

WebQuest for Extensive Reading

Diana Kaparova¹, Gulbarshin Baigunissova², Alfiya Ifatulina³

¹ Graduate of L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

²Doc., Prof. of the English Language Teacher Training Department, Graduate School of Education, The L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

³Senior English Language Lecturer of Abylkas Saginov Karaganda Technical University, Karaganda, Kazakhstan

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ABSTRACT

This chapter investigates the potential of WebQuests as an innovative instructional strategy for enhancing extensive reading skills in English language learning, with a particular focus on the educational context of Kazakhstan. Despite the global interest in WebQuest-based learning, its application in Kazakhstani schools remains limited. The primary purpose is to develop, test a structured, learner-centric algorithm for integrating WebQuests into extensive reading instruction and to evaluate its effectiveness in improving advanced reading strategies. The chapter is structured into several key sections. First, it provides a theoretical overview of WebQuests and extensive reading. It outlines the design of a practical algorithm for WebQuest implementation, adapted to local educational needs. The methodological section describes an experimental study conducted with a focus group of secondary school students, as well as survey research involving rural teachers. Both qualitative and quantitative research methods were employed, including questionnaires, focus group discussions, observation, and analysis of learners' performance during WebQuest tasks. The findings indicate that WebQuests positively influence learners' motivation, engagement, and ability to apply advanced reading strategies, while also fostering digital literacy and collaborative skills. At the same time, the results highlight significant challenges, particularly the insufficient level of digital competence among educators and the need for targeted professional development. The study emphasizes the importance of adapting WebQuest content to the cultural and educational context of learners. The article concludes with the development of a methodological guide and practical recommendations for educators and learners. Outcomes aim to support the effective integration of WebQuests into extensive reading instruction.

Keywords: WebQuest, extensive reading, digital literacy, learner-centric, educational technology, qualitative research, quantitative research

INTRODUCTION

Relevance of the article topic

This study explores the potential of WebQuests to revolutionize English language learning and foster a love of reading in Kazakhstan. WebQuests blend technology and education, creating immersive and diverse reading experiences adaptable to various proficiency levels. They support language development, enrich cultural understanding, and cultivate critical thinking. The integration of WebQuests is particularly valuable for Kazakh students, enhancing digital literacy, personalizing learning, developing collaborative skills, and increasing motivation. As Kazakhstan's educational practices evolve, WebQuests offer a promising platform to improve language skills and digital literacy, with increasing adoption in classrooms providing valuable insights into their effectiveness.

Hypothesis

If we create an algorithm for using WebQuest for extensive reading skills, it will help teachers improve their advanced reading strategies for learners.

The aim of this chapter is to devise comprehensive strategies leveraging WebQuest to facilitate extensive reading and create recommendations for learners.

The tasks:

- 1) Content analysis of the study
- 2) Creating an algorithm for using WebQuest for extensive reading skills and testing it with an experimental focus group
- 3) Creating recommendations for learners about the algorithm of actions with a WebQuest for extensive reading

The object of the study is to create an algorithm for working with a WebQuest for extensive reading for learners

The subject of the study is the WebQuest strategy

BACKGROUND OF THE STUDY

WebQuests are rarely used in Kazakhstan, but have US roots. We focus on figures such as Dodge and Kohn, et al. We defined WebQuest and extensive reading, noting Dodge's definition: "A WebQuest is a lesson format centred on inquiry, where learners derive most or all of their information from the internet." (March, 2003). Developed in February 1995, WebQuests are popular globally (for example, in Brazil, Spain, China, Australia and Holland). (March, 2003)

WebQuests foster critical thinking and enhance reading comprehension, aiding extensive reading, which in turn enhances language skills. WebQuests are thought to engage students online (British Council, 2004).

