

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SOCIAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES



**USE OF GLOGSTER, WEB TOOL 2.0 IN THE COMMUNICATIVE APPROACH FOR DEVELOPING ORAL DISCOURSE COMPETENCE OF THIRD YEAR STUDENTS OF BACHELOR IN MODERN LANGUAGES FRENCH AND ENGLISH SPECIALTY AT THE DEPARTMENT OF FOREIGN LANGUAGES OF THE UNIVERSITY OF EL SALVADOR DURING THE YEAR 2014.**

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH

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## TABLE OF CONTENTS

	<b>PAGE</b>
INTRODUCTION	2
I.    RATIONALE	3
II.   STATEMENT OF THE PROBLEM	4
III.  OBJECTIVES OF THE RESEARCH	5
IV.   THEORICAL FRAMEWORK	6-17
A.  GENERAL INFORMATION ABOUT HOW GLOGSTER WORKS	
B.  THEORY OF MULTIPLE INTELLEGENCES	
C.  WHAT IS MULTISENSORY TEACHING APPROACH	
D.  WHAT IS MULTISENSORY TEACHING TECHNIQUES	
E.  ISTE STANDARS FOR TEACHERS	
F.  REVIEW OF PROS AND CONS ON GLOSTERS	
V.    METHODOLOGY	18 -22
VI.   ANALYSIS AND RESULTS	23-63
VII.  CONCLUSIONS	64
VIII. RECOMMENDATIONS	65
IX.   BIBLIOGRAPHY	66-67
X.    APPENDICES	68-83

## INTRODUCTION

The 21st century is primarily a decade of changes in the educational field improving and innovating with new technologies the teaching-learning process. In response to such needs, the acceptance of Glogster EDU one of the most efficient platforms for teachers and students played an important role in the Department of Foreign Languages in the University of El Salvador providing students a fun learning experience, increasing their motivation to organize and display their knowledge and understanding in ways that others can view, use and access.

Being aware of the challenge of its implementation into the Department of Foreign Languages this project intended to explore the usefulness of the Glogster as a new tool in the class building on the third year students interest and involving their multiple intelligences. This research comprised some key factors such as: students and teachers' willingness to compromise to the usage of glogsters, budget, equipment, time to create, present and check glogsters.

The problematic situation in the Department of the Foreign Languages involved the limited budget regarding the notebook equipment investment and the lack of technological training for teachers related to educational platforms.

## RATIONALE

The purpose of this research project was to implement the use of glogster, web tool 2.0 where teachers could have presented content in a innovate way because teachers should have sought their continuous professional growth enriching the foundations of their knowledge, skills, educational and pedagogical methods. On the other hand, students recognized the importance of pedagogy when using multimedia but still seek escapism from classroom anxiety through its use. In addition, students were motivated to work collaboratively their templates in a creative manner. Thus; they could practice and develop English skills using the platform.

As a result the development of glogster profited directly the learning process by not only reinforcing the student's academic performance but also helping teachers to monitor their learning progress and provide positive feedback.

## STATEMENT OF THE PROBLEM

The use of Glogster, web tool 2.0 in the communicative approach for developing oral discourse competence of third year students of Bachelor of Arts in Modern Languages French and English specialty at the Department of Foreign Languages of the University of El Salvador during the year 2014.

Throughout the history of the education in the Department of Foreign Languages certain areas have improved such as infrastructure, library among others. Nevertheless, the lack of technological implements in classes remains as a weak point in order to obtain a better academic development in the student's population. It had to be recognized that both: the limited budget regarding the notebook equipment investment and the lack of technological training are the main factors that stick around the problematic considering that on one side the teacher's equipment is assigned but by committee not individually and on the other hand teachers are not called or motivated to be part of coaching sessions related educational tools such as Glogster.Edu.

Glogster was founded by Roman Smola, Martin Santorci and Patrik Prepsl as a unique social network based on the creation and sharing of Glogs including interactive posters loaded with text, graphics, music, videos, and more, but it was on 2009 that it launched as Glogster EDU which is a secure learning platform for teachers and students in order to express their ideas and knowledge online for educational purposes.



### **General objective:**

- To help the Foreign Language Department (FLD) to innovate the way to teach by using the Glogster as an extra tool in the learning process.

### **Specific objectives**

1)To explore the usefulness of the Glogster as a new tool in the class building on the third year students interest and involving their multiple intelligences.

2) To determine the acceptance degree about Glogster as a new educational platform among students and teachers of Bachelor of Arts in Modern Languages French and English specialty.

3) To motivate FLD teachers to use the Glogster by showing them the advantages in the students learning process.

## Theoretical framework

Most educators agree that educational access to the internet has changed the definition of literacy. Digital literacy, complex communication skills, creativity and collaboration have replaced the traditional text based, writing-driven, and static educational experiences of the 20th century.

These new 21st century skills have turned Bloom's Taxonomy upside down with creativity and collaboration the key to meaningful learning. When you can take a concept or traditional classroom subject matter, visualize it in a matter of minutes, and create a multi-modal representation of knowledge and skills that is a powerful learning tool that will have a lasting impression on today's tech-savvy students. At the same time, students and teachers have access to easy-to-use, yet technology challenging applications as their tool box for creative expression. Including Glogs as part of your site's content will add multi-sensory context to subject matter that is traditionally text driven. Multi-sensory approaches are much more successful in reaching students with diverse learning styles and differences. Use Glogster EDU to exceed the principles of Universal Design for Learning (UDL); multiple meanings of access, multiple means of engagement, and multiple means of representation, thus with the use of glogsters in the classroom the possibilities are endless.

Glogster was developed in 2007 as a social network for teenagers allowing users to create free interactive posters - glogs. Glog®, short for graphic blog, is an interface for mixing text, audio, video, images, graphics and more and provides canvas freedom with portrait and landscape options, an editing tool and simple drag and drop function for adding media. Glogster EDU was launched in 2009 to serve the educational community. Glogster EDU allows teachers and pupils to use glogs as instructional aids and share their Glogs in private virtual classroom.

Glogster EDU is based in Prague and Boston. The founders of Glogster EDU are Tomas Plojhar, Patrik Prepsl, Roman Smola, Martin Santorcl and Roman Smola.

Glogster EDU is an online learning platform. It is an e-learning education system based on the web that models conventional in-person education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments, and other external resources such as academic or museum website links. It is also a social space where students and teacher can interact through threaded discussions or chat.

It typically uses Web 2.0 tools for 2-way interaction, and includes a content management system. Glogster EDU provides users with digital educational content and a tool for its creation.

Glogster EDU is the leading global education platform for the creative expression of knowledge and skills in the classroom and beyond. It empowers educators and students with the technology to create GLOGS. It is mainly used by educators and students for interactive, collaborative education.

Nowdays about 1.5 million teachers already utilize Glogster EDU's teaching resources to capture the expressive creativity of over 14 million students. For example Eileen Doherty a 4<sup>th</sup> grade teacher at Hosmer School in Watertown, MA created glogs for their students to use and students can make glogs for projects. Instead of using powerpoint to present their information. She included text and images that relate to the material. She as well linked to additional web resources. On the other hand the students learned how to create their glogster they liked it and stated they think they learn more this way even they can be able to refer back to later to study for any test.

Glogster EDU connects teachers to their students with Web 2.0 multi-sensory learning experiences that can be easily integrated into traditionally text-oriented subjects. Educators who use Glogster EDU have access to a wide range of creative resources, differentiated instructional activities, assessment opportunities, and so much more.

Glogs can also be used as part of a webquest activity. Teachers can link to websites that contain valuable information. Videos and graphics can be embedded right into the glog so the information is neatly in one place.

These webquests are easy to create and the students will have fun exploring the glog. Students will also love to create their own glogs. Instead of printing out pictures and messing with scissors and glue, images and video can be added right to their glogs. They can express an event in history, a science concept, characters in a story, or math concepts. The value they will get out of the project will depend on the assignment they are given. Assignment should be structured so that they are providing valuable information, but can also use their creativity and express themselves.

Integrating technology in the classroom is one way in which teachers can reach all types of learners. Technology, in general, has many capabilities and opportunities to enhance student achievement and learning. Since social networking isn't a new but popular trend, using Glogster in the classroom makes class discussions and activities relevant to student experiences and interests.

According to what Jamie Renton a school librarian from San Francisco states that the first benefit is using Glogster.edu increases digital literacy.

Glogster.edu allows all subject teachers to create a digital learning environment. Students learn social technology in an easy-to-use format that helps make learning fun. Glogs can be used for individual or group projects.

Using the American Association of School Librarians (AASL) Standards for the 21st Century Learner (2007), using glogster.edu allows students to:

- Demonstrate mastery of technology tools.
- Collaborate with others to broaden and deepen understanding.
- Use technology and other information tools to analyze and organize information.
- Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- Participate and collaborate as members of a social and intellectual network of learners.
- Use technology tools to organize and display knowledge and understanding in ways that others can view, use, and access.

Glogster in the classroom is that it enables standards mastery. Glogster.edu enables schools to meet and exceed educational technology and content area standards for creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, and digital citizenship.

For example, using Glogster in the classroom meets the Common Core Standard for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Writing standard Production and Distribution: “With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.”

In addition, the use of glogster incorporates the three Universal Design principles of engagement, representation, and expression by: (Glogster, 2011 and Guillaume, 2008).

- Tapping into learners' interests, offering appropriate challenges, and increasing motivation.
- Giving diverse learners options for acquiring information and knowledge.
- Providing learners options for demonstrating what they know.

Renton has spoken with many students and teachers who have used Glogster for school assignments. Students think it is fun to use glogster.edu to express what they have learned. Teachers like it because it engages the visual, artistic and creative side of students and increases their motivation.

### **Multiple Intelligences by Dr.Howard Gardner**

Dr. Howard Gardner, a psychologist and professor of neuroscience from Harvard University, developed the theory of Multiple Intelligences (MI) in 1983. The theory challenged traditional beliefs in the fields of education and cognitive science. Unlike the established understanding of intelligence, people are born with a uniform cognitive capacity that can be easily measured by short-answer tests. MI reconsiders our educational practice of the last century and provides an alternative.

According to Howard Gardner, human beings have nine different kinds of intelligence that reflect different ways of interacting with the world. Each person has a unique combination, or profile. Although we each have all eight intelligences, no two individuals have them in the same exact configuration. It's similar to our fingerprints.

For Gardner, intelligence is:

- the ability to create an effective product or offer a service that is valued in a culture;
- a set of skills that make it possible for a person to solve problems in life;

- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

There are multiple benefits to employing MI in your classroom. The Multiple Intelligence classroom acts like the "real" world in that, for example, the author and the illustrator of a book or the actor and the set builder in a play are equally valuable creators. Students become more active, involved learners. You and they may also come to regard intellectual ability more broadly. Drawing a picture, composing or listening to music, watching a performance -- these activities can be vital to learning, as important as writing and mathematics.

An MI curriculum is designed to teach content by taking into account all eight intelligences. A child may wish to express his or her knowledge of that content in one of many different ways (i.e., puppetry, model making, classroom demonstrations, songs, plays, etc.).

Learning through a variety of unique experiences allows children, teenagers and adults to better understand themselves as lifelong learners, and to see how others acquire knowledge and apply their skills. The key to implementing MI successfully is to design your classroom and the particular lesson so that students are able to participate in learning and understand the material in a variety of ways.

1. Teaching with MI often necessitates that students work together in groups and/or on projects that employ many materials. Be sure that you adapt your classroom space as best you can to the parameters of the lesson.

2. be prepared not only to encourage collaboration and "thinking outside the box," but also to maintain some control by setting specific boundaries for students.

3. One "answer" or outcome is not the only acceptable measure of a child's understanding. For example, if your objective is for students to understand the literary elements of a story or novel (e.g., rising action, conflict, climax, etc.), different learners might grasp the concept in different ways.

4. Students need to have a clear understanding of how their work will be evaluated. Be sure to lay out the exact objectives and expectations of your lesson before beginning. Because MI allows for many different means of learning and expression, children need to understand that there may be many different forms of evaluation and that one style of work is not necessarily more demanding or time consuming than another.

There are 8 learning styles or intelligences as researched and published by Howard Gardner: Musical, Kinaesthetic, Mathematical / Logical, Visual / Spatial, Linguistic, Interpersonal, Intrapersonal and Naturalist.

#### 1. Linguistic Intelligence:

The precise definition of Linguistic Intelligence has been defined by Howard Gardner as sensitivity to the meaning of words, the order among words, sounds, rhythms, and inflections, different functions of language, phonology, syntax and pragmatic.

#### 2. Logical/Mathematical Intelligence:

Logical-Mathematical Intelligence may be defined as the ability to appreciate and calculate the effect of actions upon objects or ideas and the relationships among them. To apply inductive and deductive reasoning skills, to provide solutions and to overcome complex mathematical and logical challenges as well as solving critical and creative problems.



### 3. Musical Rhythmic Intelligence:

The capacity to think in music; to be able to hear patterns, recognizes them, and perhaps manipulates them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds, and it is so omnipresent.

### 4. Bodily/Kinesthetic Intelligence:

The capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly dancing or acting.

### 5. Spatial Intelligence:

Visual Spatial Intelligence is defined by Gardener (in 'Frames of Mind') as the ability to perceive the visual world accurately, to perform transformations and modifications upon ones initial perceptions, and to be able to re-create aspects of ones visual experience, even in the absence of relevant physical stimuli.

### 6. Naturalist Intelligence:

Naturalist intelligence enables human beings to recognise, categorise and draw upon certain features of the environment. It 'combines a description of the core ability with a characterisation of the role that many cultures value.

### 7. Intrapersonal Intelligence:

Having an understanding of yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of

themselves. They tend to know what they can and can't do, and to know where to go if they need help.

#### 8. Interpersonal Intelligence:

Interpersonal Intelligence may be defined as the ability to recognise distinctions between other people to know their faces and voices; to react appropriately to their needs, to understand their motives, feelings and moods and to appreciate such perspectives with sensitivity and empathy.

Some proponents of multiple intelligence theory proposed spiritual or religious intelligence (9.Existencial) as a possible additional type. Gardner did not want to commit to a spiritual intelligence, but suggested that an "existential" intelligence may be a useful construct, also proposed after the original 7 in his 1999 book. The hypothesis of an existential intelligence has been further explored by educational researchers.

### **What is Multisensory Teaching Approach?**

Multisensory Teaching Approach is a program for the remediation of Dyslexia and other reading disabilities. It follows research begun at Texas Scottish Rite Hospital in 1965 by Aylett R. Cox and Dr. Lucius Waites as they developed the Alphabetic Phonics program. This program is an Orton-Gillingham multisensory approach to teaching reading that combines Visual, Auditory and Kinesthetic (or muscle) instruction. Titled Alphabetic Phonics because it is based on the alphabet symbol system, it teaches the science of the written language and addresses reading, handwriting, and spelling.

Margaret Taylor Smith developed Multisensory Teaching Approach (MTA) in the mid 80's as a refined and more "teacher friendly" curriculum that enhances and further develops Alphabetic Phonics by teaching for mastery.

The research of a four year study (Reynolds, V., Vickery, K., and Cochran, S., Annals of Dyslexia, 1987) showed highly significant gains for all remedial students while students in regular classrooms also showed gains. Workshops include training in phonological awareness, verbal expression, alphabet/dictionary skills, reading, reading comprehension, reading fluency, cursive handwriting, and spelling. Daily, a demonstration lesson, a practicum lesson and lesson planning are also included.

### **What is multisensory teaching techniques?**

A multisensory technique means helping a child to learn through more than one sense, frequently used for students with learning differences.

Studies from the National Institute of Child Health and Human development (United States of America) have shown that for students with difficulties in learning to read, a multisensory teaching method is the most effective teaching method.

They encourage students to use some or all their senses to:

- Gather information about a task
- Link information to ideas they already know and understand
- Perceive the logic involved in solving problems
- Learn problem solving tasks
- Tap into nonverbal reasoning skills
- Understand relationships between concepts
- Store information and store it for later recall.

Glogster enables teachers to create lesson plans that are designed to meet the different learning styles of all students and initiate students to use their critical thinking skills. Teachers can interactively communicate with their students through comments, feedback, and ratings on a daily basis. However, the disadvantages that follow are Internet connection and age-appropriate grade level for its uses. Without Internet connection, it is impossible to use Glogster. Also, Glogster is appropriate for students in higher education due to complex technical applications.

The student's vision may be affected by difficulties with tracking or visual processing. Sometimes the student's auditory processing may be weak. The solution for these difficulties is to involve the use of more of the student's senses, especially the use of touch (tactile) and movement (kinetic). This will help the student's brain to develop tactile and kinetic memories to hang on to, as well as the auditory and visual ones.

### **Review about pros and cons on Glogsters.**

In short, Glogster has several advantages because it is a multi-media technology tool that opens doors in education used to demonstrate students' creativity, innovation, digital citizenship, knowledge and awareness, products, and many more. It encourages social interaction and development to enhance student learning.

Teachers can take advantage of the features provided by Glogster such as:

- ❖ Glogster enables teachers to create lesson plans that are designed to meet the different learning styles of all students and initiate students to use their critical thinking skills. "
- ❖ Teachers can interactively communicate with their students through comments, feedback, and ratings on a daily basis. As well Appeals to multiple intelligences and multisensory techniques.
- ❖ Appeals to multiple intelligences and multisensory techniques.

- ❖ Easy to create and Fun alternative exploring content.
- ❖ Increases digital literacy
- ❖ Virtual access to class content and additional resources in one place.
- ❖ Glogs can be used for individual or group projects.
- ❖ Teacher will be monitoring students glogsters or structured assignments /the only one who approve private or public glogs.
- ❖ A reinforcement tool because students can refer back to study.
- ❖ Glogpedia content library (glogs in different diciplines)
- ❖ Social espace: Interactive through threaded discussions or chats
- ❖ Students demonstrates mastering in technology

Glogster has its disadvantages in the classroom. The main disadvantage is obtaining a reliable Internet connection and accessibility. In some schools, certain social networks are blocked or their wireless connection is poor. Some other cons about Glogster EDU are: need basic technology skills, some glitches occur sporadically so teacher may have difficulties monitoring glogs,must have working computers, may be challenging because need basic technology skills.Consider the age appropriateness: some schools will not allow use of glogster due to laws of use for those under the age of 13.

## METHODOLOGY

This research in a preliminary stage comprised an exploratory design since little is known about the topic, thus people involved are getting familiar with basic details, settings and concerns about the glogsters. However, the based design was the Quasi-experimental Design which was addressed in three steps:

First of all participants were assigned randomly according to the teacher's interest of the usage of glogster in the classroom.

Secondly, a pre-test was developed in the 3<sup>rd</sup> year students in Modern Languages French and English specialty, the group 06 and the correspondent teacher was the control group in order to determine students and teacher level of interest on the glogsters usage.

Finally, during a month students used the glogsters as a reinforcement tool and sometimes during the classes, at the end of the month they answered a questionnaire in order to measure the glogster effectiveness in their learning process, both steps helped to analyze and compare the effect of the intervention by looking at the difference in the pre-test and post-test results.

### **a) Method: Quantitative research approach**

The quantitative method emphasized measurements and numerical analysis of data collected through surveys. In the present research project the target population has been chosen as a control group with whom the questionnaires were the instrument in order to collect data.

The main characteristics of this quantitative research were:

- The data was usually gathered using more structured research instruments.

The instrument that was used is a questionnaire that contained 16 questions related to the interest from the teachers and students using a new educational tool as glogster.

- The results were based on a sample that is a representative of the DFL population.

It should be pointed out that the larger population includes all the groups in the Foreign Language Department however our control group was Advanced English II, group 06 from the third year which was a portion of this whole population.

- The research study can usually be replicated or repeated, given its high reliability.

