

Current Studies on the Use of Edmodo in EFL Learning: A Review

Parlindungan Pardede

parlpard2010@gmail.com

Universitas Kristen Indonesia

Abstract

There has been a growing interest to integrate Edmodo into EFL classroom since its inception about a decade ago, and it has significantly increased studies exploring the use of Edmodo in EFL learning as the research area. However, reviews on these studies are still rare. Thus this paper aimed to review 24 current studies focusing on the integration of Edmodo into EFL learning and teaching to draw a general picture of the research designs employed, insights and ideas concerning the adoption of Edmodo in EFL environments, and who were the participants of these studies. The review was conducted using the constant comparative method. The review results showed that (1) the majority of the studies employed designs related to descriptive qualitative methods; (2) research focuses consisted of effects of Edmodo on EFL learning outcomes, impacts of Edmodo towards students' learning attitude and motivation, perceptions of Edmodo use, and evaluation on Edmodo implementation in EFL learning; and (3) the participants of the study were mainly university students.

Keywords: *blended learning, Edmodo, EFL, literature review*

Introduction

The interest to integrate social media into EFL learning and teaching has recently been dramatically growing due to two main reasons. First, social media provides teachers with a growing range of possible solutions for refining teaching and learning inputs, processes, and outcomes. Social media are “technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders”, (Bryer & Zavattaro, 2011, p. 327) which include various web-based tools and services designed to promote network platforms (facebook, WhatsApp) and community development through collaboration and media (audio, photo, video, text) sharing, such as blogs, tweeter, iPod, wikis, etc. with these features, social media do not only have the potential to be a constructive and valuable tool for language teachers but also help students to learn more

effectively, i.e., to attain a more solid and practical linguistic competence in various contexts of language use (Motteram & Sharma, 2009). Secondly, today's students are generally tech savvy. They are generally fond of chatting, posting, socializing, and even learning through social media (Mazman, Usluel, 2010; Yunus, Salehi & Nordin, 2012).

One of the most commonly used social media in EFL is Edmodo, a free educational social media which is usually called as "Facebook for Education" Although it was just launched in 2008, it has recently even been ranked as one of the top learning tool for education, including for ESL/EFL learning and teaching. In March 2016, over 63 million users have been actively working together in regard to academic affairs (Edmodo, 2016). It was elected among the best complementary tool for learning on internet by 500 professionals from 48 countries (Enriquez, 2014). Warawudhi's (2017) review showed that due to its effectiveness to make the learning process more interesting, engage students, promote individual learning as well as group collaboration, and enable non-digital native teachers to create web-based learning environment,

As an academic platform; Edmodo works via effective content-management systems and integrated learning (Cheong, 2010). This online platform can also be easily combined with face-to-face instruction to develop blended learning, a learning environment which combines face-to-face instruction and the Internet-based technologies (Pardede, 2012). Employing Edmodo, teachers can plan lessons that include texts, audio, and video files. In such blended learning environment, students learn the online materials at home (or anywhere else) via computer, tablet, or smartphone. Then in the face-to-face sessions they engage in discussions, projects, and training.

Employing Edmodo for blended EFL classes offers many advantages. First, it can facilitate intensive communication which is highly necessary in EFL environment in which English is not used for everyday conversation. Through Edmodo, teacher and students can converse in English even when they are outside of their school or campus. Second, Edmodo assists to run various types of active learning. It eases teachers to provide assignments and related resources, discuss about them with students, and create online quizzes concerning the learning topic. In Edmodo students can also easily submit their digital content assignment. Additionally, Edmodo facilitates teachers to connect students with students or teachers from different schools or other countries. Third, Edmodo facilitates teachers to meet the varied needs of their students. Using it, teachers can easily provide various assignments quiz and polls to monitor their students' progress. Fourth, Edmodo supports a sense of community among students, making them feel respected and significant. Through Edmodo, students make a connection between their interests, curriculum, and life experiences, thus understanding better the purpose of each task and the overall objective of the course (Ammanamanchi, 2017). Finally, in terms of technical perspectives, Edmodo has three helpful criteria, i.e. usability, accessibility, and compatibility (Bayne, 2015). Edmodo is so easy to use that even non-digital native will have no difficulty to connect, collaborate, exchange ideas, and share educational content through it. Its accessibility enables all users to access Edmodo anytime and from anywhere using all browser types. Its compatibility makes Edmodo well-suited with multiple devices and equipment.

