THE ROLE OF USING WEBQUESTS IN TEACHING SPEAKING SKILLS

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ABSTRACT

The article highlights new technologies in teaching foreign languages. Today besides acquiring foreign languages than native language, have become extremely beneficial. So our country is giving great attention to the improvement of teaching foreign languages in all spheres of educational system. In the modern educational process teachers can use new technologies and forms of interaction with students and they are based on the intensification of independent activities and the direct participation of children in the educational process. Quest-technology is an innovative form of an educational organization, as it contributes to the development of the active participation of the child during the solution of search tasks.

Keywords: Internet & website resources, a computer, a foreign language, WebQuest technology, constructivism, speech, speaking skills, motivation, conversation, communication;

INTRODUCTION

The XXI century a high level of competitiveness in achieving the goals that we set themselves. Thus, the use of technological resources, such as Internet and computers, has become necessary to achieve the full process in education (Orozco & Marin, 2011). In addition, technologies are the most important assistive language tool that increase the confidence of students and contributing to learning. (Radio and Sengel, 2009).Also the Internet is one of the most important instruments of English language learning, teachers benefit from websites, because they help them master the methods and approaches of training. And students also benefit from websites, because they facilitate and expand the learning process focused on their knowledge.

METHODS

The use of computers in the learning process increases students' academic performance and motivates students to study together (Glennan & Melmed, 1996). Teachers are trying to use new strategies on their lessons, such as learning languages using a computer (Call).Times changed, and this affects the methods of learning

students. (Kern, 2006) There are many methods in the class, one of them is called Web Quest. Web Quest is a learning style created by Professor from San Diego Burney Dodge. (University of SDGU 1995) . Web Quest is a constructive training structure that uses links to worldwide web and other important resources. This is the real task - to encourage students to explore the central open question and take part in the solution. Group process aimed at converting received information into more complex information (March 1998)

RESULTS

Web quests are one of the roots of a constructivist approach that allows research activities, which leads to an increase in their mental abilities. Many studies show that the Web Quest is very effective for the development of problem solving skills, a high level of thinking and creativity, an increase in motivation, critical thinking and communication with content. Torres described web quests as learning based on tasks and a lesson is prepared by teachers in the form of a web page with pre-selected links. It also requires cooperation between groups, thereby helping students to learn from each other and develop social skills and critical thinking. Besides, it impacts on improving speaking skills. Web quests contribute to integrating technologies in training and focus on how students use and find high-qualified information from the Internet. It helps students to develop independence in the performance and exchange of their ideas with each other, to discuss and solve problems (Barros & Carvalho, 2007). In addition, Webquest allows fun to use the Internet and improves a positive attitude towards a lesson and this is a way to show high educational activity and perseverance in training. (Salvation and Kilic, 2009).

Using Web Quest as a pedagogical instrument is an effective and innovative way to use the Internet in learning process. Currently, students can communicate with each other and use computers as a valuable resource. (Alshumaymeri and Bamanger, 2013)

Since the beginning of the 1980s, a number of applications for the Internet and computers have been proposed as potentially useful ways of development of general-language skills. Serves mainly as publishing, communication and information or space, the Internet allowed many appropriate events such applications as language learning and studying web pages, blogs and web quests (Cunningham, 2000). Searching for collecting information from Internet resources - ordinary practice in the classroom teaching and learning English, (Grabe & Grab, 2001).

The first web quest was created in 1995 by Dr. Bernie Dodge from the State University of San Diego (SDSU), focused on requests at which most or all information used by students is extracted from the Internet. (Dodge, 2001). Since then, it is widely used in all spheres and at all stages of learning. Now it can play an important role in the development of English skills, and in the motivation of students in language practice and this can improve skills.

Tom - co-author of WebQuests, rethought and expanded the definition of web quests as follows: WebQuest is a training structure that uses links in World Wide Web and other important resources. Encouraging students to study the central issue - a real task for personal development and participation in the final group process, which seeks to transform newly obtained information into a more complex understanding. The best web quests has been done in such a way to inspire students to see thematic relations and help to contribute the real world of learning and reflect their own cognitive processes (March 2008).

