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**MASTER IN
«Language and Communication»**

**The impact and effectiveness of using Edmodo in the EFL classroom to
enhance the students' English language learning**

A case study of third year LMD students of communication at the
department of Human sciences

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Dedication

I dedicate this humble work to my wonderful family for being a source of inspiration

*To the most important person in my life, my beloved mother who taught me to trust
Allah and believe in myself*

Whose prayers, love, and support helped me to reach my goals

*To my dear father, for earning an honest living for us, for being my source of
encouragement and my first teacher who taught me to never give up, although words
will never be enough to thank him*

*To my brothers and sisters, Abdelkader, Mansour, Noria, Amel who were always here
for help, for all their support and care*

Without forgetting my little angels “Alae, Mohamed El Amine, Rafik Islam, Yasmine”

To my friends, Amira, Amina, Radia, Nadia, Amina, Rahma, Aisha

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I love you all

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Abstract

The advancement of technology, especially in the field of education, has made language learning less challenging. Teachers, now, often use a combination of face-to-face learning and the online activities in order to facilitate the teaching learning process; this combination is called blended learning. The latter, refers to the idea of mixing the traditional learning with technological and digital devices. In fact, this style of education is considered quite effective especially in foreign language teaching and learning. Edmodo is one of these technology-based tools that support the students' learning as it encourages them to learn outside the traditional classroom. Therefore, the present study aimed at investigating the use of Edmodo as a virtual learning environment in teaching and learning the English language, and its effectiveness in enhancing English as a foreign language for the third year LMD students. It also sought to examine the learners' motivation towards the integration of this innovative tool in the teaching/learning process. To achieve this aim, the researcher adopted a mixed method design so as to collect both qualitative and quantitative data from a group of 40 students and one teacher. We used a questionnaire for the learners, an experiment that lasted for four weeks, classroom observation, and an interview for the teacher. The findings of this study revealed that the integration of Edmodo in foreign language teaching class was effective. Furthermore, it revealed that it boosts the learners' motivation and the development of their communication skills.

Key words: face-to-face learning, blended learning, English as a foreign language, Edmodo, learners' motivation, skills development.

List of Abbreviations

EFL: English as a Foreign Language

ICT: Information and Communication Technologies

E-learning: Electronic Learning

BL: Blended Learning

CBT: Computer Based Training

LMS: Learning Management System

SNS: Social Networking Sites

GE: General English

ESP: English for Specific Purposes

BLL: Blended Language Learning

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General introduction

Over the past few years, many teachers and learners, all over the world have faced many obstacles in the teaching and learning process. Indeed, the use of the traditional teaching and learning method was considered the main difficulty because it was seen as not enough to fulfill the students' needs and preferences since it was limited by the classroom time, teacher's schedule, and also it did not include the use of technology. Therefore, teachers and educators have attempted to apply the different new technologies in their educational process in order to raise the students' motivation, interest, and facilitate their learning. Those technologies use has provided an expanding range of possible solutions for improving teaching and learning inputs, processes, and outcomes (Pardede, 2012). Therefore, technology has become an important part of every aspect in our daily life in general and in education in particular since it caused massive changes in the educational sector, particularly in higher education. In fact, it has strongly impacted the educational system and completely changed it with the use of e-learning, internet and the different information and communication technologies (ICTs). The latter has brought significant changes in many fields including the field of education, especially in teaching and learning English as a foreign language (EFL). In fact, implementing ICT into the educational environment has changed that system from being traditional to technology-based system.

As for English, this language has become the most important international language of communication in this globalized world and no one can deny it. As a matter of fact, mastering this language is very necessary because it is widely used in all the corners of the globe. Therefore, EFL teachers need to be up-dated in this globalized era, but this can be possible only with the proper use of the modern technologies or in other words, e-learning tools. Indeed, integrating these tools in the educational process enhances the teaching and learning of English language. E-learning tools brought several benefits for teachers in developing new teaching methods using computers, smartphones, and internet. In addition, it provided the learners with the ability to learn independently which means they can study online anywhere and anytime they want. The combination of the best sides of the traditional face to face learning and e-learning is called blended learning. Moreover, Garrison and Vaughn (2008) describe the basic principle of blended learning as a situation where face-to-face oral communication and the online writing

communication are optimally integrated so that the strength of each are blended into a unique learning experience congruent with the context and intended educational purpose. The use of this new innovative method in foreign language teaching and learning is very useful since it provides both teachers and learners with the different techniques to teach and learn the language both inside and outside the classroom. Furthermore, the most appropriate way to support blended learning in teaching EFL is by creating virtual classrooms in Facebook or on Edmodo.

Edmodo is an online virtual learning platform or also called the Facebook of education. It is used to carry out the lesson both inside and outside the school setting. However, this educational social networking platform is very useful in learning whereas it provides the students with a suitable environment to study online and it helps in enhancing the students' English language learning. Edmodo, therefore, is designed to help educators in creating and managing an online classroom. Furthermore, it was held that teachers agree that Edmodo is a catalyst and a motivator for transforming traditional instructional models by permitting learners to be actively involved in their learning inside and outside the classroom (Dobler, 2012).

Even though this online platform is not widely used in the Algerian tertiary level context, but teachers should adopt it as a new method of teaching so that students will be able to review the lecture at their own pace, in turn, will in all likelihood, enable them to devote more time to discuss and solve, more thoroughly, the lecture-related tasks.

The following study aims at investigating the effectiveness of using Edmodo as a teaching and learning tool in the EFL classroom, particularly in higher education level, and to what extent does it enhance students' English language learning. This research study, also aims at motivating EFL teachers and learners to use this new tool to enhance their teaching and learning. Therefore, it attempts to examine the usefulness of integrating Edmodo and its effects on students in EFL context. To this end, the present work attempts to answer the following questions:

1. How does Edmodo foster the student's motivation to learn the English language at the university level?
2. To what extent can Edmodo be an effective tool to enhance Abdelhamid Ibn Badis University students' learning process?

3. To what extent does Edmodo help teachers in improving the students' different language skills?

In an attempt to answer the questions above, we hypothesize that the implementation of Edmodo can be very helpful in motivating EFL students to learn the English language inside and outside the classroom because of the way it connects the teacher with her/his students and through providing a relaxed atmosphere for these learners. Furthermore, the use of Edmodo may be effective in enhancing the students' learning by providing them with different lectures and ask them to prepare a presentation on the same topic either in oral or in written form. In addition, we assume that there may be an improvement on students' skills after using Edmodo as a teaching-learning tool.

This research work aims to examine whether Edmodo is effective tool in learning the English language. In addition, the purpose is also to discover the connection between using Edmodo platform and the development of the learners' language skills. Through this study, both teachers and learners will be aware of the benefits of Edmodo in the field of teaching and learning English language. Finally, the findings of this study will help EFL teachers and students to obtain a new idea of using Edmodo as a motivational tool in learning the English language.

Our dissertation is divided into three main chapters. The first chapter is devoted to give the theoretical background of this research work, and it covers two parts. Part one covers the theoretical overview of e-learning and blended learning. This part represents a brief definition of the key concepts, underpinning theories, its models, and benefits. As for the second part, it is devoted to an overview about Edmodo by defining it, and explaining how to sign up. After that, we mention its importance in EFL teaching-learning, in addition to the different skills that can be improved with this platform. Then it ends with the challenges that face the learners when using it. The second chapter is devoted to the practical side of this research. It describes the research design, the population of this study, the research instruments that are used to collect the data needed, the analysis of the results obtained during the whole experiment, and the obstacles faced during the research. The last chapter will give the room to the interpretation and the discussion of the findings. And finally, we will be able to set some recommendations and suggestions for teachers, learners, and further studies.

Chapter One

Theoretical Background

Chapter 1: Theoretical Background

I. Part one

An overview of E-learning and Blended Learning

1. Introduction

This chapter offers a brief background description of the subject in general. It gives an introductory overview of E-learning and a definition of the term Blended Learning. Also, it sheds light on the blended learning in EFL, starting with its benefits and models. It also presents the role of both the teacher and the student in the blended learning. In addition, the blended learning online platforms. The final section provides a description of Edmodo and its importance in EFL teaching-learning. This theoretical part of the dissertation sets forth the different skills learners can develop through this new digital innovation. In addition to the challenges that may encounter students when using Edmodo.

1.1 Background of E-learning

The term “E-learning” or “Electronic learning” was first utilized at a computer-based training (CBT) systems seminar in 1999 where it got its name. It refers to the online or virtual learning that means any education or training delivered via computer. This term is concerned with learning online through internet or through the use of CD-ROM. OECD (2005) defined e-learning as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes. However, E-learning platforms are the example of how technology has evolved to make teaching and learning so accessible for everyone. Moreover, this tool offers the ability to share materials in all kinds of format and it comprises learning at all the levels. According to Fry (2001) “technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization”. Educators and trainers use computers in different ways, for example in the learning and teaching process. Today, the learning process is changed thanks to E-learning that enables people to study any time and at anywhere they want. In addition, Tao et al (2006) states that this new environment for learning that is centered on

electronic networks has allowed learners in universities to receive individualized support and also to have learning schedules that is more suitable to them as well as separate from other learners. That is to say that this tool allows the learner to choose the suitable learning material to meet his individual needs. Therefore, this new program was not created only to teach, but also to allow the communication between the teacher and his student.

Electronic learning as an educational system has many benefits and at the same time some drawbacks. Its advantages includes its flexible accessibility for learners anywhere and at any time. It is a self-paced learning which made the learners more active in the learning process and the learners depend on themselves that is to say; that there is just the learner and the content, no instructor and no teacher. Also, it is cost-effective which makes it less expensive to deliver.

As for the negative aspects for e-learning is that it requires new skills for the production of content. This method might be less effective in compare to the traditional method of learning. Another negative aspect is that it requires more responsibility and self-discipline from the learners' side.

1.2 Blended Learning

1.2.1 Definition of Blended Learning

In the past, the information could be delivered only with the presence of both teachers and their students in the classroom. But with the advent of technology and the use of communication tools like the internet, the distribution of the information become easier and the content is delivered online. However, this combination of virtual and physical environments is called blended learning (BL). The latter is defined according to Poon (2012) as “a blend between face-to-face learning practices and online learning involvements in order to complement one another to gain the support and enhancement of student learning”. This educational strategy has been described and named with different terms such as “hybrid” learning. Actually, this term is almost the synonym of “blended” learning. In addition, blended learning is a combination of different models of teaching and learning environments. This system is considered to teachers as a teaching technique that enables them to mix the online learning with the classroom learning. Therefore, this mixture helps teachers to engage, motivate their students and, provide a suitable environment to teach and learn more effectively. According to Driscoll (2002),

blended learning refers to the blend of the effectiveness of the face-to-face teaching environment and ICT-mediated teaching and learning environment. This teaching and learning process provides learners with a direct experience with the use of technology in learning and the choice over where and when they want to study [during the school time or at home at their free time]. Therefore, this choice is based on the decision of the teacher about which element is delivered online and which one is done during the classroom time. The term blended learning can be also referred to as a program that allows the students to study online and take some control over the learning outcomes/settings, but Watson and Murin give an expanded version of Staker and Horn's and defined it as: 'a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience'¹. Blended learning plays an important role in the educational system because it offers to students the ability to learn, interact with each other and with their instructors beyond the classroom hours, and to share knowledge and experiences.

In the learning process outside the classroom, tutors or researchers use some tools like computers and smartphones in addition to the online platforms or also called Learning Management Systems (LMS). These tools and platforms complement blended learning.

1.2.2 Pros and Cos of Blended Learning

A. Benefits of Blended Learning

Blended learning is a teaching and learning process that combines between technology tools and the presence of the teacher. This method has a great role in education because it provides students with the experience in using technology in their learning.

Blended learning comes with a solid number of benefits and advantages for both teachers and their students in their language learning:

- Educators and learners prefer blended learning because of it is flexible and easy to access. According to Graham, Allen & Ure (2003) BL is preferred because of its improved pedagogy, increased access and flexibility, and increased cost-effectiveness.

- It helps learners acquire a multiple skills; like creativity and innovation, ICT literacy, critical thinking and problem solving, and career and life that they may face in their real life situations.
- It creates a suitable learning environment that combines the benefits of both traditional and online learning.
- Blended learning provides learners with more options regarding the wanted learning environment in order to fulfill their needs.
- It provide learners with the chance to be involved in the learning experiences and push them to learn in meaningful ways.
- With blended learning, learners can learn both synchronously and asynchronously. According to Garrison & Vaughan (2008, p. 6) it creates a unique fusion of synchronous and asynchronous, direct and mediated modes of communication.
- It enables EFL learning to expand beyond the classroom boundaries.
- Students can meet through an online environment where they can share, discuss, and interact with their peers.
- Blended learning enables students to access their courses and learn at their own pace.

B. Challenges of Blended Learning

Just like any other teaching and learning system, blended learning has been criticized because of its disadvantages that can be listed below:

- Teachers must be able to decide which elements should be presented by technology and which ones requires in-person interaction.
- Instructors should provide their students with a clear idea about the purpose of using technology in their courses. Dalhstrom, Walker, and Dziuban (2013) found that while students expect technology to be used in the classroom, they still want the instructor to provide some guidance for its use.
- Many faculty members have little training and experience using online tools in the classroom, and feel that they will not be able to use them effectively to meet students' needs (Hunt et al., 2014).
- Integrating technology with the academic and personal life of students made them more careful of their privacy.