The growing interest to use of Edmodo in EFL learning has been significantly increasing studies exploring this research area. This article reviews current studies on the use one of Edmodo in EFL learning and teaching. This results of the review will hopefully provide insights and ideas for adopting this innovative educational social media. Considering it, this review aimed to find the answers to the following questions:

1. What research designs were employed in the current studies focusing on Edmodo use in EFL learning and teaching?
2. What focuses did these studies take?
3. Who were the participants of these studies?

Review Method

This review was conducted by using the constant comparative method, i.e. the method that “combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing”. (Conrad et al, as cited in Kolb, 2012, p. 83). It includes four stages: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory” (Glaser & Strauss, as cited in Kolb, 2012, p. 83).

In this review, the constant comparative method was conducted in the following steps: examining the first selected article, noting its content to form a tentative theme (research focus, method, and results) and reading the second article and comparing it to the theme of the first article. If both articles theme is similar, the third article was taken and scrutinized. If the theme of the first and second article was found different, another theme was created. The review then proceeded by examining the next article comparing it to the previous ones. Thus, each of the selected articles was examined and compared one to another.

The research articles was selected using the following criteria. First, the articles were based on an empirical research on the employment of Edmodo in EFL learning (conceptual or review papers were excluded). Second, they include the necessary research components that are appropriately incorporated in to the Introduction, Method, Results, Discussion, and Conclusion sections. Third, they are accessible online. Fourth, to ensure that they were recent, they were published in the last five years (2012-2017). Using these criteria, 24 research articles were selected. Based on the analysis of the contents concerning the use of Edmodo in EFL learning, four themes were identified: (1) the effects of Edmodo on EFL learning outcomes, (2) impacts of Edmodo towards students’ learning attitude and motivation, (3) perceptions toward Edmodo, and (4) evaluation on Edmodo implementation in EFL learning.

Findings

1. *The Effects of Edmodo on EFL Learning Outcomes*

Table 1 shows that 6 out of the 24 reviewed research focused on the effects of the use of Edmodo on EFL learning outcomes. All of these integrated Edmodo with the face-to-face sessions to a build blended learning environments. In terms of research designs, among the six studies, four employed quasi-experimental, one employed descriptive qualitative, and another one employed mixed methods designs. In terms of participants, the majority (Aji, 2017; Gay & Sofyan, 2017; Shams-Abadi, Ahmadi, & Mehrdad, 2015; Wichadee, 2017) involved university students, while the other two (Al-Harbi & Alshumaimeri, 2016; Kayacan & Razi, 2017) involved secondary (senior high) school students. In terms of researches site, these studies were conducted in various countries, i.e. Indonesia (Aji, 2017; Gay & Sofyan, 2017), Saudi Arabia (Al-Harbi & Alshumaimeri, 2016), Turkey (Kayacan & Razi, 2017), Iran (Shams-Abadi, Ahmadi, & Mehrdad, 2015) and Thailand (Wichadee, 2017). The followings are the excerpt of each study.

Aji (2017) explored the implementation of blended learning employing Edmodo to teach listening to 28 university students. Data were collected by interviewing the listening lecturer, observing the learning activities, and administering questionnaire to the students. The results showed that the blended learning implementation was able to increase the students' listening skill. The findings also revealed that the practice offered ways to lecturers to more effectively teach listening skills.

Al-Harbi and Alshumaimeri's (2016) explored the impact of the flipped classroom strategy implementation in teaching English grammar on the participant's performances, perceptions, and attitudes toward learning English independently. The participants were 43 female secondary school EFL learners in Riyadh, Saudi Arabia. The results of the posttest showed that the experimental group outperformed the control group. Additionally, the data obtained through a questionnaire and semi-structured interviews indicated that the students had positive attitude towards using the flipped classroom strategy in their learning.

Table 1
Studies on the Effects of Edmodo on EFL Learning Outcomes

No	Studies & Designs/Methods	Focus	Result(s)
1	Aji (2017); Descriptive Qualitative	Blended learning implementation using Edmodo in teaching listening	The implementation of blended learning was able to improve the students' listening skill. It offered effective ways in listening teaching and learning process and brought positive outcomes for the students.
2	Al-Harbi and Alshumaimeri (2016); Quasi-experimental	Impact of the flipped classroom in teaching English grammar to secondary school students' performance perceptions, and attitudes toward independent learning of English.	Students learning through the flipped classroom outperformed students learning in the traditional way. Students had positive attitude towards using the flipped classroom strategy in their learning.
3	Gay & Sofyan (2017); Mixed Methods	Edmodo effectiveness in enhancing pre-service English teachers' writing skills	Edmodo successfully facilitated students' discussion and task, enhanced their interest and motivation, and improved their writing skill.
4	Kayacan and Razi (2017); Quasi-Experimental	Effect of exchanging self and nameless peer feedback on writing assignments in a digital environment	Both self and peer feedback positively contributed to students' paper. Participants had a positive attitude towards digital self and peer feedback.
5	Shams-Abadi, Ahmadi, & Mehrdad (2015); Quasi-Experimental	effect of Edmodo on EFL learners' composition writing performance	The participants learning writing with Edmodo outperformed the participants learning writing without Edmodo.
6	Wichadee; (2017); Quasi-Experimental	Effectiveness of a blended learning model using Edmodo as a learning tool in English learning regarding oral proficiency, motivation, and attitude	Participants learned in blended learning employing Edmodo outperformed those who learnt traditionally in oral proficiency, exhibited higher learning motivation, and had a positive attitude toward Edmodo

