



# Effects of Using Glogster on Learning Vocabulary among Iraqi EFL Learners

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## Abstract

The current research paper examined the impacts of Glogster on learning vocabulary among Iraqi intermediate EFL learners. To do so, a sample of 90 students from CIS College was selected and homogenized through "Interchange passages placement and evaluation package". The students compared divided into two groups: The experimental group (Glogster group) and the control group (traditional group). A teacher-made test, a 30-item vocabulary test, was used as the pre-test and post-test respectively. At the end of treatment, a survey which was based on outstanding and Likert-Kind of questions which usually termed as open-ended questions, which they have been applied to extent some data about using technology in class. Analyzing data through an Independent sample T-test, it revealed remarkable progress of the experimental group, compared to the control group, that did not use it. Glogster had played a positive part in helping Iraqi EFL learners improve their vocabulary knowledge; also, there was a statistically significant difference in post-test scores for the experimental group and control group. The EG learners could significantly outperform their CG counterparts. The results have some implications for teachers to teach vocabularies through technology to raise students' level of motivation and interest.

**Keywords:** EFL learner, Glogster, Technology, Vocabulary. Traditional.

## 1. Introduction

Nowadays technological tools can be useful in many ways. In addition to that it can be utilized in many aspects of social and scientific departments in undergraduate education organizations to advance lecture strategy and other facets of the instruction and knowledge atmosphere. According to Viegas, Wattenberg, McKeon, Van Ham & Kriss (2008), The meditation implements enormously improve the instruction and knowledge progressions. A typical example is that internet-based apparatuses usually advance the knowledge rate and increase the expansion of critical reading abilities unambiguously, and the usage of accurate manuscripts will be safeguarded; for that reason, scholars will advance an excessive consciousness of the typical online editions, for undergraduates are going to be printed writings for trustworthy determinations as well (Larson, 2010; Zawilinski, 2009). Furthermore, according to a research study conducted by Ohler (1999), Glogster is a means of transportation for carrying of the communal facts in diverse aspects for example, art, music, photography and eases development formation and class coursework, and the incorporation of technology in the schoolroom delivers a wealthier understanding for undergraduates.

Additionally, according to a recent study reviewed by Picardo (2012), "Glogster is an online platform that authorizes manipulators to create and share communicating notices consisted of manuscript, illustrations, sound and cartridges". As a result, Glogster is a collaborating poster display that delivers occasions for cooperative undergraduate focused learning. Moreover, Glogging is an influential transmission implement that assists statement expertise, for the effort-based language learning encourages dissemination and societal collaboration (Ellis, 2003 and Kent, 2010). Scholastic duties have to be advanced and organized to progressively assist the necessities of the significant world objective errands (Robinson, 2001). In addition,



Glogster can be a typical instrument for publication and it will also be an educational learning method which has played imperative roles in numerous English progression courses (Kent, 2010). The Glogster presentation poster scheme can be a valuable technological implement which enables a combination of projects in a single electronically portfolio system, particularly that internet-based knowledge has revolved into an indispensable method of instruction and knowledge, and it would be incorporated into the tutorial room instructive accomplishments (Kent, 2010; Carroll and Edwards, 2012). They also stated that one of the greatest benefits of consuming Glogster is that the supportive and forthcoming exertion using Glogster results in the efficacious presentation of the constructivist erudition methodologies in the language teaching space exclusively when the missions are maintained the positioning of actual world skills of academics

Besides, Carroll and Edwards (2012) elaborated that Glogster can be functioned as "...student collections, easy to mark evaluations and delivery of appropriate reaction. Overall, Kent (2010) grouped the profits of the Glogster as "...each undergraduate group come to be determined by the strong points and expertise of specific group participants to grow substantial established on learner student physiognomies, with scholars control over their own knowledge and at times supplying peer training" (p.160). Podcasting and Glogster are just an instance of the numerical hypermedia utensils that can be applied to attract the student's attention during the course of the method of creating, involvement, and criticizing their last projects (Kent, 2010).

