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PAMUKKALE UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MASTER OF ARTS THESIS

COLLABORATIVE SOCIAL LEARNING: USING EDMODO AS A SOCIAL PLATFORM TO TEACH EFL WRITING FOR PREPARATORY SCHOOL STUDENTS

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Denizli-2019

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Bu çalışma, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

Nurgül DOĞAN

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ÖZET

İş Birlikçi Sosyal Öğrenme: Üniversite Hazırlık Öğrencilerine İngilizce Yazmayı Öğretmede Edmodo'yu Sosyal Bir Platform Olarak Kullanma

DOĞAN Nurgül

Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD
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Bu çalışmanın amacı, Uşak Üniversitesi Yabancı Diller Yüksekokulu'nda 2017-2018 güz döneminde öğrenim gören 52 hazırlık okulu öğrencisinin İngilizce yazmayı öğrenmek için Edmodo'yu kullanmaya yönelik algılarını tespit etmektir. Katılımcılar bir dönem boyunca İngilizce yazma derslerinde Edmodo'yu işbirlikçi ve etkileşimli olarak kullanmışlardır. Dönem boyunca öğrenciler dokuz yazma çalışmasını tamamlamış ve öğretmen onlara bazı ders materyalleri sağlamıştır. Ayrıca, öğrenciler tüm notlarını ve yazma çalışmalarını Edmodo üzerinden görüntüleyebilmişlerdir. Bir akademik dönem boyunca Edmodo kullanımının ardından veriler toplanmıştır. Veri toplamak için karma araştırma tasarımın yakınsak paralel modeli uyarlanmıştır. Nicel veriler ve nitel veriler ayrı ayrı toplanmış ve analiz edilmiş, sonra birbirleriyle ilişkilendirilip yorumlanmıştır. Nicel verilerin toplanması için, İngilizce yazma derslerinde Edmodo kullanımıyla ilgili 40 maddeden oluşan bir anket uygulanmıştır. Nitel verilerin toplanması için rastgele seçilen yedi öğrenciye dört açık uçlu soru sorularak röportaj yapılmıştır. SPSS 23 yazılım programından elde edilen nicel sonuçların ve içerik analizine dayanan nitel sonuçların birbiriyle tutarlı olduğu saptanmış ve birbirlerini destekledikleri görülmüştür. Sonuçlar, katılımcıların çoğunluğunun Edmodo' dan memnun olduklarını ve İngilizce yazma dersleri için Edmodo' yu kullanmayı sevdiklerini göstermiştir. Katılımcılar Edmodo sayesinde İngilizce yazmanın daha keyifli hale geldiğini bildirmişlerdir. Önemli bir sonuç olarak, katılımcılar Edmodo sayesinde yazma becerilerinin geliştiğini düşündüklerini belirtmişlerdir. Öte yandan, öğrenciler işbirlikçi yazma çalışmalarını takdir etmişlerdir. Katılımcılar, Google Dokümanlar üzerinden yaptıkları yazma çalışmaları sayesinde hem akranlarından hem de öğretmenlerinden çok şey öğrendiklerini bildirmişlerdir. Öğrenciler ayrıca, tüm çalışmalarını ve ders materyallerini Edmodo'da saklayabildiklerinden, ilerlemelerini gözlemleyebileceklerini onaylamışlardır.

Anahtar Kelimeler: Edmodo, İşbirlikçi Yazma, Sosyal Yapılandırmacılık, E-portföy, Google Dokümanlar

ABSTRACT

Collaborative Social Learning: Using Edmodo as a Social Platform to teach EFL Writing for Preparatory School Students

DOĞAN Nurgül

The aim of this study was to identify perceptions of 52 preparatory school students, who were studying at Uşak University Foreign Languages School in 2017-2018 Academic Fall semester towards using Edmodo to learn how to write in English. The participants used Edmodo collaboratively and interactively for EFL writing classes throughout one semester. During the semester, the students completed nine writing tasks, and the teacher provided them with some course materials. Besides, the students were able to view all their grades and work via Edmodo. Upon using Edmodo for EFL writing classes for one semester, the data were collected. In order to collect the data, convergent parallel design of mixed design was adopted. Quantitative data and qualitative data were collected and analyzed separately, then they were related and interpreted together. To collect quantitative data a 5-point likert scale type questionnaire which was composed of 40 items about the use of Edmodo in ELF writing classes was applied. To collect qualitative data, randomly chosen seven students were interviewed with the four open-ended questions. The quantitative results obtained from SPSS 23 software program and the qualitative results based on the content analysis were found to be consistent and supported each other. The results showed that overall the majority of the participants were content with Edmodo and they liked using Edmodo for their EFL writing classes. The participants believed that Edmodo made writing in English enjoyable. As a significant result, the participants thought that their writing skills improved thanks to using Edmodo for writing. On the other hand, the students appreciated collaborative writing tasks. They thought that thanks to Google Docs writing tasks, they learnt a lot both from their peers and their teacher by collaborating. The students also believed that they could observe their progress because they were able to store all their works and course materials on Edmodo.

Keywords: Edmodo, Collaborative Writing, Social Constructivism, e-portfolio, Google Docs

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CHAPTER I: INTRODUCTION

This chapter contains six sections: problem statement, purpose of the study, significance of the study, limitations, assumptions and operational definitions. First, the problem which is the starting point of this study will be explained. Next, the purpose of the study will be presented. Significance of the study will be emphasized afterwards. Then, limitations will be specified. Assumptions will be clarified. Finally, operational definitions will be introduced.

1.1. Problem Statement

Learning how to write in L2 language differs from the other three skills; namely, listening, reading and speaking, in that it requires having the knowledge of those three skills and practicing them. Furthermore, writing in L2 requires using metacognitive skills (Klimova, 2014). Brown and Lee (2015) ask the important question "Why isn't everyone an excellent writer? What is it about writing that blocks so many people, in their own native language? Why do not people learn to write 'naturally', as they learn to talk? How can we best teach L2 learners how to write?" (p. 426).

When communicative teaching had its important position in ESL in 1980s, teachers turned their attentions to fluency, not just accuracy solely, and they focused on linguistic communication. The same tendencies were in question in teaching L2 writing as well (Brown & Lee, 2015). In the literature, three approaches to teaching writing are identified. The first one focuses on forms. Here, writers build their works depending on the models by teachers. The second one focuses on the process, which is considered process writing. The third model focuses on the readers, which considers writing as a real communication tool (Elbow, 1998; Ferris & Hedgcock, 2005). Hyland (2009) broadens these three models with six types: In *focus on language structures type*, learners model the teachers in terms of grammatical structures, which is behaviorist. In *focus on text function type,* learners build their language with appropriate functions and linguistic patterns in compatible with contexts. In *focus on creative expression type*, expressive abilities which are fresh and spontaneous are encouraged. In *process writing type* planning, editing, drafting and revising are in question. In addition, they are not in a linear order, but are quite interactive instead. In *focus on content type*, writing is based on a content, which may be a reading text. *Genre-based type* may be considered as the most authentic one in that there occurs a real communication between the reader and the writer. Although there may not be a perfect

type, a better way to apply them in writing would be the combination of all those six depending on the needs of the learners.

Writing may be seen as a less communicative and interactive language skill in the classroom setting at Uşak University. One reason for that may be to apply focus on forms type writing. There is not a real audience for most of the writing tasks. The interaction occurs only between the teacher and the student, which opposes Vygotskian way of learning, which asserts the idea that learning occurs within the social activities where learners interact (Stacey, 1999). Furthermore, most of the time the students write not to convey a message or for real communication, but just write to fulfill a task or copy a model, and most importantly, the students write to pass exams. Considering those issues, their writing is not "authentic" (Brown & Lee, 2015). Another issue is that the students are born to a digital world. They are "digital natives" (Prensky, 2001). Traditional way of writing may not motivate those students. Based on their one way communicative, pen and pencil type classroom writing, it would be natural to assume they may have difficulties in surviving digital platforms in real life within this high technological era. In academic settings for students' academic needs, they are forced to learn writing in an isolated way with non- authentic tasks. The interaction occurs between the teacher and the student. Thus, the main problem with teaching writing skill in preparatory schools in Turkey, including Uşak University, is that writing is taught with pen-and-paper based ways, with non-authentic tasks, in non-interactive settings by ignoring students' computer literacy.

1.2.Purpose of the Study

The study aims to identify students' perceptions about effectiveness of using a Web 2.0 tool, Edmodo, as a social and collaborative platform in developing their writing skills. For this purpose, the present study addresses the following research questions:

1. What are preparatory students' perceptions towards using Edmodo in EFL writing classes?

2. Does using Edmodo interactively develop students' writing skills?

3. Is Edmodo an effective social platform which can promote social interaction while writing in English?

4. Is using Edmodo as a writing web tool easy to apply in that students access their works and course materials any time?

5. Does Edmodo enable students to interact effectively through its combination of Google Docs?

6. Does Edmodo promote social learning through peer interaction by editing and commenting in group project writing tasks through Google Docs?

1.3.Significance of the Study

Developing technology gives us a lot of opportunities in every part of life. Students are also keen on the technological devices and their learning habits have changed in time. Nowadays, it is hard to teach students with old traditions; pen and pencil type. A good way to make students engage in classroom activities is to benefit from their interests on in classes in a blended environment. Besides, from a theoretical perspective, pair and group works are in accordance with social constructivist view of learning whose roots are based on the work of Vygotsky (1978). According to Vygotsky, peers learn better in a social environment from more knowledgeable peers. Thus, learners should be encouraged to interact and collaborate with each other.

Some Web 2.0 tools have already entered educational settings for collaborative works. Those tools include wikis and blogs; however, some other useful tools for collaboration such as Google Docs and EtherPad are largely unexplored (Brodahl, Hadjerrouit & Kristian, 2011). Because technology has become a central part of the life, it is important for policy makers and teachers to know how to use technology and motivate students. Therefore, continuous research should be carried out on online assisted collaborative writing (Woodrich & Fan, 2017). Elola and Oskoz (2010) also point out that more research into benefits of collaborative writing is needed. There are some studies such as Kongchan (2013); Pop (2013); Purnawarman, Susilawati and Sundayana (2016); Shams-Abadi, Ahmadi and Mehrdad (2015) focusing on Edmodo for learning writing in second language. Those studies covered only one or two functions of Edmodo for writing. No studies covered Edmodo with its all functions for EFL writing. Some studies such as Kayacan and Razı (2017), and Hamutoğlu and Kıyıcı (2017) were carried out in Turkey as well. Kayacan and Razı (2017) studied Edmodo for EFL writing, focusing on self and peer-feedback. Their study did not cover all the functions of Edmodo such as collaborative writing with Google Docs and e-portfolio feature through assignments function. This study may fill such gaps. Edmodo has been used as a platform for individual and collaborative writing tasks in this study. Therefore, this study aims to investigate students' perceptions towards using Edmodo for learning writing in English. At this point, Edmodo may create a social platform-a virtual classroom- where students easily interact with each other at any time of the day. Consequently, the study may exemplify a model which alters writing

activities from being isolated to interactive ones. The study would also exemplify an innovative model of how to use a social network to develop students' writing skill in accordance with social constructivist theory. Besides, the study may give an idea about the effectiveness of using the web 2.0 tool, Edmodo, for collaborative writing in English. Based upon students' views of advantages and limitations of Edmodo, teachers who are already using it may rearrange their course structure accordingly. The study has the potential to lead further research to investigate interaction strategies or to experimentally test writing quality of students' works via Edmodo.

1.4.Limitations

The study is limited to 52 Uşak University Preparatory School students who studied in 2017/2018 Fall semester. Therefore, the generalizability of findings is not high, and the study is limited to Turkish EFL context.

1.5.Assumptions

The study aimed to find out preparatory students' perceptions towards using Edmodo in their writing classes in Turkish EFL context. After completing nine writing tasks via Edmodo, the learners were given a questionnaire searching their perceptions. Therefore, nine writing tasks within an academic year were assumed to be sufficient for students to be able to evaluate Edmodo with respect to EFL writing. Similarly, using the 40 item-5-point likert scale type questionnaire was assumed to be sufficient in collecting data about the students' perceptions towards using Edmodo for EFL writing. It was assumed that the participants were sincere while answering open ended questions in the interview and the questionnaire parts of data collection. The students' general computer literacy were not tested and assumed to be adequate to use Edmodo for EFL writing classes. In terms of data analysis, SPSS 23 software program was assumed to be appropriate.

1.6.Operational Definitions

Collaborative Writing: Collaborative writing is the type of "collaboration when students produce a jointly written text" (Storch, 2005, p. 153).

Web 1: "Web 1 is the readable web, where the dominant activity is reception of texts, sounds and images" (Karpati, 2009, p. 2).

Web 2: "Web 2.0 is the writable web, where *creation* of new content is dominant" (Karpati, 2009, p. 2).

Edmodo: "Edmodo is a free and secure educational learning network. It looks similar to Facebook, but has been designed and developed to be a private and safe learning environment" (Kongchan, 2013).

Google Docs: "Google Docs are tools promoted by software designers to be fairly intuitive to adopt for anyone accustomed to a word processor like Microsoft Word or Open Office Writer" (Brodahl, Hadjerrouit & Kristian 2011 p. 74).

Wiki: "Wiki is a web-based hypertext system which supports community-oriented authoring in order to rapidly and collaboratively build the content" (Shih, Tseng & Yang, 2008, p. 1039).

Blogs: O'Reilly (2005) basically describes a blog as a "personal home page in diary format" (p.24). Also, Nadzrah and Kemboja (2009) describes blogs as "websites that are updated frequently and in chronological order that let bloggers and readers to communicate with each other by leaving comments and suggestions on the content of the blogs or by discussing new ideas" (p.4)

CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter, constructivism, communicative language teaching (CLT), task-based language instruction, computer-assisted language learning (CALL), OCL Theory (Online Collaborative Learning Theory), and collaborative writing will be summarized as theoretical framework in relation to this study. Edmodo as an online web 2.00 tool will be introduced. Then, related research studies on wikis, blogs, Google Docs and Edmodo within CALL, ESL writing and collaborative writing will be reviewed.

2.1. Theoretical Framework

The online Web 2.00 tool used for this study, which was Edmodo, provided an online virtual classroom for the participants. The participants could communicate with each other at any time and any place as long as they had internet access. By using Google Docs together with Edmodo, the participants could complete a writing task both individually and collaboratively. They could immediately get peer or teacher feedback. Considering this, it would not wrong to say that the learners participating in this study could socially construct their knowledge of EFL writing, and theoretically, the works done via Edmodo for this study would be based upon social constructivist theory suggested by Vygotsky (1978). Because Edmodo provided an e-portfolio within this study, it was in accordance with constructivist theory. Pedagogically, the authentic writing tasks via Edmodo that enabled peer interaction could be based upon Communicative Language Approach. Additionally, all the work done on the Edmodo for this study was in accordance with a very recent theory suggested by Linda Harasim (2012) called Online Collaborative Learning Theory (OCL).

2.1.1. Constructivism

Constructivist theory and socio-constructivist theories are very similar theories. In both theories learning is an active process which is constructed but not passively acquired. Knowledge is constructed through personal experiences, which is the fundamental idea of constructivism (Fosnot, 1996). According to social constructivist theory, however, knowledge is acquired through social interaction and language usage, and it is a shared and mutual experience rather than an individual experience (Prawat & Floden, 1994). Among the main theorists of constructivism are Dewey, Bruner, Piaget and Vygotsky (as cited in Fosnot, 1996; Windschtil, 2002). According to Piaget (2001), learning is to organize or

reorganize the knowledge within the new experiences. According to Dewey (as cited in Alanazi, 2016) "Learning is a human and social activity and learning is an active and contextual process" (p.4). According to Wood, Bruner and Ross (1976), learning happens as a result of problem solving. According to Bruner (1973), learners construct new knowledge based on their existing knowledge through social process, which is a opposing idea to Piaget. Similarly, Vygotsky (1978) opposes to Piaget with his social development theory. According to Vygotsky (1978), learning occurs not individually, but in a society. Under the theory, three terms have their places: social interaction, the more knowledgeable other (MKO) and the zone of proximal development (ZPD). Social interactions play more important roles in children's cognitive development. The more knowledgeable other (MKO) refers to the one who has more skills than the learner. Therefore, MKO assists the novice to construct knowledge as a result of interaction. "Such assistance is now commonly referred to in the literature as scaffolding" (Storch, 2005, p.154). Zone of the proximal development (ZPD) refers to the place where a child can construct the knowledge by collaborating with a peer or interact with teacher. Learning occurs by mediating and scaffolding with more knowledgeable other. As for the implication of constructivism, it is perceived as one of the basis for classrooms in the literature. For example, Kalpana (2014) describes constructivist classrooms as the place where "the knowledge is constructed either individually based on what student brings through prior experience or collaboratively by what participants contribute" (p.28). Besides, Donato (1994) has already shown that scaffolding could also occur among peers through pair and group works in EFL classes. As an example, Storch (2005) has gained positive results from collaboration of students through group and pair work of EFL writing. With the advancement of the technology, research on second language writing using some Web 2.00 tools such as blogs, Pbwikis, Google Docs, and Edmodo has its roots on social constructivism as exemplified in literature review section. These tools permit interaction and collaboration and very recently Harasim (2012) developed a theory considering classrooms' technology component for collaboration. The theory developed by Harasim (2012) is called *Online Collaborative Learning Theory* (OCL). Within the learning model provided by the theory, learners are encouraged to work together and construct knowledge and the learning construction occurs in an online environment with the help of some tools such as wikis, blogs, Google Docs, etc. There exist three stages of learning: idea generating, idea organizing and intellectual convergence. In the idea generating part, learners brainstorm about the topic. In the second stage, which is idea organizing, learner analyze the ideas brainstormed in the first stage.

Finally, in the last stage, which is intellectual convergence, learners come to a consensus and generally produce a work collaboratively an essay, for instance (Harasim, 2012). In this study, the collaborative writing tasks were in accordance with the stages of OCL theory's learning model. The learners brainstormed on a Google Doc about the writing topic first by using the messaging button on the document. Second, the learners compared their ideas and decided to write on the point they would include on their writing task. Finally, the learners produced their written works collaboratively. Besides, feedback was provided by the teacher and peers.

2.1.2. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is globally recognized as one of the best approaches to Second Language Acquisition (SLA). CLT broadens the grammatical features of language into social, cultural and pragmatic features of language, and encourages real-life communication in the classroom (Brown & Lee, 2015). Learning a language does not only mean to have the knowledge of grammar and vocabulary of the target language, rather, it is learning of how to communicate in target language. Therefore, as a reaction to Chomsky's (1965) linguistic competence, Hymes (1972) explains the term of 'communicative competence' which covers not only to have the knowledge of grammar but also the ability to use grammar properties in various communicative contexts. Later, Canale and Swain (1980) proposed four component of communicative competence: grammatical, discourse, sociolinguistic and strategic competence. Accordingly, *grammatical competence* (Canale & Swain, 1980) is the knowledge of forms of language as well as using them. This competence enables speakers to use the knowledge to understand and react for literal meaning. *Discourse competence* is the knowledge and ability of comprehending the structures of language as well as producing them in various relevant contexts. *Sociolinguistic competence* refers to "the ability to use language that is appropriate to social contexts" (Alptekin, 2002, p. 58). It is the ability of using the language in accordance with the values and norms of the target society. *Strategic competence* is the knowledge of using verbal and nonverbal strategies to succeed a communicative goal (Canale & Swan, 1980).

Pedagogically, using small groups and pair works through which learners have a chance to use L2 are supported by communicative approach. In accordance with communicative way of learning a language, writing skill would also be based upon the domains of these components of communicative competence. Cooperative way of

communicative language approach, which could also be supported by social constructivist theory, can be applied via collaborative writing tasks in which learners complete authentic tasks through group or pair writing tasks (Storch, 2005). Therefore, based on the socio cultural theory and pedagogy, it would not be wrong to say that, a real audience with authentic tasks of writing would work for gaining communicative competence, which would end in real communication in written production, which is an ultimate goal in language learning. Writing tasks in Edmodo, which were assigned to the learners within this study, included real life situations. For instance, the learners were assigned as groups to produce a blog post in which they came up with a brochure that introduced their favorite local restaurants and meals. They used the appropriate language for the audience, which were expected to be tourists, and the task included a real production. They completed the task as "partners in a cooperative venture" (Brown & Lee, 2015, p.31).

2.1.3. Task-Based Language Instruction

Task Based Language Teaching is said to be one of the most prominent perspectives within the CLT framework is (Brown & Lee, 2015). Bygate, Skehan and Swain (2001) describe a task as an activity in which learners use the language focusing on the meaning for a certain purpose. According to Richards and Rodgers (2014), a task is a functional duty that focuses on the meaning and using the language for real world for non-linguistic purposes. Willis (1996) supports the idea that a task would be adjustable in terms of its focus whether it is structural or more communicative. Either form focused or more communicative, a task seems to be useful for learners in that it gives learners a real language goal to be achieved in a certain time, while engaging the learners with real word issues within the language. Although most of the time writing tasks are only assigned to fulfill an objective of syllabus, they could still be communicative and meaningful when a writing task is addressed for a real audience (Richards & Rodgers, 2014). In this study, Edmodo provided an online virtual class in which students could have a chance to be engaged in various authentic, communicative writing tasks with which learners interacted collaboratively.

2.1.4. CALL (Computer-Assisted Language Learning)

Learners are born to a digital world, today. Accordingly, Prensky (2001) labels the learners as "digital natives". Computers, cell phones and other technological tools are essential for "digital natives" in their daily life. Therefore, it would not be wrong to say that using technology in the class is not a privilege, but is a necessity for these learners.

The history of CALL as a theory started in the 1960s. In the early practices, the implementation of CALL was highly behavioristic (Brown & Lee, 2015). Later in the 1980s, CALL practices became more communicative with games and puzzles, for instance. Warschauer and Healey inform that since the 1990s, with the development of World Wide Web, CALL practices have become more interactive (as cited in Brown & Lee, 2015). Sokolik states that some Web 2.00 tools such as blogs, wikis, WordPress, Facebook, Twitter, Skype, and Google +provide real communication with outside audience both for teachers and learners. These tools support "authentic materials and communicative tasks" (as cited in Brown & Lee, 2015).

