

Exploring the Perspectives and Potential of
Incorporating Glogster in the University EFL Curriculum

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Abstract

This study is one of the first to examine EFL student multimedia-based online poster project completion using the Glogster application in South Korea. Data was collected through media artifact analysis, language use production, and interview. Analysis sees interesting results emerge for international versus local students, particularly regarding the positive or negative impact of group dynamics. Also, students clearly recognize the importance of pedagogy when using multimedia but still seek escapism from classroom anxiety through its use, and although learners desire to work collaboratively their pre-existing schema shapes expectations of multimedia. Importantly, learners responded well to Glogster, viewing it favorably, as almost all felt they could practice and develop English skills using the application. Ultimately, students were keen to create content that was not only interactive but based on the common interest of group members, with English language use viewed as an essential component of this process. The research also

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highlights potential methods for applying Glogster created poster projects and associated presentations diagnostically, while drawing attention to the rewards provided when analyzing learner output produced when creating and constructing projects with the application.

Keywords: CALL, digital posters, EFL, Glogster

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The internet no longer simply allows learners to explore and discover their own learning pathways, but it allows learners to construct their own content and add to the online database of resources in the form of multimedia-based UGC (user generated content) built on the premise of sharing and socializing (Craig, 2008). One such application built on this premise is the free-for-use web-based interactive digital poster publishing tool Glogster (2008). The potential for incorporating the use of such tools in the EFL context is that they can provide learners with a means of using the internet to combine and collate information with emphasis on collective sharing and community-based creation of data that can then generate and sustain authentic learning experiences (see Chen, 2006; Chong & Yamamoto, 2006; Craig, 2008; Huh, 2007; Stanley, 2006; Tsou, Wang, & Tzeng, 2006; Vuorikari, 2005). Working cooperatively and communicatively with such tools can also lead to the implementation of constructivist learning approaches in the language classroom that are built upon the real life experience of students. When this occurs stronger connections can be made between learning content and the students' world (Oguz & Bahar, 2008), and as such, the collaborative creation of knowledge, and the sharing and dissemination of that knowledge becomes the core of the learning process (Lee, 2008; Richardson, 2006). In this

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regard, the viability of incorporating Glogster for use in the EFL context at the university level will be explored, and the potential benefits for language production detailed. Ultimately this will be undertaken by determining student perspectives of application use through group-based interviews in order to identify the emerging benefits afforded to learners after classroom integration of the tool. In addition, by generating readability statistics on language use production, and undertaking media artifact analysis of student created learning content, the potential for instructors to use Glogster created poster projects diagnostically will be determined.

Conceptual Framework

As a free-for use web-based poster publishing platform audio, images, and video can all be imported into a Glogster 'glog' page, or linked to or grabbed from a webcam feed, while text titles, stickers, and speech bubbles can be created on the glogster 'glog' page directly. Various effects such as frames, shadows, font size changes and color schemes can be implemented as well. Space on the Glogster webpage (glog) can be used freely, meaning items can be placed or replaced, rotated, overlaid, and resized. In addition, all content can be linked to other glogs or other web pages or content around the internet. Content applied and learner material developed in such a way allows students to construct learning in an active

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and meaningful manner, and associate the lesson to the real world and their own lives (Oguz & Bahar, 2008).

Further, in terms of social networking with Glogster, user moods can be entered next to their profile icon, and friends can be added. Glogs can be shared amongst friends, messages can also be sent to online friends from Glogster pages, and all glogs can be rated and commented upon by users of the online community. Such aspects of the publishing tool promote cooperation with other individuals when working in teams on a digital poster project, and can lead to effective classroom networking for communication and collaborative work (Craig, 2008). Such small-group interaction establishes co-operative learning opportunities, that Abdullah and Jacobs (2004) note can lead to increased opportunity for students to produce linguistic output, while eliminating barriers to the sharing of student work and content (Craig, 2008).