Vocabulary learning is one of the important challenges foreign language learners face during the process of learning. Vocabulary is central to language and is one of great significance to language learners. Words can be defined as the building blocks of a language because they refer to objects, actions, ideas and by them, people can express their intended meaning and feelings. According to Hatch and Brown (1995), vocabularies can be taught by different types of approaches, techniques, exercises, and practice. Teaching vocabulary must not only include teaching prefix, suffix, and words but also help learners to expand their vocabulary knowledge (Hulstjin, 1993, cited in Morin & Goebel, 2001). Consequently, it is significant for investigators to discover methods to advance direct teaching of foreign language terminology. Thus, how to communicate vocabulary and use it in a dynamic method have become main anxieties of beginners in addition to instructors. At the present time, there are numerous resources for foreign language knowledge along with the classical grammar books and lexicons similar to notebooks, diagrams, posters, newspapers and picture cards.

Furthermore, According to Read, 2000; Meara, 2002; Al-Khasawneh, 2012, Knowledge of words is deliberated as an important portion when interconnecting in an additional or overseas language. In instruction another or foreign language, instructors face complications to aid scholars acquire a significant quantity of vocabulary. Sardroud (2013) stated that consuming dictionaries and reiterating vocabularies are the most desired policies among pupils to study or remember innovative words. Vocabulary is an epicenter portion of language aptitude and produces the foundation for knowledge how well academics speak, read, write, and listen. It is perfect that terminology is reflected as a strategic tool to all the language talents as it covers all philological matters students have to distinguish so as to meet their various instructive and overall requirements. A person with a restricted vocabulary will be unable to speak, write, read or comprehend a language successfully (Mutalib, 2014).

With a rising necessity for English as a global language among English speakers from outside of native countries, a good understanding of the language is deliberated indispensable to gathering in a globalized world. Knowledge English for speakers of English from non-native countries has become imperative for the reason that it cannot only be restricted to the official school prospectus, but then again it is an action which requests persons to involve in their physical exists primarily in a self-learning manner. Though, English educators are unreachable outdoor the institutes and beginners ought to discover dependable data that they



can denote to when they come upon a diversity of difficulties associated to English. In an EFL background for instance, Iran where objective language involvement is restricted, a technology is a treasured source to the English language.

Nowadays, Technologies are regarded as good services and contributions for language beginners, particularly to second or extraneous language apprentices as they can deliver a rapid and straight admission to the dependable language. Over the last few decades, especially, after the arrival of technology there have been numerous efforts to practice technological tools in methods that aid scholars to redirect on and interact with content. A connected difficulty is the absence of inspiration on the portion of students. A key answer to solve this problem to shortage of student assignation is integrating particular technological implements for example google pages and Glogster into the schoolroom, since students like being creators as much as customers of constituents (McHaney, 2011; Mills, 2007).

Although several works have been done about glogster, there are no previous researches which considered the role of glogster on learning English vocabularies among Iraqi intermediate EFL learners. Therefore, the purpose of this study is to investigate the effectiveness of using glogging in improving vocabulary learning and to increase learners' motivation.

## 2. Review of the Literature

Vocabulary has long been recognized as a decisive element and a good measure of the second language (L2) performance and proficiency. The first step in learning a new language is learning vocabularies. Zahedi & Abdi, (2012) stated that Words are the main important fact in learning a language and are considered as one of the utmost significant substances in learning a language. Additionally, According to Zimmerman (2001), Knowledge of terms frequently appears to be of vital significance to the archetypal language learner

Moreover, Vocabulary plays an imperative role in attainment of English language proficiency particularly for second language beginners. For learning a vocabulary in a new language, it's necessary to know all aspects of the word. According to Taylor (1990), there are seven degrees of knowing a word; understanding of the record of the word, knowledge of word classes, morphology, semantics, and its interpretation in the mother linguistic tones (Taylor, 1990).

If a learner can explain the meaning of word, she/he has knowledge of that word. But just knowing a word, it's not only being able to explain its meaning, but also it needs association, collocation, grammatical structure and written and spoken form. According to Schmitt (2000), all these knowledge are known as word knowledge. Schmitt (2000) claimed that word implication made up of the connection of the vocabulary and its origins, and the second one is also known as referent which means the individual, object, achievement, and circumstances.

