

## **Appendix 2**

### **German**

Kaffe und Kuchen:

<http://www.kennisnet.nl/thema/talenquest/talenquests/vo1518/duits/kaffee/index-l.htm>

Weihnachtsmarkt: <http://members.chello.nl/h.lodewijks2/Webquest-D/index-w.htm>

French

Découvrir l'Afrique francophone: <http://www.feo.hvu.nl/koen2/TQafrique/>

Le grand voyage à Lille [http://fcc.feo.hvu.nl/~veronica\\_havenaar/index-l.htm](http://fcc.feo.hvu.nl/~veronica_havenaar/index-l.htm)

English

Ellis Island <http://www.lehrer-online.de/dyn/9.asp?url=361903.htm>

MuZic MagaZine <http://www.freewebs.com/marialachica/indice.htm>

## **Appendix 3**

### **Suggestions for Improvement of the Assessed WebQuests**

#### **Weihnachtsmarkt**

##### **Aufgabe**

Sehr verwirrend, weil >Mischung von Aufgabe und Vorgehensweise und zu komplex.

Vorschlag: Trennung von Aufgabe und Vorgehensweise (auf der Seite Prozess)

Klarere Angabe der Zielgruppe der Broschüre.

Dann wäre es auch einfacher Kriterien zu formulieren für die Top 3

Klarere Kriterien für das Produkt geben

Vorschlag: Beschreibung der Tradition und Top 3, Illustrationen

Wir fragen uns ob die 20 praktischen Sätze sinnvoll sind. Wir können übrigens nur 3 finden.

##### **Prozess (Arbeitsschritte)**

Vorgeschlagene Gruppenbildung in 1 spiegelt sich nicht wieder in der nahegelegten Gruppenbildung in 2.

Vorschlag: klarere Rollen- und Aufgabenverteilung

Mehr digital Sprache (einfacher Sprache und rezeptartig)

##### **Quellen**

Manche Quellen enthalten keine Informationen. (Beispiel: Goethe)

##### **Evaluation**

Klarere Trennung zwischen verschiedenen Kriterien

Hinweis auf Modalverben völlig unmotiviert.

Vorschlag: Adressatenbezug, Inhalt, Layout, Sprache

##### **Lernzuwachs**

Vorschlag: In Form von Fragen

**Generell:** Alles zu unübersichtlich, sprachlich und vom Layout her  
Schüler brauchen zu viel Zeit um sich orientieren zu können.

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#### **Kaffee und Kuchen**

Lehrerseite

- Befehle und Vorschläge überall in der Zielsprache.
- Ziele der Übung genauer erklären (Sprechen, schreiben, hören).

Schülerseite

- Begriffserklärungen (z.B. MBO niveau 4) in der Zielsprache.
- Beurteilungen genauer strukturieren, damit die Schüler das nicht zu schnell fertig machen.

Beispiele von fertigen Projekten auf der gleichen Seite.

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## Suggestions for improvement of LanguageQuest –

### Music Magazine (1)

#### 1. Introduction

There was not enough motivation in the beginning, lacking pre-work to get them started and eliciting the ideas about the topic (example: brainstorming of their ideas related to music and see how much vocabulary they already know).

#### 2. The task

The students were not given the details about the product. It should be defined what exactly they are expected to accomplish: electronic or written magazine. Specification of the quantity expected for each section.

#### 5. Evaluation:

- a) concrete assessment criteria should be added for various aspect of the task such as: the size (the number of pages), accuracy elements, the quality of the product and contribution to team work
- b) There should be elaborate rubric, the elements to be evaluated should be specified and graded.
  - “Correct” should be explained in terms of grammar errors,
  - “well” organized should be explained like use linking words, the structure of the text (layout)
  - “nice” - use an attractive design, visual means, lots of pictures, photos...
- c) how to evaluate searching the web, team work – detailed guidelines should be given

#### 6. Conclusion

There should have been some suggestions, questions to build up, make them extend what they have learned and more concrete stimulation for self- reflection.

