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MASTER DISSERTATION

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THE ROLE OF THE MOBILE APPLICATION *EDMODO* IN

DEVELOPING STUDENTS' GRAMMAR

The case of second year students of English at Biskra University

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of the requirement for the degree of Master in sciences of Languages.

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Declaration

I, MOUSSAOUI Aida, do hereby declare the work I presented in my dissertation

is my own, and has not been submitted before in any institution or any university

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This research work was conducted and completed at Biskra University.

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Abstract

Grammar is considered as one of the most crucial elements that students should develop when learning the English language. Yet, mastering Grammar has always been one of the hardest challenge for both students and teachers. Since the rapid growth of technological materials and techniques, instructors and learners found themselves blending mobile applications and websites with the traditional learning methods such using Edmodo application. Therefore, this work is an attempt to explore the role of *Edmodo* in developing second year students' grammar knowledge at Biskra University. We sought to investigate their opinions and attitudes towards its effectiveness. Accordingly, this work was a descriptive research based on a quantitative approach; the researcher put into practice one semi-structured questionnaire that were administered to thirty students at the Department of Foreign Languages, Section of English at Mohammed Kheider University. The interpretation of the obtained results demonstrated the importance of integrating the *Edmodo* application in learning grammar. Therefore, this study recommend English language teachers and students to use this application in future.

Key words: The Edmodo application, Grammar, EFL students

List of Acronyms and Abbreviations

BL: Blended Learning.

CALL: Computer-Assisted Language Learning.

CLT: Communicative Language Teaching.

E-learning: Electronic Learning.

FLL: Foreign Language Learners.

ESL: English as a Second Language

 FTF: Face to Face.

et al: and others.

ICT: Information and Communication Technology.

IT: Informative Technology.

GTM: Grammar Translation Method.

LMS: Learning Management System.

MALL: Mobile-Assisted Language Learning.

M-learning: Mobile Learning.

List of Tables

List of Figures

Table of content:

General Introduction

Chapter one : Grammar Teaching and Learning in the EFL Context

Chapter two : An Overview of Blended Learning and Edmodo Application

Chapter Three : Data Analysis and interpretations of the results

General Conclusion

الملخص

GENERAL

INTRODUCTION

General Introduction

1. Statement of the Problem

Grammar is considered as one of the basic elements in teaching/learning the English language. Despite the important role grammar plays, most students argue that it is difficult to master. Although second-year students have dealt with grammar for a long period (since middle school), they still encounter many difficulties in the writing and communication skills.

The main reason for this problem is both the teacher and learner use of the classical methods in teaching and learning grammar. In attempt to overcome this problem, the teacher and learner should try to integrate a modern strategy or tool to improve students' achievement level. Considering the widespread of World Wide Websites nowadays, we have to provide a real situation of learning in EFL teaching by integrating a new technology material such as the educational application Edmodo. It is considered as one of the useful applications that plays a significant role in learning grammar .This study aims at investigating the perceptions of students towards the effectiveness of using Edmodo as a blended learning medium in learning English grammar.

2. Aim of the study

Through this study, the researcher aims at:

1) Identifying 2nd year EFL students' main grammatical difficulties.

2) Investigating EFL students' attitudes towards the use of Edmodo as a blended learning medium.

3) Investigating the effectiveness of blended learning using LMS Edmodo in learning English grammar.

General Introduction

3. Research questions

The present study is an attempt at answering a set of questions related to the objectives of the investigation that are guided by the following questions:

1. What problems do EFL students encounter when studding grammar module?
2. What are EFL students' attitudes towards using Emodo as a blended learning medium in learning the English Grammar?
3. To what extent can the use of Edmodo develop the students' grammatical competence?

4. Research methodology

a) Choice of the methodology

In order to meet the before-mentioned aims of the study, this research followed a descriptive research methodology to gather and analyse the data collected.

b) Population and Sampling

The population of the current research study involved second year EFL students at the University of Biskra. Moreover, to conduct this study, a randomly chosen sample that consists of (30) second year EFL students has been selected.

5. Research Instruments

We administer one semi-structured questionnaire:

The questionnaire was designed to gather information about student's attitudes and thoughts towards the use of Edmodo application when teaching/learning English Grammar module to investigate the effectiveness of blended learning using LMS Edmodo in learning grammar.

General Introduction

6. Structure of the study

This dissertation comprises three chapters the two first chapters represent the theoretical section of the work whereas the last one correspond to the practical section.

The first chapter, details a general information about grammar and its definitions, components, the importance of grammar and the different grammar methods in use. Whereas, the second chapter outlines the major theoretical concepts of the mobile application Edmodo its definition, historical background, and the benefits.

The third chapter is about analysing the data obtained from the students' answers. In addition, this chapter includes the methodology and the method that has been used in addition to the description of the sample, and questionnaire.

Chapter one

An Overiew of the Concept of Grammar

Chapter one : Grammar Teaching and Learning in the EFL Context

Chapter one : An Overiew of the Concept of Grammar

Introduction

Learning a foreign language requires a fundamental level of grammar in order to successfully communicate and perform the receptive and productive skills. Therefore, extensive research has been performed to better understand the nature of grammar knowledge. We can say that Grammar is regarded as one of the most important and difficult tasks in learning the target language, because it is all about the linguistic structures and how to apply them effectively. Thus, grammatical competence plays an important part in delivering and comprehending messages in the mother tongue, a second language, or a foreign language. As a result, this chapter seeks to shed light on what grammar is, as well as its importance, approaches, and methods. We describe its role in foreign languages, and ultimately grammar teaching through technology.

1.1. Definition of Grammar

Many researchers and theorists have defined the term "grammar" from various perspectives. In this section, we define grammar under two headings: general grammar and prescriptive and descriptive grammar.

1.1.1 General Grammar

Linguists described grammar in various ways, and choosing specific lines to define it is difficult, as Purpura (2004) argued: "Linguistic notions of grammar have changed over time...and this has significantly increased the number of components that could be called 'grammar'. In short, grammatical knowledge and its definitions have evolved throughout time and across contexts" (p. 50-51). That is, the meaning of grammar changes through time, and it is impossible to convey in a small number of words because it is a broad subject with multiple

components. Grammar, according to Hewings (2005), is the science that explains how smaller parts in a language combine to form a complete sentence. He further demonstrated:

> A description of the grammar gives an account of the sentence patterns that are conceivable in that language. In essence, it will identify grammatical components smaller than the sentence and provide rules for combining them to form sentences (2005, p. 5).

That is, the primary goal of grammar is to build a meaningful language by combining individual words according to a set of rules to form whole statements that may be utilised in a conversation.

Grammar is regarded as the most important aspect of every language. It blends the meaning system with the sound and written symbol systems (Nelson, & Greenbaum, 2013). As a result, knowing grammar is essential for maintaining the language. Nelson and Greenbaum (2013) also included a collection of language grammatical features in their work, along with brief descriptions:

- Phonology is a term that refers to the sound system of a language, which includes both individual sound units and their combinations.
- Orthography is related to phonology since it deals with written symbols in various units and combinations.
- Semantics is the feature of a language's meaning system, whether it is the meanings of individual words or the meanings of combined sentences.
- Phonetics, which deals with the physical properties of sounds and how they are produced.
- Morphology is the study of the structure of words and the rules that govern their formation.

In other words, grammar is a crucial field of study that covers various aspects of language, which gives it an undeniable significance in learning and teaching foreign languages.

1.1.2 Perspective and Descriptive Grammar

Grammar is divided into several categories based on how rules are applied and how the language is interpreted; among these categories are formal and functional grammar, operational and analytical grammar, pedagogic and linguistic grammar, and, most importantly, prescriptive and descriptive grammar, which is the focus of this section. In terms of goals, (Huddleston, 1988) distinguished between them. He claimed that prescriptive grammar "tells us how we should speak and write," whereas descriptive grammar aims to "present the grammar that underpins actual usage"; in other words, grammar has different goals, and each grammar is viewed and treated differently depending on its role in language learning.

1.1.2.1. Perspective Grammar

Rules are related to prescriptive grammar. It focuses on teaching people how to correctly utilize language in specific settings and situations. Prescriptive grammar, according to DeCapura (2016), "is the grammar taught in schools, discussed in language columns in newspapers and magazines, and mandated by language academies such as those in Spain and France" (p. 10). Decapura (2016) stated that, perspective Grammar guides people how to say something, what words to use, when to make a certain choice, and why they do so. Prescriptive principles, in other words, deal with what to say, why, when, and how to express it in the right context.

Furthermore, according to Battistella (2005), "what is present in many English textbooks, college rhetoric guides, and practical English handbooks is prescriptive Grammar. It is characterized by a strict description of sentence construction and a narrow scope of grammar"

(p. 43). As a result, prescriptive norms are used in schools and textbooks because they provide the necessary guidance that are appropriate for students' needs.

1.1.2.2. Descriptive Grammar

Descriptive grammar focuses on presenting descriptions of the language structure, rather than directing individuals what to say and what not to say. In contrast to prescriptive grammar, descriptive grammar shows how native speakers actually use their language; it does not refer to the correct or incorrect use of language because it focuses on learners' comprehension in order to develop language into systematic and consequential patterns (DeCapura, 2016). It is not concerned with the correctness of language use; nevertheless, it emphasizes the meaningfulness of language patterns.

Furthermore, descriptive rules deal in depth with languages. A descriptive grammar, according to Shmitt (2013), "may also be a more detailed look at language, comprising not only syntax and morphology but also phonetics, phonology, semantics, and lexis that is, vocabulary" (p. 18). In other words, descriptive grammar is more concerned with what a language is than with how it should be used.

1.1 The Importance of Grammar

With the rise of communicative methodology, the importance of grammar in ELT was marginalized as the focus has shifted from accuracy to communicative competence. Yet many researches have emphasised the need for formal instruction for learners to abtain high levels of accuracy. Nunan (1991, p. 297) reported that students cannot communicate well if they did not have a fundamental level of grammar; hence, mastering grammar allows them to perform better in a target language (as cited in Oumsalem & Djebarni, 2012). Aligning with this thought, Littlewood, (1993) presented the role grammar plays in communication in the following points:

- Grammar enables speakers to talk about things that are not present in the actual situation where communication takes place.

- It enables communication to be decontextualized and to serve our human need to look beyond the here-and-now.

- Grammar enables speakers to convey messages that are more subtle and abstract than would otherwise be possible. In other words, language reflects the complexity of humans' thought processes. (p. 3).

Crystal (2000) contends that mastering grammar is a matter of creating sense; he believes that if two or more speakers wish to communicate effectively, they must share the controlling rules of the language; if they do not, the interaction will break down. As a result, the speaker and the listener will be unable to communicate effectively. Crystal claims that we as humans are curious to understand the world around us, and without the use of language this cannot be done. This is simply mastering the language objects that represent grammar characteristics. Grammar, he believes, is the power to create an infinite number of phrases that allow people to communicate their emotions and thoughts (p.190)

1.1. Approaches and Methods in Teaching Grammar

Because of its difficulty and complexity for learners, different generations of teachers have been adopting different approaches to teach grammar appropriately and effectively. In the past, grammar-teaching methods were based on more memorisation techniques that rely on repetition. Nowadays, literacy is more cherished and grammar teaching has shifted to more effective methods to yield better results (Inklyo, 2017). In this section, we will attempt to elicit the most common approaches to grammar teaching.

1.1.3 The Grammar Translation Method

The grammar translation method (GTM) is a traditional grammar teaching method, which considers learners' mother language as the basis of studying a foreign language by means of direct translation of language items. Elizabeth (2007) affirms that GTM means "teaching the target language by translating it into mother tongue ...each phrase or sentence of English is taught by translating it into mother tongue" (p. 52).

Likewise, the main class activity is translation that aims at helping learners learn elements of L2 by means of the comparison between elements of L1 and L2. In addition to translation from and to L2, learners are supposed to memorise the definitions of parts of speech and the exceptions of rules to be able to use them in actual sentences. Memorisation was intended to train learners' minds with no intention to train learners for language faculties that will develop their language skills (Mukalel, 2007).

Other forms of activities learners do in the classroom include giving learners lists of words and ask them to find synonyms or antonyms in the reading passage. Moreover, they may be asked to define words based on their understandings. The teacher may also ask learners to recognise cognates by learning the spelling or sound patterns that correspond between the languages. Dictation and composition as well as fill in the blanks can also be applied. In tests, teachers often ask learners to translate from their native language to their target language or vice versa. They may ask them questions about the target culture or to apply some grammatical rules (Byram, & Hu, 2017).

It is worth pointing out that translation is considered an inefficient tool to teach language as a living system even it serves some purposes. As a matter of fact, formal language teaching and translation are effective tools in teaching and learning the classical languages whose uses are

restricted only to the academic sphere (they are not used in daily life). Such a method cannot be applied to teach a modern language like English that is needed for real life situations and communication (Mukalel, 2007). For instance, learners may produce funny expressions when they think of their LI and translate word for word into the English language. In addition to that, opting for translation as the main teaching tool is a waste of learners' time since everything has to be translated (Elizabeth, 2007).

1.1.4 The Direet method

The direct method is also named the natural method, oral method, phonetic method and psychological method. The name of the direct method came from one of the official documentary papers issued by the Ministry of Education of the French government in 1901 (Byram, & Hu, 2017). Fundamentally, the direct method views language as an active, dynamic and structured system. It evolved from the idea that learners learn a language by listening to it and practicing it orally. This notion reflects the way people acquire their first language from its natural environment. Mukalel (2007) explains that, "The Direct Method essentially consists of learning a foreign language without the medium of the mother-tongue and by having a direct association between language and experience, i.e. words and phrases with objects and actions" (p. 73). In simpler words, the direct method is characterised by a direct association between thought and words in the sense that learners think and speak using the same medium (Elizabeth, 2007).

The direct method emphasises correct pronunciation since the first language is replaced by the target language as a tool of instruction. This method received a great impulse from phonetics which emerged in the nineteenth century. During the initial few months, teachers would make their learners pronounce words using the phonetic symbols without reference to written words.

After learners master the pronunciation of words, they are allowed to read the words (Mukalel, 2007).

In the direct method, teachers would teach everyday vocabulary and structures of the language to learners. Concrete vocabulary is taught through the demonstration of objects ad pictures, while abstract vocabulary is introduced through the association of ideas and concepts (Byram, & Hu, 2017).

1.1.5 The Audio-lingual method

The audio-lingual method puts emphasis on the acquisition of structures and patterns in common everyday dialogue rather focusing on the understanding of words (Taylor, 2003). Besides, the audio-lingual method puts emphasis on the grammatical accuracy (Richards, & Rodgers, 2014), However, this method seeks to keep explicit grammar explanations to the minimum (Taylor, 2003). Like the direct method, the audio-lingual method is based on the idea that presenting classroom lessons in the target language is more effective and is likely to yield better results (Taylor, 2003). Considerably, this method involves learners in meaningful learning and allows them to use their innate and creative capacities to derive and explicitly know the grammar of the target language. In audio-lingual classes, learners are supposed to do extensive mechanical and meaningful practices to learn structures and vocabulary. Mechanical practices include the application of techniques such as substitution tables, individual or group practice drills, etc. To present new items, teachers can apply a variety of teaching techniques such as demonstration, dramatisation, miming, verbal illustration or pictorial illustration (Mukalel, 2007). Concerning the way the audio-lingual method regards speech and practice, Richards and Rodgers (2014) summarise that, "Audiolingualism reflects the view that speech

can be approached through structure and that practice makes perfect. Errors are understood through contrastive analysis with the students' first language"(p. 73).

However, when it comes to the actual use of the language, learners should only practise and speak about what they had listened to before. The same thing goes for reading, learners are supposed to read what they had a chance to practice in their aural-oral practice. In the same way, they should write only what they have read before. Practice in writing is highly controlled and elementary aiming to guide learners to write and compose simple sentences. Therefore, in the audio-lingual class, the teacher should organise and sequence teaching materials in terms of the four language skills ordered as follows: listening, speaking, reading, and then writing (Mukalel, 2007; Nagaraj. 1996). This order of skills is true for early stages of education, as for more advanced stages, teachers can provide more independent reading materials to learners, as well as make them write with increasing independence until they can express themselves freely on a topic provided by the teacher (Mukalel, 2007).

1.1.6 Communicative language teaching

Since the early 1970s, the "communicative movement" which has as an aim developing learners' communicative ability in the foreign language influenced and dominated the domain of foreign language education (Littlewood, 1981). Communicative language teaching (CLT) achieves a more communicative perspective through combining newer functional views of language with the traditional structural ones. In other words, it does not consider language to be mere structures (grammar and vocabulary), but also considers the communicative functions of language. In this sense, this approach calls for interest not only in forms of language, but also in the uses of those forms when applied for communication (Littlewood, 1981).

CLT uses a communicative syllabus which aims at teaching English based on communicative tasks. In this regard, it is considered a task-oriented teaching with no focus on structures, or notional or functional categories (Mukalel, 2007). CLT provides teachers with new principles on the basis of which to select and organise the language items that have to be taught to learners, In this case, teachers are giving a more complete picture and a fuller account of elements to be taught to learners to be able to use language as a means of communication (Littlewood, 1981).

The type of activities and practices proposed by CLT are designed to exploit the different social meanings embedded within particular grammatical structures. Besides, it pays attention to developing learners' vocabulary. Teachers, applying CLT, encourage their learners to use linguistic and non-linguistic resources and factors to negotiate meaning. In like manner, the teacher is encouraging his/her learners to take risks making use of different patterns even if they have not memorised them before (Byram, & Hu, 2017).

Communicative language teaching, as has been mentioned before, puts emphasis on the communicative nature of language. Therefore, the kind of language to be taught to learners is important. For instance, teachers can choose between standard English Vs. dialectical English, formal English Vs. informal English, general English Vs. professional (Mukalel, 2007). The results of CLT are quite encouraging since it proves to be effective in developing learners' levels. Studies that have been carried out on learners who receive CLT instruction instead of laboratory pattern drills show that they perform accurately on discrete-point grammatical structure tests. Moreover, their communicative competence can surpass learners who receive other forms of instruction. Furthermore, CLT learners are found to demonstrate higher levels of comprehensibility, fluency, effort, and amount of communication in unrehearsed communicative tasks (Byram, & Hu, 2017).

1.2. Teaching Grammar

1.2.1. The Necessity of Teaching Grammar in Language Teaching

As far as, grammar is considered as a description of language and how words are combined to fulfil a specific objective, Harmer (2001) insists that grammar teaching has been a necessity for successful learning in EFL classes. Singh (2007) suggests a numerous objectives for teaching grammar and he summarizes them in the following points:

1- It develops the scientific understanding and awareness of language rules.

2- It enhances learners' cognitive processes towards the use of correct form of language without rote learning.

3- It provides some assumptions about the appropriate use of foreign language properties.

The grammatical awareness contributes mainly in mastering the foreign language Woods (1988) states that "when we say someone masters a language, we mean the person has obtained the ability to produce the target language that can be accepted in grammar".

According to Thornbury (1997) "linguistic competence is knowing what verbs and nouns are, and what complement is. Having the ability to combine these elements together in correct form is one area of communication".

In the other hand, Singh (2007) argues that "teaching grammar rules may prevent negatively the spontaneous acquisition of language that occurs in real communication, because it does not provide him with enough data such as how to use the language rules to express his thoughts and ideas" (p.175). Thornbury also claims that "grammar is an important basis for language learning; however, it is not sufficient for language acquisition" (p. 138).

1.2.2. The Deductive and Inductive Teaching Grammar

English grammar has always been difficult and complex to learn for ESL, EFL and even native speakers of English (Inklyo, 2017). Since there are many types of learners and teachers, it is not easy to decide upon the most appropriate and effective approaches, methods and techniques to be used to teach grammar. However, teachers' awareness of such diversity and richness, in the field of foreign language teaching, combined with his/her knowledge of the different kinds of learners and their styles would guide the teacher to opt for eclecticism adopting for different techniques to satisfy the needs of various teaching and learning situations (Hinkel, & Fotos, 2002). In this section, we would like to slightly highlight two different teaching approaches:

1.2.2.1. The Deductive Approach

The deductive Approach or "rule- driven" approach is defined as: introducing some rules as prior step by teachers, and then setting up a complete clarification to these rules in way that learners comprehend and pick them up. As subsequent step teachers conclude their explanation by practical tasks to check their learners' understanding to these grammatical constructions (Thorenbury, 1999). In other words, teaching grammar deductively simply means to offer an explicit presentation of the grammatical rules, and then teachers explain and reinforce their learners' comprehension with some practical activities including drills and translation. Vadnay (2006) assumes that the deductive approach implies an explicit, overt way or the teacher-led presentation. Teachers attempt to simplify the grammatical structures: giving examples of the rules and explaining what they mean and how they work allow learners to develop their understanding and use these structures in sentences of their own" (p.74)

Widodo (2006:127) presents the following table that shows advantages and disadvantages of the deductive approach to teaching grammar:

Advantages	1. The deductive approach goes straightforwardly to the point and can, therefore, be timesaving
	2. number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given.
	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not able to understand the concepts or encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted,transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule

Table 1.1: Advantages and Disadvantages of Deductive Approach

1.2.2.2. Inductive approach

Theorists' controversy about whether rules may help students' learning lead to hot debates about the effectiveness of the inductive approach. Chomsky (2002) states that the inductive approach assists learners in realizing their unconscious awareness about the English grammatical structures and makes them conscious about it. He argues that grammar is acquired via abstracting a list of grammatical rules from language rather than via imitation (cited .in Henry, Evelyn &Terence, p.178). In the inductive approach, students use their observations and their interpretations to make certain generalities about different concepts. In addition to that, learners do not have a previous knowledge about these concepts; however, they will detect them through their analytical thinking. Thornbury (1999) defines the inductive approach as the rule-discovery path. This approach implies manipulating a number of examples prior to knowing the target rule .From this exposure learners will find out some rules by themselves (p.49). Learners in this approach depend mainly on their own abilities; they are autonomous learners relying on rule- discovery strategy. Therefore, it has certain features that differentiate it from the deductive approach; Widodo (2006) cites them as follow:

     a) Advantages of an inductive approach:

- In an inductive learning, learners exploit their cognitive capacities autonomously.

- Learners represent a dynamic actors rather than being passive receivers.

- Learners are highly provoked and challenged with great interest in problem- solving activities.

     b) Disadvantages of an inductive approach

- This approach gives more opportunity for learners to participate. This feature makes it time-consuming approach.

- The learners may face wrong expectation of the rules aim of study, which make them lose motivation.

- This approach my affect learners" styles and their previous learning experience negatively. In addition, they may fail to make a systematic correlation between their past and current learning situations (p.128).

1.2.3. Grammar and the four Skills

When we teach grammatical structures, we should not get our students to learn grammar separately. Rather we should get them to learn quite a large number of different though related, bits of knowledge skills (How to recognise the examples of the structure when spoken, how to identify its written form, how to understand its meaning in context and how to produce meaningful sentences when it comes to its use).

If we consider grammar and writing, for example, one may say that grammar is the first prerequisite for effective writing. Integrative teaching (i.e. the teaching of language skills: listening, speaking, reading and writing in conjunction with each other) of grammar and composition (writing) will increase student ' motivation and improve performance in writing. This integration will enable students to produce accurate and appropriate various well - formed structures. Besides, it should be noted that grammar in relation to reading aims to recognise the written forms and provide the basis for achieving different levels of discourse analysis. The first level is understanding of the text, while the second is evaluation of this text. In short, grammar provides not only insights into the meaning and effectiveness of a text, but also the framework and devices for text and discourse analysis. The relevance of grammar to the teaching of advanced learner's reading can be shown in the following aspects:

➢ Its basic orientation of going "from general to specific".

➢ Its emphasis on meaning and function.

➢ Its description and analysis of thematic structure.

Information structure and cohesion provide a useful model and means for analysing different types of discourse and for interpreting, evaluating and appreciating different types of text. The following table shows how grammar teaching can be of paramount importance in the acquisition of the four language skills (listening. speaking, reading and writing) (Murphy & Thomson, 2000, p.19).

Skills	Form	Meaning
Listening	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken form means in context
Speaking	Production of well-formed examples in speech	Use of the structure to convey meaning in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well-formed examples in writing	Use of stricter to convey meaning in writing

Table1.2: The Role of Grammar in the Acquisition of the Four Language Skills

It should be mentioned at this level, after a fair observation of this table, that the teaching/ learning process of grammar is rather concerned with different aspects of the four skills at two distinct levels namely, form and meaning. Therefore, according to Murphy & Thomson (2000), the teaching of the different types of grammar structures is in all probabilities related to a systematic knowledge of the four skills and what they fulfil. In this sense, it would be clearer first, to consider two types of skills, the receptive and the productive ones. Listening and reading largely recognised as being an ability to perceive and recognise as good as possible the adequate forms of both the spoken and the written structures. While speaking and writing should be conceived by both teachers and learners as an ability to produce accurately and appropriately various well- formed structures in speech as well as in writing.