With the increasing integration of technology into education, digital tools have become an important element in teaching reading skills. Researchers emphasize that computer-based tools can support students' comprehension abilities by providing flexible learning opportunities and interactive environments. (Omachonu, 2025). WebQuests potentially transform reading into an adventure (Melissa, 2022), fostering love for reading, improving comprehension, expanding vocabulary, encouraging critical thinking, promoting collaboration, cultivating digital literacy, and enhancing real-world relevance.

WebQuests are inquiry-based and student centred (March, 2003), addressing varied topics and tasks (e.g., retelling, compilation, riddles, journalistic activities) (English ABC, 2021).

The algorithm used for WebQuest was: 'Volunteering in Astana'. Firstly, we screened a volunteer clip and discussed the WebQuest task. Then, we brainstormed to activate prior knowledge. Next, we simulated reading strategies using WebQuest texts, demonstrating an online dictionary. We then formed groups of three and chose research topics, for example: "Advantages/positive side of volunteering" and "Disadvantages/negative side." We began the study using hyperlinks, with teacher monitoring and support. Weak students received simplified texts and keywords. Then we prepared the final product by discussing and presenting in class. Next, we collected report information and wrote texts using a word processor. Then we created the final written text using a word processor. Finally, we evaluated through conferences and discussion of reports in the classroom, teacher comments, corrections after the conference, and classroom evaluation with feedback on photocopies.

WebQuest in Kazakhstani practice and its perspectives

The following points were noted throughout the study:

Positive Reception: Kazakhstani learners see WebQuests as valuable, enhancing engagement.

1. Challenges and Adaptation: Implementation faces hurdles, but adaptation is emphasized.
2. WebQuest practice in Kazakhstan is underdeveloped.

3. Professional Development: Teachers need more digital literacy training for effective WebQuest implementation.

Student Engagement: Initial feedback suggests increased motivation and interest in extensive reading through WebQuests.

Mikhnenko (2020) compares WebQuest to a “role-playing game,” citing Dodge’s algorithm (2003). Students become the main actors, with the teacher as an assistant (Mikhnenko, 2020). Lutsyuk (2014) notes that modernization of education, as per the Law On Education and the State Program for the Development of Education in the Republic of Kazakhstan for the period 2011-2020, involves tools like WebQuest (Lutsyuk, 2014). Lutsyuk states WebQuests solve problems by developing competencies in IT use, self-learning, teamwork, and problem solving. Lutsyuk adds WebQuests offer autonomy, develop communication, individualize learning, motivate application, provide access to information, organize research, and foster critical thinking (Lutsyuk, 2014). Ivanov (2022) defines WebQuest as managed internet investigations promoting autonomy and cognitive skills. WebQuests enhance skills and use various websites (Ivanov, 2022). Drozdova (2021) notes WebQuests develop critical thinking through information transformation. Students can engage in WebQuests at school or home, wherever there is internet access, fostering teamwork. Role assignment adds motivation (Drozdova, 2021). WebQuests enhance public speaking, critical thinking, socio-cultural knowledge, and self-esteem.

Positive Perspectives

Dodge (2003) advocates WebQuests for active learning, and emphasizes interactive, inquiry-based learning while Abadiano (2015) appreciates WebQuests for diverse reading materials and sees WebQuests as integrating technology effectively.

Negative Perspectives

Kohn (2010), however, worries about rote learning and Postman (2010) questions internet information quality. Opponents of screen time cite eye strain and encouragement of sedentary behaviour. Sceptics of collaborative learning worry about unequal contributions (Kramer and McNulty, 2006).

METHODOLOGY

This research used an experimental technique to evaluate the efficacy of the WebQuest approach in educational settings. The objective of the work was to evaluate students’ comprehension of the WebQuest technique and to assess rural teachers’ understanding of this approach. A focus group was formed to further implement the WebQuest method with participants. To achieve the aim of the study and examine the practical applicability of the developed **WebQuest for Extensive Reading algorithm**, the research was conducted in several consecutive stages. The stages were designed to move from the theoretical investigation of the topic to the practical implementation and evaluation of the developed algorithm. The research procedure included six main stages: **theoretical, preparatory, diagnostic, practical, data collection, and analytical**.