However, a term can have diverse connotations in altered settings. This sensation includes the index. According to McCarthy (1990), register or index is the association between the ingredients, dispatcher, receiver, circumstances, and determination. For instance, the term pet has two different meaning in different contexts; a domestic animal and a title for calling somebody that you like. Nevertheless, when in the familiar condition it is used to discourse the individual you love and have intimation to him/her.

Today technology is essential factor in people's life in general and in the field of learning language in particular. The internet is one of the best tools for communication and provided more opportunities for better learning than to the traditional method (Alfaki & Alharthy, 2014). The internet has created an effective way for teaching and learning in the EFL contexts which promotes classroom interaction to offer English an authentic use and to create a learner-centered learning environment (Alfaki & Alharthy, 2014). There are different social networks such as Face book, Skype, You tube, Telegram, and Whats up that are used



for different purposes. As the Internet has grown, students have access to resources through email and other communication tools like social network sites and apps for smart phones (Fogg, 2010).

With advent of technology most education system attempts to utilize technology in educational context to help and motivate students. One way to boost students' motivation is using glogs which they are cooperative knowledge programmes that can be applied by undergraduates from different ages, genders and learning manners for presentation. Some traditional teachers utilized statistic posters to display student work. But online posters such as glogs have more potential and more be useful for educational context and they incorporated multimedia features which make them suitable for all students and also teachers (Edteacher, 2010). In contrast of traditional education, today most education system enlarge their concepts of literacy teaching and treat it as reading and writing for the purpose of interconnecting in numerous ways by using multiple tools and resources( Tarasiuk, 2010).

Martinez-Alba and his colleagues (2014) believed that using Glogs could enhance motivation and collaboration among EFL learners in educational context. The Glogs could be successfully employed in classes and schoolboys shaped their glogs after they had identified the elements and generated the strategy, undergraduates recounted that they relished multimedia, colors and videos. McCoy (2014) mentioned that glogs improve the perception of students and boost their learning.

A study was conducted by Penuelas (2012) about effects of using glogs in the English language classroom. The researcher in this study used glogs as tool for teaching English as a second language. The participants were intermediate and they were both males and females. Teacher taught the material by online posters and digital storytelling. Teacher taught grammar, vocabulary, and pronunciation through this app. The analyzing of the data showed that most of the students had positive attitude to using this app and their motivation was boosted to learn English.

Another study was conducted by Awada (2018). The research is consequence of using Glogster and supportive learning distinguished education on instructors' insights. The design of the study was a mix-method whereby questionnaire and open interview were used to gather data. the participants of the study were 18 teachers and 18 students from intact class. They were randomly divided into two class, control and experimental. The researchers collected data by interview about their attitudes towards using Glogster and supportive knowledge as a multimodal would expand undergraduates' English proficiency. The results showed that using Glogs and cooperative learning could improve English proficiency.

A thesis was conducted by Hazel and Givens (2012) on effects of modern technology and updated science and instructors insights of variations in learning of undergraduate students. For this end, personal interviews and online surveys conducted with 100 students. The findings of this study showed that many educators have found that having technology in class is a facilitator for learning and it has a positive effects on students as students are commonly more contented with their upper class and in this approach the gap between teacher and students is removed.

### 3. Research Questions

1. Does using Glogster have a significant effect on learning English vocabulary among Iraqi EFL learners?
2. "Is there a significant difference between using Glogster and traditional method in learning English vocabulary among Iraqi EFL learners?"
3. Does using Glogster motivate students towards learning English as a second language?



## 4. Methodology

### 4.1 Participants

The students who participated in this study included 90 students from CIS College in Erbil. All participants were sophomore and junior students They were majoring in different fields such as lawyer, medicine, engineering, etc. according to Richards, Lesley, Hansen, Sandy, and Zukowski (2008) where they developed a homogeneity test i.e. “Substitution passages assignment and evaluation package” directed to 90 students to indicate their homogeneity level. Then 60 students whose scores were one normal discrepancy above and one normal discrepancy below the average were selected as the contributors of this study. The participants were arbitrarily alienated into two clusters: Investigational group (Glogster group) and control group (traditional group).

