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**DISCIPLINE: Methodology of Teaching Foreign Language**

**TITLE: Using of web-tasks in teaching a foreign language**

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# INTRODUCTION

Today in the rapid changing of technologies, time, lifestyles and technologies are developing, and the ways of teaching are not left behind. At the present time in order to interest the pupil, the teacher tries to integrate different spheres into one lesson, so lessons are to be interesting for the pupils. One of which is web-tasks that can be found on free sites on the Internet. The actuality of this topic is that currently web-tasks is popular in teaching foreign languages.

The authors of many theoretical works on the methodology of teaching a foreign language are of the opinion that the Internet component is the main structure of the language ability of students. This implies the theme of our research: " Use of web tasks in teaching foreign language".

**The aim of the study**: to reveal the essence of Web-task technology in formation of language skills of students in English lessons.

**The Object of research:** the process of formation of language skills of the student at lessons of a foreign language.

**The Subject of research**: technology the use of web-tasks in teaching English.

**Objectives of Research**:

1.  To determine the features of studying web-tasks of a foreign language at the present stage.

2.  Identify the ways, forms and methods of web-tasks in English lessons.

3. To create our own Web-site.

The following research methods were used:

•   methods of empirical research - reference: conversation, interview

•   observation

**Theoretical significance**: the course work is to justify the need to use the technology of web-tasks for the formation of communicative competence of younger students.

**Practical significance of the work**: the collected material on the technology of web-tasks, in the process of research and development of the web-tasks can be used in further studies related to the study of this topic, can also be used during practical training by students, in preparation for seminars by students, also this material can be used by teachers.

The structure of the course work consists of an introduction, two chapters, conclusion, bibliography.

**Approbation:** Some issues of this paper were published in the materials of international conference.

# 1. Theoretical basis of new technologies in two foreign language
## 1.1 New approaches to teach foreign language

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it's to show how technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language.

The rapid growth of ICT experienced by the technically advanced countries of the world has helped them to overcome some barriers in teaching and learning. The application of modern technology in teaching and learning can allow teachers, students and others to come together in communities of people far beyond their immediate surroundings to critically analyze, contribute, critique and organize problems, logically and contextually possessing the professionalism and transformation of the entire society in sight.[1] Now, new technologies, such as the reported computer enhancements with new software and networking technologies, make it much easier for teachers to master space and time in order to mitigate constraints and conflicting academic challenges.

It discusses various approaches and techniques that can help English language students improve their learning skills through technology. These techniques include web sites for learning English on the Internet, computer programs for language learning, software for presentations, electronic dictionaries, programs for chat and e-mail messaging, listening to CD players and educational videos.

Education, training, and teaching were considered impossible without a teacher, books, and blackboards. Today, education and training have taken on a whole new meaning. Computers are an integral part of every classroom, and teachers use DVDs, CD-ROMs and videos to show students how things work and work. Students can interact with subjects through the use of such web tools and CDs [2,18]. What's more, each student can progress at their own pace.

Technology enables distance learning: perhaps the greatest impact of technology in learning lies in its ability to help multiple people learn at the same time from different places. Students are not required to gather at a predetermined time or place to learn and receive instructions and information. All you need is a computer connected to a modem (or with a CD drive); These tools can literally create a "classroom" in people's homes and offices.

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics. With the rapid development of the internet, which has become a powerful medium for it provides a number of services including "e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs". In the context of teaching, multimedia can be called an integrated media, which consists of various media forms

such as text, graphic, animation, audio, etc, to browse, query, select, link and use information to meet pupils' requirement. Smith and Woody defined multimedia as "the use of both visual aids and verbal descriptions to illustrate concepts"[3,49].

According to Mudge , Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950s when only a few foreign language institutes started to employ phonograph, broadcast, movie, tape recorder and other current media in foreign language teaching. During that time, audio and video were once considered a significant revolution to the teaching of foreign language. Following in the 70s and 80s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were included in this era. By the turn of 90s, multimedia technology was becoming increasing available in foreign language instruction because of the development of computer technology and the coming of the digital revolution. In the early 2000's, the internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a worldwide means to get information, lighten the work load, and communicate with each other at any time and at any place. CALL which is Computer Assisted Language Learning came into play during the later part of the 20th century[4,55]. Warschauer divided the history of CALL into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL applied in 1960s and 1970s was based on the behaviorist learning and featured repetitive language drills. The computer was regarded as a mechanical tutor to deliver the materials to the pupils. An example of a behaviotistic CALL strategy is PLATO.

PLATO (Programmed Logic for Automatic Teaching Operations), the best-known tutorial system, is a special hardware consisting of extensive drills, grammatical explanations, and translation tests at various intervals. The next stage, communicative CALL, appeared in the late 1970s and early 1980s. It focused on the communicative teaching method and encouraged pupils to generate original utterances through the process of discovery, expression and development rather than just repeat the prefabricated language. Pupils were supposed to make use of the computer or the hardware to assist them in language learning. What they actually work with is not the computer but their classmates or teachers. In this model, the computer is viewed as stimulus or tool. Popular CALL software developed in this period included word processors, spelling and grammar checkers. Following this stage is the third stage, integrative CALL which included the development of multimedia computers and the Internet. This model not only integrates various skills (e.g. listening, writing, speaking and reading) but also bonds different technologies serving as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers were moving away from communicative perspective of teaching to a more social way, which emphasizes the language use in authentic social environments. Applying this multimedia networked computer in the language class provides pupils a more effective means to learn English. For instance, pupils can have rapid access to the background, grammatical or vocabulary explanations, pronunciation information while the main lesson is in the foreground. Besides, pupils under this model are usually encouraged to engage in their own language development rather than learn in a passive way. The history of CALL suggests that multimedia can serve a variety of purposes for language teaching. It can serve as a tutor to offer language drills or a stimulus to stir pupils to think. With the advent of

the advanced technology and internet, computer usage in language teaching provides an authentic environment for pupils to communicate with native speakers in an inexpensive means[7,96].