1. Theoretical stage — a review of the academic literature and theoretical aspects of using WebQuest in English language teaching and developing *extensive reading* skills.
2. Preparatory stage — the selection of participants for the experiment based on their involvement in volunteer activities, interest in digital technologies, and willingness to participate in the WebQuest implementation.
3. Diagnostic stage — conducting a survey among teachers and students to determine their level of awareness of the WebQuest technology.
4. Practical stage — the development and implementation of WebQuest for Extensive Reading based on the established algorithm: *Introduction, Task, Process, Resources, and Evaluation*.
5. Data Collection stage — collecting the results of the completed tasks, participants’ feedback, and survey responses.

6. Analytical stage — processing and analysing the collected data to determine the effectiveness and practical applicability of the developed WebQuest algorithm.

The methodological manual consists of 8 paragraphs, each explaining WebQuests for extensive reading. The methodological guide includes: *Title: Algorithm of Actions for working with a WebQuest - Advanced Course. Purpose: Provide a guide on effectively utilizing WebQuests for extensive reading, emphasizing key steps and considerations.*”

The purpose of the study.

The objective of the experiment was to assess the awareness levels of students and instructors of the WebQuest approach. Several phases were undertaken to accomplish this.

- 1) A survey conducted among students to assess their understanding of WebQuest.
- 2) A study conducted among rural educators to assess their knowledge of the approach.
- 3) Facilitating a focus group to evaluate the use of WebQuest in training.

The purpose was not the comparison of experimental and control groups, but to assess the awareness and monitor an algorithm used in WebQuest strategy.

Study participants. (see Table 1)

Table 1. Study participants.

Students	Students from the lyceum school number 28 in Astana were selected for the experiment. 25 students participated in the study.
Teachers	In addition, a survey was conducted among rural teachers to find out their knowledge about the WebQuest method. 13 teachers were interviewed.

Criteria of the selection of the participants.

Students: The selection of students between the ages of 12 and 13 was determined by their enthusiasm for the subject of volunteering, their willingness to employ the WebQuest method, and their interest in digital technologies. The capacity to operate digital devices, such as computers and tablets, was important. A basic comprehension of the principles of volunteering was essential. A keen interest or previous experience in volunteer work was required, especially for those who had not yet fully committed themselves to the volunteer role.

Teachers: Teachers were selected for their experience in rural schools, since it was previously demonstrated that urban educators were already acquainted with the WebQuest technique.

Research tools

Surveys

Both qualitative and quantitative surveys (the survey was conducted using the *Google forms* platform: <https://docs.google.com/forms/d/1m8Acc1Roi52DuPcYunibkYWXF4T8XAScd5Zsx6hbWgo/edit?pli=1>) were used to collect data. (see Table 2).

Table 2. The main survey parameters

Survey	Goal	Number of questions	Format	Evaluation criteria
Survey among students	To assess the level of awareness about WebQuest.	8 questions	Questionnaire, using Google form platform.	Assessment of knowledge about the method, understanding the principles of

				using Webquest
Survey among teachers	To evaluate knowledge of the WebQuest method.	20 questions	Questionnaire, using Google form platform.	Knowledge about WebQuest, application experience.

Focus group

The WebQuest method was analysed in real-world scenarios through the organization of a focus group with students. Discussions were conducted, WebQuest materials were evaluated, and participants' perceptions were evaluated during the focus group.

