

## **New Technologies in the 21st century ESL/ EFL classroom - A Web Quest - assisted reading lesson**

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**Abstract:** The purpose of the particular article is to design an original reading lesson integrating the use of literary texts available online. In the first part, there is a brief description of the teaching situation. In the second part, there is a literature review, while in the third part, the original reading lesson is presented. More specifically, there is a presentation of the aims and objectives set in the lesson, the teaching materials and finally, the teaching process with detailed analysis of every stage (pre/while/post-reading). Finally, there is a discussion and a conclusion summarizing the ideas presented in the previous stages.

### **1. Description of the teaching context**

The particular EFL class consists of 16 Greek learners aged 12-13 years old, attending the first grade of a Greek junior high school. All learners are monolingual, while their competence level ranges from intermediate to upper-intermediate (B1-B2). Most of them are to participate actively, while they show a positive stance towards EFL and the use of technology in the EFL class and they prefer group-pair-work. Finally, they express their preference for visual and auditory activities (Woodward, 2001:212-213), that make lessons more appealing, attractive and motivating to learners. The book taught is called 'B1 for all', while the teacher designs her own material, integrates numerous technological webtools in her lessons and boosts cooperative learning.

### **2. Rationale**

Technology plays a vital role in everyone's life, while it is considered to be a significant tool in both learning and language learning, as it offers numerous opportunities, creativity and flexibility to learners (Papadopoulou, S & Vlachos, K., 2014). According to some learning theories (socio-constructivist, multiple intelligences, experiential learning and critical inquiry) the benefits of the use of technology in the EFL class are numerous, such as psychological, sociocultural and cognitive (Papaefthymiou- Lytra, 2014) and develop numerous of learners' skills. Additionally, Peachey (2019) supported that webtools boost learners' socialization and creativity, develop their cooperation-interaction skills and make them willing to share while they are supposed to work for a real-communicative purpose. In this lesson, the main technological tool used is a WebQuest. According to March (2004:42), a WebQuest is a lesson scenario around a particular topic, whose purpose is to solve a problem with the use of websites-webtools and its duration can range from one teaching lesson to numerous ones. As Makrogiorgou & Antoniou (2016) have mentioned WebQuests are beneficial for language learning, as according to other researchers they develop learners' high order thinking skills, creativity, collaboration (Irafahmi,2016; Kelly, 2000; Maddux & Cummings, 2007; Lamb & Teclehaيمانot, 2005; March, 2004) and metacognitive skills (Katsoulaki, 2010). Finally, a WebQuest is composed of six parts, the introduction, the tasks, the resources used, the process followed, the evaluation and the conclusion (Dodge, 1997).

### 3. Lesson

The lesson is around the topic of ‘Bullying at school’ and ways to prevent it. It is presented in a WebQuest sequence that will last 4 teaching hours in order learners to complete the tasks. The link of the WebQuest is <http://zunal.com/webquest.php?w=778029> and the site of [zunal.com](http://zunal.com) is used to present the lesson.

#### 3.1 Aims and objectives

The aim of this lesson is to develop learners’ reading skills through the WebQuest presented and develop their awareness of bullying at school. The objectives are to foster learners’ skimming and scanning skills, develop their critical thinking skills when dealing with a text, increase their interaction, collaboration and autonomy.

#### 3.2 Teaching materials

The teacher has planned and designed the anti-bullying lesson to be taught through a WebQuest. Thus, the 4-hour-lesson is necessary to be taught in a computer lab with internet access, so as all learners can work in pairs sitting in front of a computer per desk.

#### 3.3 Teaching procedure

##### 3.3.1 The preparation stage

###### 1<sup>st</sup> stage- Introduction

In the first stage, the teacher introduces the topic of the scenario, activates learners’ background schemata, presents the objectives of the lesson and the problem to be solved. In this case, the teacher presents the topic of Bullying at school and explains the problem. According to it, learners are exposed to an imaginary character ‘Poor Lucy’ (a bullied girl) who describes her situation, expresses her fears and invites learners to find some ways to help her deal with her problem (Appendix IV, p. XIII).

