



WebQuest as a Fruitful Educational Innovation in ESP arena

Renata Agolli

Living Language Institute (Italy), Med TESOL in Hellenic Open University (Greece)

Abstract

Information Computer Technology (ICT) “has pervaded almost every orifice of modern society” transcending any cultural, physical and spatial borders (Sen & Neufeld, [12]). The World Wide Web offers a rich bounty for ESL / EFL teachers and learners and one of the pioneering methods is Webquests, which “as an inquiry-oriented activity” meets the goals of technology education, which are directed at long-term learning and programmatic outcomes (Ritz [11]). The present paper purports to delineate WebQuest as an activity rife with discovery paths aiming to process and extend novel information, refuting the claim that a WebQuest may just be a relic of the 20th century (Gaskill et al, [7]).

Moreover, there is a direct reference to the structural components of the WebQuest and its entailing utility that can enhance educators’ perceptions of its integration in ESP classroom reality. In addition, a plethora of benefits of WebQuest are enlisted surmising that its proper use can soccour to collaborative learning, awareness of acculturation and intercultural competence by rendering learners active protagonists of the learning practice. As well, blended learning, multiple literacies, transformative learning and neomillennial learning styles are touched upon in an attempt to highlight the multidimensional impact of the use of Webquests on educational reality.