

Rationale:

This WebQuest is designed to take place over a module in Transition Year, for students who have been learning the target language (TL) up to Junior Cycle.

By engaging in WebQuest, students will

- use the target language (TL) in a meaningful and interesting way, to find out about the culture and way of life of a country where this language is spoken. They will also link their learning to personal interests
- follow a set of steps which are necessary to fulfil a task effectively
- use various resources and technological means to research, gather and present information to create a product, namely a virtual tour of the country, which can potentially become a real tour
- combine their language skills with research, organisational and digital skills, as well as their creativity, to complete their task
- learn cooperatively in a structured and effective way
- enhance their cultural knowledge and intercultural awareness



Introduction

Group formation: Ideally there should be 3 to 4 students in a group. Each teacher will decide which group formation method suits their class best (friends, random, interest-based, etc.).

Alternative: The whole class organises the trip, with groups in which all students have the same role (e.g. researchers, etc.).

Internet Access

Students will need access to the internet for at least some of the sessions.

Share the objectives of the WebQuest with your students, e.g. getting to know a TL country better; linking learning to personal interests; using technology responsibly; developing research skills; sourcing, selecting and using information to create a text; using creativity; working with others; using the TL, etc.

Task Development

Group size: 3 to 4.

Possible roles for research aspect:

fact researchers/checkers, audio-visual researcher, organiser/facilitator, etc.

Possible roles for group work:

teachers may refer to the PDST role cards: facilitator, checker, recorder, time keeper.

The presentation should be shared among group members.

Session 1

Students will be encouraged to strive to use the TL as much as possible. A reward system could be in place to motivate students. Some tips/models below:

- In session 1, you may use language mats, elicitation techniques, a native speaker, flashcards, etc.
- www.languagesinitiative.ie/teaching-learning/cpd-online for online tutorials with
- www.slideshare.net/MrF/spontaneous-talk-ideas for Chris Fuller's slide share on "Talking about spontaneity", including mention of Greg Horton's Group Talk (model available for French, German, Italian, Spanish and applicable to any language)
- www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf for article "How to stay in the target language"

Session 2

Possibility of dividing roles, e.g. see above under Task Development.

Identify key language areas and vocabulary.

Share/elicited/revise/introduce them as appropriate before the students need to use them.

Sessions 3-9

Students work on their presentations.

As some groups may finish before others, include short extension activities which you can ask them to engage in if they finish early.

Also consider how many sessions are needed for students' presentations. If necessary, students could complete their WebQuest over a shorter period.

Session 10

Students use the reflection template provided to reflect on their learning experience and performance.



Evaluation

You can use the rubric for teachers, with detailed criteria for success, and the students' rubrics for peer evaluation.

You may also allow the class to choose the best trip, and make the WebQuest into a competition.