Taking into account the pre test was carried out before the semester started, with the teachers at the beginning of the semester and with students during a semester but also a post test was developed at the end of the research Project.

- Researcher had a clearly defined research question to which objective answers are sought. And the research question was: Can glogsters improve the students oral discourse competence?
- All aspects of the study were carefully designed before data was collected.

It was important to present a plan to the teachers in order to know all the features like advantages, disadvantages, tools and the usage of glogster.

- Data was in the form of numbers and statistics.

After the data was collected a design was done in order to present in a clear way the results using charts and graphics and analysis.

- Project could be used to generalize concepts more widely, predict future results, or investigate causal relationships.

The results predict the interest of teachers by the glogster that probably in the future can catch the attention of other teachers from the department of Foreign Languages.

- Researcher used tools, such as questionnaires or equipment to collect numerical data.

The research project took in consideration the use of questionnaires in order to collect data.

### **b) Type of study: Descriptive study**

It was kind of difficult to choose a study when the variable in this case the Glogster is not known or studied before this research project that was why a Descriptive study accomplished the characteristics in the phenomenon.

In this descriptive study the information was collected without changing the environment, nothing was manipulated. The Office of Human Research Protections (OHRP) defines a descriptive study as “Any study that is not truly experimental.” In human research, a descriptive study can provide information about behavior, attitudes or other characteristics of a particular group. Descriptive studies are also conducted to demonstrate associations or relationships between variables in context for that reason it would be the most appropriate to use a Cross Sectional Studies which are based on a single examination of a cross-section of population at one point in time.

- Results could be projected on the whole population provided the sampling has been done randomly.



### **c) Universal population**

The universal population was one group: the Advanced English class of Semester II-2014 of the Foreign Language Department of the University of El Salvador.

By giving more details of the population, the team mentions the following ones:

- ✓ The teacher of the class was Miguel Mata in group 06
- ✓ The subject of Advanced English II class was group 06 with a schedule of 1:00pm – 3:00pm during Tuesday, Wednesday, Thursday and Friday at the IF-3 classroom.
- ✓ The degree code was L10412.
- ✓ According to the registration sheet, in this class the universal population consisted of 180 students.

### **d) Sample**

The team used *Selective Sampling* since this one fitted within the research because the team decided to sample in a particular locale or seek particular types of people.

For the sample, the team selected the students of the Advanced English class. In order to help to get familiar with the tool since the teacher liked to use new platforms to teach, they had to fulfill the following profile:

- ✓ Active students of the Advanced English II class of Semester-II 2014.
- ✓ Students that were taking the class for the very first time
- ✓ A group of 36 Students but just 30 registered.
- ✓ Men or women.

The 50 students were the sample of this research in the pre test. However, the 30 students were the sample of this research in the post test.

### **e) Technique**

The team selected the “Observation” technique. Since the purpose of this research was to motivate the students to reinforce their knowledge by checking the logs for each unit that contained information for every skill and the material studied during the class. It was important to observe how this group of students and the teachers used and evaluated the educational platform.

These aspects were studied by visits in the platform, acceptance of students and teachers, besides that the results were able to be quantified.

### **f) Instrument**

The research team used as an instrument a survey as a mean to get the data about the learning strategies-this selected group of students used during their academic activities in the subject of Advanced English I.

Also the team verified the findings from the sample in order to answer and prove the research question that was made at the beginning of this research.

For the post test the 30 students did the final evaluation in classes consisting on how they answer the questions about the water scarcity topic providing their own opinion, the score rubric helped us to measure improvement.

## V.ANALYSIS AND RESULTS

It should be noted that instruments used to obtain this result are attached on appendixes 1 and 2.

### STUDENTS' PRE-TEST

1. Do you agree to use technology in your class?

YES

NO

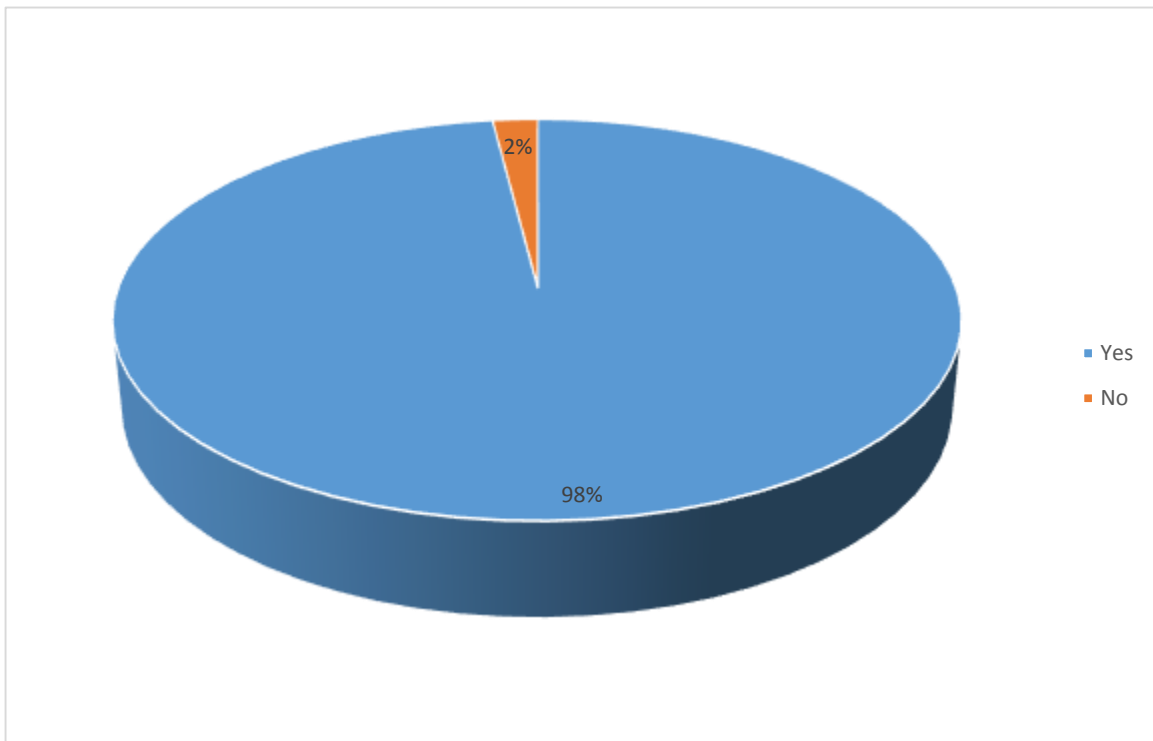


Figure 1 shows that 49 students which was 98% of participants agreed to use technology in their class and just 1 student which was 2% disagree.

2. Does your teacher use technology in your classes?

YES  NO

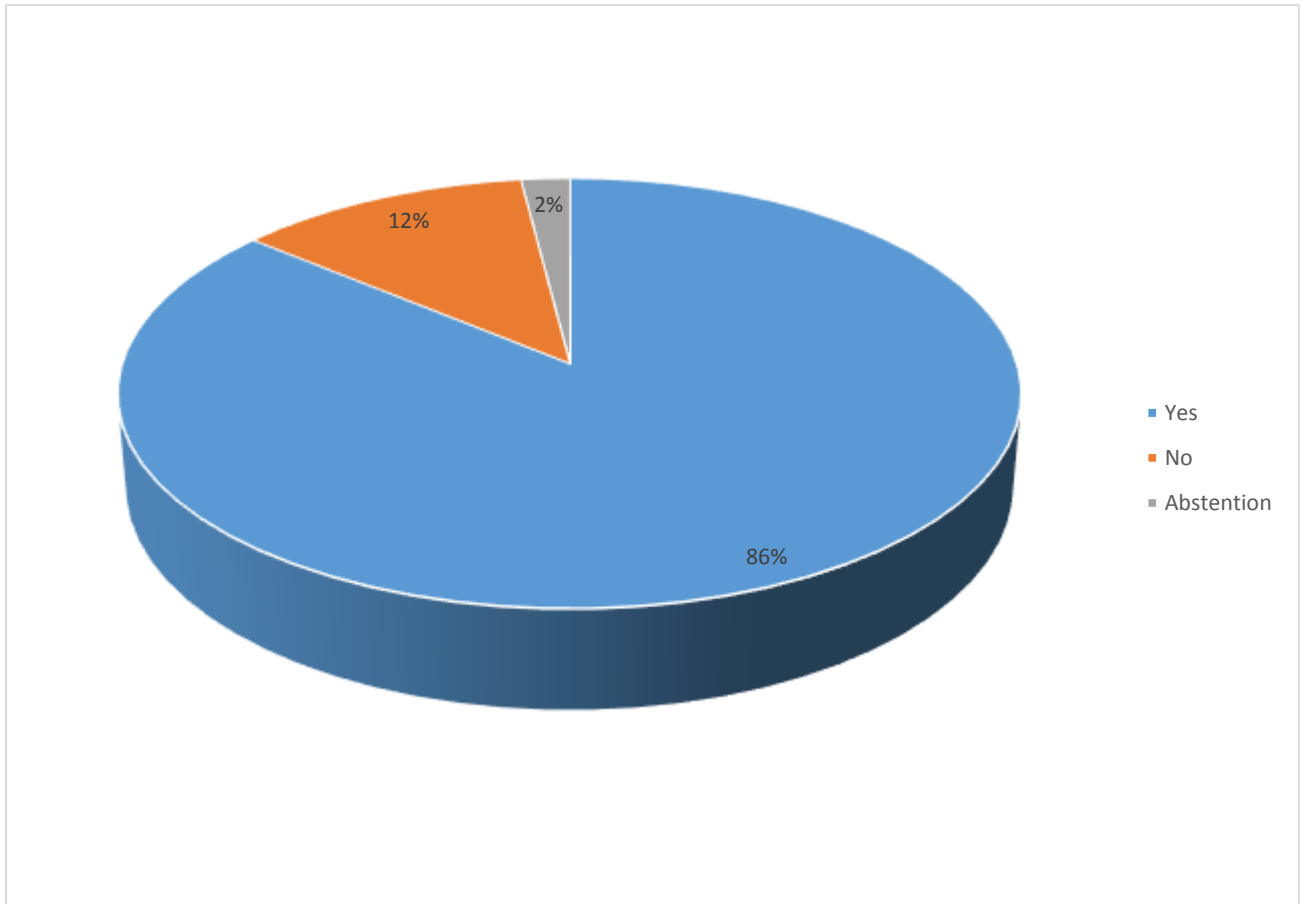
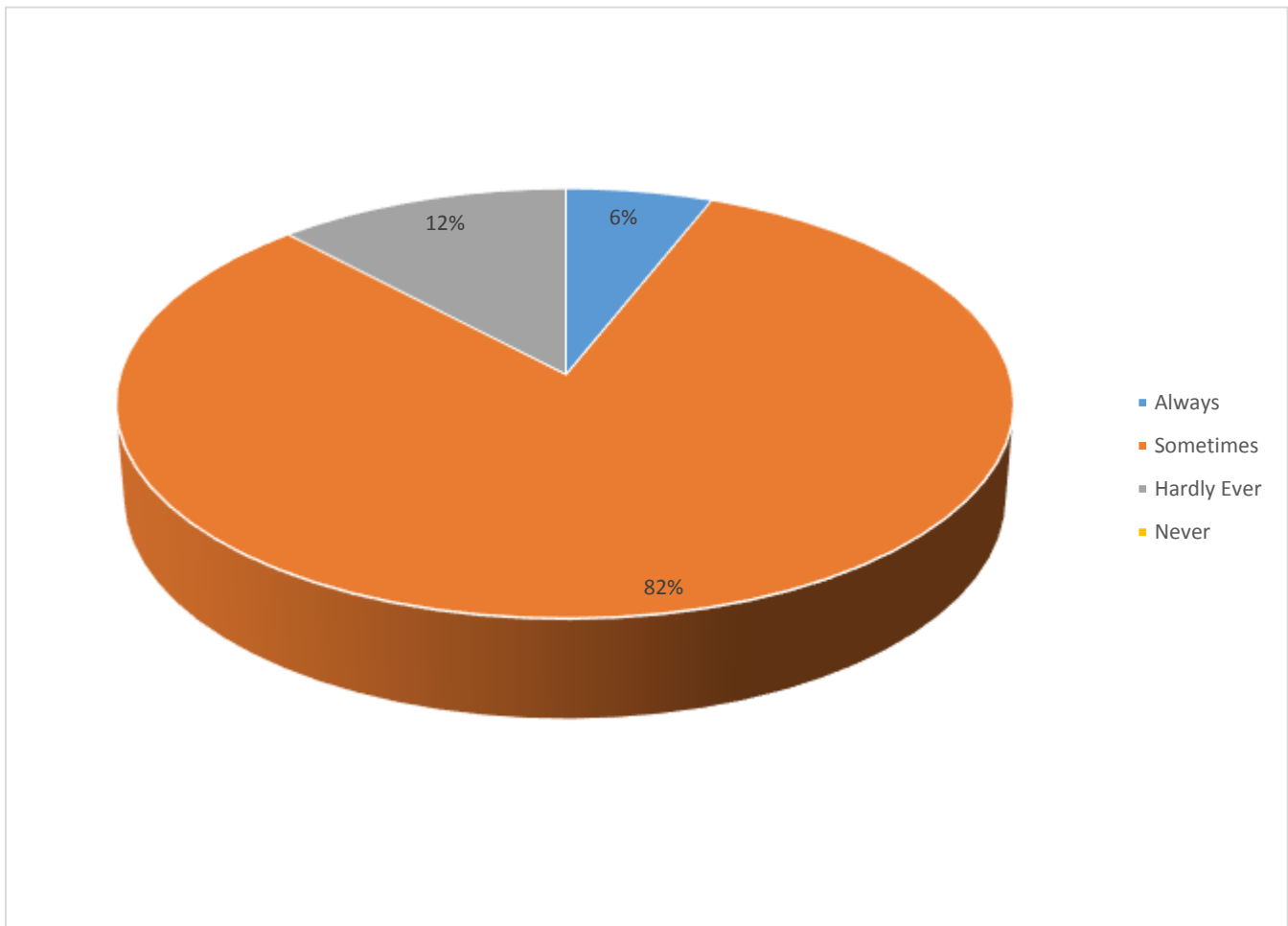


Figure 2 illustrates that 43 participants were aware their teachers have used technology in the class with an equivalent to 86%, 6 participants that represented 12% of population said no and there was just one person representing 2% remained indifferent.

3. How often does your teacher use technology?

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER

Figure 3 shows 12% of participants that were just 3 students have selected the option always equivalent, another 86% that was equal to 41 students have answered sometimes and just 6% of participants that were 6 students have marked the option hardly ever.



4. What kind of technology does your teacher use?

COMPUTER

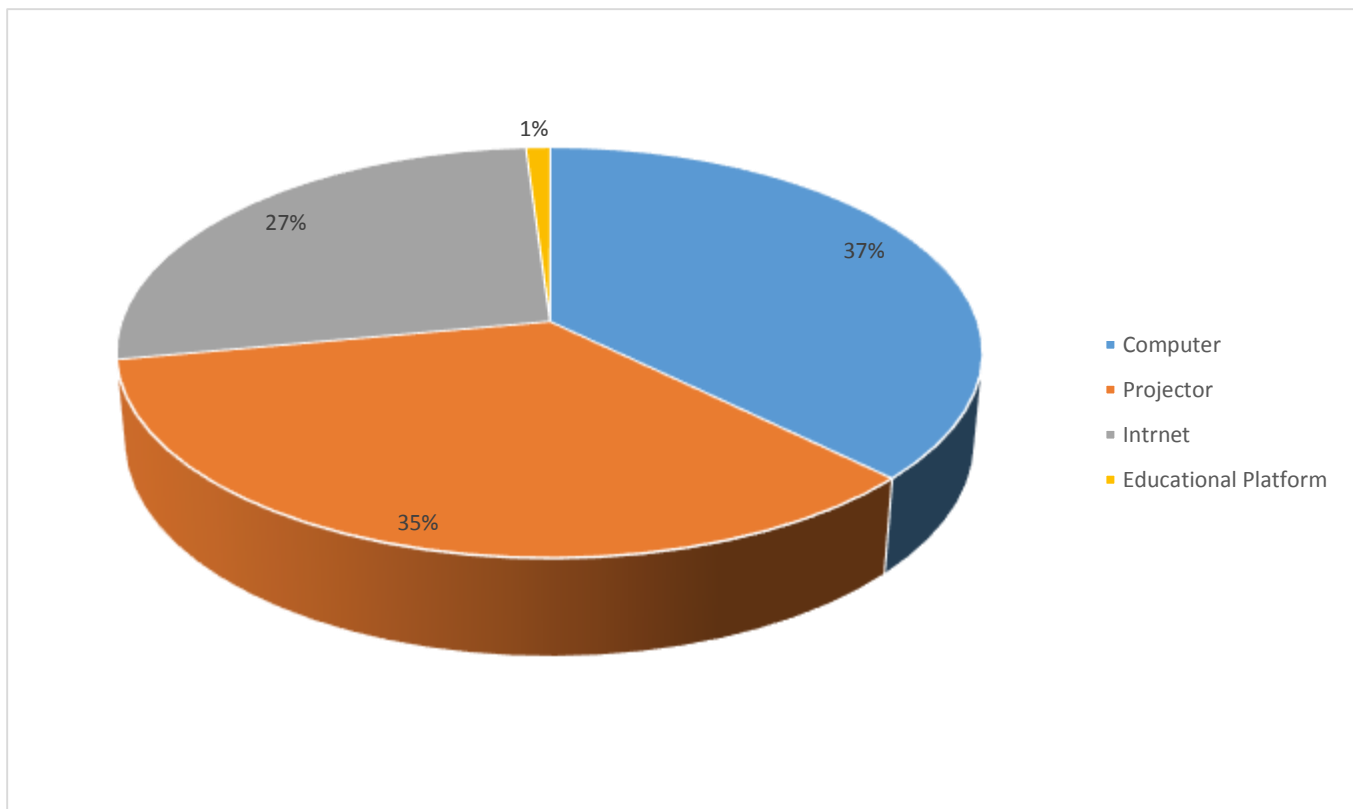
PROJECTOR

INTERNET

EDUCATIONAL PLATFORM

Figure 4 shows 37% of participants that were 19 students said teachers preferred to use a computer in their classes, 35% that were 17 students said also used the projector. In addition 27% that were 10 students said that teachers used the Internet and as last option just 4 students that represented just 1% said that teachers used an Educational Platform.



