The Impact of Using Edmodo as a Blended Learning Medium on Promoting Saudi EFL Female Secondary School Students’ English Grammar

Nuha Saleh Al-Essa
Foundation year, Health Colleges
Princess Nourah University, Saudi Arabia

Author: Nuha Saleh Al-Essa
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Keywords: activities, blended learning, control, Edmodo, experimental, grammar questionnaire

Abstract
This study aimed to investigate the impact of using Edmodo as a blended learning medium on promoting Saudi female EFL students’ grammar. The study also explored students’ attitudes towards using Edmodo grammar activities in the EFL classroom. The sample of the study consisted of 44 EFL female students from the Eleventh grade. The participants were divided in two groups: 22 participants in control group and 22 participants in experimental group. Besides, the data of the study were collected via two research instruments: grammar pre-post-test, and a five-point Likert scale questionnaire. These instruments were validated by ten EFL university professors. Moreover, the reliability of the test and the questionnaire was achieved by calculating Cronbach Alpha formula. In addition, the findings of the study revealed that there were statistically significant differences between the achievement of the experimental group and the control group on the post grammar test which indicated the effectiveness of utilizing Edmodo in teaching grammar to EFL students. Furthermore, the results of the study showed that students had positive attitudes towards using Edmodo grammar activities. Besides, students preferred using Edmodo grammar activities because of immediate feedback, saving time and effort, easy
access, enhancing student-teacher interaction, and the freedom to access them even if the student was absent. Finally, the study recommended conducting more studies on the effectiveness of using Edmodo in learning other language skills.

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By

Nuha Saleh Al-Essa

Supervised by

Dr. Zuhair Zaghlool

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Nuha Saleh Al-Essa

This non-thesis has been approved by the Department of English Language and Literature.

(Dr. Zuhair Zaghloul, Advisor)

(Dr. Mohamed Amakrane, Member)

(Dr. Omar Na'eem Member)

The final copy of this thesis has been examined by the signatories, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.

Rabi’ I, 1439 – December, 2017

Riyadh – Saudi Arabia
USING EDMODO IN PROMOTING EFL STUDENTS’ GRAMMAR
Abstract

This study aimed to investigate the impact of using Edmodo as a blended learning medium on promoting Saudi female EFL students’ grammar. The study also explored students’ attitudes towards using Edmodo grammar activities in the EFL classroom. The sample of the study consisted of 44 EFL female students from the Eleventh grade. The participants were divided in two groups: 22 participants in control group and 22 participants in experimental group. Besides, the data of the study were collected via two research instruments: grammar pre-post-test, and a five-point Likert scale questionnaire. These instruments were validated by ten EFL university professors. Moreover, the reliability of the test and the questionnaire was achieved by calculating Cronbach Alpha formula. In addition, the findings of the study revealed that there were statistically significant differences between the achievement of the experimental group and the control group on the post grammar test which indicated the effectiveness of utilizing Edmodo in teaching grammar to EFL students. Furthermore, the results of the study showed that students had positive attitudes towards using Edmodo grammar activities. Besides, students preferred using Edmodo grammar activities because of immediate feedback, saving time and effort, easy access, enhancing student-teacher interaction, and the freedom to access them even if the student was absent. Finally, the study recommended conducting more studies on the effectiveness of using Edmodo in learning other language skills.

Key words: Edmodo, grammar, activities, experimental, control, questionnaire, blended learning
ملخص الدراسة

هدفت هذه الدراسة إلى التعرف على فعالية استخدام تطبيق إدمودو كوسيلة للتعلم المدمج في تعزيز مهارة القواعد النحوية لدى الطالبات. كشفت الدراسة أيضاً عن اتجاهات الطالبات حول استخدام أنشطة القواعد النحوية على تطبيق إدمودو في حصص اللغة الإنجليزية. تكونت عينة الدراسة من 44 طالبة بالصف الأول ثانوي وقسمت العينة إلى مجموعتين (ضابطة وتجريبية). علاوةً على ذلك، تجمع بيانات الدراسة صممت الدراسة لاستخدام اختبار القدرات الالتحادية السهولة والبعدي واستبانة على مقياس "ليكرت الخماسي". تحقّق صدق اختبار القواعد النحوية السهولة والبعدي والاستبانة وتمارين القواعد النحوية على موقع إدمودو من خلال عرضهم على مجموعة من المحكمين مكونة من عشرة أساتذة جامعيين. إضافةً لذلك، تم حساب معادلة (كرونباخ ألفا) للتتأكد من ثبات الاختبار والاستبانة. أظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسطي المجموعتين التجريبية والضابطة في أداءهنما في اختبار القواعد النحوية البعدي وذلك لصالح المجموعة التجريبية، التي تثبت فاعليّة استخدام تطبيق إدمودو في تدريس القواعد النحوية لطلابات اللغة الإنجليزية. كما أشارت النتائج بأن اتجاهات الطالبات نحو تعلم قواعد اللغة الإنجليزية تغيرت تغييراً إيجابياً بعد استخدام برنامج إدمودو كوسيلة للتعلم المدمج. بالإضافة إلى ذلك، فقد أثار استخدام تمارين القواعد النحوية على تطبيق إدمودو إعجاب الطلاب وذلك لتقييمه التغذية الراجعة مباشرةً وتوفيره للوقت والجهد وسهولة استخدامه وتعزيزه للتفاعل بين الطلاب والمعلمين ومدى الحرية التي تمكّنهم من الدخول على التمارين النحوية حتى لو كان الطالب غائباً عن المدرسة. أخيراً، أوصت الدراسة بإجراء المزيد من الدراسات حول فاعليّة استخدام إدمودو في تعلم مهارات لغوية أخرى.

الكلمات المفتاحية: إدمودو، القواعد النحوية، تمارين، تجريبية، ضابطة، استبانة، التعلم المدمج
Dedication

This work is dedicated to my beloved husband, Khalid, who has been a constant source of support and encouragement during the challenges of life. Thanks to my lovely husband.
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List of Abbreviations and Acronyms

ANCOVA: Analysis of Covariance.


CD: Compact Disc.

CD-ROM: Compact Disc Read Only Memory.

CMS: Content Management System.

DVD: Digital Video Disc.

EFL: English as a Foreign Language.

et al.: and others


IT: Information Technology.

LMS: Learning Management System.

MALL: Mobile Assisted Language Learning.

ML: Mobile Learning.

MP3/MP4 players: Portable Media Player.

PRO-SDLS: Personal Responsibility Orientation to Self-Direction in Learning Scale.

SDL: Self-Directed Learning.

SPSS: Statistical Package for Social Sciences.

TESL: Teaching English as a Second Language.

US: United States.

WebCT: Web Course Tools.
Chapter One

Introduction

1.1 Introduction

In the past, learning involved only face-to-face interaction since teaching and learning processes were considered impossible without the aid of classrooms, books, and blackboards. Today, technology plays a crucial role in the field of education. For example, the internet has developed into a progressively vital feature of the learning environment for both students and teachers.

The varied technologies used by language learners in particular have spread over the past several years across many language classrooms and beyond (Chapelle, 2009). One approach to language learning and teaching is Computer Assisted Language Learning (CALL), which is defined as “The search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1). In the past, language curriculum and classroom were examined in terms of the textbook used as well as the language and behavior of the teachers and students. Today, however, the language textbook often comes with a CD-ROM and has a companion website. Some textbooks are intended to be used with online materials in a learning management system that the publisher maintains. Additionally, the instructor may have a WebCT or Moodle course set up (Chapelle, 2009). Thus, CALL is widely used to refer to learning and teaching a second language through the tools of technology (Chapelle, 2001).

Grammar is one of the most difficult aspects of a foreign language to master. It is the system of syntactic rules that govern how sentences of a language are formed and the order and patterns in which words are arranged into sentences (Celce-Murcia, 2002; Close, 1982;
Thorndury, 2000). The dilemma of teaching and learning grammar in a language that is considered dry and dull often confronts not just students, but also teachers (Isam, 2013). One of the factors that contributes to this problem is the lack of appeal that could intrigue students to learn, understand, and gradually master the grammar of a language (Isam, 2013). Consequently, the teaching and learning of grammar, which ought to be alive, is rapidly becoming irrelevant to the new generation of IT (Information Technology) literate students (Isam, 2013), and the use of correct, riveting and up-to-date techniques is vital. The correct techniques will enable students to utilize the limited time available for the understanding of the important aspects of grammar. Thus, it is proposed that language teachers adapt their teaching techniques by mobilizing the technology, which can help stimulate and encourage students to interact and think critically and creatively in the process of learning grammar (Isam, 2013).

One beneficial learning site for students is the Edmodo global education network. Although similar to Facebook, Edmodo is more secure because only instructors can create and manage accounts and only their pupils can access and join a group via a group code (Majid, 2011). Both students and teachers appreciate Edmodo as Majid (2011) found that 66% of students agree that Edmodo is useful, 79% agree that it helps them to engage in their study, and 78% feel happy having this site integrated with their English classes. From another perspective, Kongchan (2012) showed that Edmodo was considered an ideal and user-friendly social learning network that enabled a 57-year-old teacher of English at King Mongkut’s University of Technology Thonburi in Bangkok, Thailand to take charge of her own exploration and utilize the site to set up and run online classes. Such results assert that Edmodo, with its high level of acceptance, can be used not only as a tool to generate a
supplementary online classroom community for pupils, but also as a tool for a teacher to engage in that community.

Edmodo is accessible on any mobile device with internet proficiencies including free apps: providing an easy way for teachers and students in a virtual class to join and cooperate. Kanchana and Saha (2015) asserted that English language learning could be made more effective by the integration of smart phones. Thus, Edmodo is one tool used in Mobile Assisted Language Learning (MALL). Through Edmodo, teachers can send quizzes and assignments to their students, provide feedback, collect completed assignments, assign grades, save and share informational content in files and links, conduct polls, and send notes and text alerts to individual pupils or to the whole class. Edmodo also provides parental accounts through which parents can view their children’s assignments and due dates as well as receive updates on class and school occasions.

**History of Edmodo**

Edmodo was introduced in September 2008 by Jeff O'Hara and Nic Borg (Qalaja & Keshta, 2015). O'Hara and Borg wanted to have an influence globally by assisting instructors and learners interact and work together via a new social learning platform (Keshta, 2015). Participants can exchange concepts, records, events, and projects in a virtual setting. It is a private micro-blogging and social learning platform for teachers and students. According to Holotescu and Grosseck (2009), microblogging is a new system of blogging and a Web 2.0 technology that allows users to publish online brief text updates. As of March 2013, “The platform has grown to support more than 400 apps while the main service has tripled its total user base, now exceeding 18 million registered users” (Edmodo, 2013, para. 4).
Edmodo was identified by the American Association of School Librarians in 2011 as one of the top 25 websites that foster the qualities of innovation, creativity, active participation, and collaboration in the classification of “Social Networking and Communication” (Kongchan, 2012).