In the 2000s besides CALL, a new terminology 'blended learning' which is proposed by Neumeier (2005) seems to have a place in the literature with the contribution of some researchers such as GrGurović (2011) and Thorne (2003).The simplest definition of blended learning would be the combination of computers-assisted learning with traditional methods. GrGurovic (2011) defines blended learning as face-to-face teaching and learning supplemented by CALL. Either titled as CALL or blended learning, the researchers focus on some Web 1.00 or Web 2.00 tools in English language teaching. For instance, Al-Seghayer (2016) and Hubbard and Levy (2016) use the terminology CALL whereas Shih (2011) chooses the term blended learning in their articles.

Web 2.00 tools are more common than Web 1.00 tools in language education. Within Web 1.00 tools, learners are only the viewers whereas Web 2.00 tools enable collaboration and interaction through the internet. Karpati (2009) connects Social Web with activity theory and trialogical theory. Developed by Vygotsky, activity theory underlines the object-oriented quality of human activity that is intervened by cultural means while trialogical learning takes place when learners collaboratively develop shared objects of an activity (Karpati, 2009).

With the advancement of the technology, formal or informal language learning occur through some tools. Apart from educational settings, some applications and games enable learners with real communication. Those applications include Anki, Memrise, Duolingo, and Livemochka .They could be useful for outside classroom activities. As for the formal virtual classes, NiceNet (1997) is one the first tools to be used by teachers (Warlick, 2007). The most remarkable virtual platform for language teaching seems to be Second Life in the literature. Ishizuka and Akama (2011) describe Second Life as a Multi-User Virtual Environment, where users can have diversities of learning experiences in the environments like real life. Its preface is very similar to the popular game Sims. The users

in Second Life can have their own avatars however they like. They can buy properties, travel around the world and even get married. It could be appropriate for adult learners, but it may hold some potential problems with teenagers. Thus, most teachers use more educational platforms such as Edmodo and NiceNet. In this term, Edmodo is a Web 2.00 tool which enables online collaboration and interaction. It may be used as an e-portfolio when used for writing purposes. Therefore, students can observe their work on GoogleDrive whenever they need.

In the perspective of writing, most web 2.00 tools such as Pb wikis, blogs, Google Docs and EtherPad are used for collaborative writing (Brodahl, Hadjerrouit & Kristian, 2011) with a view of Vgygotsky's socio cultural learning theory and within constructivism. Shih, Tseng and Yang (2008) inform that the vocabulary wiki comes from the Hawaiian word 'quickly' that connotes quickly editable nature of wiki pages at anytime and anywhere by multiple authors. Brodahl, Hadjerrouit and Kristian (2011) state that a wiki has a chronological structure. There is a reader-writer relation via blogs through commenting section. As an alternative to wikis and blogs, Google Docs are used for collaborative writing. They provide synchronous editing and allow users to collaborate in real time

2.1.5. OCL Theory (Online Collaborative Learning Theory)

> OCL theory provides a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by so doing, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer (Harasim, 2012, p.90)

Harasim (2012) explains the model with three stages: idea generating, idea organizing, and intellectual convergence. In the idea generating stage, students brainstorm in a group. In the idea organizing stage, learners analyze and compare the ideas they have generated in a discussion. In the intellectual convergence stage, learners come to a consensus with a piece of work such as an essay (Harasim, 2012). With almost all types of collaborative web 2.00 tools such as blogs, wikis and Google Docs, which are used for this study through Edmodo, socio cultural theory of learning as well as online collaborative theory could be considered. A new perspective arises through OCL to collaborative writing with these Web 2.00 tools. The tools such as Wikis and Google Docs provide a quite collaborative and interactive platform by providing multiple writers to develop a text (Hadjerrouit, 2011).

2.1.6. CALL -Collaborative Writing and e-portfolios

Collaborative writing refers to "an activity where there is a shared and negotiated decision-making process and a shared responsibility for the production of a single text" (Storch, 2013, p.3). Although the term "collaborative writing" seems to be current with some language learning tools such as wikis, blogs and Google Docs, there are also some early practices based on social constructivist theory and communicative language teaching approach such as Storch (2005).

Widespread use of technology in the classrooms has affected the way of teaching writing in second language. Some web tools have enabled students and teachers with communication and cooperation at any time at any place. Also supported pedagogically by communicative language approach and theoretically by social constructive theory, these tools have given a chance for collaborative writing. While writing collaboratively, learners could apply a process model of writing instruction in a non-linear way (Hyland, 2009). They could select a topic, brainstorm and collect data together. After prewriting they build the text together. On account of collaborative writing, students can understand grammar and discourse structures better. In addition, collaboration helps for a better content and organization (Shehadeh, 2011). Patterson, Schaller and Clements (2008) suggest that interactive writing also called collaborative writing can contribute learners to improve their spelling skills. Learners could get immediate feedback from teacher or peers any time even in writing if they are using Google Docs, for instance. Learners could revise the work by reorganizing and adjusting. Following teacher or peer feedback, they could edit and publish their work. All the process could occur at any time and in any place online and collaboratively.

Swain (2000) describes the collaborative dialog as a problem solving activity in which learners participate in knowledge building activities, and also correct each other. By sharing their ideas learners scaffold each other. In the end, they could come up with better works than their individual performance (Swain, 2000). While writing collaboratively online, learners get more of their competence as well. There are some research studies such as Dishaw, Eirman, Iversen and Philip (2013) indicating that multiple authoring could contribute to easier learning.

Web 2.00 tools such as wikis, blogs and Google Docs used for L2 writing naturally constitute an e-portfolio for students. Apple and Shimo (2004) categorize portfolios into three: (1) Collection portfolio covers all the works of learners. (2) Assessment portfolios are made of learners' selections of works based upon the criteria defined at rubrics

provided by teachers. (3) Showcase portfolios cover the learners' best works. Therefore, Google Docs on Google Drive via Edmodo for instance, constitute an electronic collection portfolio. There are some benefits of e-portfolios. As Hung (2008) suggests, learners' work is always ready to get peer and teacher feedback. Furthermore, Barrett (2006) points out that e-portfolios are useful tools for self assessment. In addition, Gerbic, Lewis and Amin (2011) conclude that e-portfolios are useful to provide learner autonomy.

2.1.7. Edmodo

The Web 2.0 tool Edmodo is available at www.edmodo.com and it was started by O'Hara and Nick Borg in 2008 (Kongchan, 2013). It has been updated since then. Arroyo (2011) classifies Edmodo as a 'vertical online network' which is downloaded internet software that is a private network and can be personalized. Edmodo is used for educational purposes as an online virtual classroom. It is used all over the world. Hicks (2016) indicates that Edmodo is the second most effective learning management system after Moodle which is based on the data provided by the company Capterra. The website is quite secure and private. Its preface is very similar to Facebook (Kongchan, 2013) (See Figure 2.1.7). There is also an application format for cell phones (See Figure 2.1.8). Only teachers could set up classrooms. After being registered to Edmodo a student could attend to the teacher's classroom with a code provided. Within groups, the teacher could also set up different groups. Through Edmodo a teacher could apply quizzes, send files, start discussions, send private messages and set up assignments with or without due dates. Students and teacher can access to Edmodo at any time. Google Docs can be used together with Edmodo. For example, while uploading a document to Edmodo, it is possible to give a link to a Google Doc. Therefore, Google Docs can be considered a feature of Edmodo and they can be synchronized to Edmodo. Thus, multiple authors can in a synchronizing way edit a Google document which would have a link on Edmodo.
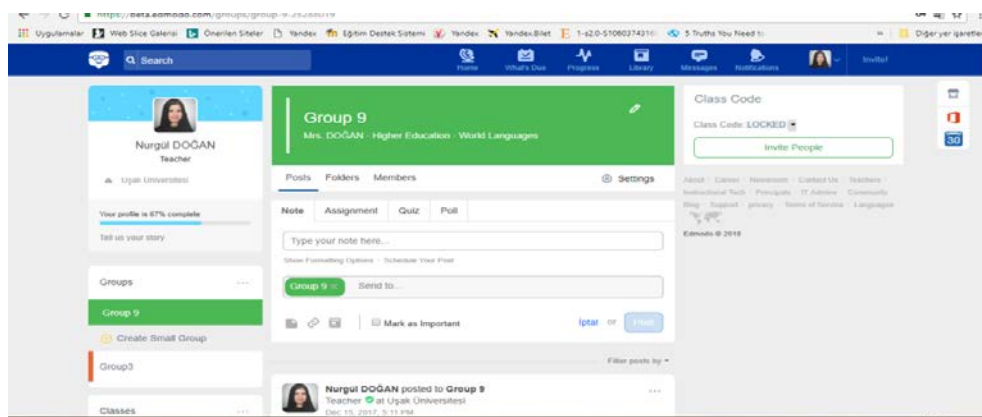
Figure 2.1.7. Edmodo's preface
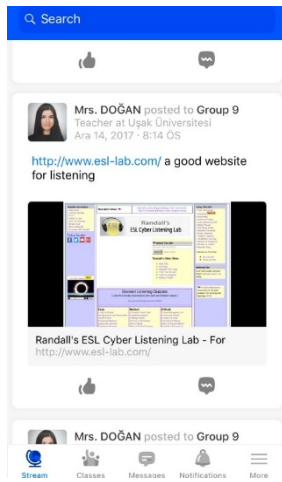
Figure 2.1.8. Edmodo's application for cell phones

Teachers could also edit or view the same Google Document at the same time. Multiple authoring could encourage knowledge construction individually and collaboratively (Kongchan, 2013). The fact that Edmodo encourages collaboration and knowledge construction could be based upon Vygotsky's social constructivist theory. Within writing tasks students could communicate at any time and any place in any phase of writing means that they scaffold each other. With authentic writing tasks in Edmodo such as preparing a menu for a tourist in their favorite local restaurant in this study, learners could have a chance to have real communication for potential audience. Theoretically, writing becomes an interactive activity rather than being an isolated individual activity through learners' scaffolding each other. Pedagogically, writing tasks could be quite communicative with real tasks and peer learning in accordance with communicative language approach. Edmodo could enable interactive learning in terms of ESL writing. Interaction occurs when feelings, ideas and thoughts are exchanged because communicative competence stresses interaction (Brown & Lee, 2015). Through writing activities with Google Docs covered in Edmodo learners can interact with teacher, their group members and/or classmates. They can get immediate feedback from their teachers or friends even while editing the document. It seems advantageous in that without using Edmodo, pen and paper writing only allows teacher-student interaction and teacher feedback. However, Chaudron (1984) suggests peer feedback is more profitable than teacher feedback in that peer-feedback is perceived as more informative because it is at learners' level of development and interest and more socially supportive.

Early in the literature, Edmodo was suggested to be used by some papers such as Tinnerman, Johnson and Grimes (2010). The use of Edmodo in ESL settings seems to be

quite recent with some studies such as Kongchan (2013); Manawong(2016); and Holland and Muilenburg (2011). Few studies also investigated Edmodo in terms of writing skill such as Pop (2013); Shams-Abadi, Ahmedi and Mehrdad (2015); and Purnawarman, Susilawati, and Sundayan (2016).

2.2. Literature Review

2.2.1. CALL, ESL Writing and Collaborative Writing

The relation between writing and computers seems to be as early as the start of computers in daily life. Goldberg, Russell and Cook (2003) conducted a research about early history of computers and writing. They categorized research on computers and writing in terms of the relation between quantity of writing and computers, the relationship between the quality of writing and computers and the social interaction during writing and computers. For example, Synder (as cited in Goldberg, Russell & Cook 2003), Nichols (as cited in Goldberg, Russell & Cook 2003) and Godsey (as cited in Goldberg, Russell & Cook 2003) focused on the relation between quantity of writing and computer use; Jones (as cited in Goldberg, Russell & Cook 2003), Lerew (as cited in Goldberg, Russell & Cook 2003) and Head (as cited in Goldberg, Russell & Cook 2003) focused on quality of writing and computer use; and Yackanicz (as cited in Goldberg, Russell & Cook 2003) showed that using computers had positive effects on students' motivation. As is seen, the quantity and quality of writing as well as students motivation were affected by the use of computer.

Goldberg, Russell and Cook (2003) reviewed that writing on the computers largely affected the length of the written work of students and less affected the quality of writing. Owston and Wideman (as cited in Goldberg, Russell & Cook 2003) carried out a research comparing the quality and quantity of written works of students. In one school every 15 students were provided with one computer whereas in the other every three students were provided with one computer. The result showed that first groups' written work was better. Based on approximately 30 researches they worked, Goldberg, Russell and Cook (2003) concluded that computers had a positive effect on writing. Additionally, it would not be wrong to say that all early research was based on mechanical use of computers for writing.

Parallel to all those research above, Chen and Cheng (2006) carried out a research on the mechanic use of computers in ESL writing. There would be an interaction only between computers and students though. They used a program called MyAccess. The participants were 68 third year English majors in a Taiwan's university. The learners could

get immediate grammar or contextual feedback through the program without human judgment. The researchers reported that students' perception of the program was more negative than accepted because there was not an interaction and collaboration, and students' reactions would be accepted as natural. Social aspect of the learning seemed to be neglected while using the program. However, social interaction part of learning writing in ESL via computers is as early as the beginning of computer use as well. Baker and Kinzer (as cited in Goldberg, Russell & Cook 2003), Butler and Cox (as cited in Goldberg, Russell & Cook 2003) and Snyder (as cited in Goldberg, Russell & Cook, 2003) already stressed social learning for writing through computers However, the computers used in those studies lacked software like wikis and Google Docs for online collaboration in writing. The interaction seemed to be face-to-face. However, the type of interaction was proved to be useful. There are some pioneering studies such as Storch (2005), who indicated the effectiveness of collaboration and interaction for EFL writing. She carried out the study with 23 adult ESL learners. The learners had choices to write either individually or in pairs. Largely they chose to write as pairs. Still there were individual writers. The students were interviewed after the work done and all the pair work was audio-taped. The nature of writing process by the pair work was analyzed and students' perceptions were taken into consideration. The qualities of individual and pair work were also compared. In terms of grammar structures and content pair works were better, and most of the students showed positive reactions towards collaboration.

Similarly, Shehadeh (2011) carried out a research about effectiveness of collaborative writing and students' perceptions of collaborative writing. The participants were 18 students for the experimental group and 20 students for the control group. The students in the control group completed writing tasks as individually whereas the students in the experimental group completed them as pairs. At the end of 16-weekwriting tasks, the evaluation was carried out holistically based on the criterion of content, organization and mechanics. In terms of content and organization, collaborative writing was superior, and the students thought it was enjoyable to write collaboratively. One important pedagogical implication that could be drawn is that the study has proved that writing in ESL could also be a social act rather than a solitary activity, which does not enable any collaboration.

Parallel to Storch (2005) and Shehadeh (2011), Blum and Dobao (2013) had positive reactions from students towards collaborative writing. They worked with 55 students of Spanish as a second language. The learners' level was intermediate. Half of the students worked as pairs and the other half worked as groups for writing activities. Overall,

the students reported to have enjoyed collaborative writing activities. Only four out of 55 students were reported to prefer to work individually. One important result of study was that most of the students who worked as pairs said that they would have preferred to work as groups instead of pairs because they thought they could have had more ideas and more language chances. It may mean that the students in this study constituted the awareness of importance of group works and how group works contributed to their knowledge construction.

With the advancement of technology, collaborative works have taken new forms with such web 2.00 tools as wikis, blogs, Google Docs and Etherpad. Among them using Google Docs would be innovative in that they have allowed multiple authors at the same page and instant messaging. As a learning management system, Edmodo provides Google Docs for collaboration and e-portfolio with assignment function and allows social interaction through messaging and discussions.

2.2.1.1. Wikis. In the literature, wikis were used as collaborative writing tools. The researchers usually focused on the participants' perceptions such as Aydın and Yıldız (2014); correction patterns such as Yu-Chuan and Hao-Chang (2011); how using wiki affected their writing quality such as Elola and Oskoz (2010); the strategies learners applied on pre-writing and writing stages such as Hadjerrouit (2011) and how participants collaboratively brainstorm on discussion tool such as Kessler (2009). In the studies reviewed for this study, it was observed that there were some negative reactions of students at the very early implementations within the research. Following research proved more successful implementations and positive attitudes of students, though.

Wang et. al (2005) conducted a study with the use of wikis for EFL writing class. The participants were 26 females and 17 males. The main task in the study was to write an essay. The researcher teacher gave a prompt starting 'If I were Bill Gates…'The other students and the teacher could directly write feedback for the writer's any paragraph with co-editing structure. In this very early example of using wikis for collaborative writing, the researchers observed that there was an immerse relation between students' academic performance and editing the texts, and they hypothesized that it must have been caused by students' internet use habits.

In another study, Kessler (2009) carried out his research with pre-service teachers. He studied on student-initiated attention to form in wiki-based collaborative writing. 40 non- native speakers of English pre-service teachers were observed for sixteen weeks. They took an online content-based course throughout the semester. The researcher used

moodle based course management system with additional features of Adobe Acrobat Connect and Gong voice board. The students had to attend in forum discussions, live video lectures, students' presentations and continuous collaboration in wiki which was the last stage of the lectures as reflections. The students were expected to make editions as well as corrections for accurate language. Firstly, the researcher wanted to find out how autonomous the learners were. He concluded that although they had the knowledge and ability in framework of autonomy, they lacked the motivation or willingness. One important result that the author suggested, however, was that there was a high frequency of peer editing. Secondly, the researcher focused on accuracy. There were peer and self-editing quite high in number, but the students failed to initiate correction for meaning based activities. This early research is central in that it exemplifies how a web 2.00 tool could be used collaboratively. It also showed that how students could benefit from a controlled environment autonomously without teacher's dominant participation.

Elola and Oskoz (2010) investigated wiki and chat to find out differences between collaborative and individual writing, to find out how writers approach collaborative writing by the use of collaborative writing tools and students' perceptions of individual and collaborative writing. The researcher noted that there were no statistically significant differences between the qualities of collaborative and individual writing because of the number of the students. However, the study was important since it provided a chance to the researcher to observe learners' interaction habits. Besides, the analysis of the data on students' perceptions showed that they concentrated on collaborative writing activities indifferent and complementary ways. As for writers approach, they used wiki and chat for different components of writing. The most significant result was that the use of chat was higher than that of wikis in terms of content. This means that learners in this study carried out discussions before writing on a topic, which would be quite useful for them. Another important point in this study was that although all the students preferred individual writing, they thought that collaborative writing tasks were much better than their individual writings. Additionally, despite their focus on grammar and vocabulary items, the learners recognized that they had much better essays in terms of structure. Based on the findings of the study it would not be wrong to say although the benefits of online collaborative writing are evident, the students seem to hold traditional idea of parallelism between language structures and quality of writing rather than content and organization of writing. Still, Elola and Oskoz (2010) claim that there are a lot of benefits apparent in the study, but one cannot say that collaborative writing is completely superior to individual writing. The study is

important in literature as chat and wikis exemplify how social learning takes place. By discussing the topic on chat, learners could brainstorm and achieve beyond their level of competence, for instance because in the study there was an environment for ZPD, where the participants learnt in the society.

Hadjerrouit (2011) carried out a case study with eight students from Faculty of Technology and Science. The students were grouped as 3, 3 and 2. The study was important because it showed how to use wikis appropriately for collaborative writing. For the process of collaborative writing the researcher deeply explained all the stages of using wikis, which were rapid information gathering, wiki architecture, page design, wiki development, quality insurance and page integration, and peer review. Each group in the study had different topics. The topics were information and communication technologies, data security and privacy issues for young learners respectively. Students used discussion forum of wiki tool for collaboration and any communication. The project lasted for eight weeks. As a result of analysis of the students' self-evaluation and peer reviews were collected as an answer to the some open ended questions, the study pointed out that majority of the students found wiki activities meaningful. As a disadvantage of discussion tool, the students indicated that the time of edition was not clear as well as the person who had done it. When students' writings were analyzed, it was seen that the collaboration had been done simply by adding and formatting, sometimes deleting. One limitation that the author stresses was that the students worked on different pages that they had been assigned more often than the same page together. This showed they worked co-operatively rather than collaboratively. Although the number of students was limited, the study exemplified the basic steps of creating wikis collaboratively.

Kost (2011) carried out an exploratory study to find out what kind of strategies learners use when they engage in a collaborative writing process, what kind of revisions learners make when they make changes to their common texts, and how learners perceive the use of wiki. The researcher worked with fourth- and sixth- semester German language students. Two students were from the sixth-semester class and six students were from the fourth semester class. The students worked as pairs for the semester for writing activities which were carried out through wikis. When a writer made any changes, wiki saved it and if the writer saved the changes, the page was updated. Also, discussions that the writers used for planning, writing and revision were saved by wiki. Thanks to wikis' archive function any comparisons between added version and original version were possible. Also it was possible to observe the deleted parts of original version. Therefore, the researcher

was able to analyze the strategies of pairs while writing collaboratively. Besides, students' perceptions were described after applying a questionnaire. In the pre-writing stage while most learners used brainstorming to decide what to write on their essay in wiki, some other learners used the discussion tool until finishing the essay. There were also pairs who shared the responsibilities and worked on their assigned parts. The pairs also checked the grammar of their works. As for the revision related strategies, there were ongoing discussions about linguistic properties of works. As an important result, the learners applied more revisions of linguistic items than the content. Considering the students perception of collaborative writing through wikis, they all had positive reactions towards it and demanded to use it for collaborative writing tasks for their other German classes. One benefit of wiki was to use shared resources of grammar items. The students shared the grammar resources that they thought would be helpful while writing. Another advantage was that completing assignments in wiki was time independent besides the shared workload, as perceived positive by the students. The study is also important as it shows students behavior of revisions on focused parts, and the strategies they used while creating a wiki page. Therefore, learners could be guided if there occurred any negativity for their future writings to benefit thoroughly from collaborative writings. Additionally, for similar settings this model of using wiki could be applied.