Gay & Sofyan (2017) investigated the effectiveness of Edmodo in enhancing students' outcomes in advance writing. Besides practicing writing in the classroom, the participants, 20 fifth semester students at EFL teacher-training program of Muhammadiyah University of North Maluku (UMMU), Indonesia, were asked to actively

engage in the discussion forum provided in Edmodo. The course was conducted in 9 weeks. Data was collected using questionnaires, interview, forum discussion, and students' written evaluation. The results showed that the use of Edmodo successfully facilitated students' participation in online discussions and tasks. It also enhanced their interest and motivation in improving their writing skill.

Kayacan and Razi (2017) investigated the effect of exchanging self and nameless peer feedback on writing assignments in a digital environment among 46 Turkish EFL high school learners who had been actively using Edmodo for two years. They were assigned to exchange both self and anonymous peer feedback through four writing assignments submitted via Edmodo as the digital environment. Quantitative data was collected by assessing the students' writing using an analytic scoring rubric. Qualitative data was collected by means of open-ended questions. The findings revealed that both self and peer feedback positively contributed to the revision of papers by student authors as they scored significantly better in the revised versions in terms of organization, content, vocabulary, grammar, and format. The participants also had a positive attitude towards digital self and peer feedback.

Shams-Abadi, Ahmadi, and Mehrdad (2015) focused their study on the effect of Edmodo on EFL learners' composition writing performance. It employed a quasi-experimental design. The participants, 40 Iranian female advanced-level students at Irana English Institute, Razan—Hamedan, were randomly assigned to the experimental (20) and control (20) groups. Both groups used the same material, but the experimental group employed their Edmodo pages to share their weekly assignments and to receive and provide feedback. The experimental group members could also discuss and share links with each other and the teacher anytime they wished. Data was collected using pretest and posttest. The results indicated that the experimental group outperformed the control group.

Wichadee (2017) investigated the effectiveness of a blended learning model using Edmodo as a learning tool in English learning regarding oral proficiency, motivation, and attitude. The study involved 42 students randomly selected from 2,625 students attending English class in semester 1 of academic year 2015 in a private university in Thailand. They were divided into an experimental group that was taught with blended learning model using Edmodo and a control group taught regularly in class only. Data was collected by means of tests and two sets of questionnaire. The findings revealed the experimental group not only outperformed the control group in oral proficiency but also demonstrated higher learning motivation. Moreover, the participants in the experimental group expressed a positive attitude toward Edmodo.

2. Impacts of Edmodo towards Students' Learning Attitude and Motivation

Table 2 shows that 7 out of the 25 reviewed research focused on the impacts of Edmodo towards students' learning attitude and motivation. In terms of research designs, two of them employed quasi-experimental (Al Khatiri, 2015; Khodary, 2017), 2 employed survey (Al-Ruheili & Al-Saidi, 2015; Alshawi & Alhomoud, 2016), 2 employed descriptive qualitative/case study (Komara, 2014; Turkmen (2012), and 1 employed mixed methods (Hariri & Bahanshal. 2015). In terms of participants, the majority (Al-Ruheili & Al-Saidi, 2015; Alshawi & Alhomoud, 2016; Hariri & Bahanshal. 2015; Khodary, 2017; Komara, 2014; Turkmen, 2012) involved university students, while the other one (Al Khatiri, 2015) involved secondary school students. In terms of researches site, the majority (Al Khatiri, 2015; Alshawi & Alhomoud, 2016; Hariri & Bahanshal.

2015; Khodary, 2017), were conducted in Saudi Arabia, while the others were in Oman (Al-Ruheili & Al-Saidi, 2015), Turkey (Turkmen, 2012), and Indonesia (Komara, 2014). The followings are the excerpt of each study. Among these studies, one integrated Edmodo with the face-to-face sessions to a build blended learning environments (Hariri & Bahanshal, 2015), while the other 6 studies used Edmodo as a complementary learning tool for EFL classroom.

