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## GLOGGING IN THE ESP CLASSROOM: DEVELOPING TOURISM STUDIES STUDENTS' EFL PERSUASIVE WRITING

### Abstract

Tourism discourse is highly persuasive. To succeed in their future careers, university students majoring in Tourism Studies should therefore be able to write persuasively in English. This study investigated the effect of glogging on developing EFL persuasive writing in such learners. Participants ( $N = 16$ ) were second-year students in the Tourism Studies Department, Faculty of Tourism and Hotels, University of Sadat City, during the second semester of the 2018-2019 academic year. An EFL persuasive writing test was developed and administered before and after experimentation, which lasted for 9 weeks. During this time, students used glogging collaboratively to create online interactive posters via the web-based tool Glogster EDU. They wrote tourist advertisements and persuasive essays. The results revealed that the study group achieved significant improvement in EFL persuasive writing. Using Glogster EDU was fundamental in helping students to organize, synthesize, revise, edit, and enrich their work with appropriate visuals, persuasive vocabulary, and grammatically correct and appealing phrases or sentences until they published their final drafts. Thus, glogging had a positive effect on developing Tourism Studies students' EFL persuasive writing.

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### Key words

glogging, ESP classroom, Tourism Studies students, EFL persuasive writing.

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## 1. INTRODUCTION

With the constantly increasing number of tourists worldwide and the forces of globalization, tourism is one of the fastest growing economic industries in the world. Consequently, tourism marketers and advertisers are experiencing new challenges, mostly because of the increased interactions due to the recent advances in communication technologies (Sulaiman & Wilson, 2019). Hence, tourism, which has been an obvious research area for economists, sociologists, and anthropologists for decades, has now become an important field for the study of intercultural communication and language (Nigro, 2006; Sulaiman & Wilson, 2019). Since English features widely in the linguistic landscapes of most major tourist destinations, the English of tourism constitutes a specialized language with a specialized discourse (Dann, 1996; Gotti, 2006) “characterized by unique linguistic features including lexical, morpho-syntactical, semantic, textual, and pragmatic aspects” (Ennis & Petrie, 2020: 2). These features have strong associations with the various services of the tourism industry (accommodation, food and beverages, and transportation) and the numerous interactions happening between tourists and the professionals managing and performing such services (Ruiz-Garrido & Saorín-Iborra, 2013). This indicates that the teaching and learning of English for tourism to current and/or prospective professionals in this field constitutes a form of English for specific purposes (ESP) (Ennis & Petrie, 2020).

It is widely believed that speaking is far more important and necessary than writing for students studying tourism (El-Garawany, 2015, 2017; Jamil, 2014; Masoumpanah & Tahririan, 2013; Sanguangarm, 2011). However, writing should not be underrated, since written information is often the initial source of information for tourists, and it creates the first impression of the destinations visited and the services provided (Vaezi & Tabrizi, 2016; Wildes & Nyheim, 2009; Yang, 2012). Students may need to produce a variety of written texts, not only personal statements with letters of application, reports, and e-mails, but also tourism promotional materials (TPMs) such as advertisements, brochures, leaflets, and magazine articles to support the sale of tourism products (Cappelli, 2006; Middleton, Fyall, & Morgan, 2009). The tourist advertisement is a major way of communicating a simple message quickly. Thus, it must be striking and use emotive words, short catchphrases, informal expressions, and impressive visuals (Bennett & Strydom, 2001; Labrador et al., 2014). Equally important is the travel brochure, which may contain detailed written information or notable pictures with limited verbal information, as in pictorial brochures (Middleton et al., 2009). Travel magazine articles often provide important and diverse sources of information about familiar and exotic tourist attractions and services to make them appealing (Mahajan, 2019). Hence, TPMs act as persuasive texts and present persuasion through word and image (that is, through multimodal discourse). Their main function is to induce certain behavioral responses by convincing, attracting attention, and arousing interest. They urge readers to take certain actions such as

purchasing a holiday or traveling to a tourist destination (Moldovan & Moldovan, 2015; Sanning, 2010; Snell-Hornby, 1999; Valdeón, 2009).

Due to their multimodal nature, posters can be used to teach persuasive writing, since they “convey meaning through a combination of written language, still images, and spatial design. Each mode has its own specific task and function” in the meaning-making process (Kress, 2010: 28). However, traditional paper-based posters have various drawbacks. For example, the poster creation process produces a static artefact that contains fixed information, offering little space for text and images. Its publication is often short-lived and reaches a limited audience (Cabrejas Peñuelas, 2013; Hodgson, 2010). With the recent digitization of information, classroom activities have become multimodal and involve different kinds of media (Devi, 2019). Glogster EDU is a Web 2.0 technology that enables students to collaboratively create digital interactive posters (glogs) (Crane, 2012; Ng, 2015) using text, images, videos, and hyperlinks. “The multimedia and interactivity of an online poster makes it more motivating for students to create and for other students to view and learn from” (Ng, 2015: 108). Thus, glogging could prove highly useful to enhance the persuasive writing of EFL university students majoring in Tourism Studies.

Owing to contemporary far-reaching educational reforms, many Egyptian universities have begun refurbishing their ESP courses to match the needs of the workplace. Thus, the content of the current ESP courses offered at the Faculty of Tourism and Hotels, University of Sadat City, was analyzed to evaluate their suitability for teaching the language skills necessary for tourism students. The results revealed a mismatch between the content of the ESP courses and the actual workplace language demands as the courses rarely focused on writing, placing much more emphasis on reading, listening and speaking. In addition, many topics were irrelevant to the tourism work environment. Semi-structured interviews were conducted with second-year Tourism Studies students ( $n = 16$ ), English language instructors ( $n = 5$ ), and specialized staff members ( $n = 16$ ) during the first semester of the 2018-2019 academic year to explore students’ needs relating to writing, which has been greatly neglected. The results revealed that the ability to write persuasive texts – which most respondents rated as either poor or very poor – is an important and urgent need for such students.