Kuteeva (2011) carried out a case study on wikis and academic writing specifically on reader-writer relationship. The researcher worked with 14 students whose mother tongues were different from each other. The research was carried out under the course Effective Communication in English. The aim of the course was to donate students with English for academic and professional purposes. Wiki provided a platform to carry out writing assignments which focused on paragraph structure, coherence and argumentation. For the wiki task that focuses on paragraph structure and coherence, eight different topics were chosen and a wiki page was created for each. The students were grouped and each student wrote a topic sentence for the major topic. The topic sentences were coordinated in the class. Then each student wrote a paragraph about his/her topic sentence and posted it in on the related wiki page to produce a coherent text with other students who were working on the same topic on same page. They were able to discuss their ongoing collaborative work at the discussion tool. The second task was writing an argumentative essay. A separate wiki page was created for this assignment. After the students posted their essays, they gave peer feedback on structure and content. The feedback was posted on the discussion page again. The results showed that considering their audience, the learners paid

more attention to their grammatical correctness and structural coherence. Based on the text analysis and self-report questionnaire, the results also showed that learners cared for their audience. Another point that the author took attention was that collaborative works on wiki supported social learning when it was considered that all the learners had different background namely different mother tongues. The study is important in that it provides a decent application of using wikis for collaborative writing. It is also important that it shows wikis would be used for inter-institutional projects with members of given discourse communities (Kuteeva, 2011).

Yu-Chuan and Hao-Chang (2011) got students' positive reactions towards using wikis for collaborative writing through a questionnaire. The researchers worked with 51 EFL students at a university in Taiwan. As well as students' overall perception of using wikis, students' perceptions of using wikis at each stage were also studied. One important point that the researchers drew attention to was that through history button the students were able to see all the additions or deletions with a highlighted version, thus this contributed to the metalinguistic awareness. The researchers pointed out that to ensure scaffolding using wikis alone was not enough; therefore they necessitated the need for guidance. In the study guidance was hold through "(1) delivering efficiency via computer networking, (2) providing clear direction and purpose in the procedure, (3) keeping students on task according to procedure…directing students to worthy sources" (Yu-Chuan & Hao-Chang, 2011, p. 399). The task in the study covered five weeks. The students were grouped into four or five members. The task included writing a script based on the students' previous knowledge of a story. They used the characters from the story. In the pre-writing phase, the students brainstormed about their script. They assigned scenes to each group member. At the end of the stage, they were required to post the title of the story, the characters in the story, summary of the story and scenes that were shared to each member on home page. At the second stage, the students were expected to draft the background text and dialogues for their assigned parts. At the third stage, the team members revised their team members' assigned pages by adding or deleting content. In addition, the students gave responses to feedback. At the fourth stage, each member corrected the other members' grammatical mistakes. They also discussed those mistakes. The researchers asserted that the purpose of this was to raise metalinguistic awareness. At the final stage, the students individually combined all the paragraphs and were able to delete or add whatever they wanted. Then they published it. The reason behind this was to increase the responsibility. As a result, the students found wiki and collaborative writing

quite useful and interesting. They thought they paid more attention to their content and their grammar use because they revised those components again and again with their peers by discussing. They thought wiki made drafting easier and collaborative writing contributed to their writing skills. Besides, they admitted that peer editions motivated them. They also thought that wiki helped them to learn co-operatively. Overall and for each individual stage, majority of the students stated their positive attitudes about using wikis for collaborative writing.

Aydın and Yıldız (2014) worked with 34 intermediate EFL learners on collaborative writing through wiki. This study covered three meaning-focused tasks on wiki. The first task included writing an argumentative essay collaboratively on a topic they chose from eight prompts. The second task was to choose one of the cities from Turkey and prepare a visitor's guide for tourists. The third task was to write advices to people's problems posted on a website called 'Dear Abby'. An important result of the study was that students focused more on meaning than form both in correction and collaboration. Another important result was that thanks to collaborative writing, the students used %94 times accurate grammar. As for students' perceptions, the students enjoyed the experience of writing collaboratively on wikis and believed their writing skills improved thanks to collaborative writing through wiki. The students stated that they learnt new things while reading and correcting their peers' writing. The researchers concluded that collaborative learning on wikis provided scaffolding for learners, thus they were able to enhance their linguistic capacity and they suggested online collaborative writing because students have very limited environment to practice the target language. Online tools would provide outside-class environment for learners to experience the target language.

2.2.1.2. Blogs The studies in the literature focused on effectiveness of blogs for ESL writing and collaborative writing. Students' views, perceptions and attitudes were analyzed in most of these research studies. Through the studies viewed for blogs for EFL writing students positive remarks towards the implementations were evident. To exemplify, Nadzrah and Kemboja (2009) investigated blogs for ESL writing. The researchers assigned learners with tasks to be completed on blogs outside the class. The study aimed to assess the effectiveness of using blogs on students' abilities of writing constructively. The researchers examined students' perceptions and attitudes through a questionnaire. The participants were 41 first and second year intermediate level university students. The study was carried out under the course of English for social sciences. The learners were assigned an integrated project. They were grouped into three or four

participants. Then, they chose a topic about social science. First, they discussed the topic on blogs based on the each group member's references that they researched. Each group came up with five discussion questions. After discussing the topic online, they discussed the topic chosen in the class as well. Final task of the project was to write a report collaboratively on the topic. The findings focused on two points: students' perceptions of using blogs and how students constructed their knowledge while blogging. The findings suggested that a high majority of the participants were familiar with using blogs and had no difficulty using them. They stated that using blogs through classes would be a must. All the learners agreed that they benefitted using blogs in class. The learners stated that while using blogs, they wrote better because they checked grammar so that it would be better to understand outside audience because their writing was open to internet users. They also stated that while writing on blogs they were more creative. Another important point of findings was that students stated that they write longer online than while writing on paper. The students indicated that using blogs was effective for writing because they were able to share and discuss their ideas with peers. They also believed that thanks to feedback that they got from their peers they were able improve their writing skills. Another finding of the study that captured the attention was that students believed that they could express themselves better while writing online when compared to paper based writing in class. Overall, it would not be wrong to say that learners that participated in the study had positive reactions towards using blogs. As for the students' construction of knowledge, it was discussed as teacher oriented and student oriented. Teacher made the instructions clear so the teacher initiated the learning and that the teacher gave feedback was also useful for knowledge construction. However, teacher role could be said to be minimum. Blogging provided an online platform where learners easily interacted and learned from each other, therefore, they were able to socially construct their knowledge. One important conclusion that the researchers came up with was that blogs were important platforms for interactive writing and by sharing their prior knowledge with friends they could construct new knowledge.

Amir, İsmail and Hussin (2011) carried out a mixed method research on collaborative writing through blogs. They worked with 80 students whose departments were ESL and literature. They applied the study under the course 'Language and Information Technology'. A questionnaire was given to the students to get data about their computer literacy. Findings showed the students were competent enough to use computers in their classes. As for qualitative data of collaborative writing, the researchers used

content analysis technique. The students were assigned to post six tasks collaboratively on their blogs. One of the topics was 'Search for activities that you can use and explain about computerized writing, find examples of software that you can use and examples of URL that hosts computerized writing activities, and discuss how one can improve their writing using the computer.' Although the authors did not clearly explain how learners collaborated while writing, discussing or giving peer feedback, the findings showed that the students had positive attitudes and reactions to use blogs for collaborative writing. They asserted that their vocabulary knowledge increased, blogs increased their motivation, interest and confidence at ESL writing. Overall, the learners thought blogging increased their writing skills.

Wu and Wu (2011) carried out a research about students' perceptions and attitudes towards using blogs for collaborative writing, as well as the participants of the study were 49 first grade students and they were grouped to ten for the study and each group was required to open a blog page. The teacher also created a blog and the teacher gave links of the blogs of all the groups on the blog page that she created. The study covered six weeks. From second week to fifth week, the students completed the tasks. The tasks included writing collaboratively a reflection of minimum 50 words to the readings that the teacher posted on her blog page. The students were required to comment to the works of other groups as well. After the task, the students were given a questionnaire which aimed to investigate their reactions toward using blogs. The findings showed that the students felt that reading blogs helped them improve their reading skills because they observed new vocabulary and language items. And they also suggested that they reading comprehension enhanced. The students also felt that using blogs for collaborative writing helped improve their writing skills and they agreed that using blogs were easy. Overall, the students found blogs interesting and enjoyable. Additionally, they thought that blogs helped them learn collaboratively in a positive way because they could discuss and interact inside and outside of the classroom.

2.2.1.3. Google Docs. Using Google Docs seemed to start in the 2010s for EFL learning. The studies usually focused on effectiveness of Google Docs in EFL writing, and most of the studies focused on collaborative writing, students' strategies of collaborative writing, and feedback-peer feedback. Students' reactions and perceptions were analyzed at almost all the studies reviewed in the literature. Students usually had positive attitudes towards using Google Docs for EFL writing.

In this view, Brodahl, Hadjerrouit and Hansen (2011) carried out a research on perceptions of students towards using Google Docs and EtherPad for collaborative writing. The study is a part of a larger project which would also focus on other elements of collaborative writing. They investigated the perceptions based upon the factors such as gender, age, and digital competence, interest in digital tools, educational settings, and choice of writing tool. The researchers hypothesized that students with high digital competence would have more positive attitudes than the ones who had low digital competence. The second hypothesis was that younger students had more positive attitudes. The third hypothesis was that gender would not have any place on students' attitudes. The fourth hypothesis was that because EtherPad was easier to use, the students would have more positive attitudes towards EtherPad than Google Docs. The participants were 201 fourth year education students. Students were given a collaborative writing task. After they completed the task, they were given a questionnaire. The results showed that the students with high digital competence had more positive attitudes and gender did not play any role on students' attitudes of collaborative writing. Because the number of older students was very low, any conclusion could not be drawn about the third hypothesis. The fourth hypothesis could not be answered either because the EtherPad was not available during the study. Only %13.9 of the students reported to be motivated to use tools for collaboration and they indicated tools were useful for collaboration. The students also indicated that the tools were not as useful as they expected. There were also positive notions of students such as they enjoyed editing and commenting others' works. The study is important in that it pioneered future research Google Docs and collaborative writing.

Zhou, Simpson and Domizi (2012) studied Google Docs for collaborative writing to assess effectiveness of Google Docs for out of class writing assignments, to teach students collaboratively, and to teach students successfully communicate. The participants were 35 EFL students; however, 31 students answered the questionnaire for assignment 1 and 28 students answered the questionnaire for assignment 2. The study covered six weeks. The tasks were two assignments. Assignment 1 was carried out without Google Docs and Assignment 2 was carried out with Google Docs. However, both assignments were completed as collaboratively. The topic of Assignment 1 was "Emotion and the Brain" and the topic of Assignment 2 was "Addiction and the Brain". After completion of both tasks, the students were given questionnaires. Although there was no significant difference in terms of writing quality between with and without Google Docs assignments, the students' reactions towards using Google Docs were positive. The researchers suggested that the

reason behind no difference of Google Docs could stem from the fact that they did not evaluate the works at individual level and they necessitated further test to differentiate Google Docs collaboration. The results showed however, Google Docs made a difference in students' way of learning because they changed the way they communicate. Besides, the students indicated that they would like to use Google Docs for their future assignments. The researcher suggested that the study was important in that it showed the potential to use Google Docs for collaborative writing.

Bikowski and Vithanage (2016) investigated the effects of web-based collaborative writing on individual writing. They worked with 52 L2 students at a U.S. university. The participants were grouped as experimental and control group. 32 students in the experimental group engaged in four collaborative writing tasks whereas 27 students engaged in the same tasks individually. All the students completed the web based tasks and all the tasks were in class tasks. A pre-test and a post-test were administered to both groups. The results showed that the participants who carried out collaborative writing tasks were more successful on their individual writing tasks than the ones who completed the tasks individually. The participants also appreciated collaborative writing tasks and the students of control group wished they had done the tasks collaboratively rather than individually. Both experimental and control groups used Google Docs as a tool. The ones who used Google Docs collaboratively had a chance to edit simultaneously and the teacher could monitor them simultaneously. Both groups could ask questions and take immediate feedback. Different writing topics were assigned to the students in pre-test and post- tests and the works were evaluated based on an analytic rubric that covered content, organization, academic style and grammar sections. The participants' perceptions were analyzed statistically based on the questionnaire they were given. The results showed that the students favored collaborative writing tasks carried out on Google Docs. They thought group writing helped them learn and improved their writing skills. The students indicated that they learned from each other and felt less stress. An important result was that collaborative writing group disagreed to write individually in the future whereas individual writing group wished to have written collaboratively. The teachers were reported to have positive attitudes towards the use of web-based collaborative writing and the researcher stressed the importance of teachers' facilitative role on web-based collaborative writing. Therefore, the study is important in that it covers both qualitative and quantitative data to prove the benefits of web-based collaborative writing.

Seyyedrezaie et al. (2016) investigated Google Docs in terms of ESL writing. They both tested the effect of Google Docs on students' writing skills and got students' perceptions of using Google Docs for ESL writing. The participants were 48 EFL students. The study was carried out in the course of blended writing program which was a complimentary course. Before the first session an IELTS writing test, whose topic was 'unhealthy diet', was administered as a pre-test. At the end of the program a post-test, whose topic was competitiveness of the society was administered. A semi-structured questionnaire was given to the students to evaluate their perceptions towards Google Docs. The study covered five months and the learners were expected to write essays which consisted five paragraphs. The teacher divided the students into groups of seven or eight. Each student was expected to write an essay and comment on their group members' work for feedback. The teacher also checked the comments to ensure that the feedback was clear and correct. All the work was done via Google Docs. Reliability and inner reliability for the tests used as well as the rubric were provided by the researchers. The results showed that learners' writing performance significantly improved after they took the feedback on Google Docs. As for the students' perceptions they indicated that at the very beginning they found using Google Docs useless but gradually they thought it was very interesting and pleasant. The students found Google Docs as a useful learning environment. Overall, the students had positives attitudes towards using Google Docs. Another important result was that the students had positive attitudes towards peer feedback.

Jeong (2017) investigated students' perceptions of Google Docs as collaborative writing tool. The participants were 20 EFL students. The study was carried out within the course 'Advanced College English'. The course was a compulsory course. A process-oriented writing procedure was adopted for this writing course. Google Docs were used as a platform for submitting the writing tasks and peer editing. The students could create texts online and get teacher or peer feedback while collaborating online. A questionnaire which was composed of 5-point likert scale and open ended questions were given to the students upon finishing the tasks. Likert scale items, semi structured interviews as well as students' sample writings were analyzed. The results showed that almost all the students enjoyed their collaborative writing experience on Google Docs. The students indicated that they appreciated the accessibility of their work regardless of time limit and interactivity of Google Docs. The students acknowledged that they enjoyed that peer feedback and peer editing. The students indicated that they enjoyed synchronic feature of Google docs, thanks to which they were able to edit. The students thought that writing collaboratively on

Google Docs contributed to improve their writing skills. They acknowledged that the real audience on Google Docs motivated them to write. The students acknowledged that using Google Docs helped for collaboration. Although there were concerns of shyness, the students enjoyed their experience with Google Docs collaborative writing. The authors concluded that collaborative works would contribute to students' autonomy and their critical thinking skills.

Woodrich and Fan (2017) compared the face-to-face writing with online anonymous collaborative writing. The researchers informed that elementary and middle schools had multi diversity. English language learners were far behind their native speaker peers. As a solution, the researchers and educators started to use online collaborative writing tools for peer learning. The participants for the study were 97 eight grade students from a diverse background who had different mother tongues. The students were randomly divided into collaborative groups of four. They happened to write in class period (1) as face-to-face on topic A, online on topic B, and anonymous online on topic C. Topics and types of writing were changed and varied in sequence at class period (2) and class period (3). The tasks included writing characterization inferences from "The Diary of Anne Frank". For face-to-face writing the students contributed to the writing tasks with different colors. Therefore, the data were collected accordingly. For data collection of online and anonymous online writing Google Docs history was investigated to check the contributors. The students were ensured to carry out the discussions via chat button during the task. After they completed the work, each piece of student writing was evaluated according to a rubric. Finally, a likert type attitudinal scale was administered. One important result was that ELL(English Language Learners) more equally participated when the writing was done online anonymously and collaboratively although anonymous online writing did not bring qualified products. Interestingly, the students got higher scores from face-to-face writing sessions. However, it was evident that online anonymous modality may lower students' anxiety in that it increased the participation. The study seems to be important in that it has showed that there is way to include non-attentive students to write collaboratively. Therefore, based on the results of the study it can be said that that Google Docs may open a door for non-attentive students to learn socially and interactively while writing.

2.2.1.4. Edmodo. The relevant studies focused on students' perceptions of Edmodo, e-portfolio function of Edmodo, feedback-peer feedback via Edmodo and effectiveness of Edmodo for EFL writing and besides four skills of ELT, in the literature. However, no studies focused on Edmodo for its all functions at the same time as a social platform for ESL writing. The studies only focused on one or two functions of Edmodo for ESL writing. Also, students' reactions towards using Edmodo for learning writing were usually positive in those studies. For example, Kongchan (2013) investigated students' and teacher's perceptions towards using Google Docs and Edmodo. The participants were 87 students and the teacher researcher at King Mongkut's University of Technology Thonburi. The study was carried out under an EFL course. At the beginning of the semester the teacher established three online classes via Edmodo. Within Edmodo the teacher researcher set up groups of four to five students so that they could work collaboratively when necessary. The research instruments were teacher's diary, students' questionnaire and the data automatically recorded by Edmodo and Google Docs. The teacher researcher could upload the files and folders before the class and the students could have a chance to study on course materials. The findings showed that the teacher researcher favored the 'folder' function of Edmodo in which she was able to upload the course materials beforehand. According to data automatically recorded on Edmodo, the teacher uploaded power point presentations, audio files and some exercises. The data gained from Edmodo showed that the teacher used Edmodo mostly to give feedback on the first place (%75) and secondly she used Edmodo to inform students about submissions of the assignments (%21), thirdly, she used Edmodo to upload lessons and encourage students (%2) whereas the students used Edmodo mostly to submit assignments, to communicate classmates and all of their activities respectively. From the diary analysis, the findings showed that the students helped each other to construct knowledge. Another important finding obtained from the teacher researcher's diary was that students were able to learn and complete the activities with their own pacing without disturbing other students and learning activities completed faster online by the teacher and students. As for students' perceptions, they favored submitting assignments, getting feedback from the teacher and working collaboratively via Edmodo and Google Docs in real time. This short study describes briefly students' and the teacher researcher's attitudes and perceptions towards using some functions of using Edmodo and Google Docs. The study inspires for further studies on use of Edmodo in a detailed way.

Pop (2013) carried out a case study on e-portfolios using assignment function of Edmodo. Written productions, speaking and listening contributions of mixed ability group of EFL learners were recorded at Edmodo for an ultimate product. The study lasted for two semesters. The participants were 37 EFL students. Their department was Geography of Tourism and they decided to participate in Edmodo project after their teacher made a presentation about Edmodo. The students agreed on submitting assignments on Edmodo and reflecting on their experience at the end of the term. Besides uploading assignments students engaged in interactive exercises, games, discussions. At the end of the term their perceptions were measured with 5-point likert questionnaire. The tasks included writing, speaking and listening activities. For example, students created a digital book using the website: http://www.pimpampum.net/bookr/ to describe their favorite place with images. The results showed that learners favored using Edmodo to submit their works because there were variety of tasks, they were able to use internet creatively, and the platform was user friendly as they indicated. The researcher also indicated that Edmodo had benefits for the teacher because it constituted a proper e-portfolio where the teacher could reach students' works. Although the case study did not cover all the features of Edmodo, it proved that Edmodo could construct a proper e-portfolio tool as supported by learners' beliefs.

Shams-Abadi, Ahmadi and Mehrdad (2015) carried out an experimental study to find out the effects of Edmodo on EFL writing. The participants were 40 female EFL students who were attending Advanced Writing Class at Iran English Institute. Nelson Test D300 was administered to choose the students among 100 students who registered for the term and the students were divided into two groups. The focus of the course was composition writing. Both groups were provided with the same materials. The 20 students in experimental group could share the assignments with their friends, ask questions, discuss the issues, and get teacher and peer feedback. After 12 sessions of implementation a post test was applied following the pre-test in the beginning of the study. The results showed that using Edmodo for writing classes created a significant difference on students writing in a positive way. One of the results was that using different colors while providing feedback was useful for learners so that they could realize their mistakes and the author suggested that Edmodo provided a collaborative environment where students easily got feedback from peers and the teacher.

Manowong (2016) carried out a similar study to explore students' perceptions about using Edmodo as a supplementary tool for EFL classes. The participants were 94

undergraduate students. At the end of the class, the participants completed a 5-point likert scale questionnaire in addition to four open-ended questions. The researcher found out that the participants had positive attitudes towards using Edmodo. They perceived Edmodo as an advantageous supplementary tool for EFL classes. Besides, the researcher stressed that Edmodo was perceived as a motivating tool for language learning.

Purnawarman, Susilawati and Sundayana (2016) worked on Edmodo in terms of EFL writing. The writing that was carried out via Edmodo was Genre based. Qualitative data were gathered based upon the students' engagement and perceptions of Edmodo for EFL writing. The participants were 17 eleventh grade students in Indonesia. The task step was as in the following: 1) After finishing the first text, the students were given a second text. This session was offline. All the materials were given explicitly. 2) In this physical session, the students discussed and answered the questions on given text and the teacher was present there. 3) The teacher gave students a writing plan with as sample text. 4) The teacher uploaded the writing format to Edmodo. 5) The students wrote offline and the teacher gave feedback. 6) The students uploaded their writing as small groups by using Note menu. 7) Feedback was given to students' works. 8) The students posted their final writing drafts in Edmodo. The results showed that students had some positive and negative reaction using Edmodo for EFL writing based on UGT (Uses and Gratification Theory). The students indicated that this was their first online writing and they had more organized compositions. They explained that thanks to library menu their job was facilitated because they were able to download what their teacher uploaded. The students indicated that they overall liked Edmodo because they taught it was unique and attractive. The students admitted that Edmodo was simple and easy to use. The students indicated that it was easy to learn writing via Edmodo that motivated them to write. The students agreed that Edmodo gave them limitless time for writing because they could access it from anywhere and any time. They also indicated that Edmodo enabled them to communicate and join groups with peers. They appreciated the feedback that the teacher gave. Although there were some problems such as not knowing how to use Edmodo at the beginning, the students' overall reactions towards using Edmodo for writing were mostly positive.