The Pearl trees platform was used to create our own WebQuest. (see Table 3)

Table 3. Characteristics of materials for focus group

Text/video/picture	Type of Text	Length	Level of Difficulty
Volunteering in Astana 2021	Informative Article	136 words	Easy
Astana Goodmen's Club	Informative Article	351 words	Medium
What are the benefits for the volunteer	Video	1:57	Easy
4500 Volunteers work at Astana EXPO 2017	Video	1:30	Medium
What are the pros and cons of volunteering work	Informative Article	691 words	Medium
Advantages and disadvantages of volunteering	Picture		
Word processor	Program		
Translator	Program		

These materials were selected to reflect the local context of volunteering in Astana, offering both practical and theoretical insights. They foster critical thinking and comprehension through captivating information centred on the student's context.

Data collection process

Data was collected through surveys and a focus group. Each stage of the study was carefully planned.

Student survey

Students were asked to fill out a survey in which they evaluated their experience with WebQuest as well as their initial views on the implementation of this instructional strategy. The focus group was given an organized list of activities that were connected to WebQuest. Following the completion of the assignments, students discussed their thoughts on the process.

Teacher survey

A survey was conducted to identify the level of awareness about the method. The survey also asked about the use of WebQuest in their practice.

Data analysis

In order to conduct an analysis of the data that was obtained, both quantitative and qualitative methods were used.

Quantitative data was analysed to determine the level of awareness among teachers and pupils. This involved checking the accuracy of the responses and assessing the degree of understanding of the topic.

Qualitative research examined how participants reacted to the WebQuest approach. Common themes were identified from the focus group-based projects and notes.

Stages of the Study

The research process was divided into several stages: (see Table 4)

Table 4. Stages of the research process

Stage	Description	Deadlines
Stage 1	Conducting a survey among students	3 days
Stage 2	Conducting a survey among teachers	3 days
Stage 3	Organizing focus group and completing WebQuest tasks	3 weeks
Stage 4	Data collection and analysis	1 week

According to Table 4: Stage 1. A survey was conducted among 6th-grade students. The questions were of the following nature: Have you ever heard of a WebQuest? What is a WebQuest? Who is responsible for the WebQuest? After that, the students who answered most of the questions correctly became participants in an experimental focus group. Our practice demonstrated the successful implementation of the algorithm.

Step 2. The next task that we set ourselves was to create WebQuest for extensive reading for a beginner group, whose level was A2-B1. We choose the topic “Volunteering in Astana: Both benefits and drawbacks”

The following learning objectives were used:

1. Enhance research and analytical skills by teaching students to effectively use online resources about volunteering, specifically focusing on data collection for programs in Astana.
2. Increase learning motivation through the interactive WebQuest format, using multimedia to actively engage students with the topic of volunteering.
3. Develop 21st-century competencies, such as cooperation and teamwork, through group work focused on volunteering opportunities in Astana.
4. Foster social responsibility and personal interest in volunteering by helping students understand its importance and encouraging them to create personal plans for volunteering in Astana.
5. Provide practical application of knowledge by having students develop proposals for improving volunteer initiatives in Astana, focusing on local community needs and challenges.

These goals will provide an in-depth understanding of the topic of volunteering though the WebQuest strategy and will help students not only explore current opportunities in Astana but also develop a personal attitude and suggestions for improving the situations.

The following tasks were created based on the WebQuest model.

Task 1: Discover the definition of volunteering and its worldwide relevance.

Task 2: Explore many approaches that students might assist in Astana by means of the provided links, along with the advantages and drawbacks.

Task 3: Discuss what impact a successful initiative in Astana had on a worker there or review a case study of one and consider what this suggests.

Task 4: Explain the issues arising from students’ attempts to assist in an area like Astana and create an imaginary volunteer project schedule.

Step 3. The next step was to arrange a class with a study group. In the focus group, students discussed their study, provided their ideas, and presented their plans for a service project in Astana. Every participant utilized digital tools to create a visual depiction of a volunteer initiative.

The experiment followed a specific methodology, with two main phases Phase 1: Introduction to the WebQuest method and the topic of volunteering. The preparation phase involved providing students with access to the

Pearltrees platform, elucidating the task structure, and establishing unambiguous learning objectives. Students received guidance on how to use online resources safely and navigate through the tasks of the WebQuest effectively.

