

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

(Organization for the Cooperation and the Economic Development) in its evaluation report PILRS International (International Study regarding the Progress in Reading Literacy) and PISA (Socio-educational integration project) reinforce each other's action for training in essential skills.

The use of ICTs requires knowledge: searching for information, process, analyze, understand, compare results, and know how to use it in a critical and systematic way. Then, they need to know to transform it into knowledge and once processed, to be able to transmit in different computer media.

In the CEFR (2001) the use of ICTs is not specified, but in order to acquire certain skills I think that it is necessary the integration of these materials in the class of ESL. Socio-cultural competence involves knowing the culture of the community that speaks a language and what we bring to the attention of the world. Sociolinguistic competence can be defined as "the knowledge of the skills required to operate the language in its social dimension."

All this includes the use of authentic documents, because otherwise we could not know the life, culture and behavior of the people.

The authors of the CEFR (Common European Framework of Reference for Languages) also emphasize the importance of motivation "(...) The council of Europe encourages all those involved in the organization of language learning to base their actions on the needs, motivations, characteristics and resources of learners to associate with the relevant concepts, desires, and interests. They must say that motivations are part of the knowledge of the learner and can be classified as "internal / external, instrumental and integrative (...)." What is interesting is that external motivation can play an important role in the accomplishment of the task. The CEFR emphasizes that "efficiency is subject to the motivations and characteristics of learners and the nature of human and material resources that can be put into play." Nowadays, the best way to motivate learners is to use the resources that the Internet provides us with.

IV. THE EU AND THE ICTS

In a little more than half of the European countries, the regulations stipulate that ICTs are included in the knowledge and skills that teachers should acquire during their initial training. In addition, all European countries state that the development of ICTs skills of teachers is included in programs of continuing professional development (CPD) developed at central level. The EU actions aim is to exploit the information technology and communication to develop innovative practices in education and training to improve access to all levels of education. Promotion of ICTs for learning is "one of the priorities of the cross-sectional EU program established for education and training."

In recent years, important progress has been made in the use of ICTs in education and training in Europe. These technologies should help us to create new modes of operation and support effective pedagogical and organizational innovation. With regard to improving the quality and efficiency of education systems, they have established some

core competencies or skills needed by people for learning throughout life and have led member states to orient its policies education in this direction.

ICTs are now part of our everyday socioeconomic life and should now be integrated in the same way in the education and training of all students. We are not talking of the development of new technologies themselves but focus on the use of ICTs to improve the training and the use of learning by discovery, the return of school education, learning outside the school environment. Another aim of the EU is to reduce the gap between those who have access to new technologies and those who are still unable to reach it.

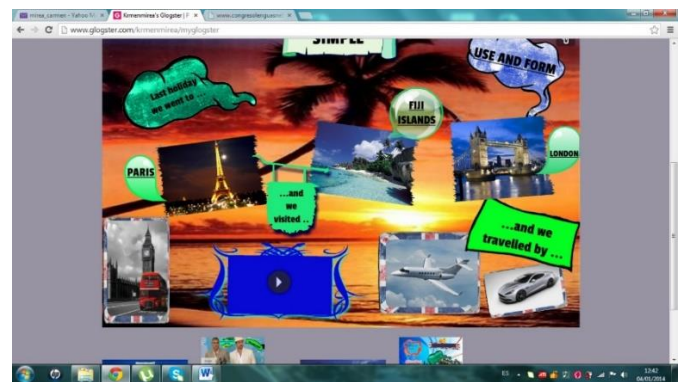
V. GLOGSTER

Glogster is a cloud-based platform used for creating presentations and interactive learning. It allows users to combine text, images, video, and audio to create an interactive, Web-based poster called glogs on a virtual canvas.

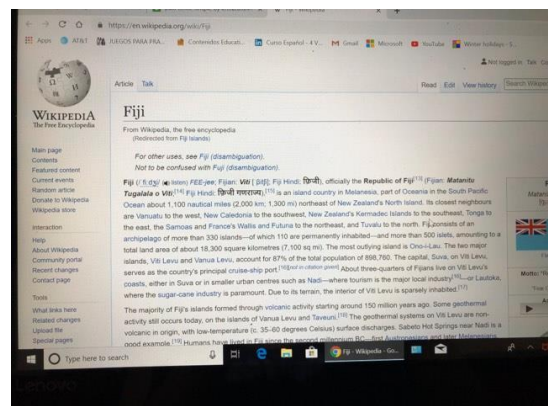
Glogster enables interactive, collaborative education and digital literacy.

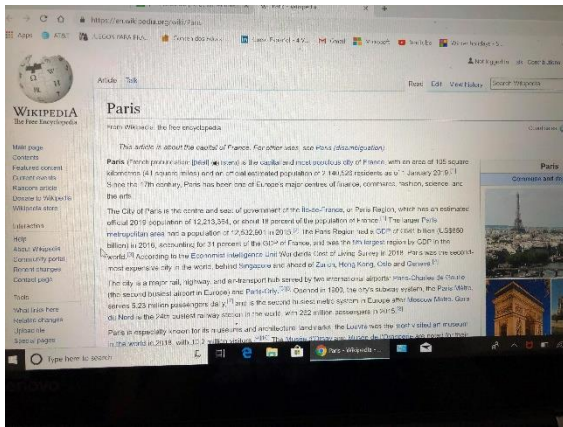
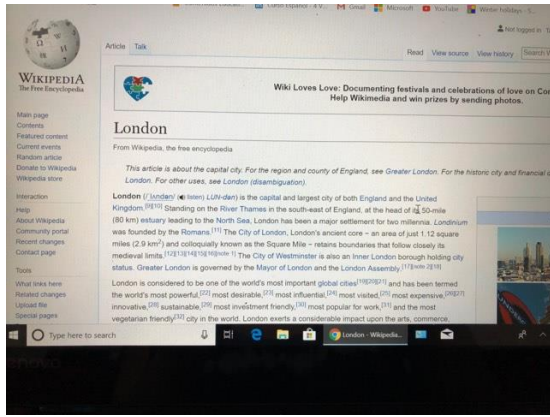
The poster proposed for this paper can be found at this link:

<http://www.glogster.com/krmenmirea/myglogster>



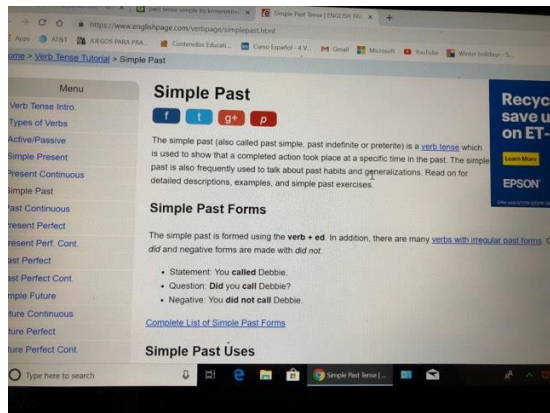
How to introduce Past Tense Simple in daily practice. The theme proposed to study and learn this tense is *Summer Vacation*. And we start with a sentence *Last holidays we went to ...and we have three locations: Paris, Fiji Island and London*.





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

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

1. I _____ he _____ a good song.
2. I _____ he _____ a style
3. And so I _____ to see him to listen for a while
4. 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

5. I _____ all flushed with fever, embarrassed by the crowd.
I _____ he _____ my letters
6. and _____ each one out loud
7. 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

8. He _____ as if he _____ me, in all my dark despair
9. 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?
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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.

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