Promoting Students' Paragraph Writing Using EDMODO: An Action Research

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ABSTRACT
This paper reports the findings of an action research that was carried out to measure the effectiveness of integrating a social networking website "Edmodo" in students' writing performance in an EFL classroom at Arab Open University (Oman Branch). The participants were 25 students studying English in the Foundation Programme. Along with three lesson plans that were used to teach students the writing process, students conducted some quizzes, discussions and activities on Edmodo. Analysis of students' second writing showed a statistically significant improvement in students' writing. A post-treatment questionnaire results indicated that students have positive perceptions towards using Edmodo in language learning.

Keywords: Edmodo, Social Networking Sites, Process Writing, EFL classroom, Oman

INTRODUCTION
With the rapid advancement of web technology and its effectiveness in various fields, a lot of teachers are delving deeper into using technology in their teaching to develop their students' language abilities. Social networking sites have been recognised as one of the most common tools that teachers are utilising in teaching the English language. Since developing students' writing skills is regarded as an important task for language teachers, many teachers use web tools to teach writing, such as, Learning Management System, Wikis, Social Networking Sites, Google Docs and many other tools. One of the available online tools for teachers is Edmodo which this study explores. Edmodo is an online social networking website and a smartphone application that is designed for both teachers and students and their parents. It allows teachers to communicate with their students, share materials and monitor students' progress. It is different than other social networks because it has built-in assessment tools, such as quiz, poll, assignment, grade book and other tools that assist teachers in assessing students.

The main purpose of this study is to find out if using Edmodo can affect students' writing abilities. Another purpose is to measure students' perceptions in using Edmodo and what challenges and barriers they have faced using it.

LITERATURE REVIEW
Overview of Edmodo
Jeff O'Hara started Edmodo in 2008. He started the platform when he recognized the need to create a friendly and secured educational environment in which teachers and students can actively and socially involve in a holistic learning process. In 2010, the website was developed to provide a social collaboration experience between teachers and their learners (Barba, 2013). Arroyo (2011) viewed Edmodo as an inspiring teaching tool for knowledge to be constructed. It was described by Trust (2012) as an interactive platform based on a social networking and mutual collaboration between teachers and their students. Cauley (2013) further explained this useful tool as an educational website that aims to get the benefits of a social network's features and make it more appropriate to facilitate learning and teaching (as cited in Monalisa & Ardi, 2013).

Edmodo has various useful features that can help both teachers and students. Ali (2015) outlined several features of Edmodo in his study. He reported that Edmodo permits users to upload profile pictures, documents, links and

videos. These uploaded materials can be stored in the Library and can be reused and shared with others (p. 40). Besides, it is free of most disturbing advertisements and games that may hamper learners' attention and learning (Mills & Chandra as cited in Shams-Abadi et al., 2015, p. 91). This tool can help teachers in their teaching, delivering the content and sharing the files that learners can easily access. Not only documents or files teachers can upload, but they can share digital videos that can enrich the course content. Other organizational features of this platform for teachers are monitoring students' interaction, making quizzes, assignments, posts, notes, polls and award badges. Once posted, students can read, reply or solve the quizzes or assignments electronically anywhere and anytime. Added to that, quizzes can be graded and submitted automatically to every student in a secure way (Bayne, n.d.). Edmodo offers a mobile website which can be easily accessed through smart mobile phones and tablets. This allows easy access to posts, quizzes and notifications.

The Use of Edmodo in Teaching Process Writing
Process writing has been distinguished from product writing in the sense that the teacher guides learners to follow a specific procedure which helps them eventually improve their writing product. Accordingly, the focus is directed mainly at raising learners' awareness of the different steps of process writing which is recursive in nature (Seow, 2002). White and Arndt (1991) proposed a writing process model which includes a set of interrelated and recursive stages including drafting, structuring, reviewing, focusing and generating ideas and evaluation (as cited in Harmer, 2007:258).

Hedge (2003) has pointed out two major issues that teachers encounter when teaching process writing which are the lack of time and the lack of a real audience for students' writings (p. 317). Teachers usually complain of limited time to teach students through all the stages of process writing in addition to the time needed for the students to write and to give feedback. Utilizing social media websites like Edmodo facilitates communication among teachers, learners and their parents, which can provide extra time for teachers to elaborate on their lessons online and, at the same time, offer an audience from the real world for their students.