The actual question today is what should be a foreign language lesson in modern conditions. The goals and content of education change, new means and technologies of education appear, but whatever reforms are made, the lesson remains the eternal and main form of education. Whatever innovations are not introduced, only in the classroom there are participants in the educational process: the teacher and the student.

Training in accordance with this approach involves:

### *Personality-oriented approach*

Learner-centered approach in teaching - focus of the teacher on the holistic personality of the person, care about the development not only of his intellect, sense of civic responsibility, and spiritual identity with the emotional, aesthetic, creative instincts and development opportunities.

Personality-oriented education implies orientation to training, education and development of all students taking into account their individual characteristics: age, physiological, psychological, intellectual; educational needs, orientation to different levels of complexity of the program material available to the student; allocation of groups of students by knowledge, abilities; distribution of students into homogeneous groups: abilities, professional orientation; attitude to each child as a unique personality.

### *Interactive approach*

An interactive approach is a specific type of student activity that involves learning educational material during an interactive lesson.

The main interactive approaches are interactive exercises and tasks that are performed by students. The main difference between interactive exercises and tasks from the usual ones is that they are aimed not only and not so much at fixing the already studied material as at learning new ones. Modern pedagogy is rich in an Arsenal of interactive approaches, including the following: creative tasks; work in small groups; educational games (role-playing games, simulations, business games and educational games); use of public resources (invitation of a specialist, excursions); social projects and other extracurricular teaching methods (social projects, competitions, performances, exhibitions, performances, songs and fairy tales); warm - UPS; study and consolidation of new material (interactive lecture, work with visual AIDS, video and audio materials, "student as a teacher", "everyone teaches everyone", mosaic (openwork saw), the use of questions); discussion of complex and controversial issues and problems "One — two — all together", "Change position", "Carousel", debates, Symposium); problem solving ("decision Tree", "Brainstorming", "analysis of incidents", "Negotiations and mediation", "Ladders and snakes")

*Developing training*

The basis of developing learning is a system of scientific concepts. The content of training consists of elements of the historical experience of mankind. Students master them in the learning process. And then there is such a chain: this experience reflects the ways of action that have common principles of their construction. In turn, these principles are fixed in scientific concepts. To know and understand them and master them is to be able to "find effective ways to solve new problems, to go beyond the existing experience." Therefore, the basis of the content of training should be a system of scientific concepts.

*Game approaches*

Game training is a form of educational process in conditional situations, aimed at the reconstruction and assimilation of social experience in all its manifestations: knowledge, skills, abilities, emotional and evaluative activities.

Signs and features of the methodology: game training has the same features as the game:

- free developing activity undertaken at the direction of the teacher, but without his dictation and carried out by students at will, with pleasure from the very process of activity.
- creative, improvisational, active in nature activities.
- emotionally intense, upbeat, competitive, competitive activity.
- activity, separated by the place of action and duration, the framework of space and time.
- the activity having imitative character in which the professional or public environment of life of the person is modeled.

The most important properties of the game include the fact that in the game, both children and adults act as they would in the most extreme situations, at the limit of their strength to overcome difficulties. And such a high level of activity is achieved by them, almost always voluntarily, without coercion.

*A problem-based approach*

At the problem approach activity of the teacher consists that it, brings in necessary cases an explanation of the maintenance of the most difficult concepts, systematically creates problem situations, reports to pupils factors and organizes (problem situations), their educational and cognitive activity so that on the basis of the analysis of the facts pupils independently draw conclusions and generalizations, form with the help of the teacher certain concepts, laws.

As a result, students develop skills of mental operations and actions, skills of knowledge transfer, develops attention, will, creative imagination.

*Project method*

The method of projects is a way of achieving the didactic goal through the detailed development of the problem (technology), which should end with a very real, tangible practical result, decorated in one way or another; it is a set of techniques, actions of students in their

specific sequence to achieve the task — solving the problem, personally significant for students and decorated in the form of a final product.

### *Communicative approach in teaching*

The essence of this approach means that learning is activity-based, since real communication in the classroom is carried out through speech activity, with which students seek to solve real or imaginary problems.

Communicative approach in training also means that the center of training is the student as a subject of educational activity, and the training system assumes maximum consideration of individual psychological, age and national characteristics of the student's personality, as well as his interests.

The object of training of this approach is speech activity in such its types as listening, speaking, reading, writing, translation.

The named approach realizes the basic requirements to modern educational process: communicative behavior of the teacher at a lesson; use of the tasks recreating situations of communication of real life and assuming performance of educational actions within such situations; parallel mastering of the grammatical form and its function in speech; the account of individual features of pupils.