So too, working with authentic material and material that students have collated themselves (such as their own images, or produced audio or video) can increase motivation and create an interest in working interactively and collaboratively (Chao & Huang, 2007; Chun & Plass, 2000; Ellison & Wu, 2008; Huh, 2007; H. S. Kim, 2007; Kung & Chuo, 2002). Learner publication of media artifacts also allows students to construct relevant

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connections among varied resources and provides a means to enrich the learning experience through revisiting, reflection, and revision of those artifacts (see Ferdig, 2007). Student production and development of a multimedia project, such as an interactive digital poster using publishing tools like Glogster, can additionally see multimedia content accommodate various learning styles simultaneously (I. O. Kim, 2000). For example: visual, through video and images; auditory, through audio and written words; kinesthetic, through interaction; and extrovert, through projection of creativity. Moreover, completion of such projects comes to develop personal responsibility within students (see Kwon, 2002), with utilization of such activities leading to a sense of empowerment and independence in students while they become more accountable for their own learning.

Once digital posters have been developed with the publishing tool Glogster they can then be embedded into class wikis, or blogs, or shared among classmates added to the system as friends. Particularly since Glogster allows for the organization of media and widgets to form a collage that can be embedded into any web page or viewed stand-alone from the Glogster website (Valenza, 2008). As for language students specifically, Sutcliffe (2008) sees learners using Glogster to create digital posters on topics relating to themselves, celebrities, towns and so on, with the publishing tool providing learners with a means to showcase their writing skills through typing, and speaking skills through mp3 recording.

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Essentially, through one piece of work, students can present both their oral and written skills whilst at the same time showing off their creative talent, particularly if students shoot short video projects to upload along with a transcript. Priester (2008) agrees, and further highlights Glogster applicability in the educational setting. He suggests such uses as: young learners showing and labeling elements of fairytales; older learners being able to practice creativity and persuasive writing skills in advert design; development of biography projects and travel posters, allowing students to post key points with responses and visuals to enhance the content; and, using the publishing tool to create topic-based e-posters as alternatives to creating paper-based brochures or posters in the physical world, especially since glogs can also be printed and are interactive. So too, the easy learning curve of Glogster type applications suites younger learners (1st and 2nd graders) as well as older learners (adults) with minimal English language and low digital literacy skills.

Although digital posters may be initially time-consuming to create in terms of searching for online materials, uploading UGC, and creating links, or running into technical difficulties (H. S. Kim, 2007), paper-based poster projects may prove more time consuming and do not allow students to practice the development of ICT (information communication and technology) skills (H. S. Kim, 2007). Once complete though, digital posters and other web-based authentic materials can assist language educators in circumventing issues

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associated with rapidly outdated material (H. S. Kim, 2007), with content easily refreshed and accessed anywhere anytime by all stakeholders (parents, students, instructors) (Peter, 2005). Further, compared to paper-based projects, material costs can be alleviated by utilizing online digital poster publishing tools.

Additionally, instructors are able to promote digital posters and media artifacts as a means to develop task-based learning that can be aligned to government or curriculum standards (Ba, Martin, & Diaz, 2001) that are constructed from a safe and private platform. Such projects if used early on in the syllabus are useful for gathering diagnostic data and for providing a baseline of student performance, with peer assessment and summary presentations useful to highlight student skills (see Orsmond, Merry, & Callaghan, 2004). Ultimately, the use and application of digital poster publishing tools with EFL students will not only appeal to today's digital learners, but through the integration of such tools in the classroom come to support the development of digital, media, visual, and information literacy skills as students are required to seek out, collate, question and arrange factual data elements and media artifacts in an interactive online environment. This is particularly poignant as visual images are increasingly becoming "the predominant form of communication across a range of learning and teaching resources delivered across a range of media and formats" (Bamford, 2004, p. 2).

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METHODOLOGY

Data Sources

The study was conducted during the second half of the second semester of the 2009 academic year. Data was collected through media artifact analysis of online content, readability analysis of an offline written summary and face-to-face group interviews.

Media artifact analysis was conducted as it can illustrate the quantity, consistency, and uniformity of media application in each and across each project. This can tell us the depth of student reliance on various media elements, the digital literacy levels of students, and the levels of interactivity built into each project. This last point is particularly significant, as interactivity can lead to increased engagement with learning material and develop higher-level cognitive skills (Tang, 2005).

Analysis of the linguistic output from student-produced and -presented written summaries in terms of readability statistics (see Briere, 1978; and, Shokrpour, 2005) along with vocabulary and word usage was then conducted, and acted as a diagnostic tool for students' work (see Orsmond, Merry, & Callaghan, 2004). Then, in order to determine student language production outcomes, off-line written summaries were parsed through

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tools available at the Compleat Lexical Tutor website (Cobb, 2008). This is noteworthy as such analysis can inform us of the literacy level of students as well as their linguistic and communicative ability, and assists in determining likely areas upon which learners can spend more time focusing on target language improvement.