5. Do you know any educational platform on the web?

YES  NO

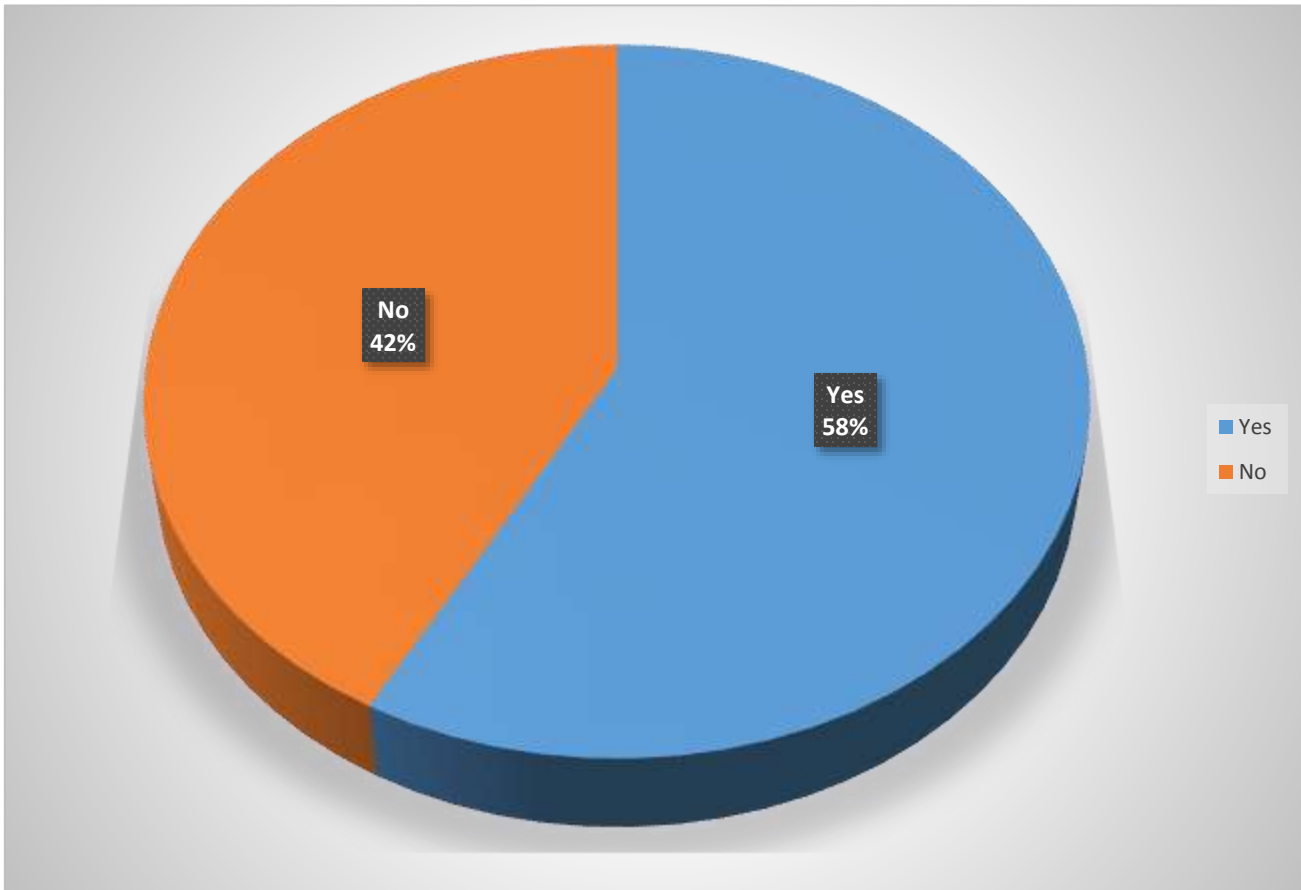


Figure 5 shows 58% of participants that were 29 students knew the existence of educational platforms in the web and the other 42% of participants that were just 21 did not know anything about it.

6. Does your teacher use any of these educational platforms?

MODDLE

GLOGSTER

WEBINAR

UDEMY

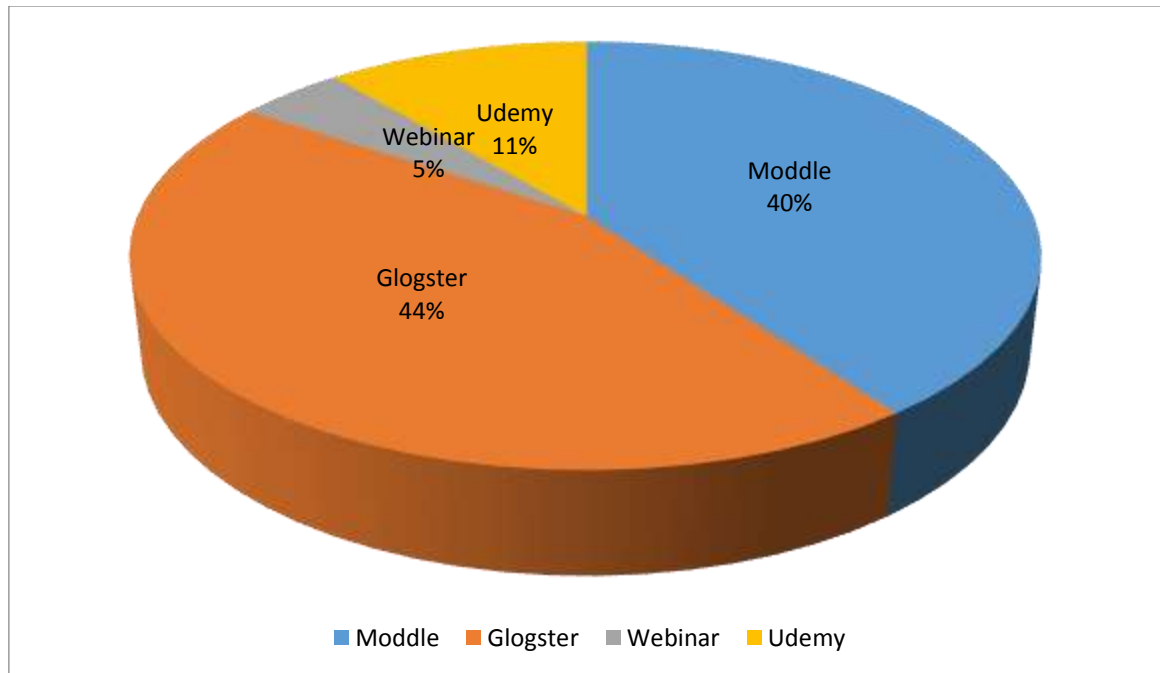


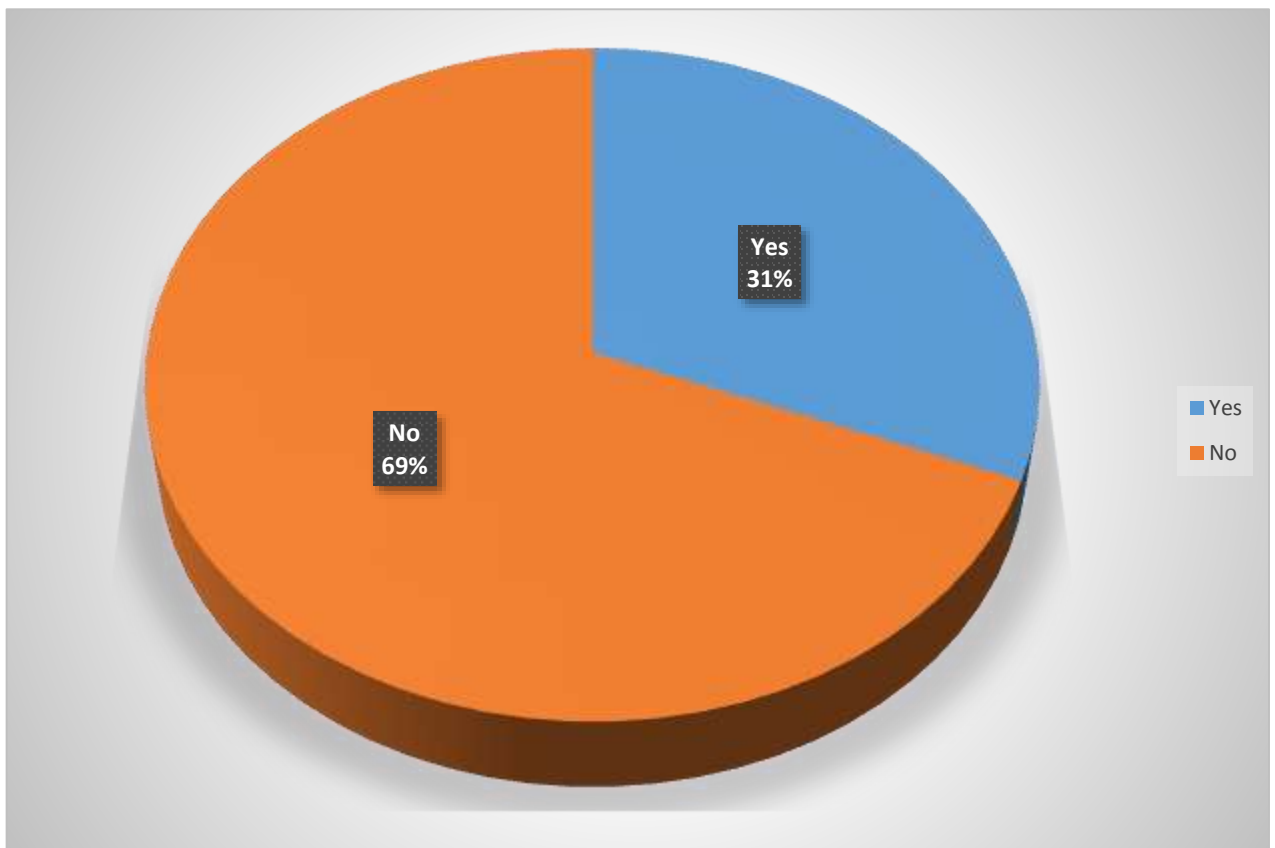
Figure 6 reflects the range of some educational platforms where Moddle was known by a 40% of participants that were 20 students, however the most popular with a 44% of participants that were 22 students, was glogsters and Udemy with a 11% that are 6 students and Webinar with a 5% that were just 2 students remained like the less employed in class.



7. Have you heard about Glogster?

YES  NO

Figure 7 reflects 69% of participants that were 35 students did not know anything about glogsters and only 31% that were just 15 students knew something about it.



8. Has your teacher ever used this educational tool? If your answer is YES continue in the following with, if your answer is not go to question 13.

YES       NO

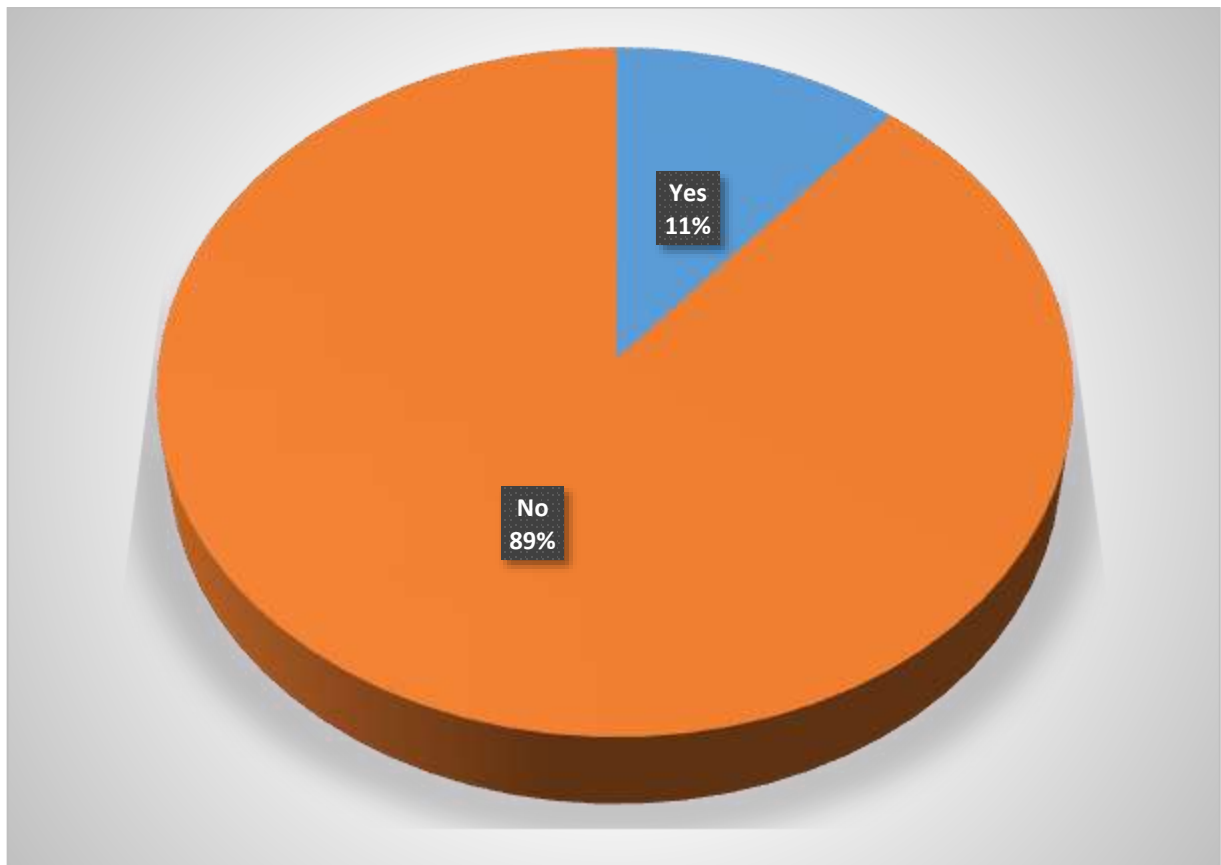


Figure 8 illustrates that just 11% that were just 5 students, of teachers have used this educational tool in their classroom and the other 89% that were 45 students, of teachers have not used the Glogster ever.

9. What is your opinion about Glogster?

- EXCELLENT
- GOOD
- NEUTRAL
- BAD

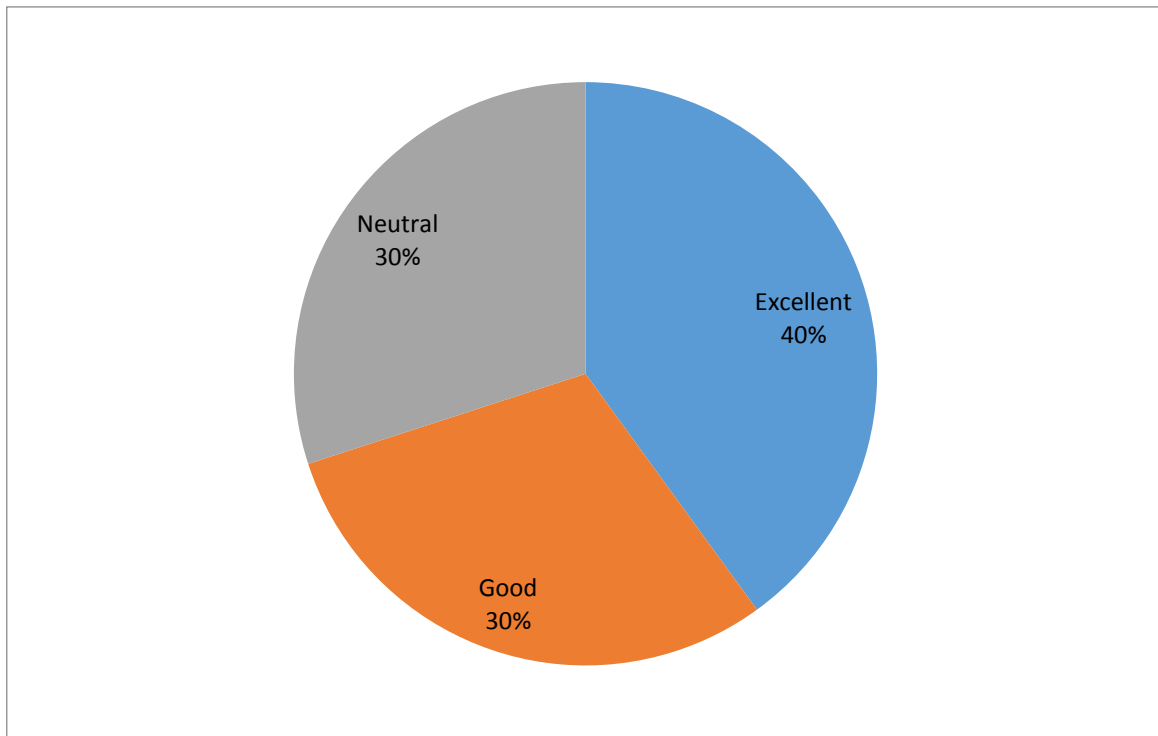


Figure 9 reflects 40% of participants that were 20 students have used Glogster and believe that was excellent but 30% that were 15 students that considered that was good and the last 30% of participants that were 15 students said that was neutral.

10. Do you think that Glogster has benefits in the classroom?

YES  NO

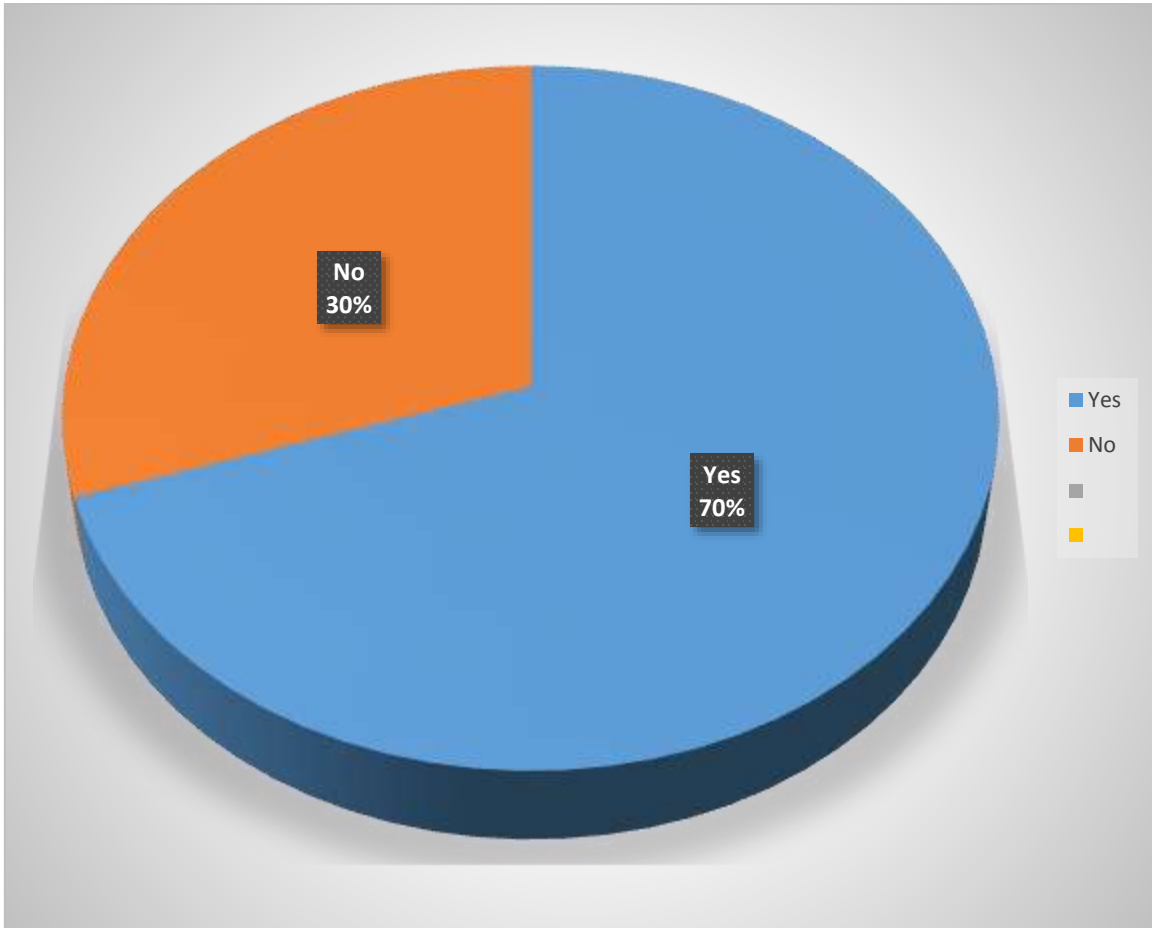


Figure 10 reflects 70% of participants that were 35 students believed that Glogster was beneficial in the class and the other 30% of participants that were 15 students thought that Glogster did not provide benefit in the class at all.