Thus, the present study was designed to help students to improve their persuasive writing skills through using glogging in their ESP courses. It addressed the following question: What is the effect of glogging on developing second-year Tourism Studies students’ EFL persuasive writing? The main hypothesis was formulated as follows: There should be a statistically significant difference between the study group’s mean ranks on the pre- and post-administrations of the EFL persuasive writing test in favor of the post-administration.

## 2. PERSUASIVE WRITING IN TOURISM DISCOURSE

According to Sulaiman and Wilson (2019: 19-20), persuasive writing is “about getting across the perfect message with perfect words: that is, words that change the way people think, feel and act.” In tourism discourse, it is about getting the reader to buy a holiday, visit a tourist attraction or stay at a particular hotel. To this end, tourism professionals generate a favorable image in the customer’s mind using the language of tourism promotion. Given the fact that efficient tourism promotion entails effective linguistic skills, some studies have emerged recently focusing on the linguistic features of TPMs (Bielenia-Grajewska & Cortes de los Ríos, 2018; Cappelli, 2006; Dann, 1996; Francesconi, 2014; Maci, 2013; Manca, 2016). As Dann (1996) states, three sociological perspectives impact the language of tourism promotion: strangerhood, authenticity, and play. Concerning strangerhood, TPMs use a “language of differentiation” (Dann, 1996: 15) to balance out strangeness and familiarity to attract visitors (Rokowski, 2006). The degree of strangeness and familiarity embedded in these texts will influence the target audience and its tolerance towards strangeness and novelty which are framed linguistically under several themes such as discovery and adventure through using specific lexical items such as *primitive, traditional, real, different, exotic, and unique*. Moreover, tourism employs a “language of authentication” to make tourists feel that they are part of an authentic experience by using images and words such as *typical* and *original* (Dann, 1996: 10). Tourism also uses the “language of recreation” (Dann, 1996: 21) to sell the notion of play regardless of the actual location of an attraction (Rokowski, 2006).

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Therefore, the language of tourism promotion employs various persuasive techniques to compose effective TPMs. Among them are verbal techniques such as ego-targeting, keying, exoticizing, comparing, contrasting, hyperbolic elements, poetic devices, and testimony. Ego-targeting addresses tourists directly (Dann, 1996) to make them feel unique or at least privileged (Cappelli, 2006) by utilizing direct forms of address (e.g. first-person and second-person pronouns such as *you* and *we*), informal tone such as colloquial expressions and contractions (e.g. *we’ll save you a seat*), imperative mood (e.g. *come, visit*), rhetorical questions (e.g. *Are you looking for budget accommodation?*) and negative interrogatives (e.g. *Why don’t you explore the surrounding countryside?*) (Dann, 1996). Keying requires choosing appropriate lexical terms to draw the customer’s attention, reflect the sparkling euphoric qualities of the destination, and increase the visibility of TPMs, especially on tourism websites. For example, the idea of escape from the present is conveyed through using keywords such as *escape, freedom, and redemption*. Different destination properties are also introduced by keywords. For instance, using words such as *uninterrupted, historical, and timeless* indicate preservation and continuity, demonstrating the authenticity perspective; *unique, exotic, and adventurous* indicate novelty, reflecting the strangerhood perspective; *amusing*

and *thrilling* indicate pleasure, signifying the play perspective (Cappelli, 2006; Dann, 1996; Sulaiman & Wilson, 2019).

Exoticizing refers to using invented and foreign words of which customers have limited knowledge, thus inducing feelings of inferiority in them and turning the writer into a trustful authority (Dann, 1996), reflecting the strangerhood and authenticity dimensions of the destination (Sulaiman & Wilson, 2019). Borrowing foreign words usually pertains to closely related fields such as gastronomy (e.g. *Spaghetti Bolognese, Shawarma*), geography (e.g. *gorge, border*), and transportation (e.g. *open-jaw ticket, ground staff*) (Ruiz-Garrido & Saorín-Iborra, 2013). While exoticizing targets strangeness and novelty, comparing aims at reducing them and increasing familiarity (Dann, 1996). This technique is employed to “strike a balance between offering novelty to tourists and protecting them from the threats posed by strangeness” (Sulaiman & Wilson, 2019: 28) by helping them visualize the attractiveness of a destination through using figurative language such as similes (e.g. *as beautiful as Green Canyon*) and metaphors (e.g. *package holidays, golden sands*) (Dann, 1996; Jaworska, 2017; Sulaiman & Wilson, 2019). Regarding contrasting, TPMs are often designed according to a twofold opposition (Cappelli, 2006; Dann, 1996) “whether explicitly through the use of lexical opposition or implicitly through ideational meaning, to highlight the gap between people’s ordinary lives and that of the promoted destination” (Sulaiman & Wilson, 2019: 27). Thus, *ancient* is contrasted with *modern*, *artificial* with *authentic*, and *stress* with *relaxation* (e.g. *Escape the stress of your routine daily life with a relaxing holiday*).