Kayacan and Razı (2017) carried out a quasi- experimental study focusing on self and peer feedback for writing via Edmodo. Qualitative data were collected through open ended questions and analytic rubric for writing tasks. The participants were 46 EFL high school students. They were divided into two groups; 26 students in group A and 20 students in group B, whose level was A2. While the study was being carried out, the

students had already used Edmodo for two years for Information Technology course. The participants were required to write four opinion essays on following topics: future plans, advantages and disadvantages of social networks on teenagers, internet addiction, and reasons to go to university. Before the study, the students were trained to use an analytic rubric on sample essays. For anonymous feedback on Edmodo, the students in Group A got pseudonyms for Assignments 1 and 2, and the students in Group B got pseudonyms for Assignment 3 and 4. Students wrote their assignments and uploaded them to Edmodo for peer feedback. After the peers reviewed the tasks by highlighting the mistakes and evaluating the writing according to the rubric, the teacher sent back the assignments to the student-authors for the final version. Then, the student-authors wrote and resubmitted the final version via Edmodo. This time the teacher sent the assignments to the same peers for anonymous peer feedback. The same procedure was repeated for all the assignments. The students also self-reviewed their writings according to the rubric after they submitted their first drafts. The results showed that self-review and peer feedback provided improvement in writing based on the analytic comparison between the first and final drafts of writings. When the open ended questions in the survey were analyzed it was realized that the students had positive remarks about using Edmodo for writing. The students indicated that self-directed feedback helped them improve their writing skills and that they were able to learn from their friends mistakes.

Hamutoğlu and Kıyıcı (2017) investigated views of the students towards using Edmodo as an educational social platform. The participants were 37 university students of Information Technologies Education. The study was carried out within the course of "New Literacies". The study covered 10 weeks. The data were collected through structured interviews. Although the study was not carried out in an EFL setting, the findings could suggest useful information for EFL implementations, as well. The findings showed that the students appreciated that they had a platform to discuss course materials and they were able to reach those materials whenever they needed. The students thought that Edmodo could be used for educational purposes. By pooling their ideas as well as exchanging them with their peers, the students indicated that they could complete their insufficient knowledge. They also reported that it was a good experience to interact with their classmates. Besides, they thought the discussion environment that Edmodo provided was effective for improving of their writing skills as well as critical thinking abilities.

Above mentioned studies exemplify some Web 2.00 tools such as wikis, blogs, Google Docs and Edmodo in collaborative online learning. Among these Web 2.00 tools,

only Google Docs and Edmodo with its Google Docs combination allow real-time collaboration through Google Docs' synchronization feature. The studies on wikis and blogs deal with ESL collaborative writing focusing perceptions, writing quality and interactions patterns. However, the studies on ESL collaborative writing through Google Docs can give an idea on how real time collaboration occurs. The studies mentioned in this section on Edmodo focused only one function of Edmodo such as e-portfolios for ESL writing. They do not cover Edmodo with its all functions. This study may fill those gaps because Edmodo was used as an online virtual class by applying its all functions including messaging, Google Docs collaboration and e-portfolio in this study. The participants could have a real-time collaboration thanks to Google Docs via Edmodo. They were able to communicate with the teacher and classmates whenever they needed both on Edmodo and Google Docs. Also, they had an e-portfolio via Edmodo and GoogleDrive. Therefore, this study can exemplify how a Web 2.00 tool –Edmodo- can be used as a social platform for ESL writing.

CHAPTER III: METHODOLOGY

This chapter includes five subsections: research design, participants, instruments, procedure and data analysis. First, the research design will be specified. Next, participants of the study will be introduced. Then, instruments of data collection will be described. Procedure of Edmodo implementation during the study will be explained afterwards. Finally, information about data analysis will be given.

3.1. Research Design

In this study, a convergent parallel design of mixed research type was used to find out the participants perceptions about using Edmodo for ESL writing classes. A quantitative design leads to statistical analysis of the data and it is more objective. A qualitative research consists of sampling and collection of open ended data and personal interpretation (Creswell, 2003). A mixed research is "a method focuses on collecting, analyzing and mixing both quantitative data in a single study or series of studies" (Creswell & Plano Clark, 2007, p. 5). According to Creswell and Plano Clark (2011) there are some research problems in which mixed methods fit. If there is a "need to explain initial results"; "a need to generalize exploratory findings" or "a need to enhance a study with a second method" mixed methods would be applied (Creswell & Plano Clark, 2011, p.10).The reason behind choosing a mixed design for this study was to generalize qualitative data with quantitative data and to enhance the study by various data and also to strengthen the research by balancing weaknesses of qualitative and quantitative data as Creswell and Plano Clark (2011) explains there is difficulty in generalizing qualitative data and there is the situation of not directly voicing of participants with quantitative data. Hence, mixed methods offset those drawbacks of qualitative and quantitative data. In accordance with Creswell and Plano Clark (2011) quantitative data and qualitative data were collected and analyzed separately, then as a second step they were related and finally they were interpreted together. Therefore, as a quantitative method questionnaire was implemented. Besides, a semi-structured interview was carried out as a qualitative method. The language of both the questionnaire and the semi-structured interview was in the participants' mother tongue, which was Turkish in this case. Dörnyei (2007) describes three types of interviews in qualitative designs: structured interviews, unstructured interviews and semi-structured interviews. In structured interviews the researcher follows a

pre-prepared interview schedule which contains questions. The researcher codes the answer and there is no room for flexibility. Structured interviews best fit the situations, for example, participants' low level of literacy. No detailed interview guide is prepared for unstructured interviews and they allow maximum flexibility. Unstructured interviews are suitable for the situation when inquiring phenomena. Semi-structured interviews compromise the first two types. Although there are pre-prepared guidelines the format is open ended. Semi-structured interviews are used when the researcher has enough overviews of the phenomenon and wants to broaden them without limiting the interviewees' story (Dörnyei, 2007). Therefore, the researcher used a semi-structured interview composed of four open ended questions to support the data from questionnaire without limiting the participants'' responses and to be able to come up with general evaluations with statistics about students' perceptions (Creswell, 2003) a 5-point likert scale type questionnaire composed of 40 items are used in this study.

3.2. Participants

The study was conducted at Uşak University Voluntary English Preparatory Program. The participants were 52 EFL students aging 17-21. There was a 57 year-old-student as an exception. The participants were 24 males and 28 females from 3 different classes classified as Group 3, Group 5 and Group 9 by the administration of the school. The proficiency level of all the students was A2, which was identified in the placement test given at the very beginning of the semester. The students were grouped randomly in accordance with their proficiency level. The participants had 25 hours of English classes per week throughout the semester. The study included 10 hours of Reading and Writing Course per week, and the participants completed nine writing tasks via Edmodo through one semester. The participants were informed that they were going to use Edmodo for a virtual writing class throughout the semester. They were assigned to set up a g-mail address to use it for Edmodo enrolment, Google Docs and Google Drive in the first lesson. In addition, Edmodo with its all features was introduced to participants of 3 different groups. They were also informed on how to use Google Docs with multiple authors.

3.3. Instruments

The instruments to collect data for this study included a survey questionnaire and a semi-structured interview which included four open ended questions about Edmodo. A 5-point likert scale type 40-itemquestionnaire was used to collect quantitative data in this study (See Appendix 1). The students were asked to write a paragraph about their

experience on Edmodo after using it one semester. Based on the content analysis on the students' paragraphs some items of the questionnaire were developed. The students were asked to write a paragraph on their experiences. The researcher found themes related to the research questions (Braun & Clarke, 2006). Based on those themes items were developed. In addition, some items of the survey of Manowong (2016) were adapted. Then, the expert opinions were received for the questionnaire. Next, the items were rearranged. The items were matched with research questions and they were categorized in accordance with them. For the final version of the questionnaire, the same four scholars of EFL department were consulted. In the questionnaire, the participants responded to the items by marking one of the five options offered to them. The likert questionnaire offered options for each item. The options were strongly disagree=1, disagree=2, partially agree=3, agree=4 and strongly agree=5. The students were given the questionnaire in Turkish language. The reliability of the questionnaire was supported by SPSS 23 software.

The Cronbach alpha coefficient was calculated as 0.869 for this study. Özdamar (2004, p. 633) classifies the scales as follows:

$0.00 \leq \alpha < 0.40$ not reliable

$0.40 \leq \alpha < 0.60$ low reliable

$0.60 \leq \alpha < 0.80$ reliable

$0.80 \leq \alpha < 1.00$ high reliable

Therefore, the questionnaire developed for this study has a high internal reliability (See Appendix 1).

A semi-structured interview that included four open ended questions was applied to collect qualitative data. The questions aimed to cover the items in the questionnaire. After using Edmodo for one semester in writing classes, seven randomly chosen students were interviewed in Turkish. Each interview was recorded. The open ended questions were as follows:

Q1: What are your general opinions about using Edmodo for writing classes?

Q2: Did using Edmodo interactively such as group works or working with your classmates and your teacher on the same Google Doc at the same time contribute to improving your writing skills? If yes, how did it contribute to improve your writing skills?

Q3: Did using Edmodo interactively help you learn from each other and your teacher? If yes, how?

Q4: How do you evaluate Edmodo as an application in terms of reaching your course materials, assignments and your grades any time?

3.4. Procedure

The study covered 12 weeks of instruction at Fall Semester in 2017/2018 academic year. Nine writing tasks via Edmodo were included for three different groups in reading and writing classes in which both oriented writing approach and content based writing approach were adopted for the tasks. The courses were held on a language laboratory, and each student was provided with a computer having internet access. In the first week, Edmodo was introduced to the students. The teacher-researcher informed the students that they were going to use Edmodo for writing classes throughout the semester. All the functions of Edmodo were demonstrated to the students. The teacher researcher explained that all the course materials would be accessible via Edmodo, and that they would be able to see their progress through progress button which would give them a chance to observe all their grades and works on the website. In addition, because they would submit their assessments by means of a link to Google Drive, they would have an electronic e-portfolio at Google Drive, and they would be able to have an access to their all written work whenever they need on Google Drive. Students were also informed about privacy issues of Edmodo. Furthermore, they were provided with the Edmodo group code so that they could enroll for the right class. They were assigned to set up a g-mail address and to enroll to Edmodo. The teacher-researcher also reminded the students to download Edmodo application for their cell phones to get notifications. The teacher set up three different classes for the groups and acknowledged the students' enrollments on following days. Five individual writing tasks and four collaborative writing tasks were covered during the study. Task 1, task 2, task 6, task 7 and task 9 included writing paragraphs individually. For those individual tasks the interaction was between the students who wrote the writing and with the teacher. For writing task 6, however, there occurred interaction among the students through peer-feedback. Task 3, task 4, task 5 and task 8 included collaborative writing. The students followed the procedures described in OCL theory by Harasim (2012). The students brainstormed. They discussed the ideas in brainstorming part and eliminate some ideas and finally they produced works collaboratively. The interaction for the collaborative works in the study was between the students and teacher and among the students. Task 1, task 2, task 3, task 4, and task 5 were narrative paragraphs and they were mainly written in a free way in terms of their organization. Task 6 included writing a descriptive paragraph.

Task 7, task 8 and task 9 included writing expository paragraphs for which students provided a topic sentence, supporting sentences and a concluding sentence. For each writing task, the students were received instruction and the teacher modeled the task.

Task 1 was an individual writing. The students were expected to write paragraphs about themselves. Following prompts were provided to guide them: you and your family, your hometown, your hobbies and your school life. Figure 3.4.1 exemplifies a post for tasks which gives instructions for the writing via Edmodo.
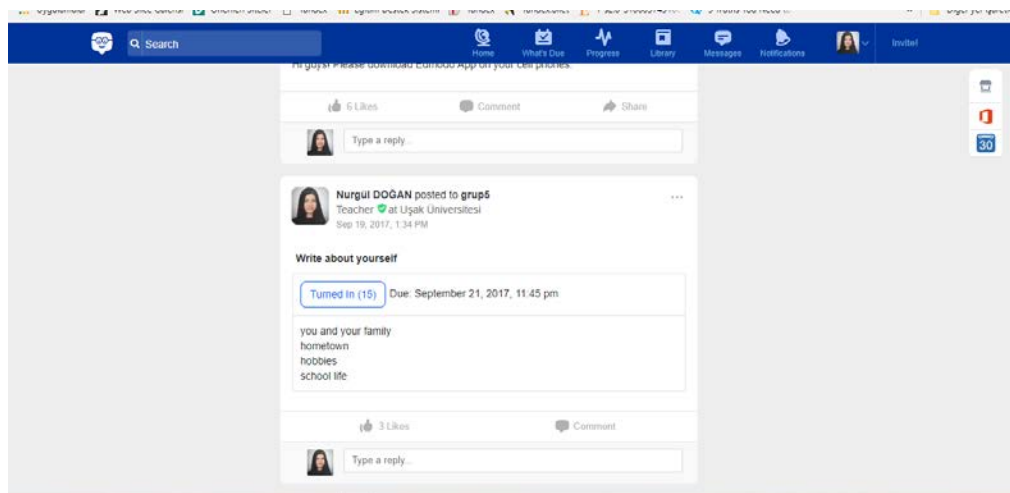

*Figure 3.4.1.*A sample post for the tasks

A task-based holistic writing rubric (See Appendix 2) and a file for error-correction codes (See Appendix 3) were introduced to the students, and uploaded on Edmodo. The students were informed that they would be evaluated and graded in accordance with this rubric. The task was an in-class task and in while-writing stage the students started a separate Google Doc to write their assignments. The students shared the Google Docs with the teacher so that she could become the second author. The teacher checked all the Google Docs as a synchronized way and warned the students not to use Google Translate because in the case of Google Translate use, their writing would be deleted by the teacher. In addition, she informed them that they could use any online dictionaries or ask anything to the teacher from messaging part of Google Doc. The teacher helped weak students whenever she observed they got stuck. The students got immediate feedback online from the teacher both on the content and the language of their writing when they finished their work. Both for while-writing and post-writing stages of their first draft, the students were able ask questions to the teacher via Google Doc messaging button on the document. After they got their feedback, they wrote the second draft at home and uploaded it on Edmodo. They also got feedback for both the content and the language for the final draft. For

language mistakes of both first and final drafts, the teacher used some error correction codes; for which she selected the mistake and provided a code (Byrne, 1988), but for some mistakes, she also gave options for vocabulary. Whenever a student clicked on the highlighted parts which meant there was a mistake, s/he was directed to the correct bubble on the document (See Figure 3.4.2). Later on, the teacher rarely gave direct feedback for language errors because there was the danger of misinterpreting students' meaning (Ferris, 2002). The motivation behind giving options for vocabulary mistakes was to facilitate learning of vocabulary items of collocations and to prevent wrong memorizations as in the example; *do sports* instead of *make sport*, which was a learner mistake. Although Truscott (1999) indicated grammar feedback as inefficient, there are some early research such as Ferris (1995) and more recent studies such as Diab (2005) proving that learners demand and value teacher's corrective feedback. Therefore, the teacher gave feedback either with error correction codes or giving options not to kill students' creativity and provided feedback both for content and language in order to motivate students (See Figure 3.4.2). This strategy of giving feedback was in question for all the writing tasks included in this study.
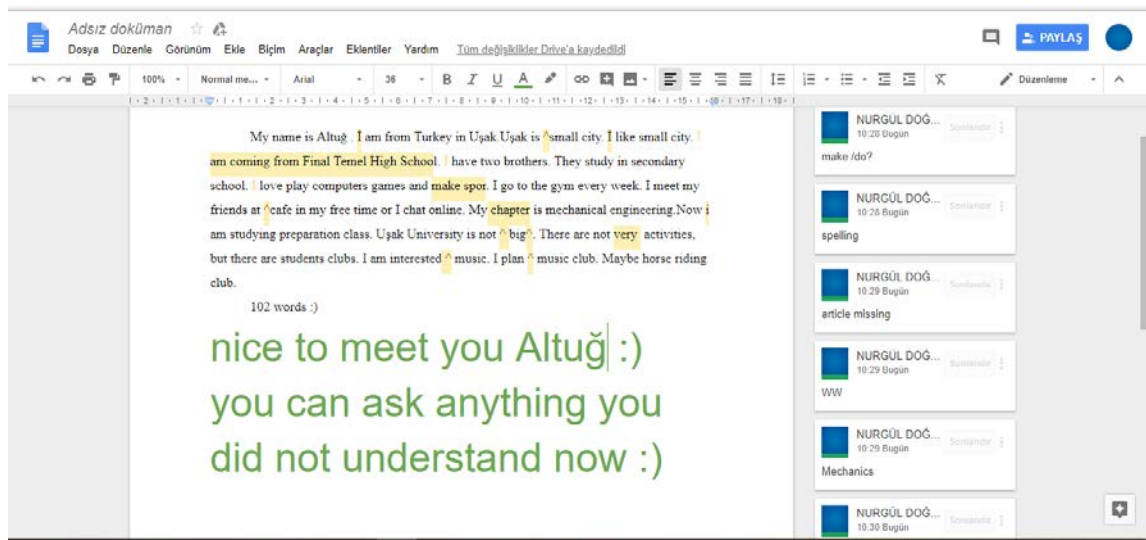
*Figure 3.4.2.*Task 1 a sample immediate feedback

Task 2 was an individual writing which included writing a paragraph describing learners' family members on a Google Doc. A reading text about family members on the course book MasterSkills reading-writing (Koç & Koç, 2017) preceded the writing task. Also the teacher researcher uploaded a power point presentation that they had covered for the reading text (See Appendix 4). The power point presentation comprised of slide pages on which there were adjectives and related pictures to describe people. The students started

a Google Doc and shared it with their teacher. They could ask questions to their teacher by using messaging button on Google Doc while writing. The teacher checked them on the document so that she was able to help the students in case they could get stuck. The students finished their work and the teacher gave immediate feedback both for content and language (See Figure 3.4.3). For language mistakes, the teacher used the error correction codes that she had introduced earlier. Upon having feedback for their first drafts, the students were assigned to write their second drafts at home via Edmodo. After uploading final draft of their paragraphs, the teacher checked the writing both for the content and the language. The teacher gave feedback for both content and the language. Then, the learners were graded via Edmodo. The task based-holistic rubric that was introduced to the learners was used for this task as well.
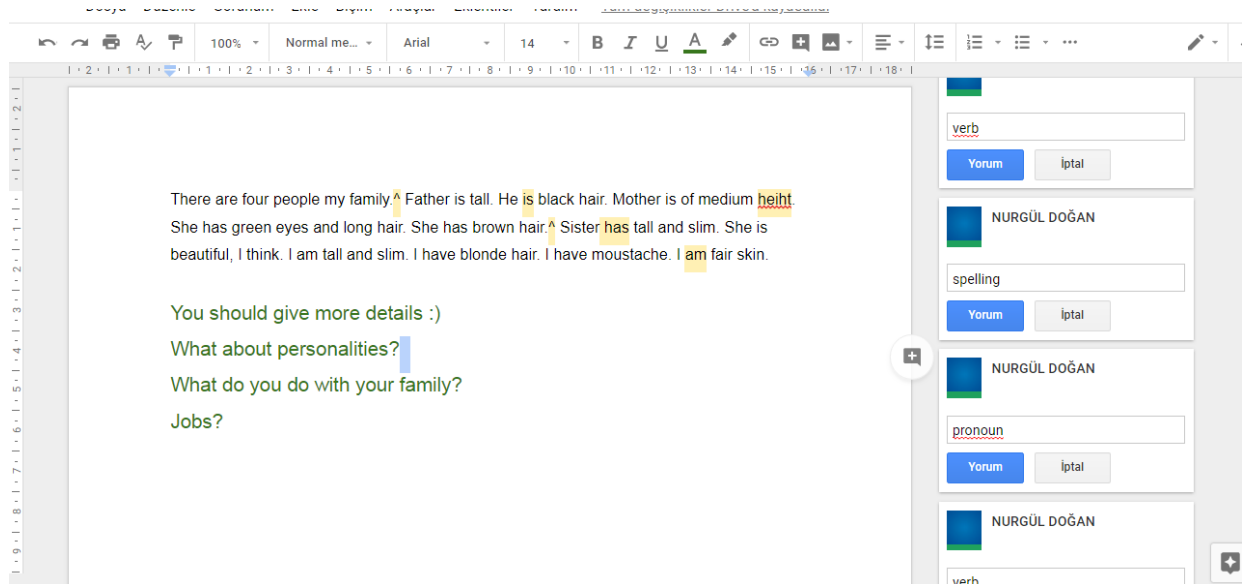
*Figure 3.4.3.*Task 2 a sample first draft

Task 3 was related to writing to a pen pal. The reading course book covered a letter and an answer written to a foreign pen pal and some comprehension questions. After examining the structure of the letter, the students were assigned to write a letter and an answer to a pen pal. The task included an interactive writing. The teacher started a Google Doc by naming it as pen pals and she shared the document with all the students in the class. The students were assigned to write a letter to a foreigner with a pseudonym and write an answer to a letter on the document. They were informed that whenever they finished reading it, they would start to write an answer to another completed letter. The teacher gave feedback for the language and content when all the letters and answers were completed (See Figure 3.4.4). She visited the history button to check who wrote which

letter and answer to grade them. Upon all the procedure was completed, the teacher projected the Google Doc, in which there were letters and answers of all the students, to revise the most common language mistakes and possible corrections for them. The students could observe their friends' writing and mistakes as well as their own writing and mistakes.
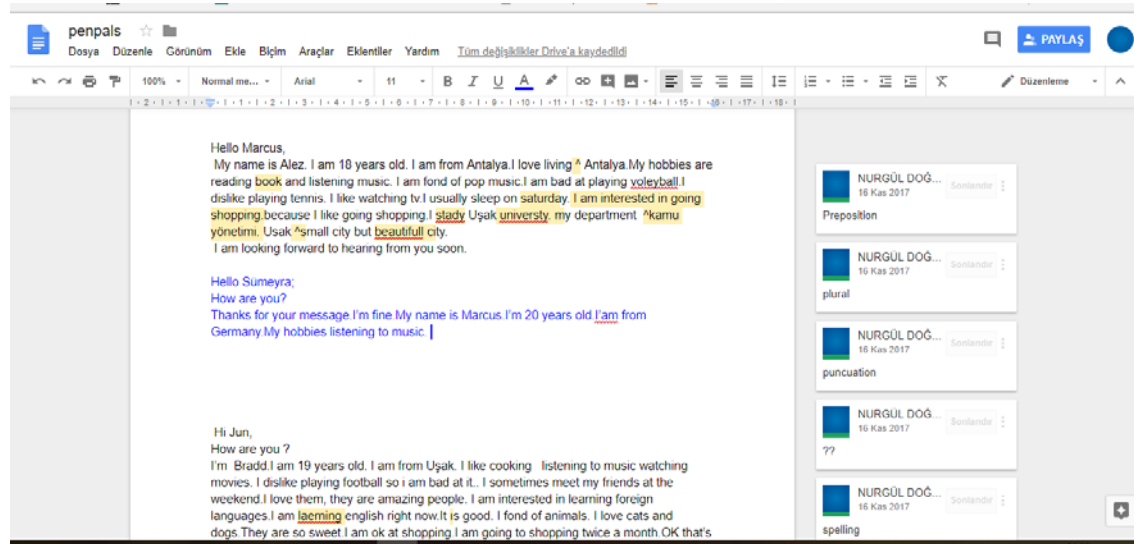
*Figure 3.4.4.*Task 3 pen pals Google Doc