To sum up, one may say that grammar should not be taught separately and in isolation, i.e. a module on its own right but it should go hand in hand with the four different skills (listening, speaking, reading and writing).

1.3. Grammar Instruction through Technology

Due to a lack of interest, students and teachers sometimes regard teaching and studying grammar in a language to be dry and monotonous. This lack of interest may inhibit students from learning, comprehending, and gradually understanding the grammar of a language. As a result, the dynamic and alive teaching and learning of grammar will be inappropriate, specifically, to the present generation of IT literate students. Students, on the other hand, make the most of the limited time available by employing an accurate, interesting, and new methodology that is vital in teaching and learning a language's grammar. Language teachers should adapt their teaching techniques by utilising technology in order to motivate and push students to communicate and think critically and productively while learning grammar (Isam, 2013).

According to Criswell (1989), computer/mobile-based teaching can help students learn information more easily and motivate them to participate and contribute. Rosenberg (2000), who claim that computers and mobiles are increasingly essential in the teaching and learning process because of their usefulness as a technology teaching aid, reinforce this idea.

Conclusion

Grammar is one of the most crucial aspects of learning any foreign language. Although learning grammar is not a simple undertaking owing to the complexity of language structures, it is essential for learners to increase and enhance their grammar abilities in order to be more productive in the four foreign language skills. Understanding the concept of grammar and how it can be learnt, as well as the necessity of it in learning the target language, can assist learners in determining the best techniques for their learning style. The introduction and incorporation of technology in grammar education would therefore improve the learning process and develop the grammatical background.

To summarize, these two methodologies are frequently employed in the teaching of foreign language acquisition in general and Grammar acquisition in particular. However, the intelligence characteristics of smartphones have opened up a new means of learning new words, especially with the introduction of new Grammar-learning apps.

Chapter two

An Overview of Mobile Learning & the

Edmodo Application

Chapter two : An Overview of Blended Learning and Edmodo Application

Chapter two : An Overview of Mobile Learning & the Edmodo Application

Introduction

It is increasingly evident that social networking sites and applications play a vital role in daily life. Whether big or small, people now report incidents every split of a second, as they occur. People also are relying more and more on mobile devices as their primary communication tool and increasingly using these devices to access social networking sites and applications. One among these social networking applications is Edmodo that is considered as a blended learning tool to teach grammar. Therefore, this chapter is an attempt to provide an overview about blended learning, its definition, components, as well as its importance, and then an overview about the Edmodo application where the definition and its historical overview is provided in addition to, the features, advantages and disadvantages of the Edmodo application. Finally, the chapter ends with how teachers and students view Edomodo in grammar instruction.

2.1 **What is Blended Learning**

Authors through decades argue on the fact that BL is a hybrid approach combines and mix of two types of learning/teaching methods which is FTF and computer mediate

According to Bersin (2004) the term is taking several meanings, he defines it from a wider perspective not only education. In his book, he consider BL as "combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats."(p.15).

Graham (2006) presented BL as "A combination of instruction from two historically separate models of teaching and learning: traditional FTF learning systems and computer-mediated learning" (p. 01). However, he believed that BL is part of the ongoing convergence of two archetypal learning environments. On the one hand, we have the traditional face-toface learning

Chapter two : An Overview of Mobile Learning & the Edmodo Application

environment that has been around for centuries. On the other hand, we have distributed learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction.

Another important definition by Thorne (2003) he stated that blended learning is an educational model that can integrate e-learning with all of its improvements and enhancements of new technological developments with traditional learning to support students' interaction. in the classroom in which learning takes place by using two different styles of interaction That is, the terms BL, hybrid learning, technology-enabled learning, technology-mediated instruction, web-enhanced instruction, and mixedmode instruction are all refer to the same notion and strategy of learning, (Bates, 2016; Commonwealth of Learning, 2015).

2.2 The components of blended learning:
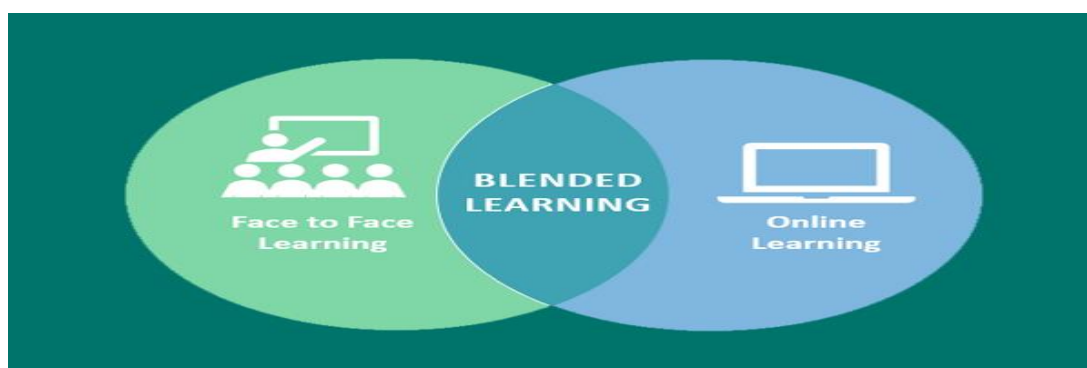
Figure.2.1: The components of Blended Learning

2.2.1 Face to face learning: (the traditional classroom teaching):

Face-to-face (FTF) teaching, according to the World Bank Institute (2008), is a type of conventional learning interaction between the teacher and his students. This traditional instruction, also known as direct instruction that is characterized by the teacher's role as the master of the learning environment (Ananga & Biney, 2017, p.173). Here, the teacher plays an important role in guiding, monitoring, motivating, and providing feedback to students in order

to improve their learning levels and achievement. According to So and Brush (2008), in a conventional teaching approach, there is a contact between the teacher and his students, as well as between students. In other words, face-to-face teaching refers to the common and most used methods. That is, the teacher explains the lesson and the students take notes and write down their lessons than answer the required practices all in the same learning teaching environment.

2.2.2 E-learning online learning:

E learning or "electronic learning" refers to the use of ICT technologies in order to enable the access to online teaching/learning resources (Arkofur & Abaidoo, 2014, p.5). Based on Christenson (2015) and The Commonwealth of Learning (2015), the term E-Learning refers to the use of any digital networking or electronic materials for delivering or accessing the teaching or learning content. In the same perspective (Piskurich,2003;Benson and Brack,2009; Meyer, et al.2014) agreed on the point that online learning has a relation with technology and electronic devices, it refers to as a network teaching learning that enables students to interact interchangeably with their teacher and other learners.

Henderson (2003) defines e-learning as:

- Learning at a distance that uses computer technology (usually the Internet).
- E-learning enables employees to learn at their work computers without traveling to a classroom.
- E-learning can be a scheduled session with an instructor and other students, or it can be an on-demand course that the employee can take for self-directed learning at a time when it's convenient. (Henderson & Gilding, 2004).

Chapter two : An Overview of Mobile Learning & the Edmodo Application

2.3 The importance of blended learning:

There are many reasons lead an instructor, trainer, or student to pick BL to enrich certain learning objectives, according to Graham (2003), Allen, and Ure (2005). The following is a list of the reasons:

- **Improved pedagogy:** According to Chew and Wee (2009), pedagogy is a specific capacity that allows a teacher to integrate, modify, and convey content and information in ways that are simple for students to understand. One of the main reasons for combining courses is the use of efficient educational approaches. Instructors must allow for the use of the Internet and distance education in relation to pedagogical ideas such as constructivism when it comes to improving pedagogy. "Blended learning approaches have been viewed by some as a way to improve the degree of active learning, peer-to-peer learning, and learner-centered strategies" (Smelser, 2002). However, when instructor utilises same method and allow the face-to-face class time for application, this may offer a balance of knowledge and improve pedagogy.

- **Increased accessibility and flexibility:** One of the most important aspects influencing the rise of separated learning environments is access to learning (Bonk, Olson, Wisher, & Orvis, 2002). For students with outside responsibilities, flexibility and convenience are becoming increasingly important. In addition to the massive amount of web-based resources when compared to textbook content, the widespread usage of technology and its support by an approach like blended learning will greatly develop and facilitate students' access to knowledge.

- **Increased cost-effectiveness**: A third important motivation for BL systems in both higher education and corporate organisations is cost-effectiveness. One of them is that blended learning, which blends traditional classroom education with the convenience

and cost-effectiveness of e-learning, is a better option than isolated e-learning (Davies, 2006). This means that by delivering content to a wide and worldwide audience in a short amount of time, BL systems provide an opportunity to reach a huge and global audience.

2.4 **Grammar and Computer Assisted Language Learning (CALL):**

Many researchers have argued that teaching Grammar using computers may affect students' development in learning the language. In fact, computer' programs are viewed as supportive tools to develop Grammar. Therefore, Hermagustiana and Rusmawaty (2017, p. 144) mentioned "…using computers or any other kind of technological methods may affect learners' behaviour in a positive way." That is, using technological tools can boost and encourage learners to improve their grammatical performance in the target language. Taj et al (2017, p. 263) elaborate on this idea, stating, "Computers are great machines with exceptional powers of presenting, storing, and retrieving information. They have been employed as assistive methods in Grammar teaching with encouraging results." This suggests that the qualities provided by computers would be beneficial for boosting Grammar instruction and helping learners to assess themselves independently. As a result, employing computers to teach Grammar would benefit the teaching and learning process.

2.5 **Grammar and Mobile Assisted Language Learning (MALL)**

Due to the current rapid breakthroughs and the advances of mobile devices in recent decades, new perspectives and perceptions about the use of these instruments as a new approach to vocabulary training have emerged. The evolution of mobile phone features and applications prompted a movement away from traditional teaching and learning methods and toward M-learning.

Chapter two : An Overview of Mobile Learning & the Edmodo Application

M-learning, according to Behera (2013, p. 25), is defined as "the acquisition of any knowledge or skill through the use of mobile technology anytime, anywhere that results in a change in behavior." In other words, this innovative strategy refers to the use of mobile devices in foreign language learning, which would result in improved Grammar acquisition due to their accessibility in various circumstances. Since mobile devices provide users with more instant access to the Internet and an availability of apps (applications), many language learners now have access to potentially more attractive alternatives to formal language learning. (Kukulska-Hulm, 2018, p. 2). As a result, learners would prefer to use these tools to learn foreign languages and learn their grammatical aspects because of the appealing qualities that expose them to a variety of real situations. As a result, M-learning has been shown to be an effective facilitator in the learning process.

2.6 **Definition of Edmodo**

Edmodo is a well-known global educational network that offers communication, collaboration, and training tools to help all students reach their full learning potential (Cauley, 2012; Edmodo, 2013; Renard, 2016). Edmodo is a secure platform that is free of commercials, games, and other distractions that could detract from student learning. Through Edmodo, a special network is designed; teachers and students share ideas, file, news, and assignment (Shelly, 2011). In other words, Edmodo allows teachers to submit announcements and assignments for their students. Students utilise the network to communicate with their teachers about ideas, difficulties, and helpful hints; to ask questions about classes and homework; and to interact with their peers on activities and project ideas. Kong Chan (2012) added, "Edmodo is designed very modestly, almost similar to Facebook, it is known as "Facebook for school" … Edmodo provides space for teachers, students, and even parents to maximize teaching and learning process" (as cited in Cruse, 2011, p. 6). The interface of the Edmodo web.02

Chapter two : An Overview of Mobile Learning & the Edmodo Application

application is similar to that of Facebook with some advanced features, which may encourage students to learn better the languages. Parents can also join the group, but their participation need to be approved by the teacher.

2.7 **History of Edmodo**

Edmodo was created in September 2008 by Jeff O'Hara and Nic Borg. (Balasubramanian, 2014). O'Hara and Borg desired to have an influence globally via assisting teachers and students interact and work together through a brand new social studying platform (Keshta, 2015, p. 55). Edmodo is a free site that provides a private microblogging for teachers and students (Porcel, ChingLópez, Lefranc, Loia, & Herrera-Viedma, 2018). It is considered to be more personal and secure online medium designed for educational targets. According to Holotescu and Grosseck (2009), microblogging is a brand new device of blogging and a Web 2.0 era that permits users to submit on-line short textual content updates.

2.8 **Features of edmodo:**

Edmodo, according to Contee (2012), provides teachers with a variety of useful features that help when teaching Grammar. According to Cauley (2012), there are various features available on Edmodo that teachers can use:
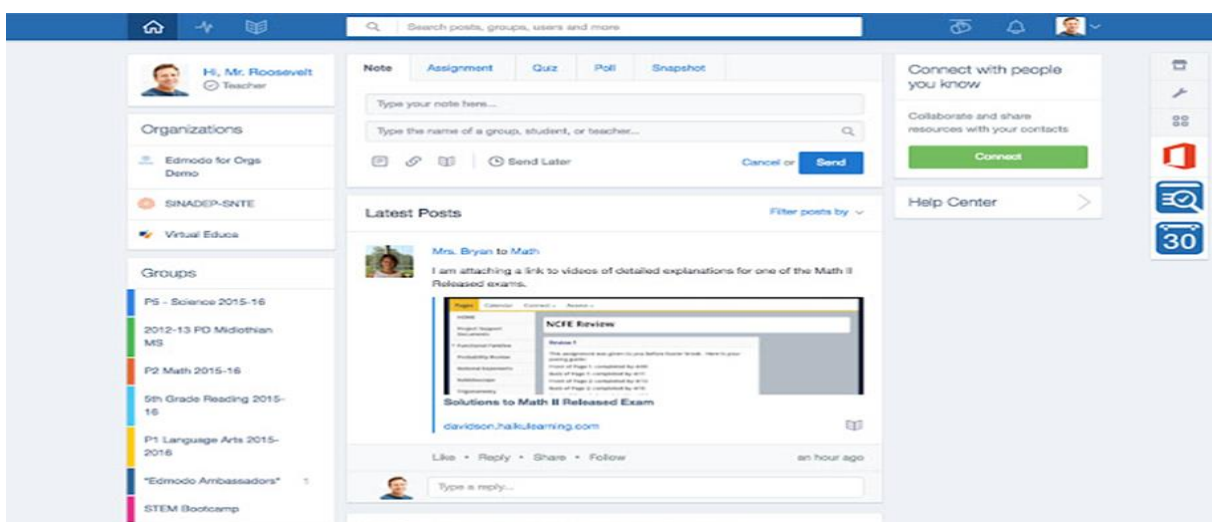
Figure.2.2: Edmodo Front Page

Chapter two : An Overview of Mobile Learning & the Edmodo Application

1) **Creating Polls:** Using anonymous polls, teachers can gain a better grasp of their students' thoughts and ideas.

2) **The Assignment Feature:** Create an online writing assignment. The teacher posts the question online, the students respond online, and the teacher grades it online. Use the class calendar to keep track of crucial dates. All due dates and a brief description of all assignments are automatically added to the teacher's calendar.

3) **The Message Feature:** Forget to say something in the class before the bell rang? Post a note to the whole class, or send a private note to a single student. The students can post notes to help each other in an online setting where teacher can moderate.

4) **The Alert Feature:** Similar to a note, but with a large, bold type. Students must be reminded that they only have two days to turn in their research paper. Send a Message.

5) **The Grade Book:** Students can view their Edmodo assignment grades at any time. All of the class's activities are recorded in the teacher's grade book, which adds up all of the points earned through Edmodo assignments. Every grade can be printed as a spreadsheet and kept alongside the teacher's grade book.

6) **The Edmodo Library:** Both teachers and students can add multimedia to the Edmodo Library of the teacher. Every file uploaded as part of any assignment is saved here for the class.

7) **Teacher Collaboration:** Teachers can communicate and share documents and multimedia with any other Edmodo user.

8) **Parent Communication:** A parent can track their child's assignments, grades, due dates, and see any discussion between the student and the teacher by issuing a code that is unique to their child.

Chapter two : An Overview of Mobile Learning & the Edmodo Application

2.9 **Advantages and Disadvantages of Edmodo:**

Edmodo has many features that make it an alternative method to be used in E-learning method. Due to the user-friendly menu, it gains more attention of the teachers and students (yagci, 2015, p. 14). In the other hand, there are several disadvantages as shown in the table below:

Advantages	Disadvantages
a. Easy to use	a. Text messaging is not an available feature
b. Cost = Free	b. The interface (i.e. the look and feel) is more geared towards students and educators versus business. Therefore, it may not boost a universal appeal.
c. It is a very secure, closed network	c. If a student does not have access to a computer and the internet, or a mobile device they would not be able to use the tool
d. Teachers can create connections with other students from different schools, states, or cultures	d. Lag time in feedback response from peers and/or teachers.
e. Provides a multitude of community resources and connections teachers can make with other teachers	e. Students from different schools, states, or cultures can lead to feelings of isolation.
f. Teachers can differentiate instruction by creating subgroups of students	
g. Students can upload homework assignments, take quizzes, polls and receive grades and feedback and suggestions from teachers	
h. Parents can be involved by viewing their child's work and grades, and keep in touch with teachers	
i. Provides a method for sharing documents and digital media online	

Table 2.2: Advantages and disadvantages of the Edmodo Application

Yagci (2015, p.44)

Chapter two : An Overview of Mobile Learning & the Edmodo Application

2.10 **Previous Studies**

Many researches has been conducted about the use of the Edmodo application in developing different learning skills, and they found interesting results about this new tool:

The following research work was about "The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their Attitude towards Writing in Gaza Governorate." According to Wail Qalaja (2015 p.84) "… the study provided important data on the use of Edmodo as a teaching and learning virtual class to the product writing approach. The results of the study provided strong evidence that the use of Edmodo as a teaching and learning virtual class to the product writing approach result in achieving better results in students' writing performance in general and in their writing product skills in particular than the traditional method does. Moreover, the study proved that the use of Edmodo as a teaching and learning virtual class to the product writing approach can enrich students with the use of the product of writing.(as cited in , 2015, p. 84)

Another study presented by Nuha Saleh Al-Essa, This study aimed to investigate the impact of using Edmodo as a blended learning medium on promoting Saudi female EFL students' grammar.

As it is claimed by Nuha Al-Essa, "The results of the present study along with the findings of the previous studies prove that students have high positive attitudes towards using Edmodo as a blended learning medium in language learning. The significance of using Edmodo is due to its flexibility, availability in computers and mobiles, ease of use and connectedness to the teacher. Therefore, meeting the crucial needs of the students leads for a successful learning environment and fruitful learning outcomes." (2017, p.63).

Chapter two : An Overview of Mobile Learning & the Edmodo Application

Conclusion

The Edmodo application may be a sufficient tool that helps students acquiring a foreign language and developing their grammatical knowledge. Duet to the various study features and benefits, Edmodo application may provide its users with multiple solutions suit the different kinds of learners and their styles. It is a new technique, which could be used as a blended learning medium, not only inside the classroom to accomplish the task set by the teacher, but outside the classroom as well in order to achieve better results. Since one the most important things in the learning process is to get students into the ;EFL students believe that using educational social networking such as Edmodo enhances student teacher interaction .Edmodo is considered fruitful because it is the global education network which provides communication, collaboration, and training tools to enable all students to reach their full learning potential.

CHAPTER Three

Data Analysis and Results

Introduction

This chapter describes the methodological background of our study. In other words, this section seeks to clarify the research approach, strategies, data collection methods, and sampling techniques that we have opted for in our study as well as justifications for our choices in relation to the area of study and the nature of our research. The aim of this chapter is to explore the role of the Edmodo application in developing students' Grammar at Biskra University. The focus was to investigate the attitudes of second year students about Grammar learning through the mobile application "Edmodo".

3.1. Data Collection and Analysis

The following section will discuss the approach we applied in our investigation.

3.2. Data Collection and Instuments

In this study, we selected questionnaire as a tool to collect the attitudes and the opinions of second year students about the role of the Edmodo application. As we know, questionnaire is a data collecting instrument that is used to explore opinnions according to a chosen sample, which can be a representor of whole population. Questionnaires aim to obtain relevant information to pave the way for a researcher to carry out a study. Anderson and Arsenault (2005) claimed that ―the questionnaire has become one of the most used means of collecting information. If well-constructed, a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap 46 and a timely manner‖ (p. 170). That is, The questionnaire is a suitable tool for our study because it allows us to gather viewponts about the topic.

3.3. Questionnaire for Students

The researcher prepared the students' questionnaire students questionnaire, the survey was administered to the sample of 30 students at Mohammed Kheider University, Section of English, the sample was selected randomly from second year students. Therefore, an online questionnaire was designed using the services of survey of Google forms. In other words, it was posted in the Facebook group of promo 2019, and the necessary data were collected during 10 days.

Students' questionnaire was comprised of four sections:

Section One	Personal Information
Section Two	Students' Attitudes towards the Way Grammar Is Being Taught
Section Three	Students' Grammatical Difficulties
Section Four	Students' attitudes towards the Use of Educational Videos as a Teaching material to Teach Grammar

Table3.1: Sections of the Students' Questionnaire

3.3.1 Students' Questionnaire:

The aim of this section is to analyse the students' questionnaire in order to discover their opinions on The Edmodo application as a blended learning medium to develop their grammatical competence.

3.3.2 Questionnaire Description

The present semi-structured questionnaire contains eighteen (17) question, the most frequent questions used in these questionnaires are close-ended questions because they help the

students answer in short time. In addition to some open-ended questions in order to gain time without overusing them as they require deep understanding. The first section was entitled personal information. It consisted of three (3) questions that focus on gathering a general overview about students and their interests in English. The second section aims at obtaining information about Students' Attitudes towards the Way Grammar Is Being Taught it contains four (4) questions. The third section is about Students' Grammatical Difficulties, which includes three questions. While the last section comprises of seven (7) questions about Students' attitudes towards the Use of Edmodo as a blended learning medium to Teach Grammar.

3.3.3 Analysis of Students questionnaire

Section One: Personal Information

Item1: Would you specify your gender please?
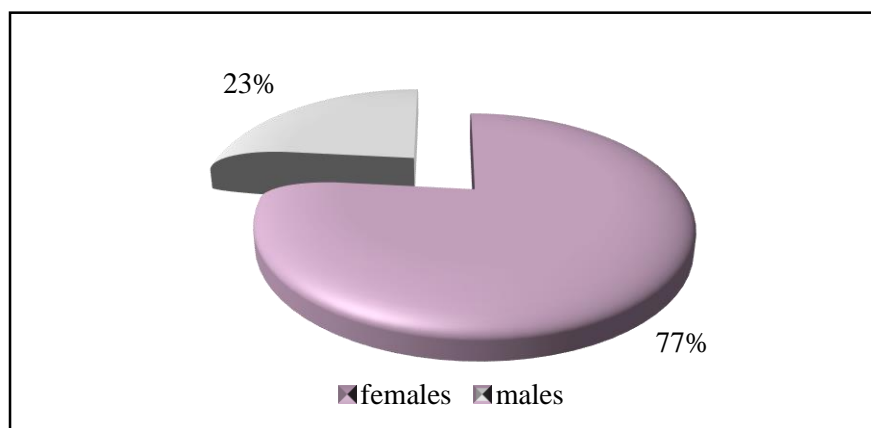
Figure3.1: Students' Gender

From the above figure, we recognize that the female students (77%) are more than the male students who is about (23%). Which resembles that most students at biskra University are females.

Item2: Learning English at university was:

statement	Frequency	Percentage
a) Your own choice	100	100%
b) Your parents' desire	0	0%
c) Someone's advice	0	0%
Total	**100**	**100%**

<p align="center">**Table3.1: Students' choice of learning English language**</p>
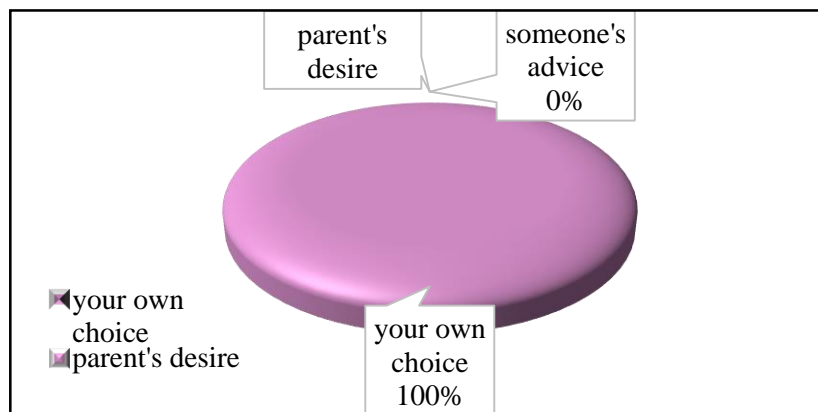
<p align="center">**Figure3.2: Reason behind students' choice of learning English at university**</p>

This question seek to gain information about the students' choice of learning English at university. The results presented in the above table and the figure show that (100%) 30 students choose to study English by their own choice. While (0%) non-students chose English relying on his or her parent's desire or someone's advice.