###### 2<sup>nd</sup> stage- The task

In the second stage, learners are presented with the tasks and they are supposed to complete and solve the problem presented to them, while at the same time the final expected product is explained. Learners are supposed to become ‘Poor Lucy’ for a day in order to feel empathy and understand the difficulties a bullied child goes through and finally, deal with this problem. In this part, there is a description of the goals set and the way in which the information is gathered will be used, analyzed and presented in class (Appendix IV, p.XIV).

##### 3.3.2 The implementation stage

###### 3<sup>rd</sup> stage- The process

In this stage, learners are provided with the actual tasks-activities they must complete and the procedure they must follow to deal with them and some instructions (roles, time, mode of work). So, in this stage, learners are required to read the text ‘Students Experiencing Bullying’ (Appendix II, p.VIII). and in groups of 4 (coordinator, seeker, writer, presenter) take notes and make a spidergram,

using a webtool called 'creately.com' (Appendix IV, p.XIV). In this webtool, which they have used many times so far, they are supposed to collect important information from the text they read and list it in categories, such as 'Types of Bullying', 'Reasons for being Bullied', 'Ways to prevent Bullying', etc., so as to better understand the problem. Then, the members of each group read the additional texts and fill-in the particular spidergram with extra information. Afterwards, they are given an online tasksheet (Appendix iii, p. XI) including 4 tasks to complete in groups. In the first, they are asked to guess the meaning of a picture shown to them, while in the second, there is a youtube video so as to watch a similar situation, take notes and present the story. In the third and fourth tasks, learners are asked to participate into two role-playing activities (real-life communicative situation) dealing with bullying at school. So, in this tasksheet, there is integration of skills (listening, writing, speaking, writing) (Calfoglou, 2004), which is a key element in the activation of learners' background schemata and the establishment of knowledge. Finally, learners are asked to make a powerpoint-presentation with their solutions to bullying at school and present it in class. So, some of the objectives are the development of learners' skimming and scanning skills, notetaking, searching for specific information, the development of cooperation, writing and presentation skills, while they develop their digital literacy skills, too.

### 3.3.3 The concluding stage

#### 4<sup>th</sup> stage- Evaluation

In this stage, there is a description of the way in which the learning process and the final product will be evaluated under some certain criteria, such as task completion, team-work, their in-class presentation and their overall performance (Appendix IV, p.XV). In this way, the lesson acquires a learner-centered character, as learners participate actively in the whole process (lesson-evaluation), work collaboratively and learn-how-to-learn through multiple activities and the use of technology (Atkinson, 1998; Bacigal, 2000).

#### 5<sup>th</sup> stage- Conclusion

In this stage, learners exchange peer-feedback on what has been achieved and about their expectations and they draw conclusions upon bullying at school (Appendix iv, p.XVI).

## 4. Justification of choices

The particular reading lesson was designed and presented to learners with the use of WebQuest, which motivates them to participate actively in the learning process (Koutsogianni, 2014).

'Bullying at school' was chosen with the aim of raising awareness over bully situations in the school context and inform learners how to prevent it. For this reason, the teacher paid attention to her choices, so as to develop learners' skills, awareness and critical thinking.

The online reading texts she chose as the input were relevant to learners' interests (Krashen's i), while the language used was familiar to them, while they did not face any difficulty. Also, they had the chance to compare and contrast similar bullying instances to their country's (cultural knowledge). Additionally, they developed their vocabulary skills, by being exposed to various vocabulary items, revising concepts and discovering some new ones (linguistic input). Finally, these reading texts gave a meaningful reason for reading to learners, that seemed to be the completion of tasks at first, but it was their need to learn and develop their critical thinking.