### *Competence approach*

The competence approach is a set of General principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results. These principles include the following provisions:

- The meaning of education is to develop students ' ability to solve problems independently in various fields and activities on the basis of social experience, which is an element of their own experience of students.
- The content of education is a didactically adapted social experience of solving cognitive, ideological, moral, political and other problems.
- The meaning of the organization of the learning process is to create conditions for the formation of students ' experience of independent solutions of cognitive, communicative, organizational, moral and other problems that make up the content of training.
- Evaluation of educational results is based on the analysis of the levels of education achieved by students at a certain stage of education.

### *Innovative approach in the classroom*

Innovative lessons are implemented, as a rule, after the study of any topic or several topics, performing the functions of educational control and evaluation of students ' knowledge. Such lessons take place in an unusual, unconventional environment. Such a change of the usual situation is expedient, because it creates a festive atmosphere when summing up the results of the work done, removes the psychological barrier that arises in traditional conditions because of the fear of making a mistake. Such lessons are carried out with the obligatory participation of

all students, as well as implemented with the indispensable use of auditory and visual AIDS (computer and video equipment, exhibitions, booklets, stands)[6,73]. On such lessons it is possible to achieve the most different purposes of methodical, pedagogical and psychological character which can be summarized as follows:

1) the control of knowledge, skills and abilities of students on a particular topic;

2) provides a business, working atmosphere, serious attitude of students to the lesson;

3) there is a minimum participation in the lesson of the teacher;

## 1.2 The concept of Web-tasks in two foreign languages

Recently, web-tasks of certain formats have been successfully used. The use of web tasks helps to integrate new pedagogical technologies into the curriculum.

**Hotlis** – the simplest of existing web jobs. The teacher selects interesting and useful sites on a particular topic and places them on a separate web page. This saves you a lot of time searching the Internet. Hotlist is advisable to use when students still have little technical skills, the topic of the task is new, there is not enough time to complete the task[7,90].

Drawing up a Hotlist can be an interesting task for students. For example, when preparing a project, say, on American history of the twentieth century, students can be divided into groups, given the task of selecting sites for the relevant periods – world war I, world war II, the cold war, etc.

Thus, students simultaneously work with authentic material, develop reading, writing skills and learn to work in a group.

**Useful list** – a simple and effective way to integrate Internet resources into the learning process, which:

- contains additional training material;

- significantly reduces the time of information retrieval for students;

- more convenient than a printed list of sites;

- saves the teacher from copying materials;

Useful list can be constantly updated and supplemented at any time, it is the basis for creating and executing web projects.

**A multimedia scrapbook** can be used when students already have some General idea of the topic. The teacher selects various resources on the topic on the Internet and classifies them

into different categories (photos, maps, text information, quotes, audio, video, virtual tours, etc.) on a web page.

With the help of this material, students perform all sorts of tasks on the topic: reports, presentations (with slides), collages, create their own web pages, etc.

Students use the material of the Multimedia album to develop individual aspects of the proposed topic. The format of the task:

- expands the ways to perform various tasks, offering a lot of different material;

- develops critical thinking as it orients students to independent work;

- it allows you to synthesize different materials and organize them logically, choose the most interesting aspect of the topic;

**Subject Sampler**– a special type of task that allows students to identify aspects of the topic and focus them on a critical assessment of the information received.

It is appropriate for teachers to use a Sample problem statement when:

- it is necessary to target students for further detailed study of the topic;

- you need to get your students interested in any problem;

- there are a number of good sites on the topic of interest;

Creating a sample statement of the problem, the teacher selects a small number (6-7) interesting sites dedicated to the topic under discussion or somehow related to it. These sites contain a wealth of information covering various aspects of the problem, and include a variety of questions and assignments[8,21].

After studying the web material, students enter into a discussion, express their opinions and judgments about what they read and about the problem in general. The main purpose of the introduction of the task of this format in the educational process is to form the interest of the audience to a particular topic, as well as identifying specific aspects of this topic for further detailed development.

Thus, a sample statement of the problem:

- involves a lively discussion in the language being studied;

- gives you the opportunity to analyze information and express your opinion;

- allows you to identify topics of interest to the audience;

- does not require a high level of information competence;

Many students perceive the Internet as a great encyclopedia and accordingly use it as a source of information. The task of teachers is to direct their search and help them find quality and useful information.

**The Treasure Hunts** task format makes this task much easier. It is useful when students need detailed, specific information on a topic and when web resources are more user-friendly than other materials[9,44].

The teacher selects the specific material (text, graphics, audio and video) necessary, from his point of view, to understand the topic, then makes a list of links (links to specific pages containing the necessary information) and places them on the web page.

A separate question is asked for each link. Thus, teachers direct students ' attention to those aspects of the problem that they consider important. At the final stage of work on the task, the teacher asks the final question, the answer to which students synthesize already acquired knowledge, so that they have a deep understanding of the problem.

This kind of web-task:

- aims students to read specific material on a given issue;

- it involves interaction in a group, discussion and finding consensus during the discussion of the problem;

- allows students to draw independent conclusions;

**Web-quest** - one of the most complex types of web tasks, which involves working with a large amount of material, research and critical understanding of information.

Web search combines the ideas of the design method and game technologies, in particular quests. Under the quest (from the English. quest-journey) understand a computer game in which the player must achieve a specific goal (to perform a task or pass the "quest"), resorting to the help of their own knowledge and experience and communicating with the participants of the quest[10,104].