Task 4 was a collaborative writing task. After having engaged with a reading text about local restaurants on the course book, the learners were assigned to write a blog page about their favorite restaurant in Uşak on a Google Doc. The audience was regarded as foreign tourists. They were informed that their blog page should include enough information about the restaurants and the food, supported with some pictures. They set up groups of three. One of the students in each group started a Google Doc and shared it with their group members and the teacher. Some students chose their friends sitting next to them as a group member in the classroom. Some other students set up groups with members sitting in different places in the classroom. The learners first brainstormed on the Google Doc page thanks to the messaging button. Google Docs provided synchronized authorship for the members of groups. The teacher was also present on the Google Docs for the group members for any questions. In an interactive way, the students completed their first drafts (See Figure 3.4.5). After getting feedback both for the content and the language (See Figure 3.4.5), they completed their second draft either in the class if they had time or at home, and each member of the groups uploaded the same document to Edmodo using the assignment button. The teacher also checked the history button on the Google page and observed the contributors during while writing-stage of the first draft and warned the non-

contributors if there were any. After the students completed their second drafts collaboratively, the teacher gave feedback for the content and the language, then she evaluated and graded the collaborative works of the learners in accordance with the task-based holistic rubric.
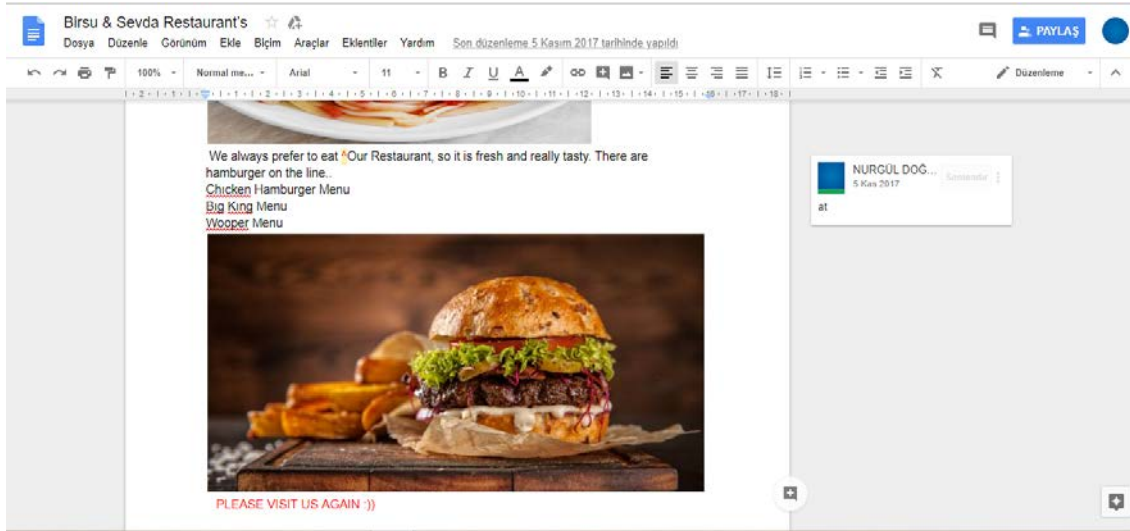

*Figure 3.4.5.*Task 4 a sample first draft

Task 5 was a collaborative writing task. The course book covered the topic of cities and in the writing part the book leaded students to prepare a guide book for a city. Like in task 4, the students set up groups of two or three. One of the students started a Google Doc and shared it with the rest of group members. As in writing task 4, the students first brainstormed on Google Docs by using messaging button. Then collaboratively, all the groups produced their first drafts. The teacher observed the students writing while they were working on Google Docs and she guided them whenever it was necessary. Most of the students finished their first drafts (See Figure 3.4.6)
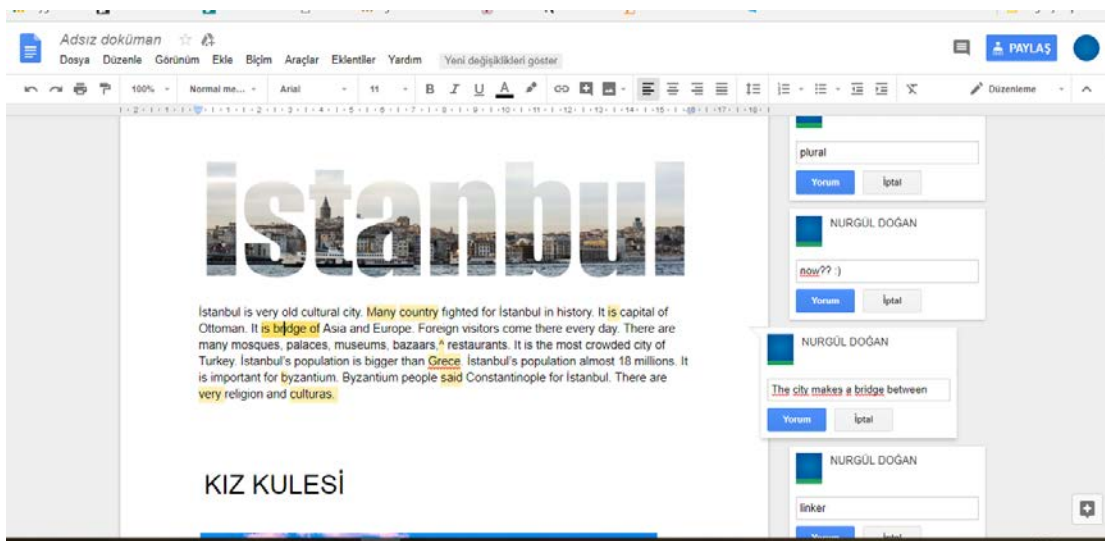
*Figure 3.4.6.*Task 5 a sample first draft

After giving immediate feedback for the language and the content on the first drafts, the teacher assigned the groups to write their final drafts at home and upload them via Edmodo. The teacher checked the final drafts and corrected the language mistakes by using error correction codes (See Figure 3.4.6). She also gave feedback for the content and graded the final drafts via Edmodo and she used the holistic rubric. Besides, at the end of the class, in addition to written feedback, the teacher explained the students that not only studying grammar and vocabulary were enough to develop writing skill, but also they should benefit from extensive reading. Thus, the teacher uploaded a reader named Sherlock Holmes by Arthur Canon Doyle to Edmodo and she indicated that every two weeks she was going to upload a reader to class folder so that they could make extensive reading.

Task 6 was an individual writing. The task included writing a descriptive paragraph which was the writing topic covered in the course book as well. After checking the samples of how to write descriptive paragraphs, the students set up a Google Doc and started to write a descriptive paragraph about a city in Turkey. The students shared the document with the teacher as well. Different from the other individual writing tasks, the students got peer feedback for the language and the content on their first drafts. Upon finishing the first draft, they shared them through the Google Doc with one of their classmates, and they discussed the possible paragraph structure, content and language mistakes. This feedback session took place on messaging button of the Google Docs. The teacher only observed the discussions and gave written feedback when the peers finished their writing. Both the main author and the classmate with whom the document was shared checked the teacher feedback for the language and the content and asked questions from discussion button to the teacher. Based on the peer and teacher feedback, the students completed the second draft and uploaded their work to Edmodo by using assignment button on Edmodo. The teacher researcher gave feedback for both the content and the language on the second drafts (See Figure 3.4.7) and graded them by using the task based holistic rubric via Edmodo.
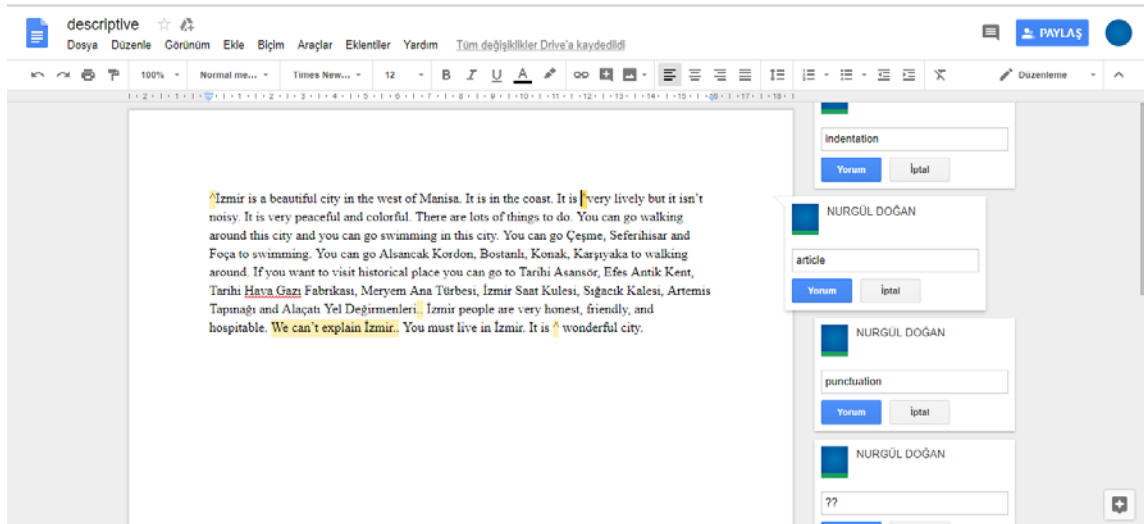
Figure 3.4.7. Task 6 a sample second draft

First six tasks included writing narrative paragraphs and an e-mail. The students were not expected to write a topic sentence, supporting sentences and a concluding sentence. For the remaining three writing tasks, the students were informed about how to write expository paragraphs. Following Task 6, writing paragraphs moved to writing expository paragraphs for which students wrote a topic sentence, supporting sentences and a concluding sentence. First, the teacher explained very briefly what an expository paragraph was and its components were on a sample paragraph. Then, the teacher gave instruction for each component of expository paragraphs on a power point presentation. The teacher shared the power point presentation on Edmodo as well. Later on, in small groups, the students went over the power point presentation named 'how to write a paragraph' (See Appendix 5) on which there were some exercises about how to write a topic sentence, supporting sentences and a concluding sentence. Upon finishing the exercises, they discussed them as whole class. The students were able to work on the materials outside the class, as well. The practice of expository paragraphs lasted for 10 class hours. An analytic writing rubric (See Appendix 6) was introduced to the students and uploaded on Edmodo. The rubric included separate parts of content, organization, grammar and vocabulary and the students were informed that they would be evaluated and graded for each component of their writing separately.

Task 7 was an individual writing. The students were assigned to write an expository paragraph on harms of smoking or online shopping. The students chose one of the topics and wrote a paragraph which included a topic sentence, supporting sentences and a concluding sentence. When they finished the first drafts of paragraphs (See *Figure 4.3.8*),

they shared the Google Doc with the teacher and got their first feedback for the content, the organization, the grammar and the vocabulary of their work (See Figure 3.4.8). They checked the feedback and asked questions if they had any on Google Doc via messaging button. Then, the students completed their final draft and uploaded their work on Edmodo. The teacher researcher checked the final drafts and gave feedback for the content, the organization, the grammar and the vocabulary in accordance with analytic rubric. In addition, she graded them via Edmodo.
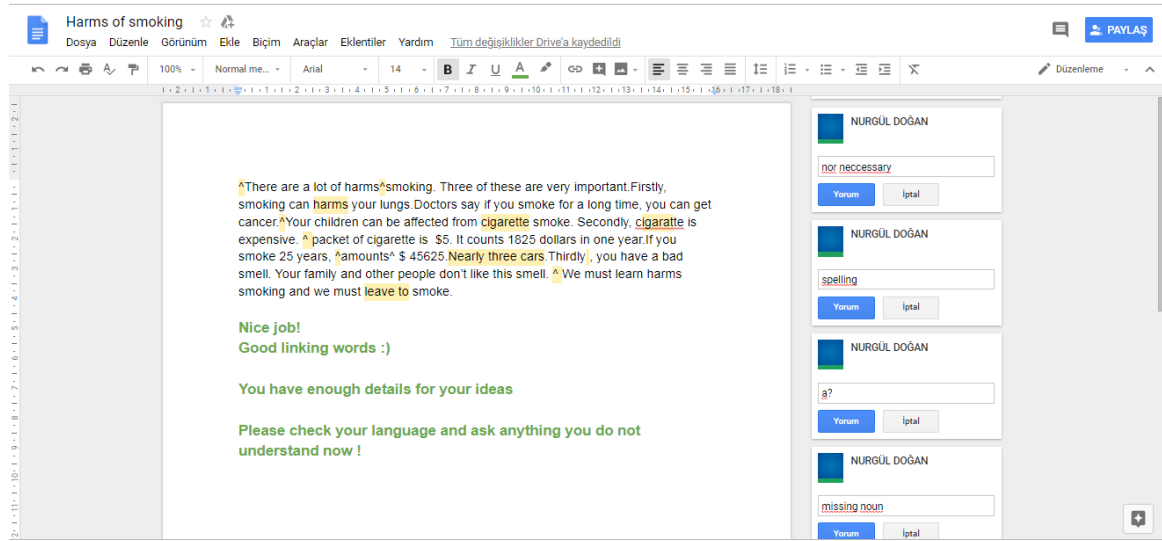
Figure 3.4.8. Task 7 a sample first draft

Task 8 was a collaborative writing task in which learners wrote about their favorite movie. They used some pictures as well. Like other collaborative tasks in this study, the students were grouped and one of the group members started a Google Doc and shared it with other members of the group and the teacher, and the teacher checked if all the members were contributing to the task during while-writing stage. They started the task by brainstorming through messaging button on the Google Docs and researching on the internet like in the other collaborative writing tasks of this study. After the students finished their first drafts, they got their feedback for the content, the organization, the grammar and the vocabulary from the teacher (See Figure 3.4.9). The students who could not complete the final draft were assigned to finish their work at home. Upon finishing the final draft, the teacher evaluated the works according to analytic writing rubric and graded them via Edmodo. She also provided feedback the content, the organization, the grammar and the vocabulary on the second draft as well.
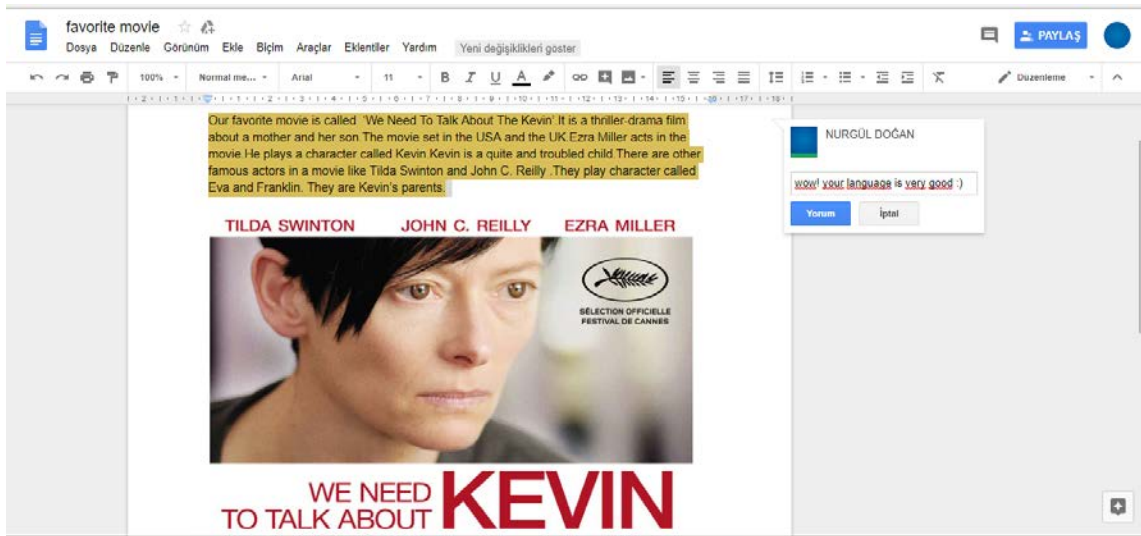
Figure 3.4.9. Task 8 a sample first draft

Task 9 was an individual writing task in which the students wrote an expository paragraph about 'the advantages of smart phones', the topic of which was compatible with the text on the reading course book. The students started a Google Doc and shared it with their teacher. When they finished their first draft, they got their feedback for the content, the organization, the grammar and the vocabulary from their teacher. Upon finishing their final drafts, the students uploaded their work on Edmodo. The teacher evaluated and graded their final drafts according to the analytic writing rubric (See Appendix 6).The teacher also provided feedback for the content, the organization, the grammar and the vocabulary on the final draft (See Figure 3.4.10).
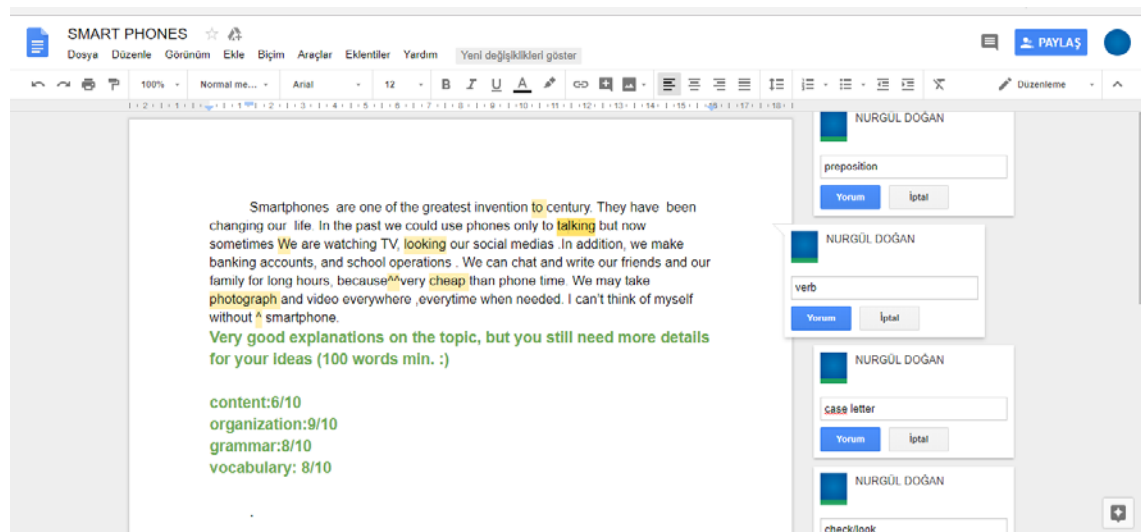

Figure 3.4.10. Task 9 a sample final draft

Nine writing tasks were carried out by using a Google Doc via Edmodo. The interaction was between only the teacher and the student for 4 writing tasks. The remaining

five writing tasks included teacher-student, student-student and teacher-student interactions, and they were all carried out in an interactive and collaborative way via Edmodo, which enabled scaffolding and peer learning. Besides, Edmodo enables the students and the teacher to observe students' progress thanks to progress button. Whenever the teacher or the students clicked on the button, they were able to observe their all grades and works. Therefore, both progress button and Google Drive tool constituted an e-portfolio that they could check any time. In addition, the students had a chance to have an access to course materials which had been uploaded to Edmodo. Moreover, the students were able to reach their friends and the teacher at any time of the day as they had the mobile application of Edmodo on their cell phones. To sum up, it would not be wrong to say that Edmodo constituted an online virtual class which enabled 24-hour learning.

3.5. Data Analysis

Finishing the writing tasks via Edmodo, which covered a whole semester, the students' perceptions and attitudes were evaluated through a questionnaire. Quantitative data were analyzed by using SPSS 23 statistic software program. The descriptive statistics included the mean (M), the standards deviation (SD) and the percentages (%) for each item on the survey questionnaire. Besides, negative statements were recorded on SPSS program, and an overall mean and standard deviation values were calculated for each section assigned to a research question. A rating guide was adopted from Manowong (2016). Accordingly, the students' replies to the survey were categorized as 4.21-5= strongly agree, 3.41-4.2=agree, 2.61-3.4= partially agree, 1.81-2.6=disagree, and 1-1.8=strongly disagree.

Qualitative data were analyzed through content analysis of the learners' answers to four open ended questions through the semi-structured interview. Ellis and Barkhuizen inform that content analysis follows the very generalized sequence of coding for themes, looking for patterns, making interpretations and building a theory (as cited in Dörnyei, 2007). Therefore, while making a thematic analysis patterns and themes should be identified. According to Braun and Clarke (2006) a theme should capture something important within the data in relation to the research questions. To collect qualitative data, four open ended questions which were aimed to cover the research questions were prepared for this study. After using Edmodo for one semester for EFL writing classes, seven randomly chosen participants were interviewed in Turkish via Whatsapp. Voice

recording was carried out by the researcher. Then, the researcher transcribed the recording. Through thematic analysis, the students' answers were related to research questions and matched with some items of the questionnaire. The students' views were used to support quantitative data and the students' names were kept confidential. Their names were coded as S1, S2, S3, S4, S5, S6 and S7 in the study.

CHAPTER IV: RESULTS

In this chapter, both qualitative and quantitative data will be presented and discussed on the basis of the research questions. Respectively, the research questions will be given. Then, the quantitative results of related items to the research questions will be presented on a table. The calculations of mean value, standard deviation and percentages of options for each item will be presented on the tables. In addition, to detect the students' general tendency about the research questions, an overall mean value and standard deviation for the related items on each table will be included. The qualitative results of the content analysis composed of the students' answers to open ended interview questions will be interpreted by relating them to the items on the tables.

