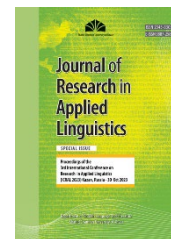




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Use of Quest Technology as a Means of Developing Creative Abilities in the Process of Teaching English Language Speaking

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Abstract

The absence of a creative approach to learning has a negative impact on students studying English languages' academic performance in the modern world. New technologies and instructional strategies are needed to help solve this issue. Originally developed as a digital entertainment platform, quest technology has drawn the interest of educators and developed into a useful teaching aid. This technology has been used in a number of projects where information technology is used either entirely or in conjunction with education. The quest in the teaching methodology makes it possible to put into practice a system-activity approach that is based on interactive teaching techniques; the quest's use naturally blends with instructional strategies and ways to structure the learning process. At any educational level, the use of quest technology helps students achieve their personal, subject, and meta-subject learning objectives. The essay discusses the possible outcomes of integrating Quest technology into English classes as well as the prerequisites for doing so, keeping in mind variations in delivery methods. The use of quests in the learning process yielded positive results, impacting a number of variables, such as student motivation, learning independence, and the methodology's adaptability to a wide range of didactic tasks.

Keywords: English Language; English Teaching; Education.

1. Introduction

One of the key requirements for any professional activity nowadays, in the age of globalization and frequent international contact, is proficiency in the English language. One of the first steps towards mastering the language in this context is attending school. Conventional teaching approaches are unable to keep up with advances in science and technology. Their failure to draw the interest of a "advanced" student causes the learning process to stall and sometimes take years. This issue motivates us to look for a different, more efficient way to teach English to kids. One of the key requirements for any professional activity nowadays, in the age of globalization and frequent international contact, is proficiency in the English language. Teachers' attention has been drawn to the use of quest technologies in recent years. The method's key component is the lighthearted way the content is presented, which fosters a calm, welcoming atmosphere for learning. Quests can significantly improve students' comprehension of the subject, add variety to the classroom, and boost their enthusiasm for language acquisition. Students can use their imaginations and apply their knowledge and skills in real-world situations while completing the quest. This establishes the study's relevance.

English language instructors have been utilizing web quests in addition to quest lessons lately. A web quest is a request-oriented lesson format where students get a lot of their information from the Internet. The word "quest" was first used in pedagogy in 1995. Bernie Dodge, a professor at the University of San Diego (USA), recommended employing this method to structure search activities during the teaching process. According to Kocherova and Efimova (2016), a quest is a website that includes a problem task and an autonomous search for information on the Internet. Nowadays, this lesson model is used all over the world, particularly in Brazil, Spain, China, Australia, and the Netherlands. In Russia, the popularity of educational web quests peaked in the years 2012–2013. This is the time frame from which the majority of the web quests on the network were created. These days, educational web quests are becoming less and less common.

The necessity of them and strategies for advancing this technology in schools, specifically for the instruction of English languages, are hot topics of discussion.

2. Literature Review

In 1995, Bernie Dodge and Tony March, two educators at San Diego University, developed the web quest model as an instructional tool. According to Dodge and March (2001), the purpose of a web quest is "to catalyze students 'thinking at levels of analysis, synthesis, and evaluation'" by using information found on real websites that are used as assignments. The use of this instructional technology is most common in Western Europe and North America. A contemporary educator has access to a list of websites that use this instructional model and provide resources for creating educational web quests in addition to examples of them. Web quests are structured in a well-defined way. Nonetheless, educators don't always adhere to this framework; instead, they create their own online assignments based on the requirements, learning preferences, and perception channels of their pupils. There are typically four primary sections (Chr, 2005): Introduction: In this section, the teacher outlines the fundamentals of the project as well as the roles and responsibilities of the students for the duration of the course. The introduction's goal is to pique students' interest, thus the project needs to be relevant to their interests, viewpoints, experiences from the past, or future career objectives; Task: The information in this section explains exactly what students need to do. For the students to be motivated and engaged, the task needs to be engaging and firmly rooted in the actual world; Students are given a variety of assignments and research tasks during the "Process" phase, which they must complete with the aid of a number of suggested interactive and web-based resources; Self-evaluation is done during the "Assessment" stage by contrasting one's accomplishments and results with those of other students. At this point, the teacher creates his own evaluation criteria, though occasionally they are already available online.