Hyperbole employs empathic and evaluative words, involving exaggerations through using glowing adjectives (e.g. *exquisite service, breathtaking scenery*), superlative forms (e.g. *the most peaceful countryside*) and intensifier adverbs (e.g. *extremely attractive*) (Cappelli, 2006; Gotti, 2006; Ruiz-Garrido & Saorín-Iborra, 2013). Concerning poetic devices, alliteration (e.g. *famous for fun*) and assonance (e.g. *wilderness and wildlife*) (Sulaiman & Wilson, 2019) are used to support information recall (George, 2010). Testimony refers to personal perceptions of satisfied tourists (Cappelli, 2006) and endorsements by famous people (Dann, 1996) are used to “avoid impersonality and the monological features of promotional language” (Ruiz-Garrido & Saorín-Iborra, 2013: 4).

Beside verbal techniques, TPMs also include visual ones. Both aspects are subtly combined to reinforce the created tourism image (Ruiz-Garrido & Saorín-Iborra, 2013; Sulaiman & Wilson, 2019) and to “offer a multisensorial experience and shape an illusion of reality and reality fruition” (Held, 2004 as cited in Francesconi, 2014: 6). Thus, multimodality fulfils a range of “semiotic, cognitive and emotional functions: it captures the reader’s attention and engenders a positive mood and a pleasant psychological attitude; it assists concentration, performs emphasis and thus leaves a lasting mnemonic trace” (Francesconi, 2014: 6). Accordingly, visuals in TPMs represent “pull factors or destination attributes which might be difficult to express in words” (Horenberg, 2015: 11-12), as they are

highly effective in portraying the tangible elements of a destination. Conversely, intangible push factors are more difficult to explain through images. For instance, terms like *escape*, *exploration*, and *prestige* are better illustrated using verbal items. Thus, TPMs will always contain elements of both pull and push factors to some extent.

Such persuasive devices used in written tourism discourse should therefore be presented and taught to tourism students in their ESP courses to achieve the desired academic and professional success (Cappelli, 2006). To the researcher's knowledge, there is a paucity of empirical studies devoted to teaching persuasive writing in EFL settings in general (Abdel-Halim, 2016; Beyreli & Konuk, 2018; Gardner, 2015; Meghyasi & Hashamdar, 2015) and in ESP contexts in particular (Vaezi & Tabrizi, 2016). Concept mapping was effective in developing students' EFL persuasive writing in the studies of Gardner (2015) and Meghyasi and Hashamdar (2015). Abdel-Halim (2016) reported the positive impacts of two thinking modes (collaborative usage of the six thinking hats and the individual usage of the divergent thinking strategies) on persuasive writing. Beyreli and Konuk (2018) used a process-based writing model to improve students' persuasive text creation and text analysis skills. Regarding writing for tourism purposes, Vaezi and Tabrizi (2016) explored the effect of a genre-based approach using travel brochures to enhance students' ability to use allowable move structures and texturing criteria in writing compositions about tourist attractions.

### 3. GLOGGING

Glogs emerged in 2007 with the release of Glogster, the leading online platform of unlimited creative expression, which grew in popularity in 2009 with the launch of Glogster EDU (<http://edu.glogster.com>) to serve the educational environment. Glogs – an abbreviation for graphics blogs – are digital collages or interactive multimedia images that look like posters but allow readers to interact with the content (Devi, 2019; Kilpatrick et al., 2014; Whittingham et al., 2013). Glogs are created by glog authors or gloggers, while the act itself is referred to as graphical blogging or glogging. Thus, glogging is a form of blogging for which the medium is graphics (Hodgson, 2010; Noel, 2012).

A reasonable way to think about glogging and its uses in the EFL classroom is to trace its theoretical foundations. Constructivism suggests that knowledge is not simply transmitted from the teacher to his/her students, but actively constructed in the mind of the learner. Students have prior knowledge from their past experiences and construct new knowledge from their own experiences of doing something new (Rob & Rob, 2018). Thus, constructivism applies to glogging since “the student needs to search for information about the topic and reflect on them in order to actively construct his/her own representations of understanding that draw on his/her pre-existing knowledge” (Ng, 2015: 93). Moreover, social

constructivism applies when students socially interact with others and externalize the knowledge they obtain through discussions. Social interactions also offer a scaffold to learning since students construct knowledge through exchanging information. Glogster EDU contains social networking features with which students can share their glogs and comment on them (Kent, 2009).

Constructivism also asserts that students learn best when they are engaged in constructing personally meaningful artefacts (Rob & Rob, 2018). Based on that principle, Papert (1980) proposed his educational philosophy of constructionism, which emphasizes that not only does the construction process make learning truly meaningful, but also the creation process and the end product must be goal-oriented, connected to real-life problems, and shared with others to get the full benefit of learning. It also stresses the importance of collaboration, tools, media, and context in setting up the learning environment (Rob & Rob, 2018). Thus, constructionism is applicable to glogging since students are collaboratively constructing a tangible artefact (a glog) that others can see and on which they can provide feedback (Cabrejas Peñuelas, 2013; D'Angelo, 2016; Ng, 2015). During the creation process, students work together in a team to create the product and are in constant dialogue with each other "to decide on the content of the topic, and to help each other understand concepts related to it" (Ng, 2015: 93). Thus, Glogster EDU acts as a collaborative writing/authoring tool (Crane, 2012; Ng, 2015) since collaborative writing "involves making joint decisions about the written product and requires active thought, input, and writing from each team member" (Hewett, Robidoux, & Remley, 2010: 7).