If it was your own choice, was it because:

Option	Response	Percentage
a) You need it for educational and research purposes	11	37%
b) Your job role requires it	3	10%
c) You need it for online purposes	0	0%
d) You need it for traveling purposes	3	10%
e) You need it because it is a global language	3	10%
f) All of them	10	33%
Total	**30**	**100%**
Table3.1: Reasons for Students' Choice of Learning English at University		
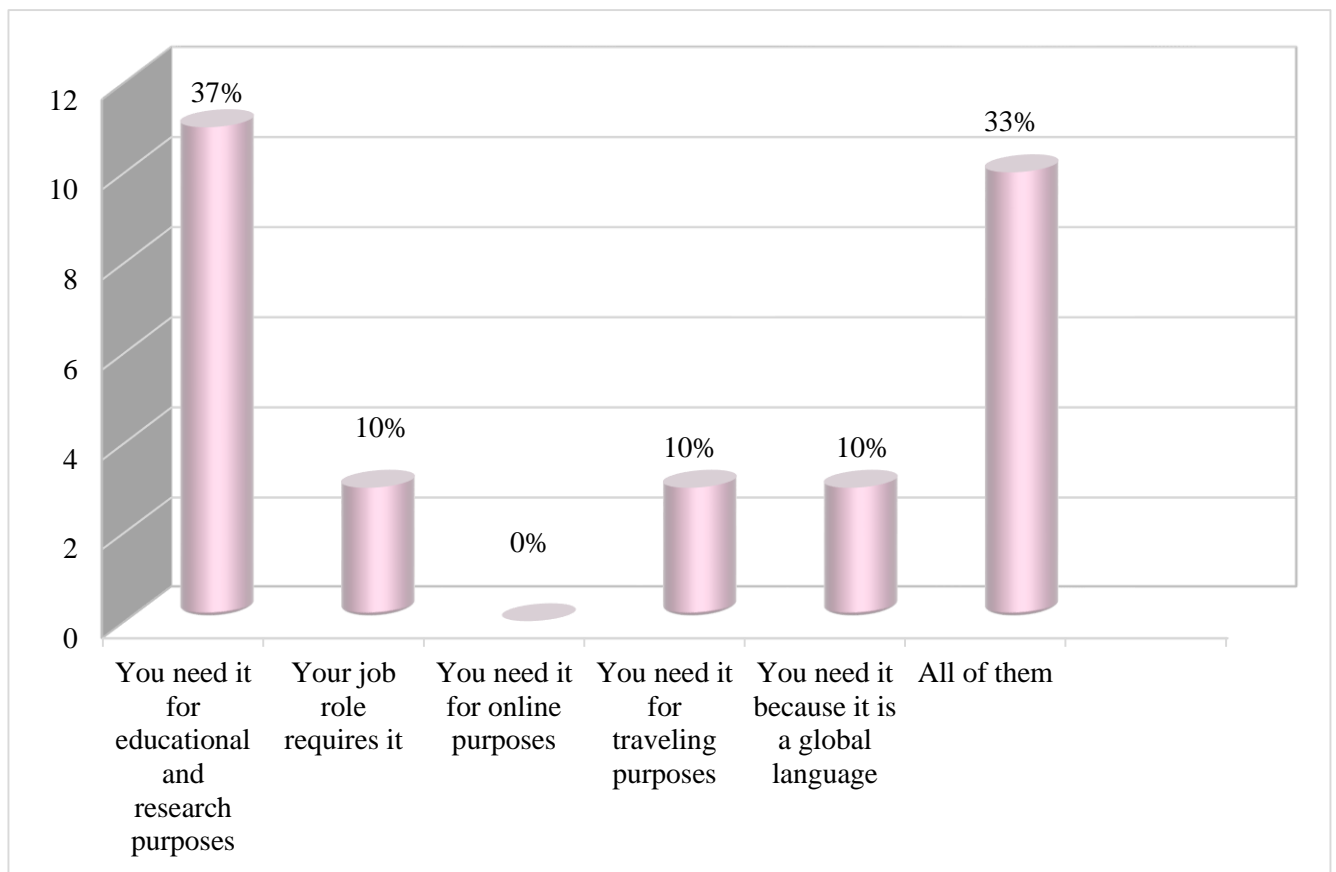
Figure3.3: Students' reasons behind choosing to learn English at university

The table and the figure above demonstrates that the majority of the participants claimed that their choice of learning English language at University was personal because (37%) need it for educational and research purposes, same percentage (10%) went to job, travel, and choosing English because it is a global language, while (33%) choose all of the above mentioned reasons.

Item3: Which of the following language aspects do you prefer to develop the most?
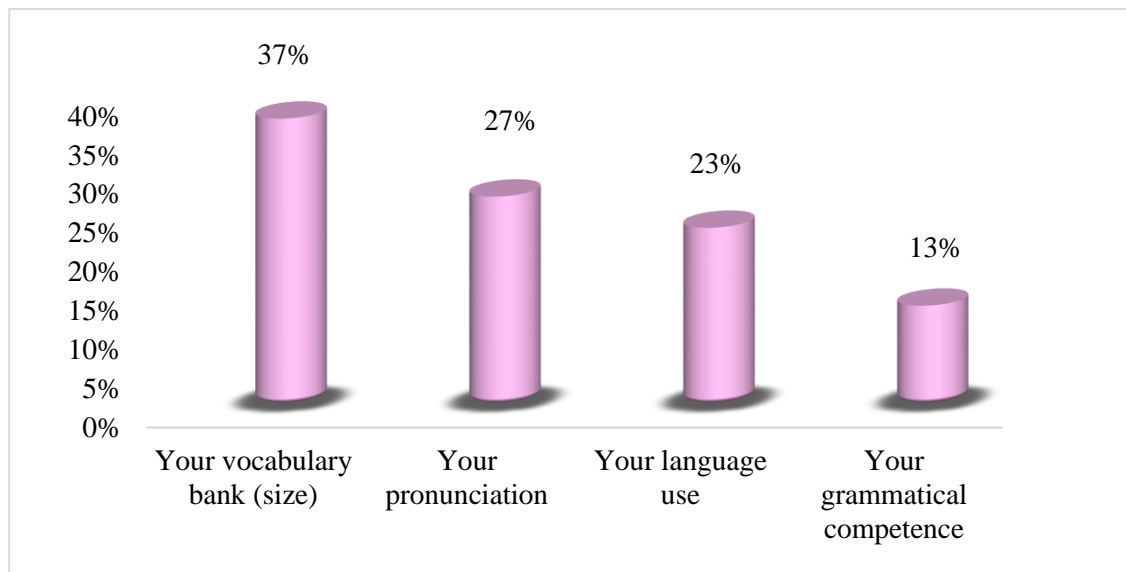
Figure3.4: Language aspects students prefer to develop the most

According to the figure above, most of the students, (37%) 11 are interested in developing their vocabulary bank. While 27% 8 said, they want to develop their pronunciation. However, (23%) 7 are interested in language use. The left (13%) 4 prefer to develop grammar knowledge.

Section Two: Students' Attitudes towards the Way Grammar Is Being Taught

Item4: Do you think that having good knowledge about grammatical rules is crucial for the mastery of any foreign language?

Option	Respondents	Percentages
a) Yes	26	90%
b) No	4	10%
Total	**30**	**100%**

Table.3.2: Students' perception about the Importance of Grammatical Rules
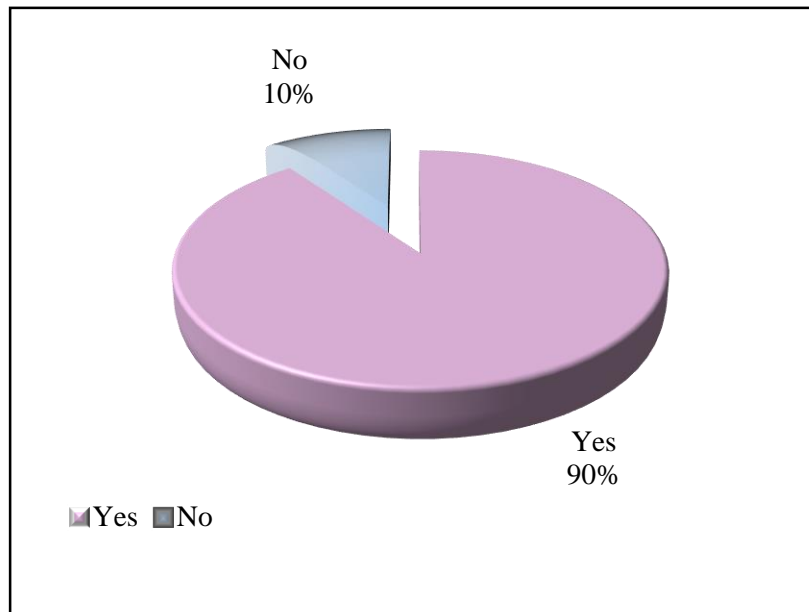
Figure3.5: Students' perception about the Importance of Grammar for the Mastery of foreign language

The results as presented in the above figure show the answers of the respondents about whether grammatical rules are crucial or not. (90%) of participants answered by "Yes" and (10%) answered by "No".

Justification:

For the students who answered by "Yes" they claimed that, grammatical rules are crucial for mastering the English Language, because Grammar is may help in speaking or writing the language properly. Others stated that grammar holds the system of its language; its rules ensure students' understanding of the form and function of spoken language. However, students who answered by "No" are only (10%) and justified their answers by claiming that, having a basic knowledge of the grammatical rules is only fitting for the transformation of basic thoughts, which is not sufficient for one who is seeking language mastery.

Item5: Does the present way of teaching grammar at university help you speak and write effectively?

Options	Responses	Percentage
a) Yes	19	63%
a) No	11	37%
Total	**30**	**100%**

Table3.2: Students' responses about the Role of Grammar in Speaking and Writing
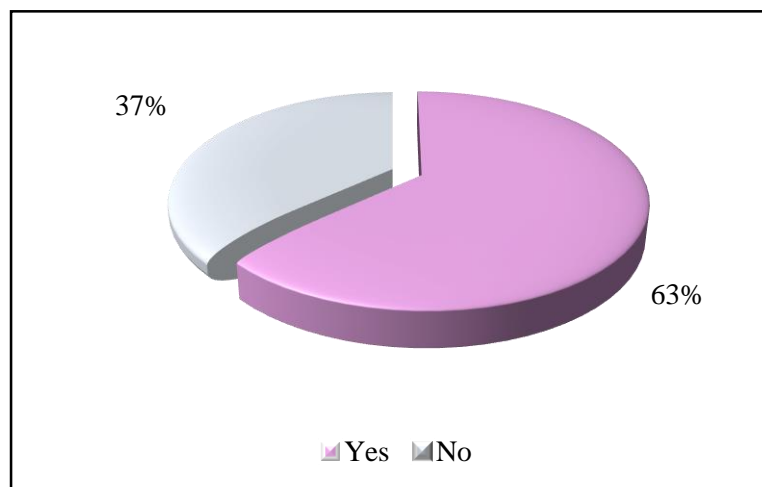
Figure3.6: Students' responses about the Role of Grammar in Speaking and Writing

The objective of this question was to attain information whether students are satisfied with the way grammar is taught or not. The table indicates that (63%) of the students think that the present way of teaching grammar at university helps them speak and write effectively. whereas (37%) of them did not.

Item6: To what extent do you find grammar instruction informative?

Statement	Number	Percentage
a) Very informative	7	23%
b) Quite informative	20	64%
c) Not informative at all	3	13%
Total	**30**	**100%**

Table3.3: Students' perceptions about to what extent they find grammar instruction informative
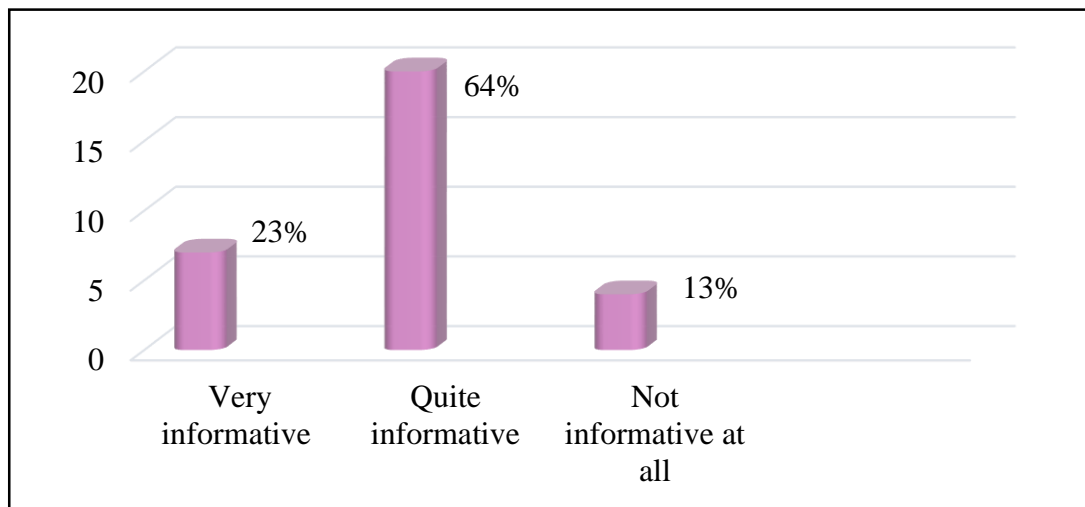
Figure3.7: Students' perceptions Usefulness of Grammar Instruction

The table and the figure above reveal to what extent students find grammar instruction informative. The majority of participant (64%) 20 said they find grammar instruction quite informative. While (23%) 7 said that the grammar instruction are very informative. The left (13%) 3 said that the grammar instruction is not informative at all.

Item7: Are you satisfied with the way grammar is being taught at university?
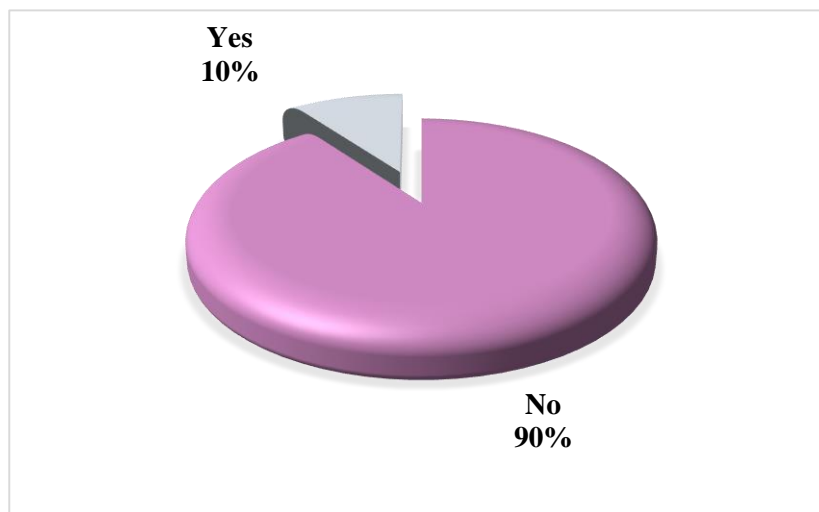
Table3.4: Students' satisfaction with the Way Grammar Teaching

The Table and the figure show student satisfaction with way grammar is being taught at university. The majority of students (90%) 27 are not satisfied with way instructors teach

grammar at university. While (10%) 3 are satisfied with the way grammar is being taught at university.

Justification:

For the students who answered by "No" justified their answers as follows:

- It seems like it is not given its real value. We merely read from a handout the rules and their possible exceptions without practicing much. I believe the real acquisition of a language grammar comes from the constant practice of its rules.

- Teaches tend to recycle content of previous years in a dull way with zero motivation, and that reflected on how they present their lectures.

- Because teachers do not give practises to what they taught before.

- Teachers taught grammar module in a boring method.

- Well, it actually depends on the teacher. For the curriculum, I am satisfied, as it is organized in an effective way. However, the dissatisfaction depends on the teachers. If you happen to be with a good one, grammar will be learned easily just like the teacher that taught me in my first year. In the other hand, if you happen to be with a bad teacher (either he does not teach well or is not competent in grammar/English in general) just like my second year teacher of the first semester, the learning of grammar as well as the motivation will decline.

However, students who answered by "Yes" justified their answers as follows:

- Because of my teacher, she explains slowly and with examples.

Section Three : Students' Grammatical Difficulties

Item8: How would you assess your general English grammar knowledge?
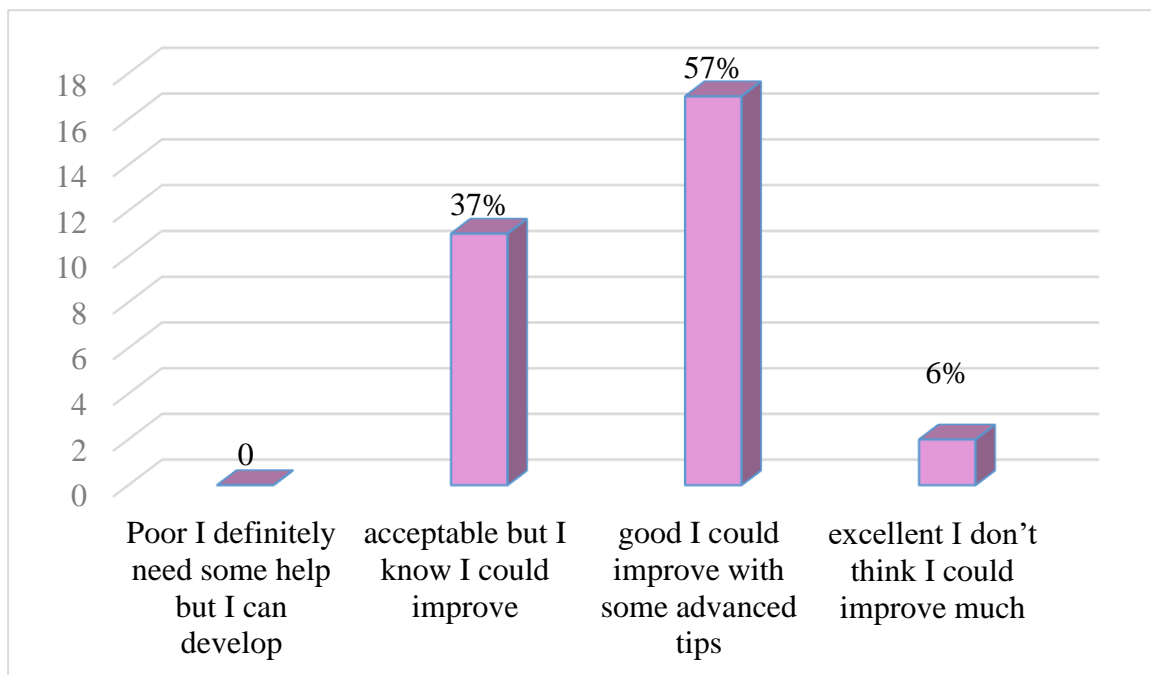
Figure3.8: Students' evaluation of their general grammar knowledge

The above figure demonstrates the students' answers about the evaluation of their grammar divided into four categories: excellent, good, acceptable and poor. The results reveal that most students (57%) considered their Grammar knowledge as acceptable. This means that, it is in the medium. Nevertheless, (37%) claimed that, they have good vocabulary knowledge and they could improve with some advanced tips. Whereas, the lowest percentage (6%) is related to the students who claimed that, they have excellent vocabulary, and they could improve much.

Item9: 10. According to you, what are the main reasons behind students' grammatical difficulties?

	Time of teaching grammar is not appropriate	Students' motivation to learn English Gramma	The way grammar is being taught	Teacher's competence	Lack of practice	The materials used to teach grammar	All of them
■ percentage	0%	10%	40%	17%	23%	7%	3%
◢ Frequency	0	3	12	5	7	2	1
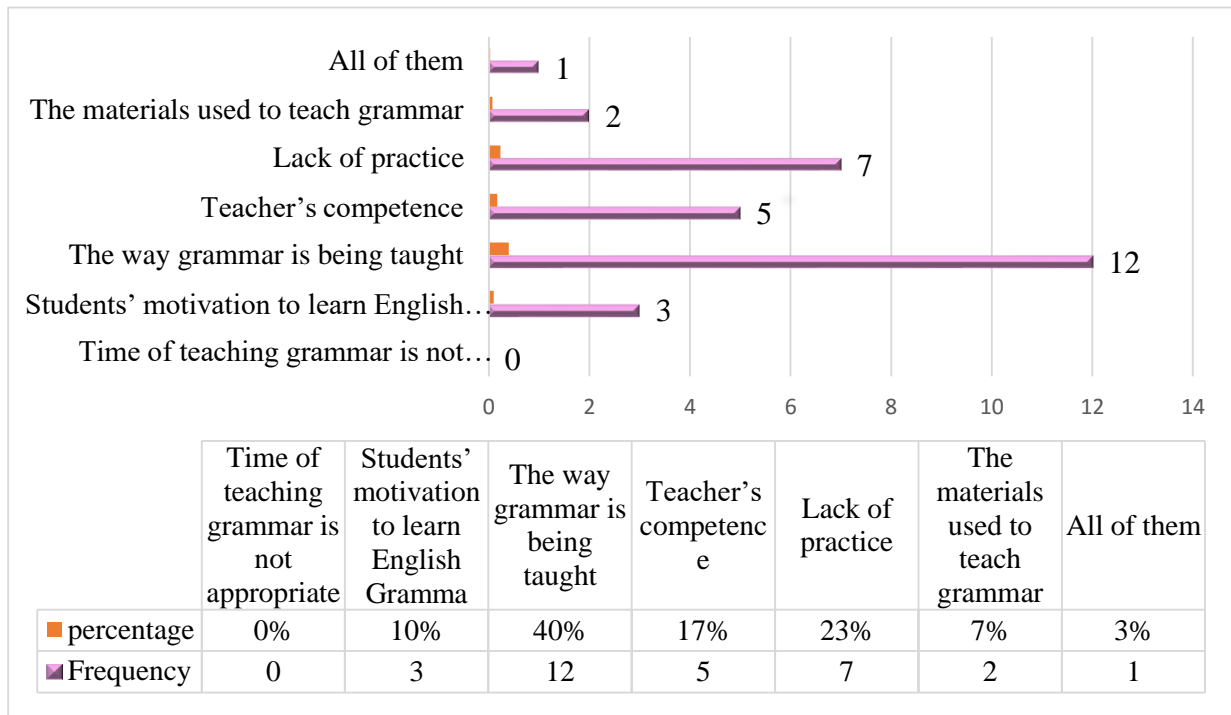
Figure3.9: Students' main reasons behind their grammatical difficulties

This question was designed to figure out students' reasons behind their grammatical difficulties. According to the results above, (23%) seven considered the lack of practices is the reason behind their grammatical difficulties. While (10%) 3 think, they have difficulties because there is lack of students' motivation to learn English grammar. The left (7%) 2 reported that they face difficulties because of the materials used to teach grammar. On the other hand, (40%) 12 they think they face difficulties because the way grammar is being taught. (17%) 5 claimed that teachers' competence is the reason behind their grammatical difficulties. However, (3%) 1 said that all of the reasons mentioned are behind their grammatical difficulties.

Item10: If your grammar teacher had to change something in his teaching, what would it be?
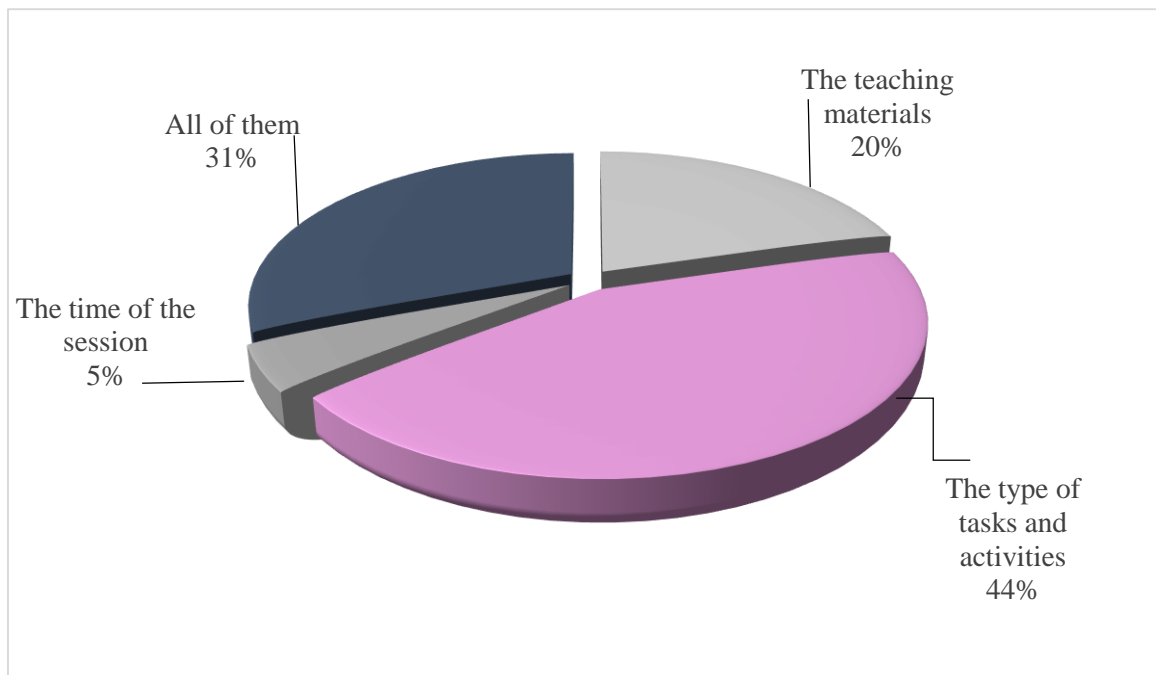
Figure.3.10: Students' main reasons behind Students' grammatical difficulties.

