



The Adoption of Edmodo in a Hybrid EFL Writing Class: What do Indonesian Students and Lecturers Say?

Rahmah Fithriani (*Corresponding author*)

State Islamic University of North Sumatera, Indonesia

Majed Abdullah Alharbi

Department of English, College of Education, Majmaah University, Saudi Arabia

Bio-profiles:

Rahmah Fithriani, PhD, is a lecturer of English Education Department at State Islamic University of North Sumatera, Indonesia. She received her doctorate in Language, Literacy, and Sociocultural Studies from University of New Mexico, USA. Her current research interests include feedback in L2 writing, creative writing in EFL context, and technology integration in L2 writing teaching and learning.

Dr. Majed Abdullah Alharbi works as an assistant professor in the Department of English at Majma'ah University, Saudi Arabia. He earned his Ph.D. in Language, Literacy, and Sociocultural Studies from the University of New Mexico. His research focuses on second language writing and writers' agency and voice, discourse analysis, and critical literacy.

Abstract

Hybrid learning integrates conventional teaching and learning with educational technologies and combines the advantages of on-site class and online learning. Edmodo, as a cloud-based informative Social Networking Site (SNS) has much been used in entirely virtual as well as hybrid learning all over the world. This paper presents a discussion of lecturers' and students' perspectives of the adoption of Edmodo as a learning platform in some hybrid English as a foreign language (EFL) writing classes, with a particular focus on its benefits. With two lecturers and 65 students as the participants, the collection of data in this study was through observation, questionnaire, and semi-structured interviews. Generally, the results indicated

that the lecturers and the students shared positive experiences towards the adoption of Edmodo as a supplement to the on-site writing instruction. Specifically, the participants mentioned that “user-friendly features,” “opportunity to collaborative learning,” and “enhancement of students’ participation” are among its benefits. This study implies that understanding users’ perceptions of the learning platforms used in a hybrid class may maximize the impact of technology integration into education

Keywords: *Edmodo; hybrid EFL writing class; MALL; RASE pedagogical model; Social network site (SNS)*

Introduction

In this digital era, the use of technology in language teaching and learning (LTL) has become prevalent, particularly in English as a foreign language (EFL) and English as a second language (ESL) classrooms to improve the outcomes. Early researchers like Beatty (2003), Chang (2005), and González-Bueno (1998) found that the application of computers and other technological advances provides some features that can enhance foreign/second language (FL/SL) learning including more language functions, higher levels of participation, more motivation and interest, and greater autonomy. In addition, the use of technology in language classrooms may maximize learning outcomes in different language skills classes (Seo & Choi, 2014; Wang & Smith, 2013); promote interaction by providing a shared and interactive forum (Aydin & Yildiz, 2014; Sabzian et al, 2013); and encourage learners’ engagement and motivation (Bashori, 2018; Caldwell, 2018; Park & Wu, 2020; Setiawan & Wiedarti, 2020).

However, despite all advantages of technology-assisted education, the practice of LTL does not necessarily adopt entirely virtual learning and leave the conventional face-to-face one. In fact, the adoption of fully virtual teaching and learning may face a number of challenges which cover diverse aspects including motivational, physical, skills, and usage access (Prasojo et al, 2020). These challenges are commonly known as the digital divide, which becomes a paramount issue facing by third world countries such as Indonesia in technology-based learning (Rahman, Arifin, & Al-furqan, 2019) due to “the lack of access to ICT [Information and Communication Technology] devices, internet access, and sufficient bandwidth” (Ivone, Jacobs, & Renandya, 2020, p. 272).

To overcome such technical issues, combining both traditional and on-site classroom meetings, which are popularly known as hybrid learning, may minimize these challenges as well as provide learners with more learning experience. The unique feature of hybrid classes is that

they offer two instruction delivery methods, creating two distinct classroom communities; the community of face-to-face interaction and the online community. Hybrid learning is especially beneficial for learners with different learning styles since the internet-based class has no time and place limitation allowing them to work at their own pace at any suitable location (Rosenberg, 2001). It also provides access to information sources (Coffman, 2009), encourages meaningful interactions among learners and between the teacher and learners (Kearsley & Shneiderman, 1998). Thus, nowadays, online learning platforms such as Moodle, Edmodo, ATutor, and Eliademy are much used in various educational settings.

