

## DESIGN OF A WEBQUEST FOR LANGUAGES

### A. SOME FACTORS TO TAKE INTO ACCOUNT:

1. Students: age, grade, language command, etc.
2. Resources: availability, appropriateness, usability, etc.
3. Your curricular contents: didactic unit in which the WebQuest will be integrated, etc.
4. Linguistic objectives in relation to: vocabulary, form, use of language, etc.
5. Other non-linguistic objectives: collaboration skills, time organisation, social values, etc.

### B. STEPS TO FOLLOW IN THE DEVELOPMENT OF A WEBQUEST

#### 1. Decide on the topic of the WebQuest and within what course it would fit.

Not all the topics are good to be explored with the WebQuest format, especially in a second language. There should be some reasons to choose the format of a WebQuest instead of a different one, among them:

- There are good web resources on the selected topic.
  - The topic can be examined in a way that requires “a degree of understanding that goes beyond mere comprehension”.
- a. Write down a list of topics that may be interesting to start your WebQuest. Think of:
    - o The topics in your students’ book or in your curricula.
    - o Your students’ interests.
    - o Some local or general topics that may be of interest for at least a few years.
  - b. Check if there are at least some useful resources on the Web, if not, you can always change the topic:
    - o Tip: search any other WebQuests on the same topic; they may include some links to useful resources for you.

#### 2. Define the setting and the TASK

- a. Have your students clearly in mind as you design the task of your WebQuest:
  - o Who are they?
  - o What is their grade?
  - o What is their command or language?
- b. Have in mind the linguistic interaction and output the task will imply.
  - o Be sure that the task matches the linguistic goals and, therefore, it should triggers L2 use in many ways.
  - o The task has elements that promote the command of form aspects.
- c. Think exactly of the final material result that you want your students to accomplish:
  - o A survey, a poster, a web page, a panel discussion, a magazine, etc.

**3. Define the transformation of the information** that will take place in accomplishing the task.

- a. Consider if the task represents the result of higher level thinking.
- b. Define what type of cognitive activity the students will go through by doing the task: Acquire knowledge, comprehend or understand information, apply knowledge, analyse, synthesise or evaluate information.

**4. Define the roles that the students will play**

- a. Be sure that the workload is similar for each of the roles.
- b. All roles should involve using web resources.

**5. Search for the best resources to achieve linguistic and non-linguistic goals**

- a. Be sure that the selected resources involve the processing of a lot of materials in the L2.
- b. Resources are authentic, attractive and varied.

**6. Write down the PROCESS**

- a. Describe step by step what the students will do:
  - First, in the initial phase where they will examine all the information.
  - Then, in the second phase where students should start transforming the information they have looked at.
  - Finally, in the production phase where they have to finish the end product.
- b. Say what resources will be used by everybody in the group and what resources will be specific for each role.
  - Explain how students will treat the information.
- c. Prepare the “scaffolding” to support the students in the three phases of the process, including linguistic scaffolding focused on meaning and form aspects:
  - Reception scaffolding: brainstorming activities, discussions, any background materials, dictionary links, glossaries, etc.
  - Transformation scaffolding: quizzes, diagrams, tables, treasure hunts, etc.
  - Production scaffolding: outlines, examples, formats, templates, etc.

**7. Define the EVALUATION**

- a. Decide which dimensions we are going to consider in the evaluation of the WebQuest, as well as the indicators of a bad or good performance.
  - Choose the most relevant dimensions according to the task and final product.
  - Fill the matrix with the description of each performance.

## 8. Write the CONCLUSION

- a. Ask the students to reflect back on what they learned and about their own process of learning.
  - Summarise what they have gone through.
- b. Ask the students to go ahead in learning about the topic:
  - Suggest a few more links to resources.

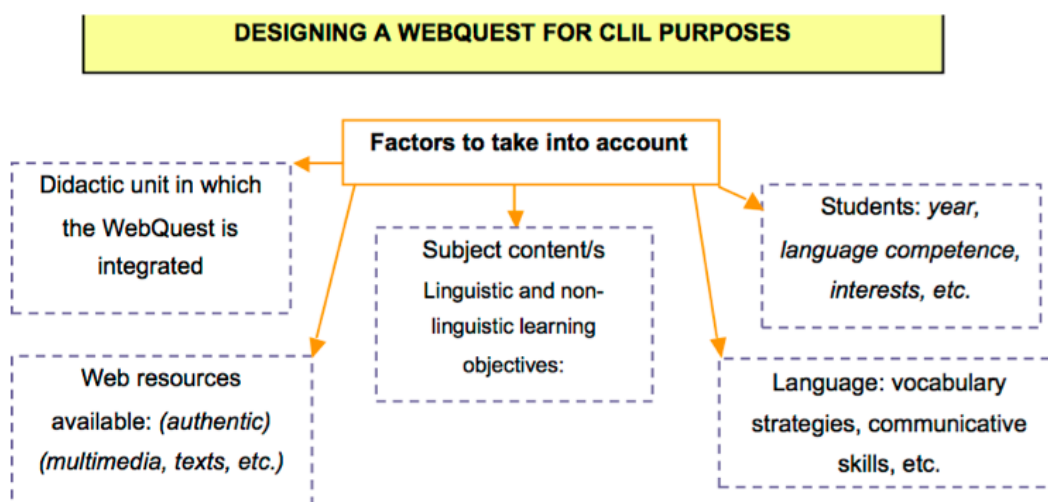


Fig.1 Factors to Take into account when designing a WebQuest for CLIL purposes

## TEMPLATE

**Topic** of the Webquest / Webtask or Project:

- specific content
- language content: vocabulary, language skills

### **Task**

- outcome
- roles?

### **Process:**

- Resources
- Scaffolding
- Interaction