Furthermore, principles drawn from other theories such as connectivism, situated learning, and multimodality are also applicable to glogging. Connectivism can be applied if the team members "extend their social interaction to other nodes", for example a blog or another social network. Learning is situated (i.e. embedded in authentic contexts) because the glogging activity relates to real-life situations and content-based topics, making it highly beneficial to ESP students (Ng, 2015: 93). Multimodality theory emphasizes the interrelations among representation, meaning making, and communication as distinct but interconnected processes (Kress, 2010). It is concerned with "the use of several semiotic modes in the design of a semiotic product (a glog) together with the particular way in which these modes are combined" (Kress & van Leeuwen, 2001: 20). Such modes constitute different resources, such as written texts, images, and sounds to make and represent meaning. Since "multimodality is an important source of expression and semiosis in tourism discourse" (Francesconi, 2014: 6) (the focus of the present study), digital tools of a multimodal nature (e.g. Glogster EDU) are recommended for writing authentic tourism texts.

To the researcher's knowledge, a limited number of studies have investigated the instructional effects of glogging. Some of these studies targeted intercultural communication (Awada, Diab, & Faour, 2018) and reading comprehension (Ahmed, 2019; Awada & Faour, 2018). Other studies examined the effect of glogging on

writing in general (Dzekoe, 2017; Faradiba & Satriyani, 2016) but none have tackled it on persuasive writing in particular. Faradiba and Satriyani (2016) described the process that 24 first-year high-school students went through using Glogster EDU in writing slam poetry collaboratively. The results of the interviews and open-ended questionnaires revealed some initially encountered challenges relating to technical issues and some potentials relating to students' improved EFL writing skills. Dzekoe (2017) explored how 22 EFL university students used computer-based multimodal composing activities to promote self-revision and language acquisition using academic writing. Dzekoe used three tools: Google Docs, Glogster, and NaturalReader. The results showed that such activities helped students to identify specific linguistic and rhetorical elements, which they used to edit their drafts. Students also reported that these activities helped them to revise content and organization and to develop language to express ideas that were difficult to convey using only the written mode.

## **4. METHODS AND PROCEDURES**

### **4.1. Design and participants**

The present study was a one-group pre-test-post-test quasi-experimental study. The participants comprised 16 second-year students in the Tourism Studies Department, Faculty of Tourism and Hotels, University of Sadat City, during the second semester of the 2018-2019 academic year. Their ages ranged from 19 to 20 years old. All students were computer literate and had studied EFL for approximately ten years before entering the tertiary level.

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### **4.2. The EFL Persuasive Writing Test (PWT)**

The EFL Persuasive Writing Test (PWT) was used as a pre-/post-test. Since the study targeted two persuasive writing genres (tourist advertisements and travel essays/articles) appropriate to the students' academic level, the PWT consisted of two questions. In the first one, students were asked to write an advertisement (of at least 80 words) marketing a holiday destination, providing suitable activities, the facilities and services offered, and the price, length, and period of the holiday. In the second question, students were required to write a short essay (of at least 250 words) promoting an Egyptian tourist destination for a travel magazine including information about location and geographic features, climate, transportation, and tourist attractions (see Appendix A). Each student was given handouts containing various pictures of different Egyptian destinations (i.e. the major tourist attractions of Alexandria, Luxor, Aswan, Sharm El-Sheikh, and Siwa



Oasis) to use where appropriate. Materials for constructing the PWT were taken from Walker and Harding's *Oxford English for Careers: Tourism 1* (2006), Morris's *Flash on English for Tourism* (2012), and Thompson and Folkard's *Eyewitness Travel: Egypt* (2015).

To establish its content validity, the PWT – with its scoring rubric – was submitted to a panel of jurors comprising seven Egyptian university professors of applied linguistics/TEFL and ESP. They were requested to evaluate the test in terms of clarity of its questions, suitability to the students' academic level and consistency with the objective it aimed to measure. They indicated that the test could be considered a valid measure of EFL persuasive writing. Its reliability was computed by using the test-retest method over a 2-week interval on a group of 18 second-year Tourism Studies students – out of the study sample – at the end of the first semester of the 2018-2019 academic year. The two sets of results were correlated using Pearson's correlation coefficient, which was 0.834, thereby reflecting the test reliability. The PWT was piloted to identify clarity, readability, and test time. The estimated time required for answering the test questions was 60 minutes. This time was assigned by calculating the means of the times spent by the participants in the pilot study.

To ensure the objectivity of scoring, two raters (the researcher and another EFL instructor) evaluated the students' EFL persuasive writing in the pre- and post-tests and calculated the mean. The two raters had the same experience and qualifications. They used the EFL persuasive writing scoring rubric prepared by the researcher to measure students' EFL persuasive writing (see Appendix B). This rubric included eight persuasive writing skills: organization, purpose/thesis statement, reasons and support, attention to audience, vocabulary, grammar, mechanics, and visuals. Each of these skills was measured on a 5-point rating scale (1 = very poor, 2 = poor, 3 = average, 4 = good, and 5 = very good). The scores for each question ranged from 8 to 40. Thus, the score range for the combined test was from 16 to 80.