The following question aimed at exploring the students' opinions and attitudes towards Aspects they would like teachers to change in their way of instruction. The results as demonstrated in the above figure show that most of the students (44%) (17 want teachers to change the type of tasks and activities, while (20%) 6 reported that the teaching materials must change. However, all of the participants (30%) think that all the aspects need to be changed. The left (5%) 2 have opted for "the time of the session".

Section Four: Students' attitudes towards the Use Edmodo as a Teaching material to Teach Grammar:

Item11: What are the main teaching materials does your teacher of grammar use?
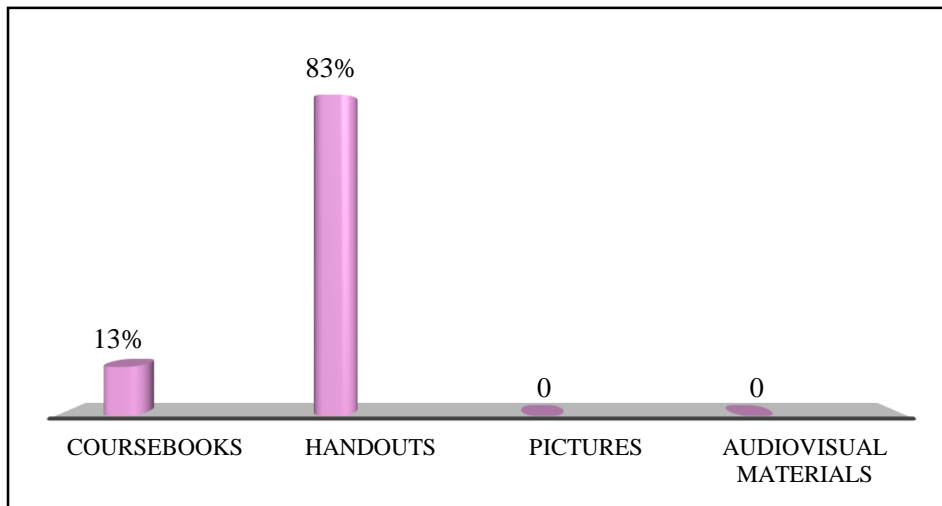
Figure3.11: The Main Teaching Materials Teachers of Grammar Use

The data displayed in the above figure demonstrate the participants' responses about the teaching materials that grammar teachers use. The highest percentage (83%) is given to students who declared that teachers use handouts as the most teaching materials. Whereas, the lowest percentage (13%) is related to students who said teachers use coursebooks to teach grammar.

Item12: Does your teacher use videos to teach you different grammatical rules?

Option	Responds	Percentage
Yes	3	10%
No	27	90%
Total	**30**	**100%**

Table3.5: Students' responses about Teachers' Use of ICT when Teaching Grammar
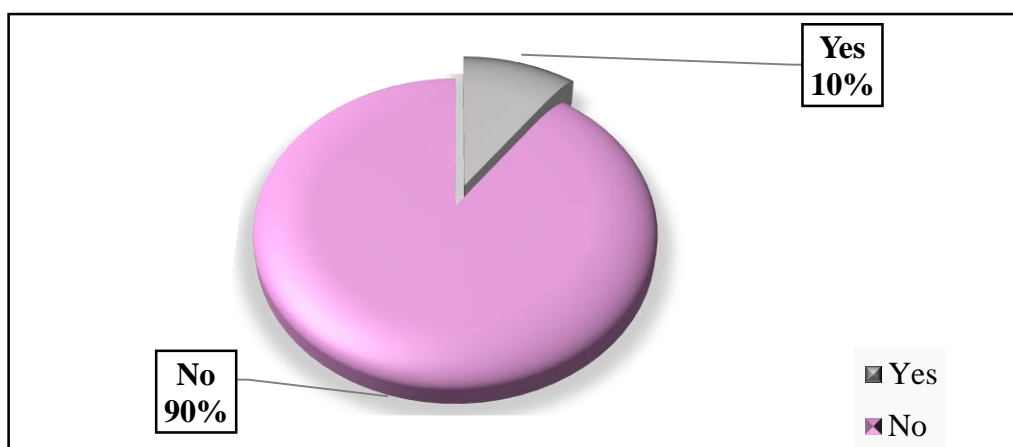
Figure3.12: Students' responses about Teachers' Use of ICT when Teaching Grammar

The aim from this question is to get insights whether teachers use ICT when teaching grammar or not. The results as shown in the figure demonstrate that most students (90%) claimed that teachers do not use ICT to teach the different grammatical rules. However, only few students (10%) who said teachers use ICT to teach grammar.

Item13: Which technique you usually use to learn grammar via mobile/ computer?
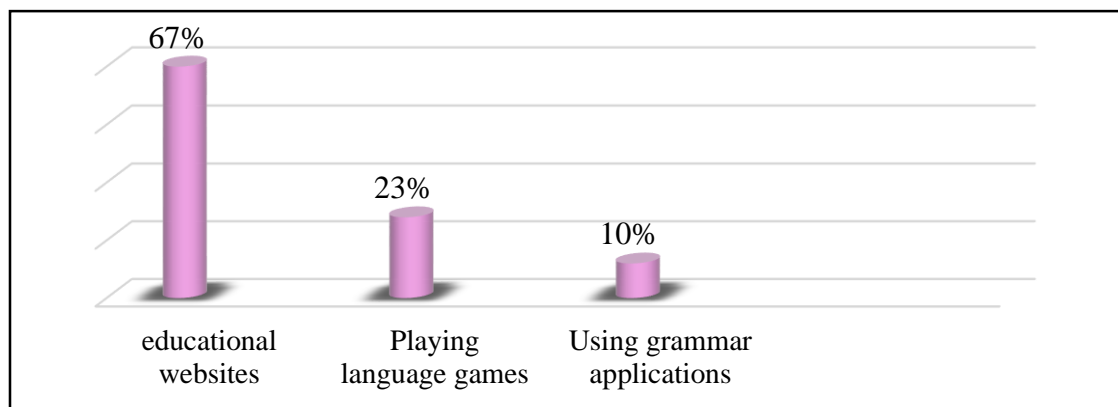
Figure3.13: Techniques Students use to learn Grammar via Digital Devices

The data displayed in the above figure demonstrate the students' responses about the techniques that they use to learn grammar. The highest percentage (67%) is given to students who declared that they use educational websites as a tool to learn grammar. In addition, (23%) of students who reported that they use games in learning grammar. Whereas, the lowest percentage (10%) is related to students who said they use grammar applications.

Justification:

Students justified their choices as follow:

- The language games motivate me and they are mixed with fun.

- I like games.

- They provide important details to read.

- Because I think, it is very beneficial and I can improve my grammar knowledge through the educational websites.

- I use websites to look for grammatical rules because they are Precise and straight to
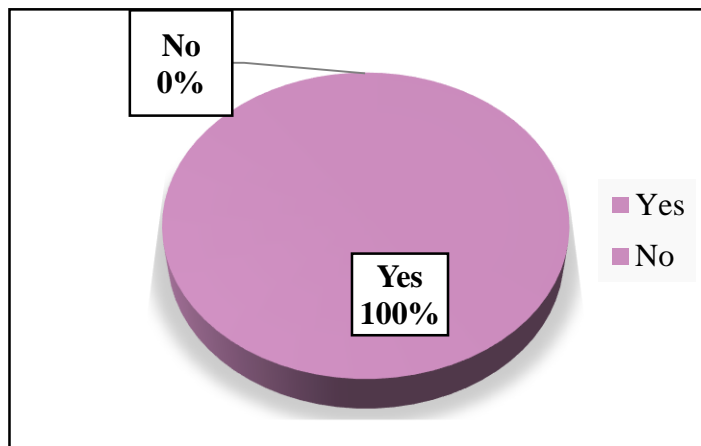
the point.

- Well, I mostly use something that can be read just because I like to read. Not particularly

  websites, pdfs are good too.

Item14: Did you learn grammar through the Edmodo application or any other plateform before?

Figure3.14: Students previous Experience in the Use of the Edmodo Application

The aim of this question was to attain information whether students know the Edmodo
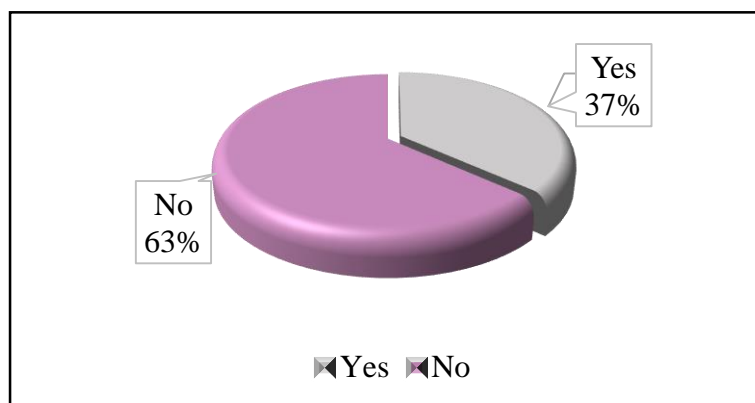
application or not. The above figure represent students' responses about the previous use of the

Edmodo application as a tool to learn Grammar. The results indicates that (37%) of the students

who used the application before, whereas (63%) of them did not.

Item15: Do you think that the Edmodo application may help you develop your grammatical competence?

Figure3.15: Students' Attitudes towards the Edmodo Application

The following question aimed at exploring the students' attitudes towards learning grammar through the Edmodo application. The results as shown in the above figure indicate that all of the students (100%) agreed that the Edmodo application would be helpful in developing students' grammatical knowledge.

Justification:

The students who answered by "Yes" the Edmodo application may help them develop their grammar justified their answers as follows:

- I believe that using Edmodo as a blended learning medium in learning English grammar minimizes my fear of making grammatical mistakes.

- It includes a variety of features that assist me in learning and evaluating myself at the same time.

- I prefer Edmodo grammar activities because I can access them at anytime and anywhere.

- I think using Edmodo as a blended learning medium in learning English grammar enhances student-teacher interaction

- I prefer Edmodo grammar activities because I can get an immediate feedback to my answers.

- I prefer Edmodo because I can access to it even if I was absent.

Item16: How would you evaluate developing grammar through the Edmodo application?

Figure3.16: Students' evaluation of developing Grammar through Edmodo Application

The aim from this question is to get insights about how students evaluate grammar development through the Edmodo application. The above figure shows that most students (18),
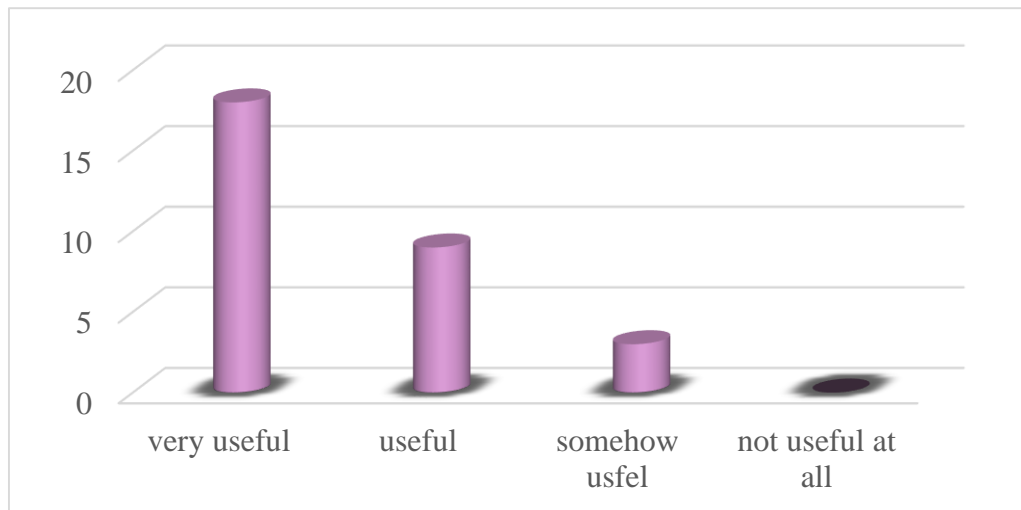
who represent the highest percentage (60%), considered it as a very useful in developing students' grammatical knowledge. While (30%) 9 of students claimed, Edmodo is a useful application that may develop students' grammar. Whereas only Three students (12%) who selected somehow useful. and none of them evaluated it as not useful at all

Students' justifications:

Students who had a positive insight to the Edmodo application justified their answers by:

- The app seems quite entertaining so it might be possible to motivate students to learn.

- I prefer this application because it makes contact between students and teachers easier.

- I liked the fact that students and teachers can upload and use multimedia.

- It is well organized. It ensures better learning techniques.

- Because it's easy-to-use plus you have many sources to help you understand, or you can discuss your problems with grammar to your teacher.

- The way of learning is new and effective.

Item17: Students' Comments and Suggestions

Most students provided their comments about the new topic and they claimed that it is a very interesting application. The results show that participants had positive attitudes toward the virtual class and they are very satisfied with the online collaboration using Edmodo application. Moreover, most students suggested that EFL learners and teachers should apply this technique in grammar, because it is very useful and an effective application. Besides, other participants added that any other additional ICT applications would be useful and motivating for learning Grammar.

Conclusion

This chapter introduced the methodology of the study where a student's questionnaire was used as a data collecting method. It was distributed to thirty students at the Department of Foreign Languages, Section of English at Mohammed Kheider University. It is worth mentioning that, this instrument allowed us to investigate the participants' attitudes and opinions on the role of Edmodo application in developing grammar knowledge. From EFL students positive attitudes towards integrating the Edmodo application into the educational system, this application may has an important role in developing students' grammatical competence. Accordingly, this chapter answered many important questions asked such as 'does the Edmodo application fits students' need to develop their grammatical competence?

Discussion of the results:

The current study aimed at investigating students' attitudes towards the role of Edmodo application in developing their grammar knowledge. Opting for the students' questionnaire as a data collecting method, we have collected and analysed valuable data reaching conclusions and findings that are, in different aspects, positive.

The obtained results from the first section, shows that the majority of the participants are females (77%). They claimed that their choice of learning English language at University was personal because (37%) need it for educational and research purposes, while the same percentage (10%) goes to job, travel, and choosing English because it is a global language, while (33%) choose all of the above mentioned reasons. Students' answers to the third question shows that the majority of students consider vocabulary as an important task and they prefer to develop it in order to succeed in the target language. They believe that mastering the English language cannot happen without sufficient lexis bank. According to them, to perform better the language, the students should be equipped with the needed vocabulary; otherwise, they will fail to convey meaningful messages. Nevertheless, they have given a low percentage to the role grammar plays in developing the target language, which might be due to their fear of its rules as being complicated ones or the way of learning them, which might be wrong or demotivating.

Concerning the second section, the researcher found that almost all students (90%) believe that grammar rules are vital for mastering a language. We can notice that there is a discrepancy; from the interpretation of the first section (question 3) we found that, according to them, having an acceptable vocabulary bank is very important for the mastery of English language; while by answering this question they claimed that grammar is an important task too. We may say that students believe that grammar is just a means to form sentences, they think that native speakers

do not use grammar when they perform the English language; and this is extremely wrong because "spoken language" has its grammar rules. As a result, if one did not use grammar correctly, it may cause miscommunication or incomprehension on the part receiver. Grammar rules may seem complicated to some, but they are rules that govern a language; otherwise, learning a local language will be difficult because each language distinguished from the other by its features of linguistic structure i.e., grammar (specifically morphology and syntax). These differences and the lack of a standard grammar rules makes the learning difficult for non-natives. Accordingly, (90%) of students are not satisfied with the way grammar is being taught, this may be because of the way the majority of teachers present grammar lectures, which is for some students is not an appropriate method that may make Grammar an easy task. However, (64%) bestowed much importance to grammar instruction considering it as a quit informative subject.

Interesting results were obtained from section three where the majority of students are facing problems in different aspects. However, (57%) considered their grammar knowledge as good, others (37%) acceptable, which means that students need to increase their efforts and to exceed these grammar difficulties. Most of participants (40%) to some extent claimed that the reason behind their weaknesses is the way this aspect is being taught i.e. most teachers do not integrate ICT in their teaching process, they rely only on the traditional teaching methods (face to face, PPP,...) which for the current generation are considered boring, demotivating, and traditional methods. In addition, (23%) of the students asserted that they do not reach the degree of the efficiency because teachers do not provide them with enough activities to boost and motivate them to learn better the language ;as a result, students cannot practice the language very well. Consequently, (40%) of the students expressed, their desire for teachers to change the type of tasks and activities, because grammar is not only a matter of structures and rules that are taught explicitly; it has to be practiced within a meaningful context(Practicing writing and reading

authentic English). In addition to the 23% who want their teachers to change the teaching materials, this would help students develop their grammar skills and increases student teacher' interaction.

Based on the students' views in the last section all students provided positive opinions towards the use of the Edmodo application in developing their grammar knowledge. As we know learners are different in their learning styles(audio-visual, auditory,….); so instructors should try to change the way of teaching by blending or integrating new techniques to the traditional ones: handouts and coursebooks, as students claimed in question 12 that teachers use only those two mentioned teaching materials. Thus, the students' answers of the next question proved that most teachers ignore the role of ICT technologies when teaching grammar. In other words, the majority of students (90%) said that their teachers do not use ICT, while only (10%) of them claimed that teachers integrate technology techniques to teach grammar. This category of teachers who do not prefer technology in their instructions may believe that any concrete material would be practical and saves time, it may also include all what the teacher needs (lesson plans, units, exercises, materials….). This belief does not go with students' desires because they want to learn grammar using different methods that may provide them with different learning styles. From question 14, most students (67%) preferred the use of educational websites, and (23%) rely on playing games as supplementary tools to develop their grammar skills.

Based on the students' views about the Edmodo application, (63%) of the students are unfamiliar with it, and they did not learn grammar through this new tool before. Thus, this research gives them an opportunity to discover it as a new method in developing the grammar knowledge. However, (37%) students used it in learning grammar in school and at university. In addition, all of them (100%) agreed about its effectiveness in developing their grammar competence at the university level. As a result, (60%) of them were attracted by the Edmodo

application and they claimed it would be a very useful method for future grammar learning (see second section p.31).

Based on their comments, it is beneficial, helpful and efficient compared to other applications. Hence, the majority of the students liked the Edmodo application and gave supportive comments about its usefulness on Promoting EFL Students' English Grammar.

General Conclusion

We have chosen this problem as a result of our personal experience as a student and from observing second year students of English at Biskra University. We have noticed that these students are not able to reach the level of the grammatical competence as they should be. Likewise, they end up producing and perceiving the four skills (speaking, listing, reading, and writing) that are not grammatically correct. As a side note, second year students are expected to master basic grammar rules since they normally have already studied that in their first year. However, students' exposure to the ICT applications and the way they blend it in the learning process, incited the researcher to conduct the present study, which was an attempt to shed light on the role of the Edmodo application in developing their Grammar at Biskra University.

This research was divided into two main parts. The first one aimed at discussing the concept of Grammar, it provided definitions, the importance of grammar, and the different approaches and methods applied in teaching grammar. In addition to the relation of grammar instruction with the four skills, and how it is acquired through technology. While the second chapter was concerned with the Edmodo application as a blended learning medium. The first part of this chapter dealt with the concept of Blended learning in general, whereas the left part was concerned with the Edmodo application in particular: its definitions, the historical background, the advantages and disadvantages, in addition to the main features of this new technique.

This study relied on one semi-structured questionnaire as data collecting instrument, which had been administrated to thirty second year students in order to collect the needed data. The aim from using this instrument was to gather data to explore the opinions and attitudes of students towards the effectiveness of the Edmodo application in developing Grammar.

The obtained data from the questionnaire illustrated that students, have positive attitudes toward this new application 'Edmodo' the results could be concluded as:

- EFL students consider grammar to be significant in the process of language learning.

- EFL students have positive attitudes towards integrating Edmodo application into the educational system.

- EFL learners believe that their grammatical level is acceptable and they need to improve it through changing the way grammar is taught in classroom; in other words, they are looking for new effective techniques like "Edmodo" allowing them to learn in a stress-free environment.

- MALL applications boost students' motivation to learn English.

- EFL students believe that using educational social networking enhances student teacher interaction.

To conclude, EFL students should develop their grammar in order to reach the target level and to perform better the foreign language. It is necessary to choose an effective strategy that may enable them to learn effectively. In addition, students should benefit from their mobile/ computer devices in promoting their grammar inside and outside the classroom especially with the Edmodo application as a blended learning medium.

Recommendations for Further Research

The researcher presents the following recommendations for future studies:

- A study, which investigates the effectiveness of Edmodo on other English skills such as writing and reading skills, is required.

- A research that examines the challenges and problems that teachers and students face when using Edmodo is needed.

- A study that explores the impact of Edmodo on developing learning grammar for advanced students and their attitudes would be useful.

- Studying the effectiveness of using Edmodo in teaching grammar to primary and elementary school students is needed.

Limitations of the Study

Since EFL teachers and students at Biskra University were unfamiliar with the 'Edmodo' application, the study identified some limitations that impedes the research progress.

1. Normally, the study was conducted through an experimental approach to generate accurate results; but due to the current situation (covide-19) pandemic, the time was insufficient to use an experiment and to complete the work in time.

2. A semi-structured interview was supposed to be used with teachers as a second data collection tool; however, because the time was too short we chose a semi-structured questionnaire as an alternative.

3. Another difficulty, which was challenging us, is that this study was supposed to be supported by a classroom observation; we sought to generate real experienced and credible data.

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Appendixes

Appendix

Students' Questionnaire

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

A Questionnaire for Students of Grammar at Biskra University

Dear students,

The present research tool is conducted to survey your viewpoints about 'The Importance of the Mobile Application Edmodo, as a Blended Learning Medium, on Improving Students' English Grammar'. Therefore, you are kindly requested to respond to this questionnaire, which is designed to gather necessary information for the accomplishment of my master's degree research work. Please choose the appropriate answer(s) or make complete statements whenever necessary. Be sure that your responses will be anonymous and willbe used for research purposes only. Thank you for your time, efforts and collaboration.

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Researcher's e-mail : mosawiayda33@gmail.com

Researcher's name:

MOUSSAOUI Aida

Supervised by:

AOUNALI Walid

2020-2021

Section One: Personal Information

Q1. Would you specify your gender please?

a) Female

b) Male

Q2. Learning English at university was:

a) Your own choice

b) Your parents' desire

c) Someone's advice

If it was your own choice, was it because:

a) You need it for educational and research purposes

b) Your job role requires it

c) You need it for online purposes

d) You need it for traveling purposes

e) You need it because it is a global language

f) All of them

Q3. Which of the following language aspects do you prefer to develop most?

a) Your vocabulary bank (size)

b) Your pronunciation

c) Your language use

d) Your grammatical competence

e) All of them

Others, please specify

………………………………………………………………………………………………………

…… …………………………………………………………………………………………………

Section Two: Students' Attitudes towards the Way Grammar Is Being Taught

Q4. Do you think that having good knowledge about grammatical rules is crucial for the mastery of any foreign language?

a) Yes

b) No

Explain please

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………….

Q5. Does the present way of teaching grammar at university help you speak and write effectively?

a) Yes

b) No

Q6. To what extent do you find grammar instruction informative?

a) Very informative

b) Quite informative

c) Not informative at all

Q7. Are you satisfied with the way grammar is being taught at university?

a) Yes

b) No

Justify your answer please

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Section Three: Students' Grammatical Difficulties

Q8. How would you assess your general English grammar knowledge?

a) Poor I definitely need some help but I can develop

b) acceptable but I know I could improve

c) good I could improve with some advanced tips

d) excellent I don't think I could improve much

Q9. According to you, what are the main reasons behind students' grammaticaldifficulties?

a) Students' motivation to learn English Grammar

b) Time of teaching grammar is not appropriate

c) The way grammar is being taught

d) Teacher's competence

e) Lack of practice

f) The materials used to teach grammar

g) All of them

Others please specify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q10. If your grammar teacher had to change something in his teaching, what would it be?

a) the session

b) The type of tasks and activities

c) The teaching materials

d) All of them

Section Four: Students' attitudes towards the Use of Educational Videos as a Teaching material to Teach Grammar

Q11. What are the main teaching materials does your teacher of grammar use?

a) Coursebooks

b) Handouts

c) Pictures

d) Audiovisual materials

when teaching grammar does you teacher use Ict technology?

a) Yes

b) No

Q12. Which technique you usually use to learn grammar via mobile/ computer?

a) Using grammar applications

b) educational websites

c) Playing language games

Justify your choice:

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q13. Did you learn grammar through the Edmodo application/ plateform before?

a) Yes

b) No

whatever your answer, would you explain please

Q14. Do you think that the Edmodo application may help you develop your grammatical competence?   (You   can   check   the   following   link https://www.youtube.com/watch?v=uSqgn3fMSc4

(https://www.youtube.com/watch?v=o8XjmsLGkF4   competence?

a) Yes

b) no

Please explain bellow:

……………………………………………………………………………………………………

…………………………………………………………………………………………………..