1.2.3 Blended Learning Models

Blended learning is an approach of E-learning. It is considered as an educational strategy that combines two different modes in which students can learn in part online and in part in a Brick-and-Mortar environment; where the term “Brick-and-Mortar” refers to the traditional school. This combination creates a flexible learning environment for teachers that meets the individual needs of their learners. Therefore, Horn & Staker, (2014) has identified the different blended learning models. As we can see in figure 1, these models are classified into four types (the rotation model, the flex model, the a la carte model, and the enriched virtual model):

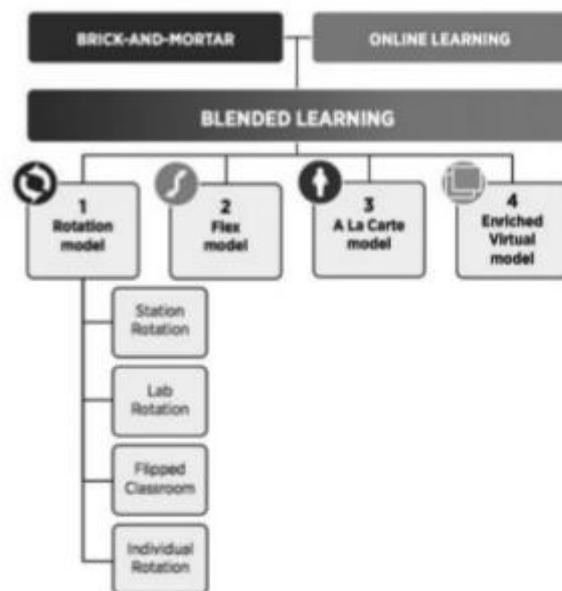


Figure 1 : blended learning taxonomy

(<http://www.christenseninstitute.org/blended-learning-definitions-and-models/>)

1.2.3.1 The Rotation Model

In this model, learners work on a fixed schedule by following different learning activities. One of these activities should be given online. However, the rest include group projects, small or whole group lecture, individual tutoring, and the assignments given inside the traditional classroom. Each class may use a different activity from another class. Therefore, there were some sub-models that can be used such as: station rotation, lab rotation, the individual rotation, and the flipped classroom.

a. Station rotation

Activities presented are flexible and based on the students' needs. However, students are allowed to use all sorts of activities, so, they can work either individually or in groups.

b. Lab rotation

Provides students with the ability to move from the actual classroom to computer labs for the online learning.

c. The individual rotation

In this sub-model, students use individualized activities whereas they are not obliged to do all of them together.

d. The flipped classroom

This sub-model flips the traditional learning. The students study the content at home via online lectures while the assignments are done in the classroom during the lecture time. The teacher uses class time for teacher-guided practice and activities whereas the lectures are delivered online. Garrison and Kanuka defines the flipped classroom approach “an integration of face-to-face and online learning experiences—not a layering of one on top of the other” (p. 99).

1.2.3.2 The Flex Model

This model lets students study primarily online according to an individually-customized schedule. For them, the online learning is the backbone of their learning. Students learn mostly in the actual classroom except for any assignments. The method of teachers differs from one to another and they choose the pace of the lesson and the preference to learn online.

1.2.3.3 A La Carte Model

This model is popular in higher institutions because it gives students the opportunity to supplement their learning. Here, students take some online courses under the presence and guidance of an online instructor in order to supplement/complete the traditional courses or the offline courses. However, students may take the courses either at school, off-site or off-campus.

1.2.3.4 Enriched Virtual Model

In this model, students can be a part of both face-to-face sessions and the online sessions. Moreover, students learn entirely online but they move to the traditional

classroom sessions to finish their learning. Here, the same teacher generally serves as both the online and face-to-face teacher.

1.2.4 Blended Learning in EFL

The development of technology brought many changes in various aspects of our life. These changes included education. Therefore, the use of technology and its integration in the learning and teaching process become crucial, particularly in teaching and learning foreign languages. Applying blended learning in the EFL context has been very effective since it facilitates for students to be more exposed to the English language. Actually, Blended learning courses are one solution for English learners who naturally do not get enough exposure to the language in use or chances to communicate and make discoveries about the language (Tomlinson & Whittaker, 2013).

Teachers and students find this approach beneficial in learning and teaching EFL. First, blended learning for EFL learners. It generates interest in the learning process, develops language skills, allows them to learn at their own pace, fosters their deeper learning and facilitates their involvement in technology (Abdelhak, 2015; James, 2016). In other words, this learning approach is used in order to enhance learners language skills; reading, writing, listening, and speaking. Also, it enables the learners to access their learning materials anywhere and anytime. Another benefit for students is that blended learning not only facilitates the learning process, but also their integration/implication in technology. Additionally, this approach prepares the students for the future by offering skills that can help them solve real-world problems such as: self-engagement skills and computer literacy skills.

Second, blended learning provides educators with all the resources they may use during the teaching process. Also, it helps teachers to be time efficient. Ju & Mei (2018) states that BL helps in improving teaching conditions, offers access to global resources and materials that meet the students' level of knowledge and interest, provides more opportunities for collaboration and meaningful professional development, and improves time efficiency. Utilizing blended learning allows teachers not only to meet student on his own level and focus on his learning needs, but also encourage his interactive and collaborative learning beyond the classroom. In addition, blended learning emerged to provide a new atmosphere for language learning where it attracted teachers to use it in the field of learning the English language.

1.2.5 The Teachers' Role in Blended Learning

The main role of teachers is to encourage, and help the learners to promote their skills. But, teachers should not forget their principal role of being a source of information, knowledge, and advice. That is why the teacher's role is imperative in the teaching/learning process. In another hand, technology can add more in such a process, where teachers have to be the motivator, and maintain the organization to the integration of student's online classroom learning. Moreover, many components of the institutors' role still unchanged in the BL classroom. They continue to boost and motivate, advice and instruct, give feedback, and support confidence.

Promoting student-centred learning in the classroom

Blended learning by itself means "student-centred". In this teaching process, instructors spotlight their planning and assessment focusing on the students' needs and abilities. The purpose behind that is to provide learning with a more meaningful sense by presenting into relevant topic to the students' lives, interests, and needs. Therefore, learners' enthusiasm to learn and create a new area of learning in a new method to gain knowledge. In another hand, we see that in a student's-centred classroom, learners contribute more in the learning process, they do not relay on their instructor most of the time, give feedback to each other's contribution. Whereas, the teacher here, helps, guide and manages their activities. According to Jones (2007, 25) "Students can't be "taught" – they can only be helped to learn. In a student-centered classroom, our role is to help and encourage students to develop their skills, but without relinquishing our more traditional role as a source of information, advice, and knowledge. In a student-centered classroom, the teacher and the students are a team working together".

Encourage autonomous and collaborative learning

Blended learning grant students to choose when and where they want to study. However, this option may represent some difficulties to those who have a problem with time management and who are not used to rely on themselves in their studies. In this part, it is up to the teacher to help them to develop the skills that they need in order to work autonomously, especially when it is their first time in learning a new language using this method.

Creating a supportive online community

Blended language learning aim to encourage autonomous learning. However, this does not mean that there is no need of the teacher. A virtual community gives the right assistance that a student needs to use their learning tool outside the classroom. At this end, it is up to the teacher to provide the encouraging, and friendly online environment, that is essential for the success of the online lecture.

Managing and facilitating online interaction

No matter how the technology that is used, blended learning can present many opportunities for different online activities, one of the simplest tools that are used is a forum. On the other hand, the teacher's role is to guide the interaction and manage it in the most appropriate way, without forgetting that the main task which is to facilitate and not direct the interaction. Until here, the way that the teacher achieve the mission of the e-moderator will decide about the quality of the online learning experience of the student.

1.2.6 The Students' role in Blended Learning

It is really important to support the students and provide them with time they need when they are trying to develop in a new learning environment and adapt to it.

Managing and planning independent study time

Students should have an idea about the course plan including class hours and the online hours. In addition, students should be encouraged to use this plan in order to plan their own time and choose the time that is better for them to study.

Learning independently

The blended learning process allows the students to learn online at their own schedule, anytime and anywhere they want. However, the students have the complete flexibility to choose when they want to study without being constrained to the fixed classroom hours. In other words, the students have to be responsible for their own leaning, make their own decisions, and to get used to work independently. According to stracke (2007b, 1) "the pedagogical rationale behind BLL [blended language learning] is the desire to allow for a higher degree of learner independence in the teaching and learning of second/foreign languages". In addition, students need to be guided on how and when

to make their decisions and their online progress need to be checked in order to make sure that they did not leave their online work until the last minute.

Working collaboratively online

Students should learn how to take the full benefit of the online community. On the other hand, they have to be provided with the needed tools and the opportunities in order to be able to interact with their classmates by working together and helping each other.

Reviewing and self-correcting

The online learning materials provides the students with an immediate score. However, the blended learning helps the students to evaluate themselves whereas the correct answers they have achieved provides them with a clear sense of achievement and progress but they should know how to act when they get something wrong. Moreover, it helps the learners to identify their strengths and weaknesses.

1.2.7 Online Learning Platforms

There are many online learning platforms that have been developed in order to support BL. These platforms helped students in their education, provided them with the ability to interact with their teachers virtually using a learning management systems such as Moodle and Edmodo. The LMSs have been developed so that educators can communicate with their learners. Also, to manage the different online courses and share materials. In the present work, the educational platform chosen is Edmodo. This latter is a social networking site that enabled students to share courses and communicate beyond schools particularly when classroom time is not sufficient for teachers to finish their lectures. Learners can perform the class project outside the usual class period by using online educational platforms leading to a blended learning design (Tomlinson & Whittaker, 2013).

II. Part two

Edmodo

1.3 Edmodo

1.3.1 Definition of Edmodo

In September 2008, Jeff O'Hara and Nicolas Borg designed a learning and teaching platform. This platform is called "Edmodo", it is secure, accessing to it is freely available at www.edmodo.com and it is used by teachers, students, as well as parents. O'Hara and Borg wanted to have an influence globally by assisting instructors and learners interact and work together via a new social learning platform (Keshta, 2015). Edmodo resembles Facebook but it is more private and safe because, students can join their teacher's group and register using a group code that differs from each group to another. This special code simply forbids other students from spying on the group or be part of any kind of participation.

Edmodo is recognized as an educational tool that allows students to share ideas, experiences, tips, and connect beyond the classroom; not only with their teachers but also with their colleagues. Edmodo can be used as a place for teachers to pursue their unfinished lectures during class time. According to Okaily (2014) Edmodo is defined as the chief social learning platform used for communication and learning management, where the teacher can use it for broadcasts, posting a link to beneficial videos, quotes, critiques, etc.... Additionally, teachers can post for their students assignments, quizzes, and provide them with feedback. Grades could be posted on this site using the gradebook of Edmodo that helps teachers reducing time and effort. On Edmodo, teachers may share some files, links to a related title to their course, and documents that will provide students with information about their previous or even their next lectures.

Edmodo is preferred by both teachers and their students because it facilitates the communication between these two sides. According to statistics, there are 78% of students who feel happy about integrating this site with their English classes. This educational website helps students who cannot communicate orally with their supervisors, so they can easily discuss and ask their questions using this app. Edmodo as a Learning Management System (LMS) might be considered as the best social learning network that enables students to be part of an online course anywhere and anytime, as

well as engaging teachers in that course. In addition, it creates an appropriate learning atmosphere which excites the learners in their learning and motivates them to learn through technology. Unlike Facebook, Edmodo is only for educational purposes so, it does not include inappropriate content or any kind of distraction such as games and posts that are not related to their learning.

Edmodo was recognized by the American Association of School Librarians in 2011 as one of the top 25 websites that fosters the qualities of innovation, creativity, active participation and collaboration (Habley, 2011) in the category entitled “Social Networking and Communication”. This site supports/upholds more than 400 apps whereas the total number of its users is over 18 million users.

Both students and teachers can access to this teaching and learning platform from any mobile device as long as they have access to internet. In addition, parents have the chance to use this site. However, parents are provided with parental accounts that allows them access the group and have direct discussions with teachers about both their children’s level and progress. Also, through that account parents can receive invitation to a school occasion and the latest updates concerning their children’s courses. Moreover, Edmodo provides monitoring to learners progress, activities, and assignments from both teachers and parents.

1.3.2 The Advantages of Edmodo in Language Teaching and Learning (benefits)

Edmodo as a learning platform has many advantages. Since it is used in EFL teaching and learning, it is important to know its benefits in order to see if it is an effective tool in teaching and learning process.

Edmodo makes students active in the learning process because it encourages them to learn using new tools beyond class time. Also, using this platform allows teachers to provide his students with some related activities, assignments, and information needed concerning some ideas. According to Robertson (2008) “Edmodo provides students with an English online communicative environment to practice language skills and to develop their linguistic competence”. In other words, implementing Edmodo in teaching and learning enables students to interact, discuss ideas, and topics using English language.

Edmodo enables both instructors and learners to develop and be part of the online learning where they can complete their lesson in a successful and easy way. Furthermore, everyone can use Edmodo because it is free to access and easy to use. Unlike other apps, Edmodo is more safe and free of ads. For that reason, Edmodo is with no advertisements, and a process for inviting and managing which students access which classes, it addresses the fundamental concerns of privacy and safety that are an issue with many other free tools on the Internet that are great for sharing content and social learning, but are not education-specific or particularly student-friendly (Wahls, 2013).

In the traditional classroom setting, the teacher is the center of attention, while on Edmodo, the attention is shifted to the students and the teachers take on the role of a tutor (Schiller, 2011). That is to say, that using Edmodo as method for teaching and learning is different from using the traditional method; because on Edmodo the focus is the students where they become the center of attention but with the presence of the teacher as a guide.

1.3.3 Studies Related to The use of Edmodo for English Language Learning and Teaching

Integrating social networking sites (SNSs) in the learning and teaching process; provides students with the opportunity to check the content when they want and where they want. So, using Edmodo as a blended learning tool facilitates the process of teaching and learning English language. In addition, teaching English through Edmodo becomes more affective, interesting, and relevant; because it offers a different learning and teaching experience for both teachers and students.

There are many studies that investigates the use of Edmodo in promoting English language learning and teaching. One of these studies was conducted by Kongchan in 2012. The purpose of this study is to explore the perception of both students and teachers toward Edmodo, and whether it is beneficial for teachers who are not used to work with technology (non-digital). The instruments used in this study were a diary and a questionnaire. The results indicated that Edmodo is a magnificent tool that made it easy for a 57-year-old teacher to deliver his lectures and teach online. In this study, students agreed that it was enjoyable for them to study online using Edmodo.

1.3.4 How to Develop Skills through Edmodo

There are four important macro skills that learners need to master in order to communicate with others, exchange information, and deliver/share ideas effectively. These skills are speaking, reading, writing and listening. In language teaching, teachers concentrate on teaching one skill at a time during class time in the traditional classroom. But the spread of technology helped teachers to find a motivating teaching sources to present different online courses for their students. Edmodo is a social networking site and a teaching source that can be used by teachers. This later fulfills the needs of the learners in developing the language skills and practicing them. Writing is an important communicative skill that learners need to acquire. This skill helps students expressing their ideas and produce them in a proper way, still it is difficult to acquire. According to Harmer (2004, p.15) "writing is a process of discovery as well as a process of productivity. In contrast to oral aural skills, writing can provide students with chance to work at their own pace, especially if it is done at home or without any limited time assigned by teachers and allows them to think the task over before producing language". During class time, teachers use writing as a testing tool. In order to develop this skill, teachers suggest a topic and when students produce a text; teachers correct their mistakes by paying attention to the use of vocabulary and grammatical words. Also, this skill is developed through the use of Edmodo. There are two ways suggested by Giacomantonio (2013, p1) for developing writing skills with Edmodo

- One student is chosen weekly and they are given the opportunity to blog about their personal interests. Besides having to use complete sentences and demonstrating the correct use of punctuation and spelling, they are required to include pictures and links to websites, articles and/or videos related to their specified interest.
- In “What Do You Think?” students are required to respond to high interest articles with their opinions, and provide additional digital resources that piggy back upon previous responses. All posts are reviewed and critiqued on our interactive white board.