### 4.3. Experimental procedures

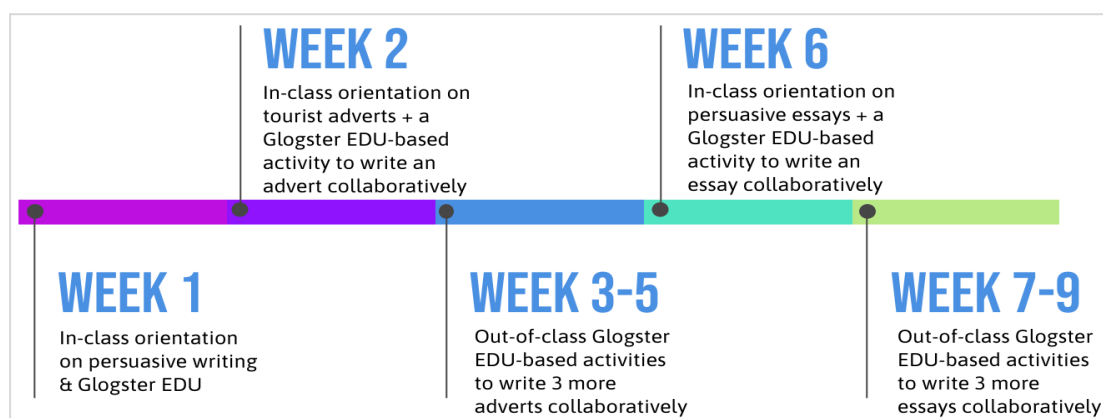
The experiment of the present study was carried out as part of the ESP and Terminology course offered to second-year Tourism Studies students. Before experimentation, the researcher pre-tested the participants using the PWT to measure their entry level in EFL persuasive writing. Pre-testing took place on 12th February 2019. The first week (a 3-hour in-class orientation session) aimed at introducing persuasive writing, its importance, and techniques in tourism discourse. It was also for training students on using Glogster EDU at the Computer and Language Laboratory. To facilitate training, video tutorials were used and made available for review purposes. Students were trained on how to (a) create a free account and password, (b) log-in and create a glog, (c) use the toolbar to

choose a background and insert text boxes (titles, paragraphs, and speech bubbles), graphics, images, audio files, videos, and hyperlinks, (d) edit, preview, save, and publish/print a glog, (e) share, rate, and comment on a glog, and (f) access glog samples to see what they needed to include. Then, they engaged in a Glogster EDU-based activity to practice persuasive writing. They were also trained on how to use the developed glog rubric which outlined the required components of their glogs: title and subtitles, information/text, graphics, and media elements (see Appendix C), and the persuasive writing scoring rubric to evaluate their created glogs and persuasive writing skills (see Appendix B). They were also provided with the prepared advertisement outline (containing the elements such as the purpose of the advertisement, the audience it addresses, questions the advertisement will answer, persuasive and attention-getting words and phrases), and the persuasive essay graphic organizer to help them to both plan their advertisement and organize their ideas. Moreover, a WhatsApp group, containing the participants and the researcher, was created to share materials and students' glogs and to provide constructive feedback.

The second week dealt with tourist advertisements in a 3-hour in-class session, discussing with students the basic elements of effective advertisements, showing them some model examples. The materials came from various newspapers and magazines as well as Goodridge's *Brilliant Activities for Persuasive Writing* (2004), Minden and Roth's *How to Write an Ad* (2012), and Guillain's *What is Persuasive Writing?* (2016). Students were asked to write an advertisement (of at least 80 words) for an adventure holiday. They were divided into groups of four. They began by generating ideas using the advertisement outline. Next, they logged in to Glogster EDU to create their first drafts using its multimodal features and employing various persuasive devices such as direct forms of address, imperative mood, keywords, glowing adjectives, and superlative forms. The researcher circulated, offering help and feedback when needed. Then, students continued working collaboratively to revise and edit their glogs before saving and publishing the final drafts. Some students from each group presented their final version to the whole class, where they received constructive feedback from the researcher and other groups. For Weeks 3-5, students were required to continue working collaboratively outside the classroom to write three more advertisements for three different types of holidays, one each week.

Likewise, the sixth week tackled persuasive essays in a 3-hour in-class session, discussing with students the structural components of successful promotional articles, exposing them to different model texts. The materials came from magazine articles, Quinley's *Persuasive Writing* (2005), Connelly's *The Sundance Writer* (2013), and Guillain's *What is Persuasive Writing?* (2016). Students were asked to write an essay (of at least 250 words) on "Promoting Giza Necropolis as a Tourist Destination". Students in groups started by brainstorming and gathering ideas from books, newspapers, and the Internet, then pooled their thesis statement in the introduction, and jotted down notes containing examples to