The teacher can use Web-quest to:

- create motivation to solve complex controversial problems;

- to achieve deep understanding and understanding of various aspects of the problem;

- introduce students to different interpretations of the problem;

- develop group work skills.

There are two types of **web-quest -short and full**. The purpose of the short version-the accumulation and development of information, the student must read and understand the necessary data on the problem.

The purpose of **the full version**-the expansion and deepening of knowledge in a particular area, the student in this case should analyze the information and demonstrate understanding of the material, presenting a concept for discussion.

When creating this task, the teacher chooses any controversial topic or multilateral problem that has no unambiguous interpretation. It could be the latest developments in the world, a social, environmental or ethical issue, etc.

Using the resources of the Internet, students explore and analyze the problem and offer their solution. At the first stage, students are provided with basic information to form an idea about the topic/problem. Then the audience is divided into groups, each of which performs a specific task and has a specific role in the implementation of the project.

Working in pairs and groups, students process and analyze information and become "experts" on a particular aspect of the topic. The practical result of all the work can be the publication of the results of the study in the network[11,57].

Web-quest has a clear structure:

- introduction (brief introduction to the work, basic information on this problem);

- task (description of the main tasks that are set for students);

- resources (list of sites containing the necessary information on the problem);

- process (detailed description of work stages, specific task and materials for each group);

- assessment (student performance assessment system);

- conclusion (expected results of the work formulated by the teacher);

Web-quest is a useful and effective task because:

- students have access to up to date information from a variety of sources;

- this type of task develops critical thinking skills;

- the work process involves accepting and respecting different points of view;

- on complexity can be equated to course or diploma work;

This method, completely based on the use of information resources of the Internet, is used to achieve a specific educational goal, in our case, to teach mainly language and speech competencies.

In addition, this method also helps students to search for the necessary material, to assess the quality of information and interpret it adequately, to be selective in the consumption of information, to analyze messages, to process and present information in various forms, in other words, to increase the level of information competence.

## 1.3 Web-quests in the classroom

In the last years, the inclusion of Web-quests in our classrooms have been very successful, so numberless web pages have been formed in order to help teachers to create new ones or to reuse Web-quests from other teachers. For example, here in Spain, there are well-known pages where collections of Web-quests for all levels and ready to be carried out with students appeared. This is the case of Web-quest Cat and Aula21.net[12,66].

It is significant to explain Pérez work due to the fact that she had focused on the design and implementation of a Web-quests from the point of view of second language learning . It is obvious that the implementation of Web-quests for teaching and learning a second language might be more complex than learning any other subject in the first language of the student. It is for this reason that a difference in the structure of Web-quests must be applied to make them a useful tool also in the area of language teaching in a L2 context. Pérez wrote that: A Web-quest for teaching and learning a second language is an inquiry oriented activity placed in a relevant thematic context, in which the development of the task implies using web resources and developing high order thinking processes in a collaborative environment. At the same time, it provides the students the opportunity to learn and put into practice some linguistic skills, supported by a set of linguistic and procedural scaffolding. Pérez defends [13,82]that the main traits that have to be applied in the design of a Web-quests for second language learning are the following:

• *Significant use of the L2*

• *The level of linguistic knowledge*

• *Linguistic and non linguistic goals*

• *The result of the task*

• *The process*

• *The Web-quest must be integrated into the syllabus*

• *The Web-quest should be planned to practice the language skills*

It is important to provide students guidance by providing the appropriate scaffolds, however when dealing with second language Web-quest, this part becomes much more relevant. Thus, direct instructions in the original Web-quest model have to be considered to ensure that the Web-quest is a language oriented activity and in this way learners will be conscious of their language learning experience [14,27]. Bearing in mind all these traits, the Web-quest "A Top Secret Mission" has been created. In order to analyze the impact of learning English when implementing a Web-quest, the following questions are addressed:

• *To what extent does the Web-quest contribute to improve students' digital competence?*

• *To what extent does the Web-quest contribute to acquire cultural competence?*

• *To what extent does the Web-quest contribute to motivate students towards learning English?*

These questions are going to be answered after the implementation of the computer-based activity and the post-questionnaires, in order to see students' attitudes and opinions about this new teaching tool. It has to be pointed out that the main objective of this study is to assess whether the strategy of the Web-quest is useful to motivate students to learn a foreign language. In addition, the study wants to check if this tool also helps at improving participants' digital competence as well as cultural competence. For this purpose, the Web-quest model has to be designed in order to prove that it would be possible.

## 2. Relevance of the use of Internet resources in teaching a foreign language
## 2.1 The model of Web-task

In recent years in the field of teaching foreign languages is increasingly rising the question of the importance and appropriateness of the use of Internet resources in foreign language education, which implies not only the analysis of the use of new technical means, but also the study of the positive and negative sides of the implementation innovative forms and methods of teaching.

Modern methods of teaching foreign languages are associated with continuous technical progress, as well as technological renewal of the learning process. The latest achievements in the field of high technologies and the spread of the global Internet network open up foreign language teachers languages, Methodists, as well as students themselves the widest opportunities for further improvement of the educational process.

The relevance of the use of Internet resources in teaching foreign languages, the study of their types and features are due to both the productivity of their use for better assimilation of basic knowledge, and convenience, efficiency application of certain means in the conditions of modern information society.