Furthermore, the tasks contributed significantly to the goals set. First of all, they activated learners' background schemata, as reading is successful only when a reader can relate his pre-existing knowledge with a text (Carrell & Eisterhold,1983). Also, they gave learners the chance to work

autonomously and collaboratively (Grabe & Stoller, 2011:10), develop their skills (cognitive, metacognitive), while they learnt how to cooperate with others and take roles when necessary to achieve a particular goal (situated learning), maximizing their decision-making and creativity skills, too. In other words, these tasks gave a meaning and a communicative purpose in the whole lesson (goal-oriented), offered learners the chance to experience (focus on doing) and compare the texts with their personal lives (experiential) and discuss them with their peers. Also, the integration of skills was crucial in the whole learning process. Moreover, none of the tasks had a testing goal, but rather deep and real communication. Finally, the approach followed was the Learner-Determined as the teacher set the topic and provided learners with the sites, while they had to experience learning and explore it individually/collaboratively (Vlachos, 2020b).

## 5. Conclusion

In the particular article, a WebQuest was designed by the teacher to facilitate the learning process of a reading lesson on bullying, the activities' purpose was mostly to engage learners in the learning process (Koutsogianni, 2014), while the choice of reading texts was carefully done by the teacher.

Finally, it is important to highlight the productive and effective role that all digital technologies play in the education sector. These technologies, such as mobile devices (24-32), a variety of ICT applications (33-69), AI & STEM ROBOTICS (70-88), and games (89-92), facilitate and enhance educational procedures such as assessment, intervention, and learning. Additionally, the use of ICTs in conjunction with theories and models of metacognition, mindfulness, meditation, and the cultivation of emotional intelligence [93-138], as well as with environmental factors and nutrition [20-23], accelerates and improves educational practices and outcomes, particularly in ESL EFL classroom.

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<https://www.apa.org/ed/schools/primer/bullying>

<http://zunal.com/webquest.php?w=778029>

**Appendix i.**

The reading lesson plan

‘Bullying at school’

**Aim:** To develop learners’ reading skills

To develop learners’ awareness of bullying at school

**Objectives:** To foster learners’ skimming and scanning skills

To develop their digital literacy skills

To develop their critical thinking skills

To increase learners’ interaction and cooperation

To develop learners’ autonomy

**Age:** 12-13 years old

**Level:** B1-B2

**Time:** 4 hours

**Materials:** webQuest, YouTube video, computers, a tasksheet, reading texts

Task	Procedure	Interaction	Objectives	Time
<b>Presentation stage</b>				
1	The T presents the topic, states the problem and exposes L	Pair work	To activate trainees’ background schemata.  To enhance their collaboration skills.	5 min (1 <sup>st</sup> hour)

	to an imaginary character 'Poor Lucy', asking them to work in order to help her deal with her problem.		To develop learners' empathy	
2	In the task attribute of the webQuest, L are presented the tasks they need to complete and the final product of this process.		To be aware of the tasks they need to perform and the goal they need to achieve.	10 min (1 <sup>st</sup> hour)
<b>Implementati on stage</b>				
1	Step 1:	Individual work	To develop learners'	10 min

2	<p>In the process attribute, L are asked to look through the webQuest and read the text.</p> <p>Step 2: Learners are asked to take notes, make an online spidergram, listing valuable information.</p>	Group-work	<p>reading skills (skimming/ scanning/ specific information).</p> <p>To develop learners' digital literacy skills, creativity, writing skills</p> <p>To boost their cooperation skills</p>	<p>(1<sup>st</sup> hour)</p> <p>25 min (1<sup>st</sup> hour)</p>
3	<p>In the 3<sup>rd</sup> step, learners read additional online texts</p>	Group-work	<p>To boost learners' reading skills</p> <p>To enhance their interaction skills</p>	<p>20 min (2<sup>nd</sup> hour)</p>

