

Webquest : The Transformation and Innovation in ELT

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ABSTRACT

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This paper aims at describing the use of modern technology for language teaching. The idea of webquest in language teaching has had colossal changes in recent decades. Advancements in technology, the prominence of the internet and its simple accessibility in numerous parts of the world has made a suitable device for teacher improvement. Web based media place new requests with respect to language which can advance varieties in language utilized (Halliday, 1990). The core issue of this paper will surely encourage the language teachers to find out the interesting and beneficial method of teaching and learning in the academic English classroom. Thus, the use of webquest in language teaching is one effective tool to promote variations in language teaching. The five main components of Webquest, namely the introduction, task, process, resources, evaluation, and conclusion are significantly innovative teaching and learning strategies in EFL context.

1. INTRODUCTION

The blast of technology has changed the way that we teach. It has moved our students to become researchers and basic scholars, expecting them to break down a daily barage of information. Nowadays, the utilization of technology, for example, internet sites put on-line by free, independent and self-get to language learning fluctuate impressively in the amount and sort of information (Budianto, 2008). So as to manage this innovative technology, we should keep up high learners expectation and set up our students to effectively take an interest and contend in an highly specialized society. This task is both tremendous and energizing.

According Bull and Ma (2001), technology gives offers boundless assets to language students. Harmer (2007) and Gençlter (2015) underscored that teachers ought to urge students to discover suitable exercises through utilizing PC technology so as to be effective in language learning. The utilization of appropriate mechanical materials can be valuable for students. As indicated by Harmer (2007), utilizing PC based language exercises improve helpful learning in students.

The utilization of technology has become a significant piece of the learning procedure all through the class. Each language class as a rule utilizes some type of technology. Technology has been utilized to both assist and improve language learning. Technology empowers teachers to adjust classroom exercises, along these lines improving the language learning process. Technology keeps on developing in significance as a device to assist teachers with encouraging language learning for their students.

Technology has consistently been a significant piece of teaching and learning condition. It is a fundamental piece of the educators' calling through which they can utilize it to encourage students' learning. At the point when we talk about technology in teaching and learning, the

word 'combination' is utilized. With technology being a piece of our regular day to day existences, the time has come to reevaluate incorporating technology into the educational plan and expect to insert technology into teaching to help the learning procedure. In other words, technology turns into a fundamental piece of the learning experience and a noteworthy issue for educators, from the earliest starting point of getting ready learning encounters through to teaching and learning process (Eady and Lockyer, 2013). Thus, implementing technology in language learning especially English will be very beneficial both for teachers and learners since it will make the students are encouraged more to study.

According to Gilakjani (2013), the utilization of technology has the extraordinary potential to change the current language teaching strategies. Pourhosein Gilakjani and Sodouri (2014) accentuated that through utilizing technology, students can control their own learning procedure and approach numerous data over which their teachers can't control. Technology has a significant job in advancing exercises for students and significantly affects educators' teaching techniques. On the off chance that educators don't utilize advancements in their teaching they will always be unable to stay aware of these technologies. Hence, it is significant for teachers to have a full information on these technologies in showing language abilities (Gilakjani, 2017; Solanki and Shyamlee1, 2012).

Building up students' information and aptitudes appropriate to PC technology gives value of opportunity, paying little heed to students' experience. In spite of the fact that students have been naturally introduced to a innovatively rich world, they may not be skillful clients of technology (Bennett, et al, 2008). Furthermore, simply giving access to technology is not sufficient. Important turn of events of technology based information is huge for all students so as to augment their language learning (OECD, 2010).

Average students today may know as much about technology as their parents do. Truth be told, some may know significantly more. The present students have experienced childhood in a domain with amazingly simple access to the Internet, email, word preparing, and numerous different advancements. With progresses in technology, it is protected to accept that sooner rather than later most occupations will require in any event a working information on PCs. On the off chance that technology is so essential to the future achievement of our students, it bodes well that it ought to likewise be a significant piece of our teaching (Strickland, 2005).

As of late, technology has been utilized to both help and improve language learning. Educators have consolidated different types of technology to help their teaching, engage students in the learning procedure, give authentic example of the objective culture, and interface their classrooms (Kranthi, 2017). Further, some technology instruments empower teachers to separate guidance and adjust classroom exercises and schoolwork tasks, in this manner improving the language learning experience. Also, technology keeps on developing in significance as an instrument to help teachers of foreign language in encouraging and interceding language learning for their students. Technology can assume a significant job in supporting and upgrading language learning, the adequacy of any mechanical apparatus relies upon the information and aptitude of the certified language teacher who oversees and encourages the language learning condition.