**Blended Learning**

According to Mortera-Gutierrez (2006), blended learning has several definitions in the literature. The most well-known definition is that blended learning is the combination of face-to-face tutoring and distant tutoring delivery systems. Poon (2012) defines blended learning as a blend between face-to-face learning practices and online learning involvements in order to complement one another to gain the support and enhancement of student learning. Tripathi (2016) concluded that online resources cannot entirely substitute for a teacher in a classroom. Nevertheless, if they are integrated in a well-organized way into the regular method in education, they can have a positive influence on the academic accomplishment of students.

**1.2 Statement of the Problem**

In Saudi learning setting, Edmodo has not been yet employed to improve the classroom learning experience due to the slow digital implementation in Saudi educational institutions. Moreover, grammar is one of the most problematic parts of a foreign language to master, and the teaching and learning of grammar in a language is frequently regarded as dull and dry. This might be due to the regular teaching methods that are used in teaching and the way grammar lessons are handled. Thus, this study attempted to identify the effect of implementing Edmodo on learning English grammar in a Saudi female secondary school. It examined the usefulness of integrating Edmodo as a tool for blended learning in English as
a Foreign Language (EFL) classrooms and its effect on students in learning English grammar. Moreover, the study highlighted the significance of extending students’ learning opportunities beyond traditional classroom walls and fostering a better understanding of grammar. Hence, the study focused on the effectiveness of blended learning using LMS-Edmodo in teaching English grammar.

1.3 Research Questions

1. To what extent can Edmodo be an effective blended learning medium in learning English grammar by Saudi female secondary school students?

2. What are the experimental group students’ attitudes towards using Edmodo as a blended learning medium in learning English grammar?

1.4 Significance of the Study

This study examined whether Edmodo as a blended learning medium was more effective than merely teacher-directed grammar instruction for Saudi EFL secondary school students. Moreover, the study investigated students’ views and perceptions about learning grammar through Edmodo as a blended learning medium. Furthermore, no studies were conducted that aimed to discover the impact of Edmodo on learning and teaching English grammar in the Saudi context. In fact, to the best knowledge of the researcher, very few studies were carried out in this field outside Saudi Arabia. The significance of this study stemmed from the lack of such studies at the local level.

1.5 Definition of Terms

Attitudes: Allport (1935) defines an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related.
**Grammar:** Grammar is defined as the rules that govern how language sentences are formed (Savage, Bitterlin, & Price, 2010).

**Blended Learning:** Blended learning refers to the combination of face-to-face tutoring and distant tutoring delivery systems (Poon, 2012).

**Microblogging:** Microblogging or “mobile blogging” is a new form of blogging and primarily represents Mobile 2.0 technologies (Ebner, Lienhardt, Rohs, & Meyer, 2010). A microblog can be defined as “A weblog that is restricted to 140 characters per post but is enhanced with social networking facilities” (McFedries, 2007, p. 84). It is a web-based learning platform that allows the teachers to announce short posts such as text, images, and videos to their students who use the same platform.

**Edmodo:** A mobile microblogging application. This private communication application is an online, instructive, social platform which is designed for instructors and pupils. Okaily (2014) defines Edmodo as the chief social learning platform used for communication and learning management, where the teacher can use it for broadcasts, posting a link to beneficial videos, quotes, critiques, etc.. Edmodo can also be used for posting additional quiz practice or for additional assignment submissions.

**Web 2.0:** Phil Hubbard defines Web 2.0 as a more involved version of the web with superior collaboration and democratization including social networks such as Facebook, video publication via sites such as YouTube, text posts via blogs and collaboration via wikis, and great collaborations such as Wikipedia (Hubbard, 2009).
**Regular Teaching Method:** In this study, “Regular Teaching Method” refers to the usual teaching techniques of English language that are normally described in the teacher’s lesson plan manual (Sharma, 2002).

**MALL:** Mobile Assisted Language Learning (Hubbard, 2016).

### 1.6 Limitations of the Study

The generalizability of this study was restricted to five following factors:

1. This study was restricted to female students in the 11th grade at Secondary School in the academic year 1438/1439_2017/2018.

2. This study was conducted in the first semester of the academic year 1438/1439. Therefore, the findings were limited to that time and instruments used during this year.

3. The sample included 44 participants.

4. The study was limited to using Edmodo as a blended learning medium on promoting English grammar.

5. The current study was restricted to the English language book at the secondary stage for credits system, *Traveller 3*.

### 1.7 Organization of the Study

Chapter One presents a brief introduction of the present study. Chapter Two focuses on the review of literature on this topic and discusses the impact of Edmodo on learning English grammar. Chapter Three exhibits the methodology for the present study including participants involved and the instruments used. Chapter Four discusses the results of the study after collecting and analyzing the data. Lastly, Chapter Five summarizes the results
and concludes the current thesis with the discussion of the findings of the present study and suggestions for further research.
Chapter Two

Literature Review

Introduction

This chapter reviews the theoretical and conceptual framework and literature related to the current study. The theoretical framework includes four domains: (a) CALL, (b) blended learning in EFL, (c) Edmodo, and (d) grammar and technology. In addition, it provides a critical review of previous related studies, which sheds light on the similarities and differences between these studies and the current research. It presents different previous studies that other researchers have conducted regarding the use of Edmodo and the effectiveness of blended learning in learning grammar.

2.1 Theoretical Framework

2.1.1 CALL

The acronym CALL “Computer-Assisted Language Learning” denotes a variety of technology used for language learning that has spread over the past several years across many language classrooms. These technologies include CD-ROMs containing interactive multimedia and other language exercises, electronic references such as online dictionaries and grammar checkers, and electronic communication in the target language through email, blogs, and wikis (Chapelle, 2009; Leahy, 1998). In the past, the language curriculum and classroom were examined in terms of the textbooks used as well as the language and behavior of the teachers and students. Today, however, textbooks are often associated with a CD-ROM and have a companion website. Some textbooks are studied with online materials. In addition, teachers may use a WebCT or Moodle course set up (Chapelle, 2009). Thus,
CALL denotes a side of e-learning where computer applications are used in language learning and teaching (Chapelle, 2009; Levy, 1997; Yuan, 2007).

In Saudi Arabia, over 63% of the population has regular access to the Internet while in Europe over 73% has access (Internet World Stats, 2017). In some countries, almost 100% of the population has consistent, private Internet access and Google alone indexes over 30 trillion webpages (Koetsier, 2013). Hence, a massive number of intended and unintended learning is provided every day via posts on Twitter, Facebook, YouTube, LinkedIn, and innumerable services (Anderson & Dron, 2014).

Innovative mobile technologies are modifying the way computers are used (Egbert, Akasha, Huff, & Lee, 2011). Hence, formal or informal mobile learning refers to learning mediated via handheld devices which are available anytime and anywhere (Geddes, 2004; Kukulska-Hulme & Shield, 2008; Yang, 2013). Since the term “Mobile Assisted Language Learning” (MALL) was first coined by Chinnery (2006), the usage of mobile devices to enhance language learning has largely improved (Kukulska-Hulme, 2013). In line with the latest Horizon Report 2012 and 2013, which emphasized the educational abilities of mobile and tablet computing, MALL is a growing unit of CALL in general (Johnson, Adams, & Cummins, 2012; Kukulska-Hulme & Shield, 2008). Mobile Assisted Language Learning includes devices ranging from MP3/MP4 players, smart phones, and e-book readers to laptop and tablet computers used for language learning (Stockwell & Hubbard, 2013).
Figure 1. The relationship of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and mobile learning (ML). The shaded area represents the overlap (Stockwell & Hubbard, 2013).

In language learning, mobile technologies undoubtedly propose vast applicable usages (Chinnery, 2006; Kukulska-Hulme, 2009; Miangah & Nezarat, 2012). For instance, mobile technologies are often available; thereby, having the benefit of comfort (Chinnery, 2006; Kukulska-Hulme, 2009; Miangah & Nezarat, 2012; Yamaguchi, 2005). Ultimately, MALL has an imbedded social presence in language learning (Chinnery, 2006; Kukulska-Hulme, 2009; Miangah & Nezarat, 2012). As the need for acquiring a foreign language rises and the number of people who have time for more classroom-based and traditional language learning shrinks, the necessity felt by occupied people for learning a foreign language via MALL will definitely grow (Miangah & Nezarat, 2012). In other words, MALL is viewed an ideal resolution to language learning barriers of time and place (Chinnery, 2006; Kukulska-Hulme, 2009; Miangah & Nezarat, 2012).

Numerous researchers have censured the area of CALL as being excessively technology driven instead of research and pedagogy driven (Egbert & Hanson-Smith, 1999;
Salaberry, 2001). Similarly, others have criticized the field for being too connected to general education rather than focusing on the unique qualities of language learning (Hubbard, 1987). Aside of its benefits, MALL poses certain challenges due to the small screen sizes of mobile devices, restricted power, and limited availability (Kukulska-Hulme & Traxler, 2005). Other possible negatives are related to nonverbal interaction, lack of cultural context, connection difficulties, and limited social communications (Chinnery, 2006; Colpaert, 2004a; Colpaert, 2004b). However, such powerful devices that are available anytime at any place offer incredible opportunities for education (Godwin-Jones, 2011). Hubbard (2009) emphasizes that technology advances learning proficiency, as learners can pick up language knowledge or skills faster and with less effort. Furthermore, the implementations of various technological tools develop access, convenience, and motivation where learners enjoy the language learning course and it encourages students’ learning (Campbell, 2009; Hubbard, 2009; Hur & Oh, 2012; Hutchinson & Henry, 2010; Kerr, 2009). Moreover, technology often plays an important potential role for teachers to have extra methods to link with learners inside and outside classrooms and for learners to have more control over the learning process to enhance learner autonomy (Thomas, Reinders & Warschauer, 2014). In addition, the delivery of instant and personalized feedback is easier to achieve via technology (Heift & Schulze, 2007).

Technology changes rapidly that CALL knowledge must be continually renewed to keep up with the field. A definition of CALL that accommodates its altering nature is any method in which learners use computers which leads to develop the learners’ language (Hubbard, 2009). Many of the early disk-based CALL programs focused on grammar development, which makes it easy for language teachers to construct their own grammar
exercises using multiple choice, gapped sentences, and matching formats (Hubbard, 2009).
In addition to these traditional types of exercises, Higgins (1988) describes replacements
such as Storyboard, in which a whole text is erased and reconstructed. Although not precisely
aimed at grammar, such text reconstruction programs improve grammar awareness. Burston
(2001) notes that grammar checkers are used to aid grammatical competence. Intelligent
CALL (ICALL) programs are effective in supporting grammar learning, as the variety of
faults can be predicted, and the feedback can be properly targeted (Nagata, 1993).
Grammatical explanations found on the internet or on CD/DVD can be offered to learners
via vocal service or short message service to aid their grammar. Most common are webpages
on computers or mobiles with various types of multiple-choice activities, true-false, and fill-
in-the-gap exercises (Miangah & Nezarat, 2012; Svensson, 2008). There are pages where
the results are recorded and where sometimes a teacher can correct and comment on a
student's work (Svensson, 2008). Svensson (2008) also suggests that teachers can create
grammar exercises or even let pupils create their own exercises on the internet. Hence, the
use of the computer as a tool in studying grammar is more motivating for students than the
traditional process of writing with a paper and a pen (Ybarra & Green, 2003).

