tool for language learners making available authentic language input. Although the potential of internet resources for educational use has not been fully explored and the average educational institutions still make limited use of computers and internet resources. It is obvious that we have entered new information age in which the links between technology and teaching English as a foreign language have already been established.

Today working style of every profession has profoundly changed due to computers. Computers became an integral part of the education system and of the school curriculum. The advantages of computers in education primarily include:

- quick data processing
- audio-visual aids in teaching
- better presentation of information
- real and quick interaction between students, teachers, and parents
- feedback

teachers, authorities, and the staff of the school to find diverse and numerous sources and to benefit from them. The use of modern information technologies significantly raises the efficiency of self-education. The reason is that working with digital information is quite easy to automatically search for needed information. Many encyclopedias, well-known journals, dictionaries, and books are already digitized. The interest in distance learning is raising as students get their books and educational materials by the Internet or email¹.

Methodology

The benefits in computer technologies have inspired new efforts to understand the potential of multimedia instruction as a means of promoting independent language learning. Multimedia learning occurs when a learner builds a mental representation from words and pictures that have been presented². For purposes of the research program, multimedia instructional messages are presentations of material using words and pictures that are intended to foster learning. Correspondingly, successful teachers adopt various teaching ways to achieve a well-adjusted instructional program that is also individualized and indicates the demands and interests of individual learners. Multimedia learning is a teaching strategy that a teacher can apply at school that may also comprise non-technical projects, lecture and note-taking, writing, and creative work. Today a method, which is called “WebQuest”, is widely used in the education process of different countries. WebQuest is one of the many online tools available for learners that provide opportunities for authentic learning experiences. It is an excellent way of making interdisciplinary connections on the Internet in order to enrich real-life learning³.

From one side WebQuest is promoting the integration of the Internet in different content areas, and from another side, contributing to the integration of various subject content material with Internet resources.

The mission of WebQuest is to involve students in authentic learning activities. Students themselves create WebQuest pages and install them on the Internet or make a reference on the other pages existing on the Internet, which logically

¹ Blake, R.J. (2008). "Brave New Digital Classroom: Technology and Foreign Language Learning". Georgetown University Press: Washington, D.C., 240p.

² Nareskumar, Rose, R.C. & Disilve, J. L. (2008). "Teachers Readiness to Use Technology in the Classroom". An Empirical Study, European journal of scientific research, 21(04), 603-616pp

³ Mezentseva, M. E. (2017). "Quest as a modern technique among interactive ways of teaching foreign languages. Teaching Methodology in Higher Education", 6(21), 75-83.

connected, or in this or that way dealing with the topic they are investigating. WebQuest is a technology to involve the students in real life learning. It is an inquiry-based format in which most information that learners get is taken from the Internet providing links to requested resources. WebQuest is developed to help learners to use their time more efficiently, to be more concentrated on the usage of the information than searching it. This method is developed in the beginning of 1995 in the University of San-Diego by Bernie Dodge and Tom March. The WebQuest is a model which helps the teacher to conduct lessons applying the opportunities of web pages.

WebQuest Types: There are basically two types of WebQuests: short term and long term.

Short term WebQuest is an acquirement and adaptation of knowledge. Students are dealing with some information and make an idea about it.

Short term WebQuests are for:

- introducing a new concept or focus of study to learners
- familiarizing learners with Internet resources
- producing exploratory activities

A long-term WebQuest usually requires one to four weeks. The educational purpose of the long-term WebQuest is an expansion and clarification of knowledge. Students analyze some information more deeply, transforming it and showing their preparatory “investigation” by presenting newly acquired knowledge.

Long-term WebQuests are for:

- specific topics within a broader context
- final projects
- in-depth examination of a particular concept or focus of study

The Main Structure of the WebQuests

- Introduction
- Task
- Process
- Evaluation
- Teacher Page (comments for teachers)
- Conclusion

The introductory part gives a primary information to students, orientates what will happen in the future. Creates an interest among the students by various ways. It must be interesting and available.

The task is a description of what must be done at the end. It can be a substantial result or presentation of the oral report. Often identifies roles for cooperative team members.

The process is a clear description of the steps which students demonstrate following it in order to complete the activity. This is one of the ways guiding students for understanding how to compile, recognize, and handle the acquired information due to the current instruction.

The resources. Here the teacher identifies the online resources available on the topic and gives them the list of relevant web pages.