The prewriting phase of process writing includes planning and organizing of ideas. Planning can be initiated by the teacher through providing a stimulus for learners to brainstorm ideas, to cluster relevant words to the writing topic and other types of strategies (Seow, 2002). Using Edmodo for this stage offers many choices for the teacher to help students embark on their thinking. The teacher, for example, can post discussion questions for students to think about or post relevant images of the writing topics for students to comment on them. Edmodo is claimed to be an effective tool for interaction, wider exposure and use of the target language among learners (Hariri & Bahanshal, 2015). Organizing ideas, on the other hand, can be guided by the teacher through posting links that provide students with model writings. Teachers can find some examples for their students to help them organize their ideas according to certain instructions.

During the second stage of process writing, students write and edit their work using their prior knowledge of vocabulary and structuring. With students' limited knowledge of language, they struggle in putting their generated ideas together. Technology use influences the overall quality of writing by provides students with mechanics that allow them to develop from focusing on the sentence level to an overall focus on a paragraph or an essay level (Hedge, 2003). The cutting, pasting and automatic correction of spelling help students to focus on major writing problems rather than minor mistakes. Students can write and edit their writings through opening a Google Docs file in Edmodo (Kongchan, 2015). Also, teachers, having virtual classes on Edmodo, can enforce their students to spell words properly and use punctuations correctly in their discussions. Consequently, students get the habit of spelling whole words like writing 'you' instead of 'u' and 'I' instead of 'i'. Moreover, using Edmodo by students accelerates their improvement in writing accurate structures. Yagci (2015) conducted a research to measure the effectiveness of integrating Edmodo in teaching reading comprehension for 2nd grade students in an Iraqi institution. The experimental group received extra reading materials and exercise on Edmodo. Yagci, although the main focus of his study was reading comprehension, concluded that Edmodo has helped students to improve their grammatical structures in writing.

Teachers using the traditional way of collecting students' writings, checking each paper and writing feedback takes long time that students would have forgotten about the topic when they receive their papers back. Instant online feedback via Edmodo allows students to make changes to their drafts while the topic is still fresh in their minds (Carolan & Kyppö, 2015). Also, a long time is saved for teachers through using any type of automatic feedback processors for each student's draft which gives them more time to give feedback on other features of students' writings (Ware & Warschauer, 2006). Therefore, using a web-based tool like Edmodo that facilitates communication among learners and teachers offers rich resources of peer feedback and teacher feedback at the same time. In addition to that, students will have more opportunities to redraft their writings using Edmodo than in the traditional way in which students can write one or two drafts maximumly for each piece of writing before

handing in their final drafts. Furthermore, Edmodo enables teachers to use certain features when giving feedback to students like using different colours in commenting and highlighting texts. According to a study on the effectiveness of using Edmodo in teaching writing, Shams-Abadi et al., (2015) concluded that students who received feedback through Edmodo became more conscious of their writing errors as a result of using these features (p. 95).

Edmodo, therefore, provides an active platform through which teachers can enhance their learners' writing skills in an engaging environment. The learners, on the other hand, have a wider range of options that guide them through all the stages of process writing. As they compose their texts, they receive various types of guidance, corrections and suggestions which are expected to accelerate students' writing abilities.

Students' perceptions on using Edmodo
People who positively perceive technology as a useful tool are more likely to get the benefits of it than those who perceive it negatively. Accordingly, there are various variables that influence learners' perceptions on the integration of social media or web-based tools in ESL classroom. The variables that are mostly mentioned by Edmodo advocates are its practicality and simplicity (Thongmak, 2013; Balasubramanian, Jaykumar & Fukey, 2014; Kongchan, 2015). Other studies attributed students' perceptions of Edmodo as a mean of learning to their proficiency in using technology. For example, Al -Said (2015) found that Saudi learners who were involved in his study share common preferences toward learning through Edmodo, and he ascribed that to their competence in using smartphones. Purnawarman, Susilawati and Sundayana (2016) in an Indonesian study revealed that some of the participants had positive attitudes and others had negative attitudes. The researchers explained students' varying attitudes because of their different levels of proficiency in using such programs.

