

# **EDMODO IN ENGLISH LANGUAGE LEARNING: A REVIEW OF RECENT STUDIES**

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## **ABSTRACT**

Many dynamic approaches have emerged due to computer technology in facilitating language learning. The use of Computer Assisted Language Learning in the teaching and learning becomes essential. Learning platform is used in the learning process as a tool that is considered capable of attracting students' attention and increasing their motivation. It is then that underlies the number of researchers who are interested to raise the theme into the realm of both theoretical and empirical research. This study reviewed fourteen journal articles to determine the effect of presentation software, initially focused on Edmodo which is a free and secure learning platform which is free of advertisements, games and other distractions used to provide a simple way for teachers to create and manage online classroom, and enable students to connect with teacher and other students anywhere and anytime. Eight of them are empirical and others are theoretical. The constant comparative method proposed by Lincoln and Gub (1985) used to analyse each article. As the results, this study found that learning platform, especially Edmodo, greatly support teaching and learning activities. It will be very helpful for every person in the field of education such as students, teachers, and researchers in order to adopt this innovative technology for language learning and teaching.

**Keywords:** Edmodo, learning platform, pedagogy.

## **INTRODUCTION**

It is increasingly evident that social networking sites play an important role in everyday life. Whether big or small, people now report incidents every split of a second, as they occur. People are also relying more and more on mobile devices as their primary communication tool and increasingly using these devices to

access social networking sites. One of the social networking sites is Edmodo. Edmodo gives teachers the opportunity to create a sense of community in which they can build relationships with learners and communicate different kinds of information.

Research studies about Edmodo have already acknowledged its potentiality and have documented many evidences that Edmodo can greatly help develop learners' language skills, especially in developing learners' reading and writing skills (Gay & Sofyan, 2017; Warawudhi, 2017), vocabulary mastery (Ewenddy & Harmer, 2016). The purpose of this review study is to gauge the effects of Edmodo on various skills of language and to show how podcasts can contribute to the learning of skills in English. The findings of the review will be helpful for students, teachers, stakeholders, and researchers to adopt this innovative technology for language learning and teaching. The review follows Creswell's (1994) model of reviewing literature that states that the purpose of a review is usually designed to sum up the knowledge concerned and to spotlight relevant facts and issues that have left unsettled.

### 1. Defining Edmodo

Edmodo is different from many other education technology companies. It is free used, however, not commercializing. It could be seen as part of the mission to educate the users on privacy-related issues and could be created the web page to provide educators, students, and. According to Gay and Sofyan (2017) Edmodo is an online learning environment is an interactive process where the student is assisted by others (teachers or peers) to acquire knowledge or skill that cannot be acquired without assistance at that point in time. Through Edmodo, educators and students can share notes, links and documents. Educators also have the ability to send alerts, events, and tasks for students and may decide to send

something in a timeline that can be viewed by public. In addition, Edmodo as online learning can benefit the students by promoting their self-regulated learning in a number of ways. Having access to language-related resources and tools available through Edmodo, the learners can choose and work with materials in line with their preferences and goals at any time and from any places. Additional definition about Edmodo is a free and secure learning platform which is free of advertisements, games and other distractions used to provide a simple way for teachers to create and manage online classroom, and enable students to connect with teacher and other students anywhere and anytime (Balasubramanian, Jaykumar, & Fukey 2014; Thongmak, 2013; Shams-Abadi, Ahmadi, & Mehrdad, 2015; Al-Khatiri, 2015).

## **2. Teaching Learning Process and Edmodo**

This part of the analysis aims to briefly suggest a way to bridge the gap between teaching learning process and Edmodo as a teaching media. Teaching is not an easy work for the teacher in every grade and every subject. The teachers have to pay more attention to how the students have to be taught and what kind of media should be used in order that they can understand the material easily. Choosing and using the proper media is one of the teachers' duty. Therefore, using media in the teaching and learning process could influence the students' understanding and their involvement in the classroom. Thus, the teacher ought to be selective and creative in selecting the media that will be used in teaching learning process.

Edmodo is a portal that presents information in an engaging and motivating way that becomes a controlled environment suitable for peer tutoring. It can be used as one of teaching media that helps students in studying. It is a media to stimulate the learners for arranging and collecting their ideas. Through Edmodo, students

work with peers and are inevitably required to collaborate with others (Buescher, 2010); whether it is pair work, in small groups or within the class. Moreover, Edmodo can encourage students to take the initiative for their learning by posting notes, uploading learning materials to the personal digital library, writing comments and much more. Moreover, learners are keen to participate in the learning process when they are allowed to explore the multimedia resources that are compatible with their learning preferences and needs. The applications available on Edmodo facilitate collaboration and virtual teamwork among students and accelerate the learning process (BusinessWire, 2014), making students proficient in handling tasks online.