Q15. How would you evaluate developing grammar through the Edmodo application?

a) very useful

b) usefuls

c) omehow usfel

d) not useful at all

Q15. If you have any comments or suggestions about improving your level in grammarand the use of mobile application to do so, please feel free to express them below:

…..…………………………………………………………………………………….…

………………………………………………………………………………………….

Thank you for your time, effort and collaboration

المخلص

تعتبر القواعد النحوية من أهم العناصر التي يجب على الطلاب تطويرها خلال مرحلة تعلم اللغة الإنجليزية. ومع ذلك، لطالما كان إتقان القواعد دائمًا هو التحدي الأصعب لكل من الطلاب والمعلمين. منذ التطور السريع للآليات التكنولوجية وجد المعلمين والمتعلمين أنفسهم يمزجون بين تطبيقات الهاتف المحمول ومواقع إلكترونية مع أساليب التعلم التقليدية مثل استخدام تطبيق Edmodoلذلك، هذا العمل هو محاولة لاستكشاف دور Edmodo في تطوير قواعد النحو لطلاب السنة الثانية في جامعة بسكرة. سعينا لوصف آرائهم ومواقفهم تجاه فعاليته, كان هذا العمل بحثًا وصفيًا قائمًا على أساس كمي مقاربتي؛ قام الباحث بتطبيق استبيان واحد وزع على ثلاثين طالبًا في قسم اللغات الأجنبية ، قسم اللغة الإنجليزية في جامعة محمد خيدر. أظهر تفسير النتائج التي تم الحصول عليها أهمية تكامل تطبيق Edmodo في تعلم القواعد. لذلك هذه الدراسة تنصح مدرسي وطلاب اللغة الإنجليزية لاستخدام هذا التطبيق في المستقبل.

الكلماتالأساسية: تطبيق ايدمودو, القواعد النحوية, طلاب اللغة الإنجليزية كلغة اجنبية

1.2

edmodo

Create Group   X

Settings - The Best Edmodo Group   X

Settings - Block A8   X

Important: Learn about group management features

Block A8   Filter

Latest Posts

Gradebook / Block A8   Add

Student   Total | Get this done! | Flash Project 1 | Flash Project #2 | Video Project #2 | Video Project #1

Add Grade

Project #2
nt Overview

6 Resources ✏   Select: All None

Gijoe1 Copy.gif

👤 Mr. Cauley   📄 Preview   🖼 Download

Gijoe1 Copy.gif

Edmodo Worksheet.rtf

👤 Mr. Cauley   📄 View   📄 Download

Download

Table of Contents

1.4. What is Edmodo?

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also parents can join the class to bring a level of transparency that is difficult to achieve without technology. All in all Edmodo is a grat companion to just about any class.

What is this guide for?

This guide is to be used as a resource. It is not a guide on how you *should* use Edmodo, but simply a how-to. Edmodo is an incredibly flexible and powerful educational tool that can be adapted and used in just about any class in a variety of ways. How I use Edmodo and how you would use Edmodo could be totally different depending on what you are teaching, the temperament of your students and the environment you work in. So read on and see how it could work for you.

Why Edmodo?

You do not need a computer lab to use, you don't have to have laptops in the room, it is something that will complement your teaching and allow you to improve methods of communication with your students outside of class. More communication usually means less confusion, better work, and more time to engage and focus on those higher level essential questions.

Why do I use Edmodo? The points mentioned above are pretty good, but what I really love about Edmodo is their dedication. I also love the fact that Edmodo is constantly updating to make the site more powerful, easier to use and just better overall. Edmodo can be applied to your classroom, your school, or even your district. Did I mention it is all free?

Should you Edmodo?

This question only you can answer, but I encourage you to keep an open mind. Edmodo is very simple to set up and use. It takes very little time and very little extra effort on your part. If you are not sure how to do something, please ask. I am here to help.

1.5. Getting Started for Teachers

1.1.7 Signing up

This is very easy. At the homepage, simply click *I'm a Teacher* and a new dialogue box will open up. Simply fill out that information and click *Sign up*. That is it! No junk mail, no verification e-mail; it is just simple and painless.
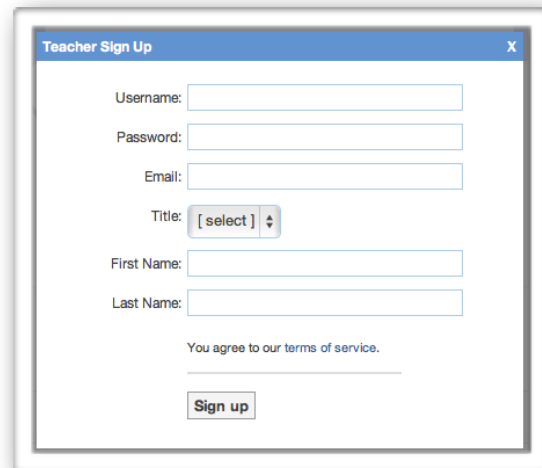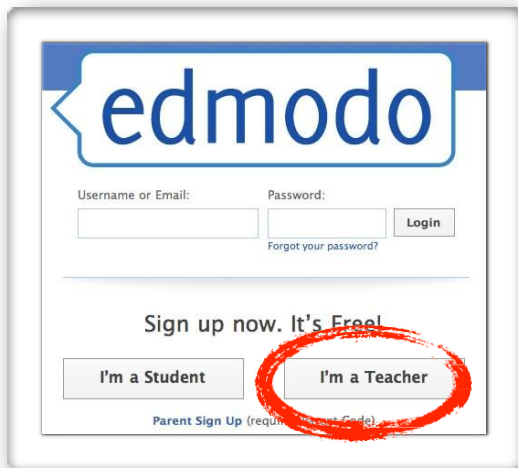
1.1.8 Group Code

Now that we're into Edmodo, it is time to start setting up your groups. **Groups are basically classes for students to join**. It is very easy to create a group and just as easy for students to join that group. To do this click on *Create* in the *Groups* area of Edmodo (on the left hand side below your profile picture).

A new window will pop up prompting you to name the group assign it a grade level and define the subject that is taught. Also you can all new members to *read-only* option. This will allow the students to read what is posted, but not allow them to post themselves.
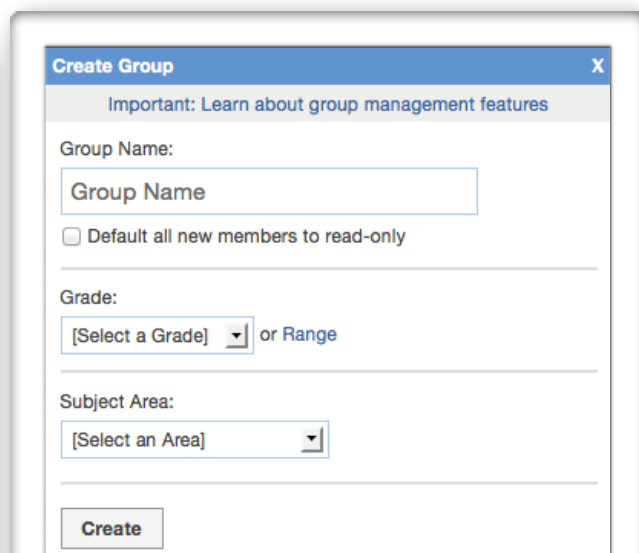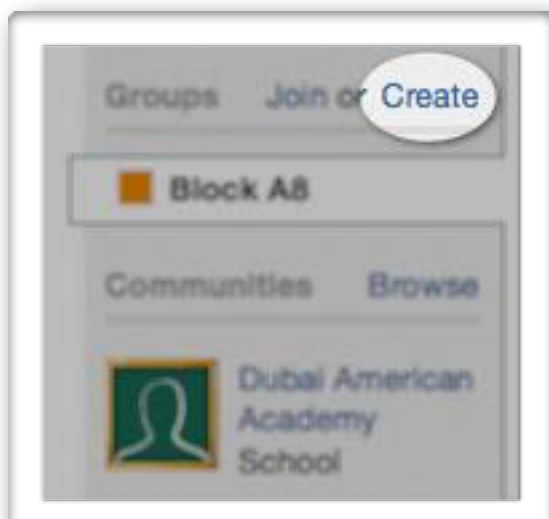
1.1.9 Group Code (cont.)

After you have created the group, A window will pop up confirming the groups has been created and the code to join the group. This code can be distributed to students as they sign up. This will allow them to join your group and all the privileges that go with it.
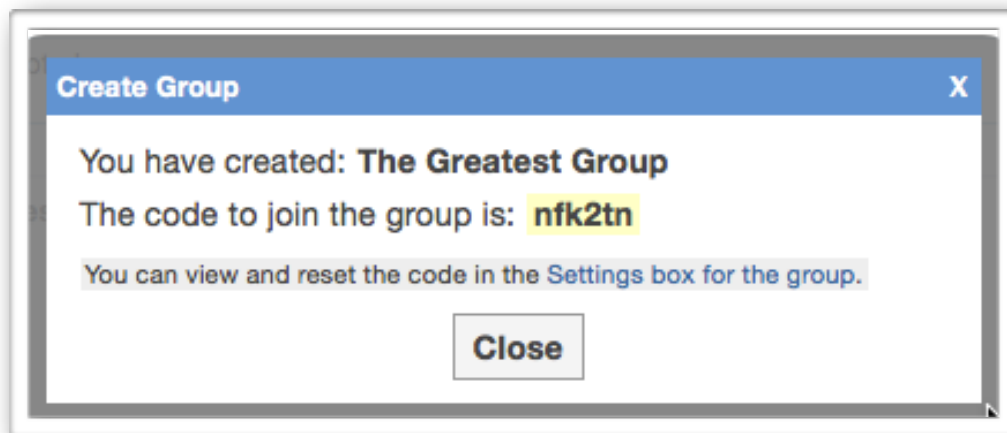
1.1.10 Settings

This is the settings page. To access it look under *Account* (in the upper right hand corner). It is pretty basic. You can change your profile picture by picking a logo provided by Edmodo or by uploading your own picture. Also, you can change your password, add notifications (either an email or text message), or your personal information.
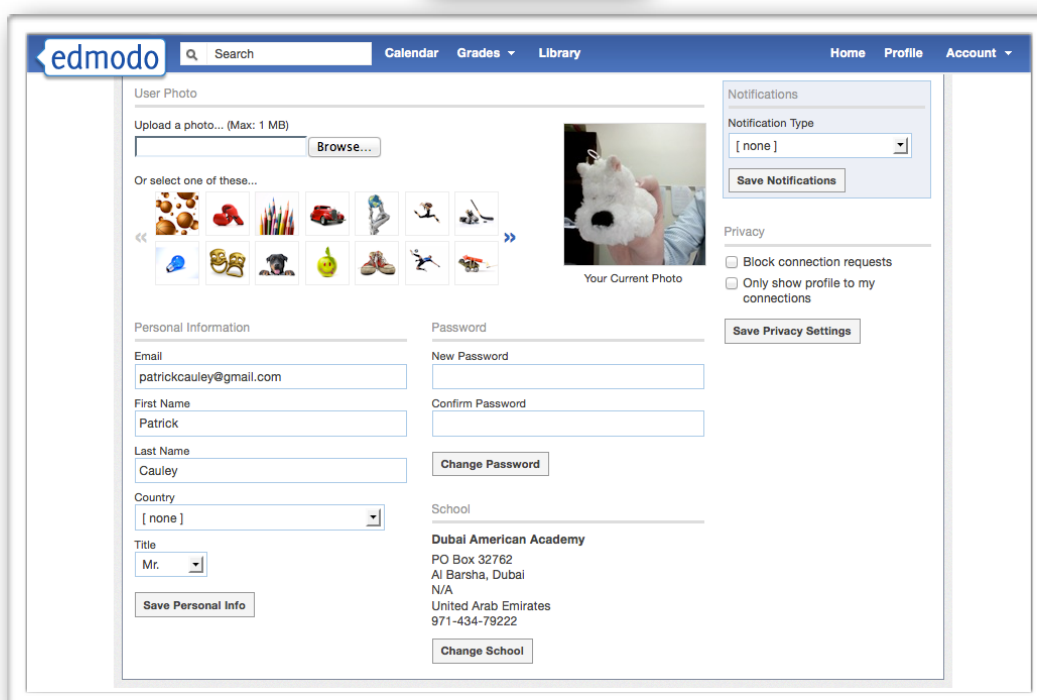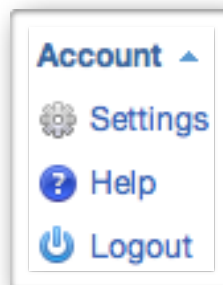
1.6. Student Signup

Now that you have created your *Group*, we need to get your students into it, which is even easier than creating the class. First have the students go to www.edmodo.com and click on *I'm a Student*. They will need the *Group Code* you received when you signed up.
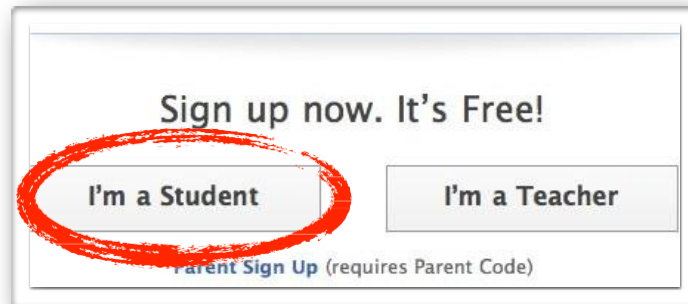
The students will be greeted with the following screen. Please note that e-mail is optional and that students will not receive any junk mail or e-mail from Edmodo (unless they set up e-mail notifications). However, the *Group Code* you is required.

If students are already signed up and using Edmodo. They do **NOT** need a new account. All they need is to *Join* the group. To do this they sign into Edmodo and on the left hand side they will see their class(es) they have joined. They merely need to click *Join* and type in the code. This way they can easily switch from one class to another.
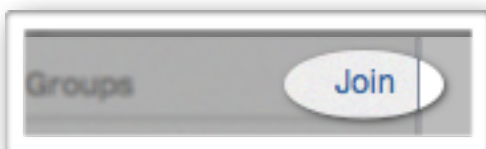
Request To Join URL

There is another way for students to sign up. You can give your students (or whoever) a link. If they follow the link it will ask them to either login or create a new account and then it will send a request to the teacher. The teacher then has the ability to approve or deny the request. Even if the group has been *locked*, students can join with the *Join URL*.

You can find the URL on the far right side under the *Group Code*. Heck you can even Tweet the *Join URL* if you use Twitter in your class.
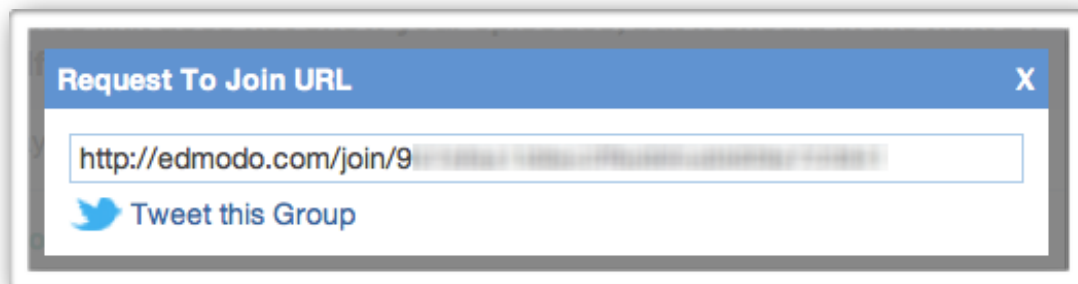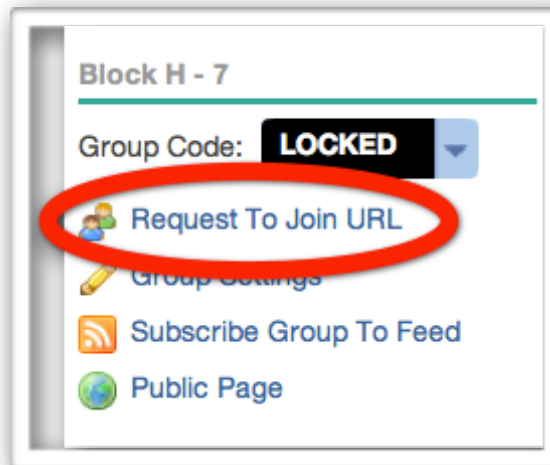
When a student requests to join the class you will receive a notification. Click that and a new window will open where you can *Accept*, *Deny* or *Block*. If you have multiple you can select *Approve All*.

1.7. The Basics of Posting

There is another way for students to sign up. You can give your students (or whoever) a link. If they follow the link it will ask them to either login or create a new account and then it will send a request to the teacher. The teacher then has the ability to approve or deny the request. Even if you wish to use this method I recommend you use the *6 Digit Code*.

Now that your groups are created, let's take a look at some of the basic features that Edmodo has to offer. Most are obvious and straightforward, and nearly all of them are meant to help increase communication and make the class a better place.

1.1.11 Posting Notes

This is the main feature of what makes Edmodo great. The ability for you and your students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. Let's take a look at the *Comment Box* found at the top of your homepage.
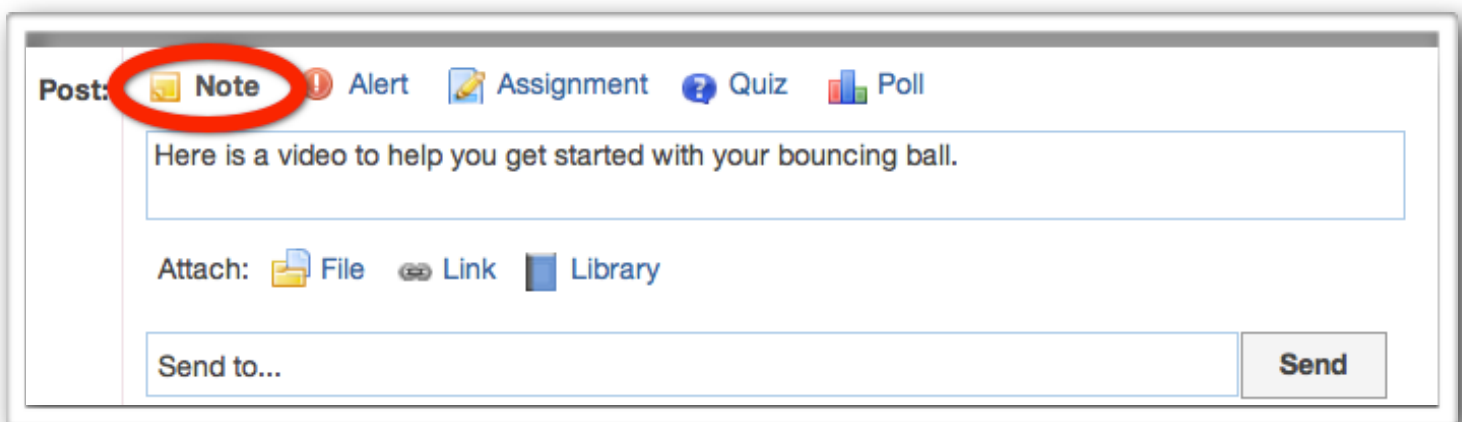
It is pretty easy to see what you need to do. Type your message in the larger blank box. Then where it says *Send to...* type in which group or person (people) you want to send the message to. Click *Send* and you're done!

1.1.12 Posting Alerts

Alerts are used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the *Notifications*. To create an *Alert*, just click on *Alert* at the top of the *Comment Box* and the rest is the same as creating a note. You only have 140 characters to help you distill your thoughts.

Request To Join URL

1.1.13 Posting Polls

Polls are pretty neat. You can create questions with multiple choices and the people in the group vote on it. Click on *Poll* at the top of the *Comment Bubble* to get started. Then write the question and the different choices. At first you only have two choices, but you can add plenty more (I've added up to nine before). Pick who you want to send it to and click *Send*.

Here is an example of what it will look like when it is done and after some students have voted. Each person only gets one vote and there is no way to know who voted for what. It's a lot of fun.
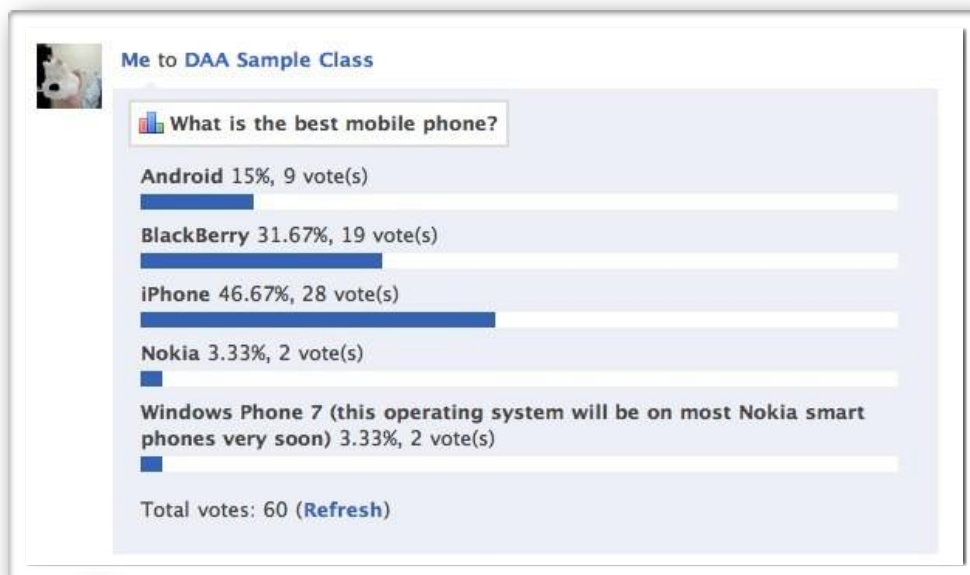
Helpful Tip
You can edit or delete any post regardless of who posted it!

1.8. Working with Assignments

1.1.14 Creating an assignment

Like writing a *Note*, *Alert*, or *Poll Question*, creating an Assignment is very easy. On the *Comment Bubble*, click on *Assignment* and you will see this.

Filling in the necessary fields is self explanatory. What is great about creating an assignment in Edmodo is you can attach just about any type of file you want to the assignment. You can add as many files as you want to an assignment but you must add them individually. In other words you cannot select ten files and upload them simultaneously. I have added up to five before and it was no problem. Send it to the appropriate Group(s) and you're done.

1.1.15 Edit an assignment

If you find a mistake in your assignment I have good and bad news for you. The good news is, you can edit the written part of the assignment. The bad news, is you cannot remove or attach any new files to the assignment.

To edit an assignment simply find the assignment on your homepage and click in the top right hand corner.

Helpful Tip
Add as many files as you want! file limit but no aggregate limit Edmodo does have a 100mb per
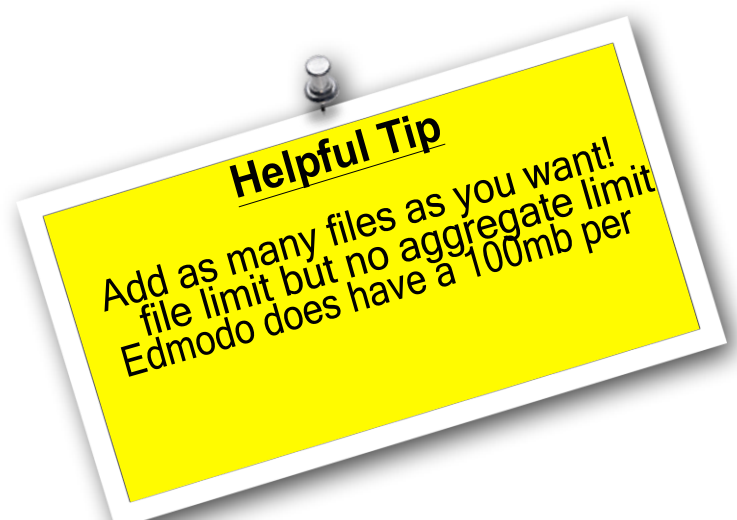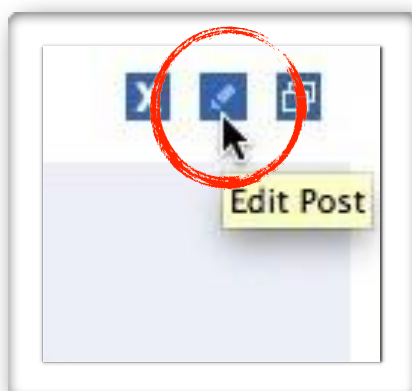
1.1.16 Grading assignments

Grading an assignment is easy as well. In the *Default Total:* at the top right corner, type in the total possible points and click *Set*. Then click on a student's name in the list on the left. There assignment will show up on the right. View their work, give them a grade, you can even post a comment about their assignment, attach a file (like a rubric) or even record your voice and add an audio file.