11. Would you like to know the usage of glogster?

YES  NO

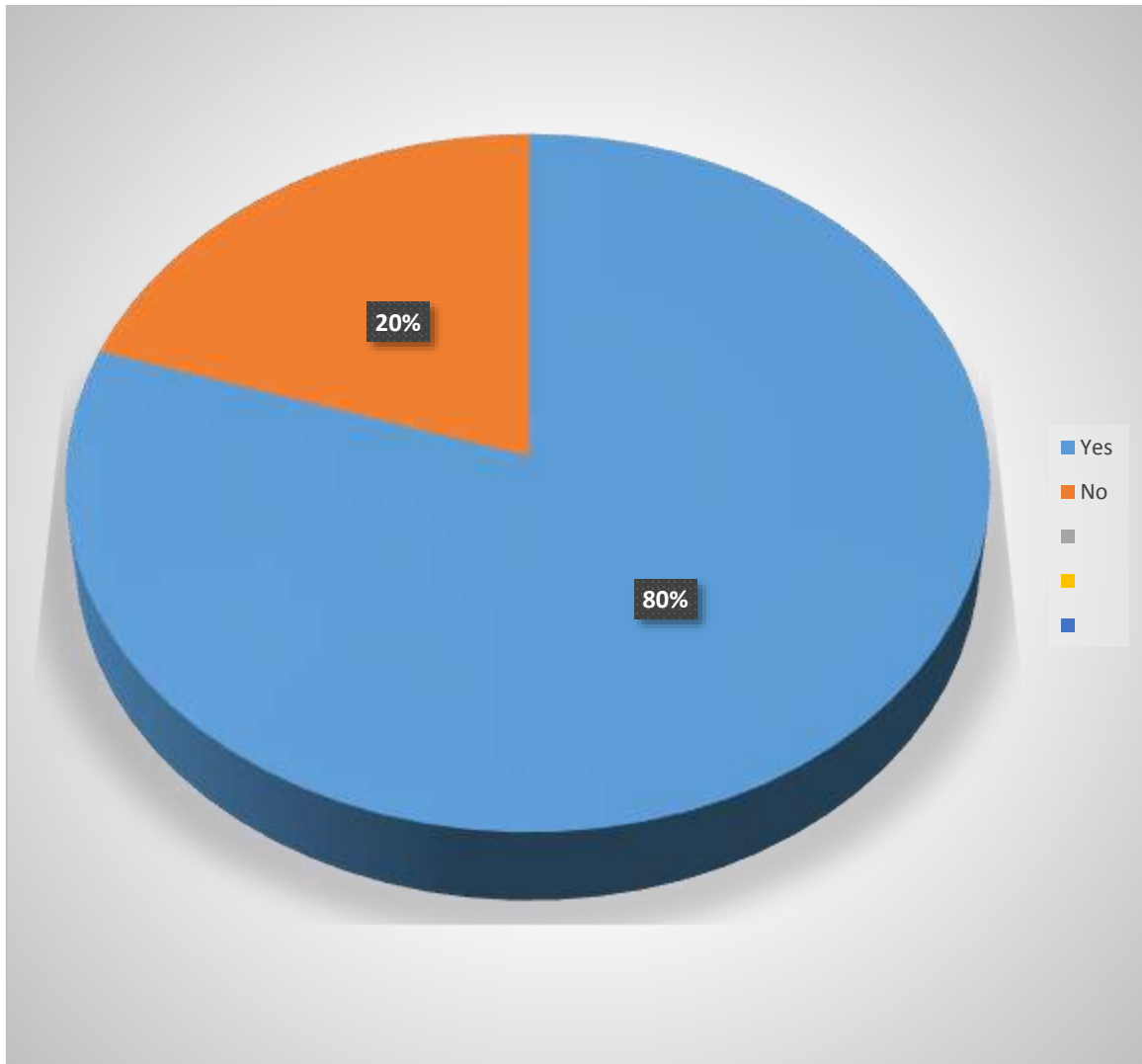


Figure 11 shows 80% of participants that were 40 students showed willingness to know the usage of Glogster; on the contrary 20% of participants that were 10 students said that they were not interested.

12. Do you think that is important to use any educational platform in the class?

YES  NO

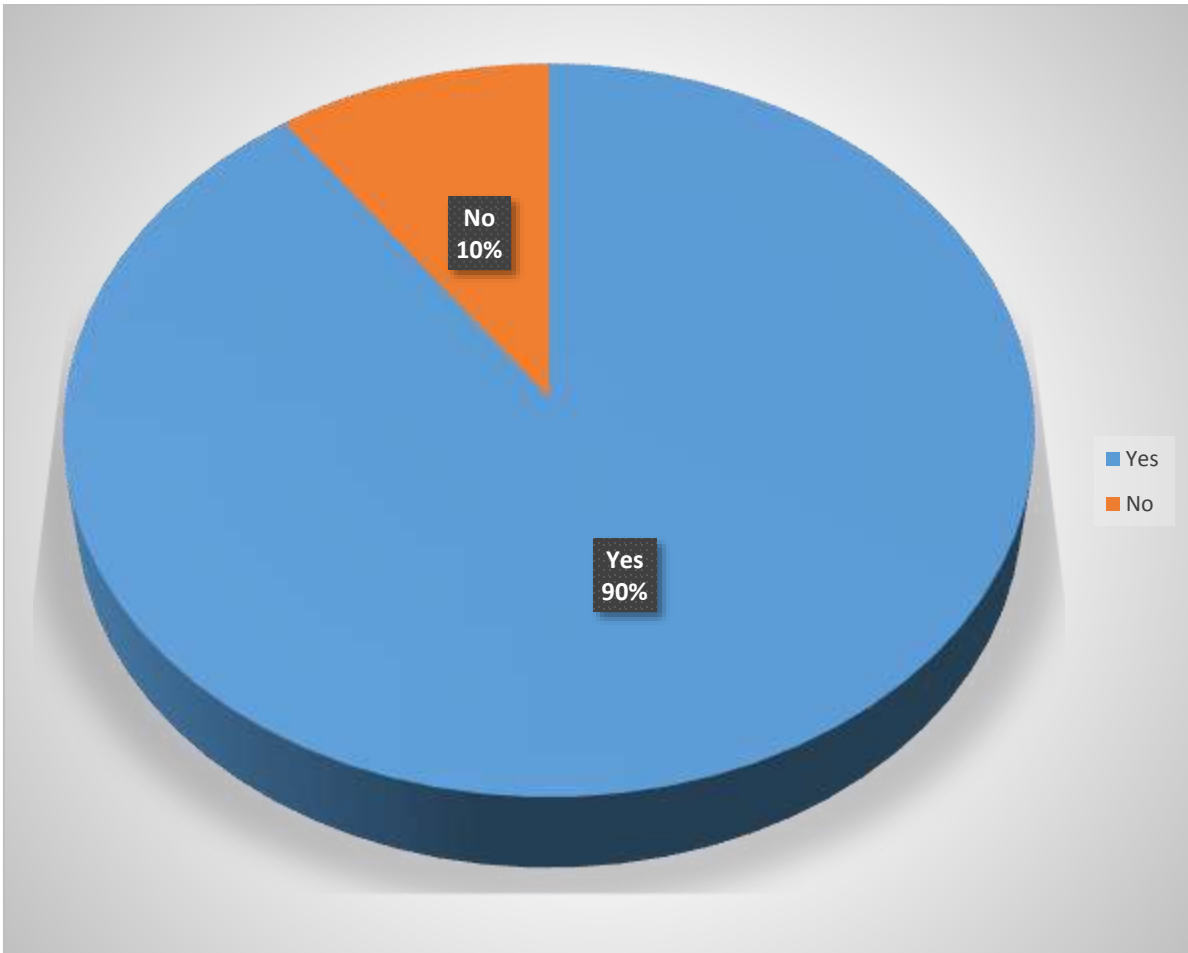


Figure 12 illustrates 90% of participants that were 45 students claimed that it was important the use of educational platform such as glogster but unfortunately a minority of 10% that were 5 students said it was not important.

## TEACHER'S SURVEY

Each question on the questionnaire will be carefully analyzed to determine patterns of response of the participants.

1. Do you agree to use technology in your class?

YES

NO

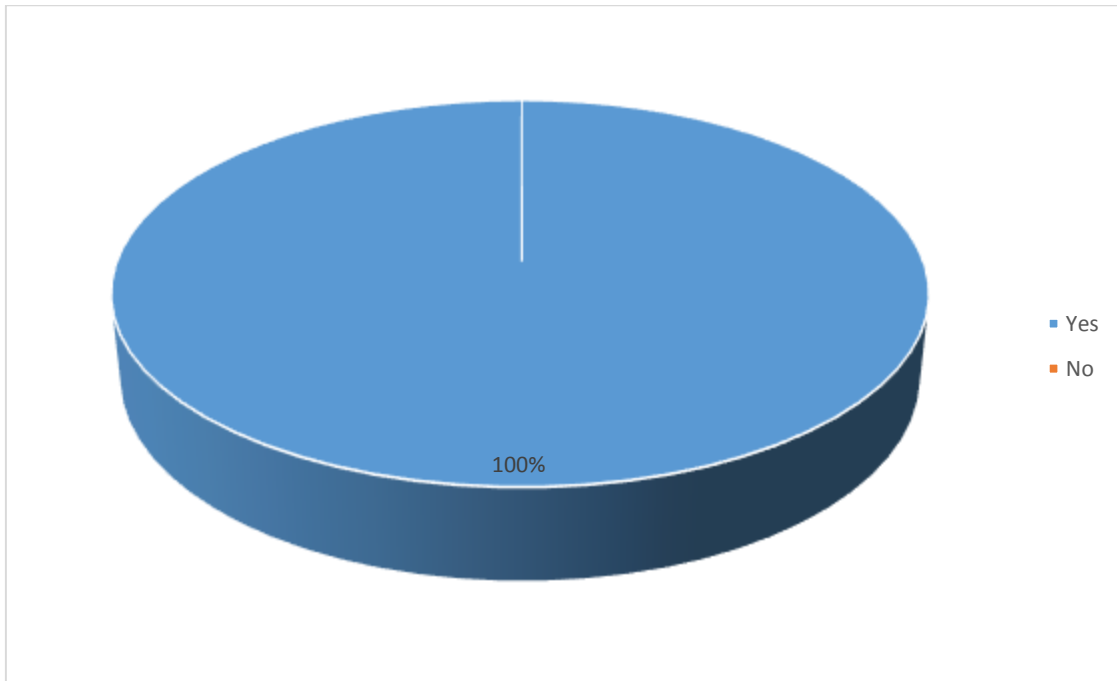


Figure 1 shows a 100% of participants that were 7 teachers agreed to use technology in their classes.

2. Do you use technology in your classes?

YES

NO

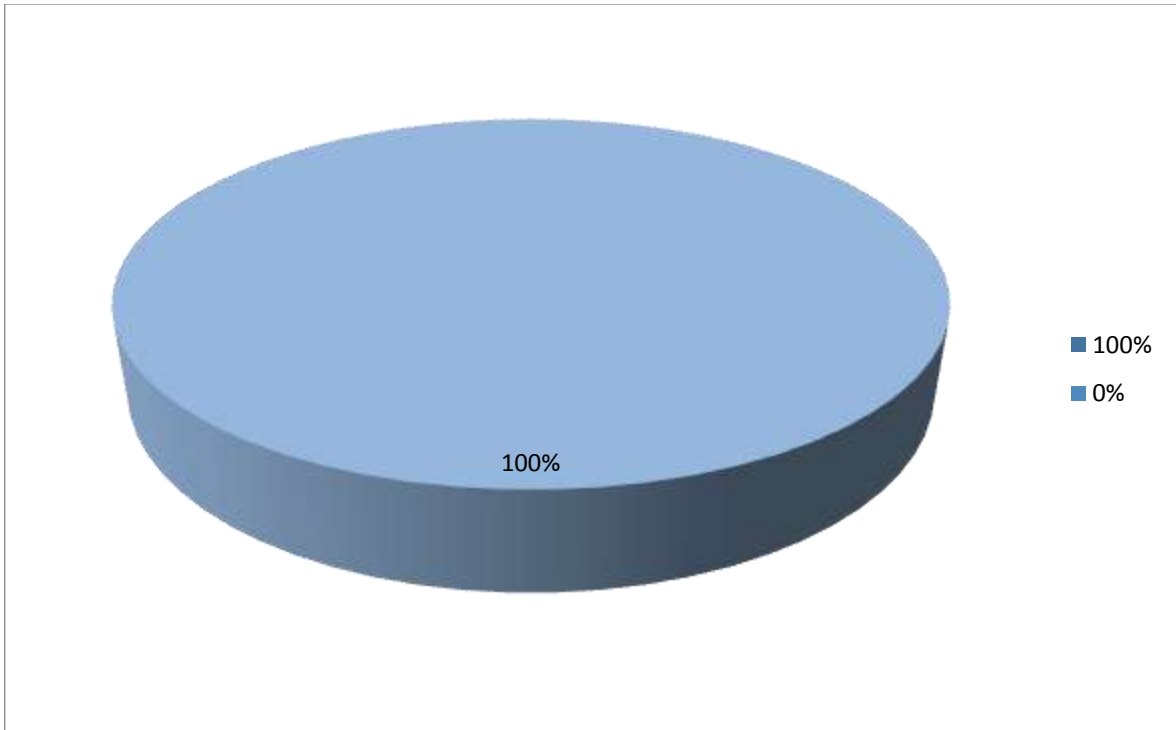


Figure 2 illustrates that all the participants 100% that were 7 teachers answered in a positive way where technology was a key element in class.



3. How often do you use technology?

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER

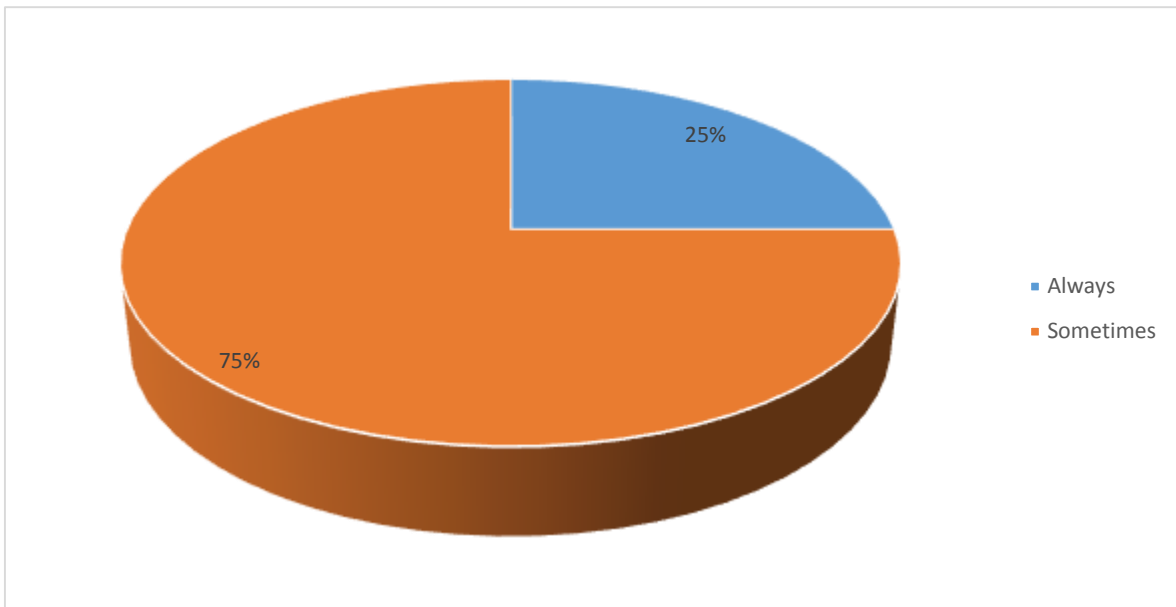


Figure 3 shows on one hand 2 teachers that represented the 25% replied that always used technology in the classroom. On the other hand 5 participants that were the 75% replied that sometimes used technology in the classroom.

4. What kind of technology do you use?

COMPUTER

PROJECTOR

INTERNET

EDUCATIONAL PLATFORM

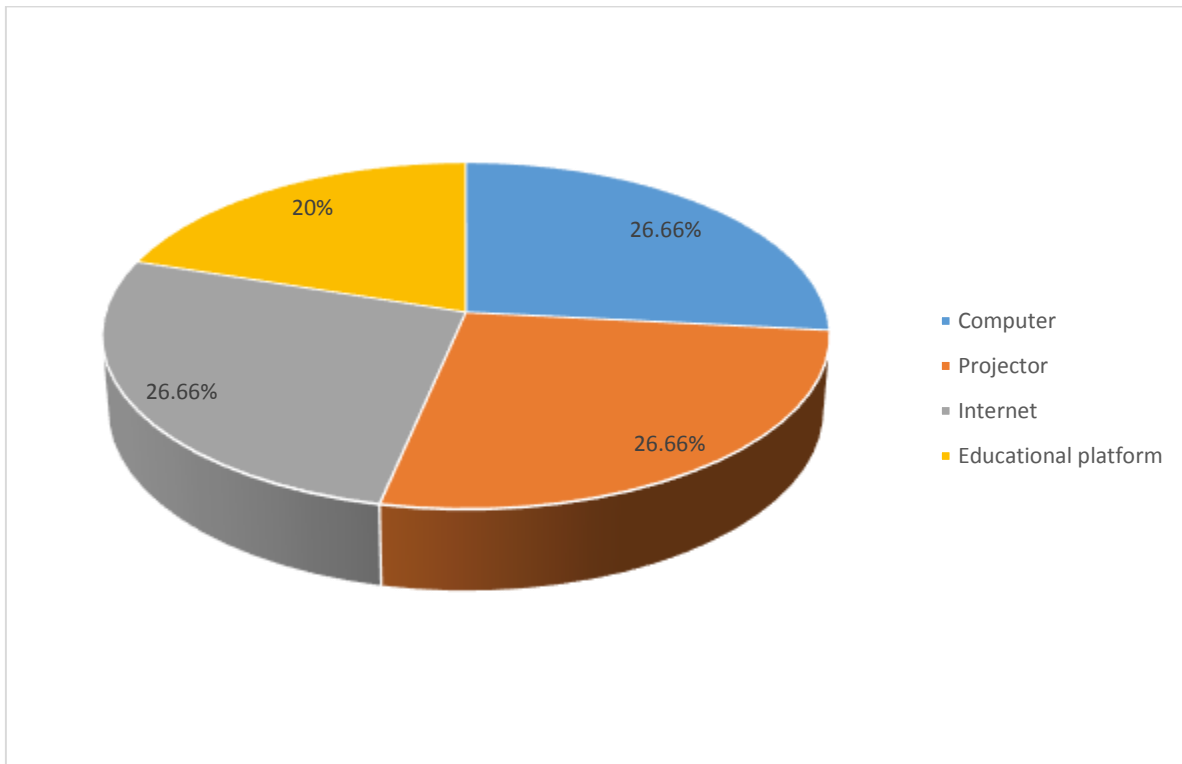


Figure 4 illustrates that 6 participants that represented the 26.66% have checked the first three answers: computer, projector and internet and just 1 person that represented the 20 % selected the option number four: educational platform.