### 4.2 Instrumentation

Several instruments were used in process of this research. The first was a homogenous examination with the intention of identifying their similarity of the clusters at the intermediate level based on “Interchange passages placement and evaluation package” extracted from (Richards *et al*, 2008). The reliability of this test was computed through KR-21 formula ( $r=0.82$ ) to make sure of the sample population homogeneity. The second and third test were investigator-teacher-made tests which have been applied as before and post-test correspondingly. The pre and post-test, a 30 unit words test, was intended grounded on the words strained from American English file qualified all over the teaching meetings. All the substances were in numerous selection arrangement. The last instrument that was used for this study was Glogster app that it is a cloud-based (SaaS) platform for creating presentation.

### 4.3 Materials

The material involved in this paper afforded to the two collections comprised of often vocabularies from starter level of American English File (Oxenden & Latham-Koenig, 2012).

### 4.4 Procedure

For this study, 90 students from CIS College in Erbil were randomly selected. The subjects took a test in order to determine their homogeneity at the intermediate level based on “Interchange passages placement and evaluation package” extracted from (Richard *et al*, 2008) and then 60 beginners whose score were 1 standard deviation below and over the average designated comprised of one experimental and control group.

A semester of two months was reserved to bearing the investigation. The pre-test was administered at the beginning of the semester to show students' knowledge of vocabularies. The pre-test, a 30-unit words examination, was premeditated established on the terminologies from starter level of American English File trained all over the teaching gatherings. All the substances were in multiple-selection setup. The course was about 18 meetings; the initial and final assemblies were administered the pre-test and post-test, and the treatment continued 16 meetings. Each gathering was approximately fifty minutes. In every session, teacher taught vocabularies from the book to control group in class but in Experimental group, students received vocabularies by Glogster that teacher was made before coming to the class. Teacher by Glogster combined text, images, videos, and audio to create an interactive, web-based poster glogs. At the termination of the course, the post-examination was directed to both clusters. Ultimately, to see if those beginners in investigational cluster had made any improvement in their vocabulary learning, the information was investigated by means of some inferential figures.

At the end of treatment, a survey which was based on open-ended and Likert-Type queries was applied to influence some data about using technology in class. The researcher



sent email to each participant and asked them to fill the questionnaire honestly. The questionnaire was initiated with more individual inquiries about the participants.

## 5. Results

This part of the paper deals with the analysis of the data obtained from this experiment. The data were analyzed in relation to the three research questions of the study:

### 5.1 Results for the First Research Question

The first research question of the study aimed to investigate whether Using Glogster had a significant effect on learning English vocabulary among Iraqi EFL learners or not.

*Table 1: Descriptive Statistics for Comparing the Pretest and Posttest Scores of the EG Learners*

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	30	9.10	2.09	.38
Posttest	30	17.53	.68	.12

The pretest mean score of the EG ( $M = 9.10$ ) was found to be far less than the posttest mean score ( $M = 17.53$ ), indicating that there was a considerable difference between the two performances of the EG learners. However, to make sure this difference reached statistical significance, one had to observe the  $p$  value below the *Sig.* (2-tailed) column in the  $t$  test table (Table 2).

*Table 2. Paired-Samples  $t$  Test Results for Comparing the Pretest and Posttest Scores of the EG Learners*

	t	Df	Sig. (2-tailed)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
						Lower	Upper
EG Pretest-Posttest	-.25	29	.000	1.95	.35	-9.16	-7.70

As illustrated from Table 2, there was a statistically important alteration between the pretest and posttest marks of EG beginners as the  $p$  value was lesser than the quantified level of implication ( $.000 < .05$ ). This provided a positive answer to the first study inquiry of the education, which questioned “Does using Glogster have a significant effect on learning English vocabulary among Iraqi EFL learners?” Thus, it was revealed that Glogster had played a positive part in helping Iraqi EFL learners improve their vocabulary knowledge.

### 5.2 Results for the Second Research Question

The second study inquiry was “Is there a noteworthy dissimilarity between using Glogster and traditional method in learning English vocabulary among Iraqi EFL learners?” To uncover the response to this investigation question, the before-test scores of EG and CG beginners had to be associated first, through an independent examples  $t$  test, to make sure they have not been greatly different with respect to their vocabulary knowledge at the onset of the revision. An self-governing samples  $t$  test was applied again to associate the EG and CG students’ posttest scores after the test was accomplished.