When you click *Grade*, it will immediately show up on that student's Edmodo as well. If you make a mistake you can always click *Clear* and input a new grade. You can also edit, delete, or reattach anything you like. The student will be alerted immediately about the comment and the grade.
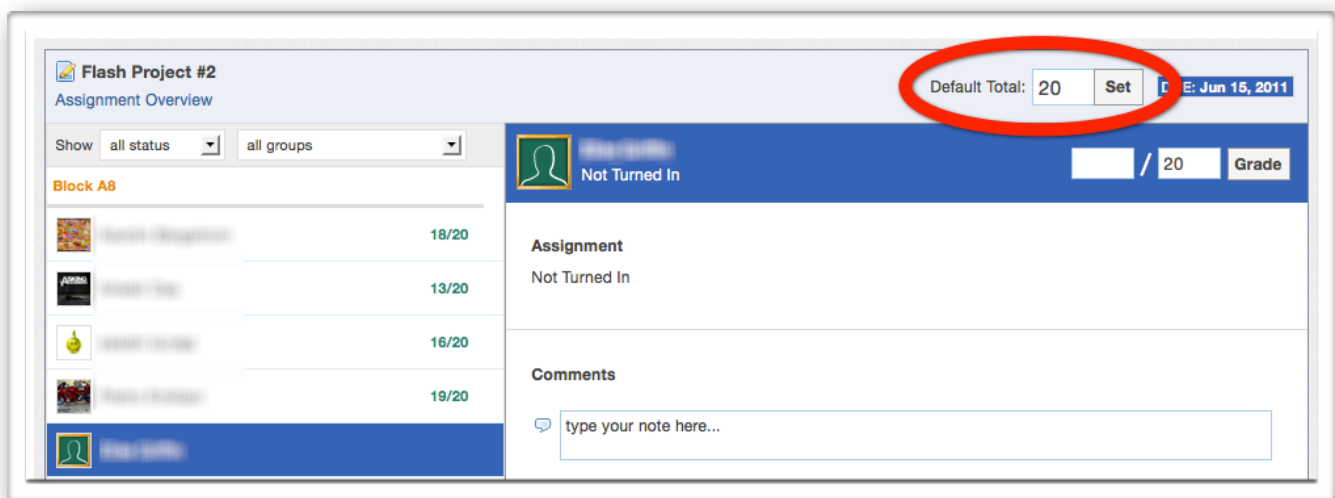
For the *Grade* section, you are not limited to a number. For example, if you would like to excuse a student from an assignment, you can actually type in "*Excused*" in the box and that is what will be recorded. Pretty awesome huh?

1.1.17 Annotating assignments

A new feature added to Edmodo gives teachers the power to annotate on turned in assignments. Teaches are able to highlight certain areas and give more meaningful feedback. This will only work with certain file types though. Check out the list below

- Microsoft Word documents (some .doc files do not work for some reason)
- Microsoft PowerPoint
- PDF (Adobe's Portable Document Format)

Helpful Tip
If you download an annotated document it will save as a PDF
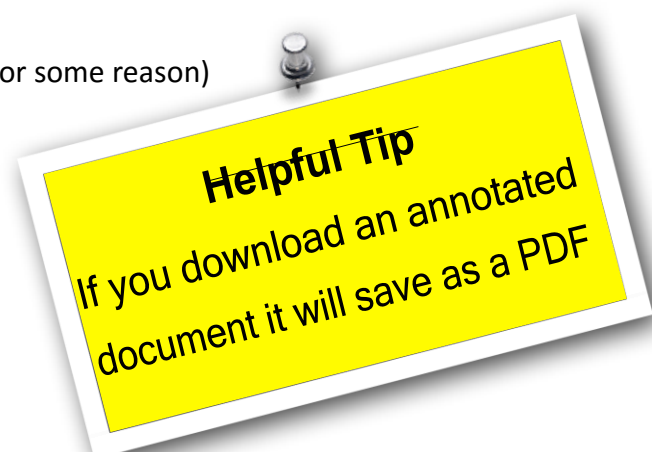
To annotate a document, it must be "*Turned in*" from an assignment.

So find an assignment that has been turned in and you should see the *Annotate* option below the file name and next to the file thumbnail. Go ahead and click that.
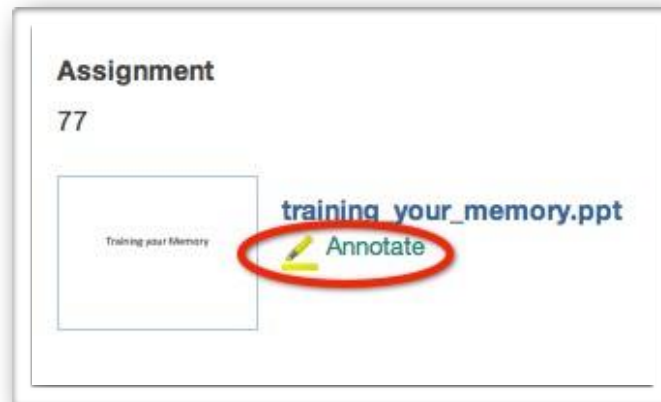
A new window will open up and showing you the document and the annotation tools at the top. As you can see you can add comments, draw, text, highlight, strikeout a document.

All of these annotations are saved in real time so there is no save button. This also means that students will be able to see these annotations as soon as you are done creating them.
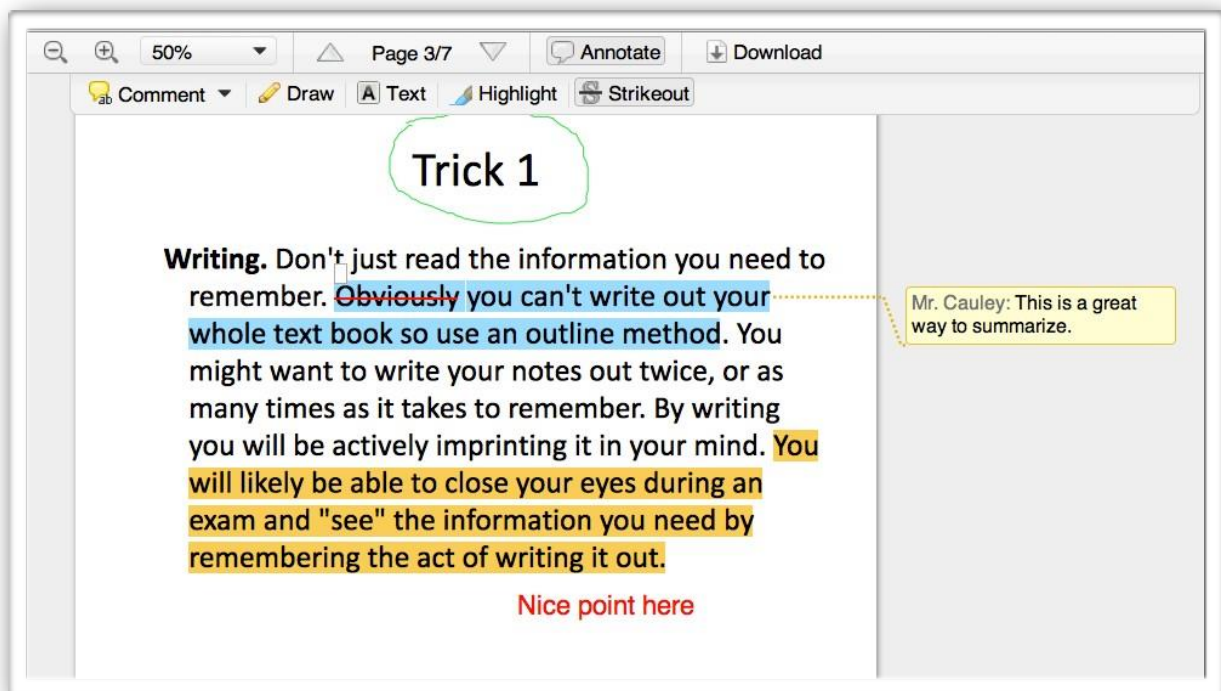
To delete an annotation, simply click on it and remove or change it.

You can download the document with the annotations but it will save the file as a PDF only.

1.1.18 Load assignment

If you have already written an assignment and want to use it again for another class, simply click on *Load Assignment* and it will load the assignment list. Find the particular assignment you want to load and click it. The description and all files that were attached with the original assignment will be attached to this one as well.. All you need to do is select the due date and which Group(s) to send it to. Check out the picture below to get a better idea.
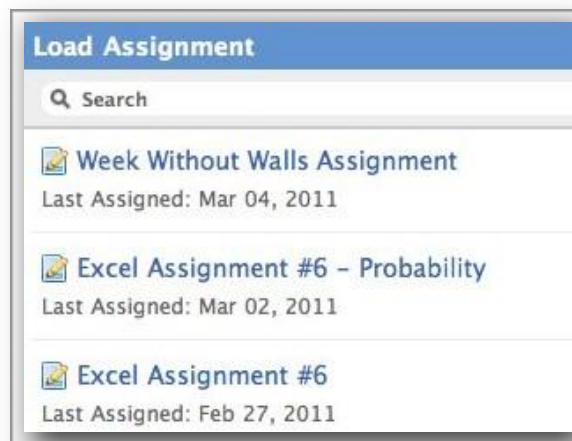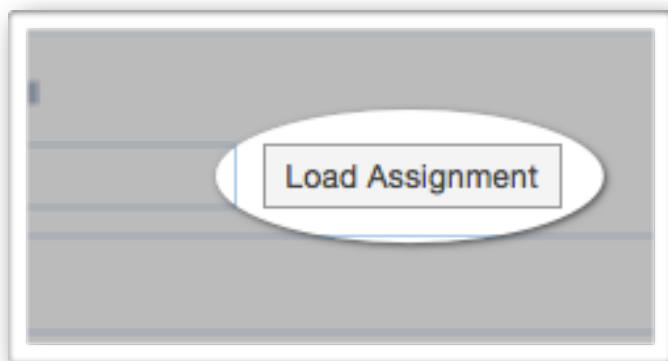
1.1.19 Turned in assignments

Another great feature of Edmodo is the ability to see who has and who has not turned in an assignment.

When you look at the top of the assignment it will tell you how many students have submitted it through Edmodo. To see the detailed list, click on *Turned in* and it will take you there. As you can see everyone has turned in this assignment.

Helpful Tip
Any assignment from any class will show up in the "Load Assignment" list
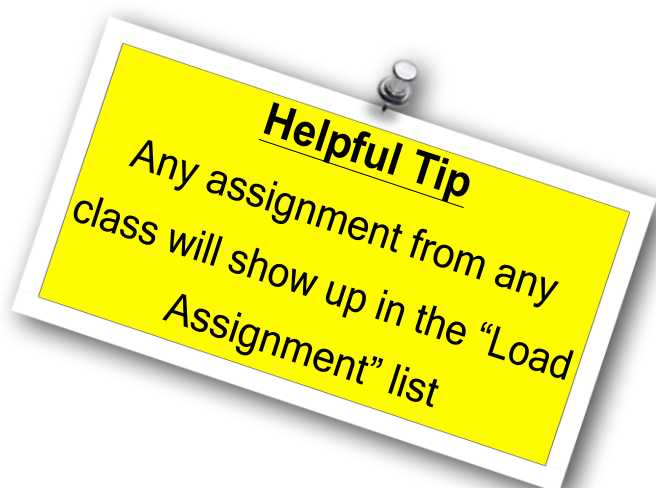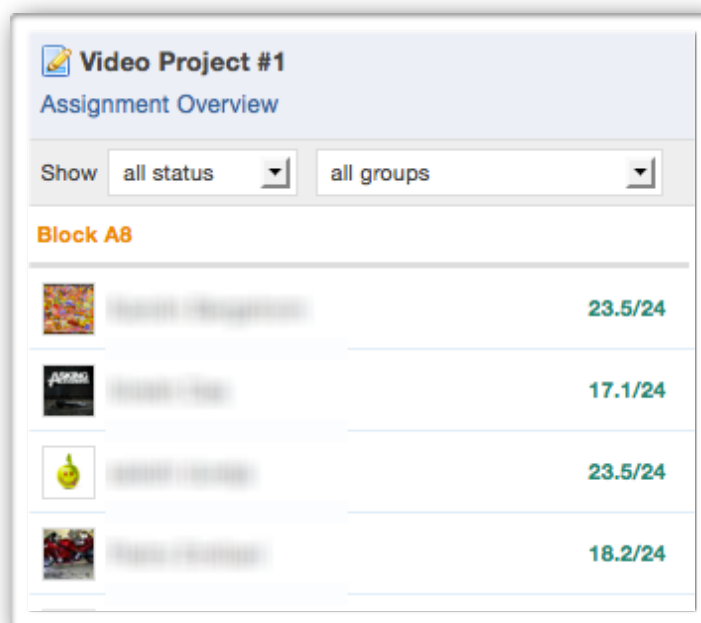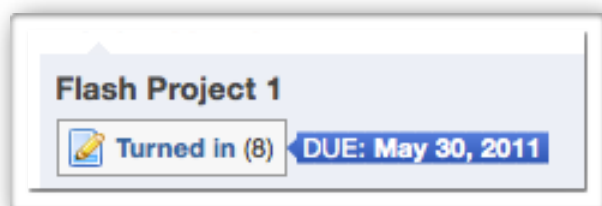
1.1.20 Notifications

This is a handy feature to get a quick idea of what is awaiting you every time you log into Edmodo. It will tell you if you have any new *Direct messages*, *Replies*, *Turned in assignments*, or *Alerts*. To view the information, simply click on what you want see. It's that simple. You can find the *Notifications* in the upper right hand corner of your screen.

Helpful Tip
Have students send themselves "Direct Messages" as a handy reminder

Notifications
📅 3 Upcoming Events
⚠ 1 New Alert

Your Notifications are here
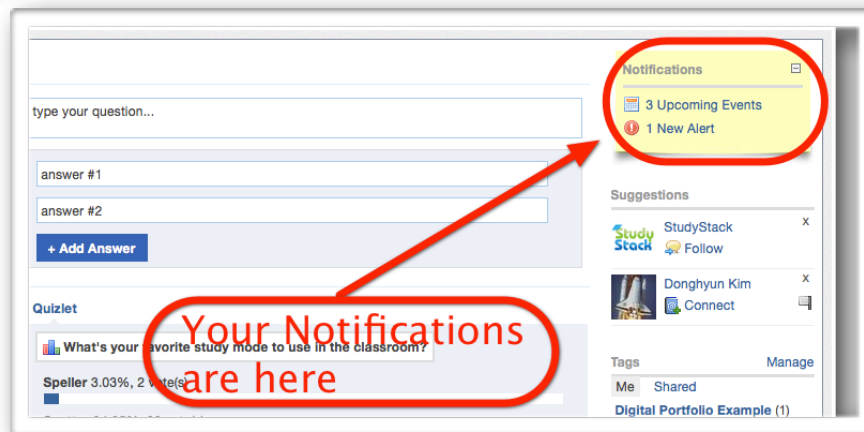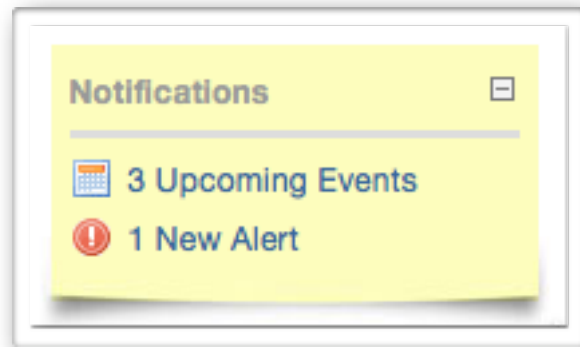
1.1.21 Filters

When you class is up and running on Edmodo, you may notice that important information can get buried under comments and replies from you and students. Filters will show you just the type of information you want to see. If you want to see just *Assignments*, click on the *Assignments* filter and everything will disappear except for the assignments. There are two areas where you can filter. One is right under your profile picture (click *more*). The other place is near the *Comment Box*, just click on *Filter posts by* and select what you want to see.

@ Connections
more
👤 By Me
⚠ Alerts
✏ Assignments
📶 Feeds

Assignment 📊 Poll

Filter posts by
⚠ Alerts
✏ Assignments
📶 Feeds
📊 Polls
💬 Recent Replies
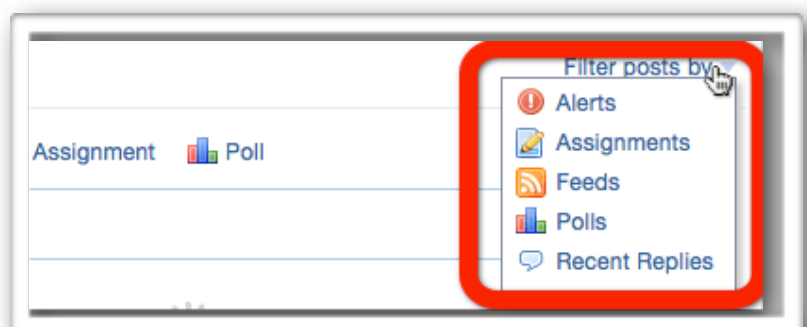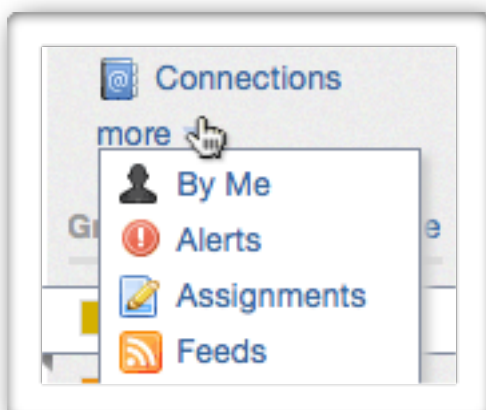
1.9. Creating a Quiz

Edmodo offers a way to create and give online quizzes. Just like an assignment, once you create a quiz, it is saved and you can give it again at a later date. So let's get started on making a quiz.

First you click on *Quiz*. It will ask you if you want to *Create a Quiz* or *Load a previously created quiz*
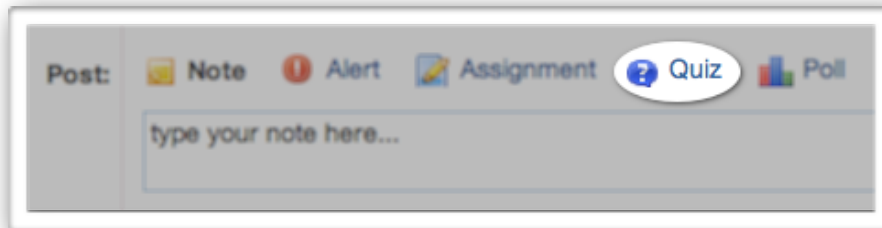
If you chose Create a Quiz, it will take you to this page. Here is what you will see.

Here you can give the quiz a title, add a time limit and start to add questions. Take a look at the pictures below to see what type of questions you can add.
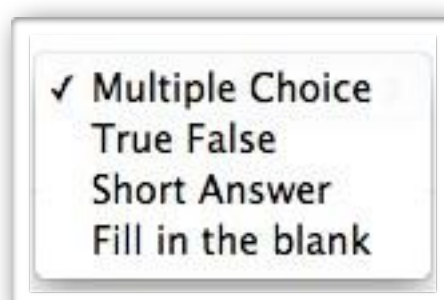
When you select a type of question and create it a new page will open that will look like this. Here you have a lot of options like how many points each question is worth and will there be a time limit.

Obviously you must type the question and the choices. You can add as many responses as you want to the question, but you can only have one correct answer.

A really nice feature is that you can load a file (image, file, etc.) to the question. You can upload them to your library and then insert them into the quiz. You can also add a link to a webpage as well.

Helpful Tip

Questions CANNOT be randomized in a quiz
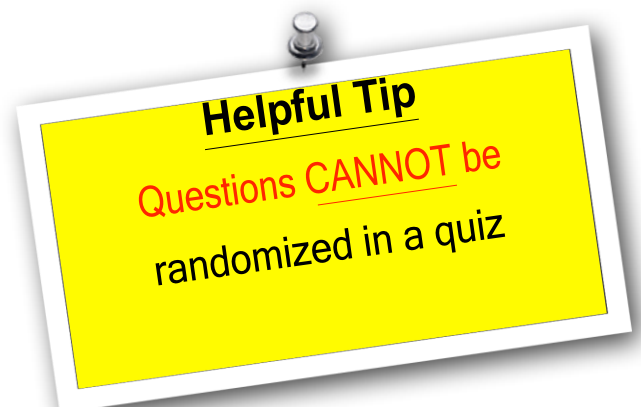
1.1.22 Loading Questions

Another nice feature is the ability to load a question from another quiz. To do this simply click on *Load* in the left hand column (under your question list). From here a window will open up with all the questions you've ever made. Simply scroll through or search for it, then select the one you want.
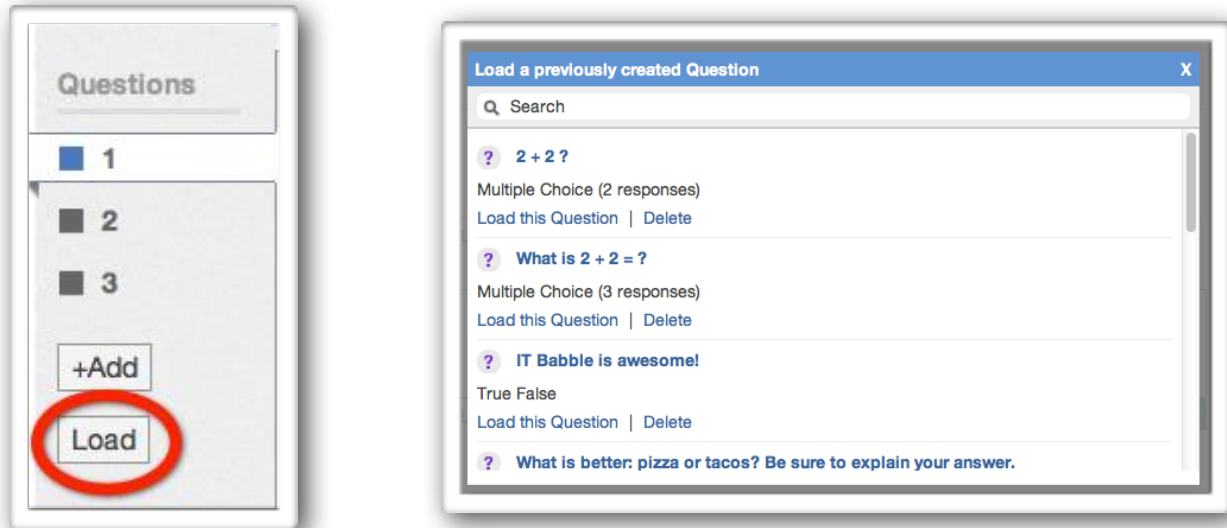
1.1.23 Previewing, About this Quiz & Options

If you would like to experience the quiz or make sure that you have everything in the right place you can preview it! All you have to do is select Preview this Quiz located on the far right column. This will let you take the quiz (students will see the exactly same thing you do).
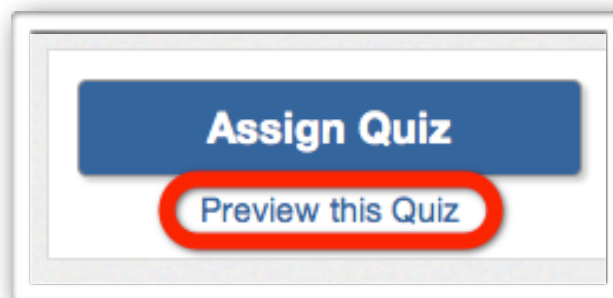
You have the option of giving information about the quiz. It could be instructions, a synopsis

about the quiz or your favorite knock-knock joke. Really it is up to you.
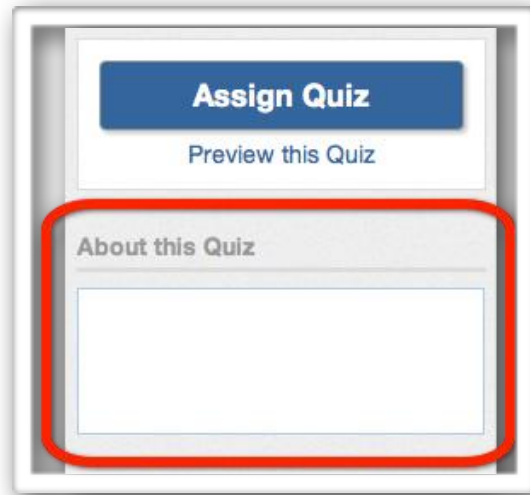
Another option you have is to give the students their results back right after the quiz. To do this simply put a check in this box.
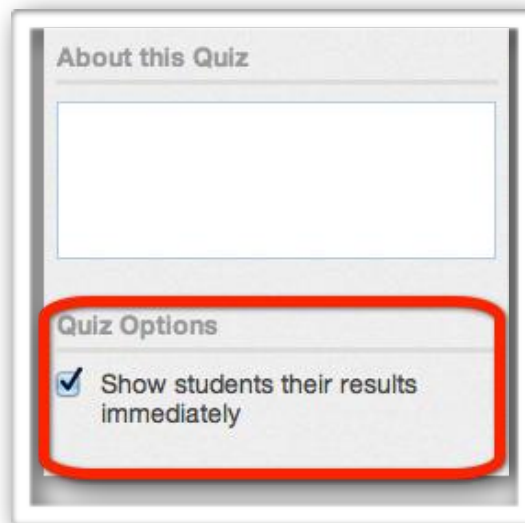
1.1.24 Assigning a Quiz

This is pretty simple but you do have an important decision to make.