Barriers of using Edmodo as a learning platform
Since there is a clear shift in using Edmodo as a learning platform for educators and students, there are some studies that have examined its challenges. Though the implementation of Edmodo has its benefits for both teachers and learners, it may cause some potential challenges that hamper effective learning environment. One of the hindrances is that if a student does not have access to a computer and the internet or a mobile device, Edmodo seems not to be a useful tool for effective learning. Added to this challenge is that this platform does not provide face-to-face interaction that can allow students to express their feelings or their body language (Bayne, 2015). According to Al-Said (2015), the findings of his study that was carried out to investigate undergraduate students' perceptions towards using Edmodo as an application for Mobile learning at Taibah University revealed that the battery does not last longer to enable students to stay up on using Edmodo. Thus, to ensure the success of Edmodo, teachers should ensure the availability of computers, the internet or mobile phones for learning to take place.

METHODOLOGY
Participants
The study sample included 25 pre-intermediate English language learners enrolled in (EF002: English Foundation Level 2) in the foundation programme at Arab Open University (Oman Branch). The sample consisted of 10 (40%) male students and 15 (60%) female students. Their age ranges from 26 to 35 years. The majority of the students are Omanis, but there were 5 (20%) non-Omani students. The students study on a part-time mode.

Setting
EF002 is the second level of English foundation where the focus of the course is to develop students' language proficiency for them to pursue their studies for a bachelor degree in a university where English is the medium of instruction. Apart from developing language proficiency, students also received training in study skills and language learning strategies. Two main commercial teaching materials are used in the course: English Skills for University and Keep writing. Teachers use in-house materials to supplement the main books. Students receive 10 hours of teaching in a week for a 15-week period.

Action Research
Action research is a combination of two different activities which are action and research. Action is related to the process of taking an action by introducing a treatment and intervention to a social context, and the latter includes systematic observations and data collection and analysis (Wang, 2016). Milles (2011) clarifies the stages of action research that includes, identify an area of focus, collect data, develop an action plan, and analyze and interpret data. He stated that these steps interact with each other, so the researcher can start the process by collecting data that will help in the identification of the problem (as mentioned in Creswell, 2016). This study employs action research because the problem is identified in the classroom by the teacher, an action plan was

designed, data was collected from the classroom, and finally, the teacher reflected on the whole process after the analysis of the data.

Action plan
Students were asked to download Edmodo on their smartphones, and one group in Edmodo was created by the teacher and students enrolled in the group. The students were inducted on the features of Edmodo and how to use them. For example, the teacher explained to the students how to write and respond to a post, how to attempt a quiz, how to submit an assignment, how to upload a material, and how to view their scores. At the beginning, students were asked to write a short paragraph describing their university using the assignment feature in Edmodo. The writing was done in the lab with the presence of the teacher. Students' writing was marked by two tutors based on a given marking rubric and the average mark was computed (Refer to Appendix 2 for the marking rubric). From the first task, it was evidently clear that students didn't follow the writing process in performing the writing task. Students didn't plan for their writing and they didn't edit their writing before submission. This eventually led to poor written paragraphs. After the problem was identified, three lesson plans were designed and students were taught the writing process in the class with some activities done online using Edmodo. (Refer to Appendix 1 for the lesson plans). Students were asked to compose one writing on Edmodo following the writing process taught in the class. The writing was done in the lab with the supervision of the teacher. Students were given about 45 minutes to plan, write, edit and submit their writing. The writing was marked by two different tutors. The results of the two writing tasks were analyzed using SPSS. Paired-samples t-test was used to compare the means of both writings.

Lesson Plans
Three lesson plans were developed to help students grasp the writing process and to help them compose very well-written and organized paragraphs (See Appendix 1). A mixture of various activities was included in each lesson and the activities were sequenced based upon the steps of the writing process. The activities were also graded to suit students' level of proficiency. The first lesson plan aimed at enabling students to identify the structure of a paragraph through exposing them to some activities included paragraph structure analysis by highlighting topic sentences and supporting details, selecting topic sentences for a written paragraph, matching topic sentences to paragraphs. The use of Edmodo came as a follow-up activity in which the students were asked to attempt one quiz on Edmodo. Basically, they were given a paragraph and asked to find the topic sentence. Added to that, they were given a topic sentence and asked to match them to supporting sentences.