According to Beatty (2013), computers in classrooms can be both used as
recompense for better learners and as a remedial aid for weaker ones. Today, teachers use
CALL activities based on emails, the World Wide Web, and even smartphones to supplement
student learning. Computer-assisted language learning has become increasingly integrated
into research and practice in the general skills of reading, writing, speaking and listening,
and in more discrete fields such as autonomy in learning. New technologies such as social
networking, electronic quizzes, grammar drills, vocabulary or speech recognition embedded
in mobile applications accelerate the changes occurring in MALL environments by extending learning opportunities and learning styles (Kim & Kwon, 2012; Kukulska-Hulme & Shield, 2008). Grammar applications are mostly one of two types: (a) text-based grammar instructions or (b) grammar tests/quizzes. To heighten learners’ awareness, one application provides both types (Kim & Kwon, 2012).

2.1.2 Blended Learning in EFL

The efficiency of a traditional classroom set and whether it is necessary for students to gain 21st century skills is still being questioned. The term “blended learning” originated in the business training world before it was activated in higher education (MacDonald, 2006). Lastly, it was used in language teaching and learning. Despite its widespread usage in these fields, many believe that defining the term “blended learning” is hard because agreement has not been reached on one conclusive meaning (Tomlinson & Whittaker, 2013).

In reference to higher education, blended learning has been defined as “A combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training program which can improve learning outcomes and save costs” (Banados, 2006, p.534). Thus, blended learning can be defined as “The organic integration of thoughtfully selected and complementary face-to-face and online approaches” (Garrison & Vaughan, 2008, p. 148).

Blended learning is more than electronic textbooks and productivity tools. It deals with adopting new environments that work better for teachers and learners and implies a shift to an online environment for a part of the student’s day to give a student more control over the time, pace, path, and place of learning (Bailey, Ellis, Schneider, & Ark, 2013).
Today, the term “blended learning” has evolved to mean the integration of face-to-face classroom learning with online or e-learning: including elements of both synchronous and asynchronous online learning options to enhance the teaching and learning experiences for students and teachers (Australian National Training Authority, 2003; Bath & Bourke, 2000; Dudeney & Hockly, 2007; Saliba, Rankine, & Cortez, 2013; Vaughan, Cleveland-Innes, & Garrison, 2013).

There is no question about the difficulties for devoting sufficient classroom time to general English courses in schools in order to facilitate the influential acquisition of a second language (Barker, 2011). Blended learning courses are one solution for English learners who naturally do not get enough exposure to the language in use or chances to communicate and make discoveries about the language (Tomlinson & Whittaker, 2013). Educational platforms such as Moodle and Edmodo allow learners to start communication and share outside the classroom. Especially if teachers encounter a lack of time with their students, it is better to discuss a topic with them via social educational means (Yagci, 2015). As a result, learners can perform the class project outside the usual class period by using online educational platforms leading to a blended learning design (Tomlinson & Whittaker, 2013).

2.1.3 Edmodo

Edmodo is one of the e-learning tools used as an e-learning platform to improve teaching and learning (Embi, 2011). Its designers, Borg and O’Hara, realized the need to change the school environment to meet the connectedness of the 21st century world (Qalaja & Keshta, 2015). This is a program designed in 2008 with the intent of closing the gap between how students live their lives and how they learn in school. Based out of San Mateo,
California, Edmodo provides schools and regions with a free site for connecting students, teachers, parents and administrators in a digital world (Edmodo, 2013).

While the appearance and user features of Edmodo are similar to Facebook, some define it as “A course management system that doubles as a closed social media service with a Facebook-like interface” (Krutka, Bergman, Flores, Mason, & Jack, 2014, p. 83). Mao (2014) asserts that the usage of new technologies, especially social media is becoming progressively global in pupils’ daily lives and is influencing their communication, learning, and teaching. Therefore, students are able to relate the social feature of linking educational content to social media. Social media sites allow students to capitalize learning through communicating, managing, sharing, collaborating, publishing, and interacting with the content (Krutka et al., 2014).

Edmodo is one of the popular global educational networks to provide communication, collaboration, and training methods that allow all students to meet their full learning potential (Cauley, 2012; Edmodo, 2013; Renard, 2016). Edmodo is a safe environment and free of advertisements, games, and other distractions that might interrupt student learning. Teachers can post announcements and assignments for their students on Edmodo. Students use the network to communicate with their teachers to share ideas, problems, and helpful tips; ask questions about lessons and homework; and collaborate with other classmates on activities and project ideas (Arroyo, 2012; BusinessWire, 2014; Edmodo, 2014; Mills & Chandra, 2011; Renard, 2016). Moreover, a captivating feature of Edmodo is that the free Edmodo Mobile app allows learners to access any recorded materials anytime and anywhere, and it is regarded as a great CMS tool for aiding teachers to manage
their online classes simply (Edmodo, 2014; Foster, 2012; Fujimoto, 2012; Mokhtar & Dzakiria, 2015; Wallace, 2013; Witherspoon, 2011).

The aspect that makes this social network unique is the features are particularly designed for educational purposes (Alshawi & Alhomoud, 2016). Some educational uses of Edmodo are employing the Edmodo quiz builder, grammar sheets, reading materials, or poll feature to increase students’ independence and self-confidence and encourage students to practice their foreign language skills as well as their spelling and grammar. Edmodo is a proof that using new technologies may generate eagerness in students to learn a new language (Chandler & Redman, 2013; Edmodo, 2014). Edmodo offers teachers with numerous assessment services so that they can employ both formative and summative assessment techniques via online exams (Ekmekçi, 2016). Grammar structures, vocabulary, and reading comprehension skills can be evaluated by means of easily created quizzes with a set duration and the results can be sent to each student by pressing on a button (Ekmekçi, 2016). By implementing Edmodo, teaching English starts to be more cooperative, efficient, and relevant for today’s learners who are armed with technology (Mokhtar & Dzakiria, 2015). In the traditional classroom, the center of attention is the teacher, while on Edmodo; the attention is directed to the students (Schiller, 2011).

Stroud (2010) notes a number of challenges that may occur when using Edmodo, such as the cost for limited-income students, the large amount of time students need to spend in front of the computer, and the probability of students using it as a social networking site more than as an educational tool. Motiwalla (2007) and Stockwell (2008) suggest other challenges as small-sized screens, time-consuming typing, and slow connection speeds can reveal evidence of resistance.
Motivation is the key to success in learning (Dörnyei, 1998). Therefore, clever teachers pursue modern methods to grow their students’ motivation. Edmodo has the potential to change the way students learn a language and arouse their interest since it is designed to get students excited about learning and to keep them in an intimate attractive setting. The accessibility of a variety of features in one organized place, Edmodo, such as easy to find curriculum, related subjects, assignments, quizzes, and grades, make language learning simpler and more exciting (Alshawi & Alhomoud, 2016; Edmodo, 2014; Kongchan, 2012; Schiller, 2011). Students who find it too tense to express themselves vocally can cooperate easily with other students and teachers via Edmodo (Alshawi & Alhomoud, 2016).

One of Edmodo’s outstanding elements is that it enables student-centric decisions through polling, as it provides students with high self-esteem and comfort and enables teachers gain perceptions into students’ learning process (Alshawi & Alhomoud, 2016). These features save teachers’ time, which can be used in other productive ways, such as writing lesson plans (Mokhtar & Dzakiria, 2015). Edmodo’s goal is to attach all learners to their instructors and the materials they require to meet their ultimate potential (BusinessWire, 2014; Yagci, 2015). Edmodo is considered the world’s top resource and formative assessment tool that leads to better learning outcomes, as it is used by 91 of the top 100 U.S. school districts (BusinessWire, 2014). Teachers state that Edmodo is a promoter for converting traditional instructional methods by letting learners be actively related to their learning inside and outside the classroom (Dobler, 2012). Most educators are in favor of Edmodo because it has a user-friendly layout, which requires less knowledge of computer skills (Lee, 2015).
Edmodo is one of the well-known educational social platforms. It has roughly 48 million users across the world (National Center for Education Statistics, 2008). Edmodo has a unique design that fosters students` eagerness for learning and teachers can simply design a blended learning experience using it (Yagci, 2015). According to Cauley (2012), Edmodo is an educational website that takes the ideas of a social network, refines them, and makes them appropriate for a classroom.

2.1.4 Grammar and Technology

According to Widdowson (1990, p. 87), “Grammar is a device for indicating the most common and recurrent aspects of meaning which it would be tedious and inefficient to incorporate into separate lexical items”. Therefore, grammar is a means of encoding frequent functions in language. Grammar does not make a language more difficult, but rather easier. Without grammar, people would be forced to learn infinite lists of words by heart. Grammar allows people to be continuously creative with a fixed set of resources (Batstone, 1994).

Grammar is one of the most difficult aspects of a foreign language to master. Close (1982), Thornbury (2000), Celce-Murcia (2002) defined it as system of syntactic rules that govern how sentences of a language are formed and the order and patterns in which words are arranged into sentences. Making precise and exact choices when speaking or writing in the second language involves grammatical knowledge. Shanklin (1994, p. 147) suggested, “Grammatical proficiency is both an important pedagogical skill and an important part of target language proficiency”.

Teaching and learning grammar in a language is often considered dry and dull to students as well as teachers due to a lack of interest that might prevent students from learning, comprehending, and progressively mastering the grammar of a language.
Accordingly, the teaching and learning of grammar, which should be active and alive, will be unrelated, specifically, to the modern generation of IT literate students. However, students use the restricted time offered for comprehending the vital features of grammar due to the use of an accurate, exciting, and new technique that is crucial in teaching and learning the grammar of a language. In the process of learning grammar, language teachers should adjust their teaching methods by mobilizing the technology in order to inspire and encourage students to communicate and think critically and productively (Isam, 2013).

According to Criswell (1989), the use of computer-based instruction can simplify the understanding of materials and encourage students’ involvement and contribution. This notion is supported by Gagne, Briggs, and Wager (1992) and Rosenberg (2000) who assert that computers have their benefits as a technology teaching aid and are now required in the process of teaching and learning.

2.2 Critical Review of Previous Related Studies

2.2.1 Studies Related to the Use of Edmodo in Language Learning and Teaching

Two studies were carried out by Al-Zabin (2015) and Yagci (2015). These studies explained the impact of Edmodo in EFL teaching to improve students’ reading skills. Al-Zabin’s (2015) found that there was a statistically significant difference between the mean scores gained by the experimental group and that gained by the control group in the post reading comprehension test in favor of the experimental group. Yagci’s study (2015) represented an overview of learners’ attitudes regarding social media and mobile learning platforms. Qualitative and quantitative research methods were employed. Yagci’s experimental study was applied on the 2nd grade of 26 intermediate students. Sixteen of the students were female and eight were males. The data were collected from interviews,
observations, and impressions of the researcher. Another quantitative questionnaire was administered among 177 Iraqi university students: 96 of the respondents were female and 81 were male. The results revealed that using Edmodo not only enhanced their reading skills, but also developed their listening skills. As the students read more texts both in real classes and in virtual classes through social media, their reading comprehension skills were enhanced. The two studies by Al-Zabin (2015) and Yagci (2015) were similar to the current study as the studies used Edmodo for EFL students and a quantitative research method. However, Yagci’s study also used a qualitative research method. One crucial difference was that Al-Zabin and Yagci’s research aimed to present the use of the social mobile media, Edmodo, in EFL teaching to enhance students’ reading skills while the current study aims to investigate the impact of using Edmodo on developing EFL students’ grammar. Finally, the instruments used to collect the data were observation, interviews, and a questionnaire in Yagci’s study while the current study and Al-Zabin’s study used a pre-test/post-test and a questionnaire.

