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Using Edmodo as Web 2.0 Media for Teaching English in Higher Education: A Literature Review

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Abstract: *Writing as a productive skill in an EFL classroom is very important. In the writing class, there needs to be an efficient relationship between teachers and students. In the early part of the 21st Century, the various technologies available for use in the classroom have become extremely diverse, and the way they are used worldwide may affect the outcomes of the students. This paper aims to examine the effectiveness of Edmodo in teaching writing to EFL students. Thus this review reports five relevant studies which] indicate that Edmodo is an effective medium for teaching writing to EFL learners. This review aims to report: 1). Students' perceptions about using Edmodo in teaching writing for EFL students. 2). Edmodo benefits in teaching writing to EFL students. 3). Edmodo's shortcomings in teaching writing to EFL students. According to the findings, learning to use Edmodo EFL students is very effective in improving the writing skills of EFL students.*

Keywords: *Edmodo, Students' EFL, Writing.*

INTRODUCTION

English is taught as a foreign language in Indonesia and must be learned from elementary school through university. It serves as an effective means of contact with foreigners. EFL (English as a Foreign Language) students usually study the language so that they can use it while travelling or communicating with people from other countries who also speak English. Students must be taught many skills in English, including listening, reading, speaking, and writing. Writing is also considered the most difficult of all English skills as a first and second language (Hughey et al., 1983). When someone chooses to write, they must be able to connect with their audience without having to meet them in person. Murcia (2000) states that writing is also considered the most difficult art to learn since it requires knowledge of many elements of language, including organization, material, language use, mechanics, and vocabulary.

The type of teaching media used in the classroom may have an effect on the classroom environment as well as the writing outcome. The classroom environment affects the students' ability to adapt to the educational process. In the teaching-learning process, media is a tool that teachers use to define, provide, and pass knowledge. The media is supposed to assist the instructor in transferring resources in such a way that the students will be able to grasp the information more easily. Teachers' most important function is to assist students in learning new ideas and principles and prepare them to become active members of society (Hastomo & Zulianti, 2022).

Gaining life-long learning skills, such as cooperative learning and analytical and innovative thinking, in learning environments is essential for individuals' self-renewal sustainability and determination (Akmanova, Kurzayeva & Kopylova, 2018). These learning environments provide a more holistic learning experience than conventional approaches, requiring connectivity and technology to assist new generations in learning (Dabbagh & Kitsantas, 2012). This event happens because students need more than the current methods used in conventional classrooms, and they need more up-to-date technical technologies that enable them to access information at any time and from any location—this is essential for students (McKnight et al., 2016). As a result, it is now anticipated that teachers will address issues by adjusting to an evolving world, improving their professional abilities, and using technology in the classroom. According to Tarvainen & Valpola (2017), teachers who are consistent learners and who research to improve their methods, abilities, and teaching techniques assist students in developing lifelong learning skills and learning new concepts and principles. Teacher preparation programs are an integral part of teacher education in this sense.

The application of technology to language learning, especially writing, is no longer a new concept. Technology has drastically transformed the teaching model, making teaching easier without regard to time or space constraints (Lorenzo & Gallon, 2019). Language learners may also rely on technology to provide many options for improving their language skills (Slim & Hafedh, 2019). The evolution of technology is improving the application of technology in literature, which has traditionally been taught on paper. According to Nasution et al. (2020), writing in the information age is no longer limited to paper but includes richer media such as interactive platforms. Educational software programs such as e-mail, chat rooms, video conferences, discussion forums, social networks, and learning management systems have all benefited from the advancement of innovative information and communication technologies (ICT). These systems can improve students' learning environments, while the benefits of ICT in moderating beneficial effects on students' learning have also been recorded daily (Hastomo & Zulianti, 2022).

Since the 'Production' phase requires time and can not be completed in class, the current study used a new type of technology called "Edmodo" as a substitute to allow for more natural learning to improve their fluency. It is thought that if students

are equipped with valuable learning opportunities and activities, they will achieve fluency. The further they know, the more understandable the chosen constructs become. Edmodo is a social media network founded in 2008 by Jeff O'Hara and Nick Borg and can be found at www.edmodo.com. Since it approaches Facebook so closely, it is labelled "Facebook for education (Hastomo, 2016).