The way we acquire reading skill is different from acquiring speaking or listening. Those skills are acquired by nature while reading is not. Reading is a process that helps students in understanding the meaning of the written texts. Hence, reading skill and reading comprehension can be advanced by the use of Edmodo posting. In teaching reading, teachers think that Edmodo motivates students and attracts their interests.

According to Ekmekçi (2016) grammar structures, vocabulary, and reading comprehension skills can be evaluated by means of easily created quizzes with a set duration and the results can be sent to each student by pressing on a button. Through Edmodo, students can receive reading materials in the form of pdf or text. Then, students take a look to them and analyze it in order to post the general idea they have comprehended. Edmodo posting is helpful because it facilitates reading texts in English for students. Also, it was interesting for them and made them concentrate.

Speaking is one of the four language skills that a student need to master in order to be good communicator inside and outside the classroom. This skill is very important in our life and has a prominent role in teaching and learning English language. Students express their feelings, ideas and convey their thoughts through speaking; but without this skill they won't have the chance to express what is in their minds in a proper way. Cheney (1998,p.13) describes speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. In order to learn this skill, teachers will provide his students with materials through Edmodo website. The proper use of this site in developing speaking skill will improve the learners' oral performance. Through Edmodo, teachers will be able to give their students regular activities. Edmodo provides many useful features to students to improve this skill. First feature is assignment feature where teachers can give their students tasks or materials and a date when to send them. In addition, teachers have the opportunity to connect their materials with other materials like videos and related questions to them. The second feature is the quiz feature. This feature, questions can be made in different forms such as multiple choice, true/false, short answer....etc. The last feature is note feature which keeps the communication between students and teachers. Note feature enables teachers to monitor and give feedback to their students.

The last skill that students need to master is the listening skill. Even though teachers do not concentrate on teaching this skill but it is still the most used skill. Henner and Stanchina (1987) states that the importance of this process and its complexity relies on how effective a person can be as a listener considering that a skilled listener would be able to formulate hypotheses about pieces of material, modify them or use background information to fill missing gaps. There are three parts involved in the act of listening; which are: the sender, the message, and the receiver. This act does not involve only

hearing voices but it also allows a person with the ability to distinguish sounds and comprehend grammatical structures. In order to teach listening skill, teachers will employ Edmodo as a virtual learning environment. Edmodo will be implemented in order to teach learning strategies for listening skills. Listening for the gist and listening for specific information were the two strategies that were taught. The first one focuses on the general idea while the second one focuses on the details. The instruments used by teachers were speakers, laptop, audio samples, PPT presentation, and multiple choice questions.

1.3.5 Steps for Signing Up in Edmodo

Edmodo is one of the popular global educational networks to provide communication, collaboration, and training methods that allow all students to meet their full learning potential (Cauley, 2012; Edmodo, 2013; Renard, 2016). In order to use this site, both teachers and students should create an account. First, they should type www.edmodo.com in order to sign up. Second, when they access the front page of Edmodo they should click at create a free account. The teachers account is different from that of students. So, if the user is a teacher, he should sign up as a teacher and if he was a student he should sign up as a student. Also, parents can join that group and sign up as parents. Signing up in Edmodo will require an email address for confirmation. After teachers finish the registration and become users, they will give a “group code” to their students to sign up with in order to join their class. Once the online class is created, teachers can post notes, quizzes and assignments, share different materials for their students in order to start their learning.

1.3.6 Challenges of Using Edmodo

Edmodo is a global education network that is used for the interaction between teacher-student as well as student-student. It has some positive aspects in the educational context that have been previously mentioned in this research. But, as any other educational tool, implementing Edmodo in teaching and learning owns some challenging elements that both teachers and students may face during its utilization in the classroom.

Stroud (2010) notes a number of challenges that may occur when using Edmodo, such as the cost for limited-income students, the large amount of time students need to spend in front of the computer, and the probability of students using it as a social networking site more than as an educational tool. That is to say that there were lack of

time because it was time consuming for students in addition to the lack of internet or the slow speed of connection.

As long as students use this tool for their education, that means they will be using their computers and smartphones all the time. This latter will cause students with health problems like affecting their eyes. In addition to the lack of face to face interaction with their teachers. According to Zaideh (2012) there are deeper challenges such as the bad effect on students' health and the lack of physical clues like tone, inflection and body language that are offered in face-to-face interaction.

According to Almaini (2013) teacher resistance, lack of training, and budgetary or sources constraints are the main issues that contribute to the failure to exploit fully the potential of technologies. In other words, teachers who are not well trained to use computers or any technological tools in teaching may face some problems implementing Edmodo in blended learning.

1.4 Conclusion

In conclusion, this chapter has provided us with several information about the topic in general. The review of literature included what researchers and scholars have said about the impact and effectiveness of using such an online platform in learning English language. The first section, has provided the reader with a brief history of E-learning. We started by providing a clear definition of Blended Learning, its models and its sub-models, the benefits as well as potential challenges of this model. This overview has also included the online platforms for this model. The second section of this chapter introduced Edmodo, its importance and steps users can follow to use it. Additionally, this chapter has reviewed previous studies that supports the use of Edmodo in language teaching and learning in addition to how to develop skills through it and the challenges that can face teachers and students in applying it in education.

Chapter Two

Research Methodology

Chapter 2: Research methodology

2. Introduction

The previous chapter dealt with the importance of Edmodo in EFL context where it shed light on the theoretical background of our research. The present chapter will deal with the practical part of the research. It will discuss in details the research design and methodology followed to achieve the objectives of this study. This chapter is designed to collect data and discuss the research procedure. It also tackles a description of the participants who took part in the research study and the research instruments used to gather data which involve questionnaire, interview, and a classroom observation. Throughout this chapter, the data analysis is described to indicate the findings of the study that were obtained from Third Year LMD students in the department of Human Sciences at Abdelhamid Ibn Badis University.

2.1 Research Design

As mentioned previously, this study aims at investigating the use of Edmodo as an online learning platform, and how could it be beneficial to enhance student's English language. The researcher have adopted both a qualitative and a quantitative research methods; i.e. the mixed method model in order to gather the data needed. Cresswell and Plano Clark (2011), as cited in Cresswell (2012, 535), define the mixed method research design as "a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative method in a single study or a series of studies to understand a research problem". The use of this method was needed in order to come up with a more detailed understanding of this study.

In this respect, the researcher used a questionnaire before the experiment. The pre-questionnaire was conducted in order to know what the students' needs are, what they want to learn and also their prior knowledge about the platform. Additionally, an observation took a place during the experiment in order to observe the learners during this learning process by using this platform inside and outside the classroom. The teacher's interviews were estimated to allow us to figure out to what extent to which Edmodo platform if used in EFL classrooms, may motivate learners.

2.2 Procedure

Our experiment was conducted with third year license students of Communication at the department of Human Sciences, Abdelhamid Ibn Badis University. The experiment lasted for four weeks during the second semester and was followed by a four-session observation where it took place every Thursday from 11 till 12:30. The questionnaire was distributed to the participants as a starting phase whereas; the interview as a concluding phase.

This investigation includes: a pre-experiment questionnaire, different videos posted on the platform and an interview. The pre-experiment questionnaire was delivered to the targeted group before conducting the experiment.

During the experiment, the researcher created a group on Edmodo for students so as they learn English. Then, learners were asked to download the application and sign up as members. After that, they were provided with a group code where they became a part of the researcher's group and started to communicate online. The researcher downloaded different videos and written texts to the students for four sessions and at the same time used observation to check their understanding for the posted materials.

The post-experiment interview was employed to collect the qualitative data. It was used for further investigation for the teacher's answers on the usefulness of Edmodo and what kind of obstacles that they may have faced during the experiment.

2.3 Population

As previously mentioned, the present study targets third year license students of Communication at the department of Human Sciences at Abdelhamid Ibn Badis University at Mostaganem. These participants belong to the same group that consisted 40 students during the academic year 2019-2020. We chose this category of students in order to investigate their attitude, perception and educational progress through the use of the online learning platform "Edmodo", in addition to its impact on their EFL learning.

2.4 Data Collection Instruments

In this enquiry, we utilized three different research tools to come up with data necessary to answer our research questions. These include: a students' questionnaire, a classroom observation and a teacher's interview.

2.4.1 The Pre-Experiment Questionnaire

The questionnaire is the first research tool that the investigator opted to obtain the necessary data related to the experiment. It includes a series of questions that the students need to answer by filling in the space their personal replies. Richards & Schmidt (2002, p. 438) stated that the critical point is that when designing a questionnaire, the researcher should ensure that it is “valid, reliable and unambiguous”. For the purpose of this study, the questionnaire was delivered directly to (40) participants including eighteen (18) different questions presented in different forms. The aim was to find out whether students want to learn English using new tools and to reveal the students’ views and opinions towards the use of edmodo as a learning tool in the EFL context.

2.4.1.1 Description of the Students’ Questionnaire

The questionnaire which was distributed to the participants, was divided into two main parts where each part seeks to collect information about the students and their point of view about certain elements. Blaxter et al. (2006, p. 170) divide questionnaires into “seven basic question types: quantity or information, category, list or multiple choice, scale, ranking, complex grid or table, and open-ended”. The first part consists of questions concerning the students’ personal information including their nickname, age, and gender (Q1, 2 and 3). The second portion was designed to examine the students’ experience with these different items: internet, smartphones, educational applications, Facebook, and Edmodo. In addition, it aimed to lead us to know their opinion concerning the use of this technological innovation in the classroom and what kind/type of lessons that may fulfill their needs and help them learn English language better. In the second part, we have used ten closed questions, i.e., Yes or No questions (Q1, 3, 5, 6, 7, 8, 9, 10, 11 and 13), three closed-ended questions (Q2, 4 and 14), and three open-ended questions that required justification (Q7, 12 and 15). The questionnaire was given during the first session under the teachers’ control in order to give the learners an idea about what they are going to see during these four sessions and give some suggestions regarding the posted lessons.

2.4.1.2 Questions and Aims

Part one: general information

Questions (1, 2 and 3) in part one are designed to know about the students’ personal profile: nickname, age, gender.

Part two: different technological elements and their use

Questions (1, 2, 3 and 4) ask the students about the use of new technologies like smartphones and internet for their studies. The reason behind choosing these questions is to know whether these participants are able to work online during the experiment conducted with them.

Questions (5, 6 and 7) seek to identify whether the educational applications they have are easy to use and helpful or not, with space to justify their answers. These questions investigate their knowledge toward the use of technology tools in the learning process.

Question (8) intends to ask the participants if they use mobile applications to learn the language. It aims to develop if these students want to learn through the use of mobile applications because our experiment is dealing with one of these applications.

Questions (9 and 10) investigate the use of Facebook groups for educational purposes. The aim of this question is to find out whether students use Facebook to connect with each other in order to share lectures and educational information or only texts about their daily lives.

Question (11) is delivered to know if they have any previous information about Edmodo. This question is followed with a brief explanation about the material that will be used during our research.

Question (12) seeks to discover which application they would choose for the English language learning process. It investigates whether students prefer Edmodo or Facebook, provided with space to justify their choice.

Questions (13 and 14) ask the learners if they prefer their lectures to be related to their specialty or not and the form of these lectures by picking the appropriate answer for them from these choices (videos, only headlines, power point presentation or chat). The aim behind these questions is to put into consideration what the students want to fulfill their needs.

At the end of the questionnaire, Question (15) provides the students with the chance to give their suggestions and opinions about the topics that may help them learn English language.

2.4.2 The During-Experiment Observation

The observation as a research tool is used to collect the data and allow the observer to pay attention to and witness the progress of the experiment. In addition, it will help him/her gather in detail the elements of our research from all the respondents starting from the first session until the last one and join them together at the end in order to answer the research questions. With this method, the researcher observes the “classroom interactions and events, as they actually occur” (Burns, 1999, p. 80). The classroom observation provides an opportunity for the observer to be part of live classroom situations and collect data that cannot be perceived using other research instruments like questionnaires. During this phase, the researcher can play the role of both an observer and a participant.

The observation we had during the four sessions attended with the Communication students’ aims at determining if online videos and lectures help/enhance the students to learn English language. The observer focused on to what extent the students were engaged during both interaction through Edmodo and in the classroom session. From this experiment, we took some remarks on the students’ reactions and how these materials are used to meet their needs in learning.

With this research tool, the investigator was present during the experiment and has come up with remarks in the four sessions concerning the following criteria:

- The participants’ interest and performance.
- The participation and response of the students towards the posted materials.
- The students’ understanding of the content.
- The reaction of the respondents for the research topic.

All the results and remarks we gathered from this phase were used in the interview we took with the teacher after the experiment. According to Johnson & Turner (2003, p. 314) observation enables the researcher to combine it with questionnaires and interviews to collect “relatively objective firsthand information”.

2.4.3 The Post-Experiment Interview

During this phase, the interview is used to collect the qualitative data through structural and purposeful conversations with the teacher. Burns (1999, p. 118) contends that “Interviews are a popular and widely used means of collecting qualitative data”.

The participant that took part in this interview was the responsible teacher on the group of Communication, department of Human Sciences, University Abdelhamid Ibn Badis of Mostaganem. The reason behind interviewing the teacher is that she stayed in contact with the researcher. Another reason is that the researcher could not interview the whole population because she could not reach them and they were numerous.

The interview included eight (8) questions that will be mentioned and analyzed later. It was conducted between the interviewer and the interviewee through personal interview/conversation. The questions between the interviewer and the participant are asked to develop how Edmodo enhances the students' English language. The aim of this phase is to gather more information about the participants' experience during the use of Edmodo. The questions of the interview were delivered on Facebook because of the lack of time and other obstacles that will be listed later in this chapter.

The reason behind employing this research instrument is to check the information collected from both the questionnaire and the classroom observation.

In addition to the teacher, we interviewed 3 students of our population. Their answers will be presented with the appendices (appendix C).

2.4.3.1 Questions and Aims

Q1. Was Edmodo beneficial for you?

Intends to unveil the benefits that the teacher had from the use of Edmodo.

Q2. In your opinion, do you think that the posted materials were helpful for the students in learning the language?

It seeks to find whether the tools used are enough or do need to be developed.

Q3. How was Edmodo effective for students in EFL class?

Q4. Did you use it for other purposes?

To enquire the advantages that may be provided by the use of such a tool inside and outside the classroom.

Q5. Which one do you think is better: to post/check the materials at home and discuss them at class or post/check them and discuss them at home online and move to something new during classroom time?