5. Do you know any educational platform on the web?

YES  NO

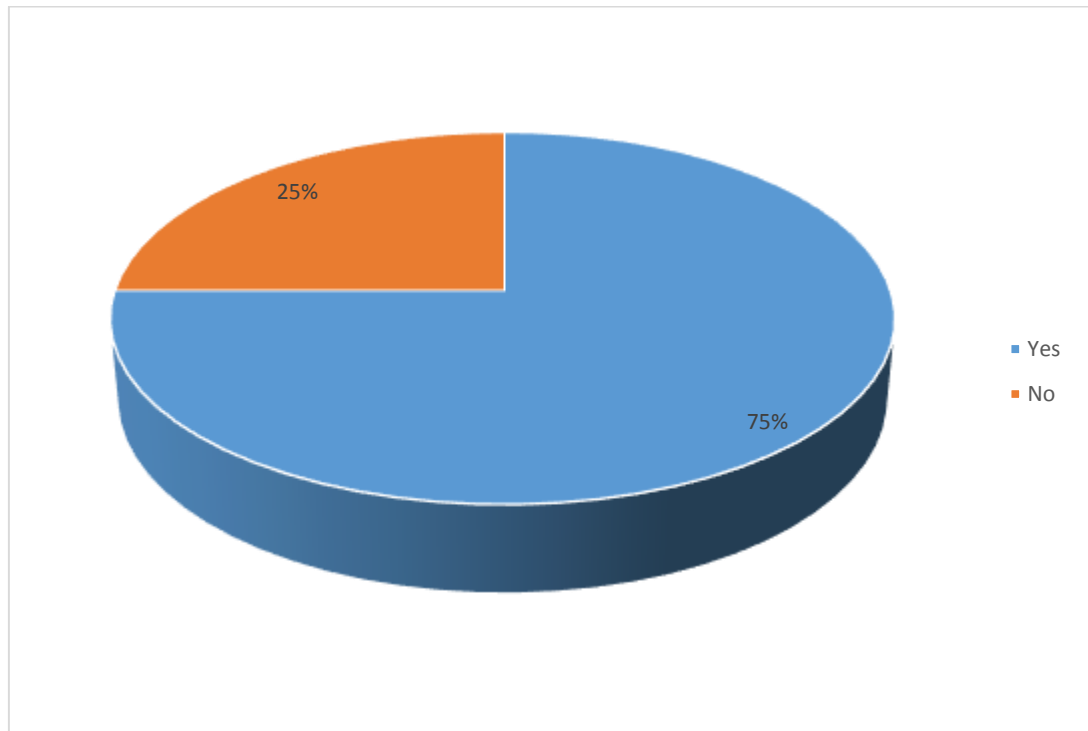


Figure 5 shows 5 participants that represented the 75% on the survey replied that they knew some educational platforms and just 2 participants that represented the 25% did not know any kind of educational platforms.

6. Do you use any of these educational platforms?

MODDLE

GLOGSTER

WEBINAR

UDEMY

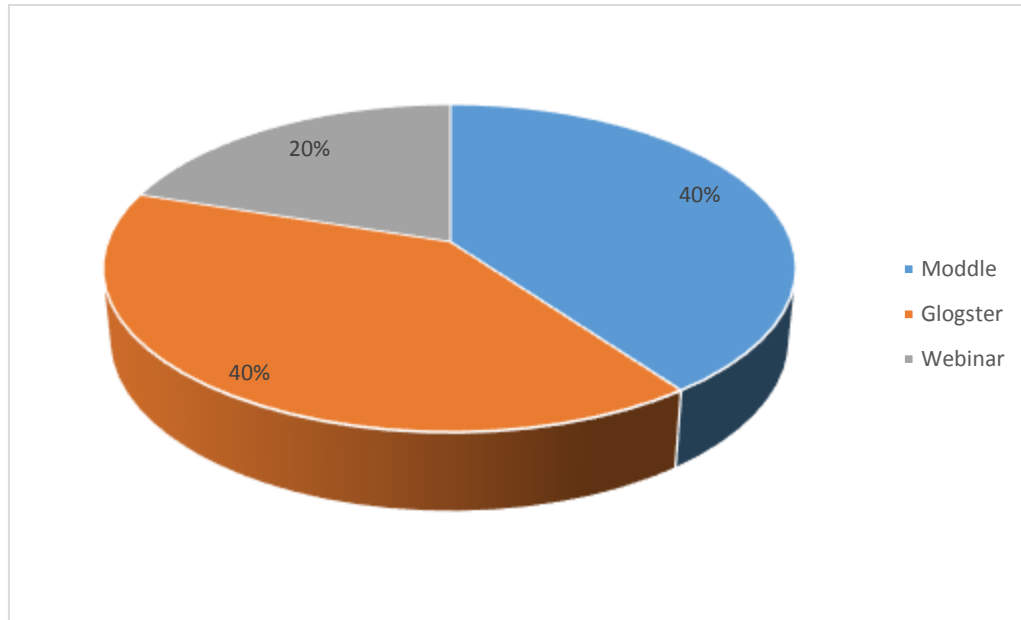
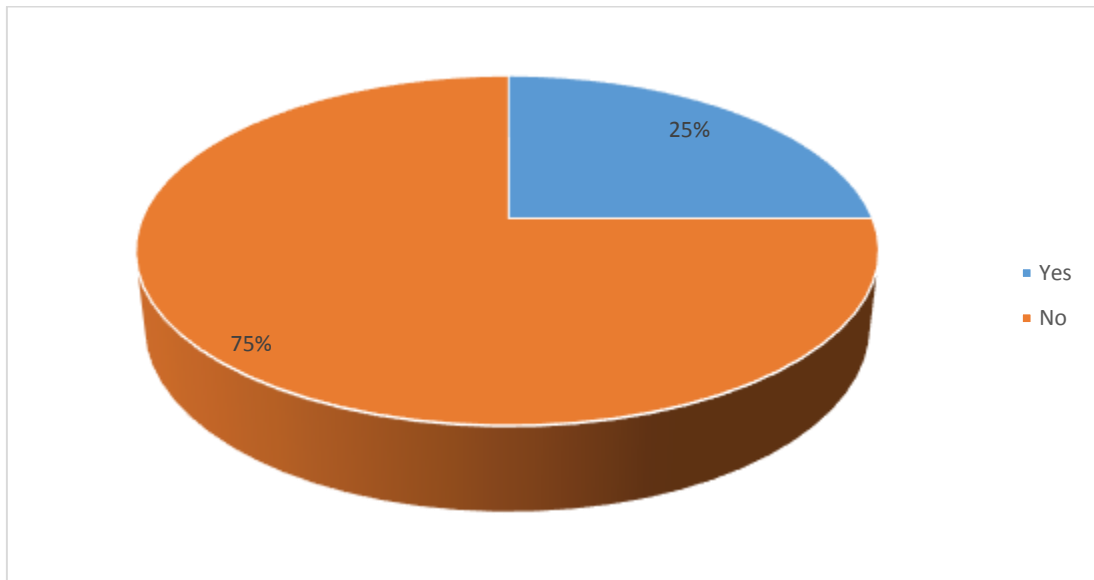


Figure 6 shows the range of some educational platforms. Where Moddle and Glogster remained in equal terms like the most known for teachers with a 40% that were 3 participants in both cases. Lastly, there was a 20% that was just 1 teacher selected Webinar like the less employed in class by them.

7. Have you heard about Glogster?

YES  NO



The figure above shows the distribution of the respondents in terms of their familiarity regarding the glogster's usage. It showed that 75% that were 6 of the teacher's did not know about glogsters and 25% that was just one teacher did. The result indicated that the majority of the respondents were not knowledgeable enough to the educational platform.

8. Have you ever used this educational tool? If your answer is YES continue in the following with, if your answer is not go to question 13.

YES

NO

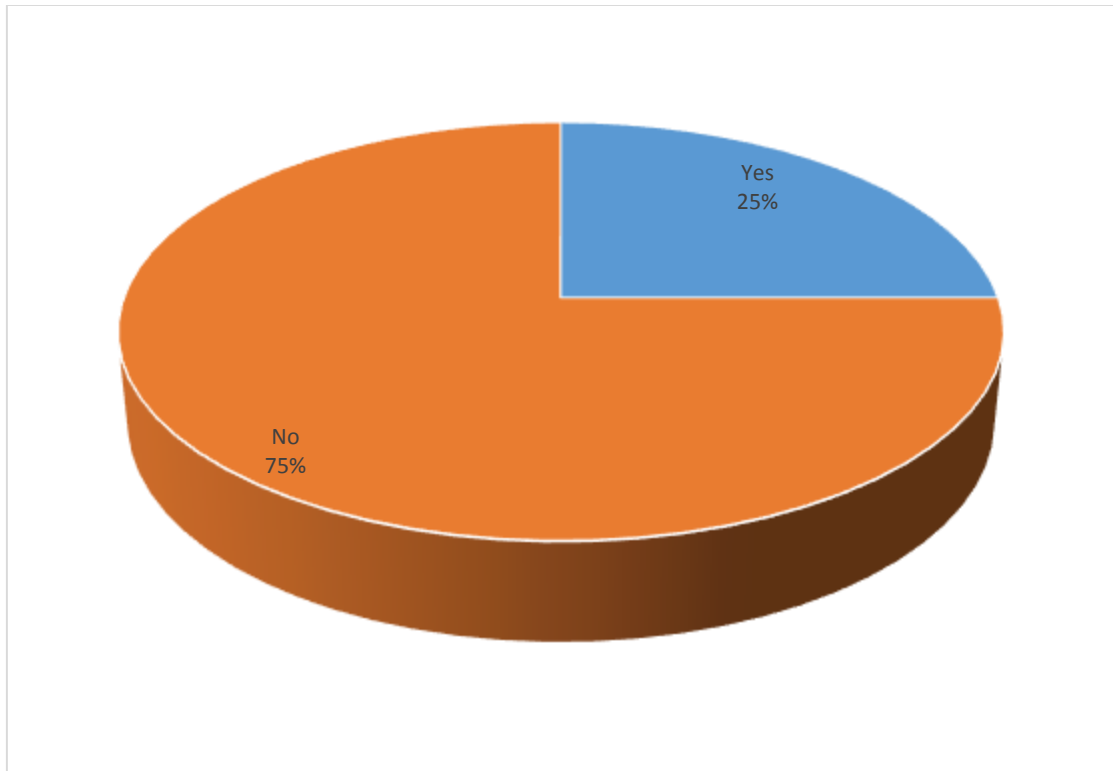
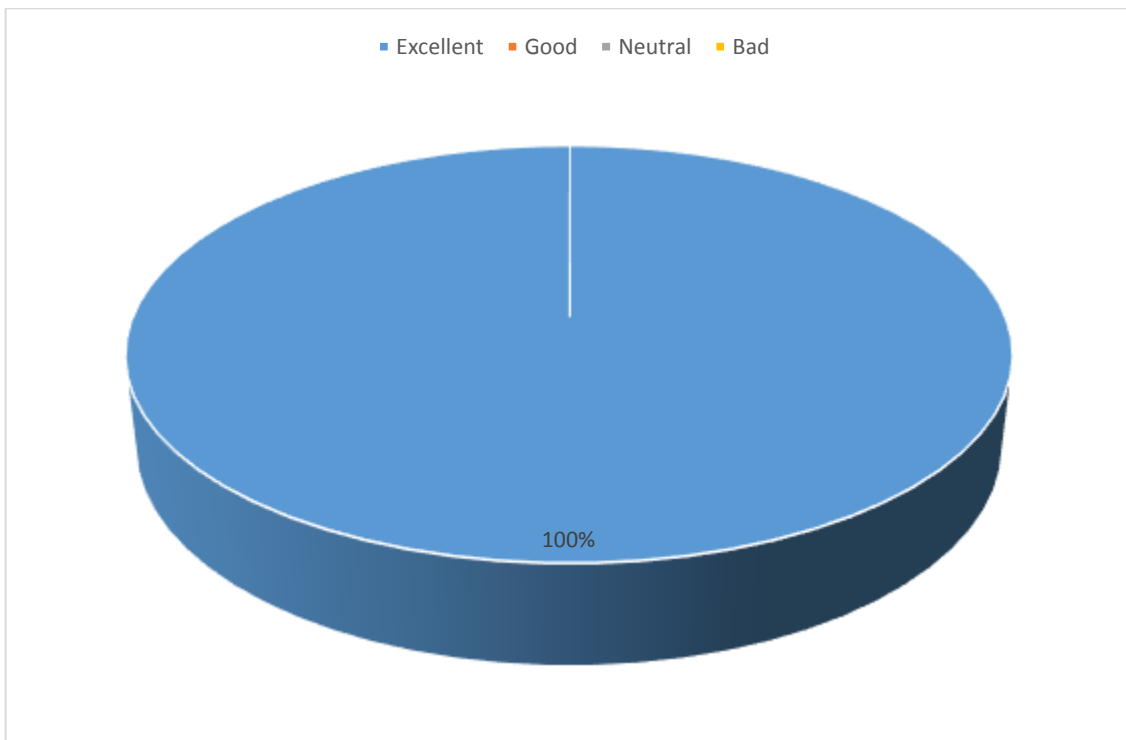


Figure 8 shows that a 75% of the participant's population that were 6 teachers have not taken part of an interactive class that included the use of educational tool whereas there was a little percentage of 25% of participants that was just one teacher that have profited its implementation with their students.

9. What is your opinion about Glogster?

- EXCELLENT
- GOOD
- NEUTRAL
- BAD

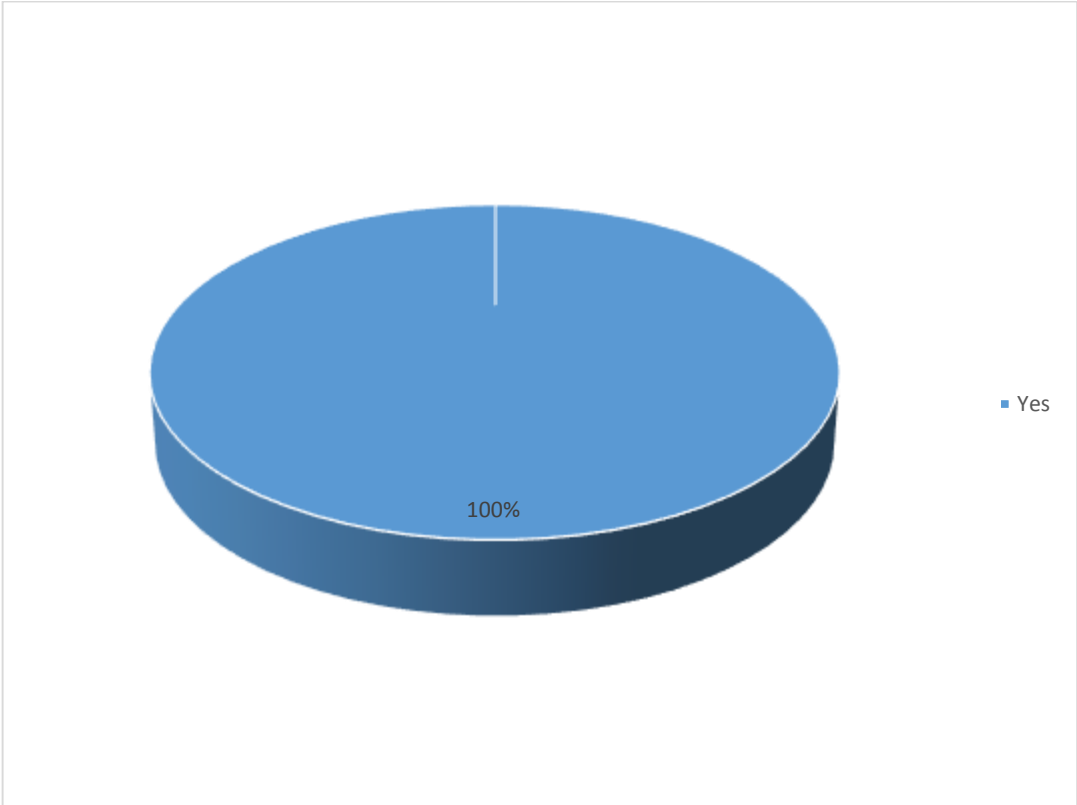


The figure above illustrates the participant's preference relating to glogster, the 100% that were all the 7 teachers considered it was an excellent initiative. Thus excellent was the dominated response on top good, neutral and bad.

10. Do you think that Glogster has benefits in the classroom?

YES  NO

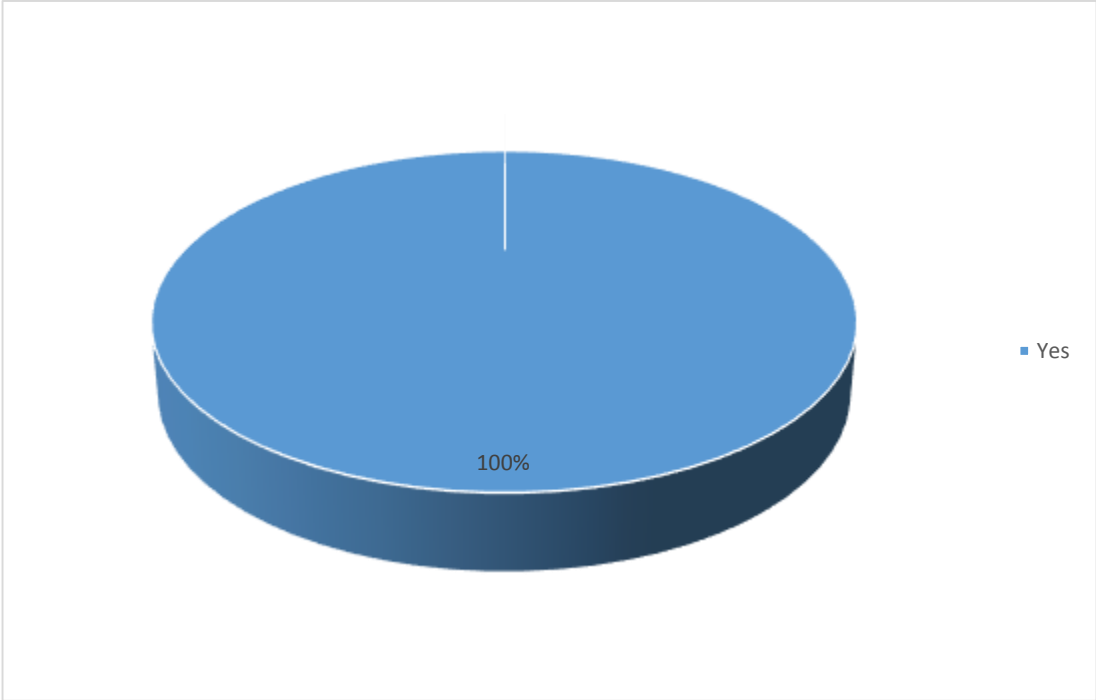
The figure below shows that 100% of the 7 teachers were positive about the glogster benefits indoors, thus yes was the dominated response.





11. Do you know any advantages?

YES  NO



The figure 10 shows that 100% of the total participants that were 7 teachers knew at least some advantages linked to the glogsters implementation.

12. Do you consider that students are interested in this educational tool?

YES       NO

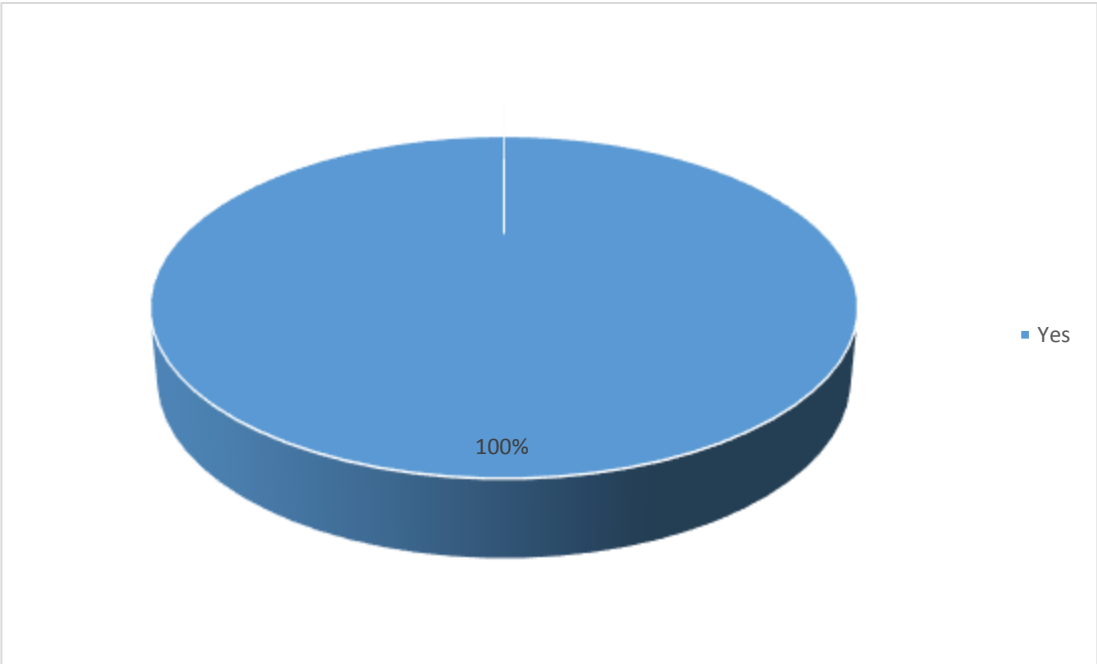


Figure 12 illustrates all the participants the 7 teachers who represented the 100% answered that their students wanted to know this new educational tool.