Edmodo as a platform of learning management system (LMS) has increasingly been used in entirely virtual as well as hybrid language teaching all over the world, including that in EFL contexts. A growing number of researchers focusing their investigation on the adoption of Edmodo in various EFL contexts have reported the positive impacts on students' language learning and skill development (Abadi, Ahmedi, & Mehrdad, 2015; Ma'azi & Janfeshan, 2018; Vijayakumar & Viswanathan, 2018; Wichadee, 2017). However, some other studies have also revealed its pitfalls, which are much related to financial and technical aspects (Al-Kathiri, 2015; Purnawarman, Susilawati, & Sundayana, 2016). In addition to the advantages and disadvantages of Edmodo as a learning platform, several studies exploring EFL learners' attitudes towards its adoption as classroom practice have shown promising results as a supplementary tool in a hybrid learning setting.

However, despite a plethora of studies delving into the adoption of Edmodo in language education, much empirical evidence reports solely on students' views of its utilization without further exploring teachers' perspectives (e.g., Al-Khatiri, 2015; Ekmekçi, 2016; Purnawarman et al., 2016; Thongmak, 2013). Since teachers' perception influences their professional decision, it is, therefore, essential to explore their experiences in integrating Edmodo in their teaching practices, particularly in the higher education context. In an attempt to fulfill the empirical gap, this current study specifically explicates both students' and teachers' perceptions of the adoption of Edmodo as a supplementary learning tool in an Indonesian EFL writing class.

Literature Review

Technology Integration and Hybrid Instruction in EFL Context

Learning a new language has always faced many challenges, especially when it is done outside the countries where the target language is spoken. One of the biggest challenges is to create an authentic environment for learners to practice the language. Fortunately, those challenges can

be greatly reduced in this age of advanced technology. Early researchers have reported that the use of information technologies in LTL helps provide EFL learners opportunity for exposure to authentic materials in the target language (Ajayi, 2009; Zhao, 2004). Besides these benefits, other studies have also found that the integration of technology into LTL practice has led to positive outcomes that can be used to solve issues typically found in conventional face-to-face coaching, such as; build a learning experience through the idea of anytime/anyplace (Hwang & Chen, 2017; Kukulska-Hulme, 2012) so learners can develop their time management skill (Katemba, 2019); allow learner-learner and learner-teacher to communicate and collaborate outside the classroom (Kim, Rueckert, Kim, & Seo, 2013; Maulina, Noni, Basri, 2019; Oberg & Daniels, 2013); provide learners as well as teachers experiences in using technology with unlimited resources and applications (Hains-Wesson, McKenzie, & Bangay, 2015; Surayatika, 2017); and enable learners to simultaneously acquire integrated English literacy and digital literacy skills (Beach, 2012; Taylor & Gitsaki, 2013).

The positive effects of technology integration in language learning (TILL) have resulted in its increasing use in various contexts, including that in the EFL context. In their teaching activities, more and more EFL teachers have adopted TILL, which gradually stimulates improvements in the instructional model of EFL learning, from traditional ones, where teachers are viewed as the only source of information and students are required to listen passively, to progressive ones offering unlimited time and opportunity for learners' active participation and encouraging discussion and collaboration among them to solve problems both inside and outside classroom settings. This particular type of learning, which integrates the traditional face-to-face and online meetings is popularly known as hybrid learning. Collis and Moonen (2002) specifically delineated that in hybrid learning instruction online learning becomes a natural extension of traditional classroom one. In different EFL contexts, the practice of hybrid learning has been reported to have various positive impacts on the students, which include increasing learners' participation and collaboration (Al-Kathiri, 2015; Khan & Hameed, 2021); promoting learning autonomy (Leis, 2014; Yu, 2014); increasing learning motivation (Cakrawati, 2017; Chao & Lo, 2011); and improving language skills and fluency (Wu, Yang, Hsieh, & Yamamoto, 2019).

Edmodo as a Learning Platform in EFL Instruction

This current era Industrial Revolution 4.0 is distinguished by how technology is incorporated into educational practices, including that of EFL teaching and learning. Hybrid learning, which combines offline and online interactions, is also transforming to prepare EFL learners for the future workforce while optimizing the use of advanced technology. Various new media

technologies have been integrated into hybrid learning practices in EFL contexts to achieve these objectives, such as Computer-Assisted Language Learning (CALL), Web-Based Distance Learning (WBDL), Mobile-Assisted Language Learning (MALL), Learning Management System (SMS), and Social Network Sites (SNSs). One of the popular types of SNSs for educational purposes is Edmodo. Unlike typical SNSs, such as Facebook and Twitter, Edmodo was created to allow educators and learners to make use of the social networking technologies with minimum privacy and safety concerns (Brady, Holcomb, & Smith, 2010). Edmodo is equipped with multifunctional features, including microblogging discussions, video sharing, private messages, assignments, quizzes, and polls management, which are very useful for various online learning activities. In addition to its feature-related factor, Edmodo has been gaining popularity among educators particularly in higher education institutions due to two other ones; *first*, its interface similarity with Facebook allowing students to use it effortlessly; and *second*, being easily accessible through mobile devices such as tablets and smartphones (Al-Said, 2015; Kongchan, 2013).