4	<p>In the 4<sup>th</sup> step, learners add further useful information in the spidergram they created earlier</p>	Group-work	<p>To search for specific information</p> <p>To boost learners' writing skills</p> <p>To enhance learners' cooperation</p>	25 min (2 <sup>nd</sup> hour)
5	<p>In the 5<sup>th</sup> step, learners are given an online tasksheet on bullying (including 4 tasks) to complete in groups. They look at the picture of the first task carefully and prepare themselves to answer the questions that follow.</p>	Individual work	<p>To activate trainees' background schemata.</p> <p>To foster their prediction skills.</p>	5 min (3 <sup>rd</sup> hour)

6	In the 6 <sup>th</sup> step, L watch a YouTube video on bullying and take notes as victims or victimizers, according to their tasksheets.	Individual work	To motivate learners through the use of technology.  To create a ‘real-life’ context. Skills integration (listening and writing).  To check comprehension.	15 min (3 <sup>rd</sup> hour)
7	In the 7 <sup>th</sup> step, learners present the story they watched in pairs from the victim’s / victimizer’s perspective to their peers.  Finally, in the 8 <sup>th</sup> step,	Pair work	To encourage trainees to give an overall presentation of the story, from both perspectives.	10 min (3 <sup>rd</sup> hour)
		Group-work	To encourage learners act	

8	learners are supposed to take part in two role-playing activities.		<p>out a ‘real-life’ dialogue.</p> <p>To enhance group work.</p> <p>To create a ‘real-life’ communicative setting.</p> <p>To promote learners’ interaction.</p>	10 min (3 <sup>rd</sup> lesson)
<p><b>9</b></p> <p><b>Concluding stage</b></p> <p>1</p>	<p>In the 9<sup>th</sup> step, learners are supposed to make a ppt, presenting their solutions to bullying in class</p> <p>In the evaluation stage, learners are evaluated according to the criteria provided to them for their</p>	Group work	<p>To enhance learners’ digital literacy skills</p> <p>To enhance learners’ critical thinking skills</p> <p>To enhance learners’ presentation skills</p> <p>To boost their group work.</p> <p>To make learners aware of assessment criteria</p> <p>To make learners active in the evaluation process</p>	<p>35 min (4<sup>th</sup> hour)</p> <p>5 min (4<sup>th</sup> hour)</p>

2	<p>overall performance, their cooperation and their final product.</p> <p>In the conclusion, learners exchange feedback</p>	Pair work	<p>To give and receive meaningful feedback</p> <p>To boost learners' cooperation</p>	<p>5min (4th hour)</p>
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**Appendix ii.**

**The reading text**

[Students Experiencing Bullying](#)

**Appendix iii**

Tasksheet

**Pre-speaking stage:**

1. Look at the photo carefully and in pairs, discuss the following:

- a. Who and where are they?
- b. What is this photo about?
- c. Have you or any of your friends ever been in a similar situation? How did you react?



**While-speaking stage:**

2. Watch the following YouTube video called 'Bullying- Stop it'

([https://www.youtube.com/watchv=FYVvE4tr2BI&t=15s&ab\\_channel=TheChurchofJesusChristof Latter-daySaints](https://www.youtube.com/watchv=FYVvE4tr2BI&t=15s&ab_channel=TheChurchofJesusChristof Latter-daySaints)) and take notes. Then, in pairs present the story from the victim's perspective to your classmates.

	<b>Bullied</b>
People involved: Place: Time: Incident: Frequency: My feelings: The bully's feelings: Solution:	

3. Imagine you are a 12-year-old bullied student and you visit a psychologist to talk about your latest bullying experience at school. The psychologist asks questions to find out what happened, who was involved in it and what were/ are your feelings. The victim gives detailed information about that day. Work in pairs to act out a 15-minute dialogue.

**Post -speaking stage:**

4. Imagine that a 16-year-old boy calls another student 'dirty', makes fun of him all the time, asks from their classmates to ignore him and knocks into him on purpose. In groups of 4 (bully, bullied, classmate, headmaster), you are required to engage in a 20-minute- role-playing activity, reporting this bullying activity to the headmaster of the school, offering valuable piece of information and details.