Expediency of application of new information technologies is dictated by needs of modern education in increase of efficiency of training, in particular, need of formation of skills of independent educational activity, search activity, research, creative approach to teaching, formation of critical thinking of modern schoolchildren. The use of Internet technologies in the teaching of a foreign language is due not only to the desire to modernize the learning process, but also to the fact that on the basis of web technologies it becomes possible to implement a person-oriented approach as to the student, and to the entire learning process as a whole, which is the main the direction of education in our time.

At the moment, the Internet provides exceptional opportunities for learning a foreign language, as it provides an opportunity for live communication in the language being studied, provides access to all kinds of authentic materials and a huge number of educational resources in text, audio and video formats. In the context of language education, it allows to create a technological learning language environment for the formation of foreign language competences of students. Internet resources provide teachers and students with special programs for teaching foreign languages, country-specific material, news of Economics and politics, culture, the necessary authentic literature, the selection of which the teacher can conduct independently and adapt to specific educational goals. Students, in turn, with a competent choice of material, programs, resources have the opportunity to participate in Internet conferences, webinars, competitions, create multimedia presentations in the process of working on projects[15,76]. Thus, students are in constant contact with foreign language both during school time and when preparing homework using the Internet.

Web-tasks are built on the basis of modern information technologies and use the richness and infinity of the information space of the global computer network for educational purposes.

Three principles of web-tasks classification:

1. By duration: short-term and long-term.

2. Subject contents: mono-and interdisciplinary web quests.

3. By type of tasks performed by students: retelling tasks, compilation tasks, mystery tasks, journalistic tasks, design tasks, creative product tasks, consensus building tasks, persuasion tasks, self-knowledge tasks, analytical tasks, judgment tasks, scientific tasks.

Retelling tasks are the most primitive and represent the simplest example of using the Internet as a source of information. There is even an opinion that web quests based only on retelling cannot be considered a web-quest.

The use of web resources in school classes and in self-training of students taking into account age, psychological, individual characteristics of students of any age, will allow to successfully assimilate language information and develop speech skills, make the educational process more interesting, bright, informative, affect all types of memory and all ways of perception language material, thereby facilitating the process of learning a foreign language as for the teacher as well as for the students.

In the modern methodology of teaching foreign languages for a long time the most common resources that have proven their effectiveness in the practice of teaching English have been identified. These Internet resources contain a variety of language material, including text, audio and visual software a variety of topics in the studied language. Internet search engines allow the teacher to use authentic materials, such as audio, in the classroom, videos and texts, get acquainted with the works of fiction authors from the country of the studied language, to join the foreign language culture, to develop the outlook and type vocabulary into your active vocabulary.

Analyzing the popularity of Internet resources in foreign language learning we come to the conclusion that it is necessary to classify and structure the possibilities of using the Internet in teaching a foreign language, so how they really ensure the effectiveness and interest of students in mastering a foreign language.[16,43] The use of ICT in the course of teaching a foreign language has an impact on the professional growth of a teacher, on his ability to "keep up with the times", which in turn affects a significant improving the quality of education of students and their knowledge of a foreign language.

In General, there are several General positive aspects in the use of Internet resources in teaching. So, ICT in a foreign language lesson allow:

- provide stable motivation to learn a foreign language;
- create a comfortable atmosphere in the classroom;
- provide a high degree of personalization of training;
- increase the amount of work performed and increase the amount of knowledge, skills,
- skills acquired in the lesson;

- improve the quality of knowledge control, students;
- rationally plan and organize the learning process, thereby increasing the effectiveness of the lesson;
- to form communicative competence of students by means of authentic materials;
- provide students with access to various dictionaries, reference systems;
- electronic libraries, repositories and other information resources;

In 1995, Dodge and March presented Web-quests to the educational community. Web-quests allowed educators to see how the Internet could be used in classrooms for inquiry-based teaching and learning. When working with Web-quests, learners take newly-acquired information and transform the information into authentic learning. Scaffolding in Web-quests allows students to learn in a different way they are been doing traditionally . March mentions cognitive science researchers like Bransford and reveals that "research in cognitive psychology tells us that if we want novices to perform at more expert levels, we need to examine how experts go about their work and then prompt novices through a similar process," and that "scaffolding positively affects student achievement". Web-quests can help students to acquire, and transform knowledge using constructivist learning and high-level, critical thinking in the classroom. Kundu and Bain describe how Web-quests can be used to facilitate learning in a constructivist manner as Web-quests facilitate learners to take an active role in their learning. Constructivist learning methods allow for learning to be an "organic process" in which "meaningful learning occurs through reflection and resolution of cognitive conflict". Constructivist methods permit students to have multiple solutions, think reflectively, and make authentic connections between learning and the real world. They also state that "Web-quests themselves are authentic" and "participants work cooperatively and collaboratively to produce knowledge"[17,122].

Web-quests emerge as an example of a powerful means for supporting the principles of constructivism in language teaching. Web-quests tend to be student-centered with teachers scaffolding the students through the learning process. In other words, they "foster cooperative learning through guided discovery". Web-quests are usually "group activities with an end goal of creating a document that collects, summarizes and synthesizes the information gathered". A Web-quest is developed around an authentic topic relevant for students' everyday life. We can find some papers describing the successful implementation of Web-quests in a particular . Otherwise, very few articles are available that discuss the implementation of Web-quests in teaching EFL.