### **METHODOLOGY OF REVIEW**

An online search is performed to collect the articles reviewed in this paper. Search strategies employed included keyword search such as: “Edmodo”, “Edmodo in teaching learning”, “computer assisted language learning” and “online learning application”. Fourteen research articles on learning platform were selected to determine the effects of online learning application, initially focused on Edmodo, in teaching learning activities. The constant comparative method proposed by Lincoln and Gub (1985) used to analyze each article. By following the constant comparative method, the review attempted to compare all the data collected from the particular research studies. Within the 14 research studies, there are 8 were found to be experimental or quasi-experimental that analyzed the effects of Edmodo in teaching and learning activities. The remaining studies were descriptive studies designed to investigate students’ experiences and responses towards Edmodo.

This review followed a grounded approach or constant comparative method to analyze each article. Using this method, the coding scheme emerged inductively after reading each paper. Additionally, the grounded approach comprises the following steps: examining each individual article, forming

various categories, comparing categories, and achieving category saturation. For instance, the review of articles began by selecting the first article, reading it, and noting its content to form a tentative research topic category. After getting the theme of the first article, then the next article was read and compared to the theme of the first article. When the theme of both articles was found similar, then the review proceeded to the third article. If not, another theme was created. Each article was scrutinized and compared with each other. A total of 14 research articles were read thoroughly and content analysis was done by summarizing the major findings of the studies. After analysing the content of the selected articles, the study identified two major themes. The first theme is concerned with the effects of Edmodo in teaching and learning activities. The second theme included students' experiences and responses towards Edmodo.

### **FINDING FROM THE REVIEW**

Research studies on Edmodo in language learning have identified its potentiality in providing teachers and students with many benefits that facilitate teaching and learning processes (Mokhtar and Dzakaria, 2015). Teaching and learning by using Edmodo can be a good pedagogical devise which can stimulate curiosity, increase motivation and enrich the learning process (Patel, 2016). Kumelashvili (2016) states some advantages of the usage of Edmodo in the teaching process was that some teachers may just want to use Edmodo to share resources and learning objects with the class. These can be accessed during the class to save paper, prevent students searching for inappropriate resources etc. Lie (2013) also explains that Edmodo enables extended discussions when time in class is not sufficient. Another advantage is that a few students who are usually shy in class can open up and express themselves more freely when they are on-line. Moreover, an online discussions also enable the teacher to lead the course

material to more personal relevance for the students and to bring about discussions on moral judgments. Evenddy and Hamer (2016) also state that Edmodo can make the teaching-learning process more interesting. By using Edmodo's features the teacher can give assignments, quizzes, share the materials, and give feedback for students' work directly.

### **1. Effects of Edmodo in Teaching Learning Activities**

Internet and technology offer many web-based learning platforms that can support the teaching learning process outside the classroom. Edmodo is one of the right websites that can give benefit the learners by promoting their self-regulated learning in a number of ways (Gay & Sofyan, 2017). Edmodo can be used as one of teaching media that helps students in understanding the material given by teachers. Gay & Sofyan investigate the effectiveness of Edmodo in enhancing students' outcomes in advance writing. They studied about how the use of Edmodo in language learning might contextualize and integrate language instruction using Internet technology. The results show that the use of Edmodo is successfully facilitating students' participation in online discussions and task. This also enhanced students' interest and motivation in improving their writing skill.

Fauzi (2017) conducts an experimental study to investigate the effect of Edmodo on students' writing skill in recount text. The result shows that using Edmodo was effective to teach recount text. This study attempts to contribute to the improvement of teaching writing by maximizing the use of ICT tools. Using Edmodo, both students and teachers can have a safe online environment to conduct more effective and sustainable teaching and learning process.

Alshawi & Alhomoud (2016) investigates the impact of using Edmodo on the students' motivation and teacher-students communication. They explored the

impact that Edmodo has on students' engagement in EFL learning as well as their motivation towards learning that language. The results indicated statistically significant motivation towards language learning due to the use of Edmodo. It also showed that the teacher-student's interaction is highly significant via Edmodo. Furthermore, students mainly preferred quizzes and assignments on Edmodo when they are designed effectively. Then, the results of this study may encourage teachers to integrate educational networks to create effective online learning classes for their students.

Warawudhi (2017) conducts an action research to evaluate the use of Edmodo in business reading class. The result shows that Edmodo can be used as a learning tool for out-of-class activities for business reading class. Students could use the program as well as they were encouraged to get engaged to the lessons outside classroom by doing quizzes and making discussion with teacher for their group presentations. Moreover, the students also report positive attitudes toward Edmodo in terms of users friendly function and interaction between students and teacher.