Table 2
Studies on the Impacts of Edmodo towards Students' Learning Attitude and Motivation

No	Studies & Designs/Methods	Focus	Result(s)
1	Al Khatiri (2015); Quasi-experimental	Secondary school students' perceptions and challenges regarding Edmodo use and its effect on their attitudes towards EFL learning	The participants perceived the use of Edmodo highly positive. Edmodo has exceptional potential for generating more positive attitudes towards EFL learning
2	Al-Ruheili & Al-Saidi (2015); survey	College students' perceptions of the usefulness and challenges of integrating Edmodo into EFL classroom.	Edmodo raised participants' motivation to participate and engage in learning and increase their autonomy and responsibility in their own learning.
3	Alshawi & Alhomoud (2016); survey	Impact of Edmodo use on students' learning motivation and teacher-students communication	Edmodo significantly increased students' learning motivation and student-teacher's interaction. They also preferred taking quizzes and doing assignments on Edmodo.
4	Hariri & Bahanshal (2015); Mixed Methods	Effectiveness of using Edmodo in blended learning environment to support learning, interaction, motivation and classroom dynamics of EFL learners	Students' English proficiency positively correlate with the use of Edmodo. It also increased learning, motivation, and classroom dynamics.
5	Khodary (2017); Quasi-Experimental	Effect of Edmodo use on developing EFL students' self-directed learning	Edmodo helped participants develop their self-directed learning.
6	Komara (2014); Descriptive Qualitative	Use of Edmodo to motivate students in learning grammar	Edmodo was able to motivate the participants to learn
7	Turkmen (2012); Qualitative Case Study	motivational benefits and the changing role of teachers during the utilization of Edmodo in EFL learning	Participants benefited from using Edmodo in English classes. Edmodo use reduced teacher's preparation time and changed her role from "an ultimate leader" to be "a guide" in the process

Al Khatiri's (2015) investigated students' perceptions and challenges concerning Edmodo use and its effect on their attitudes towards EFL learning. The study involved 42 Saudi EFL female secondary school students who were divided into the experimental group (21) receiving the traditional teaching plus a six-week daily interaction via Edmodo and the control group (21) receiving the traditional teaching only. The findings obtained through a post-treatment questionnaire showed that the students had a high positive perception of Edmodo, despite the considerable challenges in its integration. Edmodo also had exceptional potential for generating more positive attitudes towards EFL learning.

Al-Ruheili and Al-Saidi (2015) explored the perceptions of 50 college students in Oman on the usefulness and the challenges of integrating Edmodo into EFL classes. The data was collected using a questionnaire. Findings showed that Edmodo raised the

participants' motivation level to participate and engage in different learning activities inside and outside of classroom. Edmodo use also empowered them to be autonomous and be more responsible in their own learning.

Alshawi and Alhomoud (2016) explored the impact of Edmodo use in EFL learning on students' engagement in learning, motivation towards learning English, and teacher-students communication. It involved 255 female students of Princess Nourah bint Abdulrahman University, Saudi Arabia. Data were collected using a questionnaire. Results indicated that Edmodo use statistically significantly promoted the participants' motivation towards language learning, significantly increased the teacher-student's interaction. Additionally, students mainly preferred quizzes and assignments on Edmodo.

Hariiri and Bahanshal (2015) investigated the effectiveness of using Edmodo in blended learning environment to support learning, interaction, motivation and classroom dynamics of 60 Saudi foundation year female students at a King Abdulaziz University (KAU). Quantitative data was collected by means of a pretest and a posttest, while the qualitative data was obtained through observation. The results indicated a positive correlation between students' English proficiency and the employment of Edmodo. The students' interaction on Edmodo and their enthusiasm to use English outside of the classroom indicated effectiveness of Edmodo on promoting learning and motivation. In terms of classroom dynamics, Edmodo use increased the students' awareness of the effectiveness of technology to help them improve their English.

Khodary (2017) investigated the effect of Edmodo use on developing EFL students' self-directed learning. It involved 45 fifth level students at Languages and Translation Department, Faculty of Education and Arts, Northern Border University, Saudi Arabia. The participants were taught by combining the face-to-face instruction and online class using Edmodo to carry out a project. Data was collected by means of pretest and posttest. The results revealed there was a statistically significant difference between the participants' pretest and posttest in favor of the post. That indicated Edmodo helped the participants develop their self-directed learning.

Komara (2014) explored the use of Edmodo to motivate students in learning grammar. The study involved 50 students of the English Department of University of Siliwangi Tasikmalaya, Indonesia. Data was collected through observation and questionnaire. The results revealed that Edmodo was able to motivate the participants to learn.