The first research question was "What are students' perceptions and attitudes towards using Edmodo?" Item 33, 14, 22, 19, 8, 26, 32, 23, 5, 17, 6, 7, 30 and 16 were assigned to research question 1 (Table 1). The quantitative results of these items and overall mean value were supported by the qualitative results obtained from students' answers that they gave to Q1 which was "What are your general opinions about using Edmodo for writing classes?" Table 1 shows the results of qualitative data related to first research question.

Table 4.1. *Students' Perceptions about Using Edmodo*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
33. Edmodo provided a good virtual writing platform where I could interact with my friends and teacher at any time.	4.21	0.89	1.9	3.8	7.7	44.2	42.3
14. I am happy with Edmodo.	4.05	1.05	5.8	0	17.3	36.5	40.4
22. Writing activities became more fun thanks to Edmodo.	4.01	1.12	5.8	5.8	9.6	38.5	40.4
19. Thanks to Edmodo, what I wrote was permanent and I could check my language mistakes when I wanted.	3.98	1.09	3.8	5.8	19.2	30.8	40.4
8. Edmodo was helpful in improving my writing skills.	3.92	0.98	3.8	1.9	23.1	40.4	0.8

M: Mean *SD':* Standard Deviation *SD:* Strongly Disagree *D:* Disagree
PA: Partially Agree *A:*Agree *SA:* Strongly Agree *N*: Number

(continues)

Table 4.1. *Students' Perceptions about Using Edmodo (continues)*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
26. That more than one person was able to work on and correct mistakes on the same page in Google Docs collaborative writing tasks contributed to my learning of writing.	3.90	1.03	3.8	3.8	23.1	36.5	32.7
32. The writing activities we did by using Google Docs were more useful than the ones we did individually by using pen and pencil.	3.90	0.99	1.9	7.7	19.2	40.4	30.8
23. Thanks to Edmodo I was able to follow the lessons outside the school.	3.69	1.09	5.8	7.7	21.2	42.3	23.1
5. Online activities such as exams, assignments and discussions in Edmodo were time consuming.	2.46	1.17	23.1	34.6	21.2	15.4	5.8
17. The use of Edmodo required extra time and effort.	2.38	1.03	21.2	34.6	32.7	7.7	3.8
6. Since I do not have constant internet access I am deprived of my homework and writing activities.	2.25	1.20	28.8	40.4	17.3	3.8	9.6
7. It was difficult to follow the procedures in Edmodo (sending homework, linking, etc.)	2.17	1.18	34.6	32.7	21.2	3.8	7.7
30. I was disturbed by the observation of the teacher and my classmates on mywriting process in group works we did by using Google Docs.	1.88	1.04	42.3	40.4	7.7	5.8	3.8
16. I felt isolated from my own writing classes.	1.55	0.87	57.7	36.5	1.9	0	3.8
Overall	4.69	0.57					N=52

M: Mean   *SD':* Standard Deviation   *SD:* Strongly Disagree   *D:* Disagree
PA: Partially Agree   *A:* Agree   *SA:* Strongly Agree   *N*: Number

When the section regarding the students' general attitudes and perceptions about using Edmodo was analyzed, the overall mean value was 4.69 with a 0.57 standard deviation, which meant the students had quite positive reactions towards using Edmodo for ESL writing classes. The responses given to Q1 supported this quantitative data as in the following:

> *Using Edmodo for writing classes was really helpful in general terms.* (Interview records, S4). *I had a chance to practice on technologies on modern world by using such an application as Edmodo for writing classes. So, I think the writing activities via Edmodo is helpful* (Interview Records, S1)

Also, the following response to Q1 supported the overall mean= 4.69 for the items which were allocated to the first research question (Table 1):

> *I met with Edmodo for writing classes for the first time... I can say that it is a very useful application. We benefitted the easiness of communication with our teacher and classmates* (Interview Records, S7).

Besides, the following response to Q1 supported the quantitative results of item 22 (Table 1) ,which meant S1 found Edmodo enjoyable by indicating:

> *... also, it was fun* (Interview Records, S1)

Items 33, 14, 22, 19, 8, 26, 32, and 23 included positive statements about Edmodo (Table 1). The students indicated that Edmodo provided a good virtual writing platform where they could interact with their friends and the teacher at any time (*M:* 4.21; *SD*: 0.89). Next, the students agreed that they were happy with Edmodo (*M*: 4.05; *SD*: 1.05).In addition, the students believed that writing activities became more fun thanks to Edmodo (*M*: 4.01; *SD*: 1.12). Besides, the students agreed that what they wrote was permanent and they could check their language mistakes whenever they wanted thanks to Edmodo (*M*: 3.98; *SD*: 1.09). Next, the students believed that Edmodo was effective in improving their writing skills (*M:* 3.92; *SD*: 0.98). The following response to Q1 supported this quantitative data for item 8, in which the students agreed that Edmodo was helpful in improving their writing skills (Table 1):

> *Thanks to Edmodo, I think my writing skills improved* (Interview Records, S5)

Also, the following response supported the quantitative result of item 19 in which students stated that thanks to Edmodo, what they wrote was permanent and they could check their language mistakes whenever they wanted (Table 1):

> *What I wrote has become permanent thanks to Edmodo* (Interview Records, S5)

The quantitative results of items 8 in which the students thought Edmodo helped improve their writing skills were also in parallel with the following response to Q1:

> *Edmodo, which we use for writing classes ..., is a social network very helpful for our writing* (Interview Records, S6)

In addition, the students agreed that multiple authoring in collaborative writing tasks via Edmodo contributed to developing their writing skills (*M*: 3.90; *SD*: 1.03) (Table 1).

Moreover, the students preferred collaborative writing tasks rather than individual pen-and-pencil writing tasks because they thought collaborative writing tasks were effective (*M*: 3.90; *SD*: 0.99). Next, the students favored the fact that they could follow lessons outside the classroom thanks to Edmodo (*M*: 3.69; *SD*: 1.09).

Items 5, 17, 6, 7, 30, and 16 included reversed statements about Edmodo. The students disagreed that using Edmodo was time consuming (*M*: 2.46; *SD*: 1.17). A high majority of the students disagreed the idea that Edmodo was an extra burden for writing classes (*M*: 2.38; *SD*: 1.03). Additionally, most of the students seemed to have internet access outside the classroom and could follow the writing lessons via Edmodo because majority of the students disagreed that they were deprived of writing lessons via Edmodo (*M*: 2.25; *SD*: 1.20). Next, the students disagreed that it was difficult to use Edmodo (*M*: 2.17; *SD*: 1.18). The students seemed to be not disturbed to work on groups on Google Docs, and they agreed that they were tolerable to be observed by the teacher while writing on a Google Doc (*M*: 1.88; *SD*: 1.04). Additionally, almost all the students did not feel isolated from their own writing classes (*M*: 1.55; *SD*: 0.87) (Table 1).

The second research question was "Does using Edmodo interactively develop students' writing skills?" Items 31, 34, 8, 21, 18 and 36 were assigned to research question 2 (Table 2) and the quantitative results of these items, and overall mean value were supported by the qualitative results obtained from students' answers that they gave to Q2 which was "Did using Edmodo interactively such as group works or working with your classmates and your teacher on the same Google Doc at the same time contribute to improve your writing skills? How did it contribute to improve your writing skills?" Table 2 shows the results of qualitative data related to the second research question.

Table 4.2.*Using Edmodo Interactively in Developing Writing Skills.*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
31. That the teacher was able to control all the computers at the same time and that she gave immediate feedback have contributed improving my writing skills.	4.11	0.96	3.8	1.9	11.5	44.2	38.5
34. In Edmodo's interactive writing tasks I learned both from my friends and my teacher about writing skills.	4.05	0.93	1.9	5.8	11.5	46.2	34.6
8.Edmodo was helpful in improving my writing skills.	3.92	0.98	3.8	1.9	23.1	40.4	30.8

M: Mean   *SD':* Standard Deviation   *SD:* Strongly Disagree   *D:* Disagree
PA: Partially Agree   *A:* Agree   *SA:* Strongly Agree   *N:* Number

(continues)

Table 4.2.*Using Edmodo Interactively in Developing Writing Skills (continues)*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
21. I think my writing skills have improved thanks to the writing activities we have done with the group.	3.90	1.05	3.8	5.8	19.2	38.5	32.7
18. Thanks to Edmodo I could create a writing folder and compare my language level of proficiency at the end of the semester with my language level of proficiency at the beginning of the semester.	3.75	1.06	3.8	5.8	30.8	30.8	28.8
36. The use of Edmodo in writing lessons did not affect the development of my writing skills.	1.80	1.02	48.1	34.6	9.6	3.8	3.8
Overall	4.00	0.87					N:52

M: Mean	*SD':* Standard Deviation	*SD:* Strongly Disagree	*D:* Disagree
PA: Partially Agree	*A:* Agree	*SA:* Strongly Agree	*N:* Number

The overall mean value was 4.00 with a 0.87 standard deviation for this section, which meant the students believed that their writing skills developed by using Edmodo interactively. Items 31, 14, 8, 21, and 18 included positive statements about Edmodo (Table 2). The students indicated that the teacher was able to control all the computers at the same time and she gave feedback, which contributed to improving their writing skills (*M*: 4.11; *SD*: 0.96). The following response to Q2 supported this quantitative result for the item 31 in which students thought that the teacher was able to control all the computers at the same time and that she gave immediate feedback contributed to improve their writing skills (Table 2):

> *That I was able to use Edmodo (Google Docs) at the same time with my teacher and classmates contributed to correct my mistakes and made them permanent. ... And our teacher was able to correct the mistakes immediately* (Interview Records, S2)

In addition, the students believed that thanks to interactive writing tasks, they learned from their friends and the teacher (*M*: 4.05; *SD*: 0.93). This quantitative result was supported by the respond to Q2 as in the following:

> *Of course it helped our writing skill improve. We observed each other's assignments and learnt a lot of vocabulary* (Interview Records, S3)

Also, the students believed that Edmodo helped them improve their writing skills (*M*: 3.92; *SD:* 0.98). Next, the students agreed that their writing skills improved thanks to writing activities carried out in the group (*M*: 3.90; *SD*: 1.05). The following response to Q2 supported this quantitative result for the item 21 in which the students thought their writing skills improved thanks to the writing activities they did with the group:

I think my writing skills have improved in group writing classes (Interview Records, S5)

Finally, the students indicated that they created a writing folder, thanks to which they were able to compare their language level and writing skills with the ones in the beginning of the course (*M*: 3.75; *SD*: 1.06). Item 36 included a reversed statement questioning whether the use of Edmodo in writing lessons affects the development of their writing skills (Table 2). The mean score (1.80) and standard deviation (1.02) indicated that the students believed that the use of Edmodo in writing lessons affected the development of their writing skills to a great extent (Table 2).

The third research question was "Is Edmodo an effective social platform which can promote social interaction while writing in English?" Items 2, 33, 35, 1, 12, 11, 15, 10, 24, 23, 37 and 39 were assigned to research question 3 (Table 3). The quantitative results of these items, and overall mean value were supported by the qualitative results obtained from students' answers that they gave to Q2 which was "Did using Edmodo interactively such as group works or working with your classmates and your teacher on the same Google Doc at the same time contribute to improve your writing skills? How did it contribute to improve your writing skills? ". Table 3 shows the results of qualitative data related to the third research question.

Table 4.3. *Edmodo as an Effective Social Platform Which Promotes Social Interaction While Writing in English.*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
2. Edmodo is suitable for writing, sending homework and doing other activities for learning foreign languages.	4.30	1.03	5.8	1.9	1.9	6.5	53.8
33. Edmodo provided a good virtual writing platform where I could interact with my friends and teacher at any time.	4.21	0.89	1.9	3.8	7.7	44.2	42.3
35. Edmodo made it easy for me to participate in classroom activities with my classmates and teachers about assignments, group tasks and other lesson activities.	4.17	0.90	3.8	0	9.6	48.1	38.5

*: Mean   SD': Standard Deviation   SD: Strongly Disagree   D: Disagree
PA: Partially Agree   A: Agree   SA: Strongly Agree   N: Number

(continues)

Table 4.3. *Edmodo as an Effective Social Platform Which Promotes Social Interaction While Writing in English.* (continues)

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
1. Edmodo made it easy for me to communicate and interact with classmates and the teacher about assignments, group assignments, and other lesson activities.	4.09	1.14	7.7	0	13.5	32.7	46.2
12. I think that when we used Edmodo, my interaction with the instructor increased.	4.03	1.13	5.8	3.8	15.4	30.8	44.2
11. Thanks to Edmodo, I made homework, group tasks and other lesson activities, and thus I increased interaction with other students.	3.98	1.07	3.8	5.8	17.3	34.6	38.5
15. Thanks to Edmodo I felt myself connected with the class and the teacher.	3.96	1.02	3.8	5.8	13.5	44.2	32.7
10. Asking questions to my teacher and classmates through Edmodo helped me write more effectively.	3.90	1.07	3.8	5.8	21.2	34.6	34.6
24. I could easily exchange ideas with my friends in writing tasks.	3.80	1.17	7.7	5.8	15.4	40.4	30.8
23. Thanks to Edmodo I was able to follow the lessons outside the school.	3.69	1.09	5.8	7.7	21.2	42.3	23.1
37. Edmodo did not help me communicate with my friends during the writing lessons.	1.75	1.06	51.9	34.6	5.8	1.9	5.8
39. Edmodo was not an effective tool for writing lessons.	1.69	1.00	51.9	38.5	3.8	0	5.8
Overall	4.06	0.87					N:52

M: Mean   *SD':* Standard Deviation   *SD:* Strongly Disagree   *D:* Disagree
PA: Partially Agree   *A:* Agree   *SA:* Strongly Agree   *N*: Number

The overall mean value was 4.06 with a 0.87 standard deviation for this section, which means that the students believed that Edmodo was an effective social platform which promoted social interaction while writing. Items 2, 33, 35, 1, 12, 11, 15, 10, 24, and 23 included positive statements about Edmodo (Table 1). The students agreed that Edmodo was suitable for writing, sending and doing other activities on foreign languages (*M*: 4.30; *SD*: 1.03). The following response to Q2 supported this qualitative data for the item 2:

> *I can reach all the information thanks to Edmodo. I did not experience any problems. It is a really useful application. I liked it* (Interview Records, S3)

In addition, the students approved Edmodo as a good learning platform where they could interact with their friends and the teacher any time (*M*: 4.21; *SD*: 0.89). The mean score of item 35 (4.17) and standard deviation (0.90) showed the students held positive

beliefs about Edmodo which facilitates participation in classroom activities with peers and the teacher about assignments, groups tasks and other lesson activities. In addition to participation, the students also believed that Edmodo provided them with communication and interaction with their classmates and the teacher about their assignments, group assignments, and other lesson activities (*M*: 4.09; *SD*: 1.14).The following response to Q2 supported this quantitative result for the item 1:

> *I used Edmodo for the first time… I think it is really useful. I think it is useful in that we use it as a whole class and together with our teacher and we can exchange ideas* (Interview Records, S3)

Next, the students believed that they had more interaction with their teacher when they used Edmodo (*M*: 4.03; *SD*: 1.13). The students indicated that they carried out homework and other class activities via Edmodo and by doing this they believed they increased their interaction with the classmates (*M*: 3.98; *SD*: 1.07). Also, the students felt that they were connected to the teacher and the classmates thanks to Edmodo (*M*: 3.96; *SD*: 1.02). The following response to Q3 supported this quantitative result for the item 15:

> *Edmodo provided me with easy interaction with my teacher and classmates* (Interview Records, S5)

Next, the mean value of item 10 (3.90 and *SD*: 1.07) indicated students' positive perceptions towards the effectiveness of discussions with the classmates and the teacher carried out either on Edmodo or Google Docs. Next, the students indicated that they could easily exchange their ideas with their classmates while writing (*M*: 3.80; *SD*: 1.17). The students also indicated that they could follow the lessons outside the classroom, which meant they could even interact and learn outside the classroom (*M*: 3.69; *SD*: 1.09). The following response to Q2 supported this quantitative result for the item 23:

> *I can follow the previous lesson or the lesson that I hadn't attended by getting the course materials any time on Edmodo* (Interview Records, S1*)*

Items 37 and 39 included reversed statements about Edmodo (Table 3). The students rejected that Edmodo was not useful to interact with their classmates (*M*: 1.75; *SD*: 1.06). Also, the students strongly disagreed with the statement that Edmodo was not easy to use for writing lessons (*M*: 1.69; *SD*: 1.00), which meant they appreciate Edmodo use for writing lessons (Table 3).

The fourth research question was "Is using Edmodo as a writing web tool easy to apply in that students access their works and course materials any time?" Items 3, 28, 9, 18 and 38 were assigned to research question 4 (Table 4). The quantitative results of these items, and overall mean value were supported by the qualitative results obtained from students' answers that they gave to Q4 which was "How do you evaluate Edmodo as an

application in terms of reaching your course materials, your grades and assignments any time?" Table 4 shows the results of qualitative data related to the fourth research question.

Table 4.4. *Using Edmodo as a Writing Web Tool Which is Easy to Apply in that Students Access to Their Works and Course Materials Any Time.*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
3. Edmodo provided easy access to source material provided by the teacher (e.g. internet articles, online videos, PowerPoint files, etc.).	4.19	1.15	7.7	1.9	5.8	32.7	51.9
28. Thanks to Edmodo, I was able to easily access the course materials whenever I wanted.	4.19	0.97	1.9	3.8	15.4	30.8	48.1
9. The reference materials sent by the teacher via Edmodo were useful for better understanding the content / subjects of the course.	4.07	1.02	3.8	3.8	13.5	38.5	40.4
18. Thanks to Edmodo I could create a writing folder and compare my language level of proficiency at the end of the semester with my language level of proficiency at the beginning of the semester.	3.75	1.06	3.8	5.8	30.8	30.8	28.8
38. Edmodo was not an easy to use tool for writing lessons.	1.69	1.02	53.8	34.6	5.8	0	5.8
Overall	4.10	0.87					N:52

M: Mean   SD': Standard Deviation   SD: Strongly Disagree   D: Disagree
PA: Partially Agree   A: Agree   SA: Strongly Agree   N: Number

The overall mean value was 4.10 with a 0.87 standard deviation for this section, which means the students found Edmodo easy to apply in that they could have an access to their works and course material any time. Items 3, 28, 9, and 38 included positive statements about Edmodo (Table 4). The students approved that they had an easy access to the course materials provided by the teacher (*M*: 4.19; *SD*: 1.15). The following response to Q4 supported this qualitative result for the item 28:

> *Because I could enter Edmodo whenever I wanted, I could reach my grades and works any time* (Interview Records, S2)

The following response to Q4 also supported the statistical results of item 28 and item 18 (Table 4):

> *That the works are recorded on a certain place is really beneficial in terms of its accessibility and I sometimes check my works (Interview Records, S7.)*

Besides easy access, the students also agreed that without time limitation they could access to all the materials uploaded on Edmodo by the teacher (*M*: 4.19; *SD*: 0.97). The students found course materials on Edmodo more useful to understand the subject matter better (*M*: 4.07; *SD*: 1.02). The response to Q4 supported this statistical result of item as in the following:

> *All the visual files that the teacher sent was really helpful for our development* (Interview Records, S7)

Similarly, the students were aware of e-portfolio function of Edmodo as proved by mean score of item 18 (*M*: 3.75 and SD= 1.06).The following response to Q4 supported this quantitative result for the item 18:

> *I could make a folder of the assignments thanks to Edmodo. I could learn my grades easily via Edmodo. Therefore, it was an easy-to-use and safe application* (Interview Records, S6*).*

Item 38 included a reversed statement about Edmodo. The students disagreed that Edmodo was not easy to apply (*M*: 1.69; *SD*: 1.02), which meant they easily used Edmodo for writing classes (Table 4).

The fifth research question was "Does Edmodo enable students to interact effectively through its combination of Google Docs?" Items 29, 25, 20, 26, 32, and 40 were assigned to the research question 5 (Table 5). The quantitative results of these items, and overall mean value were supported by the qualitative results obtained from students' answers that they gave to Q2 which was "Did using Edmodo interactively such as group works or working with your classmates and your teacher on the same Google Doc at the same time contribute to improve your writing skills? How did it contribute to improve your writing skills?" Table 5 shows the results of qualitative data related to fifth research question.

Table 4.5. *Edmodo's Function of Enabling Students to Interact Effectively Through Combining Google Docs.*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
29. Working on the same page at the same time on Google Docs. collaborative writing tasks has enabled us to get an idea of each other's writing process.	4.13	0.90	1.9	3.8	11.5	44.2	38.5
25. In Google docs writing I was able to get immediate feedback from my group of friends and my teacher.	4.11	1.04	3.8	3.8	13.5	34.6	44.2

M: Mean	*SD':* Standard Deviation	*SD:* Strongly Disagree	*D:* Disagree
PA: Partially Agree	*A:* Agree	*SA:* Strongly Agree	N: *Number*

Table 4.5. *Edmodo's Function of Enabling Students to Interact Effectively Through Combining Google Docs. (continues)*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
20. Thanks to Google Docs. collaborative writing tasks I had the opportunity to see both my own English language mistakes and my friends' mistakes.	4.01	1.09	5.8	3.8	11.5	40.4	38.5
26. That more than one person was able to work on and correct mistakes on the same page in Google Docs writing contributed to my learning of writing.	3.90	1.03	3.8	3.8	23.1	36.5	32.7
32. The writing activities we did by using Google Docs were more useful than the ones we did individually by using pen and pencil.	3.90	0.99	1.9	7.7	19.2	40.4	30.8
40. Interactive writing activities on Google Docs did not help me learn something from my friends and my teacher.	1.59	0.99	59.6	32.7	1.9	0	5.8
Overall	4.08	0.85					N:52

M: Mean   *SD':* Standard Deviation   *SD:* Strongly Disagree   *D:* Disagree
PA: Partially Agree   *A:* Agree   *SA:* Strongly Agree   N: *Number*

The overall mean value was 4.08 with a 0.85 standard deviation value for this section, which means from students' perspective Edmodo enabled effective interaction through Google Docs combination. Items 29, 25, 20, 26 and 32 included positive statements towards Edmodo (Table 5). The students indicated that multiple authoring gave them a chance to observe their classmates' writing process (*M*: 4.13; *SD*: 0.90). The following response to Q2 supported this quantitative data for the item 29:

> *When we used Edmodo (Google Docs) simultaneously we could detect our classmates' mistakes and correct them, learnt from each other and also we could correct our own language mistakes* (Interview Records, S4)

Next, the students appreciated immediate feedback that they got from their teacher and classmates on Google Docs (*M*: 4.11; *SD*: 1.04). Also, the students agreed that they were able to see both their own mistakes and their friends' mistakes on Google Docs (*M*: 4.01; *SD*: 1.09). Additionally, the students believed that multiple authoring on Google Docs contributed to their writing development (*M*: 3.90; *SD*: 1.03). Moreover, the students agreed the usefulness of Google Docs writing tasks in terms of interaction and they preferred them rather than pen-and-pencil writing tasks (*M*: 3.90, *SD*: 0.99). Item 40 included a reversed statement about Edmodo (Table 5). The mean value (1.59) and the standard deviation (0.99) showed that students rejected that they did not learn from each

other while engaging in collaborative tasks via Edmodo rather they believed that they learnt from each other (Table 5).