Four studies conducted by Al-Madhi (2015), Qalaja and Keshta (2015), Shams-Abadi, Ahmadi, and Mehrdad (2015), and Jones (2016) explored the usefulness of employing Edmodo to improve seventh graders, eighth graders and advanced-level students’ English writing skills and investigated their attitudes towards writing. Qalaja and Keshta (2015) and Al-Madhi’s (2015) research findings revealed that there were statistically great differences between the scores attained by the experimental group and that attained by the control group in the post writing skills test in favor of the experimental group. Likewise, the participants' attitudes towards English writing after the implementation of Edmodo positively changed. In addition, the six participants of Jones’s (2016) study experienced a
positive alteration in their writing with the use of Edmodo. Overall, the participants showed a positive view of using the microblog as a tool for writing: they recommended that the tool should be extended to other subjects. In the study conducted by Shams-Abadi et al. (2015), a quasi-experimental design was employed. The participants were 40 female advanced-level students attending advanced writing classes at the Iranian English Institute. The students were randomly divided into two groups: experimental and control. The result revealed that using Edmodo as a technology tool improved the students' writing ability. Moreover, learners who contributed in the Edmodo advanced-writing class outperformed those who joined the paper-based class. The current study is similar to the studies carried out by Qalaja and Keshta (2015), Al-Madhi (2015), and Shams-Abadi et al. (2015) in terms of methodology, tools, and gender of the sample; as they used a quantitative, quasi-experimental design where the sample of 50, 28, or 40 EFL female students was divided into control and experimental groups. The previous studies used a questionnaire and a pre-post-test as research tools. Moreover, the current study was similar to Jones’s (2016) research as it used Edmodo as a tool for language learning. While the current study was a quantitative, quasi-experimental design of 44 participants in the 11th grade, however, Jones’s research was a qualitative case study that consisted of six participants in the eighth grade. One major difference was that the aforementioned studies investigated the effectiveness of using Edmodo as a teaching and learning virtual class to the English writing approach in Palestine, Saudi Arabia, Alabama, and Iran while the current study aimed to identify the effects of implementing Edmodo as a blended learning medium in learning English grammar in Saudi Arabia.

Alzaben (2016) investigated the effectiveness of using Edmodo in enhancing students' writing skill and explored students' attitudes toward using Edmodo writing
activities in the EFL classrooms. The sample consisted of 60 EFL students assigned in two groups: the control group and the experimental group. Besides, the data of the study were collected via four instruments: Edmodo writing activities, writing pre-post-test, semi-structured interviews, and a five-point Likert scale questionnaire. These instruments were validated by 8 EFL university professors. Similarly, the reliability of the test and the questionnaire were achieved by calculating Cronbach Alpha formula. The findings of the study revealed that there were statistically significant differences between the achievement of the experimental group and the control group on the post writing test which indicated the effectiveness of utilizing Edmodo in teaching the writing skill to EFL students. Furthermore, the results of the study showed students had positive attitudes towards Edmodo writing activities. Besides, students appreciated the freedom of submitting their assignments regardless of time and place. Moreover, Edmodo writing activities were enjoyable, useful, and motivating; they saved the students time and effort. Finally, the most important challenges which faced students in using Edmodo writing activities were lack of Internet connection, lack of time, and stress.

Khodary’s (2017) explored the impact of Edmodo on developing Saudi EFL students’ self-directed learning (SDL). It employed a quasi-experimental design that had one group design. The 45 participants were fifth level students in the Languages and Translation Department in Saudi Arabia. They were pretested prior to the experiment via the pre-Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS). They were tested after the treatment via the post PRO-SDLS. The participants during the treatment were required to use Edmodo to carry out a project. The study showed a statistically great difference in the participants’ SDL between the pre-PRO-SDLS and the post PRO-SDLS in
favor of the post PRO-SDLS. Hence, it can be resolved that Edmodo aided the participants to improve their SDL on the post PRO-SDLS. Khodary’s study was similar to the current one as both studies dealt with EFL Saudi students. Another similarity was the methodology as both studies adopted the quasi-experimental design. However, the current study divided the 44 participants into two groups (experimental and control) while Khodary used only one group: an experimental group. One major difference was the aim of the study. Khodary’s study aimed to investigate the impact of Edmodo on developing Saudi EFL students’ SDL while the current study aimed to investigate the impact of Edmodo on developing Saudi EFL students’ grammar.

Numerous studies were conducted to explore students’ perceptions of using Edmodo in language learning and teaching and investigate students’ engagement and enjoyment in learning through Edmodo (Al-Said, 2015; Alshawi & Alhomoud, 2016; Al-Kathiri (2014); Enriquez, 2014; Fardoun, Alghazzawi, Romero, Penichet, & Gallud, 2012; Kongchan 2012; Mokhtar & Dzakiria, 2015; Thongmak, 2013; Wolfer, 2012).

Fardoun et al. (2012) noted that 68.75% of students claimed that it was interesting to use Edmodo in education. Wolfer (2012) found that 42.1% of students provided a rating of 3 (good) in using Edmodo for language learning, while the majority of them (52.6%) gave a rating of 4 (excellent). Moreover, Kongchan (2012) investigated how a non-digital teacher could benefit from Edmodo and the teacher’s, students’ and other teachers’ perceptions towards Edmodo. The subjects of this study were a 57-year-old teacher of English, 81 freshmen, and 17 teachers in Thailand. A diary and a questionnaire were used as research instruments. The results of the study indicated that Edmodo was perceived as a wonderful and user-friendly social learning network that enabled a 57-year-old teacher to take charge
and run online classes. Students also strongly agreed that they liked and enjoyed working in an online class via Edmodo.

Thongmak (2013) attempted to study the acceptance of Edmodo as a classroom cooperation tool and to explore university students’ views about it. The study found most of the learners argued that Edmodo is a great social networking system. According to 140 respondents, Edmodo helped teachers communicate directly with learners while giving instructions or assignments. Out of the 182 respondents, over 145 of them agreed that Edmodo was a system which enabled giving information, assigning homework, grading, updating news, and enhanced communication between teachers and students.

Al-Kathiri (2014) inspected the integration of Edmodo into Saudi EFL female secondary school teaching. Al-Kathiri focused on students’ perceptions and challenges regarding Edmodo use and its effect on their attitudes towards EFL learning. The 42 participants were separated into two groups. The experimental group received the regular method of teaching plus a six-week daily interaction via Edmodo. The control group received the regular method of teaching only. Findings of the post-treatment questionnaire revealed that students’ perceptions towards Edmodo were highly positive. Although there were substantial challenges to its integration, it appeared to have exceptional potential for producing more positive attitudes towards EFL learning. The study found that Edmodo can simplify the development of English language skills and it is useful in developing spelling and grammar by 85%. Edmodo is also found to be helpful in acquiring new English vocabulary (100%), sharing writing with teacher and peers (95%), enjoying reading experiences (85.7%) and developing listening skills (76 %). Finally, the academic purposes
of Edmodo have the highest score of students’ agreement. Similar findings were obtained in earlier studies (Kongchan, 2012; Thongmak, 2013).

Enriquez (2014) conducted a study that focused on the impact of using Edmodo from students’ perspectives. Data were collected from 200 college students in the Philippines who replied to a questionnaire. According to the study, 80% of the participants strongly agreed that the online activities in Edmodo assisted them in developing their learning and comprehension skills about the course. Only 1% of the participants disagreed. However, 19% of the participants answered “neutral” and 83% agreed or strongly agreed that reference materials (e.g. online videos, PowerPoint files, etc.) posted by teachers were useful in understanding the course better. About 69% of the participants agreed that the online activities and discussions in Edmodo encouraged them to learn more about the course. The study revealed that Edmodo was a good supplementary tool for learning as it permits students to advance their learning through active participation in online discussions and tasks. Some of the drawbacks were that it was time consuming, the students experienced difficulty in following the procedures of Edmodo, there was some plagiarism of other works, and not all students had access to the Internet.

Al-Said (2015) conducted a study at Taibah University regarding the students’ perceptions of Edmodo and the barriers towards them. The questionnaire consisted of 31 items and each statement had five choices according to the Likert scale. Descriptive statistical analyses were used, and the data gathered from responses of the study sample were coded and analyzed using Cronbach Alpha. The results indicated that the 32 students’ perceptions of Edmodo were high. As for the barriers of Edmodo, the study revealed that the biggest two barriers were low batteries on mobile devices and limited storage on phones.
conclusion, the undergraduate students at Taibah University had positive perceptions towards Edmodo as an application for a mobile learning environment.

Additionally, Mokhtar and Dzakiria’s (2015) paper explored the perceptions of third year Teaching English as Second Language (TESL) students at the University of Malaysia regarding Edmodo. It was a qualitative research study with a particular focus on Edmodo. The findings highlighted four main advantages of Edmodo in English language acquisition: (a) suitability for English language learning, (b) an interactive interface, (c) an appropriate site for assessments, and (d) a different learning experience. The interviews formed positive results about Edmodo’s benefits in English language learning. Various methods of assessments were posted, involving the four skills in language acquisition (speaking, listening, reading, and writing). The responses of participants were encouraging and enlightening. Thus, this study illustrated the potential of Edmodo as an interactive virtual learning platform for English language learning and teaching. In summary, the use of Edmodo as a virtual classroom in Malaysia is a feasible idea for language learning and teaching.

Alshawi and Alhomoud’s (2016) research explored the effect of Edmodo on students’ engagement in EFL learning as well as their motivation towards learning the English language. The research was conducted on 255 EFL female students at Princess Nourah University in Riyadh. A structured questionnaire with close-ended questions was administered to the students. All 40 items were answered using a 4-point Likert scale ranging from strongly agree to strongly disagree. The results revealed statistically great motivation towards language learning due to the use of Edmodo. It also emphasized the highly significant teacher-student's interaction via Edmodo. Furthermore, students mostly favored
quizzes and assignments on Edmodo. The study resolved that incorporating Edmodo encouraged students’ motivation towards language learning as it held certain features such as ease of use and flexibility in time and place of learning.