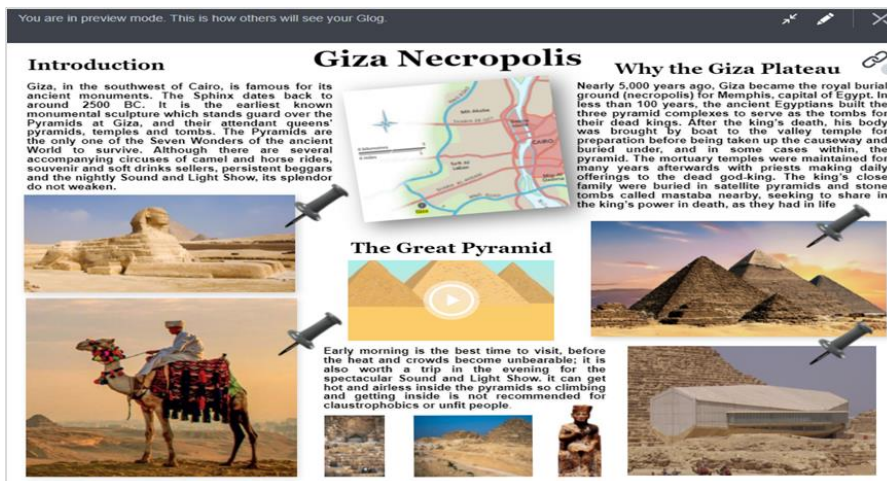
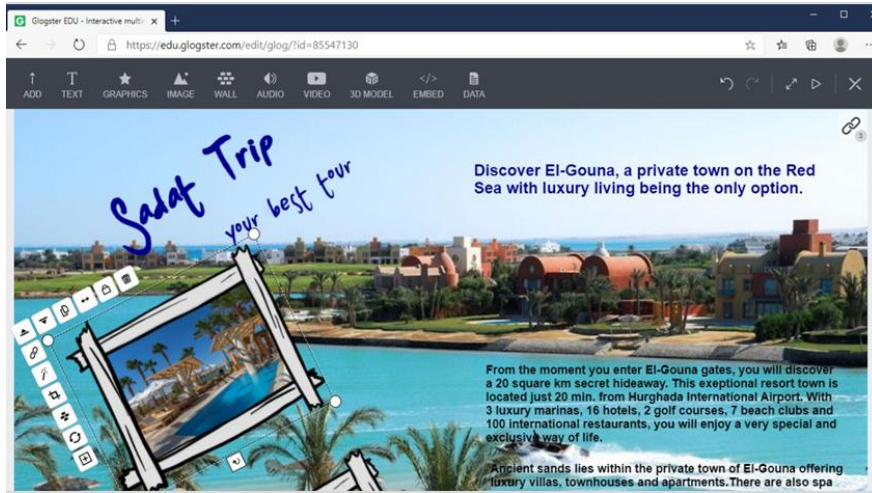
support their opinion for the body paragraphs and the concluding statement using the graphic organizer. Then, they used Glogster EDU collaboratively to create their first drafts, revise them, and edit them before issuing the final ones that were presented to the whole class to receive feedback. For Weeks 7-9, they were collaboratively engaged in out-of-class Glogster EDU-based activities to write three more essays on “Trends in New Tourism in Egypt”, “Top Tourist Accommodation in Egypt”, and “Benefits of International Travel”. The procedures of the experiment are summarized in Figure 1.



**Figure 1.** The experimental procedures of the glogging intervention

Besides commenting on Glogster EDU, at the end of each week students were required to post their glogs and provide more feedback on the WhatsApp group about merits, weaknesses, and areas for future improvement. The researcher also participated in giving feedback and commenting on the posts. Accordingly, students collaboratively edited their glogs and posted the enhanced ones again. During experimentation, some students were initially frustrated with technological problems when logging in and designing their glogs. By the end of the experiment, they became more familiar with the features of Glogster EDU and created their glogs with relative ease. Figure 2 provides some examples of students' work on Glogster EDU.

Finally, and after a 9-week experiment, the researcher post-tested the study group using the same instrument on 23rd April 2019. Owing to the small number of participants, their scores on the pre- and post-administrations were analyzed using the non-parametric Wilcoxon Signed-Ranks Test to compare the differences between the study group's mean ranks on the pre- and post-administrations of the PWT to examine the effect of glogging.



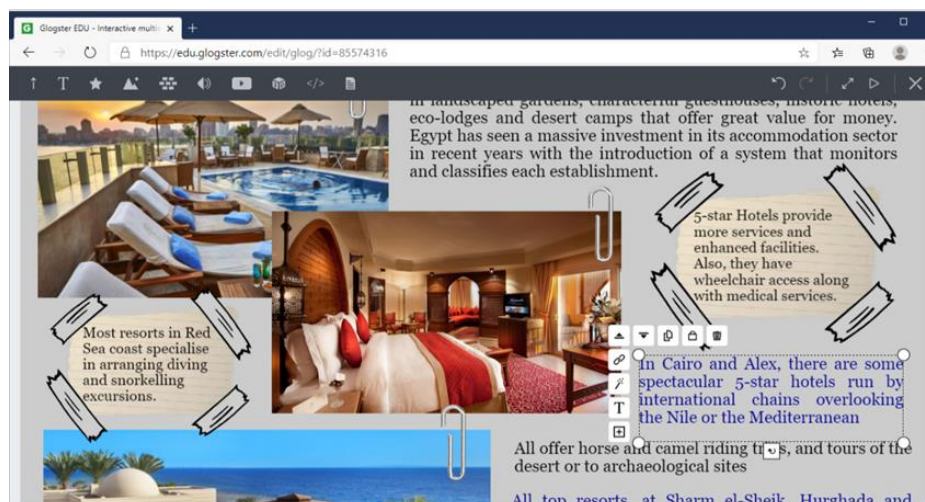


Figure 2. Examples of students’ work on Glogster EDU

## 5. RESULTS AND DISCUSSION

Table 1 provides the mean scores and the z-values for the differences between the study group’s mean ranks of the EFL persuasive writing pre- and post-administrations. The mean scores on the post-assessment were higher than those on the pre-assessment, thereby indicating the positive effect of glogging. Table 1 also shows that there were statistically significant differences at the 0.01 level between the study group’s mean ranks on the EFL persuasive writing pre- and post-administrations in each skill and in overall EFL persuasive writing skills in favor of the post-administration ( $z = -3.5162, p < 0.01$ ). Thus, the hypothesis of the study was verified, showing that the study group achieved significant improvement in EFL persuasive writing on the post-administration. This improvement could be related to the use of glogging.

Moreover, the effect size was calculated using Cohen’s *d* to measure the magnitude of the mean differences between the pre- and post-administrations. Table 1 shows that the mean scores of both administrations in each skill were very different, as indicated by the very large effect sizes. Likewise, the mean scores of both administrations in overall EFL persuasive writing skills were also very different ( $d = 3.7414$ ). Glogging might have contributed to such a positive effect.