Table 3: Expressive Statistics for Relating the EG and CG Scores on the before and after test .

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	EG	30	9.10	2.09	.38
	CG	30	8.23	2.60	.47
Posttest	EG	30	17.53	.68	.12
	CG	30	14.96	.76	.13

It can be seen from the table that the EG in pretest ( $M = 9.10$ ) was marginally larger than the mean score of the CG ( $M = 8.23$ ). Though, for their posttest scores, the EG apprentices' average score ( $M = 17.53$ ) revolved out to be considerably bigger than that of CG ( $M = 14.96$ ). To form the statistical implication of these modifications between the pretest scores of the two collection and between their posttest scores, one requests to refer the Sig. (2-tailed) column in the  $t$  test table which monitors (Table 4.).

Table 4: Outcomes of the Independent-Samples  $t$  Test for Associating the EG and CG Scores on the Pretest and Posttest

		Levine's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Pretest	Equal variances assumed	2.76	.10	1.42	58	.16
	Equal variances not assumed			1.42	55.36	.16
Posttest	Equal variances assumed	.01	.91	13.72	58	.000
	Equal variances not assumed			13.72	57.24	.000

As can be seen from Table 4, there was not a statistically important alteration in pretest scores for EG ( $M = 9.10$ ,  $SD = 2.09$ ) and CG ( $M = 8.23$ ,  $SD = 2.60$ ),  $t(58) = 1.42$ ,  $p = .16$  (two-tailed). This reason was due to the  $p$  value was superior to the identified level of implication (in other words .05). However, comparing the two groups' posttest scores, it was found that the  $p$  value was smaller than the alpha level ( $.000 < .05$ ), and thus the difference between the EG ( $M = 17.53$ ,  $SD = .68$ ) and CG ( $M = 14.96$ ,  $SD = .76$ ) was statistically significant. All this leads to the conclusion that the EG received a treatment (i.e. instruction through Glogster) which was more effective than the instruction the CG was exposed to. The results obtained are graphically represented in Figure 1.

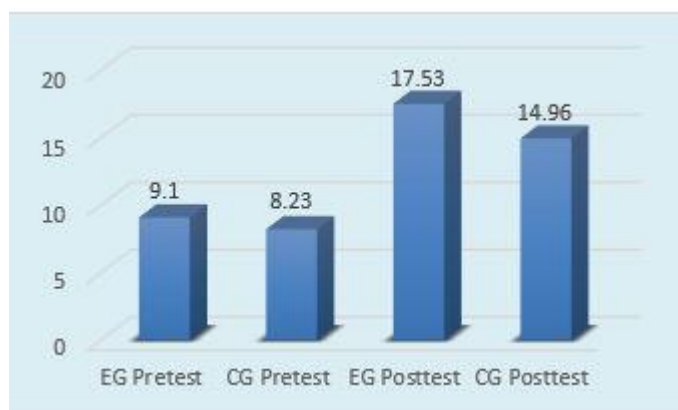


Figure 1: EG and CG Learners' Mean Scores on the Pretest and Posttest

As has been observed in the bar chart, the alteration between the pretest scores of the two collections was not large, but on the posttest, because of being unprotected to teaching through Glogster, the EG learners could significantly outperform their CG counterparts.

### 5.3 Results for the third Research Question

The survey was based on the Likert-scale and open-ended questions. Some of the questions were presented as following;

1. Recent technology makes undergraduates seem more reclusive.
2. I'm inspired to attempt modern technology to progress learning
3. I have educated more about consuming technology from my undergraduates.
4. Student texting makes interactive with this age collection more problematic.
5. Students that manuscript is usually friendlier.
6. Technology has made interactive with this age cluster cooler.
7. I am contented to encirclement new technology.
8. Technology changes a little too debauched for me.
9. I sense that technology makes it more problematic to discourse to this age cluster.

Data collected from these questioned showed that 50% of teachers are eager to use technology in educational context. Many of them concede that technology changes rapidly for them are enthusiastic to study about and use it to support their scholars. Many of them were highly enthusiastic about using technology that is available for them in educational context.