The current study is similar to the studies of Wolfer (2012), Fardoun et al. (2012), Kongchan (2012), Thongmak (2013), Al-Kathiri (2014), Enriquez (2014), Mokhtar and Dzakiria (2015), Al-Said (2015), and Alshawi and Alhomoud (2016) as they all investigated students’ perceptions toward the use of Edmodo and used a questionnaire to collect the data. However, one major difference was that the current study focused on the effects of implementing Edmodo as a blended learning medium on English grammar. Also, the instruments used in the current study are a pre-test, a post-test, and a questionnaire. However, Wolfer, 2012, Fardoun, Alghazzawi, Romero, Penichet, & Gallud, 2012, Mokhtar & Dzakiria, 2015, Alshawi & Alhomoud, 2016, Thongmak, 2013, Kongchan 2012, Al-Said, 2015and Enriquez, 2014 used questionnaires, diaries and interviews as research instruments. Finally, the participants of the current study were 44 high school learners while the participants in the previous studies numbered more than 44 students. Additionally, Al-Kathiri’s study is similar to the current study as it integrates Edmodo into a Saudi EFL female secondary school. However, a major difference is that Al-Kathiri’s study concentrates on students’ perceptions and challenges regarding Edmodo use and its effect on their attitudes towards EFL learning. Moreover, both the current study and Al-Kathiri’s research used a quantitative, quasi-experimental design where the sample was divided into control and experimental groups. Nevertheless, the instrument used in Al-Kathiri’s research was only a post-treatment questionnaire while the current study used a pre-test/post-test and a questionnaire.
2.2.2 Studies related to the Use of Technology in Learning English Grammar

Abu Naba’h (2012) investigated the impact of using computer aided grammar teaching on the performance of Jordanian pupils studying English as a foreign language. The sample of the study involved 212 secondary pupils divided randomly into 4 experimental groups and 4 control groups. To realize the effect of a software program on students’ performance in grammar, the researcher designed an achievement test and used it as a pre-post-test for all groups. An analysis of covariance (ANCOVA) was employed to determine the impact of the instructional program on the pupils’ achievement in the passive voice for four weeks. The findings showed that there were statistically significant differences between the pupils' achievement in grammar in favor of the experimental group. In light of the findings, English language teachers are advised to use computer aided instruction in teaching. Abu Naba’h’s study was similar to the current one as it aimed to investigate the impact of using computers to enhance EFL students’ grammar. Both studies employed a quantitative, quasi-experimental design where the students in the secondary school were divided into control and experimental groups. To collect the data, both studies used a pre-test and post-test while the current study also used a questionnaire. One major difference was that the current study used Edmodo while Abu Naba’h’s study used a grammar program. Another difference was that Abu Naba’h’s sample consisted of 212 students which was bigger than the number of the current one. Nevertheless, the duration of the current study (six weeks) was longer. Finally, Abu Naba’h’s study was conducted in the Jordan while the current one was conducted in the Saudi context.

Singman as it lasted for 2012 conducted a study to compare the effects of social media language learning activities with traditional language learning activities on the
development of L2 grammatical competence in two EFL classes at a Taiwanese university. A quasi-experimental pre-test/post-test design was applied. An analysis of covariance (ANCOVA) was conducted to measure whether collaborative social media activities could bring about significantly better outcomes regarding EFL grammar usage. The results showed that there was a significant difference in students’ time devoted to English grammar activities between the treatment group and the control group in favor of the treatment group. Overall, the treatment group students’ commitment to the social media activities led to effective peer support, collaborative learning, and enhancement of the students’ English grammar. In sum, the study revealed that the use of collaborative wiki-based social media activities was positively correlated with EFL student grammar achievement. Singman’s study was similar to the current in terms of methodology as both studies adopted a quasi-experimental pre-test/post-test design and the participants were divided into two groups: experimental and control. One chief similarity was the aim of the studies as both studies dealt with the impact of social media platform on EFL students’ grammar. However, the current study used Edmodo as a social media platform while Singman used wikis. Another difference was the number, age, and environment of the sample. The current study included 44 students in the 11th grade in Saudi Arabia while Singman’s study included 84 undergraduate students in Taiwan.

Komara and Ramdani’s (2014) carried out a study which dealt with implementing Edmodo as a social media to encourage students to learn grammar. To investigate this issue, observation and questionnaires were used to collect the data. The results showed that Edmodo motivated the students to learn and contributed positively in English grammar class. Questionnaires were employed to figure out the implications of using Edmodo, students’
motivation, internet access, and academic advisory outside the class. The questionnaires were sent randomly through Edmodo to 50 students of the English Department. As a result, the study found that Edmodo affected the students positively in English grammar class. Komara and Ramdani’s study was similar to the current one as both studies focus on the impact of the implementation of Edmodo to enhance English grammar. Additionally, both studies used a questionnaire as a tool for collecting data. Yet, a major difference between the two studies was that Komara and Ramdani’s study used observation to investigate students’ activities in Edmodo in English grammar class. In contrast, the current study used a quantitative, quasi-experimental design and the experimental group received a pre-test/post-test. It was known that advanced levels were far more exposed to English grammar than beginners, and the environment in which the research took place was different.

2.3 Summary

In conclusion, the review of literature presented a great tendency among EFL teachers and learners towards integrating computer technologies in language teaching and learning. As a matter of fact, all the studies reviewed revealed positive outcomes in using CALL especially Edmodo in language teaching and learning. Moreover, students had positive attitudes towards learning and teaching English via Edmodo. Edmodo was considered a motivational and enjoyable tool which aided teachers to take the learning process outside the classroom. Students had positive attitudes towards using computer technology in learning and promoting grammar. Edmodo was viewed as a flexible tool allowing students to take control over the learning process to enhance their autonomy. The current study was an attempt to add to the body of knowledge in this domain.

The review of literature was helpful to the researcher in several aspects. It aided the
researcher to design the grammar test, the questionnaire, and the grammar activities that were employed in the experiment. It contributed to a necessary and adequate consideration for students' attitudes towards using Edmodo in language learning. Finally, it aided the researcher in discussing the findings of this study.
Chapter Three

Methodology

Introduction

This chapter presents the method followed in collecting and analyzing the data. It describes the research design, course design, research participants, research variables, research instruments, the validity and reliability of the research instruments, research procedure, and the data analysis.

3.1. Research Design

The researcher employed a quasi-experimental study with a pre-post-test for the control and experimental group to examine the students’ grammar before and after the experiment. The pretest was administered before conducting the experiment. Then the experimental group received the treatment with Edmodo for six weeks whereas the control group was taught via the regular method of teaching. After six weeks, the post-test was administered to the two groups to evaluate the impact of Edmodo on students’ achievement and their level of proficiency in grammar after the treatment. The students in the experimental group were requested to respond to a questionnaire to reveal how Edmodo affected the learning of English grammar. The test and the questionnaire were validated by a panel of EFL university professors. They were also applied on a pilot group of 55 students.

The researcher created an online account and a group on Edmodo named “Grammar Group.” Through the group, the researcher managed the course’s online activities and made them available for the participants.
3.2. Course Design

The material of the Edmodo grammar group, which was provided by the researcher, was designed based on *Traveller 3 English Language*. This course book was designed for 11th grade students who were taking English as a language subject. The grammar activities designed by the researcher were taken from the grammatical topics (Table 1) covered in the first three units from the 11th grade English course book (Appendix A).

**Table 1. Grammar Activities Topics**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Past Simple, Past Progressive, Present Simple, Present Progressive and Simple Future</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Forming WH Questions and The Use of Used to - be/Get Used to</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Relative Clauses and Comparison</td>
</tr>
</tbody>
</table>

3.3. Participants

The sample of the study consisted of 44 female 11th grade students from AL-Oula Girls' Secondary School in Riyadh. The participants were divided into two groups: experimental group and control group. Each group had the same number of participants. The researcher herself carried out the experiment. The 16-year-old participants studied English for at least five years before the experiment. The experimental group consisted of 22 students who were taught via the regular teaching method in addition to different types of Edmodo grammar activities and assignments (links and online grammar activities) for six weeks. The control group consisted of 22 students who were given no special treatment and taught via the regular teaching method. Moreover, both groups followed the guidance of the same teacher and received the same material and the same number of contact hours at school.
3.4. Variables of the Study

3.4.1. Independent Variables

The independent variables in this study were the teaching method:

- Edmodo as a blended learning medium to enhance grammar.
- The regular teaching method.

3.4.2. Dependent Variable

The dependent variable was the English grammar achievement of Saudi female EFL students.

3.5. Instruments

The purpose of the study was to examine the impact of Edmodo (i.e., independent variable) on the students’ achievement in the grammar post-test (i.e., dependent variable). To attain the purposes of the study, the researcher utilized two tools: (a) a pre-test of grammar and (b) a post-test of grammar covering certain grammatical rules such as past simple, past progressive, present simple, and present progressive. In addition, the researcher adopted an attitude scale questionnaire to elicit the experimental group students’ attitudes towards using Edmodo grammar activities.

3.5.1. Grammar Pre-test and Post-test

3.5.1.1. Objective of the Test

A pre-post grammar test was prepared by the researcher to measure the students' achievement in grammatical performance for both the control and experimental groups. In its use as a pretest, it aimed to prove that both groups were equal and homogeneous in terms of English grammatical performance for certain grammatical rules and were at the same proficiency level in their EFL grammar. Then in its use as a post-test, it aimed to identify
any possible progress and difference in the achievement of both groups. Thus, the post-test was used to measure the students’ achievement in comparison to the pretest results (Appendix B).

3.5.1.2. Test Items

The test consisted of 24 multiple-choice items. Each of the four items consisted of one grammatical rule. The selected prescribed topics were related to students’ needs in Units 1, 2, and 3. The test items represented six grammatical rules: (a) past simple and past progressive, (b) present simple, (c) present progressive and simple future, (d) forming WH questions, (e) the use of used to - be/get used to, and (f) relative clauses and comparison for the eleventh graders in the first semester. In each item, students had to choose the correct choice out of three multiple choices.

The items were written in English. They were concise, easy to comprehend, and free from any probable vagueness. Moreover, the test was scored honestly.

3.5.2. Questionnaire

3.5.2.1. Aim of the Questionnaire

The attitudes scale was established in order to obtain data about the students' attitudes towards using Edmodo to enhance grammar in English. The scale was administered after the experiment for the experimental group as a post-project evaluation to measure students’ attitudes towards using Edmodo as a blended learning medium for their grammar course. The attitudes scale aimed at measuring the effect of Edmodo as a blended learning medium on developing students' attitudes towards learning English grammar (Appendix C).
3.5.2.2. Items of the Questionnaire

An eleven-item questionnaire with a five-point Likert Scale (Strongly Disagree – Disagree - Neutral- Agree - Strongly Agree) was utilized in the present study. This tool was divided into two main domains. The first domain was about students' motivation towards using Edmodo in learning grammar. The second domain was students' attitudes towards the flexibility of using Edmodo in learning grammar (Table 2).

Table 2. The Domains of the Attitudes Scale

<table>
<thead>
<tr>
<th>No.</th>
<th>Domain</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students' motivation towards using Edmodo in learning grammar.</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Students' attitudes towards the flexibility of using Edmodo in learning grammar.</td>
<td>5</td>
</tr>
</tbody>
</table>

3.5.2.3. Instructions of the Questionnaire (for Students)

The instructions were given to students by the researcher. Clear and simple instructions were provided in order to get students to understand the items of the scale and facilitate responding. An Arabic version of the questionnaire was administered to the students to ensure complete understanding on the students’ part (Appendix D).