Turkmen's (2012) case study explored the motivational benefits and the changing role of teachers during the utilization of Edmodo in EFL learning. It involved 84 Turkish university-level students who had started to use Edmodo as a language learning tool beside their regular classes and were attending the university's English Preparatory School. To adapt the curriculum into Edmodo use, a tailor-made supplementary program was developed, and the students were asked to do assignments and received teacher feedback through Edmodo. Data was collected by means of a questionnaire. The result showed that the participants benefited from using Edmodo in their English classes. The use of Edmodo reduced teacher's preparation time and changed her role from "an ultimate leader" to be "a guide" in the teaching-learning process.

3. Perceptions toward Edmodo

As shown in Table 3, the 7 reviewed studies focusing on perception towards Edmodo employed various designs. Three of them employed mixed methods design (Mali, 2015; Manowong, 2016; Pardede, 2015), two employed descriptive qualitative (Abdulrahman,

2016; Pop, 2013), one employed experimental design (Bicen, 2015), and the other one employed survey (Dewi, 2014). In terms of participants, all of the studies involved university students. In terms of research site, the majority was set in Indonesia (Abdulrahman 2016; Dewi, 2014; Mali, 2015; Pardede, 2015), one was conducted in Turkey (Bicen, 2015), one in Thailand (Manowong, 2016), and the last one in Romania (Pop, 2013). The followings are the excerpt of each study. Among these studies, two integrated Edmodo with the face-to-face sessions to a build blended learning environments (Dewi, 2014; Mali, 2015), while the other 6 studies used Edmodo as a complementary learning tool in EFL classroom. The followings are brief summaries of the studies.

Table 3
Studies on Perceptions toward Edmodo

No	Studies & Designs/Methods	Focus	Result(s)
1	Abdulrahman (2016); Descriptive Qualitative	Perceptions of Edmodo use in EFL teaching and learning, and the advantages, disadvantages and barriers of the tool use	Students' viewed Edmodo as positive and it effectively enhanced their learning experience. Potential drawbacks: poor network access, plagiarism, and difficulty in following Edmodo procedures
2	Bicen (2015); Experimental	Effect of Edmodo use in MALL towards the students' learning outcomes	Edmodo use improved the participants' foreign language learning, increased their success, strengthened communication among them, and provided an entertaining learning environment for them
3	Dewi (2014)' Survey	Students' perception of Edmodo use in a blended learning course	Participants had positive attitudes toward Edmodo. They were comfortable and satisfied with the online collaboration, especially for getting more exposure to English, more opportunities to practice and interact with peers and teacher, and more time to think of how to express opinion.
4	Mali (2015); Mixed Methods	Students' perspectives on the use of Edmodo as a virtual learning environment in English writing class	Participants perceived Edmodo use advantageous, and it promoted learning efficiency.
5	Manowong (2016); Mixed Methods	Perceptions of using Edmodo as a supplementary learning tool in an EFL classroom	Students had positive perceptions of the use of Edmodo. Edmodo was also seen effective due to its features and benefits
6	Pardede (2015); Mixed Methods	Pre-service EFL teachers' perception of Edmodo use as a complementary learning tool.	Most participants were ready to use Edmodo as a learning tool, considered Edmodo beneficial, and had a positive view on their experiences in using Edmodo.
7	Pop (2013), Qualitative Case Study	Use of Edmodo assignment feature as an e-portfolio of EFL student productions and progress	Participants had a positive view on learning English with Edmodo because it is user-friendly and facilitates some benefits.

Abdulrahman (2016) explored the perception of 53 sophomores of the English Education Department of Universitas Islam As-Syafi'iyah, Indonesia who have been using Edmodo as an accompanying learning tool. Data were collected using questionnaire, group discussion and interview. The results showed that the participants had positive responses on Edmodo use. They believed it effectively enhances their

learning experience and positively affected their reading and writing skills acquisition. However, a number of students indicate their confusion regarding to the features of Edmodo. Some other concern with the possibility of committing plagiarizing other works and poor networking access.

Bicen's (2015) explored students' opinions to investigate the effect of Edmodo use in mobile assisted language learning (MALL) towards the students' learning outcomes. The participants, 37 Turkish university students, were attending an EFL employing MALL through Edmodo as the online platform. Data was collected by means of a questionnaire administered before and after attending 25 hours of MALL using Edmodo over 5 weeks. The results showed that Edmodo employment enhanced the participants' foreign language learning, strengthened communication among them, increased their success, and served as an entertaining learning environment for them.