Conversely, Edmodo is much more private and safe since instructors make accounts and only enable students to access and join the community by entering a code. In this case, teachers can create a virtual class where students can collaborate on group projects. They can easily share material, discuss subjects, receive teacher reviews, and see their ratings. Absent students will no longer be behind because they will self-study using slides, recordings, or worksheets. This program, provided on every mobile computer with Internet access, including free software, helps teachers and students in a virtual classroom to easily interact and collaborate. Teachers will use Edmodo to grant ratings, administer quizzes and tasks, include feedback, compile response sheets, store and share information in the form of files and links, keep a class schedule, poll students, and email notes and text (SMS) updates to specific students or the whole class (Holland & Muilenburg, 2011).

The use of Edmodo, one of the most common learning sites on a social network, is the focus of this research. It's an educational website that refines the concepts of a social network and adapts them to a classroom environment (Purnawarman, Susilawati & Sundayana, 2016). Teachers and students can make the learning process simpler using Edmodo, which can be used anytime and anywhere as an important online class medium. This forum is useful for exchanging ideas and viewpoints between students and teachers. The instructor can also use it to create a task.

METHOD

The method in this research is a literature review, which is a comprehensive review of previous research on topics that aim to develop knowledge information that has been previously researched (Turan & Akdag-Cimen, 2020). This study covers 2016 to 2021 to reach new conclusions and concepts. To search for the related articles, researchers found them on Google Scholar. The core keywords used in this finding are The effectiveness of using Edmodo in teaching writing for EFL students: a literature review. From that keyword, the researchers found 11 related articles in Google Scholar. The researchers decided to choose five articles to be reviewed.

Criteria for choosing the review studies

- Only primary research
- Studies from the last five years (2016-2020)
- EFL Students
- Focus on teaching writing using Edmodo

The rationale for choosing the criteria

According to Yusuf et al. (2018), using Edmodo learning media to teach students how to write narrative text had a positive effect. Edmodo is a media that supports the learning process, according to this report. It addresses some issues that arise daily in the classroom, especially when teaching writing to EFL students. Hastomo (2016) also reported that (1). When it comes to teaching writing, Edmodo outperforms Picture Series. (2). Students with high motivation have better writing skills than students with low motivation, and (3). Teaching writing is a relationship between teaching media and student motivation.

Excluded studies and reasons

The researchers found 11 articles based on the keyword when searching it in google scholar. Five related studies were reviewed. On the other hand, six excluded studies were not reviewed. The following is the explanation about the excluded studies; The First study (Is'haq Al-Naibi, Maryem Al-Jabri & Iman Al-Kalbani, 2018) was omitted because the action research was performed over a limited period and with only one group. The second study [Duwila, Shanty & Khusaini, T. (2019)] was disqualified because this study didn't show clearly whether the use of Edmodo is effective or not in teaching writing. The third study (Purnawarman, Susilawati & Sundayana, 2016) was omitted because it concentrated on using Edmodo in mixed learning groups. The fourth study [Khodary, M. M. (2017)] was disqualified because it focused on Self-Directed Learning. The fifth study [Layali & Al-Shlowiy (2020)] was omitted because it did not focus on teaching writing. The sixth study [Siahaan (2020)] was disqualified because it didn't discuss more detail about the effectiveness of Edmodo in teaching writing.

Five relevant studies

Thus, five studies were found relevant to be reviewed. The first study (Tsiakyrودي, 2018) stated that the use of Edmodo in writing instruction positively impacted Greek EFL learners' motivation to write, as it can not only stimulate but also enhance and sustain it. In the second study, Gay & Sofyan, 2017) reported that Their findings show that using Edmodo to boost student achievement through involvement in online discussions and tasks is successful. This piqued students' curiosity and motivated them to improve their writing skills. The third Study (Alsmari, 2019) posited that using Edmodo as a teaching and learning aid in EFL writing classes resulted in a general increase in students' writing output and their process writing skills. Edmodo has proven to be an excellent tool for sharing ideas, commenting, receiving reviews, and producing high-quality writing texts. In the fourth Study, Yusuf et al. (2018) used Edmodo as learning media to teach students how to write narrative text positively affected. According to this report, it is a media that can support the learning process. It addresses some issues that arise daily in the

classroom, especially when teaching writing to EFL students. The five studies Hastomo (2016) mentioned (1). When it comes to teaching writing, Edmodo is more effective than Picture Series. (2). Students with low motivation have less good writing skills than students with high motivation, and (3). In teaching writing, there is a relationship between students' motivation and teaching media.