Finally, to briefly explore student perceptions regarding use of the Glogster application in the context of a 'multimedia English' class, short six-question face-to-face standardized open-ended small group interviews were conducted. The focus of the six interview questions revolved around knowledge of Glogster, expectations held of the application, linguistic and collaborative skills development stemming from application use, the difficulties experienced during project development, as well as aspects of project completion time-management. Interviews served as an important means of teasing out student perceptions of the website, and for determining viability of digital poster publishing tool use with students in the EFL classroom. Asking students about the way they interact and engage with multimedia provides insight into the approaches they take to learning with interactive digital content, exposes their existing digital literacy knowledge levels, and bring the ways in which student linguistic and collaborative skills can develop to the forefront. Under the same token, exploring learner perceptions of application use through exploratory interviews can lead to an understanding of student expectations of digital content use in the classroom.

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It can also extend to provide an appreciation of the difficulties they experience when engaged in learning from multimedia contexts. Further rationale for selecting the interview technique is that it can allow researchers to ask set questions of interviewees, and to probe for greater depth of explanation of responses where necessary (Fraenkel & Wallen, 2008). Each of the group interviews were digitally recorded then transcribed, and underwent member validation before coding and analysis. Instructor classroom observations and comments on interview transcripts were also taken into account.

Participants

Participants came from a small sample of convenience ($N= 20$) consisting of Chinese, Korean, and Japanese learners of English at a mid-ranked provincial university in South Korea. This sample of mixed junior/senior Department of English ‘multimedia English’ class students was split into four groups of five students who then worked together over three class periods (nine hours) to complete an online Glogster poster consisting of multimedia artifacts (audio, images, hyperlinks, text, and video). The groups also worked on an associated off-line written topic summary that was to be orally presented. To ensure consistency each group was provided with the same topic based on previously studied content from the class textbook. Students were awarded the liberty of selecting their own group members so that personality clashes could be alleviated, so that they could work with established friends, and so that they could form a group that would presumably work

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together more autonomously, cohesively, collaboratively, and potentially, more effectively. All participants were classed as advanced level language learners by the English Department, and it was these groups who would all participate in the interview. Group 1 consisted of Chinese ($N=2$), Japanese ($N=2$), and Korean learners ($N=1$); Group 2 consisted of Korean learners only ($N=5$); Group 3 was a mix of Chinese ($N=3$) and Koreans ($N=2$); while Group 4 consisted of entirely Korean students ($N=5$).

Procedure

Three class periods were used throughout the course of Glogster poster project development, as any practical result would need to occur in this timeframe during real-world usage, including that of the classroom incorporation of such web-based content alongside the set curriculum of the research context. In the first class participants were introduced to Glogster. This introduction was achieved by providing an extensive tutorial on application use, and by showing several best-practice digital poster projects as examples. Students then had a chance to interact with the Glogster website while they brainstormed ideas and discussed the topic during class. This was then followed up with out-of-class research on the topic for homework. In the second class students worked collaboratively to prepare and finalize the Glogster project. All groups were then given the freedom to develop the poster project in their own way with no restrictions placed on what to pick and choose amongst the elements offered by the Glogster environment. While students worked on their projects, the

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instructor coached each group individually on media presentation, artifact application, as well as verbal and non-verbal communication techniques. Students then presented their projects to each other in a following class session. After the third class session was over, and all submissions and presentations were complete, analysis of each summary along with Glogster poster projects was undertaken. At this stage each of the four groups of students were interviewed individually by a research assistant, with all 20 of the students participating.

FINDINGS AND DISCUSSION

This section presents the results from analysis of summary presentations and poster projects to determine student media artifact use and language production. It also presents student interactions and responses to use of the digital poster publishing tool by summarizing interview findings. A discussion of the data is conducted relating implications of the findings to the conceptual framework behind the study.