On the one hand, a short-term Web-quests can be devoted from one session to three class sessions. The main aim is that students achieve knowledge through the acquisition and organization of information, in terms of observation, analysis and synthesis. When learners finished the short term Web-quests, they "will have grappled with a significant amount of new information and made sense of it" On the other hand, a long-term Web-quests can typically take

between one week and a month classroom context[18,33]. The objective is to process the knowledge about a specific field or topic. Learners, having been introduced to new information, have to process it through complex cognitive processes such as induction, deduction, classification, abstraction, etc. After having completed it, they have to "transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or offline".

The Web-quests should contain at least the following parts if we consider Dodge's definition[19,45] :

*Introduction:* The aim of this part is to grab student's attention, in order to make it desirable and fun for them. The purpose of the motivational component is to present the topic visually attractive, relevant to the learner's both experiences and future goals.

*Task:* This part focuses on what the learner has been asked to do, usually it states a specific problem or situation to be resolved. Moreover, "a well designed task is doable and engaging, and elicits thinking in learners that goes beyond rote comprehension".

*Process:* This section is where the teacher guides their students through different steps toward reaching their goal, the task itself. The steps might be broken into different subtasks so that all students can easily follow the activity. This section also includes students' roles. It may also include some guidance, also known as scaffolding, on how to organize the group as well as some strategies regarding collaborative work or linguistic reinforcement, when considering Web-quests for L2. Any learning advice or interpersonal process would be welcomed. Another important aspect to bear in mind is the simplification and clarity of the instructions and the language use.

*Resources:* This part consists of a list of web pages that the teacher preselects. Then, students have to read or even search for more information in order to complete the task. It is crucial to insert not only web pages but also other kind of resources such as videos, songs, maps and so on.

Reception provides help to students to plan and to better understand what they are learning. Some examples of reception scaffolds are observation guides, timelines, glossaries and organizational charts. Transformation refers to the guidance given to help students take the information and transform it into new knowledge using processes such as comparing, contrasting or reasoning. Production relates to give students instruction to create a final product. This can be scaffold by providing them with templates, writing and presentation guidelines.

Scaffolding is a key component in the design of a Web-quests, because the teacher gives some guidance beforehand so that students might be able to fulfil the task. This idea was first developed by Vigotsky by introducing the idea of the "Zone of Proximal Development" which can de defined as the distance between what a student is able to do by his own and what he can do with the help of an adult or through collaboration with peers.

*Assessment:* Students are given the different criteria upon they are going to be assessed on. This part of the Web-quests, although it comes at the very end, it has to be acknowledged  since

the beginning of the project. The most popular form of assessment is the rubric, which encourage critical thinking due to its pattern of self-assessment and self-improvement .

*Conclusion:* This section aims at summarizing and reflecting upon what students have learned and also to encourage them to continue searching about the topic. During this part, teachers can encourage their students to suggest improvements for future Web-quests.

For this course work, we have created a special website. [**https://web-taskss.ucoz.net**] [20]. The site is designed for Elementary and Intermediate levels. This site has several options : Elementary level and Intermediate level, books for Elementary and Intermediate levels, video lessons for Elementary and Intermediate levels, games for Elementary level, reading tasks for Intermediate level and additional options: information about the site, feedback and guest book.

The option "books for Elementary and Intermediate levels" gives a definition about these levels and shows the books for these levels. We have selected the best book for learning levels. This is a book for teaching and learning to English, the most popular book in our country, almost all teachers and tutors use it.

Textbooks series New English File from one of the leading British publishers Oxford University Press are some of the most successful that have ever been published. Oxford University Press is one of the important structural divisions of the University of Oxford. This contributes to the University's goal of excellence in research, science and education, available in publications world wide.Sets of textbooks contain a variety of information. The manual is intended for adults who need English for everyday communication and travel. The video application will help to explain all the difficulties more clearly and leave a noticeable trace in the memory. Exercises, tests, audio and video material affect all organs of human perception of information. The course will facilitate the process of memorizing and using the information received.

All textbooks in this series allow you to systematically study the skills acquired, have a good vocabulary (words and phrases are made at the end of the textbook). The advantage of the new English File series is the system of cross-references and symbols, which makes it easy to navigate in the manual.

A MultiROM CD-ROM is included with the workbook. It can be used as an audio material to the exercises of the workbook, and also includes video clips and exercises on them; interactive grammar tests, vocabulary and pronunciation exercises.

In New English There is a moderate amount of language material, but a lot of tasks for the development of communication skills. We train to listen, understand, discuss, Express our opinion/attitude. To this is added the necessary grammar and vocabulary. To read-to translate difficult texts, to write out to them on 30-50 words for a lesson, and then at home it is not required to teach. Here the approach is different.

Option **"video lessons for Elementary and Intermediate levels**". Video tutorials are short and useful videos. Then we got acquainted with specialized channels, which demonstrate video

lessons.After analyzing the responses received during the survey, we found that watching video tutorials has a number of advantages, among which respondents noted:

- Availability
- Saving time and money
- Psychological factor
- Free schedule

The option **"Elementary and Intermediate levels"**. Here is the grammar for this level. For example, In this site you can find the following:

- Past Simple "To Be"

- The Past Simple Structure

- Past Simple Use

- Present Continuous Structure

- Present Continuous Use

- Comparatives and Superlatives

- Adverbs

- 'Going To' and Present Continuous for Future

- Prepositions Of Time

- Who

- Could

- Present Simple For Future

- Contracts

- Plurals

- Spelling

For Intermediate level, in this site you can find the following:

- Present Perfect Continuous Structure

- Present Perfect Continuous Use

- Second Conditional

- Passive Overview

- Passive Present

- Passive Past

- Get Passive

- Past Perfect Structure

- Past Perfect Use

- 'Make', 'Let' and 'Allow'

- Used To

- Gerund or Infinitive?