Polat et al. (2002) state that the structure of any web quest should be as follows: A list of information resources (tools that can be used to perform tasks, including Internet information resources) is provided, along with an explanation of the main stages of work, a guide to actions (various tips, including using Web pages for reports and recommendations on the use of information resources), a conclusion (results of the study, issues for further development of the topic, etc.) and an introduction (theme formulation, description of participants' main roles, quest scenario, work plan or overview of the entire quest); the central task (task, questions on which students have to find the answer within the independent research what final result has to be achieved) (Polat et al., 2002). Online quizzes can be used to study as a stand-alone, subject, or inter-subject problem (Bykhovsky, 1999). According to Dodge (2001), there are three guidelines for classifying web quests: both short- and long-term in terms of duration; subject content states that: cross-curriculum web quests and mono-projects; tasks for retelling, compilation, mystery, journalistic, design, creative product, consensus-forming, persuasion, self-cognition, analytical, evaluation, and scientific tasks are among the tasks that students completed. As stated by Dodge (2001).

3. Methodology

To begin with, a quest is like a unique computer game. William Crowther, a programmer, created the Colossal Cave Adventure program for the PDP-10 computer in the 1970s. It featured a text interface. The main character was required to move around the vast Colossal Cave in order to fulfill tasks, according to the plot. It is believed that this program was the original "progenitor" of quests. Quest games first surfaced in the 1980s computer game industry. The game's plot served as motivation for the player to accomplish a number of goals. These games gained a lot of popularity in the 1990s, especially in Russia, where they were also known as "quest." The terms "game" and "tasks" have become synonymous with the word "quest" since the advent of the computer game era, when intriguing adventure games started to be referred to as quests. Second, a word quest is a literary work's plot in which the protagonist must accomplish a number of tasks or overcome a number of challenges in order to reach the destination. A similar story can be traced back to modern works (e.g., Bordovskaya (2013), Yarmakeev et al. (2022), Ilyasova et al. (2022) "The Lord of the Rings," Yarmakeev et al. (2020) "Quest," and Yarmakeev et al. (2022) "Bread Quest").

Thirdly, according to Ashrapova et al. (2020), a quest is characterized as an online destination that students visit in order to complete a specific educational assignment. It is important to remember that, as defined by the conceptual apparatus of education's explanatory dictionary of terms, a site is a collection of web pages that are cross-linked, typically hosted on the same server, and devoted to a single subject or author. A website, as defined by the free encyclopedia Wikipedia, is a collection of web pages that are accessible on the Internet and that are integrated in terms of both content

and navigation (web - "web, network" and site - "place," literally "place, segment, part of the network"). In our opinion, the site—along with a blog, wiki, etc.—serves only as a platform for the primary content, resources, and merchandise when it comes to the quest implementation process. Furthermore, referring to the quest's website as its own is inappropriate. It should be mentioned that the definition of a quest on a website differs from the definition of a quest that occurs in the real world, such as on school property or in the outdoors.

Fourthly, the quest is described as a problem-solving (or project-solving) task that incorporates elements of a role-playing game and makes use of online information resources. According to Karavka (2015), a quest is defined as a small project that revolves around information gathering. With the aid of this beneficial method of instruction, students are able to focus their efforts on a particular task that has been assigned to them in addition to gathering and organizing information. A lot of the time, this task relates to their future career. According to Kuznetsova Tatyana et al. (2016), the quest is one method for setting up an interactive learning environment. According to Lechkina (2015), a quest is a difficult task that resembles a role-playing game and that requires the use of information resources (Yakovenko, 2012). The system-activity approach is implemented in the classroom using interactive forms and active teaching strategies that enable all students to participate in the learning process. Realizing students' creative potential and applying their prior knowledge and skills in real-world situations are crucial. These include research and problem-solving techniques, a way to address real-world issues, a way to foster group creativity, a search strategy, a way to have discussions, a way to communicate, a way to work on a project, role-playing and business games, generating problem scenarios, experimenting, and more.

You can use any one of the aforementioned teaching strategies and approaches alone or in combination with other educational methods. They work particularly well together in the quest technology, which is well-liked by adults and teenagers because of its intriguing plot and unique approach to organizing educational activities. Put differently, an educational quest is a problem that incorporates educational tasks and is distinguished by plot and role-playing game elements pertaining to the search and discovery of locations, items, people, and information. In this kind of research project, students look for information in the designated sources, as well as look for these sources themselves and other items, people, tasks, etc. Due to its foundation in project work, this technology is highly intriguing. A web quest's objective is typically a creative task that is supplemented by lexical and grammatical exercises and supported by the use of reliable online resources. The following results of students mastering the main educational program are achieved in part because of the use of quest technology in the process of organizing the learning environment: development of a comprehensive worldview, the capacity to choose objectives on one's own, set and design study and cognitive activity tasks; growth of interests and motivations for cognitive activity; development of communicative competence in peer cooperation and communication; development of decision-making abilities in challenging circumstances; coordinating positions and taking interests into account to find a mutually agreeable solution and settle disputes; Developing the skills necessary to formulate, defend, and apply one's opinions; Creating, applying, and transforming signs and symbols, models, and schemes for resolving cognitive and educational issues; When creating a "live" quest, the instructor must decide on the following: The quest's form and storyline; the aims and purposes of the quest for education; target market, the number of teams and individuals within them; the longest time allotted to finish the quest and each of its stations (rooms, elements); a situation where teams have considered not only the quest's intermediate and final tasks, but also every option for completing them to allow their teams to earn extra bonuses; Identify the resources and the area; Ascertain the teams' routes and the logistics. If there are multiple teams, the coordinator must consider when each team might move in order to avoid having multiple teams at the same station at the same time; The quantity of organizers, helpers, and extra accessories; time, location, and date of the event; the event's fascination; There are several applications for the educational quest: First, a quest that serves as a teaching tool. It enables students to engage in creative peer interaction and participate actively in the lesson. It fosters the development of broad cultural and professional competencies, decision-making speed, collaboration abilities, and creative thinking; Second, you can check the degree of competence formation by using the quest as an assessment tool; Thirdly, all-around adaptability.