Media Artifact Analysis

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Media artifact analysis shows that Group 2 applied the most use of multimedia and built in interactivity with the publishing tool, while Group 4 used the least amount of multimedia across their poster project (refer to Table 1). Group 1 was the only group to neglect interactivity or linking to other sites, other glogs, or their summary. In fact, only Group 2 linked to their summary from within their project. Taking full advantage of developing interactivity, Group 2 was also the only group to relate and link their poster project to other glogs, although Groups 3 and 4 did provide links to other sites. Such diversity in media artifact use can perhaps show a glimpse of the preferred learning style of each group, with Group 2 clearly the most visually oriented. There was also a strong use among all groups of on topic graphics, with minimum reliance on decorative images. While fifty percent of groups applied audio to the main page of the glog, all groups applied relatively the same amount of textual information to their poster. This could be a result of students being used to providing text-oriented output in traditional learning environments. The exception to this was Group 2 who applied significantly more textual information compared to other groups. In this regard, it appears that student groups came to rely on their existing strengths and skills to develop material based on their individual learner characteristics and thereby effectively did take control over their own learning (see, for example, Jones & Liu, 2001). However, to gain consistency across groups regarding multimedia development it appears that more direction and more responsibility would need to be provided to learners. One

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method of achieving this would be to provide guidelines dictating a set minimum of links, artifacts, and so on necessary to complete the project to a specific standard. Such direction could then focus students on the types of desired outcomes that can assist them in making further and more substantial connections to the material they develop and the content they create.

Table 1
Analysis of Multimedia Artifacts Applied in Each Group Project

Media Artifacts	Group 1	Group 2	Group 3	Group 4	Means
Background images	1	10	1	--	3.0
Text boxes with text	4	31	4	3	10.5
Video	--	10	1	1	3.0
Graphics on topic	10	36	7	2	13.5

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Decorative graphics	3	--	5	--	2.0
Audio on main page	--	1	1	--	0.5
Links to other glogs	--	10	--	--	2.5
Links to external sites	--	--	1	2	0.75
Links to summary	--	1	--	--	0.25

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Readability Statistics

As for readability statistics (see Table 2), word counts show student summaries for their off-line class presentations fell short of the directed 300-500 words. Perhaps, a threat of penalty could ensure students meet the word count in future. Nonetheless, only Group 1 met the target count as set by the instructor, while other groups fell short by over half of the length expected and this of course also led to presentations being shorter than expected. Regardless, data shows a low level of spelling and grammar problems for students, with Group 4 having more grammar problems than others. In addition, this indicates that the words the students do know they can usually spell, but, average words per sentence indicate writing problems regarding punctuation as does the number of sentences per paragraph. So too, the number of paragraphs and number of sentences per summary indicates potential problems with the structural layout of written summaries for off-line presentation, as the overall group average represents only two sentences per paragraph. This shows that such students could benefit from working on focusing effort on punctuation, and better proficiency of structuring written work.

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Table 2

Readability Analysis of Group Summaries

Summary Elements		Group	Group	Group	Group	Mean
		1	2	3	4	
Counts	Words	327	139	110	143	288.00
	Paragraphs	19	1	6	5	7.75
	Sentences	28	5	9	15	14.25
	Incorrect spelling	0	2	0	1	0.75
	Misused grammar	5	1	5	7	4.5
Averages	Sentences per paragraph	1.5	5	1.8	3.7	3
	Words per sentence	11.4	27.8	11.7	8.	14.93
Vocab. (BNC 14,000)	K1 (most frequent 1000)	151	67	57	58	83.25
	K2 (1001-2000)	5	7	6	3	5.25
	K3 (2001-3000)	1	1	2	1	1.25
	K4 (3001-4000)	2	1	2	2	1.75
	K5 (4001-5000)	3	1	0	1	1.25
	Off list (not on BNC)	5	4	6	0	3.75
	Words in text (tokens)	327	141	113	110	172.75
Different words (types)	167	81	73	76	80.25	

