

They are the most interesting promising and authentic activities and role-playing games at the same time. By incorporating role-playing, students learn to look at issues from multiple perspectives. WQ develops critical thinking skills, cooperative learning and technology integration.

Only a year ago I didn't really know what a WebQuest was, and now I have a chance not only effectively apply it to a classroom situation, but lead other teachers through this activity. My Teacher-to-Teacher workshop "Integrating WebQuest Into Second/ Foreign Language Teaching" with it's goal to expose them to the concept of WebQuest, had a success among the teachers of our region and many teachers began to apply this activity.

We successfully use WQ to promote cross-cultural student collaboration and international team work. It increases motivation, offers current authentic materials and more dynamic approach to teaching the value of research, provides new learning and teaching opportunities. The web's wealth of information makes WQs a great way to teach at multiple levels. Your links can include a few resources for high-ability students, as well as some for students with limited abilities, so a WQ can be a challenge for students of several ability levels.

You let your students discover for themselves, not just tell them. Websites can take them anywhere in the world and a good WQ can help students become creative researchers instead of looking for one site or another. Besides, a WQ lets students explore some areas in more depth and this makes WQ ideal for students of any ability level. It is well-suited to collaborative learning, awakens confidence, interest and self esteem of students.

3. WHAT?

WebQuest is usually defined as an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation.

It is a game, but it suggests a solution to a real world problem.

WebQuests might be enhanced by wrapping motivational elements around the basic structure by giving the learners a role to play and scenario to work with.

WebQuests can be designed within a single discipline or they can be interdisciplinary.

WQ can be done individually or in a group and the group of students and the teacher get together as a team.

Each WebQuest has a structure with its key elements. [Bernie Dodge, 1997]

Introduction: The purpose of this section is to both prepare and hook the student. It is a paragraph or two that supplies students with background information and motivation for completing the project. It includes a question that students will ponder.

Task: The task is the most important part of a WQ. It focuses learners on what they are going to do. There must be a many ways to task the learner. Teachers can adapt the WQs to their own needs and here we describe several formats or task categories:

Mystery task. A mystery makes a game more interesting. This task requires synthesis of information from a variety of sources. It works well at the elementary school level, but can also be extended to adult learners. It would be a good idea to wrap the mystery around archaeologists, historians, scholars to insert role-playing into the task.

Scientific task. It would include making hypotheses, testing the hypotheses by gathering data, making a scientific report as a result. It might be combined with a mystery.

Design Task. It requires learners to create a product or plan of action that accomplishes a pre-determined goal. The task describes a product that is genuinely needed by someone and leaves room for creativity.

Creative WebQuest task. It is more open-ended and unpredictable than design tasks, because of emphasizing self-expression. Creative WQs tasks lead to the production of something (e.g. game, painting, play, poster, simulated diary, song or poem). There should be enough room in the assignment for a student or group of student to make a unique product.

Process: This section outlines how the learners will accomplish the task (steps and tools for organizing information). It is a detailed, step by step guide each student team follows to accomplish the task, complete with Web links embedded in each step.