Q6. Do you think that using computers and smartphones as a teaching material would enhance the students' learning of the English language?

It aims at giving the teacher the chance to share her point of view about what she has observed during the experiment.

Q7. Describe your experience with Edmodo.

This question unlighted the understanding of students by putting in practice what they have learned.

Q8. What were the obstacles that faced you during the use of Edmodo?

The last question aims to spotlight on the difficulties that can be faced during the tutorial and may lead to find a better way to solve the issue.

2.5 Experiment

Gathering information from the students in the current study regarding the use of Edmodo inside and outside the classroom was almost impossible without the existence of both the research instruments and the experiment. For this purpose, the researcher designed an experiment that lasted for many sessions with the targeted population. In order to collect data for this research study, the investigator worked together with the responsible teacher. At the first session, we delivered a questionnaire to the learners where they were asked to answer some questions all at once during classroom time and deliver them back once they finish. Later on, the investigator helped the learners to sign up as members in the designed group on Edmodo in order to be part of the virtual class.

The researcher started by posting some materials that were supposed to help these participants to develop their English language. The plan made for this group was as following:

- Posting videos that may encourage them to participate in English.
- Testing their understanding by asking them during classroom session about the posted elements.
- Give them the chance to express their opinions.
- Discuss the posted content.

The experiment was divided into two (2) parts:

The first part included different videos and stories to attract the participants' attention and make it easier for them to be part of the virtual platform. Each video was different from the other but all of them required the students' viewpoint and feedback after watching it. The selected videos posted on the Edmodo group were not long (duration of each one between 6/7 minutes).

The second part that we could not pursue/complete is different from the first one. Here, the researcher wanted to include lessons that are related to the students' specialty and give them written tests to check their understanding and presence on Edmodo. Unfortunately, we could not finish our experiment due to some obstacles that will be mentioned and discussed later on.

2.6 Data Collection

The information for this research was gathered via different instruments including a questionnaire and an interview. In addition, observation was also chosen to be another tool in this research and collect the necessary data during the four sessions of the experiment. For the purpose of reaching the objectives of this study, videos was sent/addressed to the Edmodo group of Communication students from the department of Human Sciences at the University of Abdelhamid Ibn Badis.

The questionnaire was designed to know the students' views about the utilization of the online platforms in education. Moreover, the researcher was able to obtain the data needed from the whole population in an easy and less time consuming way. In fact, the students' questionnaire included opened, closed and Yes/No questions. However, the interview was administered with the responsible teacher in addition to three students from the whole population consisted of forty students because we could not reach the whole sample (their questions will be included with the appendices). This interview was designed to reveal what the teacher and the students think about integrating Edmodo in the teaching-learning process.

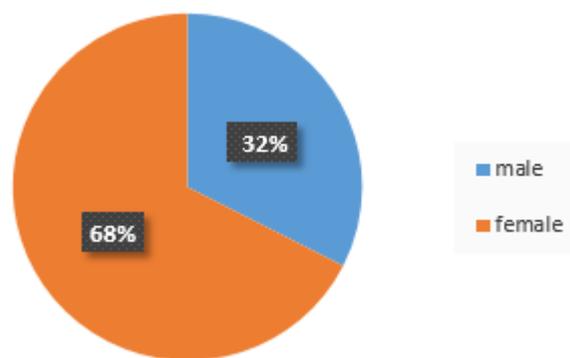
2.7 Data Analysis

This part includes a description of the results obtained from the collected data during the whole four weeks of our experiment. In this part, the researcher will be able to analyze and organize the data gathered from the students' questionnaire, the classroom observation and the teacher's interview depending on the mixture method. The latter is defined according to Creswell (2005) as research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. Moreover, in this part, the analyzed data are discussed and presented in statistical pies and tables in addition to the teacher's interview that was transcribed into texts.

2.7.1 Analysis of the Students' Questionnaire

The questionnaire was the first tool used to collect the needed data to start the experiment. It sought to find out the students' use of Facebook and internet during education and their willingness to integrate Edmodo into the foreign language classes, in addition to some other questions that are related to our research.

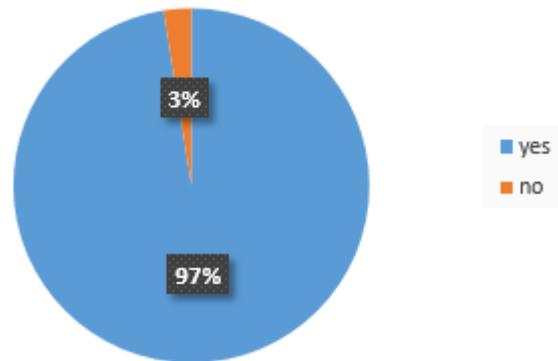
a- Students' gender



Graph 1 : the gender of the participants

Graph 1 shows the total number of the participants that were part of this study is 40 (100%) divided into 13 male that is about 32% and 27 female that is about 68% of the whole sample.

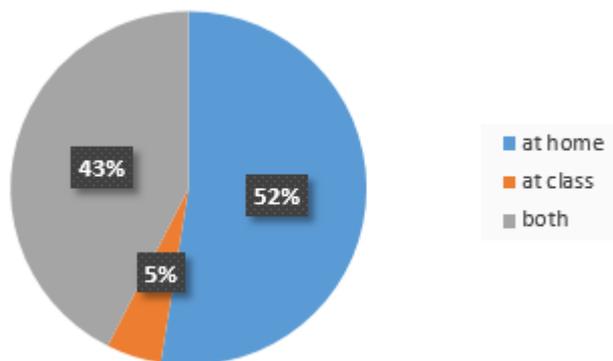
b- Do you have smartphones?



Graph 2 : students that have smartphones

The graph above indicates that (97%) of the students have smartphones and the rest (3%) do not have.

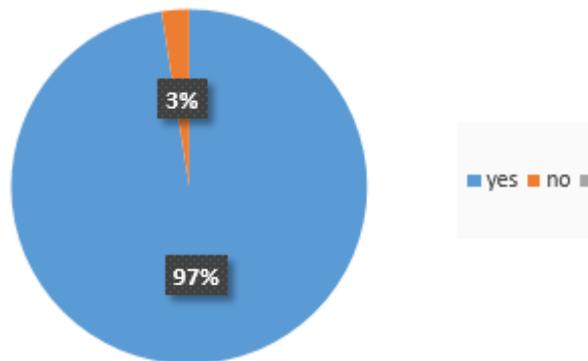
c- Do you have access to internet?



Graph 3 : students that have access to internet

The results show that (52%) of the participants have access to internet only at home and (5%) of them indicate that they have internet only at class. However, the rest of them (43%) state that they have access to internet during both home and class.

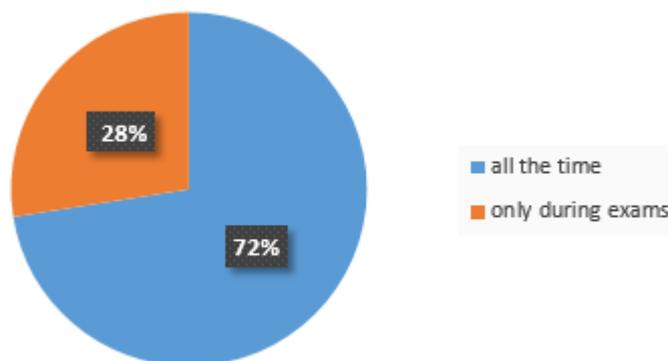
d- Do you use it for your studies?



Graph 4 : students who use internet for their studies

The 4th graph shows that the majority of the respondents (97%) use internet for their studies, but the rest do not.

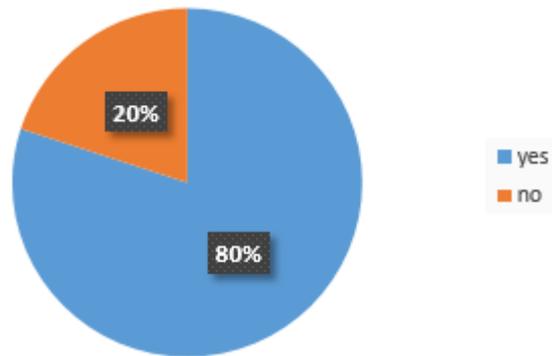
e- How often do you use it for your studies?



Graph 5 : duration of using internet

As it can be seen in the graph above, (72%) of the whole sample use internet for their studies all the time whereas the remaining (28%) use it for their studies only during exams.

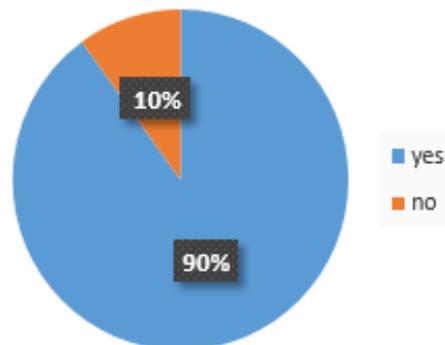
f- Do you have educational applications on your phone?



Graph 6 : educational applications on the students' phone

From graph 6, we noticed that more than half of the sample (80%) have educational applications on their phones while only (20%) do not.

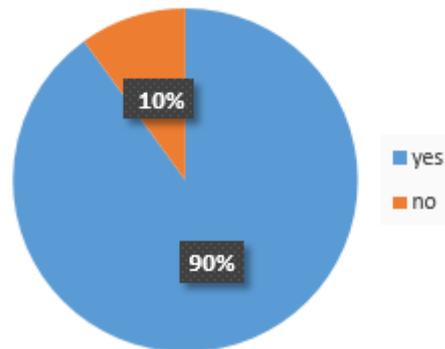
g- Do you find them easy to use?



Graph 7 : students that find the educational applications easy to use

From the results of this graph, it is concluded that almost all the students (90%) find it easy to use the educational applications. Only (10%) of them have stated that it is not.

h- Do you think that they are helpful?



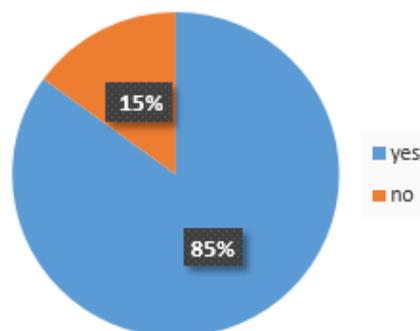
Graph 8 : the usefulness of the educational applications

As we can see, the results obtained from this question are not different from those of the previous one. It shows that 36 students answered with “yes” they are helpful, which represents (90%) of the respondents, while the remaining 4 (10%) students said “no”.

In this question, the respondents are asked to justify their answers.

Those who said that the educational applications are helpful justifying their answer by saying: it facilitates the learning process, provides them with the information needed for their researches, it changes the educational view where it allows the students to be part of the modern world. In addition, it saves time and effort (using electronic browser is better than flipping book pages). Whereas the others said that it is not because they find it hard to work with.

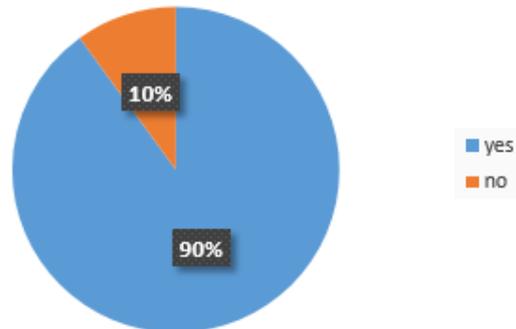
i- Do you tend to learn language using mobile applications?



Graph 9 : students' agreement on the use of mobile application in learning the language

The collected data shows that 34 (85%) student have the intention to use mobile applications to learn the language but the other 6 (15%) do not.

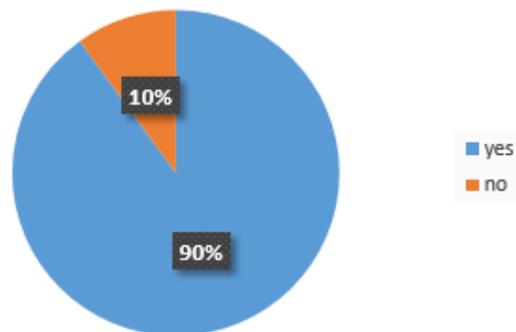
j- Do you use Facebook for educational purposes?



Graph 10 : does the participants use Facebook for educational purposes

As the results in graph 10 shows, (90%) of the participants said “yes”; which means that they use Facebook for education. The others (10%) said that they do not.

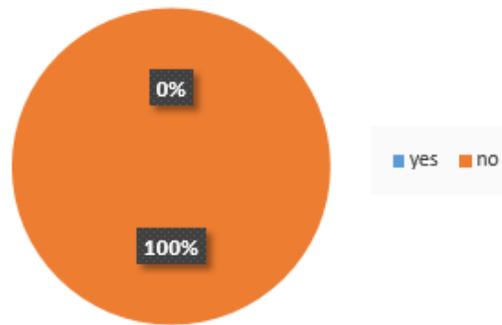
k- Do you have a Facebook group?



Graph 11 : students that have a Facebook group

From the graph above we can notice that (90%) of the respondents have stated that they have a Facebook group whereas the others (10%) do not have a group and they are not part of the department educational groups.

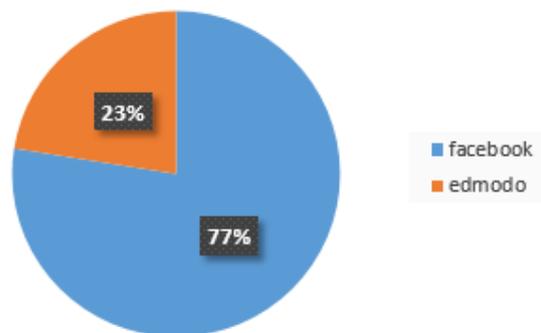
1- Do you know Edmodo?



Graph 12 : students who know Edmodo

The question aims at knowing whether students know Edmodo or not. According to the answer of this question, the entire sample (100%) answered with “no” as it is illustrated in the graph above. That is why, the researcher provided them with a brief definition of this application so that they can have an idea about it.

o- If you had to choose between using Edmodo or Facebook to learn English, which one would you choose?



Graph 13 : students' preference of the application to learn English

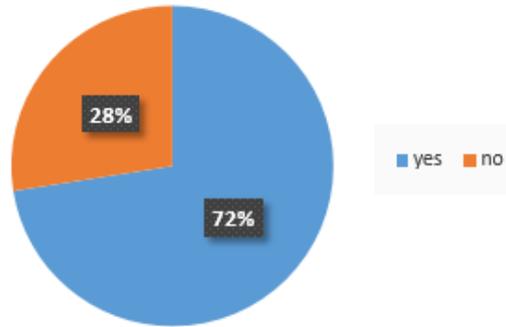
In this question, the most chosen application to learn English language is Facebook with (77%) that is about 31 respondents of the entire population, while the other (23%) have chosen Edmodo which is about 9 students.