Marimuthu et al. (2013) design a quantitative research to explore how a few such online learning communities could effectively function by engaging in discussions regarding their views based on a video of a public speaking presentation by using Edmodo as an online collaboration platform. Results obtained showed that the creation of communities of inquiry (learning) through online facilities such as Edmodo are often viable platforms to encourage positive collaborative learning experiences among students at higher learning institutions. It could be one such way where learning could be conducted collaboratively through virtual group discussions, which had adhered to the principles of the Community of Inquiry.

Kumelashvili (2016) also conducts a research that has the aim to know the effectiveness of Edmodo in foreign language teaching. The result shows that Edmodo could help students to learn a different model of the teaching process and they could independently improve their computer skills. Moreover, by using Edmodo, the students' motivation to learn foreign language increase.

Patel (2016) design an experimental research to determine the effects of Edmodo on student's language efficiency and their comprehension ability in English Language. The result shows that Edmodo can be a good pedagogical devise which can stimulate curiosity, increase motivation and enrich the learning process.

Yunkul & Cankaya (2017) conduct an experimental research which has a purpose to develop a scale to determine students' attitudes towards Edmodo, a Social Learning Network (Edmodo Attitude Scale, EAS). The result shows that the factors were found to be collaboration, usefulness, instructor support and self-confidence. Consequently, the scale could be said to be a valid and reliable attitude scale that could be used in learning environments which involves the use of Social Learning Network (SLN).

## **2. Experiences and Responses toward Edmodo**

Constructivism Learning Theory presents that human beings produce or construct meaning, understanding and knowledge of the world from their own experiences (Dano and Hinosolango, 2015). Moreover, Dano and Hinosolango (2015) state that constructivist epistemology assumes that students produce or construct their own meaning or knowledge based on their interactions with their environment. Hence, the students' experiences in using learning platform, especially Edmodo, is important to assist them in making use of Information and Communication Technology resources.



Mustafa (2015) conducts a qualitative research to investigate the perceptions of students on the use of Edmodo. The findings of the research revealed that students accept technology if it attracts their attention to its facilities and ease of use, if it is related to their interests and capabilities, if they feel confident using it and provides them with equal opportunities of learning, and if it satisfies their desires in improving their performance and achievement.

Mokhtar & Dzakiria (2015) design a qualitative research study with singular focus on Edmodo. The findings indicate four main advantages of Edmodo in English language acquisition. These areas are 1) suitability for English language learning, 2) an interactive interface, 3) an appropriate site for assessments and 4) a 'different' learning experience.

Ali, Zuraina (2015) does the research to identify the students' perceptions of using Edmodo in language learning and the students' views on the possibility of using it to supplement face-to-face discussion in English language classes. In general, results of the study revealed mixed reviews, where some students agreed with the use of Edmodo while others expressed negative opinions towards its use. In addition, two broad themes emerged from analysis of the data.

Al-Said, Khaleel M (2015) design a research to investigate the students' perceptions levels of Edmodo and Mobile learning and to identify the real barriers of them at Taibah University in KSA. The result showed that the students' perceptions of Edmodo and Mobile learning is in "High" level in general, and majority of students have positive perceptions towards Edmodo and Mobile learning since they think that learning using Edmodo facilitates and increases effectiveness communication of learning, and they appreciate Edmodo because it save time. Regarding the barriers of Edmodo and Mobile learning that facing several students seem like normal range, however, they were facing a problem of low mobile battery, and storing large files in their mobile phones, but they do not

face any difficulty to enter the information on small screen size of mobile devices. Furthermore, Hursen and Fasli (2017) do the research to determine the impact of reflective teaching applications supported by Edmodo on prospective teachers' self-directed learning skills. The result of the research reveal that the reflective teaching applications supported by Edmodo had an impact on the prospective teachers' self-directed learning skills. Moreover, the result indicate that prospective teacher who participated in the research were extremely satisfied with the Edmodo applications.

Cankaya, Serkan & Yunkul, Eyup (2017) conduct the research to reveal the attitudes and views of university students about the use of Edmodo as a cooperative learning environment. The results demonstrated that the students had positive attitudes towards online cooperative learning. The students adapt themselves easily to the online cooperative learning environment of Edmodo, which has a similar structure to Facebook.

## **DISCUSSION**

The use of technology or learning platform has become a necessity in the education field. This is very helpful for the teachers in delivering the material and the students in understanding the lesson. Previous studies have proven the effectiveness of learning platform especially Edmodo in assisting the teaching and learning process. The purpose of this review study is to measure the effects of Edmodo on language learning and to show how Edmodo can contribute to the learning process. Based on Creswell (1994) the purpose of a review is usually designed to sum up the knowledge concerned and to spotlight relevant facts and issues that have left unsettled. The finding of this review will be very helpful for every people in the field of education such as students, teachers, and researchers in order to adopt this innovative technology for language learning and teaching.

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