Synchronized with its growing popularity as a learning platform in EFL teaching and learning, research on the adoption of Edmodo in EFL instruction is also increasing. A growing number of studies have examined various aspects related to the use of Edmodo in EFL teaching and learning. Some have investigated the effectiveness of Edmodo in improving learners' language skills from the quantitative point of view (Abadi et al., 2015; Ma'azi & Janfeshan, 2018; Wichadee, 2017) while some others have focused on the users' (mostly the students) perceptions of its adoption as a learning platform, either in an entirely virtual or a hybrid learning setting (Al-Kathiri, 2015; Ekmekçi, 2016; Kongchan, 2012; Purnawarman et al., 2016; Thongmak, 2013).

Despite this growing body of research investigating the adoption of Edmodo in EFL instruction, very few have explored both teachers' and students' insights into the utilization of Edmodo as a learning platform in a hybrid EFL writing class. Since perception is based on an individual's evaluation of what happened to the real-world events (Haman, Donald, & Birt2010), the effectiveness of Edmodo as a learning platform will relatively depend on the users' perceptions (in this case, the teachers and the students) of its usage. Furthermore, since teachers and students use Edmodo for different functions, the former views it as a teaching tool while the latter a learning one, it could be assumed that they may perceive Edmodo differently. It is in this regard that this study is considered essential to conduct. This present study, therefore aimed to explore Indonesian students' and lecturers' experiences towards the adoption of

Edmodo in a hybrid EFL writing instruction. Specifically, it addressed the following two research questions:

1. In terms of acceptance or rejection, what is Indonesian students' preference towards the adoption of Edmodo in a hybrid EFL writing instruction?
2. What benefits, if any, of Edmodo do Indonesian students and lecturers find during its adoption?

Method

This study applied a qualitative case study approach. Baxter and Jack (2008) define qualitative case study as “an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources which ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood” (p.544). In this case, this approach was used to explore lecturers' and students' experiences using Edmodo as a learning platform in two hybrid EFL writing classes.

Participants

Two lecturers and 65 (47 female and 18 male) students from a state university in Indonesia participated in this study. The participants were selected using *purposeful sampling* technique. The student participants enrolled in two classes of *Advanced Writing* offered in 2018/2019 academic year. All participants were deemed to have similar competence in writing skills because they had taken and passed two writing courses offered in previous semesters (*Basic Writing* and *Intermediate Writing*). Two lecturers teaching the two selected classes also participated in this study. Both lecturers were considered to have similar academic backgrounds and experience in teaching hybrid writing classes.

Data Collection

The data in this study were elicited from multiple sources, namely; observations, online survey via *Google Forms*, and semi-structured interviews. The observation was used to keep track of the students' activities in the hybrid learning course managed by the two lecturers on the Edmodo platform. To assess students' preferences and experiences in using Edmodo during the class, the link to the *Google Forms* survey consisting of closed- and open-ended questions was sent to all student participants after the last session of the online course. The closed-ended items were used to obtain students' preference of the adoption of Edmodo as a learning platform in four aspects namely; Resource, Activity, Support, and Evaluation, known as RASE

pedagogical model (Churchill, King, & Fox, 2013), meanwhile the open-ended ones to explore their perception of the platform. The semi-structured interview was used to dig further information related to what they had stated in the surveys. Ten students voluntarily participated in the interview session.

To gain the insight of lecturers about the use of Edmodo during the teaching and learning process; a semi-structured group interview and individual interviews were employed. The group interview was conducted when the hybrid teaching and learning process still took place. After the initial analysis of the data from the group interview, the individual interviews were conducted in a one-hour session for each participant. With the participants' consent, both group and personal interviews were audio-recorded and transcribed non-verbatim.

