

The Use of Glogster in English as a Second Language Classroom

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Abstract—Teaching languages means to build and develop skills to communicate and resize the intercultural precept that students have about the world around us.

In the first place, the ITCs allow creation in addition to a classic pedagogical relationship in the classroom, the creation of an interface between the student and the teacher. What is proposed with this work is to demonstrate that the use of posters in the ESL (English as a Second Language) class is more than a tool but a true vector of the communication between teacher and student, in different stages of acquisition of the language. In order to create a poster, it is going to be use the cloud-based platform: the Glogster.

The Glogster is a very useful tool for teaching languages that facilitates the compression and production of meaning, the ability to relate different elements using images, texts, sounds. The documents are very attractive, diversified, interactive and allow the teacher to measure in a very effective way the progress of the class. Due to their interactive functions, students use and act directly on the language, facilitate understanding and memorization.

The Glogster presented in this article can be used in the English class, basic level, to teach students how to express what they have done in their last vacations:

- Where did they go?
- Why did they choose that destination?
- How did they get there?
- What have they visited?
- Would they like to go back?

Using ITCS, in the language class, the students will focus better, increase their motivation towards the studied subject and become actors of their own training process.

Keywords— Glogster, ITCs, learning, methodology, teaching.

I. OVERVIEW OF THE INVESTIGATION

The main goal of this research is to investigate the possibilities offered by the new technologies of information and communication (ICTs) in teaching ESL. In this case, I am going to talk about Glogster, which is a platform that allows us to create virtual posters, in order to enhances the teaching-learning process among students and teachers. Nowadays, the use of ICTs provides an innovative element that motivates learners in their learning process. Through this research, I will try to demonstrate that using ICTs in the classroom, students have the opportunity to learn faster and more efficiently, they feel more motivated and they can acquire and develop an active digital competence.

II. OBJECTIVES

Objectives that are proposed:

❖ Demonstrate that the use of ICTs in the classroom facilitates the teacher's and student's work, while demonstrating that students feel motivated, responsible and committed to their results.

❖ Demonstrate that through ICTs, students can improve their analysis, expression and communication. They can also get in contact with different cultures through authentic documents in real time, while sending the world into the classroom and transporting the class in the real world.

❖ Confirm that the use of Glogster in foreign languages learning stimulates and encourages collaborative and collective work.

III. THE CEFR / LOE

The Council of Europe (2005) sets out eight core competencies, among which are "Competence to exploit information technology and communication."

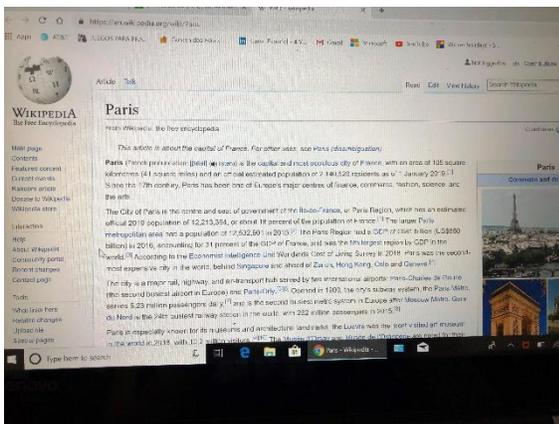
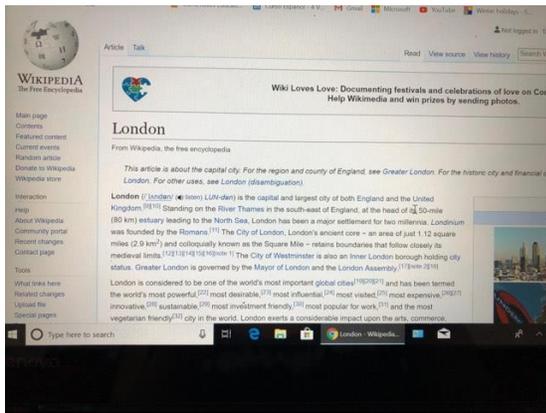
What is a competence? The form in which a person uses all his personal resources (practical skills, motivations, attitudes, knowledge, experience, ethical values) to solve a task properly in a well-defined context.

What does that mean? To know how to do, how to be, how to use the knowledge acquired in the classroom in a real context. All these bring us closer to the action-oriented approach. This methodology is advocated by the authors of the CEFR (Common European Framework of Reference for Languages).

Essential skills and knowledge improve the communication, increase progress and facilitate learning throughout life. They can be acquired through the contents, methodologies and assessment criteria. What implies the competence to exploit ICTs? The ability to use it "wisely, effectively and economically, as well as diversify use while developing critical thinking."