The second lesson plan intended to familiarize the students with the writing process in general through the use of PowerPoint slides explaining the writing process. They were invited to get to know the writing process (prewriting: planning, writing, editing, rewriting); more specifically, the importance of pre-writing stage and how to be ready to start writing by planning and brainstorming. This purpose was achieved by asking students to brainstorm ideas for a given topic. Brainstorming ideas activity was also consolidated using Edmodo. Students brainstormed ideas for the given topic, they took pictures of their brainstorming and uploaded them to Edmodo where they received feedback and comments on them from their peers and their teacher.

The last lesson aimed to enable students practice writing a short paragraph on a given brainstorming, edit a written paragraph using correction codes and produce a final draft of their writing. Regarding the correction criteria, the students were asked to categorize their mistakes as follows: grammar, spelling, punctuation, and organisation. By doing so, the students' awareness of the components that contributes to a good piece of writing was raised. The "description of my hometown" was the topic of writing activity in which students worked as a group and then edited it before writing the final draft. The last Edmodo assignment was about writing a paragraph named "my university" in which the students were asked to brainstorm ideas for it in the previous Edmodo assignment.

Date Collection Tools
Two tools were used to collect the research data. Two descriptive writing tasks were used in the study. The writing tasks were developed by the researcher. Two EFL teachers validated the writing tasks. The first writing task was writing a paragraph "My University" describing the university used at the first stage of the research through which the research problem was identified. The second writing task "My Mobile Phone" was writing a paragraph describing their mobile phone. Both writing tasks were done on Edmodo.

In order to measure students' perceptions and barriers towards using Edmodo, a questionnaire was distributed to the students. The questionnaire was adapted from two studies (Al-Kathiri, 2015; Al-Said, 2015), The questionnaire was divided into two main parts: students' perceptions and barriers to using Edmodo, including 26 Likert-scale items (Refer to appendix 3 for the questionnaire). The instrument was validated by a lecturer at Arab

Open University (Oman Branch) in the English Language and Literature Department. The internal consistency reliability of the whole questionnaire was found to be .886 as measured by Cronbach's Alpha. To help students understand the questionnaire items very well, the items were translated into Arabic language.

RESULTS

In response to the first question of the study, a dependent samples t-test was run to examine the impact of using Edmodo on students' scores on the descriptive writing task. Table 1 presents means and standard deviations of the students' scores on the writing task before and after receiving the intervention. Results showed that there was a statistically significant increase in students' scores on the writing task after receiving the intervention, $t(24) =$ 7.57, $p < .001$. In the second writing, students encountered less issues with paragraph organisation. In other words, students drafted their topic sentences very well and their paragraphs included very well-organised supporting details. Apart from organisation, sentence structure was better in the second writing compared to the initial writing.

Table 1: Means and Standard Deviations of the Participants' Scores on the Descriptive Writing Task before and after the Intervention

Time	n	M	SD
Before an intervention	25	21.25	3.28
After an intervention	25	27.02	2.31

Similar findings were reported in some studies concerning Edmodo use in developing writing skill (Hastomo & Pd, 2016; Janpho et al, n.d; Noviana, Rufinus, & Banau, 2015; Shams-Abadi et al., 2015). The finding of the current study goes in harmony with the findings of Janpho et al, because their study was also conducted with one group and with paragraph writing. Janpho et al, (n.d.) concluded that Edmodo had a positive impact on students' writing skill.

In regard to students' perceptions, students demonstrated positive perceptions towards using Edmodo in learning English. Table 2 displays the overall perceptions of students. Overall, most of the students (90.6%) showed positive attitude towards using Edmodo, whereas only 9.5% of the students showed a moderate level of perceptions.

Table 2: Frequencies for Participants' Levels of Perception (N = 21)

Scale value		N	%
1.00 – 1.80	Very negative	0	0
1.81 – 2.61	Negative	0	0
2.62 – 3.40	Moderate	2	9.5
3.41– 4.21	Positive	4	19.1
4.22 – 5.02	Very positive	15	71.5

To deeply understand the perceptions of students in using Edmodo, Table 3 shows that the major rank of most items is very positive. Items related to the use of Edmodo, for instance, in helping passive students to participate comfortably in the class, offering services for assignments' schedules, getting immediate feedback from the teacher and commenting on peer writings have all been perceived very positively. Students have high scores for items related to the advantages of adopting Edmodo in improving students' vocabulary, spelling, grammar and writing besides offering opportunities for practicing conversation skills. Furthermore, students are very positive towards using Edmodo because it provides more time for outside classroom interaction, saves time and effort through electronic submission of assignments and reduces learning costs. These results align with previous research investigating students' perceptions of using Edmodo (for example, Kongchan, 2013; Al-Said 2015).