Data Analysis

The data obtained from the responses to the closed-ended questions of the survey were analyzed quantitatively by frequency count. The answers to the open-ended questions of the survey and the interview transcripts were analyzed qualitatively using thematic content analysis as proposed by Braun and Clarke (2006). There were five steps in the data analysis process. First, get familiar with the data, which was internalized through thoroughly reading participants' responses on the survey and the audio transcription from the interview session. Second, generate initial codes through the color-coding technique, which was done manually. Third and fourth, look for themes and review them. At this stage, the coded excerpts from the data were read and reread to make categories and identify themes. The first four steps used in this analysis were somewhat iterative than sequential and built upon the previous stage. The final step is to write up the findings.

To ensure the trustworthiness of the findings, member checking and peer debriefing were employed in this study. Member checking was done by showing the participants the analysis of the data collected through the survey and interview and providing them the opportunity to further explain what they meant in their responses and to refute the data interpretations. The peer debriefing involved another writing instructor as a critical friend who reviewed and gave feedback related to the data analysis.

The Writing Class

This study was conducted in two *Advanced Writing* classes offered to the fifth-semester students of the English education department for half a semester (7 meetings). The course was delivered in a hybrid model through which conventional and online meetings were conducted

alternately (see Figure 1 for details). Although the two classes were managed separately, the instructors collaborated in preparing teaching and learning materials and activities. For the class requirements, each student was asked to perform a sequence of tasks including posting an entry introducing themselves on the timeline of their Edmodo profiles, commenting on their peers' introductory posts, taking part in instructor-created polls, writing and uploading a review of a film, providing feedback on peers' drafts, and actively participating in any Edmodo discussion.

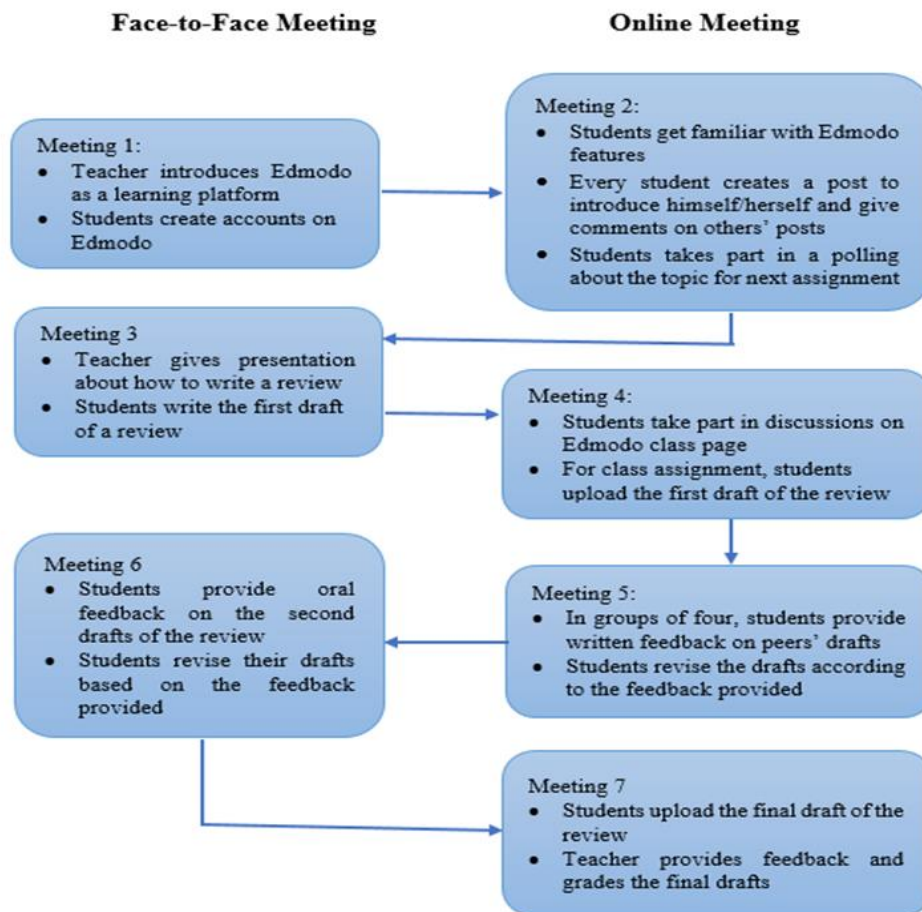


Figure 1. The procedure of the hybrid writing class

Results

Students' Preferences

For the first research question on the students' preference towards the adoption of Edmodo as a learning platform in a hybrid class setting, the results of frequency count (Figure 2) showed that overall, the students had high acceptance of Edmodo due to three out of four aspects of RASE, namely Resource, Support, and Activity, respectively. Meanwhile, for the other aspect (Evaluation), the majority of the students appeared to have a different level of acceptance; those

who preferred Edmodo be used as an evaluation tool, and those who partly agreed. In other words, Resource and Evaluation received the students' highest and lowest acceptance regarding the adoption of Edmodo in this hybrid writing course.