13. Would you like to know about the usage of Glogster?

YES       NO

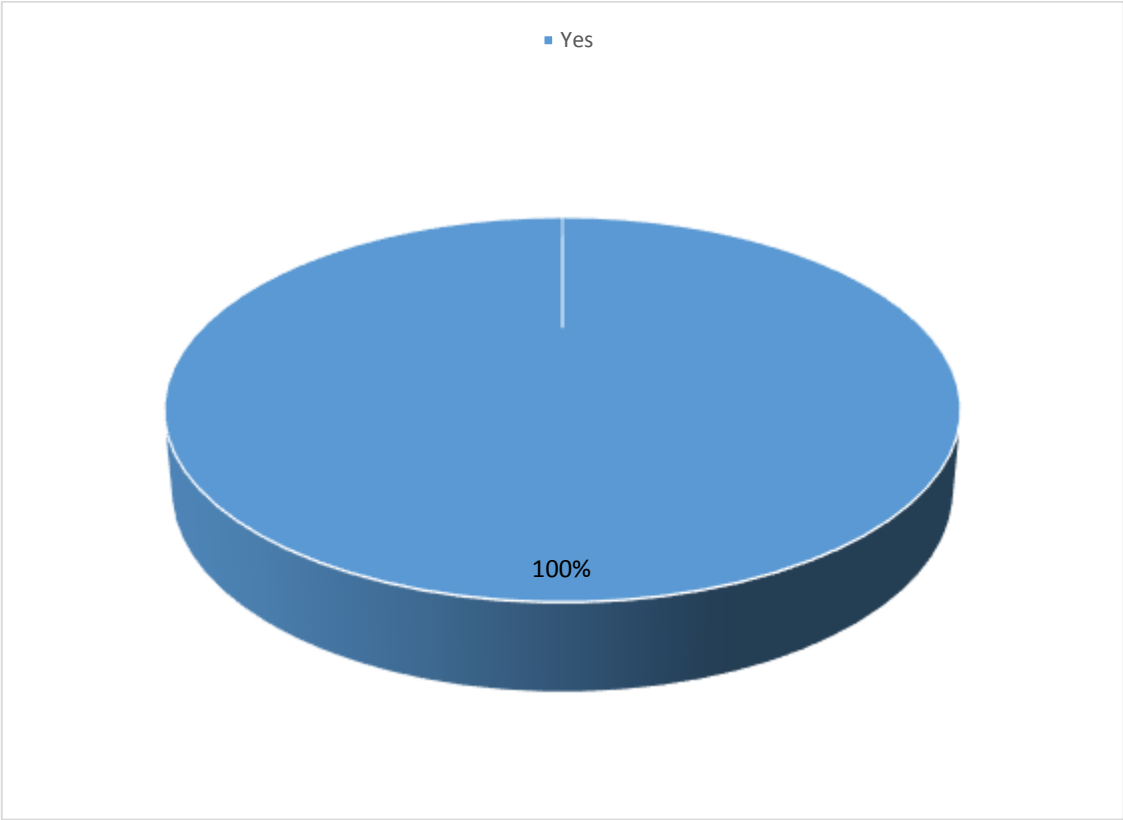


Figure 13 shows the preference of all 7 participants that represented the 100% in order to learn more about this educational tool.

14. Would you like to implement a new educational tool in the classroom?

YES  NO

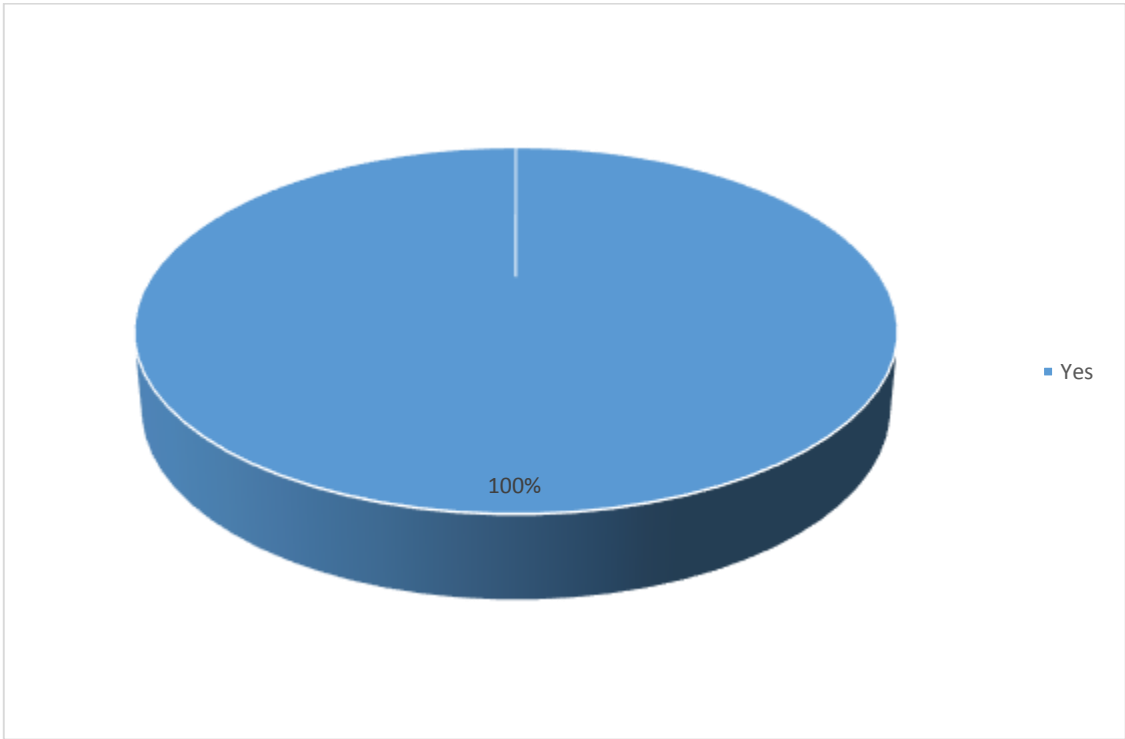


Figure 14 illustrates a 100% that were 7 participants considered that was an excellent idea to implement an educational platform in their classes.

15. Do you think that it is important to use an educational platform in the class?

YES  NO

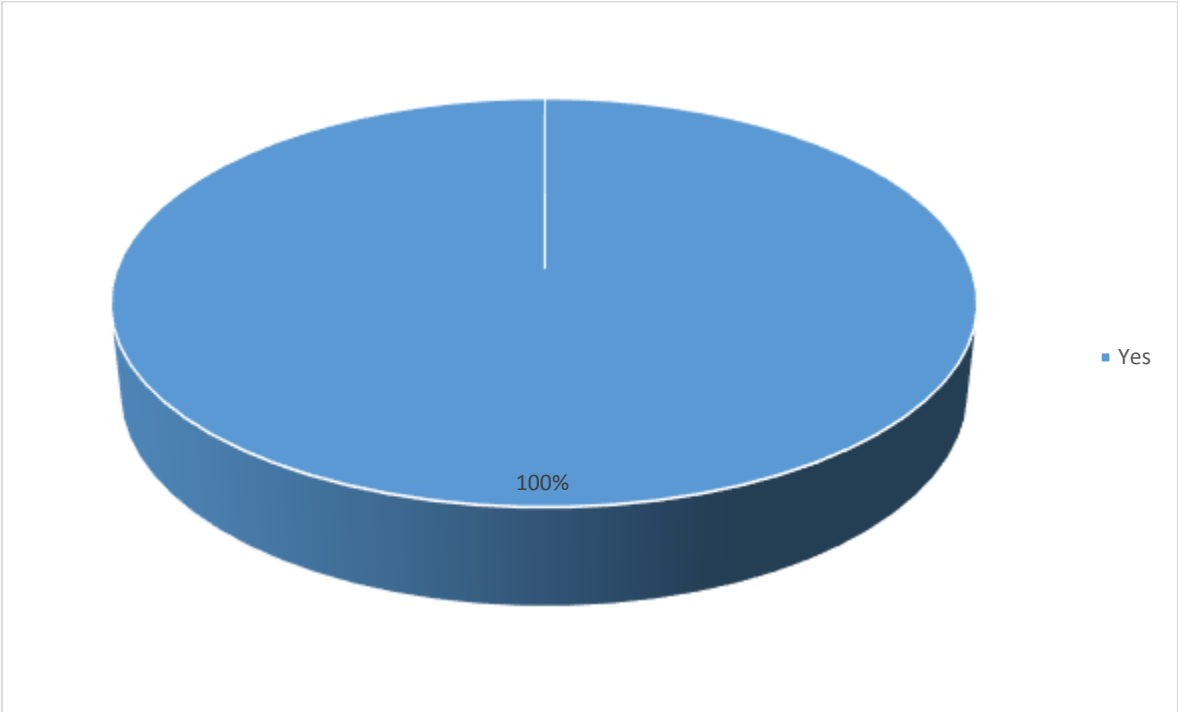


Figure 15 illustrates the 100% that were 7 participants thought that was important to use new technology or this educational tool in the classroom.

16. Do you consider that the Department of Foreign Languages has the appropriate technological tools?

YES  NO

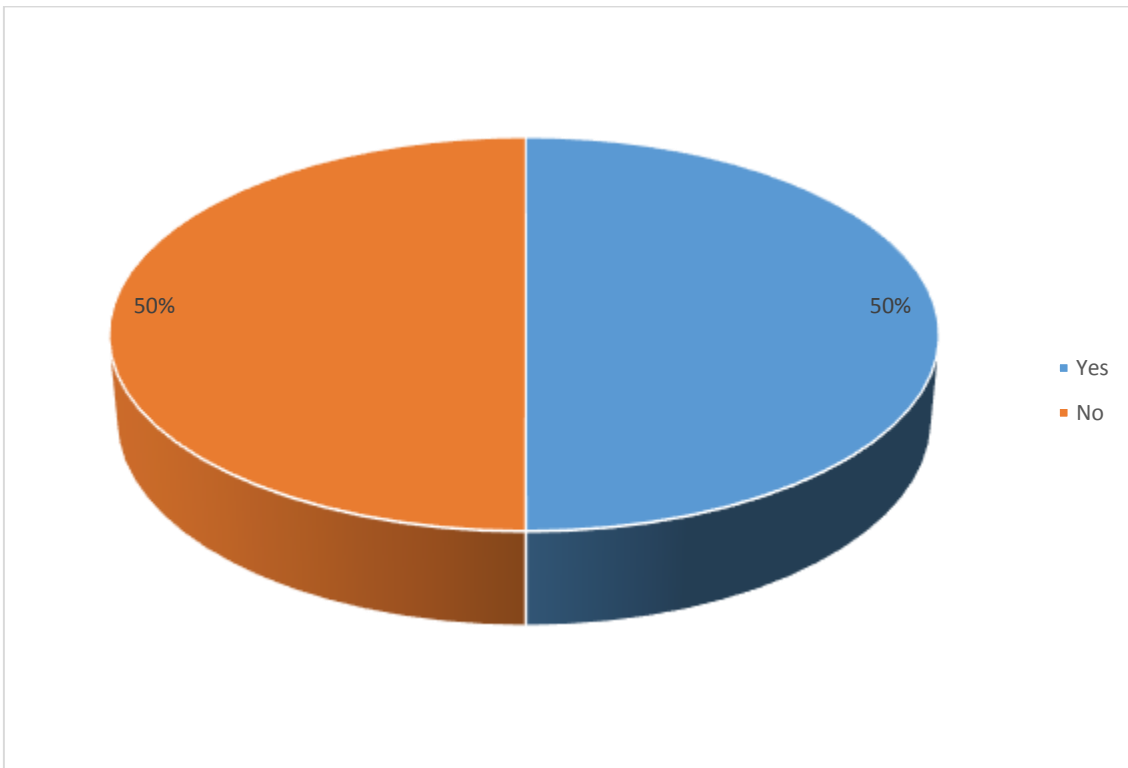
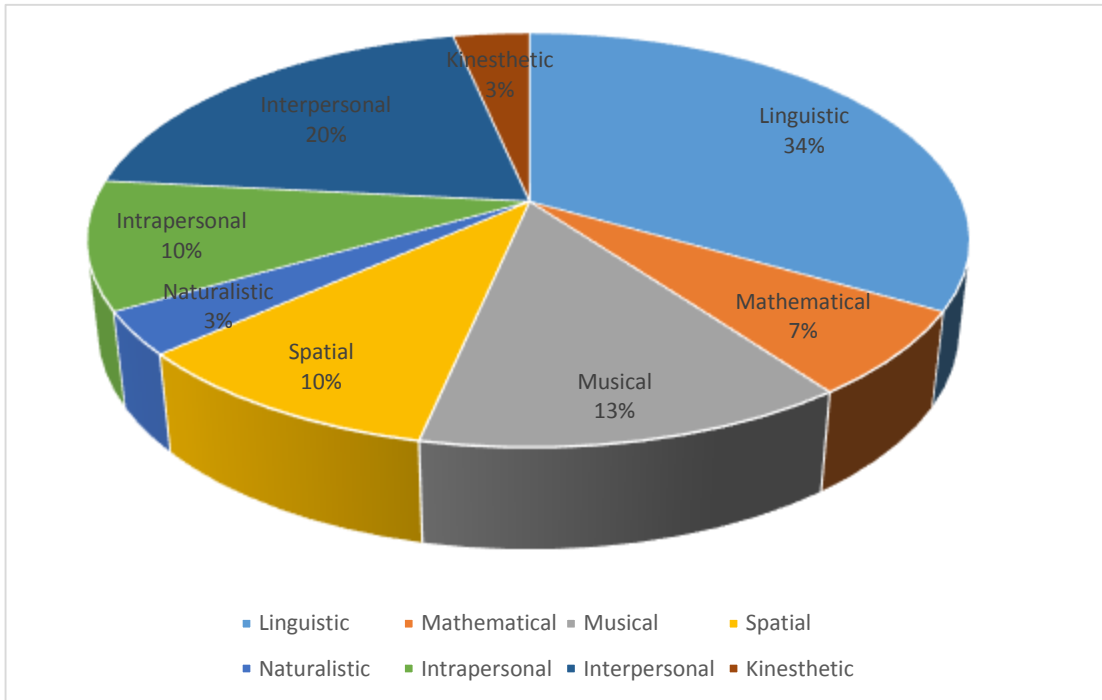


Figure 16 illustrates answers in equal terms on one hand 50% that were 3 participants answered the Department has the appropriate tools. On the contrary the other 3 participants disagreed and there was a teacher who did not answer this question.

# **STUDENTS' POST TEST**

1. Which Intelligence type is the strongest you possess?

- |  |   |
|--|---|
| <input type="checkbox"/> Linguistic Intelligence       | <input type="checkbox"/> Naturalist Intelligence    |
| <input type="checkbox"/> Mathematical Intelligence     | <input type="checkbox"/> Intrapersonal Intelligence |
| <input type="checkbox"/> Musical Rhythmic Intelligence | <input type="checkbox"/> Interpersonal Intelligence |
| <input type="checkbox"/> Spatial Intelligence          | <input type="checkbox"/> Kinesthetic Intelligence   |



According to the results the strongest intelligence among students in the test was the linguistic with the 34% that were 10 students so was really important to take advantage of this because students intended to improve their vocabulary, but the most important their oral performance. Consecutively the interpersonal intelligence with the 20% that were 6 students allowing to interact with their classmates during the class also out of the class, there were many students who loved to play a musical instrument in other words music help them to learn a new language with the 13% that were 4 students, intrapersonal and spatial intelligence with the same 10% that were 3 students, then the mathematical which was the 7% that were 2

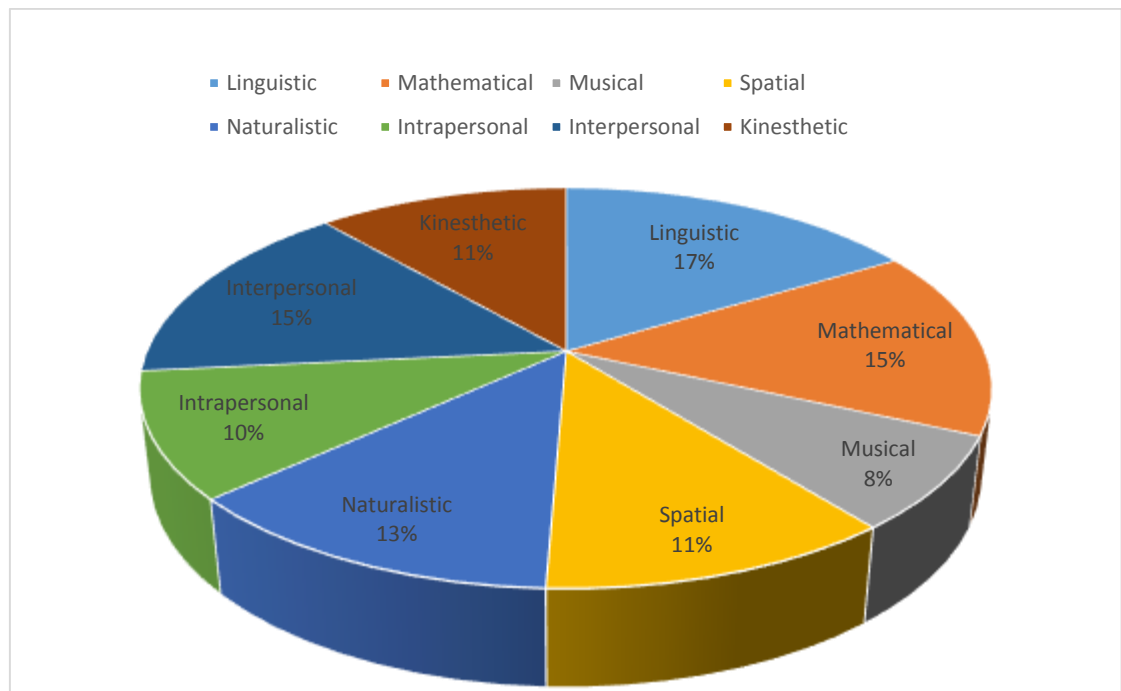


students and finally the 3% that was just 1 student for kinesthetic and naturalist people.

## 2. Which areas has the Glogster developed?

Numeralize from one that is the most useful to eight that is the least.