Dewi (2014) examined 40 non-English department students' perception of Edmodo use in a blended learning course at Indonesia Education University, Bandung, Indonesia. Data regarding the use of Edmodo in assisting students learning process were collected using a questionnaire and through observation. The result revealed that the participants had positive attitudes toward the virtual class and were comfortable and satisfied with the he online collaboration using Edmodo. To the participants, Edmodo provided more exposure to English and more opportunities to practice and interact with their peers and teacher. The asynchronous discussions in Edmodo gave them more time to think of how to express their opinion while being actively engaged in a discussions and collaboration.

Mali (2015) explored students' perspectives on the use of Edmodo as a virtual learning environment and a pedagogical and collaborative communication system in English writing class. It involved 21 Indonesian undergraduates attending the Academic Writing Class at English Language Education Study Program, Satya Wacana Christian University, Indonesia. The class was run in blended learning environment employing Edmodo to facilitate the virtual class. Data was collected through an online questionnaire and interview. Findings revealed that the participants perceived Edmodo use advantageous for it provided them opportunities to communicate with their teacher and with their classmates. Edmodo also promoted learning efficiency. It enabled the students to easily access their classroom learning materials and related-essential information and to easily access their teacher's and classmates' feedback.

Manowong (2016) explored students' perceptions of using Edmodo as a supplementary learning tool in an EFL classroom. It involved 94 Thai undergraduate students attending an English for science and technology class in the odd semester of the academic year 2014. Quantitative data was collected by means of a closed-ended survey questionnaire. Qualitative data was collected using the open-ended questions in the same questionnaire. The results indicated that the students had positive perceptions of the use of Edmodo as a supplementary tool in the classroom. Edmodo was also seen effective due to its features and benefits.

Pardede (2015) explored pre-service EFL teachers' perception of Edmodo use as a complementary learning tool. It Involved 54 students of the English Education Department of Universitas Kristen Indonesia Jakarta who had been using Edmodo in their classrooms. Quantitative data was collected using a questionnaire, and the qualitative data were collected from interviews. Findings revealed that most participants were ready to use Edmodo as a complementary learning tool in the English classroom. They considered Edmodo as a beneficial learning tool to supplement the traditional face-to-face classroom setting. They also had a positive view on their experiences in using Edmodo.

Pop (2013) conducted a case study on the use of Edmodo assignment feature as an e-portfolio of EFL student productions and progress. It involved 37 undergraduate Geography of Tourism students studying EFL at Dimitrie Cantemir University of Tirgu Mures. The class was run using Edmodo in which the participants did interactive exercises, play games, got announcements, answered polls, conducted a continuous discussion to exchange ideas, and uploaded their assignments for two semesters. They also made an e-portfolio of four speaking, writing and listening activities/each semester through the Edmodo assignment feature. At the end of the program, the participants' satisfaction degree (covering their likes, benefits, shortcomings, difficulties and outcomes of exploiting the virtual environment in their English learning) was measured using a questionnaire. Findings showed that the students had a positive view on learning English with Edmodo because it is a user-friendly platform and facilitates some benefits, such as variety and novelty of tasks, interactivity, and creativity of internet-based teaching approach, and the possibility to record oral productions or revise written ones.

4. Evaluation on Edmodo Implementation in EFL Learning

Table 4 shows that 3 out of the 4 reviewed studies evaluating Edmodo implementation in EFL learning combined Edmodo with the face-to-face instructions to a build blended learning environments (Kongchan, 2014; Purnawarman, Susilawati & Sundayana, 2016; Sandu, 2015); while the other 1 used Edmodo as a complementary learning tool in EFL classroom (Warawudhi, 2017). In terms of research site, the four studies were carried out in three different countries, i.e., two in Thailand (Kongchan, 2014; Warawudhi, 2017), one in Indonesia (Purnawarman, Susilawati & Sundayana, 2016), and one in Japan (Sandu, 2015). In terms of participants, one of the studies involved secondary school students (Purnawarman, Susilawati & Sundayana, 2016), while the other three involved university students. The followings are brief summaries of the studies.