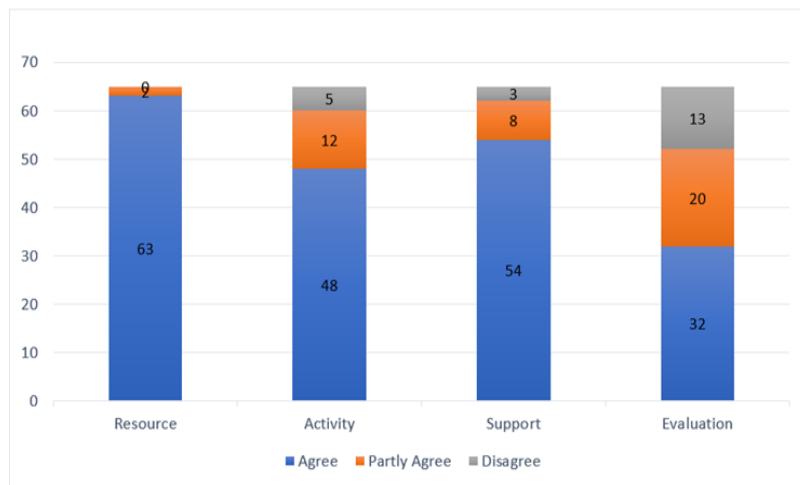


Figure 2. Students' preferences towards Edmodo usage

A closer look at the outcome of each dimension revealed that 97% (n = 63) of the students liked Edmodo because of its function as a platform to share, receive, as well as store class materials and resources; 3% (n = 2) tended to be ambivalent, and, none of Edmodo's views of this feature were useful. In terms of Activity aspect, 74% (n = 48) found Edmodo useful for doing various teaching-learning activities such as quizzes, Polling, online discussion, etc.; 18% (n = 12) had a neutral opinion, and, 0.8% (n = 5) did not find the activities on Edmodo platform useful for their learning. For the third aspect, namely Support, the majority of the students comprising 83% of the total (n = 54) admitted that Edmodo is useful for receiving feedback from the teacher as well as peers, getting course-related information, and communicating with other class members either in a forum or via private chat; 1.2% (n = 8) partly agreed of the usefulness of this particular function of Edmodo, while 0.5% (n = 3) did not find Edmodo helpful to support their learning. An entirely different result established from the role of Edmodo as a platform to perform the class evaluation. Despite a more significant portion comprising 50% (n = 32) of the student participants showed preferences on its Evaluation aspect, it was a worth notice that the rest, 30% (n = 20) and 20% (n = 13) was divided into either partly agree or disagree with it.

Perceived Benefits

Regarding the second research question, the thematic content analysis of the students' responses to the closed-ended part of the questionnaire and the transcripts of the focus group and individual interviews with the lecturers identified three significant themes. It displayed the benefits of Edmodo when being used as a learning platform in a hybrid writing class setting, namely; "user-friendly features," "opportunity to collaborative learning," and "enhancement of students' participation."

Theme one: User-friendly features

Based on the results of the data analysis from the two instruments, questionnaire and interview, it is found that the most mentioned benefit of Edmodo as a learning platform is its user-friendly feature. Most students reported that it was quite easy to navigate the Edmodo class even for those who have little to no experience with online learning. Among the features that both teachers and students found it easy to use is the user interface which resembles that of Facebook (see Figure 3 for an example), as seen in the following excerpts:

I never joined an online class before, but when the first time I tried to enter (log in to Edmodo), I felt *dejavu*. It didn't feel like learning but more like playing Facebook. They (Edmodo) has like, comment, and share buttons. Just like Facebook, right? (student 1, interview)

I like it. It's like playing Facebook. I wish they had emoticons (student 2, questionnaire)



Figure 3. The lecturer's interface on Edmodo

The lecturers seemed to share a similar idea related to Facebook-like display of Edmodo as seen in the following excerpt:

My students were quite active in almost all discussions (on Edmodo). Maybe because they find it easy to navigate as it's very similar to a popular social media (Facebook). Some of them even logged on to Edmodo during our face-to-face meeting (lecturer 1, individual interview)

Other features of Edmodo, which are labeled as user-friendly by the students, include 'note sharing,' 'shared folder,' 'assignment uploading,' and 'digital media sharing such as links and videos.'. Meanwhile, from the lecturers' points of view, features such as 'assignment grading,' 'teacher library,' 'polling and questionnaire,' and 'online test' are found easy to use yet very

helpful to support their teaching activities. One feature of Edmodo that the two lecturers found distinct from most other online learning platforms is that it does not require an administrator to create and run an online class on Edmodo. The lecturers themselves can do the work of an administrator, such as resetting student passwords and managing the content of the class.