3.6. Instruments Validity

The researcher used referee validity and internal consistency validity in order to prove that the instruments were valid to be applied in the study.

3.6.1. Validity of Referees

The test and questionnaire were introduced to a panel of ten specialists and EFL university professors in English language and methodology at Al-Imam Muhammad Ibn Saud Islamic University. The items of the test were modified according to their
recommendations (Appendix E). Furthermore, the Arabic version of the questionnaire was checked by a university Arabic language professor.

3.7. Instruments Reliability

The scale is reliable when it provides equal outcomes if it is re-applied in equivalent conditions. The researcher conducted a pilot study to calculate the reliability of the instruments, which were measured by Alpha Cronbach. The instruments were applied on a pilot sample of 55 randomly-selected students from the same level and were taught by the same teacher at AL-Oula Girls' Secondary School to assess the reliability of the instruments. The results were recorded and statistically analyzed to measure the scale of the reliability of the instruments. This sample was not included in the study. For the determination of the stability coefficient of the present study’s instruments, a Cronbach Alpha measurement was used. The Cronbach Alpha formula was computed using the SPSS program (Statistical Package for Social Science). The questionnaire and the pre-post-test were considered reliable since the Cronbach Alpha was 68% for the questionnaire and 79% for the pre-post-test. These results are acceptable for scientific research.

Moreover, the researcher tested the questionnaire’s discrimination coefficient. It was found that the discrimination of all the items of the questionnaire was acceptable.

In addition, the researcher tested the pre-test and post-test discrimination coefficient. It was found that the discrimination of all the items of the pre-test and post-test were acceptable.

3.8. Procedure

1- The researcher prepared the grammar activities, the pre-post-test, and the questionnaire of the study.

2- These instruments were validated by a panel of raters consisting of ten EFL
professors.

3- The questionnaire was examined by a university Arabic language professor.

4- The grammar test and the Arabic version of the questionnaire were administered to a pilot sample of 55 randomly-selected students; this sample was excluded from the study.

5- Two EFL groups of students were selected randomly from the 11th grade. One group consisting of 22 students was assigned as experimental; the other group consisting of 22 students was control.

6- The researcher administered the grammar pre-test to the two groups before conducting the experiment to ensure the homogeneity and equality between the two groups.

7- At the beginning, the researcher provided the experimental group with download links of the application.

8- Then, the researcher created a grammar group on Edmodo for the experimental group as a blended learning medium.

9- After the pretest, the researcher distributed the code of the group. The participants immediately became members of the grammar group and started to communicate.

10- The experimental group received training through Edmodo grammar activities prepared by the researcher for six weeks.

11- The researcher administered the post-test to both groups.

12- At the end of the experiment, the questionnaire was administered to the experimental group only.

13- The collected data were analyzed statistically using the SPSS program (Statistical Package for Social Science). Table 3 highlights the researcher’s grammatical rules schedule.

Table 3. The Procedure Used Throughout the Treatment

<table>
<thead>
<tr>
<th>Week 1</th>
<th>The Past Simple and Past Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>The Present Simple, Present Progressive and Simple Future</td>
</tr>
<tr>
<td>Week 3</td>
<td>Forming WH Questions</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Use of Used to - be/Get Used to</td>
</tr>
</tbody>
</table>
3.9. Data Analysis

The researcher corrected the tests based on the correct grammatical choice embedded among the three choices. The tests contained 24 items. Each item received one mark; thus, the total was 24 out of 24. The researcher used the comparative method to compare the newly collected data from the post-test of the experimental group with those of the control group, which enabled the researcher to examine the findings of the study.

3.10. Statistical Analysis

The questionnaire responses, attitudes scale responses, and data of the grammar test were collected, computed, and analyzed using the SPSS program. The SPSS program was also used to obtain the results shown below:

- Cronbach’s Alpha to test the stability, difficulty, and discrimination of the whole test and questionnaire.
- Independent-samples t-test to find the significance of differences between the experimental group and the control group.

Furthermore, to analyze the results of the questionnaire, the researcher used SPSS to calculate frequencies and percentages.
Chapter Four

Findings of the Study

Introduction

This chapter presents the results of the data analysis. The two research questions were the following:

1. To what extent can Edmodo be an effective blended learning medium in learning English grammar by Saudi female secondary school students?
2. What are the experimental group students’ attitudes towards using Edmodo as a blended learning medium in learning English grammar?

4.1 Findings of the Study

4.1.1 Findings Related to the First Research Question

The first research question of the study was “To what extent can Edmodo be an effective blended learning medium in learning English grammar by Saudi female secondary school students?” At the beginning of the experiment, the researcher administered the grammar pre-test to both groups to ensure the homogeneity and equality of the experimental and control groups. The results were computed via the SPSS program utilizing the t-test to compare the means of the two groups. The results of this comparison are shown in Table 4.

Table 4. Independent Sample T-test Comparing the Means between the Experimental Group and the Control Group on the Pre-Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>DF</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>17.64</td>
<td>5.11</td>
<td>42</td>
<td>-0.062</td>
<td>0.951*</td>
</tr>
<tr>
<td>Control</td>
<td>22</td>
<td>17.72</td>
<td>4.53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at $\alpha \leq 0.05$
Table 4 reveals that there is a slight difference between the means of the experimental group and the control group since the mean of the experimental group is (17.64) and the mean of the control group is (17.72). Furthermore, it is evident from Table 4 that there is no statistically significant difference between the means of the two groups since the level of significance is (0.951) which is more than (0.05). Therefore, this indicates that the two groups were equal before conducting the study.

After conducting the study, the post-test was administered to the two groups. The t-test was employed to figure out whether there were statistically significant differences between the achievement of the experimental group and that of the control group on the pre-post grammar test. The findings of the analysis of the post-test scores are presented in Table 5.

Table 5. Independent Sample T-test Results of the Experimental Group and the Control Group on the Post-Test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>DF</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>20.36</td>
<td>3.40</td>
<td>42</td>
<td>2.27</td>
<td>0.028</td>
</tr>
<tr>
<td>Control</td>
<td>22</td>
<td>18.00</td>
<td>3.51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at $\alpha \leq 0.05$

Table 5 shows the mean score of the experimental group (20.36) and the mean score of the control group (18.00). It is clear from the table that there are statistically significant differences between the means of the two groups since the level of significance is (0.028) which is less than (0.05). Therefore, it can be concluded that there is a positive impact of using Edmodo grammar activities in promoting students’ grammar proficiency.
4. 1.2 Findings Related to the Second Research Question

In order to answer the second question of the study “What are the experimental group students’ attitudes towards using Edmodo as a blended learning medium in learning English grammar?” a questionnaire was carried out. The researcher used SPSS to calculate the totals, means, and standard derivations for each item of the questionnaire. Table 6 provides the totals, mean scores, and standard deviations of the responses from students in the experimental group for each statement in the questionnaire as well as the statement rankings in reference to other statements.

Table 6. Means and Standard Deviations of the Experimental Group Students’ Responses towards Using Edmodo in Promoting Grammar

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>N</th>
<th>Total</th>
<th>Mean</th>
<th>Standard Derivation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar is useful.</td>
<td>22</td>
<td>95</td>
<td>4.32</td>
<td>0.89</td>
<td>5.5</td>
</tr>
<tr>
<td>2.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar is an enjoyable and motivating experience.</td>
<td>22</td>
<td>91</td>
<td>4.14</td>
<td>0.99</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar promotes my autonomous learning.</td>
<td>22</td>
<td>92</td>
<td>4.18</td>
<td>1.01</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>I prefer Edmodo grammar activities because I can access them at anytime and anywhere.</td>
<td>22</td>
<td>92</td>
<td>4.18</td>
<td>1.10</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar enhances student-teacher interaction.</td>
<td>22</td>
<td>96</td>
<td>4.36</td>
<td>0.95</td>
<td>4</td>
</tr>
</tbody>
</table>
It is obvious from Table 6 that students preferred using Edmodo grammar activities because they receive immediate feedback on their answers. This result is drawn from Statement 7, “I prefer Edmodo grammar activities because I can get an immediate feedback to my answers.” This statement has the first rank with a total of (103) and the highest mean (4.68). Another significant result is that students found that Edmodo grammar activities saved time and effort. This is conveyed in Statement 8: “I think using Edmodo as a blended learning medium in learning English grammar saves time and effort.” This statement has the second rank with a total of (101) and a very high mean of (4.59). Moreover, it is obvious that students favor Edmodo grammar activities because absent students can follow up with their fellow students regardless of attendance and because grammar activities improve the interaction between student and teachers. These results are emphasized in Statements 10 and 5, “I prefer Edmodo grammar activities because I can access them even if I was absent from school” and “I think using Edmodo as a blended learning medium in learning English grammar encourages co-operative learning among groups.”
grammar enhances student-teacher interaction.” Statements 10 and 5 are ranked third and fourth with totals of (99) and (96) and very high means of (4.50) and (4.36). Besides, it is clear that the students believe Edmodo grammar activities improve the interaction between student and teachers.

Furthermore, the students believe that Edmodo grammar activities are useful and easy to access. These results are taken from Statements 1 and 9 (”I think using Edmodo as a blended learning medium in learning English grammar is useful” and “I prefer Edmodo grammar activities because it is easy to access them”), which both scored a high mean of (4.32) with a total of (95).

In order to identify students’ attitudes towards the use of Edmodo whether it is positive or negative, the researcher calculated the total of each student responses and analyzed them statistically to find the mean and standard deviation of the experimental group. The results are presented in Table 7.

Table 7. Means and Standard Deviation of the Experimental Group towards Using Edmodo in Promoting Grammar

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>46.55</td>
<td>7.35</td>
</tr>
</tbody>
</table>

It is obvious from Table 7 that the mean of the students' attitude towards using Edmodo grammar activities is (46.55) whereas the standard deviation is (7.35). Since the mean of the participants' responses is higher than the mean of the questionnaire, which equals (3 x 11 = 33), it follows that students have positive attitudes towards using Edmodo grammar activities. Furthermore, to find whether the difference between the mean of students’
attitudes and the mean of the questionnaire is statistically significant, the researcher calculated the t-test for one sample. The findings are presented in Table 8.

Table 8. *One Sample T-Test for the Difference between the Mean of Students’ Attitudes and the Mean of the Questionnaire*

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>DF</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>46.55</td>
<td>7.35</td>
<td>21</td>
<td>8.648</td>
<td>0.000*</td>
</tr>
</tbody>
</table>

* Significant at $\alpha \leq 0.05$

Table 8 shows that the experimental group has a mean of (46.55). It is evident from Table 8 that there is a statistically significant difference between the mean of the students' attitudes towards Edmodo grammar activities and the mean of the questionnaire since the level of significance is (0.000), which is less than (0.05). Therefore, this result offers a satisfactory answer to the second question of the study and proves that students have strong positive attitudes towards using Edmodo grammar activities.