RESULTS AND DISCUSSION

Tsiakyroudi (2018) sought to answer the research question. The following research questions were posed: 1) To what degree would use Edmodo improve students' attitudes toward writing? 2) To what degree will Edmodo use collaborative writing tasks to improve student interest in writing? 3) How does Edmodo influence the writing patterns of Greek EFL students? The participants were 11 students from a state Junior High School in the third grade, with eight boys and three girls. There are three aspects that can be discussed in this research.

First, writing attitudes. The optimistic change in students' attitudes toward writing was further evidenced by their responses in part 4 of the post-questionnaire, in which the overwhelming majority of students considered Edmodo writing to be more enjoyable (81.8%) and interesting than conventional writing lessons (90.8 %). They have enjoyed doing Edmodo writing assignments (81.7%), were excited to compose (72.7%), and would like to participate in Edmodo-based writing lessons in the future (81.8 per cent). Perifanou (2009), Türkmen (2012), and Manowong (2016) found similar evidence in their studies, where the appealing features of Edmodo accounted for more enthusiastic and inspired learners.

Second, students' participation in writing through Edmodo. Students' involvement and engagement in the writing process were primarily assessed through a close examination of their posts and the writings they generated during the project, which revealed promising results regarding Edmodo's ability to promote student participation in writing procedures and tasks, as stated in Al-Ruheili and Al-Saidi's (2015) study as well. The large number, frequency, and importance of student posts (around 300) that included student-student, student-teacher, student-subgroup, and student-whole-class group interactions contributed to increased contact within and outside the classroom and provided evidence for such findings.

Third, changes in the way you write. Regarding changes in students' writing patterns, the findings from part 3 of the pre/post-questionnaire revealed varying degrees of improvement. Based on the responses to the related interview issue, it was discovered that some of the students' pre-, during, and after-writing patterns had changed since researching online was easier and quicker, students recorded more revising of content and type, self-correction, peer-editing, using an online dictionary, collaborative writing, and producing more than one draft. However, a couple of students reported that their writing patterns had not changed at all. The answers elicited from interview questions backed up these findings, with 10 out of

11 students claiming to have appreciated the Edmodo writing lessons and admitting to a positive shift in their attitude toward writing. Finally, the findings concerning students' self-efficacy beliefs were intriguing.

Gay & Sofyan (2017) conducted a study at Muhammadiyah University of North Maluku (UMMU) Ternate. Twenty students participated. Most students (90 per cent) expressed trust in their ability to use Edmodo. This shows that they firmly believe that using Edmodo's CMC (Computer Mediation Communication) can inspire students to learn English. For not being inspired to use Edmodo as an online technology learning platform, 0% of students said they agreed, disagreed, or strongly disagreed. Moreover, when the researchers compared Edmodo enhancement courses to conventional/face-to-face courses, two-fifths of students (40 per cent) strongly agreed that Edmodo helps them interact more effectively with their teacher. Furthermore, (45 per cent) of students/respondents thought that Edmodo was useful for completing their class assignments. Compared to a face-to-face course, (35 per cent) of students strongly agreed and agreed that using Edmodo can provide more time to effectively focus on work activities in class.

According to these findings, the majority of students strongly agreed that Edmodo is a great media for supplementary learning because it has many features and advantages, which include creating active participation in online class activities; its simple features make it easy for students to submit online assignments, reference materials can be easy to access, and its online activities and discussions can increase students' motivation. The findings of this research show that using Edmodo in the classroom increased students' interactivity with one another and their interaction with the content and learning material. It shows that the student's writing skills have improved to a satisfactory level. The range of rehearsal activities available to students through Edmodo makes it easier for them to practice their skills and assist other students in improving their grades.

Alsmari (2019) conducted a study in which the research questions were: 1) How effective is Edmodo in assisting EFL students in improving their writing skills? 2.) Are any statistically important variations in post-test paragraph writings between the experimental and control groups? Eighty students from the English Language Department of Science and Humanities at Prince Sattam bin Abdulaziz university participated in this study. In this paragraph, the current study discussed *First Hypothesis*: The first hypothesis of this study assumed that there would be no discrepancies between the control and experimental groups' mean scores on PWT Pre-application. The findings show that the first research hypothesis is confirmed according to the likelihood values obtained for the two groups, with no substantial difference between the control and experimental groups. *Second Hypothesis*: The second hypothesis predicted significant discrepancies between the experimental and control groups' mean results after the PWT application in favour of the experimental group. The results revealed that the second research hypothesis, which

predicted significant differences between experimental and control groups after the experiment, is also endorsed.