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To determine use of vocabulary and use of words in terms of frequency, BNC (British National Corpus) data was used. Originally, the 100-million-word British National Corpus was mined for high frequency words (see Leech, Rayson, & Wilson, 2001) which were then grouped into families. In turn, these words were then sorted into thousand-family lists by Nation (2006), and it is the first three of these that currently represents the basic learner lexicon of English. With this in mind, it is clear to see that the majority of student lexical choices stem from the BNC 1,000, with total vocabulary choices ranging through to the BNC 5,000. This shows students have a grasp of knowledge relating to the high frequency 'here and now' and 'lived experience' words. Interestingly too, there are a number of off-list words used among all groups except for Group 4. Off-list words are terms that do not appear as part of the BNC 14,000. The use of such words is not high enough to say these learners possess a much wider vocabulary, but they clearly possess knowledge of a broad range of vocabulary. In terms of unique word use, taking into account words in the text and use of different words, Group 1 uses the least unique items (51% of the summary) followed by Group 2 (57%), then Group 3 (65%) and Group 4 (69%). This shows that even though summary size was small, the range of unique vocabulary present is wide but that almost half of the vocabulary from each summary consistently stems from the first 1,000 most commonly used English words. It was expected that junior and senior (third and fourth year) English Department students would be able to apply a much higher academic standard.

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Potentially, this indicates that these students may need assistance in learning how to incorporate and effectively apply the vocabulary they do know within written and spoken discourse.

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Interview

The initial interview question regarding knowledge of the application (Have you used Glogster before?) found that no student had used or even heard of Glogster previously. Regardless, all students ($N=20$) compared Glogster to other multimedia applications they had previously used (such as CyWorld and QQ) and expected the same functions to be available, rather than viewing the Glogster application as something unique that could provide them with something new and different. As such, pre-existing schema came to heavily influence student expectations of the project and initial application use. Further, it was uncovered that most students ($N=18$) perceived the use of such multimedia-based applications and the internet in class to reduce the stress of learning English, with a good number of students ($N=12$) also mentioning that it was vital to feel the importance of English through any multimedia project. This highlights a keen learning awareness in students in that they want their instructors to strive to put pedagogy first when seeking to incorporate technology or website use into the language learning classroom. This notion is well reflected in the literature with the importance and value of pedagogical practice stressed over the simple application of media use (see, for one example, Burston, 2003).

The second interview question focused on expectations of the application (What expectations did you have of Glogster before and after using it?). Answers illustrated that

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first, and foremost, all students ($N=20$) expected use of the application to be fun, that it would be easy to work with and that they would be able to develop something interesting with it. This aspect ties in to the concept of students viewing computer use for ‘edutainment’: if instructors can realize these expectations in the selection of websites or online tools for in class use then the edutainment value presented by the computer can possess the ability to capture learner involvement and motivate students to become more engaged with the learning tools provided by instructors. Ultimately though, the majority of students ($N=15$) found Glogster a little difficult to work with due to infrastructure constraints (slow internet connection speed from the computer lab, computer crashes, and so on). Due to this, non-saved projects were at times lost, but this was somewhat advantageous as these particular students ($N=5$) then needed to rethink, redesign, and redevelop their work as well as learning the importance of constantly saving digital projects as they were being developed. This outcome emphasizes the importance of incorporating websites and technology into the classroom in a smooth manner. This would mean selecting websites and tools that possess small learning curves, and websites and tools that perform well on the available hardware and technology available to students in the local teaching context. In addition, the concept of contingency plans needs raising here. A backup action plan needs to be created for such classes as students must still be provided with a means to engage with project work in case computers fail, or if internet access goes down entirely. This aside,

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after project completion, all students ($N=20$) felt that using Glogster was exciting as it allowed them to express ideas in different ways, and interesting as they could select various media elements and work interactively with those elements. This shows that students wanted to work using their creative skills, and were eager to engage with a variety of materials to express themselves, which relates back to their initial expectations of the Glogster website offering an exciting outlet for creativity as well as being an application that would be enjoyable to use and one that would assist them in developing practical and linguistic skills.

The third interview question, revolving around linguistic skills development (How were you able to practice English through Glogster development and group work?), found that students ($N=15$) who considered classmates as actively collaborating to complete the project indicated high levels of target language use during project work, and a general interest in the use of multimedia for learning. In turn, this saw students report a positive development of their English skills. This is in contrast to the students ($N=5$) who reported a general disinterest in the use of multimedia for learning. These particular students considered their classmates as inactive and indicated low levels of target language use during project work. Consequently, these students (all from Group 4) came to hold a negative view of the project and perceived no development of their English skills over the project completion period. Of

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particular note, there appeared to be a preference amongst international students to mix their first language with English and Korean during project work. It was found by the instructor that these students actively and effectively utilized resources from their native language, the local language, and the target language during the project completion phase. This outcome comes to support the positive impact of allowing students to use languages other than the target language during classroom project completion (see also Kent, 2004). Aside from recognizing that there is indeed value in students using their native language(s) in the EFL classroom context, rather than outlawing use of the native-tongue, levels of group interaction are important. It is essential that teachers encourage high levels of group participation and active collaboration so that a sense of achievement and target language improvement can be generated amongst learners.