To assign the quiz just select *Assign Quiz* in the right hand column.
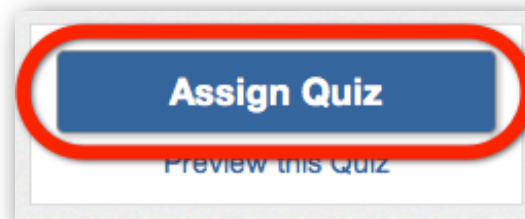
Once you do this it will take you back to your Edmodo home page. At the top the Quiz will be loaded in and waiting for you to assign to the appropriate Group(s), give it a date that it will be taken by and you have the option to *Add the Quiz Score to Gradebook* (highlighted in the image below).

For example if it is a pretest, you may not want that score to be counted, so you would leave the box *unchecked*.

Note   Alert   Assignment   Quiz   Poll

Copy of Test Quiz#2

3 Questions - This is a sample quiz. Do your best. You will find multiple choice, fill in the blank and true/false questions.

Edit this Quiz | Select a different Quiz

due date   Add Quiz Score to Gradebook

Send to...   **Send**

1.1.25 Taking the Quiz

When a student takes the test, here is what it will look like. on their Edmodo homepage. All they need to do is click *Take Quiz*.

Mr. Cauley to HW Test Group

Test Quiz#2

❓ Take Quiz ◄ DUE: Jan 7, 2012

3 questions

40 minutes ago | Reply | Tag ▾ | More ▾
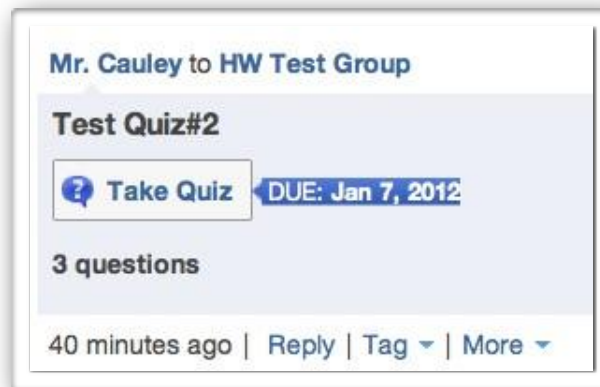
When the click on that, Edmodo will take them to a new page that gives them information about the quiz. When the student is ready they simply click *Start Quiz* and they're off!

❓ **Test quiz**

This is a test-you should know what to do.
Total questions: 4 | Time Limit: 50:00

Start Quiz
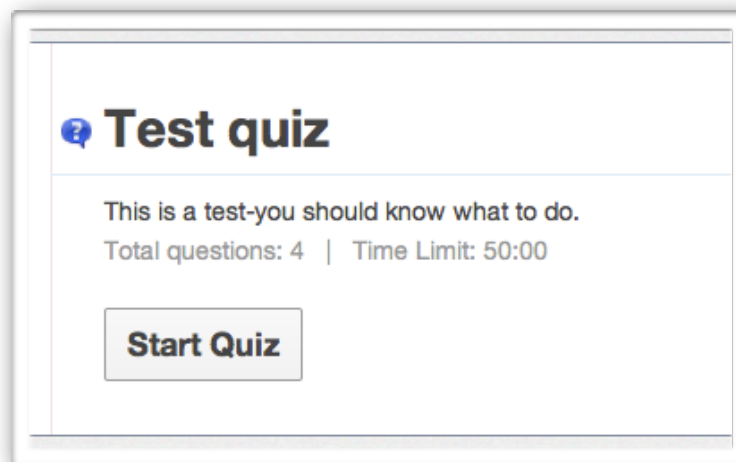
Here is what the quiz looks like. Important areas have been highlighted.

❓ Test quiz   ✓ 0/4 questions completed 🕐 49:36 left   **Submit Quiz**

Questions   Question 1   < Previous   Next >

■ 1   About This Quiz

■ 2   What is 2 + 2 **Current Quiz info**   Question Total: 1 point   This is a test-you should know what to do.

■ 3

■ 4   Assigned By

             A   2   Patrick Cauley
                        To go to the next or   Teacher
                        previous question

             B   3

                                         To submit the quiz
To quickly switch   **when finished**
between questions
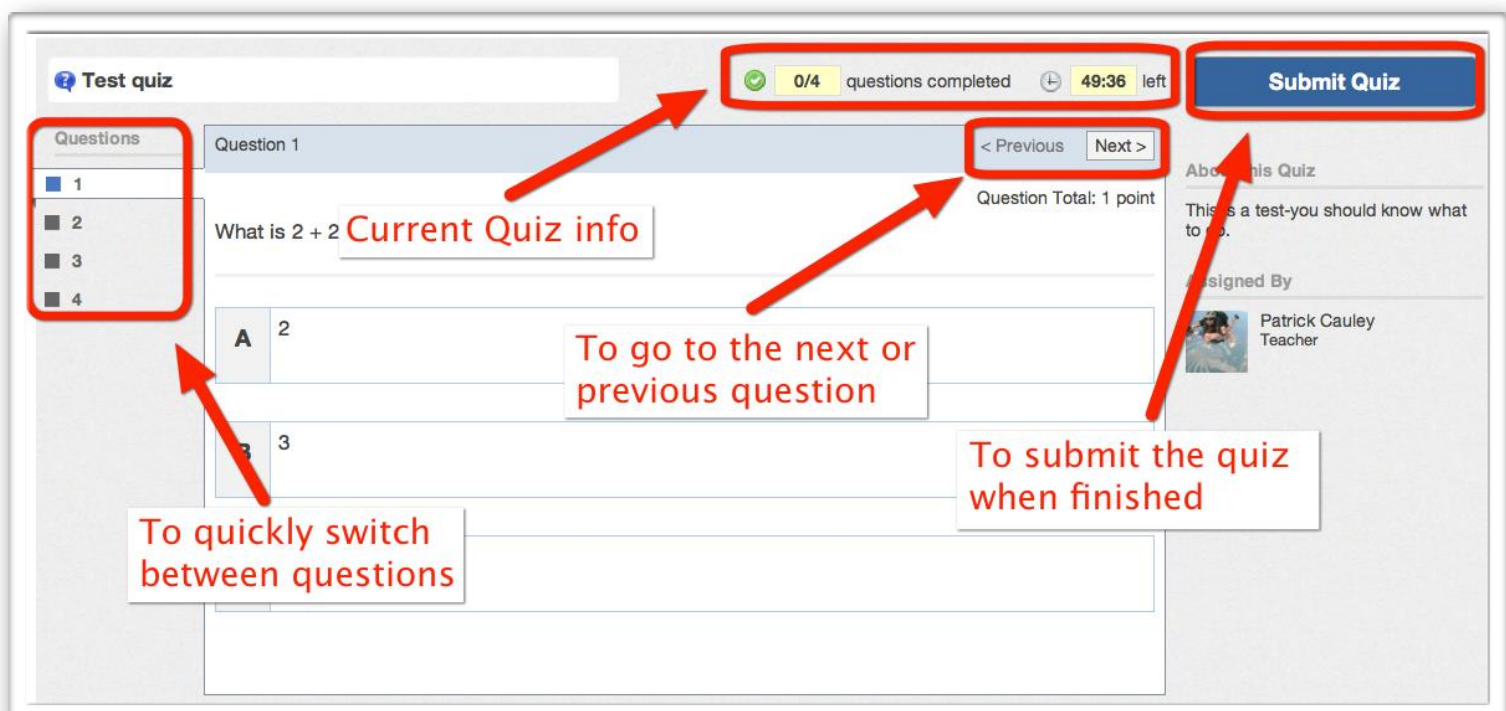
1.1.26 Important information about quizzes

You cannot randomize the questions or answers on a quiz. For example, question #12 will be the same for all students, so someone can easily look at another computer screen to see their answers.

Also, if a student leaves the webpage for whatever reason, the quiz still continues. All their answers will be saved by Edmodo. If there is time remaining, they can log back into Edmodo and resume the quiz.

If a student does not finish the quiz in the appropriate amount of time, Edmodo will automatically submit the quiz for the student. All unanswered questions will be marked incorrect.

Another thing to note, is that there is no option to print the quiz off of Edmodo. It must be taken electronically.

When students finish a quiz and if they are shown the results they see exactly what questions they got incorrect and what the correct answers are. This is a nice touch for reflective purposes.

Helpful Tip

If a student leaves an unfinished quiz, Edmodo will save their answers, BUT the quiz will continue until time runs out!

1.10. Grades

The Grade feature is something Edmodo has been working hard on. It is quick, easy to look at, and easy to get there. All you have to do is click on *Grades* at the top of the page.

A drop down menu will appear and you pick the class you wish to view. Once that is done you can quickly see who has turned in what, what the results were, their total percentages (you can weight grades in Edmodo), or if it still needs to be graded.

From this view, you can do many things. If you click the assignment name at the top you can view the Average or View the assignment or quickly input grades for assignments.

You can also click on *Add Grade* to (you guessed it) add a grade. You can find this in the upper right hand corner and this is different than an assignment because you CANNOT attach anything or a due date. You can add a detailed description and add a default total (which is optional). This is good for a grade that you track throughout a grading period for example participation. You can also delete and edit this grade in this view (but not assignments).

1.11. Group Options

Once a group is created Edmodo gives you a multitude of options that gives you the teacher, a ton of power (to be used for good - not evil). To get to these options look at the right hand side (it is below your *Notifications* window). When you click on the Group Code you may notice that you can *Reset* or *Lock* the group code. Reset is handy to help keep students from distributing the code to their friends and the *Lock* option lets you lock the class down and no one can join without being approved.
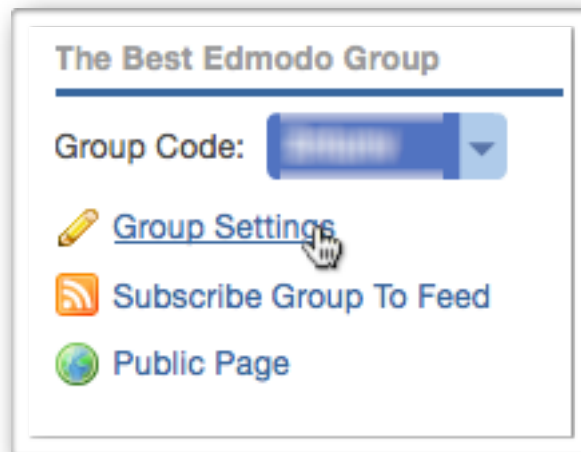
1.1.27 Settings

This window may look pretty familiar. Here you can change information about the class. You also have the ability to make new members read-only (they can view but not post anything). You can also *Archive* or *Delete* a group. More on that later.
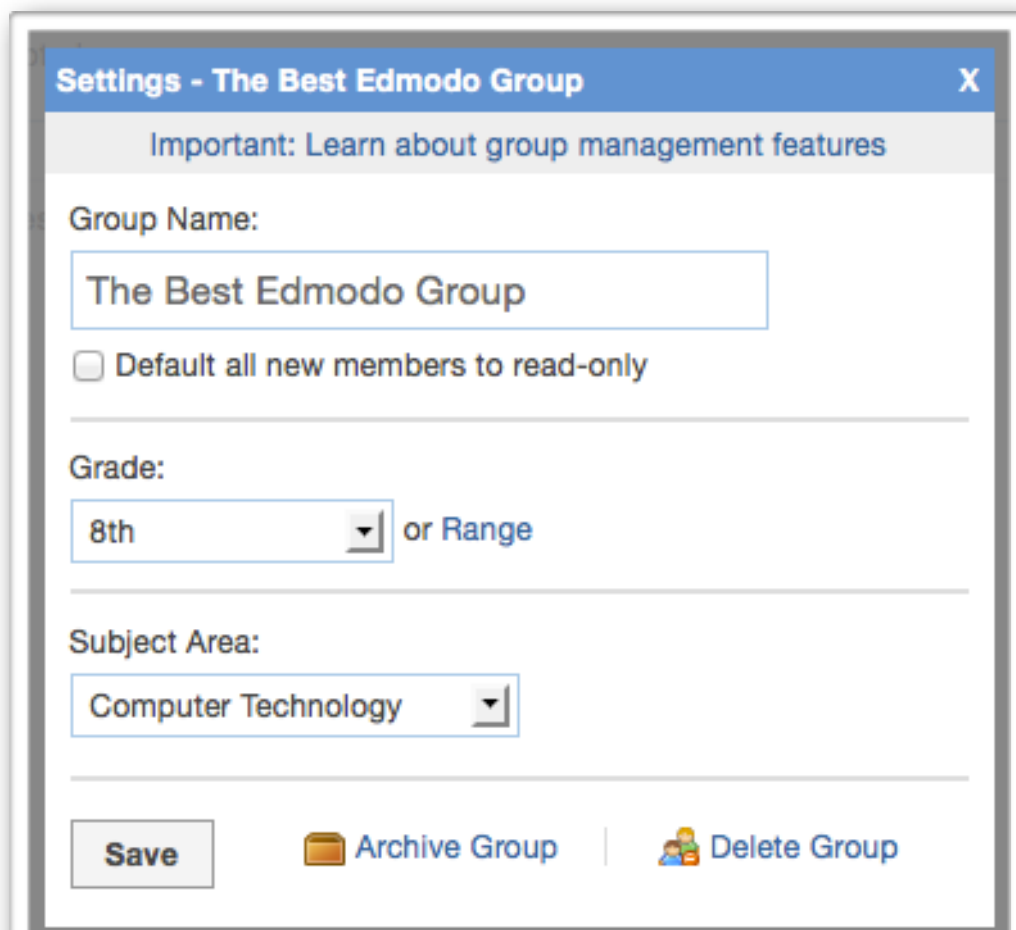
1.1.28 Members

This is probably the most powerful of the Group Options. You can remove students, change their password, get parent codes and more. To get to this feature look on the right hand side and click on the *Manage* button.

Helpful Tip

If you remove a student from your class, all their grades and information will be permanently lost.

Be careful
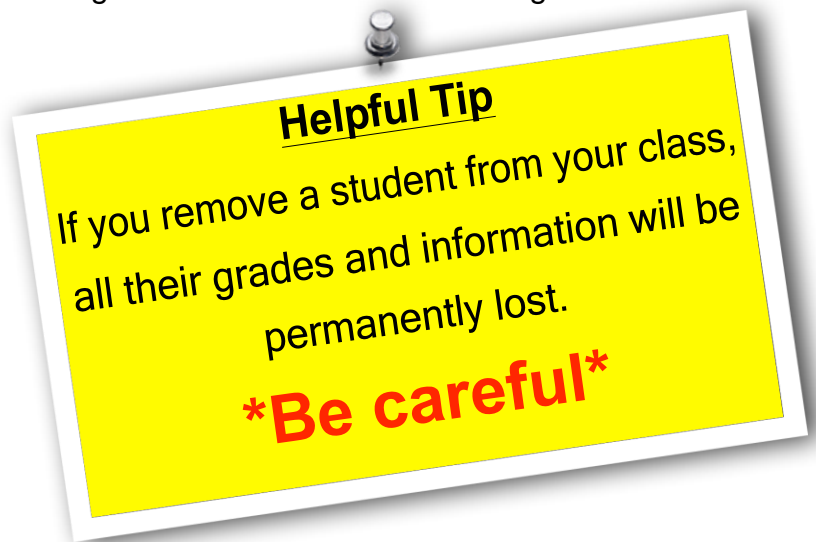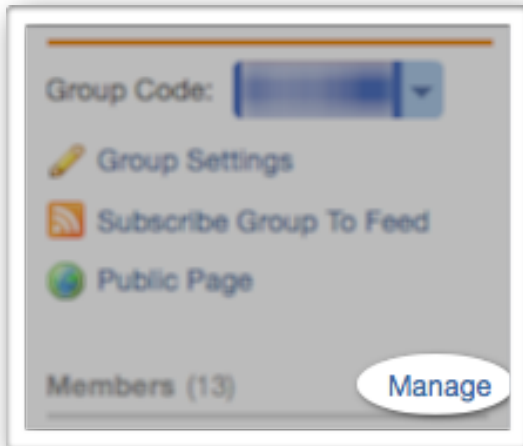
When you click on *Manage* it will take you to this page. You see the student's full name, how many parents are associated with the class, the ability to change all members to *Read-Only* or as a *Contributor*. You also have the ability to create smaller groups here as well. If you want details on a particular student, just click on their name.
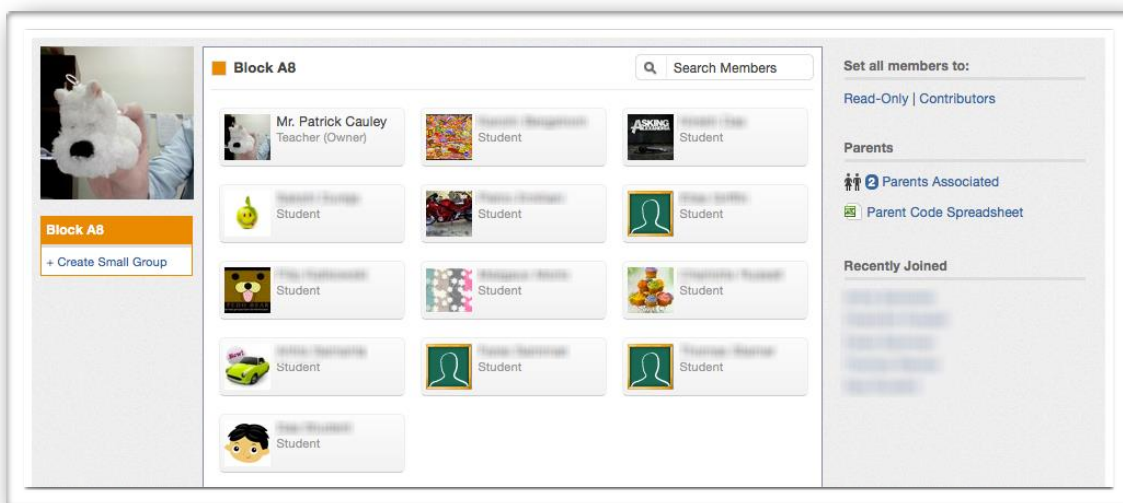
The window that pops up, will show you the students full name, their username, their parent's code, their profile and grades. You can change (not view) their password and change their access from *Student* to *Read-Only*. You also have the ability to Award a Badge to the student (more on that later) orRemove them from the group. **Be careful, once you remove a student all their information will be lost forever.**
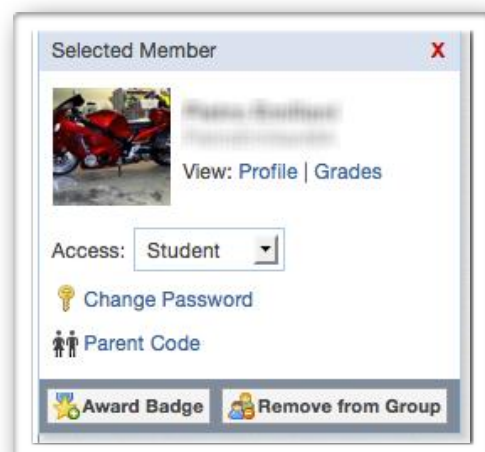
1.1.29 Feeds

Clicking on the *Feeds* option will allow you to add an RSS (Really Simple Syndication) feeds to your group. So, if you follow itbabble.com you can add all their new articles to your group! That way when there is new post, it will show up in Edmodo for all to enjoy.
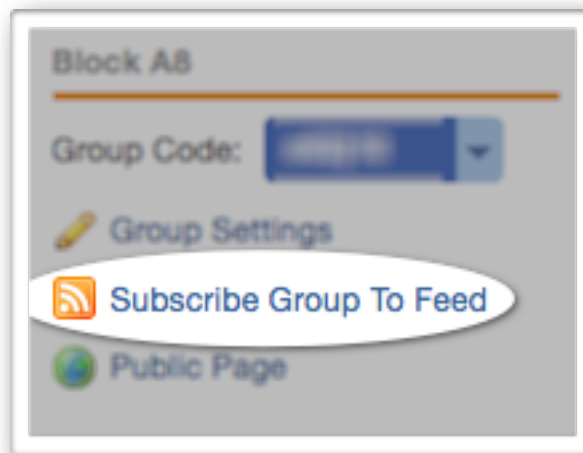
1.1.30 Public

The *Public* feature allows you to make certain posts (notes, assignments, or polls) public for anyone to see. There is no need to be a part of the group or even Edmodo to view it, but the teacher decides what is public (if anything). When you click on *Public* it will take you to the webpage. Copy that URL and distribute it to whoever you want.
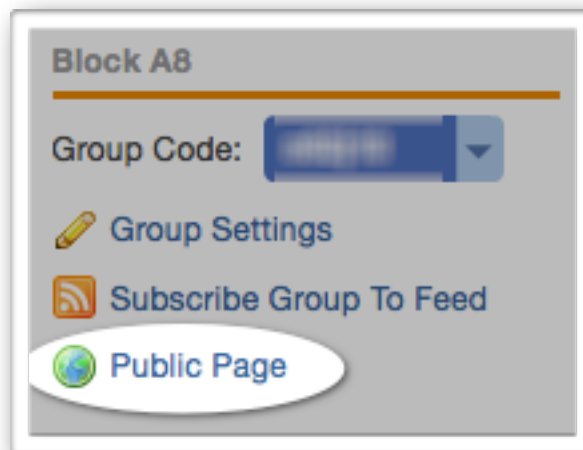
To add a post to the *Public* page find a post and look at the bottom of that post you will see "Public." Click that and it is automatically displayed on the public webpage for your group.