4. Results

Quest technology has been used in English classes with 50 students per group. First of all, quest technologies proved to be the most engaging kind of work in the lesson, according to an analysis of their use in English language instruction. It was not evident in a typical lesson that nearly all of the kids were engaged in the learning process. The fact that some kids performed a little worse than others or engaged in different activities during the class, however, does not

negate the adaptability and potency of quest technologies. This was caused by the way classes were organized into groups, which prevented each student from reaching their greatest potential. Second, quest technologies primarily foster the development of self-reliance and self-control in students. For instance, the proportion of kids who got help from their parents to complete their homework has dramatically dropped. The truth is that they found the tasks to be so fascinating that they desired to participate in them directly.

Generally speaking, web quest technology helps teachers accomplish a variety of didactic goals in English lessons, such as helping students learn how to view and read for information, improving their writing abilities, expanding their vocabulary, creating a stable motivation for learning English, and broadening their worldview. Above all, students gain teamwork skills. They are moving away from virtual communication, which will never be able to fully replace the experience of face-to-face communication when it comes to managing emotions, thoughts, and actions and taking other people's perspectives into consideration. For some members of the younger generation of today, social skills and communication abilities are the biggest hindrances. One method to benefit from using the Internet is through Web quest.

5. Discussion

Because the quest fosters critical thinking and the capacity to compare, evaluate, and organize information, it is becoming more and more common to use it in English language instruction. Because the task stimulates their cognitive activity and they see it as meaningful and constructive, students are motivated. In addition to fostering the growth of students' imaginations and emotional bonds with one another, the quest as a game-based learning tool also reduces psychological stress. Having a sense of security, understanding others, and progressing personally are beneficial. At various phases of learning an English language, quests can be utilized. They can be interdisciplinary, cover the topic and the subject in its entirety, and take place during extracurricular activities. The utilization of active teaching techniques is unquestionably one of quest technology's advantages.

The quest form of education is applicable to student organization for extracurricular activities as well as academic work. Quest technology differs from traditional didactic games in that it uses the Internet to search for information and poses problematic tasks. Sequential quests are ones in which players solve an issue to advance to the next level and get a hint. Projects that try to arrange students' research activities are a common kind of quest.

Comparing facts, realities, and concepts is how students engage in cognitive activity when learning English language skills through the use of quest technologies. Furthermore, a comprehensive understanding of the language material studied is present. Gaining an understanding of the subject matter helps foster original thought as well as the development of transferable skills for applying the knowledge to different verbal communication contexts. The teacher's job is to plan the students' productive work in the development of English language speech activities by using instructional games and speech scenarios. In the study of complex language phenomena, motivation is increased when learning outcomes are jointly controlled.

6. Conclusion

This study looked at the use of quest technologies in English language instruction. In general, students expressed that the use of WebQuests greatly increased the lessons' interest, intellectual stimulation, enjoyment, engagement, and organization. As a result, students received more helpful criticism and were able to voice their opinions in a group setting. By using an integrative approach, students reported feeling more prepared for their final exams. They felt they had a better understanding of topics related to statistics and research methods through interaction with technology, tasks, and games. The interaction between students and teachers is a further fascinating point. The gap between teachers and students appears to have shrunk as a result of the proper use of technology to support problem-based and computer-based learning approaches. This has allowed students to express their ideas more freely and become more motivated to participate in the learning process. According to the study, pupils grow more independent and self-assured. By actively participating in study groups, they become more engaged in the learning process and comprehend the material more efficiently, which makes it easier for them to meet their learning objectives. Students' vocabulary, grammar, thinking processes, and writing styles all improve as they work. Because of their efficacy, strategies, guiding principles, and advantages for both teachers and students, web quests are generally worthwhile implementing in any classroom.

Acknowledgement

This paper is performed as part of the implementation of the Kazan Federal University Strategic Academic Leadership Program.

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