DIMENSION	GROUP	N	M	SD	MEAN RANK	SUM OF RANKS	Z	SIG.	EFFECT SIZE
1. Organization	Pre.	16	4.22	0.875	-2.78	136	-3.5162	0.01	3.1669 Large
	Post.	16	7.25	1.033					
2. Purpose/Thesis Statement	Pre.	16	4.75	0.632	-3.25	136	-3.5162	0.01	3.1032 Large
	Post.	16	7.63	1.147					
3. Reasons and Support	Pre.	16	4.63	0.866	-3.38	136	-3.5162	0.01	3.2186 Large
	Post.	16	7.66	1.012					

4. Attention to Audience	Pre.	16	4.75	0.837	-2.75	136	-3.5162	0.01	3.2315 Large
	Post.	16	7.47	0.846					
5. Vocabulary	Pre.	16	4.78	0.816	-3.22	136	-3.5162	0.01	4.1418 Large
	Post.	16	7.94	0.704					
6. Grammar	Pre.	16	4.66	0.908	-2.84	136	-3.5162	0.01	3.3702 Large
	Post.	16	7.50	0.775					
7. Mechanics	Pre.	16	5.53	1.072	-2.47	136	-3.5162	0.01	3.0296 Large
	Post.	16	8.28	0.706					
8. Visuals	Pre.	16	5.50	0.856	-2.50	136	-3.5162	0.01	3.5813 Large
	Post.	16	8.56	0.854					
EFL Persuasive Writing Skills (total)	<b>Pre.</b>	<b>16</b>	<b>38.81</b>	<b>5.980</b>	<b>-</b>	<b>136</b>	<b>-3.5162</b>	<b>0.01</b>	3.7414 Large
	<b>Post.</b>	<b>16</b>	<b>62.28</b>	<b>6.552</b>	<b>23.19</b>				

**Table 1.** The z-values for the differences between the study group's mean ranks of the EFL persuasive writing pre- and post-administrations

This significant improvement in students' persuasive writing might be attributable to the different procedures of the glogging intervention. Students might have benefited from being exposed to model persuasive texts in the orientation sessions and performing the required in-class and out-of-class Glogster EDU-based activities. Using Glogster EDU was fundamental in helping students to organize, synthesize, revise, edit, and enrich their work until they published their final drafts, which demonstrated their constructed knowledge and skills. Students were able to produce attractive and well-structured persuasive texts. Their writings were enhanced by inserting carefully selected and properly presented visuals such as images, graphics, and videos, reflecting their creative thinking and understanding of the topics being explored in different media. The layout gridlines of Glogster EDU provided them with visible guidance to maintain the alignment and size of objects and to follow the organization rules for writing advertisements and essays. This enabled their audience to read and navigate the texts easily.

Furthermore, glogging enabled students to practice collaborative writing in various stages. First, with the help of the graphic organizers, they practiced collaborative idea generation, where they brainstormed ideas and decided on (a) one purpose or thesis statement that clearly stated their opinion and identified the topic, and (b) suitable persuasive devices, reasons, examples, and visuals to support this opinion or topic. Next, they engaged in collaborative drafting on Glogster EDU, where they organized and typed their first drafts. Then, they worked together on revising and editing them, reorganizing and improving content and language. They attempted to use more appropriate and persuasive vocabulary as well as grammatically correct and appealing phrases or sentences. Students also corrected mechanics mistakes and used accurate spelling and punctuation. They benefited from the grammar and spelling checker when writing in the text boxes.

Additionally, students conducted peer reviewing before publishing their final drafts. They rated their progress and the performance of other groups using the rubrics and comment features on Glogster EDU and WhatsApp. Such peer

reflection enabled them to identify the strengths, weaknesses, and areas of improvement of their peers' glogs, which in turn increased their motivation to improve them. Constructive teacher feedback and comments might have promoted their persuasive writing as well. This result agrees with the findings of studies by Faradiba and Satriyani (2016) and Dzekoe (2017), who concluded that using glogging supports students' EFL writing skills and provides an effective medium for developing them with the help of its multimodal elements.

## 6. CONCLUSION

Based on the results, glogging enhanced the study group's EFL persuasive writing. During the implementation, some students expressed concerns about technical problems and frustration when using Glogster EDU, which is largely consistent with Faradiba and Satriyani's (2016) findings. Despite such challenges, by the end of the experiment, students had become more familiar with the landscape of Glogster EDU and gained various benefits from using it, reflected in their persuasive writing performance. Therefore, collaborative writing activities using Glogster EDU are recommended for teaching persuasive writing to university students majoring in Tourism Studies.

Still, the present study was delimited in some ways. The most obvious one was employing the one-group pre-test-post-test design. Therefore, the researcher concedes that the results might have been influenced by not using a control group, which could have provided a reference for comparison. That was due to the small number of students enrolled in the Tourism Studies Department. Consequently, the present study may be a starting point for further research that would include a control group. Other suggestions include replicating the present study with different participants majoring in other fields that require persuasive writing and investigating the effect of glogging on critical reading and specialized vocabulary acquisition and retention.

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## Appendix A

### Answer the following Questions:

1. Look at the following picture of a luxury beach holiday destination. You are one of the marketing team for a big travel company. Choose your target customer and **write an advertisement marketing the holiday to them** (of at least 80 words). In your advertisement, include details of:

- Suitable activities for customers to do.
- Facilities and services you offer.
- The price (with offers/discounts).
- The length and period of the holiday.

2. Write a short essay about an Egyptian tourist destination (of at least 250 words) for a travel magazine. You can choose from the following: Alexandria, Luxor, Aswan, Sharm El-Sheik, and Siwa Oasis. Use pictures and visuals where possible from the handouts provided. In your essay include information about: location and geographic features, climate, transport, tourist attractions.