The evaluation. It is needed to introduce the evaluation standards which students should do to be successful, before starting the work. The evaluation standards can be in form of rubrics, tests, assessment scales.

The last component is the conclusion which sums up the activity and reminds the students what they have covered as a result of completing the activity.

Learners typically accomplish WebQuests as collaborative groups. Each student inside the group can be assigned a role or a particular area to research. WebQuests may be in the form of role-playing, scenarios, where students can be personas of researchers or historical figures. A WebQuest can be created for one subject or it can be interdisciplinary. The teacher must be aware of the resources, available on the Internet, which is interrelated with the topic. Then the resources must be classified according to some order. When learners are interested in the educational material they work with a great pleasure and work harder, moreover they are ready for perception and communication⁴.

Firstly, the WebQuest applies a primary question which really needs an answer. When learners are assigned to understand or solve an issue, they face the challenge of solving the real issue, not an artificial one, which exists in the classroom, but also in real world.

Secondly, students are interested in WebQuests, because they work with real resources, instead of old textbooks and outdated information students can get up to date information and get the opinions of experts and scientists on the Internet. One of the purposes of WebQuest is to increase critical thinking. Learners are given questions which are not possible to answer simply by gathering information. They need to change the information, by creating something new. For example, they need to edit the information, add some hypothesis, find a solution⁵.

In general, WebQuests as a task-based approach promotes the acquisition of knowledge that can be applied more easily supporting learner-centered

⁴ Carvalho, A. A. A. (2007). Guest Editor's Introduction. "Interactive Educational Multimedia". 15.

⁵ Luzón-Marco, M. (2010). "Webtasks for Learning Professional and Academic English: Adapting the WebQuest Model". 3, 29-44:

approach. All these issues will not be possible to solve for an ordinary teacher without the help of the Internet because it is nearly impossible to gather such broadband information about each topic. There are now special sites on the Internet for creating web-quests, where teachers can find templates for Web-Quest and detailed instructions for creating them (an example of the most popular English-language site for creating web quests is <https://www.createwebquest.com/>.) There are certain steps that can be taken to create your own Web-Quest⁶.

Step 1: Making the Title page. Students can choose from a number of formats (website, Power Point, Google Doc, Word Doc, printed worksheet, etc.) but a teacher should generally always have a title page. This sets the tone for the assignment and makes it look more professional.

Step 2: The teacher selects a site that has a template for creating a web quest.

Step 3: The teacher comes up with tasks. From the beginning, the teacher should select the form in which the students will receive the assignment.

Step 4: Making the Evaluation page. The Evaluation page contains rubrics, so the students know exactly what the teacher is looking for from them and what they need to do to get a good grade.

Step 5: With a rough plan and basic information on the sheet, students can start creating a WebQuest.

Step 6: When all pages are completed, the web quest is ready to be posted on the site, and it can be published.

Thus WebQuest. «is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process». Reflecting on this problem a user can admit that it is capable of being done because of real life, authentic approach as well as cooperative learning style.

Conclusion

Summing up we concluded that the WebQuest is a new interactive, problem-solving tool to empower social skills, cooperative learning, individual responsibility of learners. It stimulates role-playing assignment using Internet resources and guiding students to develop critical thinking in their "quest" for

⁶ Kazakova O. P. and Klyoster A. M. (2008) "Educational tasks modelling on the basis of the web-quest technology (from the experience of teaching Foreign Languages)", Astra Salvensis, 6, pp. 699–700.

knowledge. WebQuest is an inquiry-based activity where students provided with access to online resources are specially fitted to carrying out and complete the task.

WebQuests are discovery learning tools and there are a lot of reasons to use them. Due to WebQuest activities the students are really interested in information communication technologies and the implementation of multimedia will be a powerful weapon for second language teachers to make students more motivated and concentrated. Computer process information provides teachers an endless choice of multimedia, software, applications, and devices with which to create more exciting interactive lessons.

Thus, in the process of working on a WebQuest, the center of knowledge and information achievement is the student. The teacher ceases to be the main source of instruction. It formulates tasks, searches for sources and links on the Internet, performs an advisory role, and creates a creative learning environment. The specific WebQuest operation in working with students in English classes stimulates to create a real life learning through experience and encouraging cognitive activity of students.