Some of their comments are as follow:

Those who chose Facebook stated that it is easy to use, it allows us to communicate with our friends and because they do not know Edmodo or how to work with.

The others who chose Edmodo declared that it is a new tool and they want to try it for educational purposes (learning English language). In addition, they think that it may help them enhance their level and develop their English level.

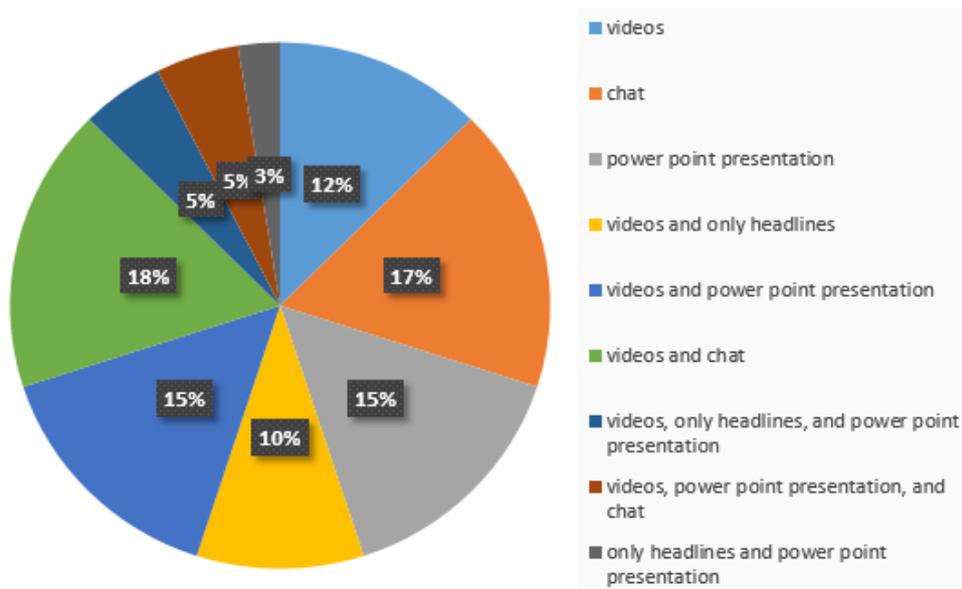
q- Do you want your English lectures to be related to your specialty?



Graph 14 : students that want their lectures to be related to their specialty

This graph reveals that (72%) of students want their lectures to be related to their specialty while the remaining (28%) do not.

w- Do you want your lectures to be in the form of: videos, only headlines, power point presentation, or chat?



Graph 15 : students' preference to the form of their lectures

Option	Total number of students
videos	26
Only headlines	7
Power point presentation	16
chat	16

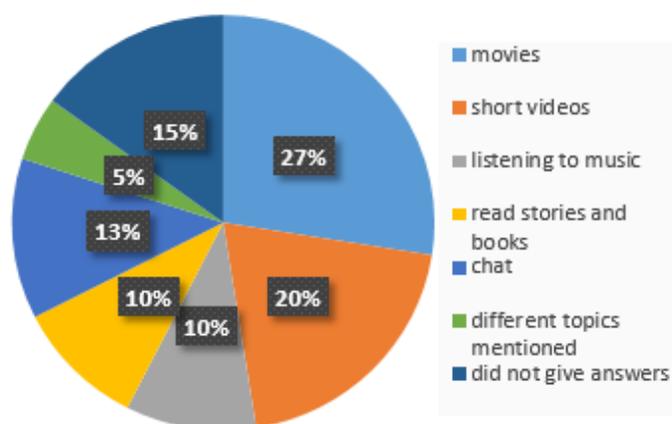
Table 1 : students' choice of the form of their lectures

We understand from graph 15 that the students are divided into 9 different categories according to their choices for each option (individual or multiple choices). At first, 5 students (12%) want their lectures to be presented via videos, 7 (17%) selected chat as the form they prefer while 6 (15%) went for power point presentation choice. The rest of the participants selected multiple choices whereas 4 (10%) of respondents preferred both videos and headlines while 6 (15%) said that they want videos and power point presentation and 7 (18%) chose videos and chat. 2 (5%) went for videos, only headlines and power point presentation whereas the other 2 (5%) went for videos, power point presentation and chat. At last, only 1 (3%) chose only headlines and power point presentation.

The total number of students who selected each choice is presented in table above (check table 1).

It is obvious from table 1 that 26 of 40 students prefer the posted lectures on Edmodo to be in the form of videos whereas only 7 of them prefer to be provided with only headlines and they will do the research. However, 16 students prefer these lectures to be in the form of power point presentation and the other 16 chose chat.

y- In your opinion, what kind of topics would help you learn the English language?



Graph 16 : the students' agreement on the topics they think are helpful in learning English language

In the last question, students were asked to mention the most suitable topics/method to learn the English language for them. Therefore we found out that 12 (27%) of them agreed on that the idea of watching movies would be helpful, whereas 8 (20%) of the answers said that short videos are more suitable, and 4 (10%) others preferred listening to music. Moreover, 4 (10%) stated that they wanted to read stories and books, on the other hand 5 (13%) of the sample chose to use chats since it helps them to use English inside and outside the classroom so as to be a fluent speakers, while 2 (5%) of them gave an unexpected answer and they listed the following topics: how to use techniques of communication, successful communication using English language, theory of communication, communication skills, speech and pronunciation, media theories, marketing, how to write an email, talking on the phone, how to write a motivational letter. However, the last 6 (15%) students did not give their answers and they left it empty.

2.7.2 Analysis of the During-Experiment Observation

In this stage, the observation is used to observe the learners while they were working both inside and outside the classroom. The purpose behind the use of such a tool is to determine how the principles of Edmodo could be implemented in the teaching

learning process, its impact on our EFL pupils, the students' motivation, enhancement, and skills improvement. In order to collect the information needed, the investigator attended four consecutive sessions with third year license students of Communication.

2.7.2.1 Session One

During this session, the experimenter started by introducing herself and asking the students to introduce themselves as well in order to make it easy for them to work with each other. In addition, the students were asked also about their level of English (very good, good, average, less than good) and their participation using English both inside and outside the class devoted time (how often do they use English). However, students suggested that they want to discuss the posted materials in the classroom so that they can interact, share ideas and discuss them with their teacher and classmates.

This session or the beginning of this study was a step for the investigator to deliver the questionnaire related to the study so as to collect the information needed to pursue her experiment. After completing the questionnaire and collecting the papers, the researcher tried to give the students a brief explanation about this platform because it was completely new for them and they had no pre-existing knowledge about it. Additionally, she explained what they will be dealing with (lectures, how this process of learning (online learning) is done through this application, and how this experiment is going to be pursued during the next sessions). Later on, the researcher played the role of the instructor in order to guide these participants while signing in the platform by providing them with the internet because this process was done in the classroom. In addition, screenshots of the steps that need to be followed and the group code to facilitate the registration process.

In the first session, the researcher noticed that these participants are motivated and interested in participating in this activity and it is possible to work with them.

2.7.2.2 Session two

After posting the materials in the group, the researcher observed that not all the learners watched the videos and participated on Edmodo by commenting with the main idea they have understood as the supervisor requested. Unlike the very few, they shared their ideas by messaging the teacher or commenting on the post while they were at home.

During classroom time, the researcher could easily work with those who were present on Edmodo and watched the video lecture whereas the others could only have an

idea from the words and thoughts that their classmates shared concerning that topic. In this session, most of the students showed that they were anxious and not confident while performing in front of their teacher and even in front of their peers (we could see that when we asked them to give the general idea of the video). Also, most of them could not respond to the teacher and they were hesitated so they tried to avoid answering her questions.

Although these learners seemed interested and motivated in working on Edmodo the previous session, this session was totally different whereas the observer noticed the low participation, communication, and interaction between each other (student-teacher, and student-student). In addition, they were less motivated and their interest and engagement were also low.

2.7.2.3 Session three

The researcher improvised and provided the participants with internet inside the classroom so that those who were not able to access Edmodo at home and take a look at the videos in advance, could have another chance and watch them at the beginning of the session. In fact, that made their motivation increase because they had all the materials they need in front of them.

After watching each video individually, the teacher asked the learners about its content where they had to reflect on each one and give a brief description of its events. However, when asking these participants to give their point of views on the video or an idea that have been mentioned by their peers, we observed that they were active and excited to take part in that debate. Whereas most of them shared their opinions and viewpoints orally using simple English, the majority of them avoided sharing their ideas in the written form and they justified it by saying that they are not interested in writing in English.

Despite the fact that these learners were hesitated to respond and communicate with both the researcher and their colleagues, this session showed the opposite. These respondents showed some co-operation where they started sharing their experiences and accepting the feedback and criticism from the others.

2.7.2.4 Session four

The last session was a little bit different from the previous ones. We provided the participants with the materials needed like a laptop and a projector in order to watch the videos together at the same time.

In this session, the experimenter noticed an enhancement in the learners' English language and the remarkable/noticeable increased attention in compare to the first three sessions. The students reflected on the posted materials (videos and the story) and responded to the teacher both in oral and written way (this was observed when the teacher asked them to discuss their answers orally then write their comments on a paper and hand them back). As a matter of fact, most of them did not show any hesitation using the English language. In this situation, students had to use their four different skills (listening, reading, writing, and speaking) while trying to understand the content and improve their performance.

In short, integrating Edmodo proved that technology plays a huge role in the learning process and enhances the students' language learning. In addition, the learners could improve their participation, increase their motivation and develop their skills.

2.7.3 Analysis of the Teacher's Interview

The interview was addressed to the teacher who is in charge of the English module of this group. The responsible teacher was asked to answer an interview of eight (8) questions at the end of the study in order to have an idea about what she has noticed during this experiment and what were the difficulties encountered when using Edmodo to teach the English language.

Question n°01: Was Edmodo beneficial for you?

This question showed that the teacher found this platform helpful in teaching English language. The teacher's answer was positive and clear whereas she said that it was beneficial and this experience was very good. Also, she declared that this platform "Edmodo" opened a very wide window for her in teaching. In addition, it is very useful and it facilitated the transmission of messages besides it helped students to learn English from native speakers and conclude morals from the videos by their own. Also, it helped the students and the teachers to be in a permanent contact.

Question n°02: In your opinion, do you think that the posted materials were helpful for the students in learning the language?

From the teacher's answer, we conclude that these materials were helpful for the students since they had a weak level in speaking and writing and she used the following words:

“I think they were and we noticed that it was obvious through the students' interactions and their skills development”.

Question n°03: How was this application effective for students in EFL class?

This question was designed to reveal how the teacher managed to use Edmodo inside the classroom. Her answer was short and simple where she stated that it was really productive and helpful. Also, it was less time consuming in teaching the different skills such as: listening, speaking, and of course reading and writing by the end.

Question n°04: Did you use Edmodo at home for other purposes?

The aim behind this question is to know whether the EFL teacher used Edmodo for other purposes (check other groups, post lectures of her own or make some requests from the researcher or from the participants and check Edmodo library) besides the purpose of sharing lectures and videos, and taking notes of the students who have participated. In this situation, the teacher replied with no as it was expected and she justified that this is because of what is happening in the world “covid19”. On the other hand, she stated that she intends to use it as soon as possible (as soon as coming back to school).

Question n°05: Which one do you think is better: to post/check the materials at home and discuss them at class or post/check them and discuss them at home and move to something new during classroom time?

In this question, the teacher was asked to choose the most suitable method that she preferred. Therefore, she chose the first where she thought that it is much better. Additionally, she declared that both methods could be used from time to time where the learner could reflect on the lecture at home (on Edmodo) and discuss it at class and move to a new topic and start discussing whereas both could be used at the same session.

Question n°06: do you think that using computers and smartphones as a teaching material would enhance the students' learning of the English language?

The interviewee answered with yes and she justified by saying that the ICT's are very important especially for the foreign language students. In addition, she mentioned that blended learning is the most used nowadays in the world because it increases the students' interest and creates an enjoyable learning environment.

Question n°07: describe your experience with Edmodo.

This question allowed the EFL teacher to share her view about her experiment during the use of Edmodo where she declared that using it was new for her but at the same time useful and she used the following words:

“For me, Edmodo was a new experience. Once applied for the students, it was unfamiliar but after explanation and application; they like it so much and they got interacted. In addition, we used it for other purposes like informing the students with about the next session program or the teacher's absence”.

Question n°08: what were the obstacles that faced you during the use of Edmodo?

It is obvious that there were some obstacles that impeded the researcher in achieving her research objectives. For this reason, the teacher was requested to list the most frequent difficulties and problems that she noticed during the use of Edmodo while trying to improve her students' level.

In this case, the teacher mentioned the following items:

- ✓ Some students did not have mobile phones to watch the posted materials (unavailability of the tools).
- ✓ Absence of internet connection both at home and at class (before providing it).
- ✓ Most of the students said that they did not receive the notifications so they did not know until they checked the group.
- ✓ The majority of them could not write or speak fluently “the fact that we used Edmodo with students learning sociology in Arabic languages, a great majority of them could not speak fluently or even write a piece of writing without mistakes”.

2.8 Limitations of the Study

Just like any other research study, our investigation has some shortcomings as we have faced some obstacles during the use of Edmodo as an online learning platform to enhance the students' English language. The researcher could not complete the experiment due to time limitations (one hour and half per week where the majority of this time was spent on checking the presence and explaining what we will be doing this session) among other obstacles. In addition, there were some distracting features like the use of mobile phones, computers, and the free access to internet gave the students the opportunity to play games or chat with other friends. Whereas, not all the participants were used to study online and be part of such a new innovation while some of them refused to cooperate with us and they did not participate at all. In addition, not all students were familiar with this new method. That is to say that these learners are used to work with both their teachers and their colleagues using Facebook or email but not with such a tool. Another limitation is slow internet or sometimes the absence of internet (the lack of internet either at home or at the university) which made them miss their teachers' notifications of the posted elements. However, when they could not see what have been posted at home; the teacher provided for them the data/internet during class time so that they could have an idea about what they missed. However, the experiment was supposed to last for more than four weeks but it was interrupted because of the corona-virus (Covid-19) and the absence of space where to meet in order to discuss what they have understood from those videos. At the end, we could not interview all the participants that took part in the experiment, and that was not helpful for the researcher to collect the different points of view concerning this experiment and compare their attitude before and after the experiment. Furthermore, the researcher who conducted this experiment was not specialized as ESP tutor, which means that she lacked experience and did not have any ESP training before; that is why the videos that she provided for the group were dealing with GE.