### 6. Discussion

Discussion of the results and findings focuses on answering the research questions. The research questions and their answers are as follows:

1-Does using Glogster have any consequence on learning English Terminology among Iraqi EFL Scholars?

The teacher taught the vocabulary items to experimental group by using Glogs. The procedure of instruction / knowledge was prosperous. Because the consequences confirmed the accomplishment in knowledge, it can be supposed the glogster had a momentous and expressive influence on students' terminology knowledge among EFL learners. It is obvious in associating the consequences of pretest and post-test of investigational collection. The despicable of pretest of experimental group was 9.10, and the mean of post-test of this group was 17.53. This indicates that there was a considerable difference between the two performances of the experimental group learners. Also, as demonstrated from Table 2, there was a statistically substantial alteration between the pre-test and post-test marks of



experimental group as the p value was lesser than the quantified level of importance ( $.000 < .05$ ). This showed positive answer to the first research question of the study, which asked “Does using glogster have a significant effect on learning English vocabulary among Iraqi EFL learners?” So, it was revealed that using Glogster had played a positive effect in helping Iraqi EFL learners improve their vocabulary knowledge. The students obviously favor automatic foundations for language education; knowledge of language over and done with connected technologies can upsurge the commitment; presence and inspiration of scholars (Hartman et al., 1991; Palfreyman, 2006; Roohi, 2009; & Mohammadi et al, 2011), in addition to providing them the opportunity to express their own partialities, build their own sceneries, and demonstrate their characteristics (Girgin, 2011). Finding of this study agrees with Kabilan (2010) and Girgins (2011) idea an interneting atmosphere can ease the learning of English. Also undergraduates approve that this online atmosphere can be an applicable tool to aid knowledge diverse language abilities, improve their enthusiasm, self-assurance, and arrogances in the direction of learning English that can deliver positive presentation of CALL (Kabilan et. al, 2010).

2- Is there any difference between using glogster and traditional method on learning English Vocabulary among Iraqi EFL learners?

To answer the second question, descriptive and inferential statistics are useful. By looking at Tables 3 we can see the changes in the averages and standard aberrations of the two collections on the pre-test and post-test. To see if they developed learning vocabularies, Tables 3 and 4 are helpful. At the beginning of the study, groups were homogeneous because there was not a significant difference between the two groups but at the end of the treatment, they made a progress. However, the results of the post-test showed that two groups were not homogenous at the end of the treatment period. Thus, there was a difference among the two groups. To know how significant this change was and how difference they behaved in learning vocabularies by glogs and traditional method, Table 4 is practical. In this table, the experimental group and the control group were compared with each other. There was a significant difference between two groups in learning vocabularies. The experimental group outperformed control group.

It is observable, using glogs in learning vocabularies was beneficial because experimental group was significantly different from control groups. These finding are supported by Alharthy and Alfaki (2014) founded that using multi-media is more effective than traditional method and gave a chance for students to get rid of tension class.

## 7. Conclusion

This research paper has outlined that using Glogs could enhance learners' vocabularies. In the course of this time, the researcher employed using glogster during treatment for experimental group but the participants in the control group, on the other hand, were taught vocabularies by traditional method. After the post-test, the results indicated that both experimental and traditional method affect learners' knowledge of vocabularies. But performance of experimental group was better than control group. The traditional classes in learning used material such as textbooks rather than technology. It could probably count positive in another EFL setting. However, it can be concluded that traditional method is not very effective as much as learning vocabularies by glogs among EFL learners.

The conclusions that can be made are: 1) using Technology such as glogster should be highly emphasized where learning vocabularies is the focus of the study, 2) Teaching vocabularies traditionally in the control group, though was less significant than experimental group in this study, should be also utilized as the second priority in teaching vocabularies in class.

Depended on the study results, this paper provides the following propositions and suggestions and recommends some philosophies to EFL learners, teachers, and substantial



designers that may help them in EFL Language learning and teaching. The consequences of this paper presented that the effective method could be the use of technology in teaching new vocabularies. In EFL context; it is better that teacher provides chances for them to increase their grades of incentive and interest. Teachers should first introduce the importance of vocabularies to language students. At that point, they are obliged to elevate their students' awareness of these strategies, in addition to endorsing them and provide particular directives on how and when to apply these strategies for enhancing vocabularies.