Phase 2: Completion stage. Students completed the tasks of the WebQuest for 3 weeks, each participant working at their own pace. The teacher monitored progress and made recommendations as needed. After completing each task, students presented their results digitally.

Data collection: Student participation in the WebQuest tasks were monitored and documented. Surveys were conducted to assess students' opinions on the effectiveness of the WebQuest method. Throughout our work, it was revealed that students were actively involved in the process of "online travel," as evidenced by their excellent work. In working with the focus group, the Pearltrees application was used, where we created our own WebQuest in advance for extensive reading.

A survey of 13 rural teachers showed limited WebQuest familiarity, suggesting a digital technology and young professional gap in remote schools (see Diagram 1).

2. Do you know about the WebQuest method?

Верных ответов: 13 из 13

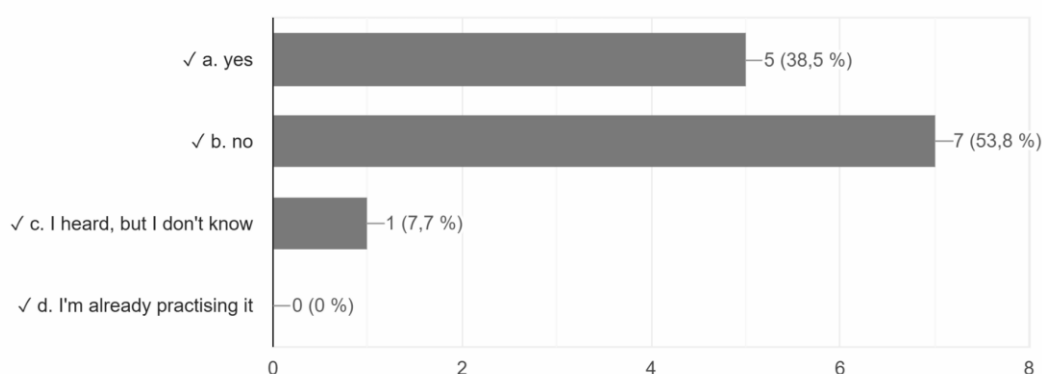


Diagram 1. Knowledge about the WebQuest

A survey assessing rural teachers' familiarity with WebQuests revealed a significant knowledge gap: 53.8% were unfamiliar, 38.5% had some varied understanding, and 7.7% had only heard of them. These findings underscore the need for targeted professional development, collaboration, and knowledge-sharing initiatives to equip educators with the tools and resources to effectively integrate WebQuests into language education.

3. What is the primary purpose of a WebQuest?

Верных ответов: 8 из 13

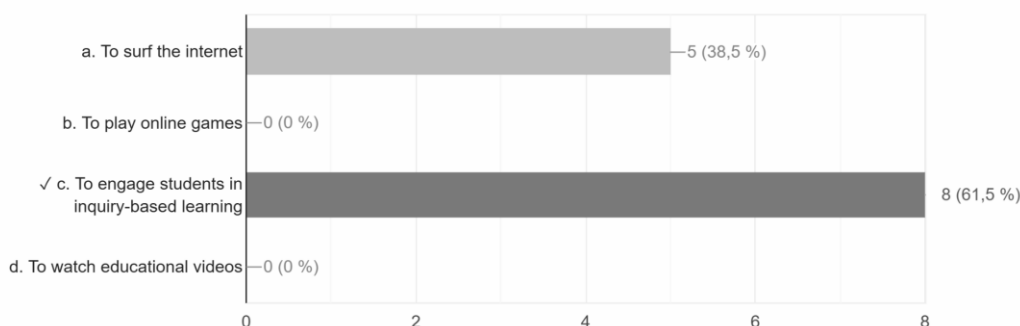


Diagram 2. Purpose of WebQuest

Diagram 2 shows that while a majority (38.5%) of rural teachers correctly identified the purpose of WebQuests, a notable portion chose incorrect answers, indicating misconceptions or limited understanding. Overall, approximately 38.5% may lack full familiarity, suggesting a knowledge gap in innovative instructional approaches.