As for collaborative skills development (How were you able to help each other learn new ICT skills during project completion?), the fourth interview question responses came to highlight that almost all students ($N=15$), except those from Group 4 ($N=5$), reported a reliance on individual group members strengths in order to solidify and teach each other the necessary ICT skills as they completed the project. For example, students good at working with graphics took the lead in graphic use and manipulation and instructed other group members in such techniques. This shows emergence of student self-reliance and learner

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autonomy in the project development phase, leading to collaborative learner led group work established from a sense of student fostered community. This outcome shows that it is important for teachers to become aware of the strengths and weaknesses of students under their charge. Instructors can then match students with appropriate peers when establishing group work, and can also promote the strengths of individual students while encouraging such students to embrace their skills and knowledge in a leadership fashion when working collaboratively with peers, and in this manner the development of learner autonomy can be fostered.

Difficulties of application use (what were the main difficulties in using Glogster?) was the focus of the fifth interview question. In this case, all students ($N=20$) viewed the actual task of using Glogster as a challenge, but developing content with the application was not perceived to be a difficult task. Nonetheless international students ($N= 7$) tended to find it difficult to adapt to technology use, and reported heavy reliance upon Korean peers to assist in this aspect of project completion. This is supported by instructor observation and from interview transcripts, and in this regard it is clear that the Korean students in the class generally possessed a higher digital literacy level compared to the international students. On the other hand, from a pedagogical perspective, the biggest difficulty seemed to be student production of English within the project outside of the offline written summary and online

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multimedia content development. Some students ($N=5$) felt that it was difficult to improve English simply by searching for, collating, and engaging with multimedia artifacts. This is particularly true for the members of Group 4 who, it was found, tended to rely solely on native language search engines and websites during the multimedia collection stage as opposed to the international students who the instructor reported used not only their native language but both Korean and target language websites for such purposes. This underscores the need to provide increased direction to students, particularly those who are not used to undertaking projects that require elements of self-directed learning. In this case, use of student-developed content (such as digital stories, and mp3 recordings) over student-collated materials would have proven more beneficial and served to focus students' attention on working with the digital content. This would have promoted higher interest in interactive and collaborative work, which in turn could have led to increased linguistic output while increasing relevant connections among resources.

The final interview question concerned time management (Was the in-class time provided adequate enough to complete the project?). Time management proved to be the most challenging aspect of working with the multimedia environment for students, with all students ($N=20$) feeling they were very busy during class time while working on the project. This means that enough time was provided to see students maintain an interest in project

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completion and to motivate them to complete the project in the required timeframe. However, the more diverse the ethnicity of the group, the longer it took to complete the task. This could relate to the way such groups interacted in project completion compared to the monolingual native language groups, as these groups were found to be learning not only technological skills, but also learning and practicing the local community language along with classroom target language skills simultaneously. As a result, homogenous groups (Group 2 and Group 4) felt that the time provided was adequate, but the more heterogeneous groups (Group 1 and Group 3) felt that more time on task could have been provided. This highlights the importance of instructors striking a balance between providing an adequate amount of time for task completion along with a means for the task to simultaneously provide room to adequately stimulate language practice and development in learners.

CONCLUSION

This study aimed at determining the applicability of using the digital poster publishing tool website Glogster in the university EFL context of South Korea. Results indicate that use and application of digital poster publishing tools with EFL students appeals to today's digital learners. However, to gain consistency in use across groups regarding multimedia

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development, more direction and more responsibility needs to be provided to learners. This could be in the form of guidelines dictating the minimum number of hyperlinks, media artifacts and so on necessary to complete the project to a set standard. As students desire to work collaboratively, this can then secure a more focused project direction early on, and provide increased scaffolding for the social construction of content. Of note here is that the diversity of media artifact use by students in such projects can also provide insight into their preferred learning styles. That is, if they are allowed the freedom to focus on further development and collation of multimedia artifacts beyond a set minima so that characteristic learning strategies and style orientations can emerge.