### **Appendix B**

**The scoring rubric for the EFL Persuasive Writing Test**

Skill \ Level	1 Very poor	2 Poor	3 Average	4 Good	5 Very good
<b>1. Organization</b>  <b>The Advertisement</b> Using the inverted-6 design appropriately: putting the most important information at the top left, then placing other elements starting clockwise.	Lacks the structure of an acceptable advert.	Many structural weaknesses. Student uses inappropriate beginning and ending of information.	Evidence of a standard advert structure. Student can begin an Advert properly but have some difficulty in keeping it up.	The advert is clearly structured. Student can place information properly with minor mistakes.	The advert is well-structured. The most important information is moving from the top left of the advert to the bottom right, then back up to the left-hand side of it creating an inverted-6 design.
<b>The Essay</b> Using the three-part structure appropriately: a beginning, body and a conclusion with effective transitional elements.	Lacks the structure of an acceptable essay. Inability to write an introduction, body or a conclusion.	Many structural weaknesses. The introduction does not clearly state the main goal/thesis. Marked difficulty in developing the body paragraphs.	The introduction includes the main goal/thesis. Most information is presented in a logical order (some use of transitional elements). A conclusion is included, but it does not clearly state a personal opinion.	The introduction includes the goal/thesis and provides an overview of the issue. Information is presented in a logical order (consistent use of transitional elements) but does not always maintain the interest of the audience. A conclusion states a personal opinion.	The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order (effective use of transitional elements) and maintains the interest of the audience. The conclusion strongly states a personal opinion.

<b>2. Purpose/ Thesis Statement</b>	The personal opinion is not easily understood. Author unfamiliar with the topic.	A personal opinion is not clearly stated. Basic level of acquaintance with the topic.	A personal opinion is stated. However, the viewer is not totally convinced that the author knows his topic well.	There is one purpose or thesis statement that states a personal opinion and somewhat identifies the topic.	There is one purpose or thesis statement that clearly and strongly states a personal opinion and thoroughly identifies the topic.
<b>3. Reasons and Support</b>	Arguments are missing with less than two reasons.	Two reasons are made but with weak arguments.	Three or more reasons are made, but the arguments are somewhat weak.	Three or more reasons are stated with good support, but the arguments need more illustration.	Three or more detailed and persuasively illustrated reasons are stated with good support and carefully chosen examples. It is apparent that a lot of thought and research was devoted to the assignment.
<b>4. Attention to Audience</b>	Argument does not seem to target any particular audience.	Marked difficulty in addressing the target audience.	Argument demonstrates some understanding of the target audience.	Argument demonstrates a clear understanding of the target audience.	Argument demonstrates a clear understanding of the target audience and anticipates counterarguments.
<b>5. Vocabulary</b>	Vocabulary is inadequate that it makes even basic communication difficult.	Choice of words is frequently inaccurate, and the vocabulary range is not adequate to manage the topic, showing only the simplest words and phrases. Lack of vocabulary occasionally impedes communication.	Choice of words is occasionally inaccurate, but does not really impede communication. There is evidence of attention to vocabulary.	Generally, using adequate range of vocabulary to manage the topic and enhance the argument.	Using persuasive, sufficient and vivid range of vocabulary to manage the topic and enhance the argument.
<b>6. Grammar</b>	Grammar almost entirely inaccurate. No awareness of basic grammatical functions.	Frequent mistakes showing control of very few major patterns and frequently preventing communication.	Using sentences of simple structure with occasional mistakes showing imperfect control of some patterns but no weakness that causes misunderstanding.	Using correct grammatical phrases and sentences with few mistakes but no patterns of failure.	Using correct and persuasive grammatical phrases and sentences with no mistakes.
<b>7. Mechanics</b>	Mechanics almost entirely inaccurate. No awareness of basic spelling and punctuation rules.	Numerous mistakes in spelling and punctuation.	Occasional mistakes in spelling and punctuation, but they do not interfere with understanding.	Few mistakes in spelling and punctuation.	No mistakes in spelling and punctuation.
<b>8. Visuals</b>	No visuals are used.	Visuals are not directly related to the topic.	Visuals are related to the topic but not properly presented.	Visuals are related to the topic and properly presented.	Visuals are appealing, relevant and used effectively. They add support to the text.

## **Appendix C**

### **The Glog Rubric**

**Group:** .....

**Topic:** .....

**N. B.:** Each glog should include the following:

- at least 80 words for Ad glogs and 250 words for essay glogs.
- at least 2 pictures (one linked to a website).
- at least one video.

Level Components	1 Poor	2 Fair	3 Good
<b>1. Title and subtitles</b>	Title and/or subtitles are missing.	Title and subtitles are present but not easily visible.	Title and subtitles are present and visible.
<b>2. Information/Text</b>	Information/text is missing, incomplete or inaccurate.	Information/text is somewhat complete and accurate.	Information/text is complete and accurate.
<b>3. Graphics</b>	Graphics are missing or not appropriate. Text is not easy to read and follow.	Graphics are appropriate, but not organized. Text is not easy to read.	Graphics are appropriate and organized. Text is easy to read and follow.
<b>4. Media elements</b>	Required pictures and video are not present.	Required pictures and video are present. Pictures are not linked and videos do not play correctly.	Required pictures and video are present. Pictures are linked and videos play correctly.
<b>5. Creativity</b>	Students' glogs are not creative. They are incomplete and unfinished.	Students use some creativity in designing their glogs. They are visually interesting.	Students are creative in designing their glogs. They are visually interesting and convincing.
<b>6. Citation</b>	Students do not include correct citation for media used from internet resources.	Students include somewhat correct citation for media used from internet resources.	Students include correct citation for media used from internet resources.