4. Who is usually responsible for creating a WebQuest?

Верных ответов: 7 из 13

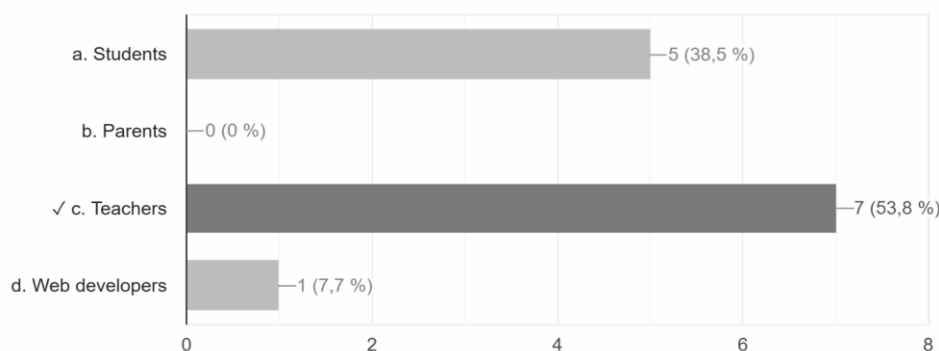


Diagram 3. Responsibility for the WebQuest

Diagram 3 reveals differing views among rural teachers regarding WebQuest creation: 53.8% believe teachers are responsible, 38.5% see it as students' responsibility, and 7.7% think Web developers create them. This highlights a need for clarification and professional development to ensure a clear understanding of roles in WebQuest development.

Result 1 The algorithm of actions in working with the WebQuest for extensive reading

Discussion.

This research, including focus group trials, developed a practical algorithm for using WebQuests in extensive reading, serving as a step-by-step guide for teachers. Before creating learner recommendations, the algorithm was tested with a focus group selected based on prior WebQuest knowledge. Following successful implementation, a level (A2-B1) WebQuest on "Volunteering in Astana" was created and used with the focus group via Pearltrees, demonstrating active student engagement.

Result 1 - End product - the recommendations for learners and comprehensive strategies.

Discussion.

The recommendations aim to serve as a comprehensive guide for learners conducting an advanced course in extensive reading using WebQuests. It comprises an algorithmic framework delineating step-by-step procedures for implementing WebQuests effectively.

The recommendations emerge as a valuable resource for learners navigating the complex landscape of extensive reading programs. Its impact on teacher confidence, student engagement, and reading comprehension is noteworthy.

Recommendations for learners and comprehensive strategies

Section 1: Introduction to WebQuest

Definition and Purpose:

WebQuests, from the mid-1990s, are learner-centred, using online explorations to promote self-directed learning,

research skills, advanced curriculum alignment, and critical thinking (WebQuest, 1990s). They emphasize real-world application. Key are structured inquiry, defined roles, real-world engagement, and reflection. Implementation requires clear objectives, task complexity, resource curation, monitoring, and aligned assessment.

Benefits for Advanced Courses:

WebQuests promote self-directed learning, research skills, and alignment with advanced curriculum objectives (Educational Social Network, 2011). Autonomy, critical thinking, interdisciplinary content, and real-world application enhance advanced curriculum outcomes.

Section 2: Planning and Preparation

Identifying Learning Objectives:

Advanced objectives for an Environmental Science WebQuest include content mastery, research proficiency, critical thinking, technological integration, communication, and self-directed learning.

Choosing Appropriate Content:

Content for a “Volunteering in Astana” WebQuest includes Astana Green Initiative Platform, Astana Eco Volunteers, research reports, and SDGs websites. This ensures a challenging and relevant experience.