The Webquest is one powerful tool that encourages the reconciliation of substance, critical thinking, communication, and technology. By giving teacher encouraged investigation, the Webquest engages learners in learning. In recent years, there has been enormous interest in web-based activities for language learning since the expansion of the Internet over the past ten years presents large information resources for language learning (Brandl, 2002). With an estimated 80-85% of all information on the Internet written in English (Warchuaer, as cited in Tongra-ar, 2000), students unavoidably encounter English information on the Internet through reading, inquiry and writing (e.g. publishing on the web).

The Internet is accepted to have changed the manners by which individuals learn and gain information. It is clear that the conditions in schools and society now have changed from what they were a few years ago. Through the Internet, students presently approach a wide scope of information and thoughts which place practically boundless information available to them (Windschitl, 2002).

With this expanding enthusiasm for the integration of technology, Webquests have developed as a well-known technology tool. Webquests, known as Internet-based inquiry exercises, are accepted to help the exchange between the utilization of Internet innovation and constructivist learning (March, 2005; Gorghiu, et al, 2005; and Milner integrate effectively the World Wide Web into classrooms (Frazee, 2004). Hence, using this digital tools in language class is expected to upgrade the learner's language competence.

Any technology in education, from textbooks to computers, needs to have the power to guide the learner to go beyond the information given (Ó Murchú & Sorensen, 2002), and this is one of the important potentials of Webquest. Webquest is one of the web-supported learning and teaching utility that have become well-known nowadays. Dodge stated Webquest is—*an inquiry-based activity in which a few or the entirety of the information that students interface with comes from resource on the Internet* (Dodge, 1997). Basically, Webquest is activities and lessons that conclude the utilization of Internet technology. Based on this broad definition, it is not clearly seen what learning theory underpins the Webquest model. For this reason, it is easy for many people to view a Webquest simply as a way of getting students to interact with the information on the Web rather than a specific model that fosters student-centered learning.

Webquest lessons are accessible for every degrees of students, from primary school up to the tertiary level (King, 2003). The open-ended nature of Webquest permits educators to structure an assortment of contents and to match the requirements of students.

2. RESULTS AND DISCUSSION

Webquest and English Language Teaching

As indicated by Jarvis (2005), technological advancements have advanced close by the development of English. Thusly, the rising technology, for example, the Internet, has likewise expanded the extension of English language. These blends of English language learning information technology have impacted the present new interest for electronic skill levels. With the quick development of Internet get to and the broad measure of data accessible in English, it is not, at this point an issue of whether we ought to join the Internet into our homerooms, yet how we ought to do it (Warchuaer, 1999). It is reasonable likewise to presume that English teaching curricula ought to incorporate the literacies of getting to and distributing Web-based

information (Warchuer, 2002) to assist learners with becoming cognizant users of Web information.

Web based teaching is tied in with making associations: interfacing your students to each other and to information around the world; joining various materials – music, movement, text, portrayal – into one introduction; gathering related data from different sources... empower understudies to make their own associations by offering materials for download and use in their grant or by having them develop web archives as a major aspect of their coursework. This procedure of making important associations is at the center of all learning (Wasim & Sharma, 2014)

Stoks (2002) contends that Webquest is a decent design for language learning since students may get plenty of introduction to authentic language by surfing and perusing on the web. The literature has been restricted to contemplating the issues around the utilization of Webquest by EFL students in real sets.

Key Elements of a Webquest

The Webquest is intended to urge students to be effectively occupied with the learning procedure where they are answerable for the profundity and intricacy of the abilities they create. Moreover, the Webquest is intended to be helpful by incorporating new thoughts with earlier information. It is likewise intended to be synergistic by cooperating in small groups and to encourage an attitude of intentional learning. In line with the key elements of a Webquest, the Webquest consists of five main components: *the introduction, task, process, resources, evaluation, and conclusion.*

1.Introduction

The introduction is generally a short passage that acquaints the activity to the students. It frequently has a role or scenario involved. It makes way for activity and provides background information. The introduction should give students any foundation information that is basic for their comprehension of the webquest. The reason for the introduction is to have the students aware of upcoming issue they will be introduced to. It is likewise trusted that the introduction will get the students' advantage and spur them to learn.