2.9 Conclusion

Through this chapter, we have presented the methodology used while collecting the data needed for this study. Also, we have provided a clear idea about our research design, the procedure and the participants that took part during this investigation. It also provided the reader with a detailed description of the research instruments (the students

questionnaire, the teacher's interview and the experiment that was conducted with third year license students of Communication, department of Human Sciences, University Abdelhamid Ibn Badis, Mostaganem) in addition to the analysis of the obtained results.

In conclusion, the analysis of the data revealed that Edmodo could be beneficial for both the teacher and learners but only if they were provided with all the tools needed. In addition, as it was noticed and mentioned by the teacher, it develops their motivation and their skills. Also, it has some positive impact on their classroom performance. However, the findings of this chapter were in accordance with Kodriyah (2015) who stated that "the materials posted by the teachers should meet the students' need, can motivate students to learn English, support to the students-centered learning, and enhance collaborative learning".

At last, this method could be more effective and more useful as a blended learning tool if all the participants attended the virtual lesson, showed more cooperation and were ready to participate at the classroom without wasting time on making excuses, talking to their peers while learning, or consuming time by watching the video at the time devoted for the discussion.

Chapter Three
Results and Discussion
of the Findings

Chapter 3: Results and Discussion of the Findings

3. Introduction

The present chapter is devoted to the discussion of the findings obtained from the students' observation, questionnaire and the teacher's interview. Also, it provides some suggestions and recommendations to provide some solutions for the EFL teachers and learners regarding the use of Edmodo in EFL classes that would help them enhance the English language teaching and learning process in the future. However, the description of these results allows the researcher to answer the following research questions (hypothesis):

- How does Edmodo foster the student's motivation to learn the English language at the university level?
- To what extent can Edmodo be an effective tool to enhance Abdelhamid Ibn Badis University students' learning process?
- To what extent does Edmodo help teachers in improving the students' different language skills?

3.1 Summary of the Results

In this part, a brief summary of the results of the interview, the questionnaire and the classroom observation will be shared. Then, the writer intends to discuss in details the obtained results from the analysis of the data collected from both the EFL teacher and students in order to have clear ideas of the research study and come up with the final conclusion.

3.2 Discussion of the Results

In this section, we will present some comments and interpretations where we will describe the analysis and discussions of the findings gathered from the three tools that were dedicated for the selected population that consists of the teacher who is in charge of this group and the third year Communication students who took part in this experiment.

3.2.1 Discussion of the Questionnaire Findings

First of all, the students' questionnaire aimed at revealing the wants and needs of the students. In addition, make some suggestions concerning the English language

learning topics. It consists of two sections. The first section was designed to investigate the students' personal information, where we found that most of the students were female.

The second section of the questionnaire consists of a group of questions. The results of the first question reveals that most of the students have smartphones which makes them familiar with its use and are able to be part of the group that was created on Edmodo to pursue the experiment. Whereas, only one student who did not have a smartphone at least at that period of time but that did not mean that he did not know how to use it.

The second question, as the results show, the majority of the students have access to internet at home and that means that these participants can check the online pre-class to get the instructions and understand the content in advance.

From the third question, we have found out that almost all the students use internet for their studies which made us conclude that it is beneficial for them and helpful in enhancing and developing their educational level.

The fourth question was devoted to know if the learners use internet all the time or only during exams. In this context, we have found that the majority of our sample use internet all the time for their studies like preparing for their lectures and doing researches. Whereas the rest of them use it for their education only during exams in order to revise, share lectures with friends and checking some information from the web (make some extra researches on that topic in order to understand it more and have a better and clear idea).

From the fifth question, it appears that the majority of the participants have educational applications on their phone. Therefore, the application such Edmodo as it is also an educational application too, easy and won't cause any ambiguity.

The results of the questionnaire, particularly the results of question six and seven revealed that most of the students find that the different educational applications easy to use and helpful. Whereas most of them said that it allows them to find the information they need, it is a way to facilitate the learning process for them and they think that learning with the use of educational applications is much easier than with books. While the minority who found it not helpful, said that it is just because it is not easy for them to work with. So, we can say that they are familiar with the use of such an educational tools

and they may feel comfortable when the teacher will implement Edmodo since it is considered as an educational platform (application/tool) as well.

Question number eight aimed to unveil the participants' tendency to use mobile applications in order to learn the English language where the results showed out that the majority intends to use these applications and that is to say that they are not against the idea of using such tools but they seem interested in trying them in the language learning process.

The ninth question results revealed once again that the majority of the students use Facebook for educational purposes since it is accessible for everyone and it is apparent that they do not use this application only for massaging their friends, posting and entertaining themselves.

Question number ten was devoted to investigate if the students have a Facebook group of their class that they use it to communicate with their teacher or with their classmates concerning their learning. Whereas we found that most of the learners are part their class group where they use it to share information with their colleagues, lectures and links related to their learning, and the latest updates published by the teacher both at the university or at home.

Question number eleven was about the students' previous knowledge about Edmodo. In fact, the results demonstrates that the whole population (100%) did not have any previous information about this digital platform. It was obvious that they did not have any ideas about it but that did not mean that they were not motivated toward using it in the learning process.

The results of question twelve indicated that more than half of the participants prefer using Facebook in the English learning process because it is familiar for them and easy to use. However, those who prefer Edmodo said that they want to try this new tool for education because it may be helpful in developing their level.

From the analysis of question thirteen, the majority of learners declared that they prefer their English lectures to be related to their specialty and that means that they want to explore more information related to their branch which may help them in the future (after graduation). Whereas the others want general English courses.

Question fourteen reveals the most preferable form of the lectures that will be posted on the group and discussed during the class time. We noticed that these participants picked different options which are ordered according to the students' voices starting with videos, then moving to the next options where we found that power point presentation and chat were chosen equally. To conclude with the last choice which was only headlines. This is because each student has his or her own way that suits them in learning English, revising their lectures, and understanding the content.

The last question was delivered to collect the different topics and suggestions made by the students concerning what they want to discuss with their teacher which may be helpful in learning the English language.

3.2.2 Discussion of the During-Experiment Observation findings

The observation aimed to reflect on the students' attitude both inside the classroom and on the platform. This tool intends to help the teacher to see things from different perspective. However, it was designed to gather a complete evaluation of the use of Edmodo in the EFL classrooms.

Depending on the findings of the observation, we could figure out that the participants had a sort of motivation in learning English language using new tools and they seemed interested towards the use of Edmodo as a blended learning tool. Before the experiment, the students lacked the communication skills, self-confidence and the willingness to communicate neither with their teacher nor with their peers, so they thought that using such an online platform may raise their motivation and push them to take part in the classroom interactions using the English language. After integrating Edmodo, we observed the opposite where we witnessed the lack of participation in addition to the absence of some students in the virtual class and that was because they did not see the group notification, did not check their accounts, or they lacked the access to the internet. The previous factors made the participants find some difficulties in practicing inside the classroom and feel demotivated which made them change their view and opinions towards this application.

During the experiment, the researcher worked on changing the learning atmosphere by integrating digital tools in the classroom like the data projector and the internet so that the students can follow along the board and pay more attention to the selected video.

These technological materials helped the teacher in explaining the topic in an easy way. On the other hand, the teacher provided the learners with different video links that required the students to access to internet and to YouTube in order to watch the video. Later on, they were asked to describe the events of that video and narrate them orally. The classroom was filled with explanations of the ideas obtained from the video lecture, discussions of the points of view of each student, and the connection of the ideas in order to reach out a better understanding of the topic. However, the students understanding towards the materials posted on Edmodo enabled the students to answer the teacher's questions. The researcher noticed that the same members who were present on Edmodo participated during the English session while the others were shy and afraid of being criticized by their peers or their teacher. In this situation, the teacher played the role of the motivator and tried to encourage and motivate the students to participate, interact during the English session, and overcome their fears by creating many opportunities. Also, provide them with the time needed to prepare their thoughts and share them when they are ready.

Edmodo is, to a large extent, beneficial and very motivating tool in enhancing the students learning and engaging them in the online educational process. On the other hand, it increases the students' performance and provides them with the opportunity to learn online beyond the regular class time. Through this application, the students had the ability to check their lectures anytime and anywhere. In addition, they had the chance to prepare themselves at home and then expose their ideas the way they want (either written or oral way). The observer stated that the students asked for repeating the videos and pausing at some moment so that they can discuss or ask some questions about that lecture where we found that Edmodo indeed help the students in understanding the content and presenting its thoughts in another way. Through the observation, we noticed that these learners have different levels where they had good level in some skills and a poor level in the other. Therefore, Edmodo improved their skills where they had to listen, read, speak (comment at the classroom), or write through presenting different information in an organized way while on the other hand the teacher corrected their mistakes and evaluated them. The researcher noticed that Edmodo lectures reinforced the students' skills and helped them in developing their English proficiency. Edmodo as an educational technology proved that learning could be enjoyable and motivating when technological tools are used.

3.2.3 Discussion of the Teacher's Interview Findings

The interview intends at examining the teacher's attitude towards the use of Edmodo as a teaching aid. It aims at describing the English language teaching process using Edmodo and the challenges facing the teacher when delivering the courses. The interview was conducted on Facebook and it was in English language.

The teacher who took part in this interview was the same teacher who was in charge of this group where she was interviewed in order to share what she have observed during the use of Edmodo in her English session. In addition, to know more about the difficulties that she encountered when teaching.

Concerning the use of Edmodo during her sessions, it was found out that the teacher found it helpful and beneficial. We noticed that her experience in teaching and learning using this tool exposed her to a new prospects since she was part of the online group where she acted as a student and a teacher in that group. Also, she stated that it kept the teacher and the students in a permanent contact. In addition, transmitting different messages was not an obstacle anymore whereas the students started sharing ideas, feedback, and depending on themselves in concluding the general idea of the video.

When it comes to the materials that were sent to the students through the group, the teacher think that the video lectures that were posted helped the students in their learning and that was seen in their interactions with their teacher and their classmates. In addition to the skills they developed and improved while they were integrated in the virtual classroom.

Furthermore, the teacher admitted that Edmodo was effective in the EFL class and on the other hand productive and time consuming in teaching the different skills, whereas one video requires the integration of the four of them since they are interrelated and each one completes the other and that was noticed when the students were asked to present, exchange the information, and perform orally or in the written form in addition to listening to the video and sometimes reading.

The interview analysis revealed that the teacher did not use Edmodo for any other purposes and that was because she did not have the opportunity to use it during the pandemic. Her answer did not show that she was not interested but she did not have the chance to try it by herself with the other groups.

The findings of this question showed that the teacher's most preferable way of learning and teaching using Edmodo was through posting and checking the materials at home and discussing them together at class where the learners could participate and give their feedbacks. But she declared that using both ways is also acceptable (discuss the video content at class and move to another title after finishing the first one).

The teacher said that the use of computers and smartphones enhances the students' English language learning because ICT tools are very important and effective for EFL learners whereas blending the learning is the most used nowadays because it provides the students with an enjoyable learning atmosphere and increases their interest.

The results obtained from this question revealed that the teacher's experiment with Edmodo was new for her which means that she never worked with or heard of it until that period. However, it was unfamiliar for her and her students but after applying it they liked it.

Moreover, the teacher stated different problems which encountered her during the use of Edmodo, lack of mobile phones for some students, lack of internet and some students lacked the speaking and writing skills.

3.3 The Interpretation of the Main Results

After the analysis of the findings of the questionnaire, the classroom observation, and the interview we could gather some information about the impact of using Edmodo in the EFL classroom to enhance the English language learning. Therefore, the results collected from the analysis of the three instruments allowed drawing the following conclusions:

- ✓ Third year communication students seem to be motivated and passionate to learn the English language using Edmodo.
- ✓ Implementing Edmodo showed that it was very helpful in improving the students' communication skills.
- ✓ Both the teacher and the students were unfamiliar with the use of Edmodo in the classroom. But after applying it both of them liked and enjoyed working with it.
- ✓ The EFL students did not use to work online. So they had to take some time in order to learn how to use this application.
- ✓ Some of the participants who took part in this experiment were not that good in using the skills of communication.

- ✓ Using Edmodo is relevant in enhancing the students' language learning both inside and outside the classroom.
- ✓ Students enjoyed learning when technology was used, so they tried this new tool and implemented it inside the classroom.
- ✓ Edmodo allowed the students to practice the language outside the classroom setting, where they were still in touch with their teacher.
- ✓ With Edmodo, the learners changed from being passive learners to active motivated learners.
- ✓ Edmodo successfully engaged the students in the English language learning process.
- ✓ Edmodo was very beneficial and helpful for the teacher, since it facilitated the learning as well as the teaching process.
- ✓ The teacher could catch the learners' attention in the EFL class by integrating the different modern tools (Edmodo, internet, computer, and data projector).
- ✓ Edmodo helped the learners perform better in the classroom, since they had the sufficient time to prepare themselves at home.
- ✓ Edmodo is very helpful as an educational tool, since it is considered as an authentic material.
- ✓ The students' interest and self-confidence was increased.
- ✓ Though the use of Edmodo, the learning and teaching process become easier for both learners and teachers.
- ✓ Saves time and efforts, since they can use the different skills in one session.
- ✓ Students were motivated in improving their language and their skills.
- ✓ This educational platform could be more helpful in fulfilling the learners' needs if it is used well.
- ✓ Students showed their satisfaction towards the use of Edmodo as an educational mean.
- ✓ The lack of internet could be a huge problem for both the teacher and the students, since Edmodo class is supposed to be done online (it was noticed that even at the classroom, we faced internet connection problems where it was slow or sometimes lost which blocked our activity in the middle of the learning process/session).

- ✓ Implementing such a tool in EFL classroom enhances the students' participation.
- ✓ Both the teacher and the students had a positive attitude towards the effectiveness of Edmodo in the classroom.
- ✓ Not all learners had an idea about how to work online.
- ✓ The teacher had a big role in balancing between the traditional classroom and the online classroom.
- ✓ The common obstacles that both the students and the teachers may face is the unavailability of materials/tools either at home or at class.
- ✓ Implementing ICT tools provides the teacher and the students with an enjoyable learning environment.
- ✓ Most of the students were facing a problem in accessing Edmodo at home.
- ✓ The students' motivation is related to the teacher's way of teaching and implementing this application.
- ✓ Edmodo provided the teacher and the students with a new learning experience.
- ✓ Students could not communicate with other classmates via Edmodo, but only with their teacher.
- ✓ At the end, as long as Edmodo is used effectively by the students, it can be a very effective tool that enhances the students English language learning.