Table 3: Students Responses to First Dimension Items of Questionnaire

Item	M	SD	Rank
1. Mobility and social communication.	3.62	.740	Positive
2. Interaction outside the classroom.	4.62	.805	Very positive
3. Helping passive students to participate in class.	4.38	.805	Very positive
4. Electronic submission of assignments	4.62	.805	Very positive
5. Guiding submissions of assignments	4.33	.856	Very positive
6. Ease of access to assignments and documents	4.10	.995	Positive
7. Reducing learning cost	4.48	.750	Very positive
8. Practicing language skills through conversations.	4.33	.856	Very positive
9. Sharing writing with teacher and peers.	4.52	.750	Very positive
10. Acquiring new English vocabulary.	4.24	1.044	Very positive
11. Improving spelling and grammar.	4.19	.928	Positive
12. Getting immediate feedback from the teacher.	4.24	.700	Very positive
13. Edmodo can complement classroom teaching and learning.	4.19	.680	Positive
14. Developing writing.	4.48	.873	Positive
15. Commenting on my peers' writing.	4.48	.602	Positive

To list the barriers to using Edmodo and their effects, the mean and standard deviations were computed and presented in Table 4 below. The influence of each barrier on using Edmodo is measured through the following scale: 1 - 2.33 (low influence), 2.34 - 3.66 (moderate influence) and 3.67 - 5 (high influence). Items in the table are arranged from the highest influence to the lowest influence. Students' responses revealed that the most hindering barrier for them was storing large files in their devices which scored a high average score (M=4.48). Also, the items related to students' need for some background knowledge of troubleshooting technology tasks, the availability of an accessible network at home, difficulty of uploading materials and the difficulty of using Edmodo on mobile phones scored a moderate level of influence on using Edmodo. All the other seven items have scored low influence on using Edmodo as a learning tool.

Table 4: Means and Standard Deviations of Barriers for Using Edmodo

Item	M	SD
1- Accessibility to the internet at home	2.48	1.030
2- Needs time for adjustment	1.86	.964
3- Needs prior knowledge of troubleshooting	2.52	1.209
4- Difficulty of navigation because of the screen size	1.81	1.209
5- Slow-speed internet	2.05	1.117
6- Low mobile battery	1.81	1.209
7- Difficulty of using the application	1.71	1.189
8- Difficulty of attempting quizzes	1.71	1.271
9- Difficulty of submitting assignments	1.62	.921
10- Difficulty of uploading materials	2.43	1.502
11- Difficulty of using Edmodo on mobile phones	2.48	1.365
12- Difficulty of storing large files in mobile phones	4.48	1.030

REFLECTION

The obtained data showed that Edmodo had very significant effects on students' writing. Students developed a very good awareness of the writing process. When students attempted the first writing, they didn't brainstorm ideas for their writing, their topic sentences were not stated clearly and they didn't edit their paragraphs. Consequently, their first writing's performance was poor compared to the second one. After the intervention, students got very high awareness of the writing process. They started to value the effectiveness of having a very

good plan before writing. They also valued the importance of editing and peer feedback. Also, the quiz feature helped the students in identifying and locating the topic sentences in written paragraphs. In the editing tasks, students could identify their own mistakes and they were able to rectify them using collaborative learning in which peer feedback was conducive.

Edmodo provided students with a very safe and a friendly environment where they interacted with each other, brainstormed ideas and commented on various writings. As the students had very limited contact hours in the class, Edmodo gave them extra time to practice using English outside the classroom. Students also felt very comfortable because Edmodo's smartphone application is very easy to use and it has friendly interface like Facebook which most of the students are familiar with. This was very evident in the analysis of students' challenges gathered by the questionnaire.

Students had very positive attitudes towards using Edmodo because it allowed them to access the materials when they didn't attend the class, which corresponds to item number 6 in the first dimension of the questionnaire. Regarding quizzes and assignments, students showed very positive perception because they could get immediate feedback on their quizzes. Also, in terms of the assignment, students could revise their submission many times before the final submission along with the ability to upload pictures of their brainstorming.