The sixth research question was "Does Edmodo promote social learning through peer interaction by editing and commenting in group project writing tasks through Google Docs?" Items 31, 27, 34 26, 21, 4 and 40 were assigned to the research question 6(Table 6). The quantitative results of these items, and overall mean value were supported by the qualitative results obtained from students' answers that they gave to Q3 which was "Did using Edmodo interactively help learn from each other and your teacher? If yes, how?" Table 6 shows the results of qualitative data related to the sixth research question.

Table 4.6. *Promoting Social Learning through Edmodo with Peer Interaction by Students' and Teacher's Editing and Commenting in Group Writing Tasks through Google Docs*

Item Description	M	SD'	SD%	D%	PA%	A%	SA%
31. That the teacher was able to control all the computers at the same time and that she gave immediate feedback have contributed improving my writing skills.	4.11	0.96	3.8	1.9	11.5	44.2	38.5
27. We produced more successful products in group writing activities.	4.07	0.98	3.8	3.8	9.6	46.2	36.5
34. In Edmodo's interactive writing tasks I learned both from my friends and my teacher about writing skills.	4.05	0.93	1.9	5.8	11.5	46.2	34.6
26. That more than one person was able to work on and correct mistakes on the same page in Google Docs collaborative writing tasks contributed my learning of writing.	3.90	1.03	3.8	3.8	23.1	36.5	32.7
21. I think my writing skills have improved thanks to the writing activities we have done with the group.	3.90	1.05	3.8	5.8	19.2	38.5	32.7
4. The online events in Edmodo and discussions on Google Docs have motivated me to write.	3.53	1.09	5.8	7.7	34.6	30.8	21.2
40. Interactive writing activities using Google Docs feature did not help me learn something from my friends and my teacher.	1.59	0.99	59.6	32.7	1.9	0	5.8
Overall	4.03	0.85					N:52

M: Mean   SD': Standard Deviation   SD: Strongly Disagree   D: Disagree
PA: Partially Agree   A: Agree   SA: Strongly Agree   N: Number

The overall mean value was 4.03 with a 0.85 standard deviation value for this section, which means the students believed learning happened socially through peer interaction by editing and commenting in Google Docs writing tasks via Edmodo. Item 31,

27, and 4 included positive statements about Edmodo (Table 6). The students appreciated the immediate feedback and the teacher's simultaneous observation while writing on Google Docs (*M:* 4.11; *SD*: 0.96). Similarly, the students believed that they produced more successful products while working as groups (*M*: 4.07; *SD*: 0.98).Next, the students thought they learnt both from their classmates and their teacher about their writing skills (*M*: 4.05; *SD*: 0.93). The responses to Q3 supported this qualitative result for the item 34 as in the following:

> We *learnt the things that we hadn't known before from our teacher and classmates during the collaborative works and this helped us write effectively* (Interview records, S6).
> *We used Edmodo for one semester because we were assigned homework via Edmodo. We had group work and individual work via Edmodo. Therefore, we learnt a lot both from each other and our teacher* (Interview records, S3)
> *We realized both our language mistakes and our classmates' language mistakes and learnt from those mistakes of both ourselves and our classmates', and I think this accelerated our learning* (Interview Records, S1)

Additionally, the students believed that thanks to multiple authoring on Google Docs and the opportunity to correct their classmates' mistakes, their writing skills improved (*M*: 3.90; *SD*: 1.03). Besides, they indicated that their writing skills improved because they work in groups (*M*: 3.90; *SD*: 1.05).The following response to Q2 supported this quantitative result for the item 21:

> *We could observe and correct our friends' mistakes in the works we did at the same time. Therefore, we could learn 'the correct one' easily and this helped us write easily (Interview Records, S6)*

Moreover, the students seemed to have benefitted from discussions on Google Docs (*M*: 3.53; *SD*: 1.09) Item 40 included a reversed statement about Edmodo (Table 6). The mean value (1.59) and standard deviation (0.99) of item 40 supported the general attitude of the students for this section which asserted that learning occurred socially by learning something from the teacher and classmates (Table 6).

Overall, as is seen in Table 1 the students had positive attitudes and perceptions towards using Edmodo (*M*: 4.69; *SD*: 0.57). According to the students answers, using Edmodo interactively developed their writing skills (*M*: 4.00; *SD*: 0.87) (Table 2). They stated that Edmodo promoted social interaction while writing in English (*M*: 4.06; *SD*: 0.87) (Table 3). From students' perspective, using Edmodo as a writing web tool was easy to apply as the students accessed their works and course materials any time, which meant Edmodo provided an e-portfolio (*M*: 4.10; *SD*: 0.87) (Table 4). According to the students' answers, Edmodo enabled students to interact effectively through combining Google Docs (*M*: 4.08; *SD*: 0.85) (Table 5). Finally, the students reported that Edmodo promoted social learning through peer interaction by editing and commenting in group writing tasks

through Google Docs (*M*: 4.00; *SD:*0.85) (Table 6). When mean values of all sections were considered, it could be concluded that the participants in this study had positive attitudes and reactions towards using Edmodo for ESL writing classes. Besides, one prominent result of the study was that the mean values of the positive statements were never below 3.53, which meant that the majority of the participants were all pleased with Edmodo. As for the negative statements, the highest mean value was 2.46, which meant that the majority of the participants disagreed with negative statements in the questionnaire about Edmodo. The results showed that based on the mean values, the majority of the participants were content with all the functions and procedures of Edmodo, and there were not any points that they were uncomfortable with.

CHAPTER V: DISCUSSION, CONCLUSION AND SUGGESTIONS

In this chapter, the results will be discussed on six subsections compared to relevant studies: learners' perceptions about Edmodo, learners' perceptions as to whether Edmodo develops students' writing skills, learners' perceptions as to whether Edmodo is an effective social platform which promotes interaction while writing in English, learners' perceptions as to whether Edmodo as a writing tool is easy to use in that the students access to their works and course materials any time, learners' perceptions as to whether Edmodo enables students to interact through combining Google Docs, and learners' perceptions as to whether Edmodo promotes social learning through peer interaction by editing and commenting in group writing tasks through Google Docs. Next, conclusions will be derived from the study. Finally, some suggestions for teachers and researchers will be included.

5.1. Discussion

The results of the study have been discussed in accordance with the research questions in this section. The discussion has been handled in terms of learners' general attitudes and perceptions about Edmodo; as to whether Edmodo develops students' writing skills; their attitudes and perceptions as to whether Edmodo is an effective social platform which promotes interaction while writing in English; Edmodo's effectiveness as a writing tool in that the students access to their works and course materials any time; whether Edmodo enables students to interact through Combining Google Docs; whether Edmodo promotes social learning through peer interaction by editing and commenting in group writing tasks through Google Docs.

5.1.1. Learners' Perceptions about Edmodo

There are some studies in the literature seeking students' perceptions about using Edmodo for EFL classes. Pop (2013), Shams-Abadi, Ahmadi and Mehrdad (2015), Manowong (2016), Kongchan (2013), Kayacan and Razı (2017), and Hamutoğlu and Kıyıcı (2017) got students' positive perceptions in their studies about using Edmodo for ESL. The findings of our study are compatible with the findings of those studies, in which the students have reported their positive attitudes and perceptions towards using Edmodo for EFL writing classes. In addition, some other studies researching wikis, blogs, and Google Docs could be linked with this study as those studies focused on the common areas such as collaborative EFL writing similar to this study. For instance, Kost (2011) focused on wikis, Nadzrah and Kemboja (2009) focused on blogs and Bikowski and Vithanage

(2016) focused on Google Docs. The researchers got students' positive perceptions for these tools in EFL collaborative writing. The results of this study are also compatible with these studies.

In this study, the students' general attitudes were very positive towards using Edmodo with a 4.69 mean value (Table 1), and the students found Edmodo as a good social platform where they could interact with their friends and the teacher. Although the students mostly liked and appreciated collaborative and interactive writing tasks on Edmodo, there was a small minority (%3.8; *N*: 2) who felt strongly isolated from the classes whereas another small minority (%1.9; *N*: 1) partially agreed that they felt isolation. Another small minority group, possibly the same participants, (%5.8; *N*: 3) was not happy with Edmodo. Considering the whole number of the participants, the ones who are not very pleased with Edmodo are very few in number, but still the strategies to include them in classes should be searched or the group dynamics that lead them to isolation could be researched so that they could also benefit from scaffolding.

One concern before starting to use Edmodo for this study was the technical problems that the students would encounter. Lack of internet access outside the class was one of the potential problems. Although the students were *digital natives* (Prensky, 2001), they could have some problems following the procedures such as uploading assignments or joining discussions in Edmodo. Beyond those issues some of the participants may not have been willing to use Edmodo. The participants in the study of Kessler (2009), for example, were not willing to use blogs in all terms for collaborative writing although they liked some features like editing. Besides, the participants in the study of Seyyedrezaie et al. (2016) found Google Docs useless in the beginning of the study. In addition, only a small minority of the participants found Google Docs and Etherpad as useful as they expected for collaborative writing in the study of Brodahl, Hadjerrouit andHansen (2011) study. However, in this study the participants found Edmodo helpful in improving their writing skills (*M*: 3.92), like the participants in the study of Hamutoğlu and Kıyıcı (2017). They thought Edmodo made their writing activities more fun (*M*: 4.01), which is compatible with Bikowski and Vithanage (2016) in which the researchers focused on Google Docs for collaborative writing. The students in our study also thought they did not have difficulty in following the procedures in Edmodo (item 7; *M:* 2.17). On the other hand, the qualitative data obtained from the interview also supported the students' positive perceptions about Edmodo. The students explained that they were introduced with Edmodo for the first time and they favored it. They also stated that they favored using such a technology in classes.

As for the technical problems, the students reported that they did not have any problems with internet access (Item 6; *M:* 2.25). Additionally, the students agreed that they could follow Edmodo outside the class (*M*: 3.69). Another concern was the teacher's observation on Google Docs. The teacher was able to observe any single pace of the student/students on Google Docs in while-writing stages. There could have been any discomfort of the students for this reason. However, the students in this study indicated that they did not feel uncomfortable because of teacher's presence on Google Docs (*M*: 1.88). Although values for students' discomfortability are very low based on the percentages of their answers to items, they may account for the teachers' effort who want to include all the students in class. Therefore, case studies may be applied to fix the problems for those students in question. Or, the teachers who would use the writing model suggested in this study should take those issues into consideration.

5.1.2. Learners' Perceptions as to whether Edmodo Develops Students' Writing Skills

The results showed that the participants believed their writing skills developed thanks to Edmodo (*M*: 4.00). This result is compatible with the study of Aydın and Yıldız(2014), in which the participants thought thanks to wikis they improved their writing skills through collaborative works. Similarly, in the study of Nadzrah and Kemboja (2009) the learners believed thanks to their peers' review and feedback on their blog posts, their writing skills improved. Also, Shams-Abadi, Ahmadi and Mehrdad (2015) have already proved that using Edmodo for EFL writing classes contributed to students' writing in a positive way. The effects of group works were appreciated by the students in improving their writing skills, in this study as well (Item 21, *M*: 3.90). Likewise, the participants in the study of Hadjerrouit (2011) benefited from group works of writing on wikis and found those tasks quite meaningful like the participants of this study. The students in this study believed that they learnt a lot both from their classmates and the teacher (*M*: 4.05), which may mean learning occurred in a social place. Besides, they appreciated the teacher's immediate feedback thanks to Google Docs. The qualitative data supported the quantitative data in this term. The students stated in the interview that their writing skills improved thanks to Edmodo and they explained that their teacher gave feedback and they were able to see both their peers' their own corrections of the mistakes. Therefore, based on this study and the studies mentioned above, it would not be wrong to say that Edmodo provides a platform for scaffolding. The knowledgeable other could become either the teacher or the group members.

5.1.3. Learners' Perceptions as to whether Edmodo is an Effective Social Platform Which Promotes Interaction while Writing in English

Collaborative works may play important roles in developing students writing skills as supported by the students mentioned above. Although Elola and Oskoz (2010) assert that there should not be any claim that collaborative writing works would be superior to individual writing works, the students' collaborative writings were much better in terms of content and organization in the study of Shehadeh (2011).Correspondingly, Storch (2005) proved that collaborative writings of the students in the study were much better in quality of content and grammar than individual works, and the learners preferred collaborative writing. In the study of Bikowski and Vithanage (2016), the participants who carried out collaborative tasks for a while were more successful in their individual writings than the ones who carried out individual writing. Their study proved that collaboration improved learners' writing skills. The participants in this study also support the notion that collaborative writing tasks contribute to improve their writing skills of learners (Item 21, *M*: 3.21; Item 26, *M*: 3.90; Item 27, *M*: 4.07). Accordingly, the students in this study believed the group works helped them learn better in terms of writing; multiple authoring on Google Docs contributed to improve their writing skills, and thought their group works were much better in quality than their individual works. In this term, the students in this study indicated that Edmodo provided easy interaction for them and they could easily exchange ideas with their peers. They also stated that they learn a lot both from their teacher and classmates.

Edmodo provides interaction and collaboration through its Google Docs combination, messaging and commenting functions for collaborative works. The students in this study, as well, acknowledged that Edmodo enabled them to interact effectively (*M*: 4.03) by making interaction easy with the teacher and classmates about assignments, writing tasks etc. (*M*: 4.09); by making it easy to ask questions to the teacher (*M*: 3.90); by increasing the interaction with the teacher and the students (*M*: 4.03); by making it easy to participate in the classes. Edmodo provided a messaging button both within itself and on Google Docs. Without any limitation of time and place, the students could ask questions to their classmates and the teacher. While writing not only with collaborative tasks but also with individual writing tasks, they could have any kind of interaction. Based on this, it could be concluded that Edmodo provided more effective interaction for writing than classic-pen-and-paper type of writing. Besides the students were able to carry out discussion in pre-writing and while-writing stages, where there was the possibility of

scaffolding. The participants in the study of Yu-Chuan and Hao-Chang (2011) also reported that they benefited from discussion function of wikis for collaborative writing. They also indicated that those collaboration and peer editing contributed to their writing skills. In the study of Nadzrah and Kemboja (2009), the participants appreciated that blogs enabled them with discussions for collaborative writing as well. Besides, Zhou, Simpson and Domizi (2012) stated that Google Docs changed the way that the students communicate in their study. Without using the tools such as Edmodo, Google Docs, wikis or blogs the communication and interaction among students would not occur or would be very limited within classical pen-and-paper type writing. Besides, those tools gave students a chance to interact anytime and anywhere. The participants in this study supported this idea by stating that Edmodo provided them interaction even outside the classroom (*M*: 3.69). Their beliefs that Edmodo provided interaction for their writing activities were also evident on the agreements of the statements that asserted they could participate in classroom activities together with the classmates and the teachers (*M*: 4.17); they could exchange ideas with their friends easily (*M*:3.80); and the students belief that Edmodo provided interaction for their writing activities were also evident on their disagreements of the statement which reported Edmodo did not help them communicate with classmates and the teacher (*M*: 1.75).

Writing classes included in this study covered some materials for some cases so that learners got ready before writing. Those materials were comprised from power point presentations (See Appendix 4 and 5) and some exercises for writing. The teacher uploaded those materials to Edmodo and as groups the students could have a chance to work on the materials together. Otherwise, as a whole class without Edmodo, they would not have a chance to participate or even to speak for the materials together with the teacher. The participants in this study, however, stated that they felt connected to each other and the teacher (*M*: 3.96). As supported by the learners, they had communication and interaction as small groups where there was a chance for social learning thanks to Edmodo. Like the participants in this study, the participants in the study of Purnawarman, Susilawati and Sundayana (2016) indicated that they had a chance to communicate and join groups thanks to Edmodo. In addition, in the study of Hamutoğlu and Kıyıcı (2017) the participants stated that they had chances for discussion with peers thanks to Edmodo. Based on these facts, it could be deduced that Edmodo is an effective social platform which promotes interaction while writing in English as supported by the students in this study (Item 36; *M*: 1.80).

5.1.4. Learners' Perceptions as to whether Edmodo as a Writing Tool is Easy to Use in that the Students Access to Their Works and Course Materials Any Time

The students' perceptions towards Edmodo's easiness as a writing tool and its opportunity for students' access to their work and course materials without time limit were all positive (*M*: 4.19). First of all, the students found Edmodo as an easy tool to use (Item 38; *M*: 1.69). Similarly, the participants in the study of Purnawarman, Susilawati and Sundayana (2016) found Edmodo as an easy web tool. The reason behind this may be the fact that Edmodo and Facebook resemble each other in terms of their appearance. Considering that lots of people use Facebook today and students are expected to have high digital literacy because of the era they are born, they may have found Edmodo as an easy tool to use. Secondly, the students in the study agreed that they had an access to course materials easily thanks to Edmodo (*M*: 4.10), and they accessed the materials whenever they wanted (*M*: 4.19). Parallel to this study, Pop (2013) indicated that Edmodo provided an e-portfolio for the teacher and the teacher can view students' assignments as individually or as a whole class based on the assignment's name. It is possible to view all the works and grades of the students when progress button is used. Next, in this study, Google Docs are also combined with Edmodo. Therefore, in their personal Google Drive accounts the learners constituted an e-portfolio for which they thought they benefitted it by agreeing the statement that asserted they could observe their language level from their works at the beginning of the semester and at the end of the semester (*M*: 3.75). One benefit of Edmodo when it is considered in terms of e-portfolios is that these e-portfolios are always accessible both for the teacher and the students even from their cell phones. Therefore, the students appreciated e-portfolio function of Edmodo like the participants in the study of Kost (2011) which focused on wikis for collaborative writing. Thus, it could be deduced that Edmodo is a useful and easy tool to use as supported by the participants of this study (Item 38; *M:* 1.69).

5.1.5. Learners' Perceptions as to whether Edmodo Enables Students to Interact Through Combining Google Docs

Google Docs were heavily used together with Edmodo in this study. Edmodo gives link to Google Drive while submitting assignments, uploading folders and files, and adding something on the website. For all the individual and collaborative tasks, the students used Google Docs. Overall, the students found Edmodo as interactive with its Google Docs combination (*M*: 4.08). The students indicated that they had an idea of their classmates'

writing thanks to multiple authoring on Google Docs (*M*: 4.13). Therefore, observing their friends' writing process may have contributed to learner's writing skills positively; as they indicated the item 34 in which learners agreed that they learnt both from their teacher and classmates (*M*: 4.05). Likewise, Jeong (2017) found that their participants believed collaborative writing on Google Docs helped them improve their writing skills. As discussed previously before the Google Docs use on EFL writing, Storch (2005) had already proved positive effectiveness of collaborative writing as a pioneering study, which is compatible with the participants' beliefs in the study of Jeong (2017).

Similarly, the participants in this study believed that multiple authoring contributed to their writing skills positively (*M*: 3.90) and that they had a chance to see both their own language mistakes and their classmates mistakes on Google Docs (*M*: 4.01). Dishaw, Eirman, Iversen and Philip (2013) indicated that multiple authoring could contribute to easier learning. Likewise, in the study of Aydın and Yıldız (2014) the learners indicated that they learnt from their peers' mistakes while correcting them. In addition, Yu-Chuan and Hao-Chang (2011) stated that the participants corrected one another's mistakes for the purpose of having metalinguistic awareness. Therefore, in this study, learners had a chance to raise metalinguistic awareness by observing and discussing their own mistakes as well as their friends' language mistakes. Another point that the learners believed parallel to those items discussed above is the learners' belief on immediate peers' and teacher's feedback, which they thought, contributed to their writing skills. Parallel to this study, in the study of Yu-Chuan and Hao-Chang (2011) which focused on wikis for collaborative writing, the participants appreciated immediate feedback. Although Chaudron (1984) rationalized peer feedback over teacher feedback, the participants in this study did not compare both kinds of feedback and agreed that they benefitted from teacher and peer feedback in general (*M*: 4.01). Chaudron (1984) also asserts that if multiple peers are assigned for feedback, learners will have a wider sense of audience, which is a philosophy of feedback compatible with this study and some online collaborative tools. Wang et. al (2005) for example, as a very early examples of online collaborative writing, made the learners benefit from teacher and peers' feedback thanks to wikis. In the study of Seyyedrezaie et al.(2016) the positive contribution of feedback on Google Docs has already been proved.

Lastly, the learners in this study appreciated Google Docs by indicating that the writing activities on Google Docs were much better than the ones they did previously with pen and pencil (*M*: 3.90). Besides, collaboration and interaction that the participants had

thanks to Google Docs, their interest in technology or high computer literacy may have played a role on the agreement that they liked Google Docs. However, there was still a minority who preferred pen-pencil writing (%1.9 strongly disagree, *N*: 1; %7.7 disagree, *N*: 7). The reason may stem from either they did not like collaboration or writing through the computer. If the first possibility is strong, model of anonymous collaborative writing on Google Docs in the study of Woodrich and Fan (2017) may be applied for future practices. The students' answers about this research question, which is related to interaction that Edmodo provides through Google Docs have been supported by the last item on which they disagreed the idea that interactive writing tasks on Google Docs did not help them learn from their peer and the teacher (*M*: 1.59). Based on the learners' belief and some studies' results discussed above, it could be deduced that through Google Docs, Edmodo provides interaction in which peer feedback constitutes a wider audience, therefore, makes the task more communicative, and there occurs a social platform where the learning takes place together with the teacher and the peers.