3.4 Suggestions and Recommendations

In an attempt to improve and enhance university students learning process by using Edmodo inside and outside the classroom, we are going to present some pedagogical suggestions and recommendations for teachers and students about the teaching and learning of the English language using this educational tool.

3.4.1 Recommendations for Teachers of English as a Foreign Language

Teachers should work on including ICTs in the classroom in order to enhance the learning and teaching process because it can be a really great benefit for them in teaching English as a foreign language. Furthermore, they should use Edmodo as an educational platform to support English language learning in their classroom. Teachers should encourage their students to use Edmodo more in order to be familiarized with it. Also,

they should change their traditional way of teaching by varying their ways through integrating new technological tools and modern techniques in order to motivate students learning and enhance them to get involved in the learning process. Another suggestion, teachers should train themselves then their participants and provide them with some instructions on how to use Edmodo in their learning. In addition, teachers should create a more relaxing environment for the learners inside the classroom so that they can exchange ideas and information smoothly.

Teachers should implement different strategies in order to teach and develop all the four language skills such as data projector and audio-materials. Moreover, teachers who use online learning can deliver their lectures without making any efforts or being limited by space and time. Also, teachers need to be up to date with the different educational tools and the latest technologies in order to blend the learning so that teaching EFL becomes more easy and enjoyable. The English language teacher should be aware of the students' needs whereas he/she should pay more attention to the selected topics and to choose an interesting activities to engage and attract the students' attention in the English language learning process. Also, he/she should build a good relationship with his students by encouraging and motivating them by providing them with the opportunity to participate and develop their competences.

Teachers should be aware of the importance of Edmodo in the educational field, especially in promoting students' language learning. However, using Edmodo in the EFL classrooms brings new ways of learning and teaching. In addition, integrating technology in teaching learning provides the teacher with the opportunity to focus more on the shy members and those who are less talkative so, he/she can encourage them to participate in the classroom. Furthermore, EFL teachers should give their students the chance to suggest some topics that they think that they are suitable for them. Finally, we recommend the teachers to apply this new tool in the English language teaching process, since it is very helpful in motivating and enhancing the university students learning process.

3.4.2 Recommendations for Students

The learners who will be part of the online learning in general and Edmodo in particular need to have a special training towards the use of such platforms and need to follow the different instructions provided by the teacher. The students' motivation and interaction will be increased with the use of Edmodo both inside and outside the

classroom. With the use of Edmodo students who did not understand the lecture at class they can ask for more clarifications when they are at home by messaging the teacher where he/she can provide them with details or links related to that topic. However, Edmodo will provide the students with better understanding of the content and change the students from passive to active learners. In addition, students need to attend both the online classroom and the traditional classroom in order to enhance their language proficiency. Also, we recommend the students with talking or listening to native speakers. Additionally, learners need to practice the English language outside the classroom and not to be absent from the virtual online classroom that was created on Edmodo so that they can answer the teacher's questions when they are asked. Finally, the students should try to practice the English language inside and outside the classroom in order to overcome the difficulties and the problems that face them when using the English language.

3.4.3 Recommendations for Other Researchers

For other researchers, this study is one of the ways in improving the students' English language learning using Edmodo. It is expected to use the findings of this research as a starting point to conduct a further study or another similar problem. As a suggestion, other researcher need to train his students and make them acquainted with Edmodo before implementing it in teaching learning process. Also, use other techniques and activities to improve and make English language teaching process more effective, especially teaching the different language skills and sub-skills.

3.5 Conclusion

Throughout this chapter, we have discussed and summarized the results and the findings that was obtained through the students' questionnaire and observation in addition to teacher's interview. The interpretation of the results presented the answers to the main research questions of this study. Also, it included some suggestions and recommendations on how teachers, students, and other researchers can use Edmodo as an educational platform to improve the students' skills and their language learning.

General conclusion

The major/principle goal of learning the English language is to be able to talk to other native speakers fluently. Thus, acquiring this language is not an easy task. For that reason, teachers started thinking in changing the traditional face-to-face teaching interaction and thinking of including different technological tools in teaching and learning a foreign language, so that they can attract the students' interest and provide them with an alternative learning platform that teachers and learners can use both inside and outside the classroom. However, using multimedia technologies like smartphones and computers in the EFL classroom in order to motivate the students to learn the English language could be very useful, since it provides the students with the opportunity to study online and stay in contact with their teacher beyond school hours. However, in order to acquire the English language and help the students to overcome the different difficulties that may face them when they communicate with other English language speakers, we implemented Edmodo as a blended learning tool to enhance the English language learning.

The present research study has attempted to investigate how Edmodo could enhance students' English language learning at Abdelhamid Ibn Badis University. Through this work, we have attempted to examine the relation between integrating Edmodo in the classroom and the enhancement of the students' EFL learning. Our main purpose was to discover the effectiveness of integrating Edmodo in higher education. It also aims to discover the impact of Edmodo on the development of the students' language skill and the students' motivation towards using this tool in the teaching and learning process.

The first chapter began with the theoretical framework of the research work. It was devoted to two main parts, the first part provided a definition about electronic learning and its historical background. Then it moved to introducing blended learning and its pros and cons. It also described its models and sub-models, its role in EFL context, and the role of both the teacher and the students in the blend. In addition, it also tackled its online learning platforms. The second part attempted to present a general overview on Edmodo. We started with its definition and its importance in the EFL teaching-learning curriculum. Then, we dealt with the different studies related to its use from various experts in the process of language teaching and learning. In addition, this part dealt the development of

skills through the use of Edmodo. We have ended up with the different steps for signing up in this educational platform. We concluded this chapter with the challenges encountered by the EFL scholars while integrating Edmodo in foreign language teaching and learning.

As for the research methodology chapter, which deals with the practical side of this research work. It provided a description of the research design of our study moving to the methods used, the procedure that we followed while conducting this research, and then the population of this investigation. In addition, a brief description of the research tools and the entire experiment. We used both qualitative and quantitative methods to collect the necessary data. However, a questionnaire, an observation, and an interview were used as a research tools in order to examine third year license Communication students' attitude towards using Edmodo. The questionnaire was administered before the experiment so as to examine to what extent these students were familiar with the use of technology in their education. At the same time, classroom observation was conducted in order to observe their attitude towards the integration of Edmodo. After the experiment, an interview was distributed to the teacher in order to investigate how integrating Edmodo in education can be effective. The data collected through these different instruments was analyzed in order to be interpreted. As a final step in this chapter, we mentioned the limitations that we faced while conducting our research study.

The third and the final chapter in this research focused on summarizing and discussing the findings step by step from each research tool. Later on, we dealt with the interpretation of the main results which allowed us draw the different conclusions for this experiment. Moreover, the researcher provided some recommendations and suggestions on how to apply Edmodo in EFL classrooms in order to enhance the students' learning and help them develop the skills of communication.

The findings of this research project allowed us to draw the relationship between Edmodo and the students' English language learning. These results indicated that both EFL learners and teachers have a positive attitude towards integrating this tool in foreign language teaching and learning. Finally, according to the results of this investigation, the three hypotheses that were suggested by the researcher, were approved and supported. However, the success of this tool depends on the commitment of both teachers and students in addition to the availability of technological materials.

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List of Appendices

Appendices

Appendix A

Students' Questionnaire

The following questionnaire aims at identifying the role of internet and whether students want to learn English language using new tools and what kind of lectures they need in order to achieve that purpose.

Part 1: Nickname

Age

Gender Male Female

Part 2: Please, choose one of the following:

Do you have smartphones? Yes No

Do you have internet? At home at class both

Do you use it for your studies? Yes No

How often do you use it for studies? All the time only during exams

Do you have educational applications on your phone? Yes No

Do you find them easy to use? Yes No

Do you think that it is helpful? Yes No

Say why?

.....
.....
.....

Do you tend to learn language using applications? Yes No

Do you know Edmodo? Yes No

Do you use Facebook for educational purposes? Yes No

Do you have a Facebook group? Yes No

Edmodo is an educational platform that teachers use to communicate and guide their students.

If you had to choose between using Edmodo or Facebook to learn English, which one would you choose? Say why?

.....

.....
.....

Do you want your English lectures to be related to your branch?

Yes No

Do you want your lectures to be in form of?

Videos Only headlines power point presentation chat

What kind of topics you think it will help you learn English language?

.....
.....
.....

Thank you.

Appendix B

Teacher's Interview

Interview Questions:

Dear teacher,

This interview is an attempt to collect the information needed to accomplish our research. The researcher will be pleased if you shared your ideas and remarks during the experiment. The teacher was kindly requested to answer the following questions.

Q1. Was Edmodo beneficial for you?

Q2. In your opinion, do you think that the posted materials were helpful for the students in learning the language?

Q3. How was Edmodo effective for students in EFL class?

Q4. Did you use it for other purposes?

Q5. Which one do you think is better: to post/check the materials at home and discuss them at class or post/check them and discuss them at home online and move to something new during classroom time?

Q6. Do you think that using computers and smartphones as a teaching material would enhance the students' learning of the English language?

Q7. Describe your experience with Edmodo.

Q8. What were the obstacles that faced you during the use of Edmodo?

Appendix C

The Students' Interview

The following interviews were conducted either on Email or on Edmodo.

BENTOUNSI Faysal Youcef Interview:



bettahar kheira <kheirabettahar57@gmail.com>

to Fayçal ▾

Thanks, I will.

Was edmodo beneficial for you ? I mean did it help you learn and practice english language easily ?



Fayçal Bentounsi

to me ▾

Yes, it helped me a lot.

I can justify my answer, if this is required.



Fayçal Bentounsi

to me ▾

Jul 30, 2020, 3:15 PM



Well,

For me personally, I prefer digital learning because, It's accessible at anytime, I can repeat it over and over again, It's just like the self-pace (on netacad, Coursera,...).

Second of all, When i have the lessons, the program, the everything on my laptop or my phone, psychologically I feel that I own these lessons (like I can zoom out to see the whole program).



bettahar kheira <kheirabettahar57@gmail.com>

to Fayçal ▾

In your opinion, did the posted materials were helpful for you in learning the language?



Fayçal Bentounsi

Thu, Jul 30, 4:33 PM



to me ▾

Yes, they are.

They was literally helpful, because we were listening (the art of listening before talking or acting) , understanding the message behind, and even learning how to debate, all these in the same time.

I usually don't see this everyday.



bettahir kheira

Jul 30, 2020, 5:10 PM



How was edmodo effective for you in EFL class?



bettahir kheira <kheirabettahar57...

Jul 30, 2020, 5:10 PM



to Fayçal ▾

Effective means how did you manage it and used it inside the classroom to learn english as a foreign language



Fayçal Bentounsi

Thu, Jul 30, 6:46 PM



to me ▾

I found it really productive with less talking, especially when sending the paragraphs and answers like we used to do (on DMs edmodo).

I meant by Productive and less talking, that it avoids the repetitive questions like (what did you say).

I can also work fast by using the phone at the class. And it's more formal on writing paragraphs... I guess .



bettahir kheira <kheirabettahar57@...

Thu, Jul 30, 9:54 PM



to Fayçal ▾

It does, thank you for your cooperation.

Next question:

Did you use edmodo at home for other purposes .. Like following other groups or posting lectures of your own or requesting things from your teacher .. Even there are some library's that could be checked..

Did you use it for other purposes besides the purpose of sharing lectures with your teacher?



Fayçal Bentounsi

Thu, Jul 30, 10:04 PM



to me ▾

No, I don't.

It's because I use other similar platforms (Google class, Coursera Community, Netacad...).



bettahaar kheira <kheirabettahaar57...

Thu, Jul 30, 10:04 PM



to Fayçal ▾

Which one do you think is better for you as a student, to check the posted materials (videos, lectures) at home and discuss them at class or check them at home and move to something new during classroom time ?



Fayçal Bentounsi

Jul 30, 2020, 10:09 PM



to me ▾

Either is fine.

To be honest I do prefer google classroom.

I just prefer their user experience in everything.

But edmodo is just perfect too, it contains all the features needed, to post send and react, on the posted materials.



bettahaar kheira <kheirabettahaar57...

Thu, Jul 30, 10:11 PM



to Fayçal ▾

Describe your experience with edmodo. How was it though it was interrupted because of the corona-virus



Fayçal Bentounsi

Jul 30, 2020, 10:15 PM



to me ▾

I honestly didn't use it through the pandemic, there wasn't no studies (suggested courses by you) during the quarantine!



bettahaar kheira <kheirabettahaar57...

Thu, Jul 30, 10:16 PM



to Fayçal ▾

Last question

What were the obstacles that faced you during the use of edmodo?



Fayçal Bentounsi

Thu, Jul 30, 10:20 PM

to me ▾

There was no obstacles for me while using edmodo.

BOUBEKEUR Karim Interview:

Was edmodo beneficial for you ?
I mean did it help you learn and
practice english language easily ?

1:13 PM

Karim Boubekour (Étudiant)

Thank you 😊

Edmodo is application
very important and any
student can use it because
it is easy to use I like it
because it facilitated the
communication between the
teacher and the student

Did the posted materials were
helpful in learning the language ?!

1:54 PM

Karim Boubekour (Étudiant)

Yes it was and and it covered
useful topics

How was this application effective for you in EFL class?

Effective means how did you manage it and used it inside the classroom to learn english as a foreign language

2:09 PM

Karim Boubekeur (Étudiant)

The application was helpful and helped us in developing our skills

Did you use edmodo at home for other purposes .. Like following other groups or posting lectures of your own or requesting things from your teacher .. Even there are some library's that could be checked..

Did you use it for other purposes besides the purpose of sharing lectures with your teacher?

2:20 PM

Karim Boubekeur (Étudiant)

Yes i did but not a lot i mean i did some research like following posts of teacher and trying to communicate with the others

Which one do you think is better for you as a student, to check the posted materials at home and discuss them at class or check them at home and move to something new during classroom time ?

Karim Boubekeur (Étudiant)

I think the first suggestion is better because it's important to discuss post materials with teacher and students

Describe your experience with edmodo.

Edmodo is application very good for us i like it because it's helped me to understand and communicate with the teacher and give my opinion and ideas

Last question
What were the obstacles that faced you during the use of edmodo?

2:53 PM

Karim Boubekeur (Étudiant)

The main first obstacles is the bad Internet and sometimes i don't have much time to log into application

BOUTAMRA Raouane Interview:

Was edmodo beneficial for you ?
I mean did it help you learn and
practice english language easily ?

Boutamra Raouane (Étudiant)

Yes, thanks to him, I
corrected and learned many
words and concepts, and

I do not want the study to
be interrupted because
it facilitated the English
language for me.

Did the posted materials were
helpful in learning the language ?!