Linguistic Intelligence	Naturalist Intelligence
Mathematical Intelligence	Intrapersonal Intelligence
Musical Rhythmic Intelligence	Interpersonal Intelligence
Spatial Intelligence	Kinesthetic Intelligence

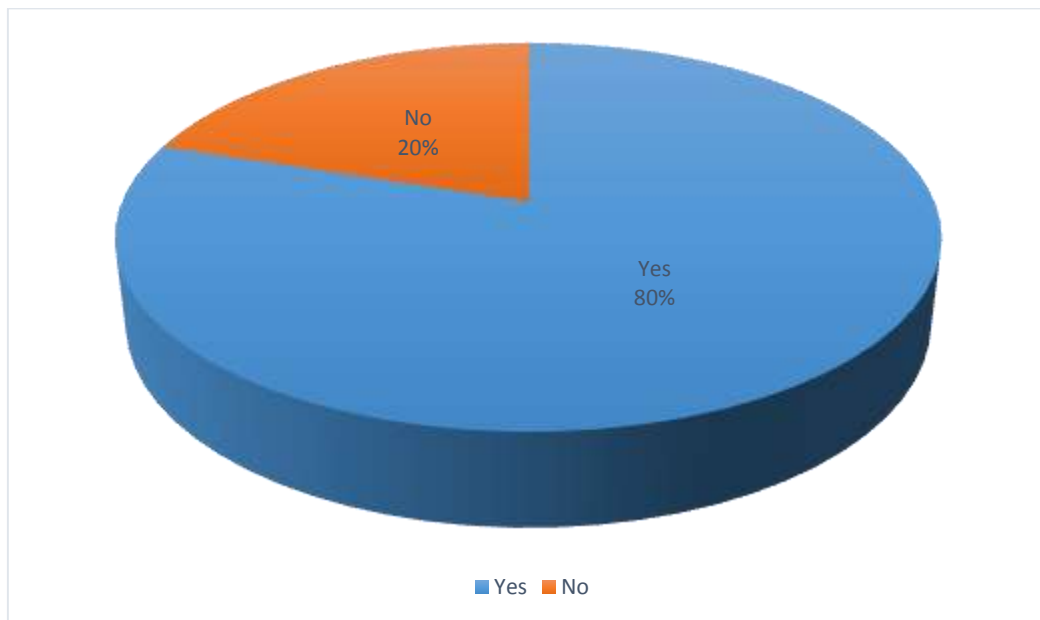


Students have checked the glogs at the same time they rated the intelligences taking into account their abilities and the project results since the linguistic intelligence was the most useful with the 17% that there were 5 students, indeed the rest of intelligences were developed in similar percentage interpersonal with the 15% that were 4 students, naturalist 13% that were 4 students, kinesthetic and spatial 11% that were 3 students in both, intrapersonal 10% that were 3 students

and at the end was musical with the 8% that were 2 students. The last intelligence could be more developed with the interaction among students who played an instrument or liked to sing in general the glogs contained material for all.

3. Have you improved your vocabulary by checking the video on the Glogster?

Yes  No



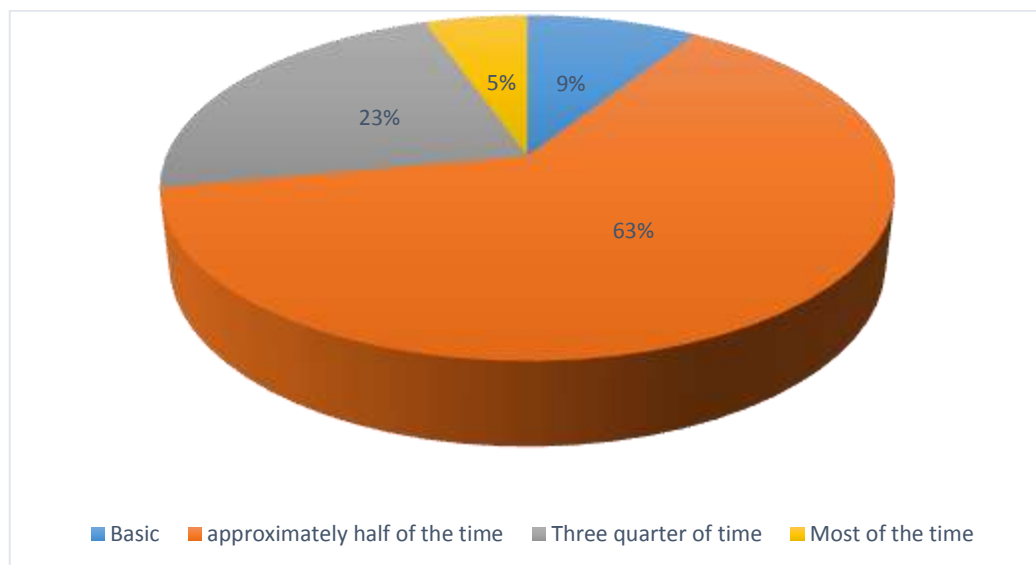
**ANSWERS** Yes:24 No: 6

The project was arriving to the most important point where the objective was accomplished, most of students took the same opinion for the 80% that were 24 students the glogs have helped them increasing their vocabulary adding more words in context which was really helpful in order to get a better comprehension and oral performance, on the other hand with the 20% that were 6 students

expressed that they continued using the same vocabulary. In general most of students have reinforced their oral performance thus a better vocabulary.

4. Do you consider language structures are used correctly most of the time while you are speaking?

- Basic
- three quarter of the time
- Approximately half of the time
- most of the time



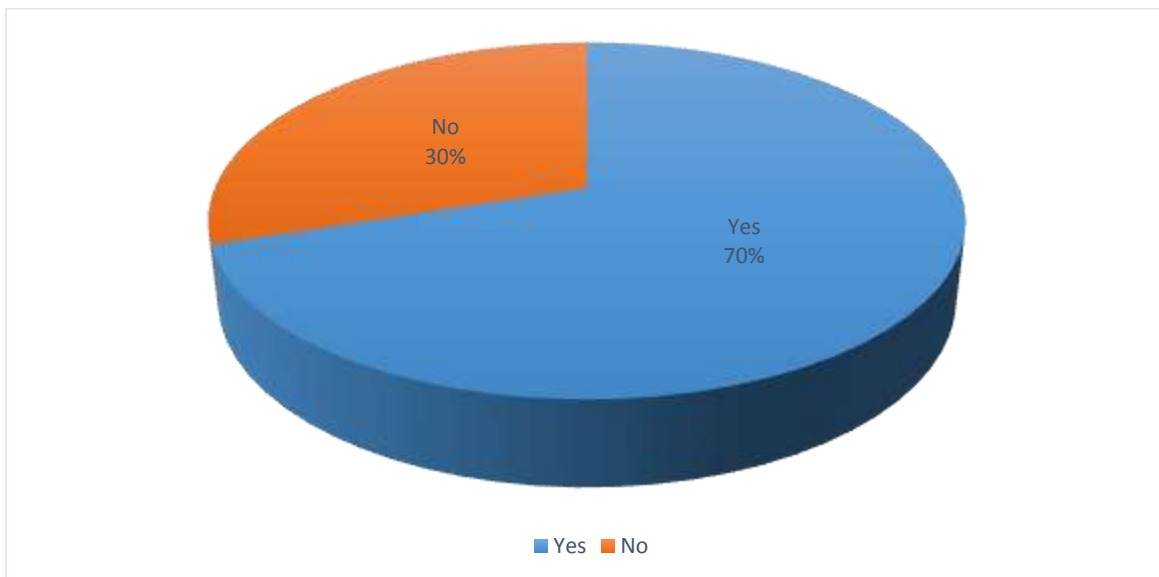
**ANSWERS** Basic 2 Half time 14 Three 15 of... 5 Most 9

Students considered that they have used the proper grammatical structures at the moment of speaking they considered that the rules and grammar in content. Most exercises posted on the blogs were useful to clarify doubts and gave them confidence to use the appropriate grammar in content, most of the students with the 63% agreed to use approximately half of the time, some of them with the 23%

three quarter of time, moreover the 9% used the basic grammar and finally the 5% most of the time a few percentage practiced the grammatical structures.

5. Have you improved your fluency?

Yes  No

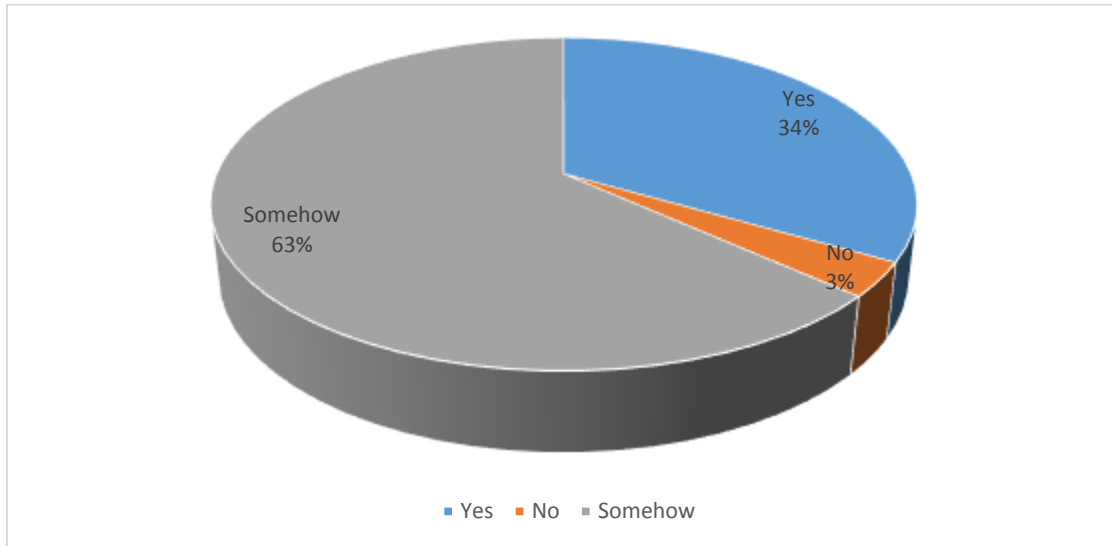


**ANSWERS** Yes 21 no 9

This chart shows the appreciation of students in the improvement in fluency, the great thing of this was that the 70% has improved their fluency by discussing the videos in classes after to check the vocabulary and content in the glogs. Unfortunately the 30% did not improve, however they continued working on that in order to reach the same positives scales as the majority of the students.

6. Have you achieved minimum hesitation and pauses by the time you are speaking?

Yes  No  Somehow

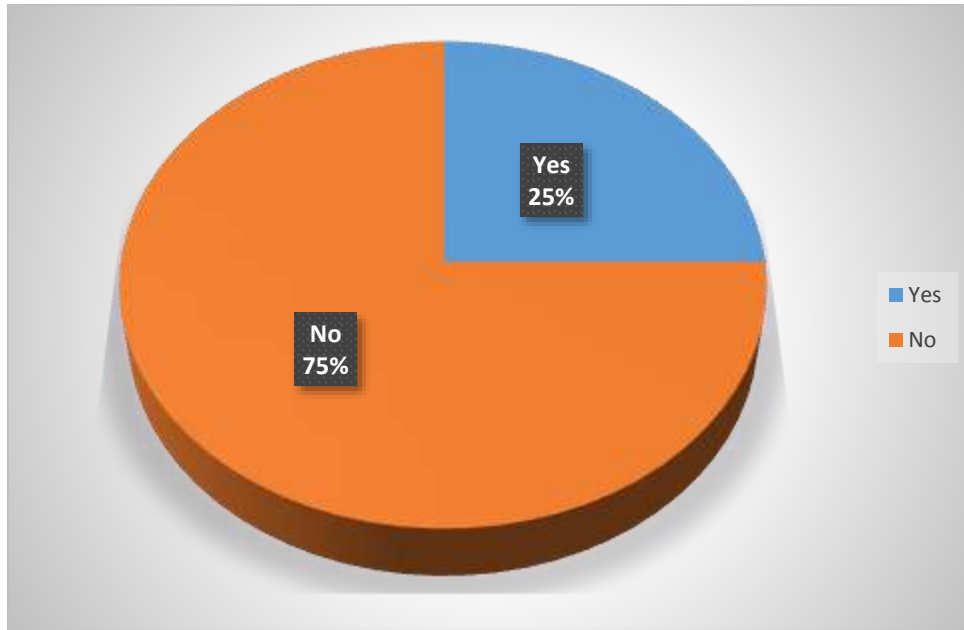


**ANSWERS** Yes 10 no 1 somehow 19

To achieve minimum hesitation and pauses by the time students were speaking was really great the 63% claimed it, and also the 34% said yes. There was an important advance in fluency and confidence at the moment of speaking. There were some with the 3% who have not achieved in this field. Students have been in a progressive advance according to this result.

7. Does your speech demonstrate ease and comfort with the language?

Yes  No

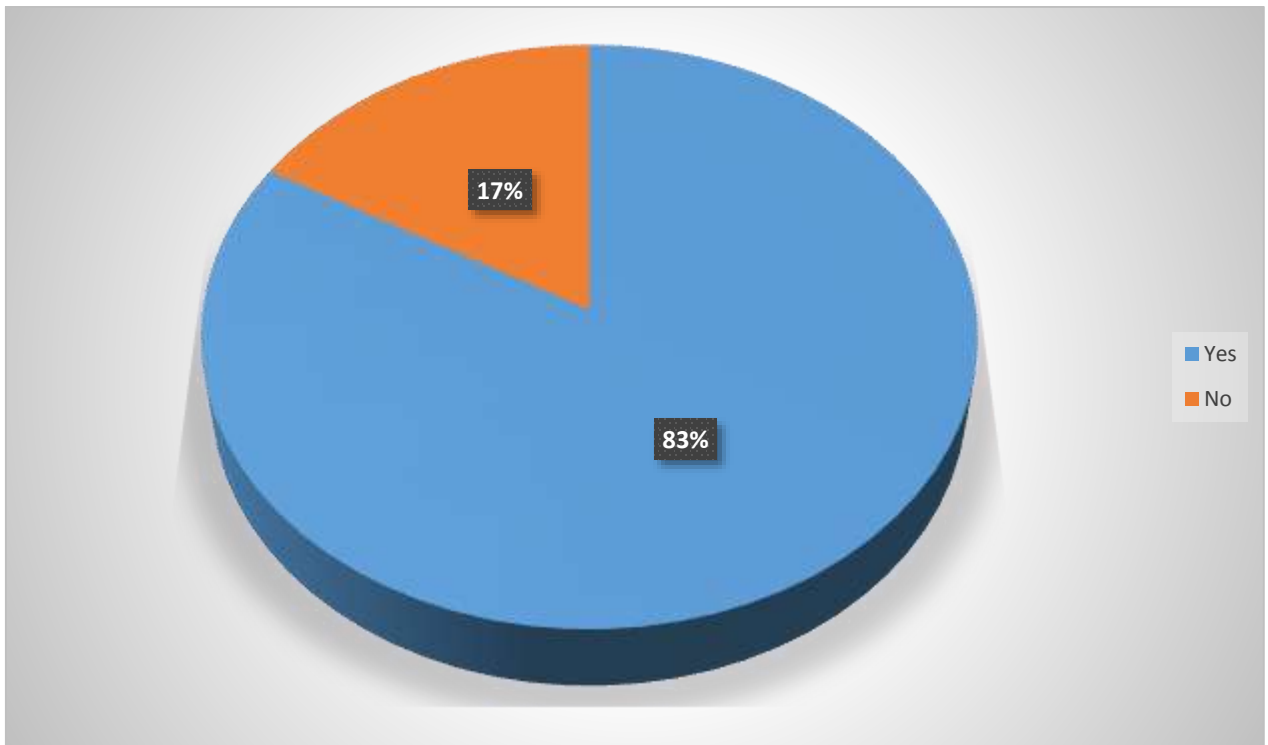


**ANSWERS** Yes 24 no 6

The figure 7 unfortunately illustrates that the majority of the students' population felt that they had difficulty in all the areas regarding the language learning in a 75%. On the other hand, a considerable amount of students 25% stated the opposite

8. Does your speech is still influenced by first language?

Yes  No



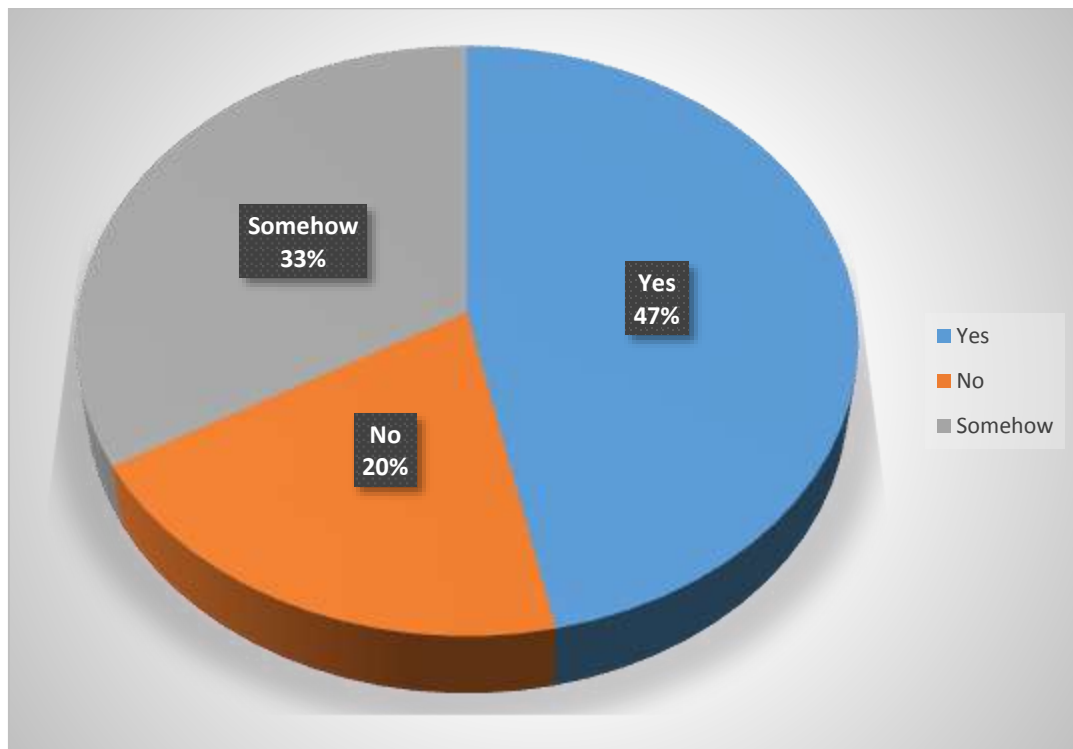
**ANSWERS** YES 25 NO 5

Figure 8 reflects a big amount of the students 83% was always influenced by the first language meaning that they were often transferring items and structures from the first language to the target language ,this interference might result in correct language production or not because items and structures were not the

same in both languages in the opposite, direction the 17% of the respondents was aware about it.

9Is your speech influenced by the native language after familiarization with the glogster's content?