Further, the research came to highlight the ability to utilize Glogster poster projects as a diagnostic tool, and that determining student performance with the publishing tool can be fruitful. If used in such a manner any resulting outcomes could provide a means of establishing a baseline of student performance. Using Glogster in this manner can also highlight the current skill level of students and areas of much needed target language improvement. For this study, overall readability statistics showed that it is important for participants to develop their vocabulary to a higher academic standard, develop an ability to write more on topic, focus on punctuation and develop a better proficiency of structuring written work. Most importantly, count levels indicate that these learners need to undergo

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further training regarding structuring and laying out work and require help with punctuation, grammar and spelling. On the other hand, counts also show that broad student vocabulary use emphasizes that these learners possess a comprehension of high frequency 'here and now' and 'lived experience' words that serve them well. As such, these learners will need assistance in developing an understanding of how to incorporate such vocabulary effectively into spoken and written contexts, with a focus on academic writing along with aspects of effective structural development, punctuation and grammar required.

It was also established that although pre-existing notions and familiarity with other online multimedia-based software applications colored students attitude and initial expectations of Glogster, they also envisioned the in-class process of multimedia use as being for 'edutainment' (i.e., reducing stress and providing learning). Importantly though, students recognized and held an expectation that any in-class use of computers and multimedia should operate in a pedagogical manner to facilitate educational benefit. As such, these learners view educational technology as a means to provide them with interesting, exciting and entertaining learning opportunities. In addition, students who considered classmates as actively collaborating to complete the project indicated high levels of target language use during project work, and as a result (perceived) positive development of linguistic skills. This was particularly evident in the international versus local student

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case, where groups with higher self-regulated learning ability also appeared to come to obtain a greater sense of empowerment and achievement through project completion. Interestingly too, international student groups preferred to mix the native language(s) with the classroom target language (English) and the local community language (Korean) during project completion. As a consequence they were able to focus on and successfully utilize resources from their native language, local language and the target language, and this shows the positive impact of allowing student use of languages other than the target language during project work undertaken in the classroom. In this regard, learner autonomy and self-reliance emerged seeing collaborative student led group work form out of a sense of student fostered community. This student fostered community also saw each student group come to rely on the strengths and skills of individual group members to develop material based on learner characteristics, with students taking control over their own learning and at times providing peer coaching. This was particularly evident in the case of local Korean students who generally possessed higher digital literacy levels over the international students and who coached these learners on technical issues and aspects of content development. This study also highlights that the participants in fact found it very difficult to produce digital English content outside of the summary and multimedia labels, and that simply searching for digital content and engaging with multimedia artifacts does not lead to extremely high language output production in an end product. Perhaps, during the project completion phase,

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use of student constructed digital media artifacts would prove more beneficial and interesting to learners. Particularly since self-generated material would serve to not only increase linguistic output but also come to refocus student attention on working with project content by promoting relevant connections between learners and multimedia artifact development through UGC.

As with all research, this study has several limitations. In particular, only a small number of subjects acted as participants and this restricts the ability to generalize results. However, this is not unique to this research as a large number of educational studies rely on small samples of convenience. So too, the advantage of confining the sample to one educational department and to a smaller sample size is that it affords greater experimental control (Fraenkel & Wallen, 2008). A further limitation stems from the place of investigation, as the research was conducted at a mid-ranked university. In this case, the students themselves (in terms of low self-efficacy, low self-esteem, and low motivation), along with other learner variables, such as those involving socio-economic background, social capital, or home environment, could have held sway more than what is evidenced by the data. The impact of this is unclear on the present study, and this is an area of investigation that could lead to future research possibilities.

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Despite these limitations, it seems that the Glogster publishing tool could serve as an educational application in multimedia English courses. The website would also prove to be an ideal technology for allowing a synthesis of all class projects in a final portfolio form, thereby extending the tool from single poster project use to an e-portfolio management system. This is an important consideration for such web-based publishing tools and one worthy of future research, particularly since web-based learning is becoming a major trend of teaching and learning models, and is increasingly being incorporated into the classroom and home-based educational activities.

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