“Section 3: Designing the WebQuest

Task Development:

“Volunteering in Astana” tasks require critical thinking, research, communication, and adaptability. Tasks include environmental impact assessment, comparative analysis of volunteer organizations, policy recommendations, digital storytelling, stakeholder engagement, and professional development planning.

Resource Selection:

Resources include local platforms, international organizations, academic journals, and environmental agencies. These enrich understanding with real-world insights.

Section 4: Technology Integration

Selecting Suitable Platforms

User-friendly platforms should be chosen for hosting and accessing WebQuests, considering platforms that facilitate collaboration and interaction. The following are examples of suggested platforms.

WordPress:

This has user-friendly features, for example, a content management system with customizable themes and plugins. It supports multiple user accounts with various permission levels, facilitating collaborative content creation.

Wix:

This has user-friendly features such as a drag-and-drop website builder with visually appealing templates. It permits collaboration through shared design and editing capabilities, making it suitable for group projects.

Padlet:

Padlet also has user-friendly features such as a virtual canvas for multimedia collaboration with an easy-to-use

interface, enabling real-time contributions, comments, and multimedia sharing, fostering interactive collaboration.

Microsoft Teams:

Part of the Microsoft 365 suite, it contains user-friendly features with a familiar interface for users of Microsoft products. It integrates with various Microsoft tools, allowing collaborative document editing, chat, and video conferencing.

Discovery and Collaboration:

Pearltrees enables content exploration and collaborative “researcher” teams, rewarding effective teamwork.

Mobile Application:

Pearltrees has iOS/Android apps, mirroring web features for on-the-go organization and offline access. Sharing uses “skids,” and embedding is “inlay.” Pearltrees supports design and curation for WebQuest integration.

Teachers should consider educational context and collaboration needs when selecting a platform.

Section 5: Implementation - Ongoing Support and Guidance

The following points are suggested to optimise implementation:

- 1) Conduct weekly virtual check-ins for questions.
- 2) Give prompt, constructive feedback and reflections.
- 3) Facilitate group collaboration and peer feedback.
- 4) Address resource queries and provide tech support.
- 5) Conduct virtual workshops with expert sessions.
- 6) Track progress through milestone submissions and encourage goal setting.
- 7) Acknowledge achievements.
- 8) Be adaptable and encourage reflective assignments.

WebQuest evaluation uses rubrics, peer reviews, and reflections for formative and summative assessments. Progress is tracked with journals, forums, and surveys. Continuous improvement workshops ensure a dynamic experience.

Technical troubleshooting includes a support team, orientation, guide, and offline resources. Monitoring tools, drills, and clear communication are essential.

Adapting to student needs means flexible tasks, customized resources, student choice, and personalized learning with prompt feedback and accessibility adjustments.

Section 8: Reflecting on WebQuest Experience

Users of the method should evaluate achievement of objectives, proficiency, multimedia integration, workshop participation, project effectiveness, mastery of trends, and learning paths. They should also review reflections, critical thinking, accessibility, tech support, and progress tracking, identifying areas for improvement like task modification, workshop enhancement, and trend integration.

CONCLUSION

In conclusion, professional development can be encouraged through virtual round tables on WebQuest design, allowing educators to enhance their skills and stay innovative.

We created strategies to facilitate in-depth reading and teaching materials for learners. We first determined the purpose and plan, creating recommendations on WebQuests for extensive reading. Analysing methodological works, we chose teacher developments. (Методическое пособие, 2021).

When starting work, materials should: 1. address current problems; 2. target a specific audience; 3. reveal pedagogical essence; 4. have future usefulness; 5. cite sources.

The most difficult task was preparing the plan, including evaluation criteria (Table 1). By providing training and fostering a collaborative community, learners can enhance their WebQuest design skills.