The study's results revealed two things. *Firstly*, Edmodo effectively improves the student's writing skills, as a substantial improvement in content and paragraph organization, grammar, sentence structure, punctuation and spelling was observed. Some supporting detail sentences were not related to the topic sentence, and key concept sentences introducing paragraphs were unclearly stated when students' paragraph writings were tested before the intervention. Students did not spend enough time brainstorming ideas and thoughts to compose related and well-structured sentences in the pre-writing stage. *Second*, the researchers can compare Edmodo with face-to-face in-class interaction. It provides a friendly and secure environment, especially for less active and shy students who prefer Edmodo to comment, connect, give suggestions or share ideas. (Thongmak, 2013). Furthermore, Edmodo's user-friendly interface encouraged learners to increase their autonomy in the classroom and expand their experience outside the classroom.

Yusuf (2018) answered the following research question: 1. Does using Edmodo as a learning tool help students develop their writing skills, especially in narrative texts? 2. What do the students think about using Edmodo as a learning platform to practice narrative text writing? SMAN 11 Banda Aceh, Indonesia, especially its first-year learners, took part in this study. In this grade, there were seven classes with a total of 23 to 25 learners in every class. The sample for this study was chosen from class X2, which has 23 students. The sample was selected randomly. After assessing, calculating, and concluding this study, the researchers discovered an increase in students' narrative text writing and encouraging feedback from students about their use of Edmodo for learning. Furthermore, using Edmodo, students could execute peer corrections outside class hours. This website's discussion platform for the class allowed students and teachers to ask each other questions, respond to each other's questions, provide suggestions and comments and even give information anytime and anywhere. Outside of class, the learning activity begins, and this development will compensate for the time spent in the insufficient classroom (Lara, 2013).

However, the survey results showed several drawbacks of using Edmodo to teach and practice narrative text writing. The main issue was that the learning and teaching process required using technology devices and the Internet. Some students were concerned that their need for the devices and internet access would be problematic since they would have to purchase an Internet quota to access the Internet, and those who did not have computers/ laptops/smartphones would be unable to participate, and they were exhausting, particularly if the assignment was given close to the deadline. The findings revealed that nearly all learners improved their writing grades in the post-test, according to the calculations of learners' grades in the post-test and pre-test. Teaching narrative text using Edmodo in conjunction

with classroom learning positively affected the students, although some students scored below the 70th percentile.

In the academic year of 2015/ 2016, Hastomo (2016) conducted a study at a Senior High School in Bandar Lampung, especially in the tenth grade. There were eight classes with a total of 240 students in each. In this study, the researcher took two classes, the first class as the monitor and the second class as the experiment. The first class is taught using picture series, while the second class is taught using Edmodo. There were 30 students in each class, totalling 60 students in the study. The two instruments used in this study were the writing and motivation tests.

The findings revealed that: *In teaching writing, there is a difference between picture series and Edmodo.* According to the results of the study, between teaching writing with Edmodo and teaching writing without Edmodo. It showed that Edmodo is a better platform for teaching writing. Students who are not taught using Edmodo have a lower average score than students who are taught using Edmodo. *There is a difference between students with low motivation and those with high motivation.* The study's results show that students with low motivation have less good writing skills than students with high motivation. Students with low motivation have a lower average score than students with high motivation. When they taught by using Edmodo. *There is a relationship between students' motivation and teaching media regarding their writing abilities.* The results revealed that using Edmodo as media to teach writing is good for students with high encouragement, but it will be different for students with low encouragement.

Summary of major results

The five reviewed primary studies, namely: Tsiakyrودي (2018); Gay & Sofyan (2017); Alsmari (2019); Yusuf et al. (2018), and Hastomo (2016) indicated that Edmodo is an effective medium for teaching writing to EFL learners. For example, Tsiakyrودي (2018) found that using Edmodo in writing instruction benefited Greek EFL learners' motivation to write because it can not only inspire but also strengthen and maintain it.