Yes  No  Somehow



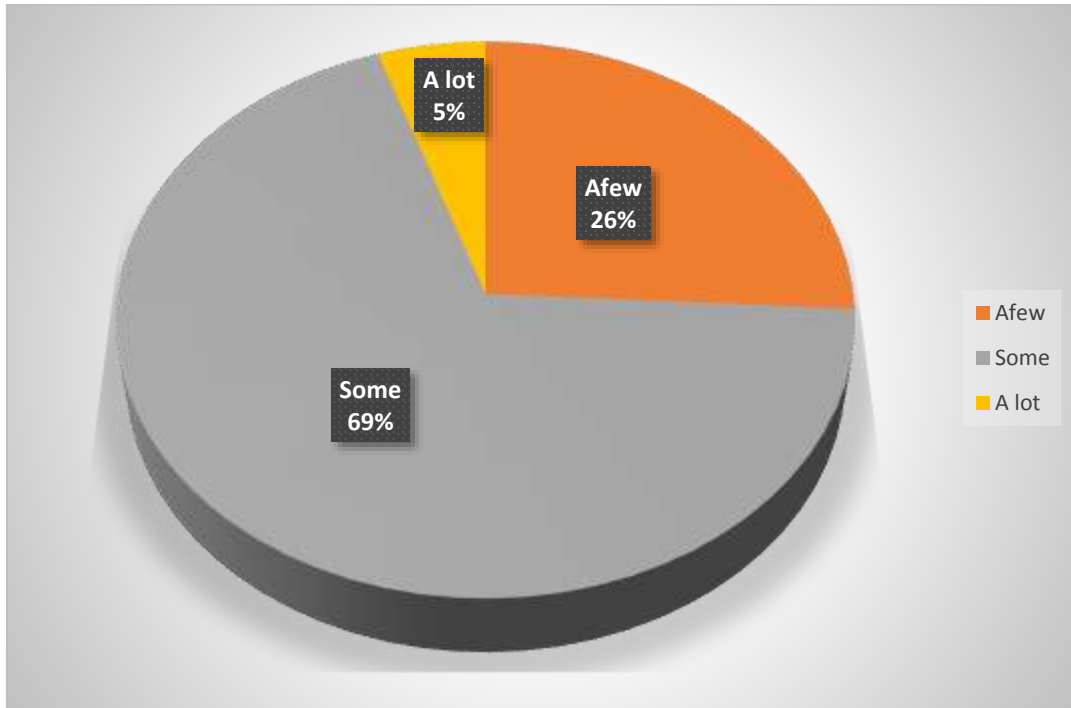
**ANSWERS** Yes 14 no 6 somehow 10

Figure 9 shows a positive outcome because the 47% of the students strongly believed how influential the Glogster content about their speeches was. Meanwhile the 33% of the students thought somehow. Lastly, there were a 20% of respondents who thought the Glogster content did not influence at all their speeches.



10. Have you obtained a rich variety of vocabulary and expressions?

None                       Some   
A few                       A lot

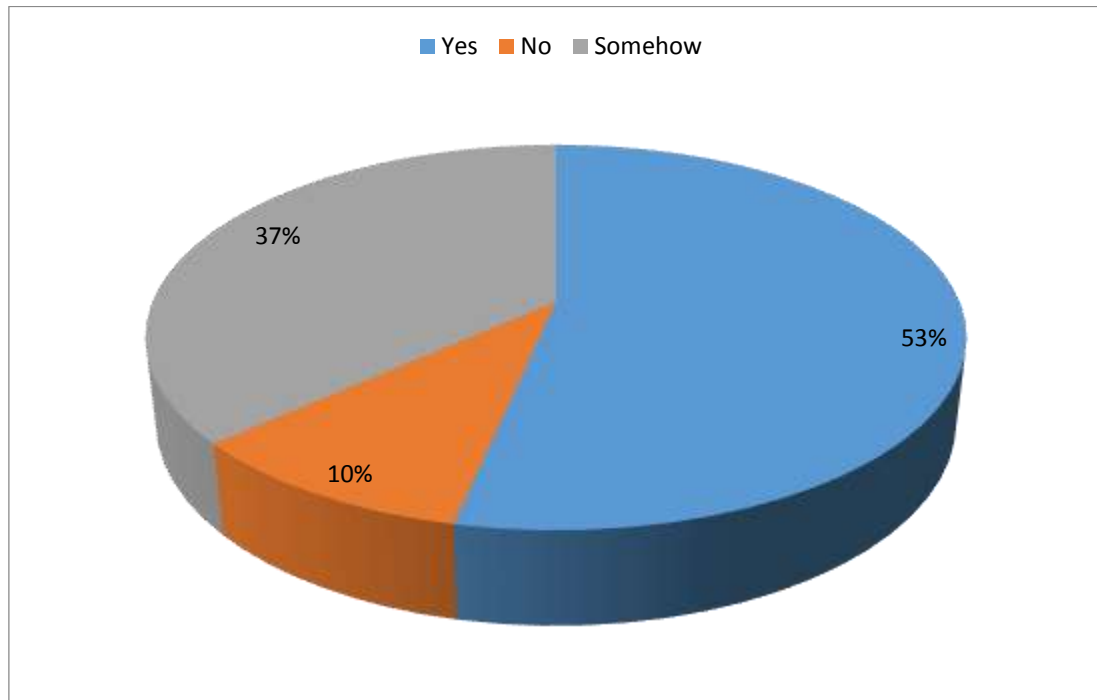


**ANSWERS**    None 0    a few 6    some 16    a lot 8

Figure 10 illustrates a positive outcome considering that the 69% of students believed that they got a large vocabulary from the Glogster content, as a result they were able to express themselves more precisely, and understand more of the vocabulary in context around them. Meanwhile a few of them 26% considered they have profited somehow the Glogster vocabulary and the minimum 5 % have not.

11. Are you able to comprehend questions regarding Glogs' content and respond without any problem?

Yes  No  Somehow



**ANSWERS** Yes 16 no 3 somehow 11

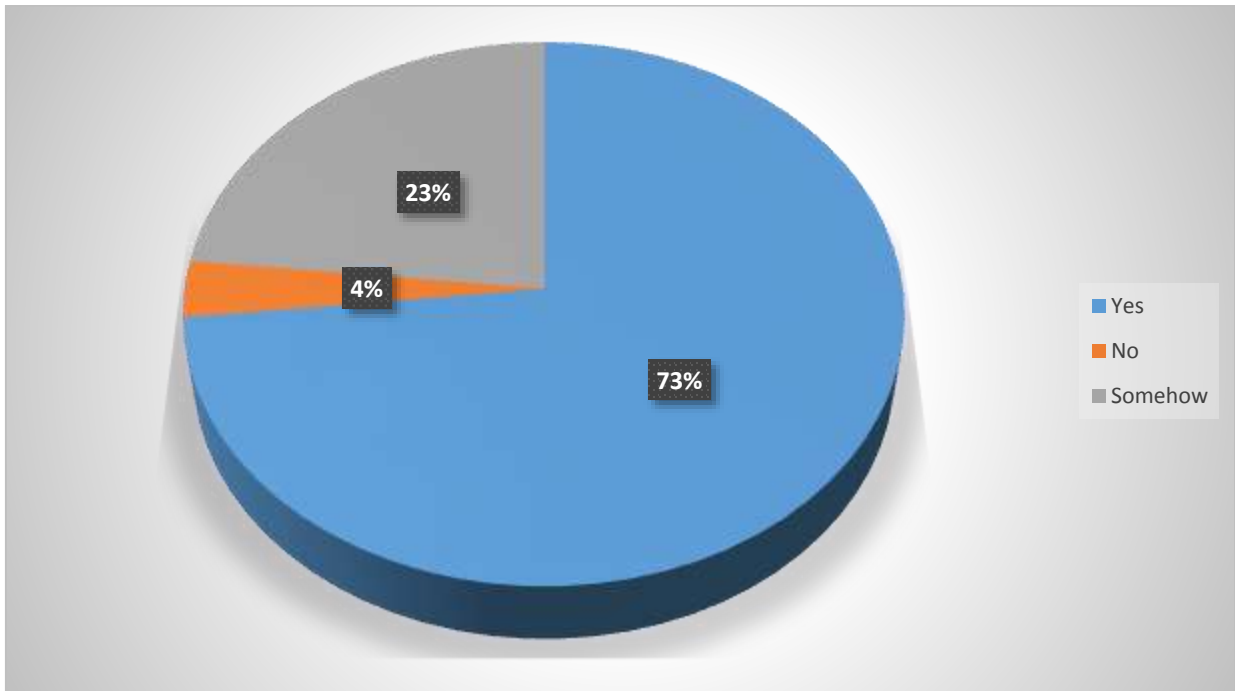
Figure 11 reflects that a wide margin a students did not have any difficulty regarding glogs content comprehension, they mostly knew the meaning of words and understand whatwas intended when those words are put together.However a section considered somehow and a minimun the opposite.

12. Do the Glogs have accurate grammar content that help you to reinforce your knowledge?

Yes

No

Somehow



**ANSWERS** Yes 22 no 1 somehow 7

Figure 12 illustrates a great amount of students 73% who were satisfied with the accurate grammar content that was linked to the units in the classes, this positive outcome helped students indeed to gain a lot more respect and credibility at the moment they conveyed their ideas either through oral discourse or writing. Nevertheless a section considered somehow and a minimum the opposite.

## CONCLUSION

Exploring the usefulness of glogsters on the third year students and teachers from the Department of Foreign Languages of the University of El Salvador in the year 2014, the following conclusions are enumerated:

1. Initially the study determined that the acceptance degree was achieved in a 90%. Teachers and the third year students exposed willingness to use it; however, along the research this was increasing thanks to benefits attached to the use of this educational tool, becoming a 100% acceptancy at the end. In addition, log-in history showed that also users world-wide were accessing glogsters' learning material.

2. Motivation was accomplished teachers and students knew and confirmed benefits with the glogster implementation involving multiple intelligence (Intrapersonal Intelligence, Interpersonal Intelligence, Musical Intelligence, Spatial Intelligence, Kinesthetic Intelligence, Linguistic Intelligence, Logical/ Mathematical Intelligence). Thus, the daily work on glogsters' content influenced their students ability to speak, listen, read, and write by means of: individual work and reflection, teamwork in classes with brainstorm ideas and discussions, use of chart, pictures and media, role plays in class, students analysed and organized in writing form and proving solving exercises related to the content day's topic. Nevertheless, the remarkable credit would be assigned to the oral discourse competence, which was the target on this research reflecting the link between students' virtual reinforcement and the positive change. The 30 students did the final evaluation in classes consisting on how they answer about the water scarcity topic providing their own opinion, the score rubric helped us to measure a 70% fluency improvement

including 63% minimum hesitation by the time they spoke and 69% obtained a rich variety of vocabulary.

3. In sum, an educational virtual platform did not replace or eliminated books neither teachers`help but supported and increasedpractice on the global scale ensuring student would improve their verbal expression domain showing fluency and accurate speech with a frequent long-term strategy implementation.

## RECOMMENDATIONS

- Everything is changing in our globalized world and education should not be the exception, for that reason in order to help the department of Foreign Languages of the University of El Salvador and based on the findings, this research project proposes the implementation of new technology in the classrooms such as Glogster. This platform has been created in order to optimize students learning process development taking into account multiple intelligences.
- It is fundamental that the department of Foreign Languages of the University of El Salvador should equip all the classrooms with effective devices and internet connections in order to avoid any technical difficulty at the time teachers and students implement new educational platforms that will help to enhance students' skills with a playful and more attractive learning process.
- We recommend that the head of the department of Foreign Languages could schedule technological trainings in order to encourage and qualify all the teachers about educational virtual tools implementation in class like Glogster EDU.

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# APPENDICES



## APPENDIX 1:TEACHER´S QUESTIONNAIRE SAMPLE

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT

Group of Graduation Project

The use of glogster, web tool 2.0 in the communicative approach for developing oral discourse competence of third year students of bachelor in Modern Languages in French and English and BA teaching option at the department of Foreign Languages of the University of El Salvador during the year 2014.

### General objectives:

- To help the Foreign Language Department (FLD) to innovate the way to teach by using the Glogster as an extra tool in the learning process.

Teacher in \_\_\_\_\_ Group\_\_\_\_\_ Date\_\_\_\_\_

### QUESTIONNAIRE

1. Do you agree to use technology in your class?

YES  NO

2. Do you use technology in your classes?

YES  NO

3. How often do you use technology?

ALWAYS

SOMETIMES

HARDLY EVER

NEVER

4. What kind of technology do you use?

COMPUTER

PROJECTOR

INTERNET

EDUCATIONAL PLATFORM

5. Do you know any educational platform on the web?

YES  NO

6. Do you use any of these educational platforms?

MODDLE

GLOGSTER

WEBINAR

UDEMY

7. Have you heard about Glogsters?

YES  NO

8. Have you ever used this educational tool? If your answer is YES continue in the following with, if your answer is not go to question 13.

YES  NO

9. What is your opinion about Glogsters?

EXCELLENT   
GOOD   
NEUTRAL   
BAD

10. Do you think that Glogster has benefits in the classroom?

YES  NO

11. Do you know any advantages?

YES  NO

12. Do you consider that students are interested in this educational tool?

YES  NO

13. Would you like to know about the usage of Glogster?

YES  NO

14. Would you like to implement a new educational tool in the classroom?

YES  NO

15. Do you think that it is important to use an educational platform in the class?

YES  NO

16. Do you consider that the Department of Foreign Languages has the appropriate technological tools?

YES  NO



## APPENDIX2 STUDENTS 'S PRE- QUESTIONNAIRE SAMPLE

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT

Group of Graduation Project

The use of glogster, web tool 2.0 in the communicative approach for developing oral discourse competence of third year students of bachelor in Modern Languages in French and English and BA teaching option at the department of Foreign Languages of the University of El Salvador during the year 2014.

### General objectives:

- To help the Foreign Language Department (FLD) to innovate the way to teach by using the Glogster as an extra tool in the learning process.

Student in \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

1. Do you agree to use technology in your class?

YES  NO

2. Does the teacher ever use technology in your classes?

YES

NO

3. How often does your teacher use technology?

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER

4. What kind of technology does your teacher use?

- COMPUTER
- PROJECTOR
- INTERNET
- EDUCATIONAL PLATFORM

5. Do you know any educational platform on the web?

- YES  NO

6. Does your teacher use any of these educational platforms?

- MODDLE
- GLOGSTER
- WEBINAR
- UDEMY

7. Have you heard about Glogsters?

---

YES  NO

8. Has your teacher ever used this educational tool? If your answer is YES continue in the following with, if your answer is not go to question 13.

YES  NO

9. What is your opinion about Glogsters?

EXCELLENT   
GOOD   
NEUTRAL   
BAD

10. Do you think that Glogter has benefits in the classroom?

YES  NO

11. Would you like to know the usage of glogster?

YES  NO

12. Do you think that it is important to use an educational platform in the class?

YES  NO



### APPENDIX 3: STUDENTS´S QUESTIONNAIRE SAMPLE

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT

Group of Graduation Project

The use of glogster, web tool 2.0 in the communicative approach for developing oral discourse competence of third year students of bachelor in Modern Languages in French and English and BA teaching option at the department of Foreign Languages of the University of El Salvador during the year 2014.

Objective:

To explore the usefulness in the oral discourse using Glogster as a new tool in the class building on the third year students interest and involving their multiple intelligences.

Gender \_\_\_\_\_ Age \_\_\_\_\_ Group \_\_\_\_\_  
Date \_\_\_\_\_

1. Which Intelligence type is the strongest you possess?

Linguistic Intelligence

Naturalist Intelligence

Mathematical Intelligence

Intrapersonal Intelligence



Musical Rhythmic Intelligence

Interpersonal Intelligence

Spatial Intelligence  Kinesthetic Intelligence

2. Which areas has the Glogster developed? Numeralize from one that is the most useful to eight that is the least.

- |  |   |
|--|---|
| <input type="checkbox"/> Linguistic Intelligence       | <input type="checkbox"/> Naturalist Intelligence    |
| <input type="checkbox"/> Mathematical Intelligence     | <input type="checkbox"/> Intrapersonal Intelligence |
| <input type="checkbox"/> Musical Rhythmic Intelligence | <input type="checkbox"/> Interpersonal Intelligence |
| <input type="checkbox"/> Spatial Intelligence          | <input type="checkbox"/> Kinesthetic Intelligence   |

3. Have you improved your vocabulary by checking the video on the glogster?

Yes  No

4. Do you consider language structures are used correctly most of the time while you are speaking?

- |   |  |
|---|--|
| <input type="checkbox"/> Basic                          | <input type="checkbox"/> three quarter of the time |
| <input type="checkbox"/> Approximately half of the time | <input type="checkbox"/> most of the time          |

5. Have you improved your fluency?

Yes  No

6. Have you achieved minimum hesitation and pauses by the time you're speaking?

Yes  No  Somehow

7. Does your speech demonstrate ease and comfort with the language?

Yes  No

8. Does your speech is still influenced by first language?

Yes  No

9. Is your speech influenced by the native language after familiarization with the glogster's content?

Yes  No  Somehow

10. Have you obtain a rich variety of vocabulary and expressions?

None  Some   
A few  A lot

11. Are you able to comprehend questions regarding Glogs' content and respond without any problem?

Yes  No  Somehow

12. Do the Glogs have accurate grammar content that help you to reinforce your knowledge?

Yes No  Somehow



#### APPENDIX 4: STUDENTS´S SCORE RUBRIC SAMPLE

GRADE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE
9	The answer fulfills the demand of the task with minimum lapses in completeness	Effective use of known grammar and vocabulary, high degree of automaticity with good control of structures	Answer is efficient to the task.  Coherent and clear relationship of ideas.
8	The answer addresses the task appropriately but may fall short of being fully developed.	Speech is clear with some fluidity of expression. Student shows difficulties with pronunciation, intonation and pacing.	Fairly coherent, some imprecise or inaccurate use of vocabulary or grammatical structures may affect fluency but doesn't interfere with communication of the message
7	The answer addresses the task but its development is limited, contains intelligible speech meaning may be obscure in places.	Speech is basically intelligible, though listener effort is needed. Unclear articulation. Awkward intonation or choppy rhythm/pace.	Answer is connected to task but it may be vaguely expressed or repetitious. Connection of ideas may be unclear

6	The answer is very limited in content or coherence or is only minimally connected to the task	Consistent pronunciation and intonation problems. Listener effort and obscure meaning, many pauses and hesitations	Answer fails to provide relevant information vague utterance or repetitions including the question
5	The response is very limited in content or coherence is only minimal, speech is largely unintelligible	Consistent pronunciation, stress and intonation cause considerable listener effort, delivery is choppy, fragmented or telegraphic	Range and control of grammar and vocabulary severely limited, low level of response.
4	Speaker makes no attempt respond or response is unrelated to the topic.		

## APPENDIX 5: LESSON PLAN SAMPLE

<i>Lesson plan</i>			
<b>Time</b>	25 minutes	Unit	5 Water everywhere
<b>Objective</b>	Students will learn some vocabulary and they will practice it working in small groups.		
	<p>Activity 1</p> <p>Just one minute</p>	<p>Students discuss some questions that are presented in the Glogster which are related to the water scarcity. Students take turns talking a minute each one in order to share their personal opinions.</p>	
	<p>Activity 2</p> <p>Watch the videos</p>	<p>Ask students some questions related to the video also they have to give their own opinions to the entire class.</p> <p>Students some questions like this:</p> <p>What is the main message of the video?</p> <p>What is water scarcity?</p> <p>What are some consequences that the video mentions?</p>	
	<p>Activity 3</p> <p>Onion ring</p>	<p>Provide to students some slices of paper in order that they can create their own questions related to the topic than as a class activity they have to stand up and they have to ask and answer the questions that they have already created.</p>	

## APPENDIX 6: CLASS ACTIVITY

### Discussion Guide:

According to Water.org Currently, 780 million people lack access to an improved water source and 2.5 billion lack access to improved sanitation (which includes toilets, hand washing, etc.). These two statistics translate into the deaths of 3.41 million people each year from water, sanitation and hygiene-related causes. In order to start thinking about how to be part of the solution, it is important to consider these issues at the most basic level. because it already affects every continent.



We encourage you to have a thoughtful conversation about this global crisis with the help of the questions below:

1. What do you think are some of the major factors contributing to water crisis?
2. Where do you already know is the lack of clean water the most serious?
3. Is there anything you believe we can do to fix the problem?
4. What are all the things that you do in a day that require water? How much water do you need to use for a day?
5. If you had no running water at your house where would you go to get water? Where would you take a shower?
6. Is access to water a human right? What about access to a toilet?
7. Whose responsibility is it to provide people with resources like water?
8. What would you think is the difference between water physical scarcity and water economic scarcity?