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**Վեբ-որոնում տեխնոլոգիայի ներմուծումը դասավանդման
և ուսուցման գործընթացում
Եզրակացություն**

Բանալի բառեր և արտահայտություններ. Վեբ-որոնում, լեզուների ուսուցում, մուլտիմեդիա, տեխնոլոգիա, ուսուցման փորձ:

Համակարգիչները և համացանցը ստեղծել են բազմաթիվ հնարավորություններ և գործիքներ լեզուների դասավանդման և ուսուցման համար: Կան բազմաթիվ կայքեր և ծրագրեր, որոնք բարելավում են սովորողների լեզվական գիտելիքներն ու հմտությունները:

Սույն հոդվածում ներկայացվում է լեզուների ուսուցման բազմաթիվ առցանց գործիքներից մեկը՝ վեբ-որոնումը, որը նպաստում է ուսումնական գործընթացի արդյունավետության բարձրացմանը և սովորողների ստեղծագործական մտածողության զարգացմանը: Վեբ-որոնումը հետազոտության վրա հիմնված ուսումնական գործունեություն է, որի ընթացքում սովորողների ձեռք բերած գիտելիքները, տեղեկատվությունը հիմնականում ստացվում են համացանցային աղբյուրներից՝ կայքեր, հանրագիտարաններ, ուսումնական ռեսուրսներ, գրադարաններ, ֆորումներ: Այս մեթոդով ուսուցումը ենթադրում է ելակետային մի հարցադրում կամ խնդիր, որը գործնական, ոչ թե տեսական պատասխանի կամ լուծման կարիք ունի: Վեբ-որոնումը և մուլտիմեդիա տեխնոլոգիաների ներդրումը հնարավորություն է տալիս սովորողներին դառնալ ավելի մոտիվացված, կենտրոնացած և նպաստում է նրանց քննադատական մտածողության զարգացմանը:

Այս գործիքի օգտագործման դեպքում փոխվում է փոխգործակցությունն ուսուցչի հետ. նրա ակտիվությունն իր տեղն է զիջում սովորողների ակտիվությանը, ուսուցչի խնդիրն է դառնում ստեղծել պայմաններ նրանց նախաձեռնության համար: Այսպիսով, վեբ-որոնումը նոր ինտերակտիվ, խնդիրներ լուծելու գործիք է, որը հզորացնում է սցիալական հմտությունները, համագործակցային ուսուցումը և սովորողների անհատական պատասխանատվությունը: Վեբ-որոնման վրա աշխատելու ընթացքում գիտելիքների և տեղեկատվության ձեռքբերման կենտրոնը ուսանողն է: Ուսուցիչը դադարում է լինել ուսուցման հիմնական աղբյուրը: Ուսուցման այս գործիքը ձևակերպում է առաջադրանքներ, փնտրում է աղբյուրներ և հղումներ համացանցում, կատարում է խորհրդատվական դեր և ստեղծում է ստեղծագործական ուսումնական միջավայր:

Գոար Ամալյան

Интеграция технологии веб-квест во время преподавания и обучение

Заключение

Ключевые слова и выражения: веб-квест, изучение языка, мультимедиа, технология, опыт обучения.

В данной статье представлен один из многочисленных онлайн-инструментов для изучения языка, так называемый веб-поиск (WebQuest), который способствует повышению эффективности учебного процесса дучащихся и развитию их творческого мышления.

Веб-поиск – научно-исследовательская образовательная деятельность, в ходе которой знания и информация, приобретаемые учащимися, в основном поступают из интернет-источников: сайтов, энциклопедий, образовательных ресурсов, форумов. Обучение с помощью этого метода предполагает организацию действий учащихся с вопроса или проблемы, которая требует практического решения.

Просмотр веб-страниц и внедрение мультимедийных технологий позволяют учащимся стать более мотивированными, сосредоточенными и способствуют развитию их критического мышления. При использовании этого инструмента меняется взаимодействие учащихся с учителем. активность учащихся возрастает, задачей же учителя становится создание условий для реализации их инициативы.

Таким образом, веб-поиск — это новый интерактивный инструмент для решения проблем, который расширяет возможности социальных навыков, совместного обучения и индивидуальной ответственности учащегося. Именно учащийся является центром получения информации при работе над созданием своих собственных сайтов их внедрением в интернете , в то время как учитель выступает в качестве консультанта и стимулирует создание творческой среды обучения.

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