**4.3 Summary of the Findings**

The findings of the study revealed that there were statistically significant differences between the achievement of the experimental group and the control group on the post grammar test which indicated the effectiveness of utilizing Edmodo in teaching grammar to EFL students. Furthermore, the results of the study showed that students had positive attitudes towards using Edmodo grammar activities. Moreover, students preferred Edmodo grammar activities because of immediate feedback, saving time and effort, easy access, enhancing student-teacher interaction, and the freedom to access them even if the student was absent. Finally, Edmodo grammar activities were useful.
Chapter Five

Discussion, Conclusions, Pedagogical Implications, and Recommendations

Introduction

This chapter discusses the study findings in the light of the literature review and the conclusions drawn from these findings. Some pedagogical implications are also included to enrich the EFL teaching-learning process in general and teaching grammar in particular. Finally, the chapter presents recommendations for future research.

5.1 Discussion of the Findings of the Study

This study aimed to investigate the impact of using Edmodo in promoting EFL students’ grammar in addition to exploring students’ attitudes towards using Edmodo grammar activities in the EFL classroom. The researcher employed quantitative instruments to gather the data. The research questions were the following:

1. To what extent can Edmodo be an effective blended learning medium in learning English grammar by Saudi female secondary school students?

2. What are the experimental group students’ attitudes towards using Edmodo as a blended learning medium in learning English grammar?

Regarding the first question “To what extent can Edmodo be an effective blended learning medium in learning English grammar by Saudi female secondary school students?”, the findings presented statistically significant differences between the achievements of the experimental group and the control group in favor of the experimental group. This finding was in accordance with the findings of the following studies: Abu Naba’h (2012); Singman (2012); Komara and Ramdani (2014); Al-Zabin (2015); Al-Madhi (2015); Qalaja and Keshta (2015); Shams-Abadi, Ahmadi, and Mehrdad (2015); Yagci (2015);
Alzaben (2016); Jones (2016); and Khodary (2017). Therefore, the results of the present study along with the findings of these previous studies prove that using Edmodo as a blended learning medium in language learning improves the process of language learning skills and subskills. Edmodo is considered fruitful because Edmodo is the global education network which provides communication, collaboration, and training tools to enable all students to reach their full learning potential.

Concerning the second question of the study “What are the experimental group students’ attitudes towards using Edmodo as a blended learning medium in learning English grammar?”, the findings indicated that there were statistically significant differences between the means of the experimental group participants’ attitudes towards using Edmodo grammar activities and the means of the questionnaire. Therefore, this result indicated that students had positive attitudes towards using Edmodo in enhancing their grammar. This finding is in line with the findings of the following scholars: Wolfer (2012), Fardoun, Alghazzawi, Romero, Penichet, and Gallud (2012), Kongchan (2012), Thongmak (2013), Al-Kathiri (2014), Enriquez (2014), Mokhtar and Dzakiria (2015), Al-Said (2015), Yagci (2015), Alshawi and Alhomoud (2016), and Alzaben (2016).

Furthermore, the results of the study showed that the participants appreciated receiving immediate feedback on their answers. This finding is consistent with those of Shams-Abadi, Ahmadi, and Mehrdad’s study (2015). In addition, the findings of the current study revealed that students believed that Edmodo grammar activities were enjoyable, useful, and motivating. These findings are in congruent with those of Wolfer (2012) and Fardoun et al. (2012). Moreover, the results of the present study revealed that students were motivated to access grammar activities at anytime and anywhere even if they were absent
from school. These finding is compatible with the results of Alshawi and Alhomoud’s study (2016). Similarly, the results of the current study show that students felt that Edmodo created a convenient atmosphere for teacher-student interaction. This is probably because students were able to communicate privately with their teacher through Edmodo outside the classroom. This result is supported by results of Alshawi and Alhomoud (2016) and Al-Said (2015). Besides, the findings of the present study indicated that students emphasized the usefulness of Edmodo in language learning. This finding is confirmed by Al-Kathiri (2014), Kongchan (2012), and Thongmak (2013). Finally, the present showed that using Edmodo grammar activities saved time and effort. This result is in agreement with the findings of Alzaben’s study (2016).

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.

5.2 Conclusions

The present research examined the impact of using Edmodo as blended learning medium in promoting students' grammar. In light of the results, it can be concluded that

1. EFL students consider grammar to be significant in the process of language learning.
2. EFL students have positive attitudes towards integrating MALL technologies into the educational system.
3. MALL applications boost students' motivation to learn English.
4. EFL learners believe that MALL technologies allow them to learn in a stress-free environment.

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

5.3 Pedagogical Implications

Based on the findings of the current study, the following pedagogical implications are suggested:

1. Teachers should be aware of the significance of Edmodo as a blended learning medium in promoting students’ grammar learning.

2. The use of Edmodo enables students to create positive attitudes towards learning in general and grammar in particular.

3. Teachers should integrate technology into their EFL classes.

4. The use of Edmodo enhances students’ motivation towards learning.

5. The use of Edmodo promotes a social constructivist learning experience.

6. In terms of long-term learning, Edmodo allows for learning materials to be sustained over time with its library and its folders functions: organizing and maintaining resources and information over time.

7. The use of Edmodo allows students to receive and submit assignments online.

5.4 Recommendations for Further Studies

The researcher presents the following recommendations for future studies:

1. A study which investigates the effectiveness of Edmodo in other English skills and sub-skills such as writing and reading skills is needed.
2. A research that includes both male and female participants may lead to additional reliable findings.

3. A research that examines the challenges that teachers and learners face when using Edmodo and other MALL technologies is required.

4. A research that explores the impact of Edmodo on promoting learning grammar for advanced students and their attitudes is needed.

5. Studying the effectiveness of using Edmodo in teaching grammar to primary and elementary school students would be useful.

6. A research that investigates the perceptions of teachers in using Edmodo in EFL learning and teaching may lead to reliable findings.
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APPENDICES

Appendix A

Grammar Activities
Appendix A

Grammar Activities

Week One

The Past Simple and Past Progressive

Choose the correct answer.

1. While Ahmad …………. the newspaper, Ali was watching a documentary film.
   A. was reading                 B. read                       C. were reading

2. Our friends lied on the beach while we …………… a sight-seeing tour.
   A. did                                      B. were doing             C. done

3. I …………… my car many years ago.
   A. was buying                     B. were buying             C. bought

4. Amal switched on her computer and …………… her emails.
   A. was checking                   B. checked                   C. were checking

5. What …………… when I called you last night?
   A. was you doing                  B. did you do               C. were you doing

6. My father …………… the school principal yesterday.
   A. met                                            B. was meeting             C. were meeting

7. As I …………… to school, the policeman stopped me.
   A. drove                       B. was driving               C. driven
   A. were publishing  B. published  C. was publishing

9. Our teacher …………… on the whiteboard when my mother entered.
   A. were writing  B. was writing  C. wrote

10. We welcomed the stranger when he …………………
    A. arrived  B. was arriving  C. arriving

* Please access the following websites to get more practice on the past simple and past progressive.

https://www.youtube.com/watch?v=_XP4le29BAM
https://www.youtube.com/watch?v=QoMh_0lgSF4
https://www.youtube.com/watch?v=ppFv1hlMHjI
https://www.youtube.com/watch?v=q1LKzp2ozVM
Week Two

The Present Simple, Present Progressive and Simple Future

Choose the correct answer.

1. The sun ………………… in the east.
   A. rises                                B. is rising                                C. will rising

2. He ……………………. to music at the moment.
   A. will listen                          B. listens                                 C. is listening

3. Maha ……………… me next week.
   A. will call                            B. call                                   C. are calling

4. My father usually …………………. dinner.
   A. is cooking                           B. cooks                                 C. will cook

5. My sister …………… to school every day.
   A. is walking                          B. walks                                  C. will walks

6. I …………….. you with your homework tomorrow.
   A. am helping                           B. helped                                C. will help

7. Mohammad ………………… pizza now.
   A. will eat                            B. eats                                   C. is eating

8. Rawan always ………………… shopping on Saturdays.
   A. will go                             B. goes                                  C. is going

9. We ………………. fresh juice now.
   A. are drinking                        B. drink                                 C. will drink

10. I …………… to London next week.
    A. will fly                            B. am flying                             C. fly
* Please access the following websites to get more practice on the present simple, present progressive and simple future.

https://www.youtube.com/watch?v=RI_rRwRefHo

https://www.youtube.com/watch?v=pDGcOBuHgYo

https://www.youtube.com/watch?v=VP8MRGAgAS

https://www.youtube.com/watch?v=DXaWRy6oiss
Week Three

Forming WH Questions.

Choose the correct answer.


   A. What          B. How          C. Where

2. …………… is that girl? - She's my sister.

   A. Who          B. How          C. Where

3. …………… do you go to school? - By bus.

   A. What          B. How          C. Where

4. …………… do banks open? - At Eight O'clock.

   A. What          B. How          C. When

5. …………… are you wearing that coat? - Because it's cold!

   A. Why          B. How          C. Where

6. …………… did they go? They went to Spain.

   A. Why          B. How          C. Where

7. …………… did he drink? He drank juice.

   A. What          B. How          C. Where

8. …………… likes soccer? Hana likes soccer

   A. Who          B. How          C. Where

9. …………… did the girls watch a movie? The girls watched a movie at 7 p.m.

   A. What          B. How          C. When

10. …………… does he go to work? He goes to his work by car.

    A. What          B. How          C. When
* Please access the following websites to get more practice on forming WH questions.

https://www.youtube.com/watch?v=mLefVAvKsRk

https://www.youtube.com/watch?v=aQyettA79LI&t=3s

https://www.youtube.com/watch?v=ixZQxAD8OvA

https://www.youtube.com/watch?v=kROpJhy2Mmk

https://www.youtube.com/watch?v=xugWC34kJDz

https://www.youtube.com/watch?v=WQkHHVeSHU
Week Four

The Use of Used to - be/Get Used to

Choose the correct answer.

1. As a child, I…………… every day in the summer.
   A. was used to swim           B. used to swim                          C. get used to swimming

2. …………… to the museum yesterday?
   A. Did you go           B. Did you use to go                          C. Did you went

   A. used to read           B. read                                       C. is used to reading

4. She …………… getting up early in the morning. She sleeps till noon!
   A. didn’t use to           B. isn’t used to                          C. does used to

5. My uncle…………… Makkah every year.
   A. used to visit                      B. visited                                   C. get used to visiting

6. At first, I needed a lot of help, but now I ……………… all the work on my own.
   A. used to do                            B. am used to doing               C. get used to doing

7. He ……………… several books a month but he doesn't have time any more.
   A. was used to reading       B. used to read                          C. got used to reading

8. We were surprised to see her driving. she ……………… when we first met her.
   A. got used to driving       B. didn’t used to drive                          C. was used to deriving

9. Don't worry, it's a simple program to use. You ……………… it in no time.
   A. are used to          B. used to use                          C. will get used to
10. When Ahmad was the head of our office everything ............. well organized. Now it's total mess.