I once ran an online class using the default platform from our institution, but it's so difficult to use. There always problems here and there. When I asked them (the institution's tech support team) for help, nobody responded. So I never offered online classes since then. But Edmodo is different, very easy to use. I have never got any technical problems with my class that I can't manage. (lecturer 2, individual interview)

Theme two: Opportunity for collaborative learning

The second benefit that emerged from the analysis of the data is the opportunity to learn collaboratively with peers. Since Edmodo allows its users to interact in meaningful tasks, the students in this study reported that they used the note sharing menu to start a discussion with other members of the class (as seen in Figure 4) or to share some part of their writing draft on the class timeline with the hope to get feedback from the class members through the comment section as seen in the following quotation.

When I get stuck with idea when writing, I share it on my timeline... some friends comment about the idea, but some friends only care about my grammar mistake...usually reading it (the comments) I get inspiration of what to write next. (student 2, interview)

It can be inferred from the interview excerpt above that the student found the feedback provided by peers through note sharing beneficial in helping her develop her writing. When consulted with the lecturers, they agreed that students' collaboration through Edmodo discussion had somehow helped improve the quality of students' works particularly those who were active in sharing their drafts before submission.

The lecturers also confirmed the benefit of Edmodo for collaborative learning. They found Edmodo useful to encourage their students to work together as a team, as seen in the following excerpts:

I create folders in Edmodo to share with all students in the course. Not only can they download materials in it but they can also upload materials that they think useful to broaden knowledge related to our topics of discussion. At the end, I sort the materials (they uploaded) to decide which to stay and to delete (from the folder) (lecturer 1, group interview)

I designed study cohorts on Edmodo and assigned students to study in small groups... I can see them communicate with each other and actively participated in any group discussion. Well most of them, there are a few who are not quite active. (lecturer 2, group interview)



Figure 4. Sample of students' discussion through the note sharing feature

Theme three: Enhancement of students' participation

The other benefit perceived by the students and the lecturers is that Edmodo enhances students' participation in doing class activities and tasks. As it is mentioned earlier that Edmodo shares similarities in terms of ideas and layout models with popular social networking sites (SNS) such as Facebook and Twitter. One feature of SNS is allowing users to participate in an interactive environment. The students in this study were found to enjoy expressing their opinions and sharing their thoughts in class discussions and other activities such as polling and note sharing. One of the reasons why the students were encouraged to participate in Edmodo is the feeling of comfort and less pressure compared to that in a conventional classroom setting.

- Interviewer : How often do you login to your Edmodo class?
- Student 5 : Hmm I think almost every day
- Interviewer : Really? Can you explain the routine when you are online?
- Student 5 : Usually giving comments and likes on my friends' posts, checking if people reply my comments. Oh, reading my friends' comments too. Sharing videos. Asking Mam *** (mentioned the name of lecturer 2) if I don't understand the task.
- Interviewer : You seem very active in class. Are you also this active in regular meeting?
- Student 5 : No
- Interviewer : Can you explain why?
- Student 5 : I'm afraid people know my English not good.

As it can be inferred from the student's explanation in the interactions above that shy students who struggle with face-to-face communication in a regular classroom setting can take advantage of Edmodo class. They feel comfortable to actively participate by expressing opinions, sharing ideas, or asking questions to the lecturers through different channels of communication Edmodo has to offer, such as the Polling, as seen in Figure 5.

The enhancement of students' participation in Edmodo class activities is also acknowledged by the lecturers as shown in the following interactions:

- Interviewer : Any main difference of the class atmosphere (between face-to-face and online class)?
- Lecturer 1 : The discussion is much alive. Almost all students took part. Maybe not everybody wants to start a thread but the rest either leave a comment, reply peers' comments or simply showing their agreement or disagreement.
- Interviewer : What about the regular class?
- Lecturer 1 : We hardly have a Q & A session. Every time I stop explaining the lesson and ask if there's anything they want to ask, nobody raise hands. Maybe only one or two who want to ask. But on Edmodo, can you believe that even the quietest student becomes the most diligent to give comments.