Helpful Tip

People viewing the public page cannot post or interact with the group in any way.
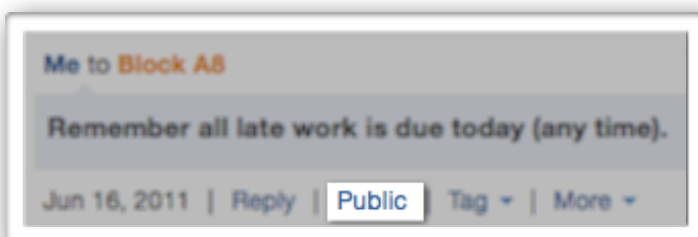
1.1.31 Archive

This is a handy feature. When you *Archive* a class, no one (including you) can post or add anything to it, but it is available to view and you can always unarchive it later for whatever reason. This will also save student records, all assignments and more. To get to it click on *Group Settings*, then select *Archive Group* at the bottom of the window.
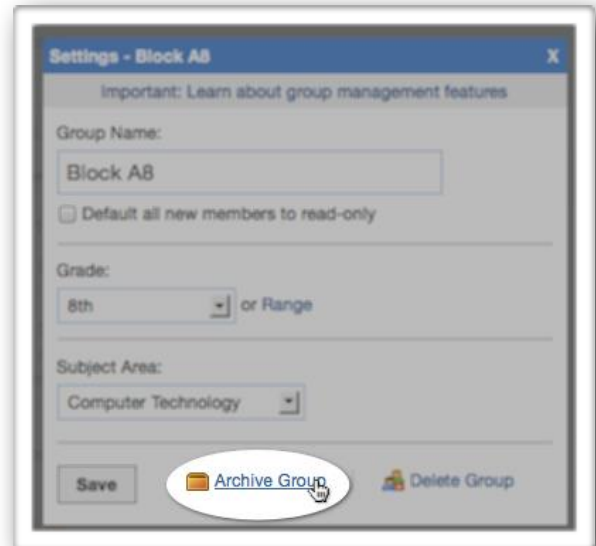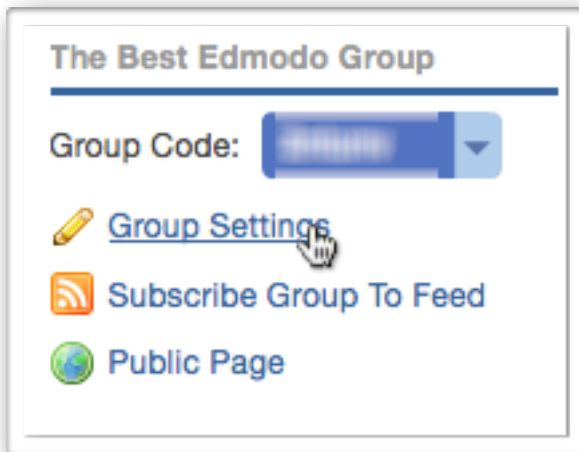
1.1.32 Delete

Not too much to explain here. If you delete a class everything in that class goes with. Check out the warning below.
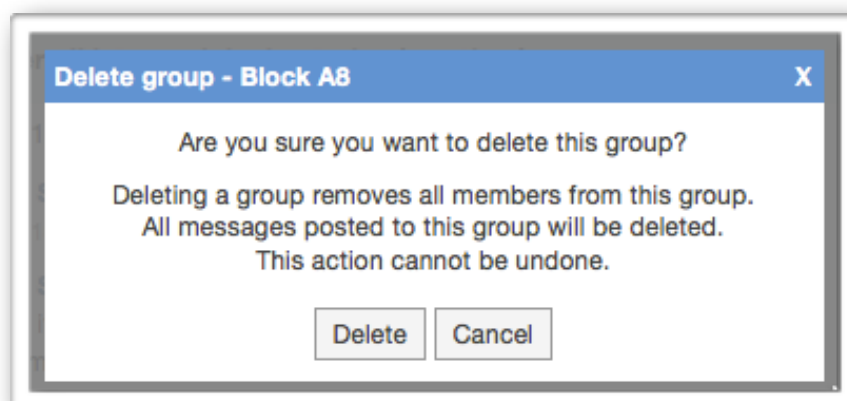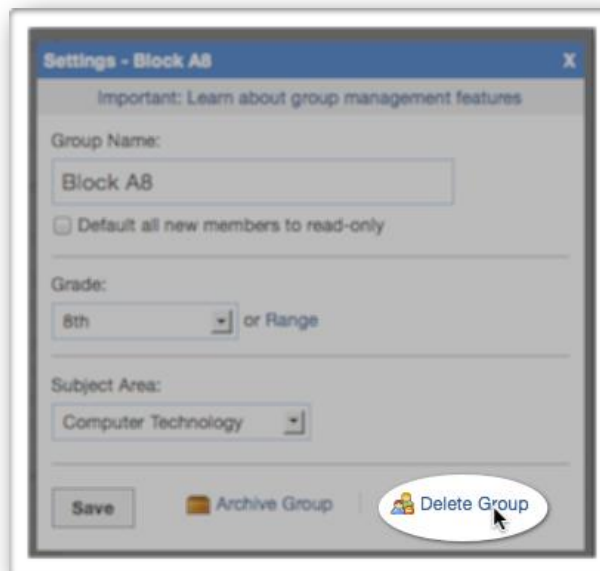
Parent Code

This is a feature found by clicking on *Manage* (right hand side of the page). Then click on *Parent Code Spreadsheet*. This will download an Excel file which has the parents code. You cannot change the parents code.

For parents to sign up they need to go to www.edmodo.com and click on *Parent Sign Up*.

Parents will, of course, need the code to join the Group. Once in, parents can only view information sent from the teacher or from their child (which includes grades on assignments). They cannot send any messages to other students or parents. However, they can send messages to you and their child.

Profiles & Badges

Your profile allows you to write information about yourself and what teachers you have connected with. That way parents, students, and other teachers can find out more about you. To access your *Profile*, click on *Profile* in the upper right hand corner.
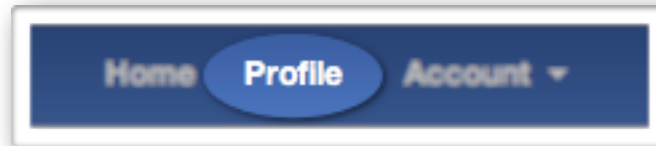
A new feature that Edmodo has just added is the ability to create and award badges to students. To create or view the badges that Edmodo has created click on *Create Badges and award them to your students* (on the right hand side of your profile page).
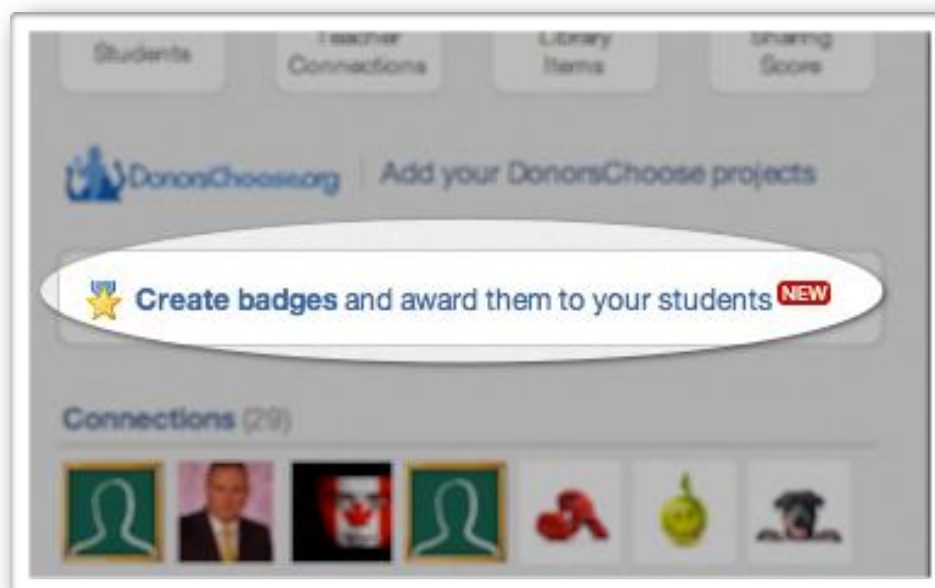
Once you've clicked that a new window will pop up that will let you either look at any badges you've created, create a badge, or look at the pre-made badges by Edmodo. Making a badge is easy. Give it a title, write a quick description and upload an image and you've made a badge!

Once you've clicked that a new window will pop up that will let you either look at any badges you've created, create a badge, or look at the pre-made badges by Edmodo. Making a badge is easy. Give it a title, write a quick description and upload an image and you've made a badge!

1.1.33 Awarding Badges

Unfortunately to award a badge you must leave the "badge window." Don't worry you won't have to go too far. From your Edmodo home page click on *Manage* (right hand side of your page).
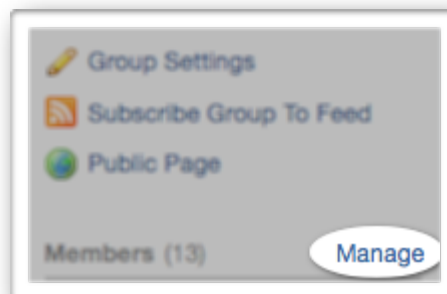
Once in the group, click on the student (or students you can select many at once) you want to award a badge to. It will bring up their profile in a smaller window on the right. Click on *Award Badge* and then select the badge you wish to reward them.
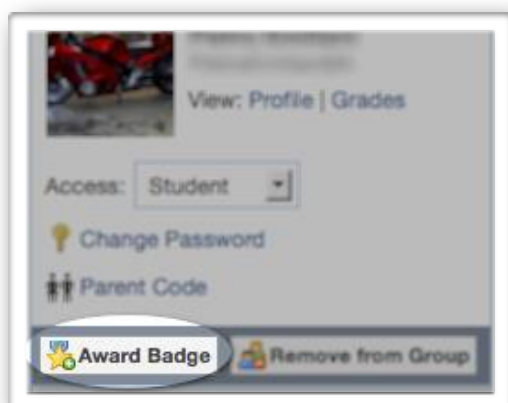
Student can check what badges they have been awarded in their own profile.

1.12. Student Profiles

Student profiles are a similar concept to teacher profiles but a little different. Students can pick how their learning stlye and what career they might be interested in. You can also find their activity on Edmodo (what they've posted), what groups they are in, and what badges they have earned.
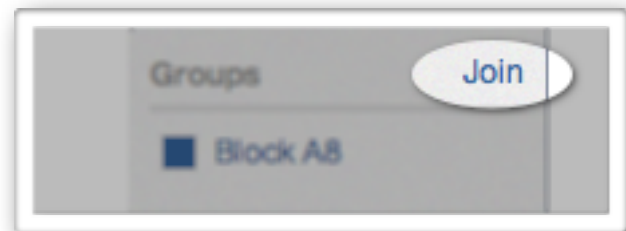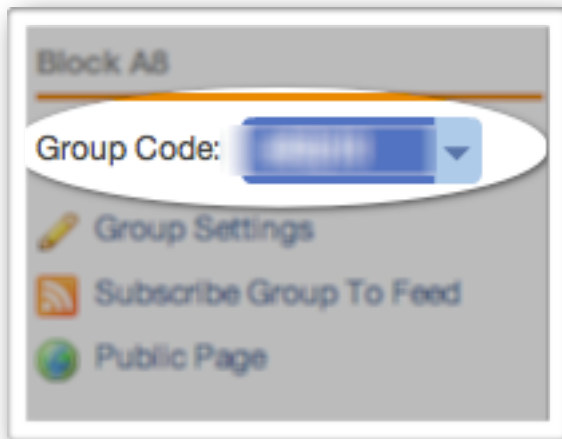
1.13. Co-Teaching

This is a great addition to Edmodo. Often you are teaching across the curriculum or simply co-teaching a class. Edmodo has made it easy for another teacher to join your class. For a teacher to join, all they need is the *Group Code* (found on the right hand side) and then click on *Join* (on the left hand side).

Once a teacher is in the group you they automatically have the ability to add assignments, polls, and alerts as they have been added as a *Teacher*. However, they cannot manage the class. Meaning they cannot delete any students or look or grade of anyone's turned in assignments.

To change them to an official *Co-Teacher* where they can grade and manage students, then you need to click on *Manage* (on the right hand side). Now click on the teacher and you will see some details pop up on the right hand side. Simply change them from *Teacher* to *Co-Teacher*. That is all there is to it!
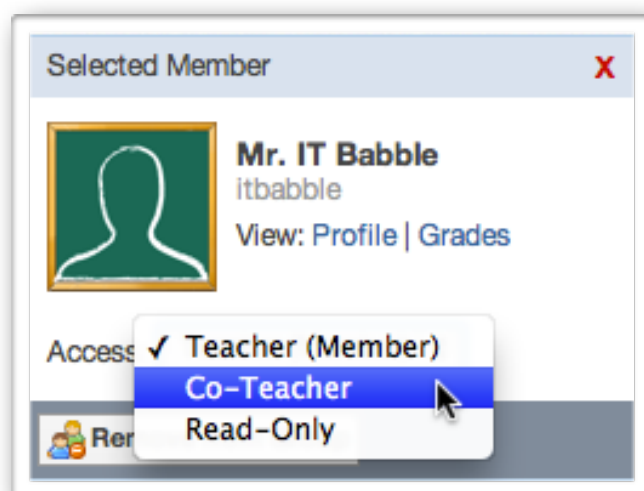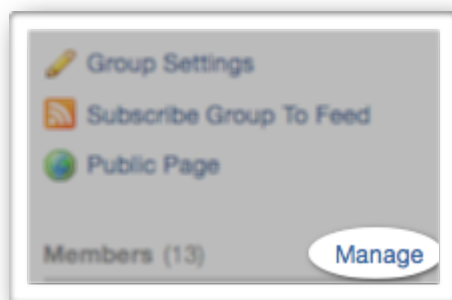
1.14. Calendar

The calendar is very versatile. Every assignment you post on Edmodo will automatically be added to the calendar and the calendar of each student in that Group.
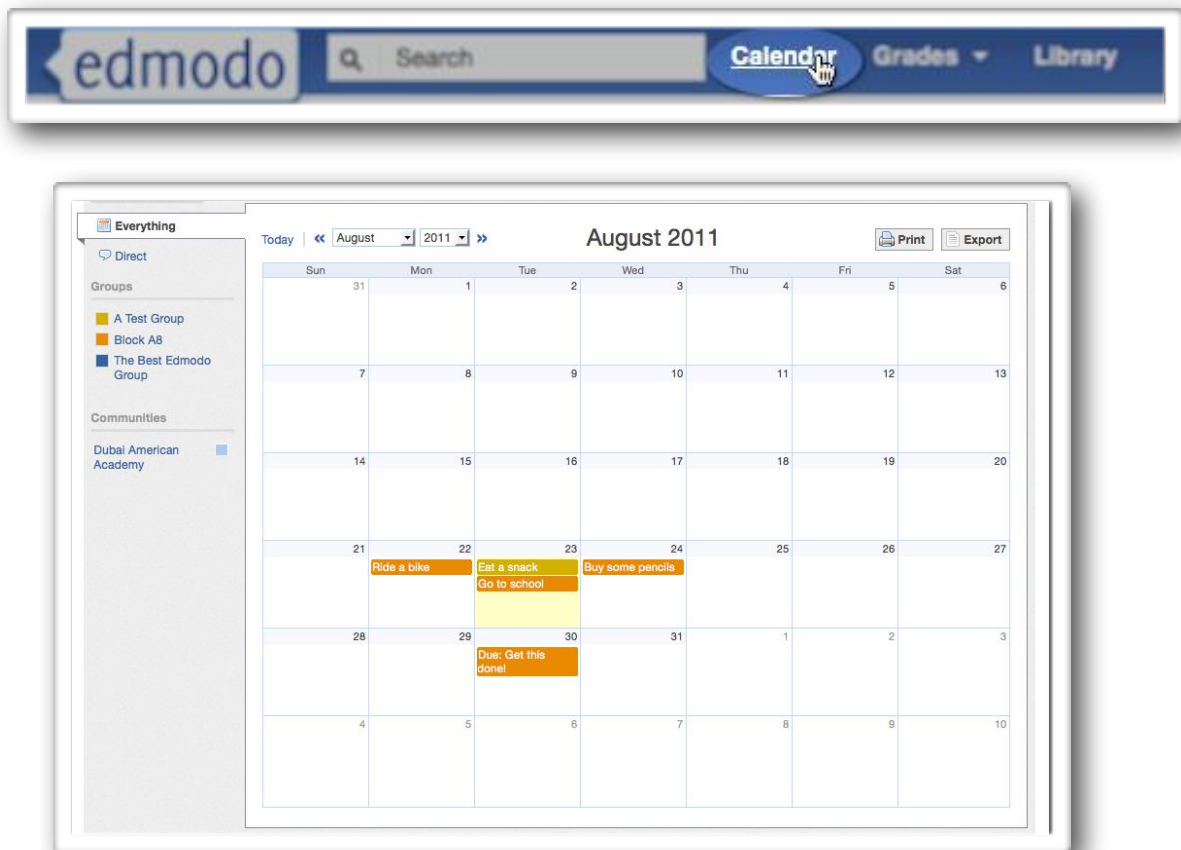
To add an event, just click on a date, type in the description, and then click on which group(s) or person (people) you would like to send it to. Upcoming events will show up in the *Notifications* as well as the calendar to help you and your students keep up with everything that is going on.

If you want to move an item, simply click and drag it to the new date. Even if it is an assignment, the due date will automatically be updated as well.

Students can also add their own events to their own calendar. Only they will see the events though.

1.15. Library

The *Library* can be a handy tool. Every file (document, picture, video, hyperlink, etc.) that gets uploaded on Edmodo will end up in the *Library*. There is no limit to how many files can be added to the *Library*.


To add something to the library, you can attach it to a regular post or assignment, or click *Add to Library* in the Library window. The problem with this is the *Library* can become an unruly mess where it is very difficult to find a particular file. Edmodo has a solution.
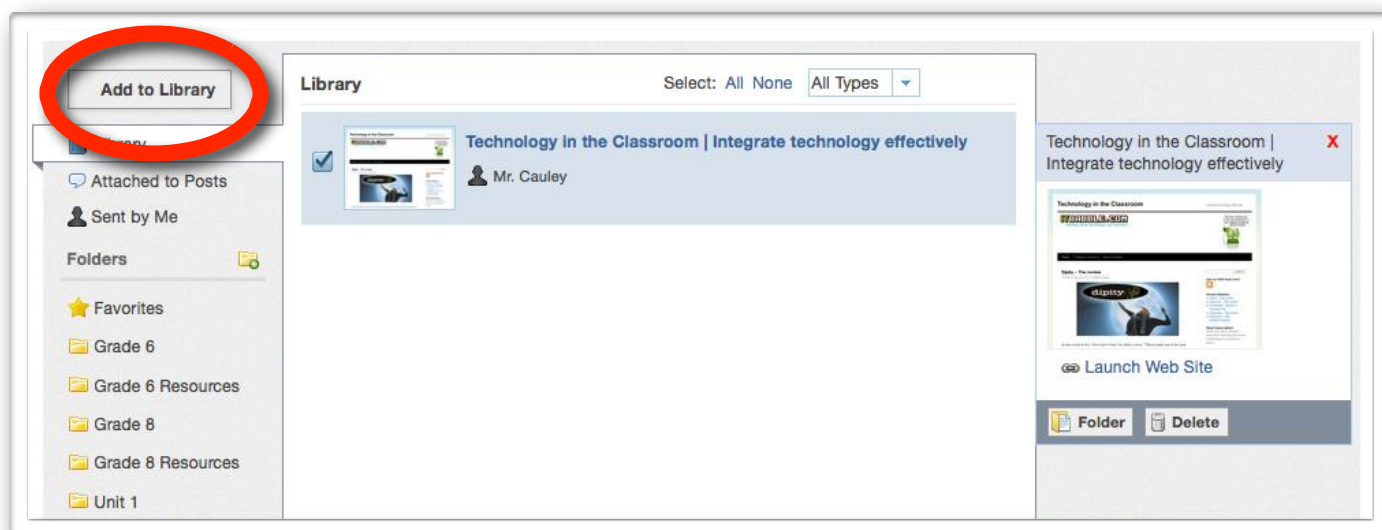
On the left hand side you can create *Folders* that you can "add" certain files to. To create a folder click on the Folder with the little green plus sign. Type a name for the folder and then look and find the file.
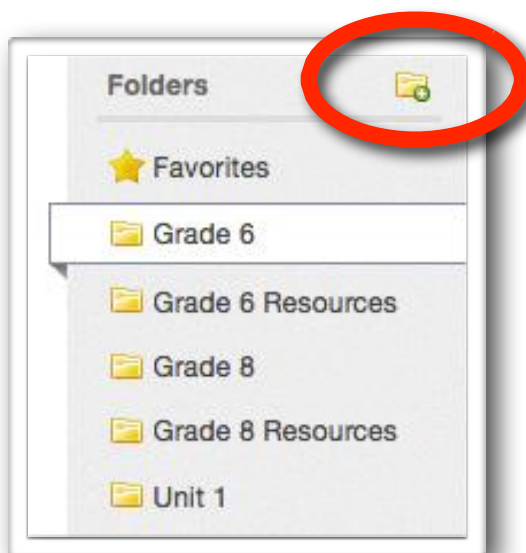
To add a file to a folder you have made, all you have to do is find the file and select it by putting a check mark in the box. On the right hand side a preview of the file will show up and when you click on *Folder* you can select which folder(s) you want to add it to and that is it.
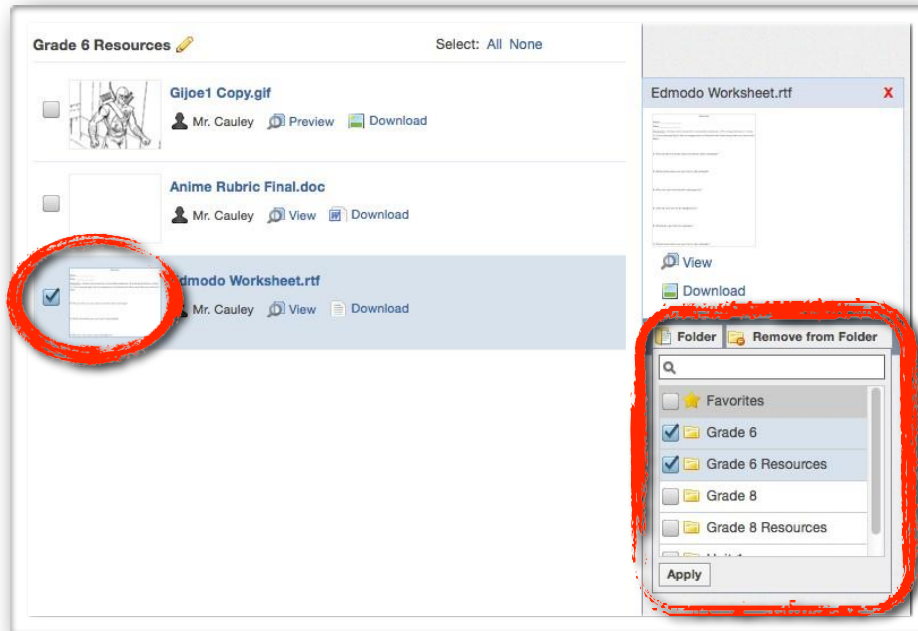
1.16. Logging Out

There will come a time (sadly) when you need to turn off your computer and walk away from Edmodo. Logging off is a good way to make sure that you have safely and securely exited out of Edmodo. To Logout, just click on *Account* (upper right hand corner) and select *Logout*.
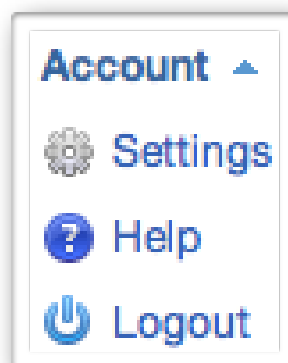
1.17. Communities

Communities will allow you to connect to other teachers around the world through Edmodo. This will allow you to share ideas, help other teachers, and join relevant discussions from other professionals in your field. You are automatically joined with the Support Community. If you have any problems with Edmodo, you can post a question here. someone from Edmodo will respond (usually within a day) to help you out.

Helpful Tip
If your school is signed up you can send messages directly to other teachers.

To join a community, simply click on Browse in the left hand side of your homepage. From there you can chose from communities that you find interesting.

Also if your school is signed up for Edmodo, you will automatically be added into that group. From here you can write direct messages to other teaches or any teacher apart of that group. Pretty handy way to get important information quickly. Just type the teacher or community name in the Send to area of the post and you're done! A great way to develop your PLN (Personal Learners Network).

Helpful Tip
New communities are being created all the time! Keep checking for one that interests you!

1.18. Edmodo Webinars

While Edmodo is super easy to learn and use, and while there are a ton of opportunities to connect with other teachers and get great ideas about Edmodo in the *Communities* section. Edmodo does offer online Webinars where teachers can meet online with an Edmodo professional to learn more about new and exciting ways that Edmodo can help you and your class.

To find out more about the Edmodo Webinars, just click this link or copy and paste this URL into your Internet browser. They also record all their webinars for everyone to listen in on.

http://blog.edmodo.com/category/webinar/

Edmodo Schools & Districts

If you love Edmodo why not talk to your administration to sign your school up. It will make it easier for you to collaborate within your school and track student performance (amongst other things). If you work for a district you can also sign your entire district up with Edmodo. A great thing about these options is they are completely free and do not require your school(s) to add any new software or make any space on their servers.

To get more information follow this link here:
http://www.edmodo.com/institutions?language=en

Chapter Three: Data Analysis and Interpretation of the Result

In Conclusion

This is the fourth version of this guide and even though my second guide was only 5 monthsold, and viewed more than 17,000 times (thank you everyone) Edmodo has made many changes (for the better) to improve their service. This is why I love Edmodo, they work constantly to make a product, they love, better and better.

I encourage you all to keep working and exploring with Edmodo and share it's wide variety of features to other colleagues. It is a great resource that is so flexible I cannot imagine any classthat it could not work for. I am sure you will find it helpful for your class as well.

I also encourage everyone who uses Edmodo to join and contribute in the Edmodo communities. I cannot count how many times that resource has inspired and answered manyof my questions.

Above else, thanks to Edmodo for making (in my opinion) the best and most focusededucational application I've ever used.

About Me

I currently teach middle school IT and love it!
If you have any questions about Edmodo and would like some more information feel free to send me an e-mail. On the other side, if you used Edmodo in a unique and new way, I'd love tohear about it. To find more writings about educational technology check out my blog at www.itbabble.com.

Thanks for reading,

Patric

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Chapter Three: Data Analysis and Interpretation of the Result

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