2.Task

The task centers on students around what they will do. The task advises the students regarding what their final product or culminating project will be. The task includes a depiction of what the student will have learned and finished at the finish of the WebQuest. It might basically be the better comprehension of the relegated issue or a solid project (webpage, PowerPoint slide presentation) exhibiting what the student accomplished because of the project.

3.Process

The process distinguishes the means the understudies ought to experience to achieve the undertaking. It additionally incorporates the online resources they will require, and gives

framework to sorting out the data accumulated. It ought to be "separated into clearly defined steps" (Dodge, 1997). In the process segment, the teacher should give a suggested rundown of steps that students may experience to accomplish their objective. Numerous Webquests incorporate agreeable gathering so this area likewise mentions to the understudies what various jobs are accessible to play inside each gathering. It is here that the teacher can likewise incorporate data about how to successfully investigate, work with others, share the outstanding task at hand, and so on. The more youthful the students the more directive one should be.

4. Resources

It may include web documents, searchable databases on the internet, and books and different reports physically accessible in the student's setting". (Avoird, 1997). A lot of assets are expected to finish the assignment. This is the piece of the procedure that may overpower a few teachers that are moving to more constructivist ways to deal with teaching and learning. It is the teachers' business to figure out all the materials they have or can discover on the given point/issue that will important for the students.

5. Evaluation

The evaluation explains to the learners how their performance will be evaluated, and is often in the form of scoring rubric.

6. Conclusion

The conclusion sums up what the students will have achieved by finishing the Webquest, and regularly gives extra chances to expand their thinking. It likewise reminds the students about what they have realized, and maybe urges them to broaden the experience into different areas. The conclusion segment offers the learners the chance to survey what was found out and gathers feedback about the entire learning process. When composing a finishing up area a teacher may propose related points that students might need to seek after all alone just as discussion questions to reply in class.

Designing and Implementing Webquest

Step 1- Pick a topic

What might you like your understudies to learn by utilizing WebQuest? Think about the targets of your lesson, the webpage tends to you have, and the sort of information for your point that is on the web, etc.

Compose a topic here:

Stage 2 - Deciding your objective

What might you like your students to have the option to do with the information they have learned? Remember it? Depict it? Look at it? Examine it?

Compose your learning objective here:

Normally Webquest start off with a prologue to the subject and the learning objective.

Keep in touch with certain notes for yourself about your presentation here:

Step 3 - Defining an assignment

When your point and objectives are built up, you should consider how you need to utilize the web to have your students to achieve that objective. You will likewise need to consider how you will know that they have, indeed, received in return what you anticipated. In a Webquest, students set up a type of product. This might be worksheet filling, paper making, essay writing, presentation giving, and so forth. At the point when you characterize the students, you set the standard procedures for how students will accumulate information on the theme, break down and synthesize information, and how they would have a presentation of the information.

Compose a draft of the assignment to be given:

Stage 4 - Finding web resources.

You have to identify sites that will assist you with finding the information of your tasks. The sites you select ought to be trustworthy, useful websites that learners can be used as examples of decent sites. Hence, it is a smart thought to remember some key inquiries, for example, is the creator named? Are the references given to supporting the works? Are the informations up-to-date? And so on.

Stage 5 - Writing the specifics

Presently, you should compose specific points of the task. These generally include; a description of the procedure students should use to finish the tasks, rules on how students ought to arrange the material.

Write a draft of your assignment in specific.

Discuss the idea with your mate.

Step 6 - Conclusion

Presently, you would have to compose a conclusion that sums up what the learners have finished and learned while doing this activity.

1. Compose a draft of the conclusion.

2. Discuss the ideas with your mate.

Step 7 - Assessment.

How does WebQuest being graded? Generally, Webquest is graded during final outcome that the learners have as part of their WebQuest.

3. CONCLUSION

This paper is hoped to shed light on how a web-assisted tool such as Webquest could be used in real-life of EFL classrooms by primarily sorting out the relationship among learners, teachers, and this technological tool within the EFL context in Indonesia. Moreover, so far this issue is rarely used by the language teachers. As mentioned earlier, Internet-based constructivist learning tools such as webquest have been widely promoted despite insufficient evidence of the practicality and usefulness in the EFL context.

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