Firstly, the researcher faced several limitations in this study including the small size of the research populations in each group since if there were more participants, the results could be more reliable. Secondly, the time allocated to the instructions was so limited. Thirdly, the role of the variables such as gender, motivation, and anxiety were not found by this study.

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#### APPENDIX 1

##### Survey Monkey Questionnaire

Thank you for participating on the following survey. You have been asked to participate because of your expertise with students in grades 6-12. This survey deals with the changes that have occurred in educating this age group of students due to technology, including **computers, blogging, social websites and text messaging**.

Your participation on this survey is completely voluntary. Your answers will be held in absolute confidence by the researcher. No names will appear in the final report. The survey will take approximately 10-15 minutes to complete. You may skip questions if you wish, but full participation is encouraged and appreciated.

To begin, please tell me about yourself.

Occupation (teacher, coach, paraprofessional, etc.) \_\_\_\_\_

Male/Female: \_\_\_\_\_

Age: \_\_\_\_\_

Length of time you have worked with age group being studied: \_\_\_\_\_

Subject area(s) you lead/teach/participate with students \_\_\_\_\_

School size (# of students) \_\_\_\_\_ Public or Private? \_\_\_\_\_

Please read each question and rate your level of agreement with each statement by checking the value that most closely represents your opinion.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Q1: Communicating via today's technology makes students appear more introverted.

Q2: I'm motivated to try new technology to improve learning.

Q3: I have learned more about using technology from my students.

Q4: Student texting makes communicating with this age group more difficult.

Q5: Students/teens that text is generally more friendly/outgoing.

Q6: Technology has made communicating with this age group easier.

Q7: I'm happy to embrace new technology.

Q8: Technology moves a little too fast for me.

Q9: I feel that technology makes it more difficult to talk to this age group.

The following questions relate to your personal feelings regarding technology and students. You are encouraged to answer as thoroughly as possible.

Q1: How has technology influenced the way you teach?

Q2: Have you seen a change in communication practices due to technology (texting, email, etc.)?

Q3: In your opinion, are the students who seem to do the most texting more creative than students who do not text, or text very seldom?

Q4: In your opinion, what (if any) benefits come from using technology in teaching?

Q5: What disadvantages can be associated with technology?

Q6: Are there any communication idiosyncrasies about texters?

Q7: Has texting influenced the quality of writing of your students; if so, how?

Q8: How have you used technology to reach this age group?

Q9: In your opinion, does technology (texting/blogging) give a voice to those teens who are usually more quiet in class?

Q10: What are the changes you have seen in communication practices due to technology (texting, email, etc.)?

Q11: Give some positive examples of how technology has improved communicating with this age group.

Q12: Are there any negative situations you have faced regarding technology/communication with your students?

Q13: If you are hesitant to use technology with your students, please explain why:

Thank you again for taking the time to answer the questions on this survey. Your input is greatly valued and appreciated.

**على تعلم المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية (Glogster) آثار استخدام الملصقات****شيماء فائق عويد**