- Needn't

- Subject and Object Questions

- Relative Clauses I

- "Can" and " Be Able To"

- Nouns & Quantifiers

- Adjectives & Adverbs

- Reflexive Pronouns

The option **"games for Elementary level"** presents many types of games for learning English. Computer games have a positive impact on learning English, expand the vocabulary of players, improves their auditory and pronunciation skills and arouse interest in its study. We chose the easiest games as these games are for Elementary level.

In the option **"reading tasks for level of Intermediate"** there are materials, texts for reading for level Intermediate. Each test has its own history and questions to the text, for example, true\false\not given, test questions, matching, etc. With this method, the student will be able to improve reading and writing skills.

There are also additional options. If visitors to this site want to express gratitude, improve the site or express a complaint, they will be able to write about it in the **" Guest book"**. And they will be able to evaluate this site using the **"Feedback"** option.

## 2.2 Lesson plan in using Web-task

The internet is a fantastic tool for teachers. It's not the answer to simple teaching or learning, but it is an incredibly motivating resource for both teachers and learners. You can find materials for use in traditional classes, you can access message boards and discussion groups

for your own interest, development and to get ideas and activities for lessons, you can use it as a communication tool which allows your students to interact with people around the world in English and you can use it as the basis of lessons with students accessing the internet live during lessons. It's not always easy to use and it does have its problems but it's a motivating and engaging resource for both students and the teachers. This lesson plan will help some teachers to conduct their classes in an interesting and informative way.

**Lesson Plan Title :** Christmas around the World

**Age Range:** Grade 9 through grade 12 (High School)

**Overview and Purpose:** Students are not often aware how Christmas is celebrated differently around the world. This project will allow students to study in-depth how other countries and cultures celebrate Christmas.

**Objective:** The student will be able to:

- research how another country celebrates Christmas.
- write a report using that research.
- present the report to the class.

**Resources:** Internet access for students.

**Activities**:

Have students choose a country to research. Have them do an in-depth study of how the people celebrate Christmas. They should include the traditions, favorite foods, special things for children, traditional dress, etc.

After they have completed their research, they should write a one to two page report using the information. They can present their report to the class.

**Wrap Up:**

If it is practical, have the students bring in a traditional holiday dish to share with the class when they present their report.

Christmas is a global celebration. You have already seen how the legend of Santa Claus varies greatly from country to country. For the following task, you will read about different traditions around the world celebrated at Christmas time.

**a.** Take a look at the following traditions. As you read them, try to guess which of the countries in the box below these traditions come from. (Some countries are used more than once!)

*El Salvador                    United    States                    Great Britain   Spain   Japan   Venezuela   Canada   Brazil   Denmark   Guatemala   Estoni a Poland Philippines Italy Armenia Germany  Colombia*

**Twenty Christmas traditions from around the world**

1.  During the Christmas meal, Christmas crackers containing toys, jokes and a paper hat are pulled. _____

2.  A white sponge cake covered with cream and decorated with strawberries is often consumed. _____

3.  Children put their shoes in the window in the hope that the three wise men will deliver their presents. _____

4.  Christmas carols are heard as early as 1st September. _____

5.  On 6th January, female puppets are burned on a pyre to symbolize the death of the old year and beginning of the new year. _____

6.  They celebrate the Cavalcade of Lights Festival. _____

7.  The Christmas tree usually stands centrally in the home, decorated with ornaments, tinsel and lights, with an angel or star at the top. _____

8.  People dress up in an ornamental hat named a Puritina and dance in a line. _____

9.  Potato salad with frankfurters and wiener sausages is a popular meal in some families. _____

10. Children take presents of fruits, nuts and other sweets to older relatives. _____

11. In many cities, and even in small rural towns, neighborhoods get together and decorate their whole neighborhood or street, turning streets into 'tunnels of light'. _____

12. Neighborhoods get together for night festivals where children play with skateboards, rollerblades and bicycles. _____

13. On 6th December, Saint Nicholas puts goodies in children's shoes. _____

14. Rice pudding is traditionally served with whipped cream and lots of black cherry sauce. _____

15. Electric candles and glowing stars are placed in almost every window during the month of December. _____

16. A traditional meal includes herring and beetroot soup with ravioli. _____

17. It is a tradition for children to leave a glass of milk and plate of cookies for Santa. _____

18. In some cities, judges decide on the most beautifully decorated house. _____

19. Children are visited by Santa Claus on Christmas Eve and must sing songs or recite Christmas poems before they receive their presents. _____

20. Children celebrate Christmas by playing with firecrackers and sparklers. _____

**b.** Now, visit the following web link https://en.wikipedia.org/wiki/Christmas_traditions and check your answers. Don't try to read the whole article from top to bottom; instead, try to find the countries as quickly as you can.

**Discussion:**

- What traditions above are similar to those in your country?
- What is your favourite tradition from the list?
- What is your favourite tradition from your country?
- If you celebrate Christmas, do you think your country is losing any of its Christmas traditions? If so, why?
- If you could start a Christmas tradition of your own, what would it be?