Table 4

Studies on Evaluation on Edmodo Implementation in EFL Learning

No	Studies & Designs/Methods	Focus	Result(s)
1	Kongchan (2014); Descriptive Qualitative	How a non-digital-native teacher employ Edmodo to set up and run a blended learning environment and the other participants perception of Edmodo.	Edmodo is viewed a magnificent and user-friendly social learning network. Non-digital-native teacher can easily use it. The students also enjoyed working in an online class using Edmodo.
2	Purnawarman, Susilawati & Sundayana (2016); Qualitative Case Study	How Edmodo is used as a learning platform in a writing blended learning setting in its combination with GBA.	Edmodo could be integrated with GBA writing cycles and facilitated students to be cognitively engaged during the classroom sessions
3	Sandu (2015); Qualitative Case Study	Ways of using Edmodo in an EFL class and students' perceptions about Edmodo use in an EFL class	Edmodo could be effectively used in various ways to promote teaching and learning. Students enjoyed the flexibility of assignment submission and the immediacy of seeing the quiz results.
4	Warawudhi (2017); Action Research	Evaluation of the use of Edmodo in business reading class	Edmodo is a useful learning tool for out-of-class activities for business reading class. The participant had positive attitudes toward Edmodo.

Kongchan (2014) investigated how a non-digital-native teacher employ Edmodo to set up and run a blended learning environment with her students, ran a workshop on Edmodo for other teachers, and the teacher's, students' and other teachers' perceptions of Edmodo. The study involved a 57-year-old English teacher of King Mongkut's University of Technology Thonburi, Thailand, 81 freshmen who attending the English Skills and Strategies taught by the teacher-researcher at the university, and 17 English teachers at the Royal Thai Air Force Language Centre. The 57-year-old teacher was a non-digital-native teacher and acted as the teacher-researcher in the study. The 17 English teachers were also non-digital-native teachers. Data was collected by means of a diary, a questionnaire, and records of Edmodo. Results revealed that Edmodo is supposed to be a magnificent and user-friendly social learning network. It enabled the non-digital-native teacher to take control of her own endeavor to set up and run her blended learning classes, including a workshop on Edmodo for her colleagues. The students also liked and enjoyed working in an online class using Edmodo.

Purnawarman, Susilawati and Sundayana (2016) explored how Edmodo is used as a learning platform in a writing blended learning setting in its combination with Genre-based Approach, how it facilitates students' engagement, and how students perceive its use in teaching and learning activities. It involved 17 eleventh graders of a senior high school in Bandung, Indonesia. Data were collected through document analysis, observations, questionnaires, and interviews. The results showed that it was possible to employ and integrate Edmodo with GBA writing cycles. Students were also facilitated by Edmodo to be cognitively engaged during the classroom sessions.

Sandu (2015) investigated Japanese students' perceptions about Edmodo use in an EFL class. The study involved 39 freshman of Hirosaki University, Japan. They learnt English in a class combining the physical classroom with virtual class using Edmodo. They got quizzes, communicated, submitted assignments and got feedback from the teacher through Edmodo. Students' overall progress was also recorded in Edmodo. The data concerning the ways of using Edmodo was obtained from the records of the teacher teaching in the class. The data concerning the students' perception was collected using a questionnaire. The results showed that Edmodo could be effectively used in various ways to augment teaching and learning. Students enjoyed the flexibility of assignment submission and the immediacy of seeing the quiz results.

Warawudhi (2017) evaluated the use of Edmodo to facilitate business reading class at Burapha University in Chon Buri, Thailand. The participants, 54 undergraduate students attending Reading in Business English class, were divided into 11 sub-groups that were assigned to complete 10 online quizzes, collaborate to prepare presentations on business reading, do polls, consult with the teacher, and share useful files or websites with peers through Edmodo. Data was collected by observing students' activities in Edmodo and by means of a questionnaire asking for information about the students' attitudes toward the use of Edmodo in their reading class. Findings showed that Edmodo can be used as a learning tool for out-of-class activities for business reading class, and the participant had positive attitudes toward Edmodo in terms of user's friendly function and students-student and student-teacher interaction.

Discussion

In terms of research designs, among the 24 reviewed studies, 8 employed descriptive qualitative/case studies; 7 employed quasi-experimental; 5, mixed methods; 3, survey; and 1, action research. The predominant use of qualitative research methods in

these studies was due to the fact that most of them focused on describing students' perceptions of Edmodo use, evaluation of how Edmodo was employed, and the impacts of using Edmodo viewed from the participants' perspective. Only a quarter of the studies focused on the effects of using Edmodo on EFL learning outcomes. Thus, to answer the first question in this review, the research designs employed in the reviewed studies are descriptive qualitative/case studies (33%), quasi-experimental (29%), mixed methods (21%), survey (13%) and action research (4%).

To answer the second question, as stated earlier, the analysis of the contents of the 24 reviewed studies resulted four themes: (1) the effects of Edmodo on EFL learning outcomes, (2) impacts of Edmodo towards students' learning attitude and motivation, (3) perceptions toward Edmodo, and (4) evaluation on Edmodo implementation in EFL learning. These are the focuses of the studies.