CONCLUSION R
It can be concluded that using Edmodo played a remarkable impact on developing students' writing skills. Students' interaction using Edmodo has created a strong foundation for them to hone their abilities to write and form well-structured sentences. The analysis of the second descriptive writing has shown that students paid great emphasis on the organization of the writing pertaining paragraph structure and sentence structure.

For the limitation of this study, there are some issues worth considering. First, the nature of the course in which the study was conducted. Students have many quizzes and assignments as a part of their course continuous assessment; therefore, some of the students didn't take the two writing tasks seriously. The results of the first writing were a bit higher than expected. The marking rubric included a lot of points for capitalization and spelling which were automatically corrected in Edmodo.

Further research in using Edmodo in developing writing skills is still needed. Gender differences in using Edmodo is a valuable focus of another research. This study is an action research conducting for a short period of time and with one group. A similar study can be conducted using an experimental design where two groups using Edmodo and conventional teaching methods are compared. A comparison of teacher's feedback and students' peer feedback in Edmodo is another further research perspective.

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APPENDIXES

Appendix I: Lesson plans

Lesson Plan 1			

Objectives:
- Know the structure of a paragraph.
- Identify the topic sentence and supporting details of a given paragraph.

No.	Activity/ procedures	Resources/tools	Time
1	**Introduction/ Lead in** • Group discussion/short quiz • The teacher asks students to sit in groups of four. • The teacher gives each group a short paragraph along with a short quiz to check their background knowledge about the structure of the paragraph. • The students analyse the paragraph and answer the questions on the quiz. • The teacher shows the paragraph on the screen and elicits answers from students.	• Paragraph • Short Quiz • Document camera • Whiteboard	10 mins

2	• The teacher distributes "what is a paragraph?" worksheet to students.
	• The students are asked to work together to do the activities on the worksheet:
	  o Read the passage about "what is a paragraph?" and answer comprehension questions.
	  o Underline the topic sentence on the example paragraph.
	  o Circle the supporting details in the example paragraph.
	  o Write a concluding sentence for the example paragraph.
	• The teacher shows the example paragraph on the screen and elicits answers from students.
	• The teacher uses different highlighting colours to show students the topic sentence and the supporting details.
		• What is a paragraph? worksheet
		
		• PowerPoint
			10 mins

3	• The teacher asks students to run to the board and pick up one paragraph from a pile of paragraphs. • Each group identifies the topic sentence and the supporting details of their paragraph in 2 minutes. • The teacher displays the paragraphs on the screen. • Each group is given a wireless mouse in order to use it to show their answers by underlining and highlighting the sentences on the screen.	• Worksheet2: cuttings • PowerPoint • Wireless mouse	12 mins
4	• The teacher distributes worksheet 3 to students in which they are given four topic sentences and four paragraphs. • The students are asked to match the topic sentences to the paragraphs, by pasting the topic sentences above each paragraph. • The teacher selects two samples of answers and displays them on the screen for feedback.	• Worksheet 3: Matching topic sentences • Document camera	10 mins
5	• The teacher gives students a worksheet containing three paragraphs and a selection of three topic sentences for each one. • The students work in their groups to select the best topic sentence for each paragraph.	• Worksheet 4: selecting topic sentences • Document camera	10 mins

	• The teacher shows the paragraphs on the screen and elicits answers from students.		
6	• The teacher gives students a worksheet containing two topic sentences and a list of supporting sentences. • The students are asked to match the supporting sentences with the appropriate topic sentence. • The students work in their groups to do the task. • The teacher elicits answers from students using PowerPoint slides.	• Worksheet 5: supporting sentences. • PowerPoint	10 mins
7			

	Homework: Quiz on Edmodo
	The students will be asked to attempt one quiz on Edmodo
	   o They will be given a paragraph and asked to find the topic sentence.
	   o They will be given a topic sentence and asked to match them to supporting sentences.
		Edmodo Quiz	