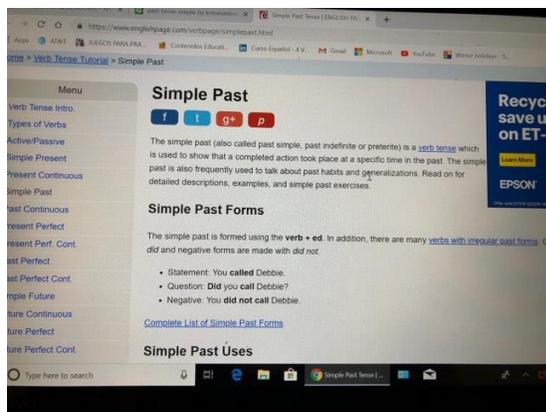
To do this, we must have access to adequate resources and coaching support. It is therefore important to provide students with a stimulating environment in order to help them learn to process information, to create and to communicate using the ICTs.

LOE incorporates EU commitments set for 2010: prepare citizens with a level of training that allows them to adapt to the new society and the demands of a world that is constantly evolving. And the recommendations of the OCDE



As we click on each name, we are taken to a Wikipedia link with information regarding that location. Students can learn/read more information about each location.

Furthermore, we also can see some photos with different types of the transportation. If needed, the teacher can remind the students different types of transportation.



On the right upper corner, we can see a cloud where it says 'USE AND FORM', if we click on that image we are taken to a link where we have a lot of information regarding when and how to use Past Tense Simple.

**SONG: Killing me softly
SIMPLE PAST**



Roberta Flack

1. Listen to the song.
2. Complete the song using the verbs in the box
3. Play bingo using the verbs in the past

Strumming my pain with his fingers, singing my life with his words
killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

- I _____ he _____ a good song.
- I _____ he _____ a style
- And so I _____ to see him to listen for a while
- and there he _____ this young boy, a stranger to my eyes.

Strumming my pain with his fingers, singing my life with his words
killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

- I _____ all flushed with fever, embarrassed by the crowd.
I _____ he _____ my letters
- and _____ each one out loud
- I _____ that he would finish but he just _____ right on.

Strumming my pain with his fingers, singing my life with his words
killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

- He _____ as if he _____ me, in all my dark despair
- And then he _____ right through me, as if I wasn't there.
And he just kept on singing, singing clear and strong.

Strumming my pain with his fingers, singing my life with his words
killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

Looked	knew	sang	kept	read
prayed	felt	found	was	came
heard	had	sang	were	saw
played	visited	worked	drove	ate
spoke	drank	ran		wrote

At the bottom of the poster, we can find a Song <https://www.youtube.com/watch?v=kgl-VRdXr7I>

If we click on the link we will be taken to YouTube to listen to a song in which the Past Tense Simple is used a lot. After listening the song twice, the teacher provides the students with a work sheet related to the song that they will have to fill in.

At the end of the class, the students are asked to talk for about 2-3 minutes each, about their holidays, and using their imagination to making reference at the following points:

- Where did they go?
- Why did they choose that destination?
- How did they get there?
- What have they visited?
- Would they like to go back?

VI. CONCLUSION

In conclusion, I can say that the Glogster breaks the limit of the traditional classroom because there are many opportunities for personal growth and development or collective technological revolution being proposed in the various spheres of social activity. The globalized world, through the Internet and digital information, has produced important changes in the field of contemporary society. Most students today are experts in using electronic means and we must explore this new capability.

It is believed that new technologies have a socializing and educational character. Using virtual posters, students have more opportunities to learn and research more quickly, varied and effectively develop their skills of analysis, expression and understanding.

Glogster allows all students to participate at the same time, even the most timid; due to the ludic dimension, the students are motivated to study and to learn.

• In short, I can say that Glogster platform can be teacher's ally because it changes the class' space, it fills the class with life and facilitating the implementation of various kinds of activities where the interaction is motivated.

Finally, we must reiterate that virtual posters are not interactive for themselves; rather it is the teacher who makes the class interactive. We have seen that virtual posters stimulate creativity in the teacher and motivation in the student. To get to create such an atmosphere in the classroom, it is necessary that virtual posters be integrated into the progress of all classes. At the same time, we must say that, if we know to explore virtual posters, we will be able to promote the interactivity between teacher and student and especially "it arouses the curiosity and interest of the children and makes learning fun and exciting."

In the classroom, virtual posters facilitates teamwork and cooperative work and provides each student the opportunity to intervene and participate. Thanks to the Internet connectivity and the virtual posters, the classes can be very attractive and captivating.

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