The results of the six studies focusing on the effects of Edmodo use on EFL learning outcomes listed in Table 1 revealed that the employment of Edmodo improved the participants' listening skills (Aji, 2017), grammar mastery (Al-Harbi & Alshumaimeri, 2016), writing skills (Gay & Sofyan, 2017; Kayacan & Razi, 2017; Shams-Abadi, Ahmadi, & Mehrdad, 2015) and oral proficiency (Wichadee, 2017). Thus, the incorporation of Edmodo is effective to improve the students' four language skills and grammar. The factors that support this efficacy of Edmodo include the availability of authentic relevant materials, ease of getting peer and teacher's feedback, and convenience in having discussion. Additionally, many of these studies revealed that the participants had positive attitude toward Edmodo and showed higher learning motivation.

The results of the seven studies focusing on the impacts of Edmodo towards students' learning attitude and motivation listed in Table 2 revealed that Edmodo integration significantly increased students' motivation, autonomy and responsibility in their own learning (Al-Ruheili & Al-Saidi, 2015), It also increased students' interaction with their peers and teacher (Alshawi & Alhomoud, 2016), engagement in learning activities, and the classroom dynamics (Al-Ruheili & Al-Saidi, 2015). Additionally, Edmodo had extraordinary potential to generate positive attitudes (Al-Khatiri, 2015) and raised students' motivation in learning (Alshawi & Alhomoud, 2016). As a result, Students' English proficiency positively correlate with the use of Edmodo. (Hariri & Bahanshal, 2015).

The results of these seven studies focusing on perception towards Edmodo revealed that the participants had a positive perception towards Edmodo. They believed that Edmodo enhanced their learning experience (Abdulrahman, 2016; Pardede, 2015), improved their learning (Bicen, 2015), provided an entertaining and comfortable learning environment (Bicen, 2015; dewi, 2015), advanced practice, communication, collaboration and engagement (Bicen, 2015; Dewi, 2015; pop, 2013), provided more exposure to English (Dewi, 2014), promoted learning efficiency (Mali, 2015; Manowong, 2016). Most participants thought Edmodo is easy to use (Pop, 2013) so that they were ready to use Edmodo as a learning tool (Pardede, 2015). However, some of the participants encountered difficulty to follow Edmodo procedure and was discouraged by poor network access (Abdulrahman, 2016).

The results of these four studies which focused on evaluating Edmodo implementation in EFL learning revealed that the participants viewed Edmodo user-friendly, flexible and easy to adapt to various learning approach (Kongchan, 2014; Purnawarman, Susilawati & Sundayana, 2016; Sandu 2015). The features of Edmodo, including assignment submission flexibility and immediacy of seeing quiz results, made

students enjoy learning through the online platform (Kongchan, 2014; Sandu, 2015). Students also had positive attitudes toward Edmodo.

To answer the third question, the participants of 20 (83%) of the reviewed studies were university students. The other 4 (17%) involved secondary school students. This finding indicates that Edmodo integration in EFL learning is still predominantly practiced among students in higher education. It is possibly due to the fact that the integration of online learning materials and activities requires high level of student discipline and responsiveness (Heaney & Walker, 2012) and time management (Kenney & Newcombe, 2010). It seems that EFL educators involved in the reviewed studies tended to regard that those who can meet these requirements were typically university students.

Conclusions

Based on the review findings and discussion, three conclusions are drawn. First, the majority of empirical studies on Edmodo use in EFL learning in the last five years employed designs related to descriptive qualitative methods. Only about a quarter of the studies employed experimental designs. Second, the focus of the studies could be classified into four topics: effects of Edmodo on EFL learning outcomes, impacts of Edmodo towards students' learning attitude and motivation, perceptions of Edmodo use, and evaluation on Edmodo implementation in EFL learning. The results of the studies focusing on effects of Edmodo on EFL learning outcomes indicated that Edmodo is effective to improve the students' four language skills and grammar. The results of the studies focusing impacts of Edmodo towards students' learning attitude and motivation revealed that Edmodo use significantly enhanced students' learning motivation, autonomy and responsibility; increased students' engagement in learning activities; improved their interaction with peers and teacher; and developed the classroom dynamics. The results of the studies focusing on perception of Edmodo revealed that the participants had a positive perception towards Edmodo. The results of the studies focusing on Edmodo implementation evaluation revealed that the participants viewed Edmodo user- friendly, flexible, and easy to adapt to various learning approach, and these made students enjoy learning through it. Finally, the participants of the study were mainly university students. To a higher extent, this was due to EFL teachers' belief that it was university students who can meet the requirements for joining EFL learning integrated with ICT-based learning, such as high level of discipline, responsiveness and time management.

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