Web quests are intended to ensure that students can choose the internet learning context. And Web Quest includes teamwork between groups of students to collect information and access the Internet. Web Quest for teaching languages are used by many teachers of schools and universities around the world during their lessons for several years (March 2004)

ANALYSIS AND DISCUSSION

Teachers may encounter some problems associated with speaking skills when helping students spell in class. These problems include inhibition, lack of modern knowledge, low level of participation and use of the native language (Tuan & Mai, 2015).

The use of web quests in education gives many advantages, helps to use time rationally, students use references to an effective search for information provided by the teacher. Another advantage of a web quest is supporting high-level of thinking. Students must read, think, analyze, synthesize and evaluate (Rope & Packer, 2011). Now the approaches that have been appeared in learning the languages improve communicative interaction and allow students to share the content of the communicative path (ELLIS, 2000). According to Torres (2007), web searches for teaching and learning languages are focused on studying the appropriate topic, which involves the use of web resources and the development of mental processes in a high level.

According to Harmer (2007), human communication is a complex process. People need to communicate when they want to say something and transfer information. When speakers use communication, they tell someone about something. Speakers use tongue for their own purposes. So speaking to be a listener and a speaker at the same time to rise communicating skills effectively. It is very important when studying the second language.

Speech - skill that deserves primarily attention. Studying speech is the most important aspect of learning a second or foreign language, and success is measured by the ability to communicate in the language (Nunan, 1995). The main goal of learning English is to give students' ability to effectively and correctly use English in communication (Davies and Pearse, 2000). When we talk about speech, we do not mean the pronunciation of the word orally. This means the delivery of the message orally. In the lessons of some teachers, they often do not pay due attention to this skill. Students lack the opportunity to speak English in lessons or outside them. They need to practice a lot to learn speech and can improve their conversational skills through hearing and repetition. Teachers can give their disciples some structures and ask them to repeat them. One of the most difficult skills while studying languages is the ability to speak. The speaking is the most important of the four language skills.

Researchers in the field of studying languages proposed many definitions of the word "speaking". In the WEBSTER NEW World Dictionary "Speaking" means to spend the words orally, communication, conversation (Nunan, 1995). According to Cheney (1998), it is a process of creating and exchanging knowledge using verbal and non-verbal symbols in different contexts. (Brown (1994) and Burns and Joyce (1997)). A speaking is defined as an interactive process of creating meaning, which includes the production, receipt and processing of information. And other scholars identified speaking as the production of hearing alarms causing various verbal reactions at the listeners. It is believed that it systematically combines the sounds for the formation of significant proposals. Another meaning of speaking is identified as a bilateral process, including true transmission of opinions, information or emotions.

In order to solve these problems can be used Webquests and to give students the opportunity to constructively learn and think critically. (Kundu and Bain, 2006). Most of the trainings can simply focus on the transfer of knowledge from the teacher. Webquests allow students to play an active role in their knowledge, to rise communicative competence and increase their motivation towards the lessons. The method of constructivism includes functions like conducting complex open checks

and providing students with opportunities in real, significant contexts to create their own hypotheses. In addition, the understanding of constructivism helps to create web quests.

There are factors affecting the performance of students in English. These factors play an important role in the development of students' spoken skills. Factors make students less confident in themselves, and students with higher motivation and less concern can easily and effectively speak. Thus, students should have a friendly and joint environment that can help them overcome difficulties in learning. Based on studying research literature, teachers need to understand the interests of their students, to strengthen students' confidence must choose the best learning method to keep participation in speech activities. They need to build friendly relations with their students. Teachers should expand the capabilities of their students to speak English, using some tasks that help them speak and encourage them to participate in a conversation. In addition, teachers should know when and how to correct the mistakes of students so that they are not afraid to make mistakes.

CONCLUSION

This article shows that the use of this tool not only develops communicative competence, but also increases the motivation in students, contributes to the development of critical thinking and allows differentiated training. There are some difficulties, such as the amount of time that teachers must devote to planning, the financial attachment by administrators must be done with the equipment and internet connection. So in the classrooms teachers must create positive atmosphere while teaching foreign languages.

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