A. got used to be                B. used to be                C. was used to being

* Please access the following websites to get more practice on the use of used to and be/get Used to.

https://www.youtube.com/watch?v=xY2yajGqHhI
https://www.youtube.com/watch?v=WJAzQehrCLo
https://www.youtube.com/watch?v=IrAYQhEoKWs
Week Five:

Relative Clauses

Choose the correct answer.

1. William Shakespeare, ………… wrote many stories was a great writer.
   A. which       B. who       C. whose

2. We live in Riyadh, …………. is the capital of Saudi Arabia.
   A. which       B. who       C. whose

3. The man, …………… father is a doctor, forgot his umbrella.
   A. which       B. who       C. whose

4. Mr. Khalid, …………… is a taxi driver, lives on the corner.
   A. which       B. who       C. whose

5. I talked to the girl ………….. car had broken down in front of the shop.
   A. which       B. who       C. whose

6. We visit our aunt in Dammam ………….. is in eastern side of K.S.A.
   A. which       B. who       C. whose

7. The children, ……… shouted in the street, are not from our school.
   A. which       B. who       C. whose

8. That's Ahmad, the boy ………….. wears a red shirt.
   A. which       B. who       C. whose

9. The car, ………….. driver is a young man, is from Japan.
   A. which       B. who       C. whose

10. We climbed a mountain ………….. is near the town.
    A. which       B. who       C. whose
* Please access the following websites to get more practice on the use of relative clauses.

https://www.youtube.com/watch?v=lLkARyk4CTI

https://www.youtube.com/watch?v=Pr0qHd1KEMY

https://www.youtube.com/watch?v=nGNvzbM0LmM
Week Six:

Comparison

Choose the correct answer.

1. Amal is ............... than Manal.
   A. prettier               B. prettiest                      C. more pretty

2. Let's pick the ................. apple.
   A. bigger                B. biggest                       C. more big

3. Reem is the ................. girl in the class.
   A. thinner               B. thinnest                     C. most thin

4. Amal is ................. than Fatima.
   A. funnier               B. funniest                     C. most funny

5. I bought the ................. bag I could afford.
   A. expensive             B. more expensive              C. most expensive

6. Maha is the ................. student in the class.
   A. popular               B. more popular                C. most popular

7. It is the ................. shop in town.
   A. lager                 B. largest                      C. most large

8. Nada is a ................. student than Dana.
   A. good                  B. better                      C. best

9. Our house is ................. than yours.
   A. bigger                B. biggest                     C. more big

10. This sofa is ................. than that chair.
    A- comfortable          B- more comfortable          C- most comfortable
* Please access the following websites to get more practice on the use of comparison.

https://www.youtube.com/watch?v=2fQb7_KUs3A
https://www.youtube.com/watch?v=qwrSgTCbg7Q
https://www.youtube.com/watch?v=oZS7Jawv6F4

Answer Key:

**Week 1:**

**Week 2:**

**Week 3:**

**Week 4:**

**Week 5:**

**Week 6:**
Appendix B

Pre-test and Post-test
Appendix B

Pre-test and Post-test

Grammar Test

Name: ________________________

Choose the correct answer.

1. Nouf is …………. than Aseel.
   A. taller                                        B. tallest                              C. tall

2. She …………. the museum last night.
   A. was visiting                              B. visited                            C. visits

3. While I …………. my homework, my mother was cooking the dinner.
   A. were doing                               B. did                                  C. was doing

4. We live in Riyadh …………. is the capital of Saudi Arabia.
   A. which                                       B. where                              C. whose

5. The sun …………. in the east.
   A. rises                                         B. is rising                          C. will rise

6. The children …………. fresh orange juice now.
   A. are drinking                            B. drink                                C. will drink

7. I …………. to London next week.
   A. will fly                                  B. was flying                          C. fly
8. He …………. on his project at the moment.

A. was working          B. is working          C. works

9. …………. did he eat? He ate pizza.

A. How               B. What                 C. Why

10. …………. is Haifa? She is at the bookstore.

A. Where             B. Who                  C. Whose

11. As a child, I …………. early at night.

A. was used to sleep        B. used to sleep     C. gets used to sleeping

12. This is the supervisor ………………… visited us.

A. which               B. who                C. whose

13. Where is the watch …………. I gave you?

A. which            B. who                  C. whose

14. The woman, …………. father is a doctor, helped me.

A. whom           B. who                  C. whose

15. Look! It ……………

A. rains           B. is raining          C. will rain

16. You are a new teacher. Don’t worry you will …………. in this school.

A. used to teaching  B. used to          C. get used to teaching

17. Rings are the ………………… accessories for women.
A. expensive                   B. more expensive                   C. most expensive

18. Rawan always …………………. shopping on Saturdays.
   A. will go                   B. goes                        C. is going

19. We climbed a mountain ………………… is near the town.
   A. which                        B. who                      C. whose

20. ………………. do banks open? At eight O'clock.
   A. What                        B. How                     C. When

21. When Ahmad was the head of our office, everything ………………. well- organized. Now it's total mess.
   A. used to be                  B. was used to be           C. is used to being

22. The children…………. shouted in the street are not from our school.
   A. which                        B. who                      C. whose

23. Malak is the ………………. student in the class.
   A. brilliant                  B. more brilliant          C. most brilliant

24. This sofa is ………………. than that chair.
   A. comfortable                  B. more comfortable          C. most comfortable

Answer Key
Appendix C

English and Arabic Versions of the Questionnaire of the Study
Appendix C1

The Questionnaire of the Study

The Impact of Using Edmodo as a Blended Learning Medium for Grammar

Dear participant,

This questionnaire is an important part of an M.A. study. Your participation is highly appreciated. The answers will remain confidential and will only be used for academic purposes. Please, respond to each statement and put a check (√) in the space that represents your opinion.

The researcher
Nuha Al-Essa
n-alessa@hotmail.com

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar is useful.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar is an enjoyable and motivating experience.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar promotes my autonomous learning.</td>
<td></td>
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<tr>
<td>4.</td>
<td>I prefer Edmodo grammar activities because I can access them at anytime and anywhere.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar enhances student-teacher interaction.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar encourages co-operative learning among groups.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>I prefer Edmodo grammar activities because I can get an immediate feedback to my answers.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>I think using Edmodo as a blended learning medium in learning English grammar saves time and effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>I prefer Edmodo grammar activities because it is easy to access them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>I prefer Edmodo grammar activities because I can access them even if I was absent from school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I believe that using Edmodo as a blended learning medium in learning English grammar minimizes my fear of making grammatical mistakes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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Thank You
استبانة الدراسة

فعالية برنامج ادمودو كوسيلة للتعليم المدمج على تعزيز قواعد اللغة

عزيزي الطالبة:

السلام عليكم ورحمة الله وبركاته.

تعتبر الاستبانة جزء مهم من بحث الماجستير. تعد مشاركتكم محل تقدير كبير. ستبقى الإجابات وجميع المعلومات المدلى محفوظة بشكل سري ولن نستخدم إلا للأغراض الأكاديمية وللبحث العلمي فقط؛ لذا يرجى منكم تعبئة هذه الاستبانة بكل تعبئة وفقاً للواقع بين (7) أماكن الخيار المناسب.

مع فائق الشكر والتقدير.

الباحثة: نهى العيسى

n-alesa@hotmail.com

<table>
<thead>
<tr>
<th>العبارات</th>
<th>رقم</th>
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<td>أرى أن موقع ادمودو كوسيلة للتعلم المدمج لتعلم قواعد اللغة الإنجليزية مفيد.</td>
<td>-1</td>
</tr>
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<td>أرى أن موقع ادمودو كوسيلة للتعلم المدمج لتعلم قواعد اللغة الإنجليزية يعد تجربة ممتعة ومحفزة.</td>
<td>-2</td>
</tr>
<tr>
<td>يطور برنامج ادمودو الذي يعد كوسيلة للتعليم المدمج مهارتي بالتعلم الذاتي.</td>
<td>-3</td>
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<tr>
<td>أفضل تمارين النحو بموقع ادمودو و ذلك لسهولة الوصول إليها في أي زمان مكان.</td>
<td>-4</td>
</tr>
<tr>
<td>أعتقد أن استخدام برنامج ادمودو كوسيلة للتعلم المدمج لتعلم قواعد اللغة الإنجليزية يعزز التواصل بين المعلم والمتعلم.</td>
<td>-5</td>
</tr>
<tr>
<td>أعتقد أن برنامج ادمودو كوسيلة للتعلم المدمج لتعلم قواعد اللغة الإنجليزية يشجع على التعاون بين المجموعات.</td>
<td>-6</td>
</tr>
<tr>
<td>أفضل تمارين النحو في برنامج ادمودو لأنه يعرض نتائج إجاباتي فورا.</td>
<td>-7</td>
</tr>
<tr>
<td>أرى أن موقع ادمودو كوسيلة للتعلم المدمج لتعلم قواعد اللغة الإنجليزية يوفر الجهد والوقت.</td>
<td>-8</td>
</tr>
<tr>
<td>أفضل تمارين النحو في برنامج ادمودو لسهولة الوصول إليها.</td>
<td>-9</td>
</tr>
<tr>
<td>أفضل تمارين النحو في برنامج ادمودو لأنه يتسنى لي الوصول إليها حتى إن كنت غائبا عن المدرسة.</td>
<td>-10</td>
</tr>
<tr>
<td>أؤمن بأن استخدام ادمودو كوسيلة للتعليم المدمج لتعلم قواعد اللغة الإنجليزية يقلل من خوفي من ارتكاب الأخطاء النحوية.</td>
<td>-11</td>
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بارك الله فيكم.
Appendix D

Validation Committee
Appendix D

Validation Committee

1. Dr. Omar Na'eem.

2. Dr. Mohamad Amakrane.

3. Dr. Khaled Alkodaimi.

4. Dr. Azmi Adel.

5. Dr. Khaled Abalhassan.

6. Dr. Ahmad Breir.

7. Dr. Mustafa Bin Kharafah.

8. Dr. Montaser Abedelwahhab.

9. Dr. Mohammad Abdel Latif.

10. Dr. Khlood Akkawi.
Appendix E

Formal Letters
Appendix E1

Formal Request to Conduct the Study
Appendix E1

Formal Request to Conduct the Study
Appendix E2

The Vice-Chancellor’s Letter with the Student’s Affiliation and Purpose of the Study

The Vice-Chancellor’s Letter with the Student’s Affiliation and Purpose of the Study
Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research

Appendix E3

The Dean of Scientific Research Letter with the Student’s Affiliation and Purpose of the Study

Kingdom of Saudi Arabia
Ministry of Education
Al-Iyanaa University

The Dean of Scientific Research
Appendix E4

The Dean of Languages and Translation College Letter with the Student’s Affiliation and Purpose of the Study
Appendix E5

Approval to Research Instruments from Supervision Department Addressing Planning and Development Department in the Ministry of Education
Appendix E6

Approval of Planning and Improvement Department in the Ministry of Education to Conduct the Experiment in School