كلية الادارة والاقتصاد/ قسم الادارة/ جامعة صلاح الدين - اربيل

**الملخص**

على تعلم مفردات اللغة الانكليزية لدى متعلمي العراق المتوسطين . للقيام بذلك ، تم اختيار عينه من 90 طالب (Glogster) تناولت ورقة البحث الحالية تأثير الملصقات (مجموعة Glogster مقارنة الطلاب تنقسم الى مجموعتين : المجموعة التجريبية (مجموعة وتجانسهم من خلال "حزمة تقييم وتقييم مسارات التبادل" CIS من معهد التحكم (المجموعة التقليدية). تم اجراء اختبار من قبل المعلم ، وهو اختبار المفردات المكون من 30 بنداً ، كاختبار ما قبل الاختبار وبعده على التوالي . في نهاية المطاف والتي عادة ما تسمى أسئلة مفتوحة التي تم تطبيقها على بعض البيانات حول استخدام Likert لم يكن كذلك، دراسة استقصائية كانت قد اعتمدت التمييز واسئلة نوع ، تم الكشف عن تقدم ملحوظ في المجموعة التجريبية ، والتي قورنت مع مجموعة المراقبة التي لم T-test التكنولوجيا في الصف. تحليل البيانات من خلال عينة مستقلة تستخدمها . برنامج الملصقات لعب دورا كبيرا ايجابيا في مساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين معرفتهم بالمفردات، أيضا ، كان هناك فرق ذات دلالة . النتائج لها بعض الآثار على CG يتفوق بشكل ملحوظ على نظرائهم EG احصائية في درجات ما بعد الاختبار للمجموعة التجريبية ومجموعة التحكم. يمكن للمتعلمين المعلمين لتدريس المفردات من خلال التكنولوجيا لرفع مستوى التحفيز والاهتمام لدى الطلاب. ؛ تقليدي ، التكنولوجيا ، المفردات Glogster كلمات مفتاحية: متعلم اللغة الإنجليزية كلغة أجنبية ،

**له عتراق EFL] له سه ر فيربووني زمانه وانى له نيو خوئندكارى Glogster كاريگه ريبى به كارهيئان ]****شيماء فائق عويد**

كۆليزى كارگيرى و ئابورى- به شى كارگيرى كار / زانكۆى سه لاهه ددين-هه وئير

**پوخته**

له سه ر فيربووني ووشه كارى له نيوان فيرخوازاني عيراقى له ئاستى ناوه ندا. بو ئه (Glogster) ئه م تويژينه وه ي ئيستا ئه زمووني كرده وه له سه ر كاريگه ريه كانى پروگرام كه په (Interchange خوئنده وه ي ) وه رگيراهه به شيوازيكى چونه ك ده ست نيشان كراون له ريگه ي پاكيجى CIS م مه به سته تيكراى 90 خوئندكار وه رگيراهه له كوليژى هه (Glogster) يوه سته به ديارى كردنى ئاست و هه لسه نگاندن . خوئندكاره كان دابه ش كران به سه ر دوو كومه له دا، كومه له ي خوئندكارانى ئه زمووني واته كومه له ي روه ها كومه له ي خوئندكارانى ئاسايى واته ( كومه له ي ئاسايى) بو ئه م مه به سته ش تاقيردنه وه ي ئاماده كراو له لايه ن ماموستا، تاقيردنه وه ي ووشه كارى كه پيك هاتووه له (30) په كه به كارهيئران وه كو تاقيردنه وه ي پيش وه خته و تاقيردنه وه ي پاش وه خته له كوتايى كرداره كه دا راپرسه ك به كارهيئرا له سه ر شيوه ي ( لاي كيرت) كه پرسبارى كراه بوون ، ئه م راپرسيه به كارهاه بو مه به سته به كارهيئانى هه نديك زانبارى له باره ي به كارهيئانى ته كنه لوجيا له ناو بولدا زانباريه كان شيكار كران روليكي ئه رينى بينى له يارمه تى دانى (Glogster) سه ربه خو ئه وه مان بو ده ركه وت كه به ره و پيش چوونيكى به رچاو له گروهى ئاسايدا به دى نه كرا (T-Test) له ريگه ي هه روهها جياوازيكى به رچاو به ديكرا له ئه زمووني پاش وه خته له كومه له ي ئه زمووني و له كومه له ي . فيرخوازي عيراقى له به ره و پيش چووني زانبارى ووشه كاريدا ئاسايدا ، فيرخوازي كومه له ي ئه زمووني توانيان به شيوه كى به رچاو كاره كه ئه نجام به ئه نجام بگه بنين له چاو فيرخوازي كومه له ي ئاسايدا، ئه نجامه كان كومه ليك كردار ئه خاته پيش ماموستايان بو ووتته وه ي ووشه كارى له ريگه ي ته كنه لوجياوه بو ئه وه ي ئاستى هاندان و بايه خ خوئندكاره كانى پى به رزبكه نه وه ، ته كنه لوجيا، ووشه كارى ؛ ئاسايى (Glogster) كليله ووشه: ئينگليزى وه كو زمانى بيانى،