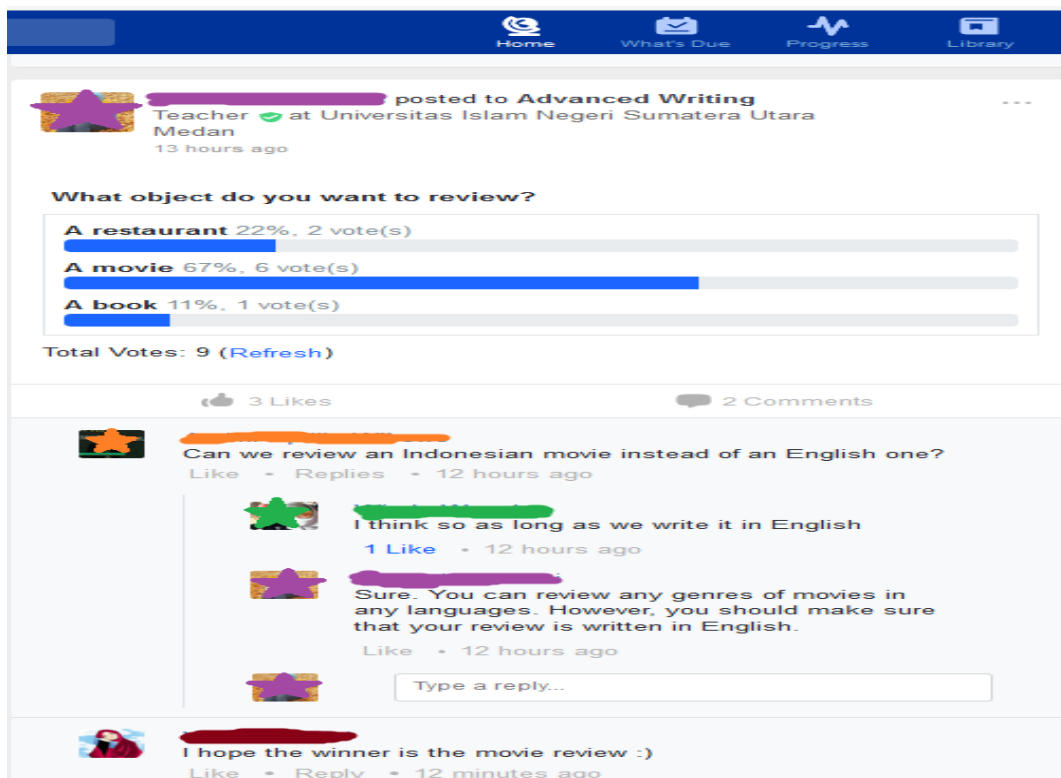


Figure 5. Sample of student's participation through polling feature

Discussion

The present study attempted to address two questions of research: (1) What is the preference of Indonesian students towards the adoption of Edmodo in a hybrid EFL writing instruction? And (2) What benefits, if any, of Edmodo do Indonesian students and lecturers find during its

adoption? For the first research question, the results indicated that in general, Indonesian EFL learners perceived Edmodo as a useful supplementary in a hybrid class setting, which provides them with more resources, activities, and opportunities to improve their writing skills beyond on-site meetings. This result showed that the students' high acceptance of Edmodo is because of its functions underlines its strength as a course management system, referring to its name, which can facilitate different nuances of course management for traditional face-to-face meeting, yet it has advances in online learning, making EFL instruction a continuous process breaking time and space constraints (Al-Kathiri, 2015). These results coincide with those of Ma'azi & Janfeshan's, (2018), who found Iranian EFL learners welcomed Edmodo as a supplementary to the curriculum since it offers more professional and interactive experiences. However, in terms of the usage of Edmodo for evaluation, the result of this study differs from that of Ekmekci's (2016) who found that Turkish EFL students believed that Edmodo could be employed as an assessment tool in language classes. One possible explanation for this difference is because the lecturers in this study did not perform any evaluation directly contributing to the students' final grades for this course. Both mid- and final tests were administered during the on-site meetings through the traditional pen and paper method.