**Appendix iv.**

**WebQuest:** <http://zunal.com/webquest.php?w=778029>

**WELCOME**

- Welcome
- Introduction
- Tasks
- Process
- Evaluation
- Conclusion
- Teacher Page
- About Author(s)
- Reviews
- Modules
- Settings

Welcome




[Change Picture](#)

**Welcome:** BULLYING AT SCHOOL  
**Description:** This is a webquest for EFL learners  
**Grade Level:** 9-12  
**Curriculum:** English / Language Arts  
**Keywords:** bullying, bullying at school, dealing with bullying  
**Author(s):** Αγγελική Παπαδάκη

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**INTRODUCTION**

- Process
- Evaluation
- Conclusion
- Teacher Page
- About Author(s)
- Reviews
- Modules
- Settings
- Publish



[Change Picture](#)

Hello guys! It's me, Poor Lucy. I am a student and I face a terrible situation every single day at school. My classmates make fun of me, shout at me and steal my pencils. They also call me out and sometimes they pull me. I am helpless and unable to do anything. I don't trully know what to do. After reading the following text on bullying and do the activities that follow, please helo me deal with it and prevent similar situations in the future!!!

## TASKS

By the end of the task, you will have a taste of how to deal with a bullying situation at school effectively and what to do in order to prevent it. You are supposed to read the online text, take notes and make a spidergram. Then, you are supposed to read further reading texts with your peers, add new information in the previous spidergram and fill in a tasksheet designed by your teacher.

After you read the online text, you need to make a spidergram including precious information on bullying in the following page

<https://creately.com/lp/spider-diagram-maker-online/>.

You can read the texts:

<https://www.apa.org/topics/bullying/prevent>

<https://www.apa.org/news/press/releases/2017/01/school-bullying>

<https://www.apa.org/topics/bullying>

<https://www.apa.org/monitor/2019/06/jn>

## PROCESS

In the process stage, you are going to read the initial text, take notes and make a spidergram working in groups, cooperating with your classmates. Each team will choose, 1 presenter, 1 seeker, 1 coordinator and 1 writer.

You will make the spidergram with the use of Creately.com and by putting some bullying/ anti-bullying ideas under some categories, such as "Types of Bullying", "Ways to prevent bullying", "Reasons for being bullied", etc, so as to understand the "problem" thoroughly.

Then, the members of each group read the additional texts and fill in the spidergram with further information.

Afterwards, you are given a tasksheet designed by your teacher to complete in groups and perform two role-playing activities. Before doing so, you are assigned new roles.

Finally, you are asked to work in groups and make a powerpoint presentation including your solutions/ ways to prevent bullying at school.

## EVALUATION

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In this part of the webquest, you are given specific criteria under which your performance and your powerpoint presentation are going to be evaluated. The criteria are the following:

1. task completion
2. group work
3. powerpoint presentation
4. overall performance

### Rubric

#	excellent	very good	satisfactory	poor	Score
task completion	all tasks have been completed succesfully	all tasks have been completed, but they include mistakes	some of the tasks were not completed	none tasks have been completed	Category1Score
group work	all the members of each group worked equally	most of the members worked equally	2-3 of the members worked equally	none of the members worked as they were supposed to	Category2Score
powerpoint presentation	detailed and precise ppt including valuable information	quite good ppt	the ppt included some information	poor ppt lacking lots of information	Category3Score
overall performance	learners are motivated and participate actively in all tasks	learners are motivated and participate in most of the tasks	learners participate in some of the tasks	learners are not willing to participate in the completion of the tasks	Category4Score
<b>Total Score:</b>					

## CONCLUSION

Our webquest has come to an end. I hope you enjoyed it!!! I want you to share with me your experience, reflect on the webquest and tell me what can be done to avoid/ deal with bullying at school.

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