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## 2.3 Analysis


Web-quests are used to reach the best use of learner's time, knowledge acquisition and integration and extending knowledge. When working with a Web-quest, learners have to cope with a significant amount of new information and made sense of it. Web-quests help students in working on both critical-thinking and analysis skills. Based on ideas of inquiry and constructivism, Web-quests involve cooperative learning as students work in groups. The results of its impression in the classroom demonstrated that Web-quest is an important tool of stimulus for the teachers, a suitable teaching and learning method and a way for integrating Internet in learning. One of the greatest achievements of the Web-quest implementation was obtained in pupils' motivation and cooperative work. The Internet offers students more relevant and more complex learning activities than traditional learning models. In this sense, the Web-quest provides them with a great amount of new information facilitated by the teacher. In the light of the above, using technology and the Internet in classroom might have positive effects on students' opinions and motivation. According to Varank , students' motivation increases while working with computers in class because it gives them another perspective of the topic. It is obvious that textbooks cannot give the appropriate information for the current context we are living, as it was stated before, many changes are occurring. Therefore, it could be argued that the use of Web-quest in classroom can be a positive tool to teach content to students.

The use of technology "web quest" in the lessons of not only English, but also other school subjects refers to the methods of teaching using information resources of the Internet .

In our opinion, this technology is relevant, as students using the Internet can find information on any topic of the school program, and expand their horizons. When writing the

course work, we considered the theoretical aspects of the technology "web quest", universal learning activities.

The use of web-quest technology in English lessons allows to solve a number of didactic tasks: to form the skills of viewing reading and reading in order to extract information; to develop the skills of writing students; to replenish the vocabulary of students; to form a stable motivation to learn English, to expand the horizons of students. The most important thing – the child learns to work in a team! He moves away from virtual communication, which will never replace the experience of live communication with people, when you have to control your emotions, thoughts, actions; consider the opinions of others. The ability to communicate, the skills of sociable behavior-that's a big deficit for some of today's young people. The web quest is one of the ways of targeted Internet use.

**Conclusion**

In conclusion, it should be noted that the use of Internet resources and multimedia tools gives teachers an excellent opportunity to improve learning management, increase the efficiency and objectivity of the educational process, save teacher's time, increase the motivation of students to acquire knowledge, interest them in learning foreign languages, instill a strong desire for self-control and self-improvement, which will have a positive impact on the learning outcomes. Moreover, using web resources, teachers greatly simplify the process of communication of students both among themselves and with native speakers, as students are able to communicate both in writing and orally through video conferences or social networks, not only on school topics, and discovering the situation of daily communication, as close as possible to communication in real conditions. The conclusion of this study is to encourage English teachers to make use of the Web-quest in the EFL classroom since it demonstrated to be a useful teaching strategy that lets addressing the gaps between the traditional teaching and learning processes. The Web-quest provides technological resource that brings together the students' needs and enhances motivation by creating dynamic and adaptable learning situations. This review of literature should not be interpreted as criticism of the Web Quest strategy, but rather an effort to bring to light what exactly is known about the benefits of Web Quests. When Web Quests were first introduced in 1995, the Internet was still in the early stages of integration into K-12 and higher education institutions. At the time, Web Quests achieved an important instructional goal by providing structure, focus, and purpose to an increasingly unstructured mass of information that was available on the Internet. Further, creating a framework for incorporating the wealth of informational resources into an inquiry learning activity made the Web Quest strategy a highly innovative approach at the time. Based on the findings of this literature review, a Web Quest could be more accurately described as a technology-supported activity that may support structured inquiry and, in some cases, a higher cognitive level than some traditional activities.

In the years since it has been introduced, the Web Quest strategy has seen little evolution while at the same time being applied to a wide variety of instructional situations. In contrast, the availability of resources on the Internet as well as the common Internet-based activities has seen dramatic growth and innovation. In 1995, Dodge noted that Web Quests could be supplemented by video conferencing technology. Now that technologies such as Voice-over-Internet-Protocol (VoIP) and web-based video conferencing are commonplace, there appears to be little or no integration of these new technologies into the Web Quest strategy. Further, with the popularity of online social networks as well as the shift by many internet users towards being creators of content rather that of simply consumers, the possible future for inquiry-oriented activities the use the internet-based technologies is primed for the next steps. There are undoubtedly many practicing educators who have already begun to use emerging technologies such as Web 2.0 tools for the benefit of teaching and learning. It is imperative, however, that we consider how best to research and evaluate these ideas in a manner where research and continue to inform practice, even on the cutting edge of innovation.

For this course work, we have opened a new website called https://web-taskss.ucoz.net this site is for Elementary and Intermediate level. We hope that this site will attract the attention of

schoolchildren and students to learn English. This site has several types of games, reading materials, different video lessons, information about the site and a guest book. Any visitor to the site will be able to see our site, if they have a problem or if they want to express gratitude or complaint, they will be able to write about it in the guest book and we will immediately take measures to solve the problem. And finally we want to say that when creating a website, we have developed our computer skills, learned how to connect the Internet with English lessons, how to attract the attention of the student to learn English, how to combine a website with a lesson in the classroom. We believe that this site will be needed for schoolchildren and we believe that they will study harder and interest in learning the language will grow even more.

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