This material provides teachers with a step-by-step guide for implementing a WebQuest for extensive reading. We developed strategies using WebQuests to facilitate extensive reading. A learning strategy helps organize skills to learn more effectively. Extensive reading combined with WebQuests amplifies meaningful language development (Educational Social Network, 2011).

Building effective WebQuest learning strategies requires careful planning.

1. Define clear learning goals. 2. Choose appropriate content. 3. Create a clear WebQuest structure. 4. Provide detailed instructions. 5. Form balanced groups with defined roles. 6. Use varied resources. 7. Support independent research. 8. Provide structured feedback using clear criteria (Table 1). 9. Integrate technology effectively. 10. Provide reflection and discussion opportunities. 11. Ensure accessibility for all students. Following these steps creates comprehensive learning strategies maximizing WebQuest potential. Integrating these strategies fosters a dynamic environment promoting extensive reading, language development, critical thinking, and a love of literature. We researched WebQuests for extensive reading and concluded they are underdeveloped in Kazakhstan.

Promoting extensive reading through WebQuests fosters proficiency and critical thinking. Our strategies use diverse materials, multimedia, and collaborative tasks. Assessments enhance engagement, and real-world connections add relevance. Methodological materials guide task planning aligned with objectives. Adaptability is crucial (Methodological Guide, 2023). The impact nurtures cognitive, affective, and social learning. This WebQuest algorithm can also be used by rural teachers, as it does not require complex technical equipment and can be adapted to various educational conditions. Rural school teachers can use this algorithm to organize students' independent work, develop research skills, and increase motivation to learn English. With limited internet access, the webquest stages can be performed using pre-prepared materials, electronic resources, presentations, or printed sources. In addition, the algorithm allows users to take into account the local context: teachers can create assignments related to the culture, nature and peculiarities of their region, which makes learning more meaningful and close to students. Staying updated is essential. In conclusion, combining extensive reading and WebQuests transforms language education, promising lifelong learning.

AUTHOR/S BIOGRAPHY/IES:

Diana Kaparova

I graduated from secondary school in 2021 and enrolled in L.N. Gumilyov Eurasian National University in the same year. In 2025, I completed my undergraduate studies and was awarded a Bachelor's degree. During my studies, I actively participated in academic and research activities. I took part in a national student research competition and was awarded first place at the republican level for my research on the educational potential of WebQuests in language learning. This achievement strengthened my interest in innovative teaching methodologies and educational research. I am currently working as an English language teacher at an educational center, where I apply modern teaching approaches and digital learning tools in my professional practice. My academic interests include English language teaching, extensive reading, WebQuests, and technology-enhanced

learning. I plan to continue my academic and professional development by pursuing a Master's degree at L.N. Gumilyov Eurasian National University.

Gulbarshin Baigunissova

I work as a professor in the Department of Theory and Practice of Foreign Languages at the L.N. Gumilyov Eurasian National University. I graduated from high school in 1979. That same year, I entered Karaganda State University. I currently have 42 years of teaching experience. I began my career as a secondary school teacher. I have now worked in higher education for 38 years. Since 2019, I have been living in Astana and working at the L.N. Gumilyov Eurasian National University. I hold a Doctor of Philological Sciences degree. I teach foreign language teaching methods to undergraduate, graduate and doctoral students.. My research interests include foreign and second language teaching methods and the comparative linguistics, agglutinative, analytic, and inflectional languages.

Alfiya Ifatulina

I graduated from the Almaty Pedagogical Institute of Foreign Languages in 1986. For 15 years, I worked as a Senior Teacher in the Foreign Languages Department at Karaganda State University. In 2011, I went to the USA through the English Fellowship Program. That same year, I successfully passed an interview and joined the Kazakh-French uranium mining company KATCO JV LLP, where I worked for 12 years as an English Teacher and Interpreter until my retirement. I am a member of the Kazakhstan Teachers of English Association (KazTEA) and have participated in many conferences organized by the Association.

At present, I am a Senior Teacher at Saginov Karaganda Technical University.

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