	Lesson Plan 2		
Objectives: • Know the writing process. • Brainstorm ideas for a given topic. • Be aware of the importance of pre-writing stage.			
1	• The teacher introduces the writing process (Prewriting: Planning, Writing, Editing, Rewriting) to the students using PowerPoint.	• PowerPoint	5 mins
2	• The teacher gives each group a paragraph and a brainstorming. • The students read the paragraph and match it to the appropriate brainstorming. • The teacher shows the brainstorming on the screen and analyse them with the students.	• Worksheet: Brainstorming • PowerPoint	7 mins
3	• The teacher gives each group a topic. • The students are asked to brainstorm ideas for the given topic, by designing a mind map or an outline. • Each group is given an A3 paper and coloured pens for the brainstorming. • Each group presents their brainstorming in front of the class. • Other groups can help to give more ideas to the presenting group.	• A3 papers • Coloured pens	15 mins
	Homework: Edmodo assignment • The students are given a topic and are asked to brainstorm ideas on the given topic. **Topic: my university**	Edmodo Assignment	
	Lesson plan 4		
Objectives: • Write a short paragraph on a given brainstorming. • Edit a written paragraph using correction codes. • Produce a final draft of their writing.			
1	• The teacher distributes a paragraph, "My class" to each group. • The students are asked to read the paragraph in their groups and find the mistakes.	• Editing Paragraph "My class" • Correction codes	10 mins

	• The students have to categorize the mistakes as follows: grammar, spelling, punctuation, and organisation. • The teacher shows the paragraph on the screen. Students read aloud the paragraph sentence-wise and the teacher marks the mistakes. • The teacher shows the students the correction codes and each group is given a copy of it.	• Document camera	
2	• Each group receives a brainstorming for a topic "description of my hometown" • Each group writes a short paragraph based on the given brainstorming. • The students work together in their groups to produce the writing.	• Brainstorming • "My hometown" • A4 papers	15 mins
3	• The teacher asks students to check their writing using the given correction codes. • The teacher monitors students as they edit their paragraphs.		8 mins
4	• The teacher asks each group to swap their writing with the other groups. • Each group edits the writing of the other group.		8 mins
5	• The teacher shows each group's writing on the board using the document camera. • The students comment and re-check the writings of all the groups displayed on the screen.		8 mins
6	• The teacher gives back all the writings to the groups. • Each group is given an A4 paper to write the final draft.	A4 papers	5 mins
	Homework: Edmodo Assignment The students are asked to write a paragraph "My University" based on the previous assignment on Edmodo where students were asked to brainstorm ideas.	**Edmodo Assignment**	

Appendix II: Marking Rubric

Paragraph Writing Marking Rubric

Writing Serial Number: _____
Marker Serial Number: _____
Draft's Number: _____

_____

Criteria		Mark ← 5 points point → 1	Feedback
Topic Sentence	• Complete sentence • Introduces the paragraph		
Supporting Sentences	• At least 4 complete sentences • Each gives new details or information • Each matches the topic sentence		
Sentence Structure	• Complete sentences • Accurate grammar		
Punctuation			
Spelling			
Capitalization			
Total Mark		_____/30	
Marker's Name and Signature			

Appendix III: Questionnaire

Questionnaire
Perceptions and Barriers towards Using Edmodo in Learning English Language

Dear student,
This questionnaire aims at gathering your perceptions and barriers towards using Edmodo in learning English language. Please answer all the questions based on your experience in using Edmodo in the class. The data collected from this questionnaire will be used for research purposes only. All the information provided will be kept confidential.
Thank you.

First: Demographic Information
- **Gender:** ☐ Male ☐ Female *(please tick ✓ one)*
- **Nationality:** ☐ Omani ☐ Non-Omani *(please tick ✓ one)*
- **Age:** ……………………
- **I use Edmodo in:**
  ☐ my smartphone ☐ my computer ☐ both

Second: Perceptions and Barriers to Using Edmodo
Please indicate the extent to which you agree or disagree with each of the statements below by circling (O) one of the choices next to each statement according to the following 5-scale items:

5= Strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1= Strongly Disagree

Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Part I: Perceptions الآراء و الإتجاهات					
1. Edmodo meets my needs such as mobility and social communication. يتناسب ايديمودو مع احتياجاتي الاجتماعية.	5	4	3	2	1
2. Edmodo offers me with more opportunities to interact with my teacher and peers outside the classroom. يوفر لي ايدمودو الفرص للتواصل مع معلمي وزملائي خارج الفصل.	5	4	3	2	1
3. Edmodo gives passive students a chance to participate comfortably in the class. يعطي ايدمودو الفرصة للطلاب المنعزلين للمشاركة بارتياح في الفصل.	5	4	3	2	1
4. Edmodo saves time and effort by getting the students to do and submit assignments electronically. يوفر ايدمودو الوقت والجهد من خلال إعطاء الطلاب الواجبات وتسليمها الكترونيا.	5	4	3	2	1
5. Edmodo services, like alerts and notes give me a running record of assignments' due date and a description of what is expected. تقدم لي خدمات الايدمودو مثل التعديلات والملاحظات ليبقى سجل دائم للواجبات وذلك من خلال اعطائي بيانات عن موعد التسليم ووصف ماهو متوقع فعله.	5	4	3	2	1
6. Edmodo allows me to easily access class materials and assignments when I am absent from class. يسمح لي ايدمودو للدخول بسهوله لكل المواد الدراسيه والواجبات في حالة غيابي.	5	4	3	2	1
7. Edmodo reduces learning cost, such as costs of printing, photocopying and designing posters. استخدام ايدمودو في مجال التعلم يقلل من تكلفة الطباعة والنسخ وعمل اللوائح.	5	4	3	2	1
8. Edmodo helps me practice my language skills through conversations. يساعدني ايدمودو في تنمية مهاراتي في اللغة الإنجليزية عن طريق الحوار و النقاش مع المدرس و زملائي.	5	4	3	2	1

9. Edmodo gives me a chance to share my writing with my teacher and peers. يعطي لي ايمودو المجال لمشاركة كتابتي مع المدرس و زملائي.	5	4	3	2	1
10. Edmodo helps me acquire new English vocabulary. يساعدني ايمودو في اكتساب كلمات جديدة.	5	4	3	2	1
11. Edmodo helps me improve my spelling and grammar. يساعدني ايمودو في تطوير قواعد اللغة الإنجليزية والاملاء.	5	4	3	2	1
12. Edmodo allows me to get immediate feedback from my teacher. يسمح لي ايمودو لاعطائي تغذيه راجعة مباشرة من معلمي.	5	4	3	2	1
13. Edmodo can complement classroom teaching and learning. يعزز ايمودو	5	4	3	2	1
14. Edmodo helps me in developing my writing. يطور ايمودو من قدراتي الكتابيه.	5	4	3	2	1
15. Edmodo allows me to comment on my peers' writing. يسمح لي ايمودو من كتابة تغذية راجعة لكتابات زملائي.	5	4	3	2	1
Part II: Barriers الصعوبات					
16. I lack access to computers or any mobile devices at home. لا امتلك جهاز حاسوب و هاتف ذكي لكي استعمل ايمودو.	5	4	3	2	1
17. Edmodo requires a long time to master its use. يحتاج ايمودو الكثير من الوقت لتعلم استخدامه.	5	4	3	2	1
18. I need to learn some troubleshooting technology to help myself when using Edmodo. احتجت لتعلم بعض مهارات المعالجة لمعالجة بعض المشاكل التي قد تواجهني في استخدام ايمودو.	5	4	3	2	1
19. I dislike using Edmodo on my phone because the small-sized screen causes me difficulty in navigation and typing. لم اشعر بالارتياح لاستخدام ايمودو في الهاتف الذكي لصعوبة التصحف و الكتابة.	5	4	3	2	1
20. I get frustrated when using Edmodo Mobile, due to slow-speed internet on my mobile. لم اشعر بالارتياح لاستخدام ايمودو و ذلك لبطء سرعة الانترنت في هاتفي الذكي.	5	4	3	2	1
21. I have a problem of constant low mobile battery. اواجه مشكلة نفاذ البطارية في هاتفي الذكي.	5	4	3	2	1
22. I find it difficult to use Edmodo as a mobile learning application. اواجه بعض الصعوبات في استخدام ايمودو في هاتفي الذكي.	5	4	3	2	1
23. I find it difficult to attempt quizzes in Edmodo. اواجه بعض الصعوبات في الإجابة على الامتحانات القصيرة في ايمودو.	5	4	3	2	1
24. I find it difficult to submit my assignments in Edmodo. اواجه بعض الصعوبات في حل الواجبات في ايمودو.	5	4	3	2	1
25. I find it difficult to upload materials in Edmodo. اواجه بعض الصعوبات في رفع بعض الملفات في ايمودو.	5	4	3	2	1
26. I find it difficult to save large files in my mobile phone. اواجه بعض الصعوبات في حفظ الملفات الكبيرة في هاتفي الذكي.	5	4	3	2	1

Thank you for your cooperation