For the second research question, the results revealed three benefits of the adoption of Edmodo in a hybrid writing class as perceived by Indonesian students and lecturers. Firstly, Edmodo has friendly-user features, which enable its users to easily navigate it, including those with limited online learning experience or low digital literacy skills. The participants in this study specifically emphasized its resemblance to Facebook, which made them feel familiar when navigating on it. The similarity between Edmodo and Facebook have also been reported in other studies (Kongchan, 2012; Wichadee, 2017). Considering the fact that Indonesia is the fourth-ranked country with the highest number of Facebook users ("Indonesia, fourth-highest number," 2018), it could be understood why the students and the lecturers in this study enjoyed Edmodo as a learning platform and felt familiar to it despite their limited experience with online learning previously. This result displays apparent conformity of the benefit of Edmodo due to its user-friendly features echoes many other studies (Kongchan, 2012; Thongmak, 2013). Kongchan (2012) concluded that Edmodo is a great and user-friendly social learning network, even for a non-digital-native teacher. Similar to this, Thongmak (2013) reported that perceived ease of use is among the factors causing an acceptance of Edmodo in his study.

Secondly, Edmodo was found beneficial in promoting collaborative learning. In this study, collaboration through Edmodo commonly took place in two conditions; first, within a whole-class discussion, when a class member shared any works on their timeline or uploaded it to a

class-shared folder so other class members could provide comments and opinions that helped develop the original work posted; and second, within a designated group when each member of the group uploaded their drafts to a folder so they could provide and receive feedback on each other's' works. This finding mirrors those of other studies showing that the use of Edmodo for teaching and learning promotes interaction for collaboration and cooperation among the users (Abadi et al., 2015; Purnawarman et al., 2016). Abadi et al. (2015) believe the improvement of collaboration through Edmodo because it "allows (learners) to keep in touch with their teacher and other classmates every time during the week out of class." (p. 95). In addition to this, Purnawarman et al. (2016) assert that students' eagerness to correct their works based on the feedback they received is proof for collaboration and participation.

Finally, Edmodo is perceived to enhance participation. The finding showing improvement of students' involvement in Edmodo class may not be surprising regarding the function of Edmodo as a Social Networking Site (SNS). Its various communication-purpose features provide students with different methods of interactions and opportunities to choose one(s) through which they are more comfortable to communicate. It particularly benefited students who have issues with face-to-face encounters with other students or with the teacher. In general, it could be interpreted from this finding that Edmodo has the potential as a learning platform encouraging social and active learning and a perfect supplement for on-site learning, which is time- and space-limited (Al-Kathiri, 2015). In particular, Edmodo is arguably an ideal learning platform for EFL instruction because it encourages interactions between its users as a basic necessity in language teaching and learning (Bates, 2005). Other studies have also reported the benefit of Edmodo in enhancing students' participation (Al-Khatiri, 2015; Ma'azi & Janfeshan, 2018). Al-Khatiri (2015) revealed that the chat features of Edmodo allow students to broaden both the type and amount of their communication, which eventually increase their confidence to involve in discussion and class activities. In line with this, Ma'azi and Janfeshan (2018) found that most student learning through Edmodo actively participated in class discussion. They mainly were enthusiastic about sharing their works with the hope of receiving feedback from other class members and eager to modify their mistakes. On the contrary, those who studied writing in conventional classrooms avoided the discussions and were embarrassed to show their works so people could not notice the errors they made.

Conclusion

Technology-integration in language teaching and learning in this millennial era is inevitable. Since understanding students and teachers is very important to ensure the maximized use of

technology in classrooms, their experiences in using technology need investigation. This present study showed that the use of Edmodo in LTL, particularly in EFL hybrid writing class, is perceived beneficial by Indonesian students and lecturers. Based on the experiences of the students and the lecturers in this study, Edmodo, as a learning platform, has three main benefits. First, Edmodo includes features that are easy to use even for those who are not familiar with LM platforms since Edmodo has a similar layout with that of Facebook, a social networking site popular among millennials. Second, Edmodo provides the users with the opportunity to learn collaboratively through interactions and communication via meaningful tasks. Finally, unlike the traditional classrooms where students have face-to-face contact, Edmodo enhances students' participation in class discussions and activities.

This study is hoped to enrich current literature related to Edmodo-based LTL, particularly in the Indonesian EFL context as well as to fill the gaps in Edmodo-related studies, as it discussed Indonesian students' and lecturers' perceptions, which have not been much explored. The findings of this study support the notion that Edmodo is a beneficial and useful learning platform, particularly in a hybrid class context. However, it does not necessarily mean that Edmodo is free of challenges or barriers when used as a learning platform. Thus, further studies are needed to identify what challenges of Edmodo as perceived by Indonesian students and lecturers.

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