According to Gay & Sofyan (2017), their findings reveal that using Edmodo to boost students' learning achievement through involvement in online discussions and tasks can be efficient. This piqued the students' interest and encouraged them to develop their writing skills. On the other hand, Alsmari (2019) asserted that using Edmodo as an assisting tool resulted in substantial changes in the learning and teaching of EFL writing courses. It has proven that Edmodo is a valuable medium for sharing ideas, making comments, receiving reviews, and, eventually, producing high-quality writing texts.

According to Yusuf et al. (2018), using Edmodo as a learning medium to teach students how to write narrative text had a positive effect. According to this report, it is a media that can support the learning process. It addresses some issues that arise daily in the classroom, especially when teaching writing to EFL students.

Hastomo (2016) also mentioned that (1). When it comes to teaching writing, Edmodo is more effective than Picture Series. (2). Students with low motivation have less good writing skills than students with high motivation, and (3). In teaching writing, there is a relationship between students' motivation and teaching media.

Table 1. Outline of The Article Review

Study/Participants /Setting/Instrument	Research Objectives	Results (Benefits)	Results (Drawbacks)
<p>- Tsiakyrودي, M. (2018). - 8 male students and three female students. - a state Junior High School in Greek. - pre-and post-questionnaire interview.</p>	<p>This research aimed to identify how effective Edmodo is at motivating Greek EFL students to write.</p>	<p>The use of Edmodo in writing instruction had a beneficial effect on Greek EFL learners' motivation to write, as it can not only inspire but also strengthen and maintain it.</p>	<p>None</p>
<p>- Gay, E. & Sofyan, N. (2017). - 20 learners. - Muhammadiyah University of North Maluku (UMMU). - questionnaires, interviews, and students' written evaluations.</p>	<p>To investigate the effectiveness of using Computer-Mediated Communication) media to develop student's writing skills, focusing on using Edmodo in language learning.</p>	<p>Edmodo has proven to be an effective tool for promoting student engagement in online discussions and tasks. This piqued students' attention and encouraged them to improve their writing skills.</p>	<p>Edmodo can be used only with an internet connection and takes a lot of time.</p>
<p>-Alsmari, N.A. (2019). - 80 students. - Prince Sattam bin Abdulaziz university, Alkharj, Saudi Arabia. - Tests (OPT & PWT).</p>	<p>To identify the effect of using Edmodo, a Web 2.0 tool, as a supportive blended learning media in improving paragraph writing skills of EFL Saudi students.</p>	<p>It has been discovered that incorporating Edmodo into the writing class is extremely beneficial in improving EFL students' writing abilities up to the paragraph stage. Students' comprehension and desire to learn improved due to their use of Edmodo.</p>	<p>None</p>
<p>- Yusuf, Q., et al. (2018). - 23 students. - SMAN 11 in Banda Aceh, Indonesia. - writing tests and open-ended questionnaires.</p>	<p>To explore the effect of teaching English writing of narrative texts by using Edmodo learning media.</p>	<p>The results revealed that there was not only an improvement in students' narrative text writing but also positive feedback from students about their use of Edmodo for learning.</p>	<p>The requirement for the Internet and devices would be troublesome because they would have to buy an Internet quota to use it, and the students who don't have</p>

<p>- Hastomo, T. (2016). - 60 students. - Senior High School in Bandar Lampung. - writing test and motivation test.</p>	<p>To find out how effective the Edmodo app is in teaching writing, viewed from students' motivation.</p>	<p>The result showed to teach writing, Edmodo is more effective than Picture Series, so teachers and students should use Edmodo as a tool in teaching writing activities.</p>	<p>computers/ laptops/smartphones would be unable to participate. None</p>
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Drawbacks and Solution

The listed disadvantages were that Edmodo could work only with an internet connection, and it consumes much time. The requirement for the Internet and devices would be troublesome because they would have to buy an Internet quota to use it, and the students who do not have computers/ laptops/smartphones would be unable to participate. Noticeable problems can be easily remedied with institutional funding from universities and the government to improve Internet access and provide free learning quotas.

CONCLUSIONS

Edmodo is an educational platform that adapts social media concepts for use in the classroom. The study's results focused on the effectiveness of using Edmodo in teaching writing to EFL students. Learning to use Edmodo EFL students is very effective for improving their writing skills in EFL students. Moreover, Edmodo is a tool that can be used to help students develop their writing skills and inspire them to learn English and Edmodo is a fantastic tool for learning. Therefore, Edmodo makes it simple and safe to build virtual classrooms based on class divisions, such as those found in schools.

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