10:43 PM

Boutamra Raouane (Étudiant)

Yes, it was very helpful to
learn the language even
though I hated the English
language. The way of our
professor explained it was
very helpful in learning it.

How was this application effective
for you in EFL class ?

Effective means how did you manage it and used it inside the classroom to learn english as a foreign language

10:56 PM

Boutamra Raouane (Étudiant)

Yes, It was very good madame, because we used to see vidéo and we reanalyze them in classroom and it made me "enrichir" my mind and some concept or the english language

Of english language*

Did you use edmodo at home for other purposes .. Like following other groups or posting lectures of your own or requesting things from your teacher .. Even there are some library's that could be checked..
Did you use it for other purposes besides the purpose of sharing lectures with your teacher?

Boutamra Raouane (Étudiant)

No, i didn't use edmodo for other purposes because i don't know my camarades to share vidéos with them, beside the purpose of my teacher.

Which one do you think is better for you as a student, to check the posted materials at home and discuss them at class or check them at home and move to something new during classroom time ?

Boutamra Raouane (Etudiant)

In my opinion, i think to check the posted materials at home and discuss them at classroom je better for me as a student.

Is better...

Could you describe your experience with edmodo in few lines ?

10:25 PM

Boutamra Raouane (Étudiant)

Yes it was a good experience, we used to see videos on this platform and re-analyze them in the section in order to extract the significance from each video.

The last question ..
What are the obstacles that faced you during the use of edmodo?

11:28 PM

Boutamra Raouane (Étudiant)

Some times notifications n'arrivent pas to do my propre analyse

Appendix D

The Students Participation on Edmodo

Thursday, February 27, 2020

Boukhatem Wafa (Étudiant)

First video: humanity is to love ourselves even we are not perfect
Second video : happy life means life with to much calories

Beghamboudj Mechria (Étudiant)

The first video includes coexist with the other
And the second video includes daily routin boring

Faysal Bentounsi (Étudiant)

Well, about the first video it was about that the mom gave her son a gift, just to make him live outside of his routine (his addiction to the video games) & the gift it was a fluffy dog which he kept trying to attract the boy's attention, but everytime he wanted to play or to do something, the child was rejecting him, convincing himself that he is handicap and he can't do nothing except what he was doing, and this is so wrong, that we should respect and give importance to what and who's trying to make us more happier.
But at the end, the mom's gift was accepted.

The second video, it holds a very expressive message behind, which is it can represent all the most of people today, all round the world, People and not humans, because the humans, are living their own life, as well, but the rest of people, are just following the rules' system, that make life boring and looks like a laboratory but the shiny side no one looks at it, when the music's play under the nature, people are convicting themselves that business work and studies are most important then, family and fun, yes it is but we should never forget that we're going to die at the end, so we should make our life worth, by respecting ourselves and our innovative sense.

in the first video we learn that we must accept our selfs & others the way they are because the real handicap is not the physical one but its the mental one & that we are all the same no matter what we need to be proud & respectful to evold the delimma of insecurity & specialy bullying in society

group. The basic idea of the video is that no matter how you take the place of someone else or someone else's character, you and everyone will have their stature and personality.

Fatima Zohra Bouziane (Étudiant)

First video : No one is perfect, we must accept ourself
Second video : We can change life with developing talent

Belkadi Nourelhouda (Étudiant)

In the 2abd video i learn tha we must belive in our children dreams & support them to reach em & make it comes true
also routine is a big obsession that could destroy hope & self confiance if it its related with harshparents control

Moral 01 : accept others and ne humanitarian 🙏
Moral 02 : If you want life to be beautiful and colored, be ambitious ❤️👤😊

Karim Boubekeur (Étudiant)

The relation between the first video and second talking about humanity and respect our selfs and others and even animals because every one needs support and encouragement from his family or friends finally the purpose from this videos is respecte and love and be happy also kill the routine

Appendix E

The Students answers during Classroom Activities

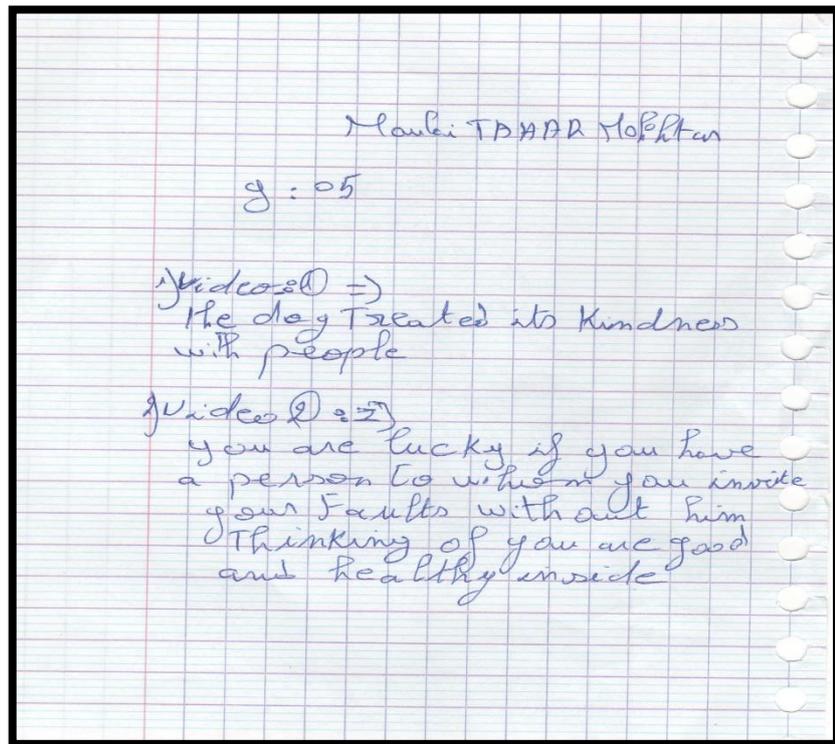


Figure 2 : The Answer of Student Number 1

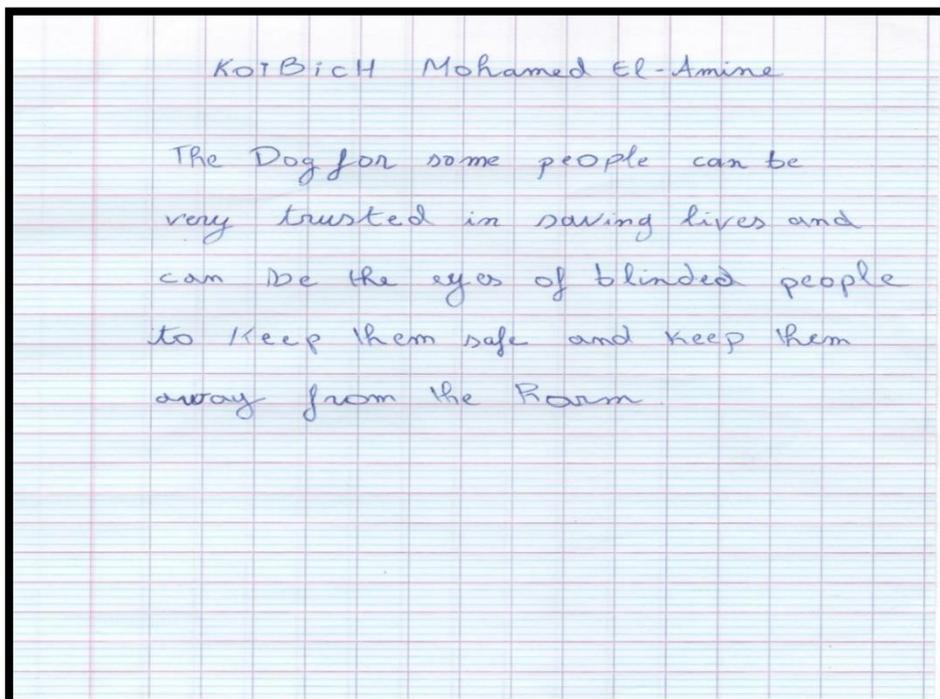


Figure 3: The Answer of Student Number 2

Madam K A MEL
C (05)

Video 1: The Importance of Day and helping
the Blind Women.

Video 2: A handicapped Boy faces his obstacles
to reach his Goals, and his friends'
help. *or*

Figure 4: The Answer of Student Number 3

Mazari Kauter Class 05

Q. in the first video it talks
about how to make your fail a reason
to reach your goal keep trying many
time until you raise it.

Q. Racist and bullying it's not from
our manners, humans should be
respectful and helpful

Figure 5: The Answer of Student Number 4

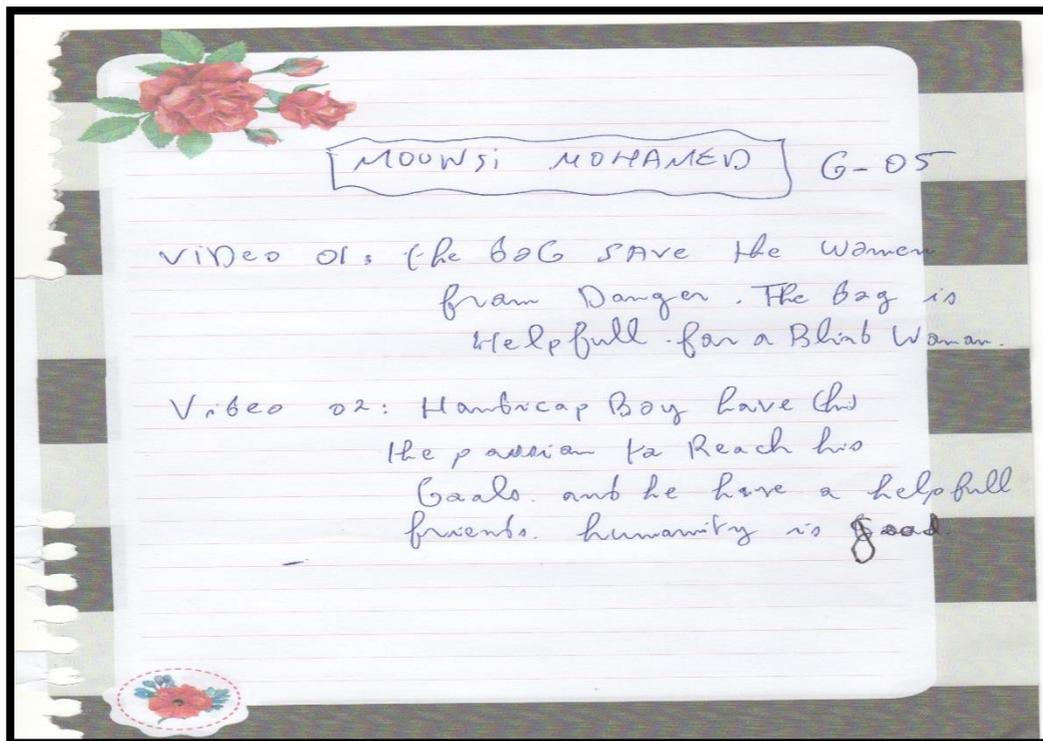


Figure 6: The answer of Student Number 5

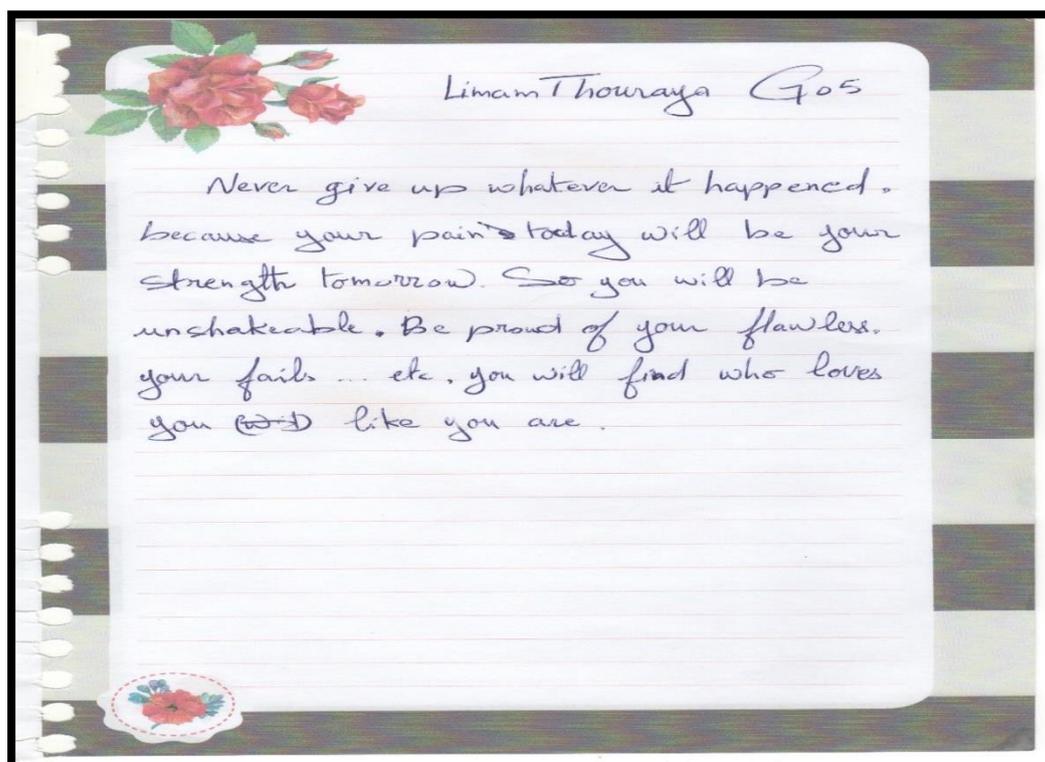


Figure 7 : The Answer of Student Number 6

Alfoussi Ikram 905

in this video we see in our capabilities and our selves to achieve our goals that what the video talk about that the dog have bravery to success in life and not be weakness and not be weakness and not be afraid challenge your fears to be here in life. it does not matter failure in the exam the important thing is success in your daily life.

Figure 8: The Answer of Student Number 7

MaRouf Chaima

vs1: In your life you need many tries to succeed, you don't succeed from the first time, you should keep trying until you make it.

vs2: Don't be racist and bullying always be human with others and respect them.

Figure 9 : The Answer of Student Number 8

Moghtet Ahlem .

G:05

① Don't be depressed when you fail in life keep trying and trying until you ~~reach~~ ^{reach} your goal.

② In your life when you have a ~~a~~ paralysis you must face it, and other people should be respectful and help others and don't reject them. and ~~as~~ ^{as} ~~for~~ humans we must be unite ~~bulking~~ and ~~make~~ ^{make} this paralysis people one of us because we are all humans.

Figure 10 : The Answer of Student Number 9