#### 7. The teacher’s page

- a) Detailed information about the proficiency level and the age that this particular teaching material is aimed at should be added
- b) suggestions on how to adapt the material for different proficiency levels
- c) no support to the teacher – no guidance in terms on class management

### Music Magazine (2)

- Introduction: it should have a more attractive design and presentation of the idea

- Task: There should be more information about the magnitude of the final product (number of pages, format, is it going to be on paper, digital, etc)
- Process: There should be instructions dealing with collaboration leading to the final product, which is a music mag
- Evaluation: There should be more objective explanations for the criteria (what does it mean “look nice”, for example)
- Conclusion: Self-reflection should be stimulated by asking students to list various things and provide examples of what they think they have learnt from the task, that is, why this should be applied in other contexts?
- Teacher’s notes: level of students skills, knowledge, etc should be more detailed described; what technical skills are needed to start to manage the task
- Cross-cultural interactive facility, for example an e-mail button for correspondence

In general terms, navigation should be more convenient, for example, we suggest including the main menu on every web page. There should be some theme-based pictures to get a visual diversity to increase motivation, even music sounds

### Music Magazine (3)

- We would like to see more emphasis on the language proficiency.
- Students might make a glossary to help them produce their product and expand their vocabulary. This should be used in the final product.
- Language awareness activities which develop writing competency, e.g. awareness of text organization or cohesion, journaledge.
- Writing is a process. Include the teacher (editor) who gives feedback on an initial draft, or use peer evaluation.
- Evaluation needs to be clear so that students have something to aim for. More concrete, related to the LQ and related to the quality of the products. What does a good product look like? Students should know this clearly at the start. Explain or omit the graphs!
- Reflection. Include reflection steps, e.g. a specific task about working together. Peer reflection.
- Collaboration. Teacher might divide groups up according to skills, for example, or according to which role is good for each student. Also more steps need to be added in for the group to collaborate. How do they work together and why needs to be specified.
- Teacher needs more guidance about how to facilitate the students.
- The process might be broken down into steps (also in the teacher’s page).
- How can we include scaffolding, to push the students to produce a high quality product? Maybe feedback from teachers or peers, teacher’s role as mentor is crucial here.
- Teacher’s page should include much more guidance on how to facilitate the groups and the quest. We need to know approximately how much time it takes, in class and outside the class.
- Navigation: include a sidebar continually on the left for easier navigation.
- Visuals. We need a more lively appearance. Add photos, colours, animation, videoclips, etc.
- Does the quest appeal to all kinds of learners? Think about learning styles or multiple intelligences...
- Relate it to the EFR? It would help if we knew which level it was at, on teacher’s page.

## Music Magazine (4)

### Section A

#### 1. Introduction.

The introduction should take the form of a stimulating lead-in in order to motivate learners to do the LQuest. It should make clear the structure, the content and the outcome of the Language Quest. Introduction should also specify the target group of learners. It should specify not only the context and the final product but also the steps that can help the learner to achieve the set task that is to produce a Music magazine.

#### 2. Task.

The description of the task should be precise and concrete. The discreet steps that lead to the realization of the task are to be spelt out. Moreover, the size and layout of the final product are to be defined clearly so that the teacher and the learner to find and share common objectives. The rubric should be clear and brief. The task section should have an exercise which can help the teacher to check learners' understanding of the task.

#### Process

It should be more structured and the role-play section should specify how it is going to be conductive in an interactive way. The section should also contain more opportunities for free and self-initiated oral work.

#### 4. Resources.

Each link should be accompanied by short but revealing reviews that can help the learners to make informed choices about which links to exploit. The links used should be checked regularly for errors and availability as well as appropriacy to learners age and ethical and aesthetic issues.

#### 5 Evaluation.

It does not include any details and clear-cut criteria on the bases of which the final product to be evaluated. Nor does it contain any tools for assessing productive and receptive skills that can help the teacher to monitor and evaluate students' improvements and competencies during and after having done the Quest.