5.1.6. Learners' Perceptions as to whether Edmodo Promotes Social Learning through Peer Interaction by Editing and Commenting in Group Writing Tasks through Google Docs

The students' reaction towards Edmodo's role was positive, based on the overall mean value (3.99). One of the students' beliefs that supported their overall attitude about social learning was that the students believed that the teacher was able to control all the computers at the same time and gave immediate feedback, and this contributed to improve their writing skills (*M*: 4.11). During the study, the students shared their Google Docs both for their individual writing and collaborative writing tasks, therefore, the teacher could give feedback after and during the writing process and the students could ask questions to the teacher. Based on the students' answer the more knowledgeable other was the teacher, who scaffolded. It would not be wrong to say that social learning happened based on the interaction of teachers' editions on the bare individual tasks. In the collaborative writing tasks, however, there was a chance for constant discussions from which the students indicated they benefitted (*M*: 3.53). At this point, the interaction took place both among the students and the teacher. The feedback was both from teacher and the students. Therefore, learning may have occurred between the teacher and students. The more knowledgeable other became either the teacher or other students in the group. Besides, the students approved that they learnt in the group (Item 21; *M*: 3.90). Moreover, the learners

believed that they produced more quality works in collaboration (*M*: 4.07). The participants in the study of Elola and Oskoz (2010) also believed that their collaborative writing tasks were much better than their individual writing tasks. As mentioned previously, some other researchers such as Storch (2005) and Shehadeh (2011) already proved the positive effects of collaboration on learning. Furthermore, Swain (2000) suggested that thanks to scaffolding in collaborative works, learners could come up with better works than their individual performance. Another point that learners believed as a positive contributor for social learning was editing and commenting on Google Docs (*M*: 3.90). Likewise, the participants in the study of Kayacan and Razı (2017), which focused on Edmodo indicated that they learnt from their friends' feedback. The studies using collaborative writing tools like Aydın andYıldız (2014) usually concluded that social learning took place in an interactive environment. Based on the studies discussed in this subsection and the learners' beliefs in this study, it could be concluded that Edmodo provides a platform which enables scaffolding for learners, as supported by Manowong (2016).

5.2. Conclusion

The starting point for this study was the problem that there was lack of interaction and communication for EFL writing classes at Uşak University Preparatory School. A language learning tool called Edmodo was chosen as an interactive platform where the students could contact with the teacher and each other without the limits of time and place as long as they had the internet connection. The language laboratories at Uşak University were used for 52 participants (females *N*: 24, males *N*: 28). Their level of English was A2 (pre-intermediate) based on the placement test they had according to the school regulations. The students were introduced with Edmodo at very beginning of the semester and all the functions were introduced and explained to the students. There were some concerns of the researcher at the very beginning of the study. Those concerns were students' lack of willingness to use technology for writing classes or not having an internet access all the time outside the class or failure to follow the procedure such as uploading an assignment by linking to Google Docs. Despite all those concerns, the researcher expected that the students would have opportunities for interaction and communication, and scaffolding thanks to interactive environment on Edmodo. Therefore, learning would become social in accordance with Vygotsky's social cultural learning theory, and thus writing activities would not be carried out in isolation. In addition, the students' high

interest on technology and their computer literacy would be benefitted in writing classes. Nine writing tasks, some of which included collaborative writing, were designed for one semester which covered 12 weeks. Naturally, the students followed three stages suggested in OCL theory (Harrasim, 2012). Accordingly, the students first discussed the writing topic by using discussion functions of online tools. Then, knowledge construction took place on while writing stage, where they collaborated. In the last stage, they benefitted either from teacher's or peers' feedback. At the end of the nine writing tasks, the students were given a questionnaire, some items of which were developed by the researcher upon some scholars' views and adapted from Manowong (2016). Besides, the reliability of the questionnaire was calculated on SPSS 23 software program and it was seen that the questionnaire was high reliable.

The results showed that the students' perceptions towards using Edmodo were highly positive (*M*: 4.69). Surprisingly, the majority of the students did not report any negative ideas for Edmodo. Thus, it could be concluded that Edmodo worked well for the participants of this study. The majority of the students indicated that they did not have any problems with following the procedures on Edmodo and they did not have problems with internet access, therefore, they felt included in the classes. The students in this study approved Edmodo as a social platform where they could easily interact with their teacher and classmates about writing tasks, assignments, and course materials. The participants in some other studies such as Kongchan (2013), Manowong (2016) as discussed in previous section liked Edmodo as well for ESL learning.

Another important result was that the students in this study believed that their writing skills developed thanks to Edmodo as supported by some other studies discussed such as in previous section Aydın and Yıldız (2014). The students in this study indicated that thanks to Edmodo, they learnt from their teacher and their classmates and appreciated the feedback both from their teacher and their classmates. The students' agreement on usefulness of discussion function referred the contribution of their improvement of writing skills as supported by some other studies such as Hadjerrouit (2011) discussed in the previous section.

The students in this study believed that Edmodo was an effective social platform that promotes interaction while writing in English increased their interaction with their classmates and the teacher and they could easily participate in the classes. Besides, they believed that they could easily exchange their ideas with their friends and ask questions to teacher any time. Therefore, the students reported that they felt connected to their teacher

and classmates. The students also agreed that Edmodo provided a good virtual platform for interaction.

Similarly, the students in this study appreciated e-portfolio function of Edmodo. They agreed that they had an access to their works and course materials any time and thanks to this they could have a chance to compare their language level at the very beginning of the semester and at the very end of the semester, which may be considered as a kind of knowledge construction.

The students in this study also liked the Google Docs combination to Edmodo. Through Google Docs in this study real life writing tasks were assigned to the students. They had a change to collaboratively produce communicative writing tasks. Google Docs provided learners with collaboration and interaction on writing tasks. And the learners got real time feedback (Kongchan, 2013). The students also indicated that they learnt from their teacher and their classmates and they had a chance to observe both their language mistakes and their friends' language mistakes, which may mean that there occurred an awareness for metalinguistic knowledge. The students found Edmodo as an easy to use tool as well. Therefore, the students in this study indicated that Google Docs enabled interaction for them.

Most important result of the study was the students' belief that thanks to Edmodo they experienced social learning, which is an idea also supported by some other studies such as Hamutoğlu and Kıyıcı (2017). The students in this study believed they learnt from their teacher and from each other. They believed they benefitted from peer feedback and teacher feedback. They thought they produced more quality works in the group. They also indicated that discussion on Edmodo and Google Docs that they carried out with their group member motivated them to write. They reported the group works contributed to their writing skills. Therefore, it could be deduced that there may have happened scaffolding among the students. Some other studies discussed in the previous section such as Aydın and Yıldız (2014), and Nadzrah and Kemboja (2009) also support students' beliefs that collaboration improves learning.

Based on the results of this study and the studies explained in literature review section and discussion section, it could be concluded that Edmodo may provide an interactive virtual learning platform that enables scaffolding within the term social learning suggested by Vygotsky; and contribute to development of learners' writing skills in that it provides interaction and communication; increase students' interaction and communication; is an easy to use web tool and constitute and e-portfolio; Google Docs

combination with Edmodo may help build communicative and interactive writing tasks. Therefore, using Edmodo may make learning EFL writing skill more interactive and that can be a solution to the problem of writing activities lacking interaction, which was the starting point of this study.

5.3. Suggestions

5.3.1. Suggestion for Classroom Implementations

This study mainly investigated students' attitudes and perceptions towards using Edmodo together with Google Docs as Web 2.0 tools for interactive writing classes after one semester's implementation. Therefore, Edmodo, Google Docs and other Web 2.00 tools such as wikis and blogs are highly recommended to use EFL classes considering the results of this study and the studies mentioned.

5.3.2. Suggestion for Researchers

This study is limited to perceptions of Usak University Preparatory School students towards using Edmodo for EFL writing. Therefore, once it is ensured that all the students are positive about using Edmodo as a Web 2.00 tool to use it for EFL writing, experimental designs can be applied to investigate if using Edmodo improves students' writing skills. Another point is aboutthe students isolated from the society of the class. This may be caused because of negativity towards using computers or some other factors stemming from group dynamics. Although those students were less in number in this study, it is still worth investigating why they were behind the class. Group dynamics or interaction preferences and habits of students in group works via Edmodo would be another scope of research. Besides, this study was limited to work on EFL writing skill. Using Edmodo for integrated skills would be focus of research as well

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APPENDICES

Appendix 1 Questionnaire

ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİNİN YAZMA BECERİSİNİ ÖĞRENME AMAÇLI SOSYAL VE İŞBİRLİKÇİ BİR SANAL ÖĞRENME PLATFORMU OLARAK EDMODO'YU KULLANMALARINA YÖNELİK TUTUM VE ALGI ANKETİ

Değerli Katılımcılar,

Bu anket üniversite öğrencilerinin sanal bir ortam olan Web 2.00 aracı Edmodo'daİngilizce yazma becerilerinin etkileşimli bir şekilde uygulanmasına yönelik algı ve tutumlarını tespit etmek amacıyla düzenlenmiştir.

Ankette bulunan sorulara vereceğiniz yanıtların doğruluğu, araştırmanın niteliği açısından oldukça önemlidir. Bu bölümde lütfen uygun boşluklara kişisel bilgilerinizi yazınız. Yanıtlarınız ve kişisel bilgileriniz 3. şahıslarla paylaşılmayacaktır.

Anketle ilgili sorularınızı ve/veya görüşlerinizi paylaşmak için bizimle iletişim kurmaktan çekinmeyin.

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Adı Soyadı: Düzeyi:

Sınıfı: Tarih:

Cinsiyet: Erkek:☐   Kadın: ☐   Yaş:

Bu ankete gönüllü olarak katılıyorum. ☐

Sorularla ilgili görüşlerinizi 1-5 kadar işaretleyiniz. (X)

	1	2	3	4	5
	Kesinlikle katılmıyorum	**Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1.Edmodo, ödevler, grup görevleri ve diğer ders etkinlikleri hakkında sınıf arkadaşlarımla ve öğretmenimle kolayca etkileşim kurmamı sağladı.					
2.Edmodo yabancı dilde yazmak, ödev göndermek ve diğer faaliyetlerde bulunmak için uygundur.					
3. Edmodo, öğretmen tarafından sağlanan kaynak materyallere (örneğin internet makaleleri, çevrimiçi videolar, powerpoint dosyaları vb.) kolayca erişmemi sağladı.					
4.Edmodo'daki çevrimiçi etkinlikler ve tartışmalar, beni yazmak için motive etti.					
5. Edmodo'daki sınavlar, ödevler ve tartışmalar gibi çevrimiçi etkinlikler zaman alıcıydı.					
6.Sürekli internet erişimim olmadığı için ödevlerden ve yazma aktivitelerinden geri kaldım.					
7. Edmodo'daki prosedürleri (ödev gönderme, link verme vs.) takip etmek zordu.					
8. Edmodo benim yazma becerimi geliştirmede yararlı oldu.					
9. Öğretmen tarafından gönderilen referans materyalleri, dersin içeriğini ve konularını daha iyi anlamak için faydalı oldu.					
10 Edmodo'yu kullanarak öğretmene ve arkadaşlarıma soru sorabilmem daha etkin yazmamı sağladı.					

	1	2	3	4	5
	Kesinlikle katılmıyorum	**Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**
11. Edmodo sayesinde ödevler, grup görevleri ve diğer ders etkinlikleri yaparken diğer öğrencilerle etkileşimim arttı.					
12. Edmodo kullandığımız zamanlarda dersin hocasıyla etkileşimimin arttığını düşünüyorum**.**					
13. Bu derste Edmodo'yu kullanmakta zorluk yaşadım.					
14. Edmodo'dan memnunum.					
15. Edmodo sayesinde kendimi sınıf ve öğretmenle bağlantılı hissettim.					
16. Kendimi yazma derslerinde dışlanmış hissettim.					
17.Edmodo kullanımı ekstra zaman ve çaba gerektirdi.					
18.Edmodo sayesinde bir yazma dosyası oluşturabildim ve dönem sonundaki durumumla dönem başındaki durumumu karşılaştırabildim.					
19. Edmodo sayesinde yazdıklarım kalıcı oldu ve dil yanlışlarımı istediğim zaman görebildim.					
20. Google Docs özelliğini kullanarak yaptığımız çalışmalarda hem kendi İngilizce dil yanlışlarımı hem de arkadaşlarımın yanlışlarını görme fırsatım oldu**.**					
21. Grupla yaptığımız yazma etkinlikleri sayesinde yazma becerimin geliştiğini düşünüyorum**.**					
22. Yazma aktiviteleri Edmodo sayesinde daha eğlenceli oldu.					
23. Edmodo sayesinde okul dışında da dersi takip edebildim.					

	1	2	3	4	5
	Kesinlikle katılmıyorum	**Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**
24. Yazma çalışmalarında arkadaşlarımla kolayca fikir alışverişi yapabildim.					
25. Yazma çalışmalarında Google Docs özelliği sayesinde grup arkadaşlarımdan ve öğretmenimden anında geri bildirim alabildim.					
26. Google Docs kullanarak yaptığımız yazma çalışmalarında aynı yazıya birden fazla kişinin ekleme-düzeltme yapması yazmayı daha iyi öğrenmeme katkıda bulundu.					
27. Grup yazma aktivitelerinde daha başarılı ürünler ortaya koyduk.					
28. Edmodo sayesinde ders materyallerine istediğim zaman kolayca ulaşabildim.					
29. Google Docs sayesinde aynı anda aynı sayfa üzerinde çalışmak birbirimizin yazı yazma süreçleri hakkında fikir edinmemizi sağladı.					
30.Google Docs ile yaptığımız grup çalışmalarında öğretmenin ve arkadaşlarımın yazma sürecimi gözlemlemesi beni rahatsız etti.					
31. Öğretmenin tüm bilgisayarları anlık kontrol edebilmesi ve yazılarımla ilgili çevrimiçi bildirim verebilmesi yazma gelişimime katkı sağladı.					
32. Google Docs kullanarak yaptığımız yazma çalışmaları kalem kağıt kullanarak yapılan bireysel yazma çalışmalarından daha faydalıydı.					

	1	2	3	4	5
	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
33. Edmodo arkadaşlarımla ve öğretmenimle her an etkileşimde bulunabileceğim iyi bir sanal yazma platformu sağladı.					
34. Edmodo sayesinde yaptığımız etkileşimli yazma çalışmalarında hem arkadaşlarımdan hem de öğretmenimden yazma becerisi hakkında bilgiler öğrendim.					
35. Edmodo, ödevler, grup görevleri ve diğer ders etkinlikleri hakkında sınıf arkadaşlarımla ve öğretmenimle kolayca etkinliklere katılmamı sağladı.					
36. Yazma derslerinde Edmodo'yu kullanmam yazma becericimin gelişmesine etki etmedi.					
37. Edmodo yazma derslerinde arkadaşlarımla iletişim kurmamda yardımcı olmadı.					
38. Edmodo yazma dersleri için kullanımı kolay bir araç değildi.					
39. Edmodo yazma dersleri için etkin bir araç değildi.					
40. Google Docs özelliği kullanarak yaptığımız etkileşimli yazma aktiviteleri arkadaşlarımdan ve öğretmenimden bir şeyler öğrenmeme yardımcı olmadı.					

Adapted from Manowong (2016)

Appendix 2 Uşak University Task- Based Holistic Writing Rubric

Very good	17-20	Full understanding and completion of the task. Enough ideas matched with the topic. English word order well - maintained. Perfect usage of prepositions, articles, tenses and other grammar points which are learnt. (Few mistakes are tolerable). Cohesion and coherence are maintaned. Good selection of vocabulary. No or few spelling mistakes.
Good	13-16	Completion of task. Enough ideas matched with the topic. English maintained. A variety of correct sentence structures, some incorrect use of prepositions, articles, tenses and other grammar points learnt in the class. Appropriate vocabulary, minor spelling mistakes, no repetition in the wording.
Satisfactory	9-12	Half completion of the task. Some ideas matched with the topic. Coherence and cohesion may be weak at times. Some errors in English word order. Some incorrect use of prepositions, articles, tenses and other grammar points learnt in the class. Use of vocabulary with some errors, some spelling mistakes.
Limited	5-8	Not a half completion of task. Restricted ideas about the topic. No cohesion and coherence. English word order often violated. Inaccurate, in correct use of articles, tenses, and prepositions and other grammar points learnt. Direct translation from L1.
Poor	0-4	Incompletion of task. If the student has written a few sentences or the whole writing is unclear mark the work as 1.

Adapted from González, Trejo and Roux (2017), Silva (2007), and Roell (2016)

Appendix 3 Error Correction Codes

Symbol	Meaning	Example
Art	There is a missing, extra, or incorrect article.	He lives in <u>the</u> Turkey. Art
Irrelevant	Point is no relevant to the task.	
Punc	Punctuation mistakes	
Pl/sg	There is a mistake in plural singular mistake.	He has three <u>child.</u> pl
prep	There is a mistake in preposition	
Repet.	Repetitive words/phrases, ideas etc	
Spell.	There is a spelling mistake	
Tense	There is a tense mistake.	
Verb	There is a tense mistake.	He did not <u>came.</u> verb
Ww	Wrong word	He <u>wins</u> 3000tl. ww
Wwf	Wrong word form.	He was very <u>boring</u> and fell as p.
??	I do not understand what you mean.	

Adapted from Ferdouse (2013) and Lee (2004)

Appendix 4 Adjectives Power Point Presentation

Slide 1

Physical Appearance

What do they look like?

Slide 2

Hair

straight   **curly**   **wavy**   **spiky**

She has curly hair.

Slide 3

Slide 4

Slide 5

Slide 6

Slide7

Height

tall

short

medium height

Slide 8

Weight

fat

slim

skinny

She is skinny.

Slide 9

Slide 10

Slide 11

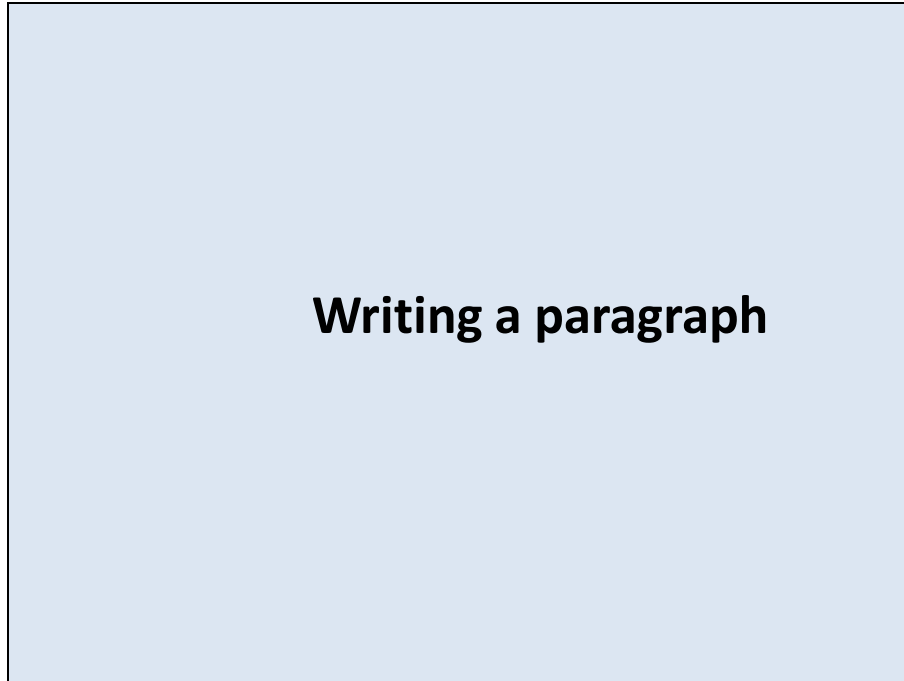Adapted from:

https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/physical_appeara nce_ppt/beginner-prea1-speaking/66765

https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/how_does_heshe _look/describing-people-preintermediate/14063
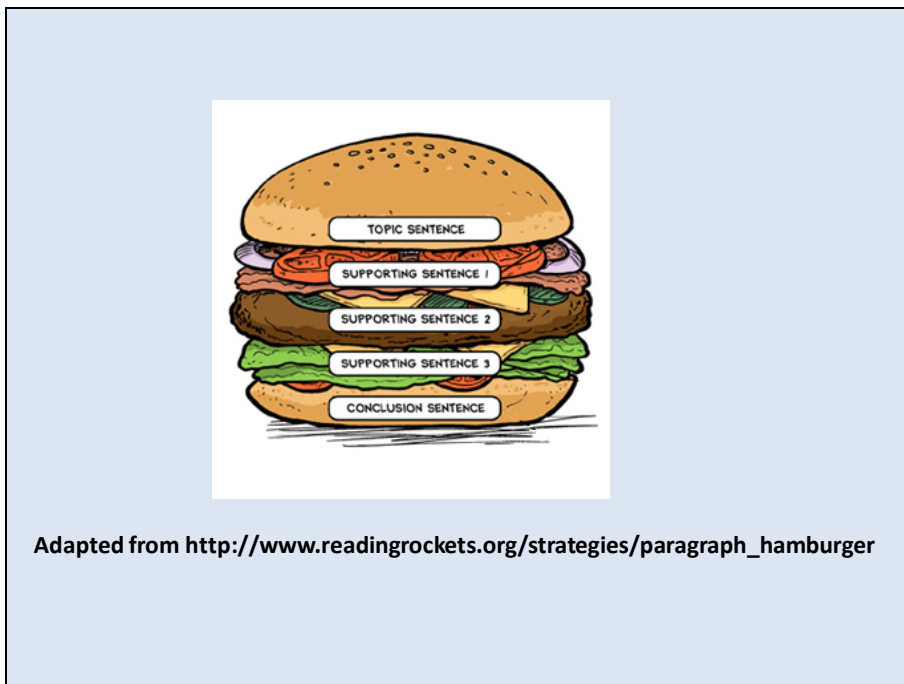
https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/appearance/adjec tives-describing-people/12515

Appendix 5 How toWrite a Paragraph Material

Slide 1

Writing a paragraph

Slide 2

Adapted from http://www.readingrockets.org/strategies/paragraph_hamburger

Slide 3

Paragraphs have three parts;

    1. the topic sentence
    2. supporting sentences
    3. the concluding sentence

Slide 4

The Topic Sentence:

- It is usually the first sentence in a paragraph, and gives the main idea.

Slide 5

The Topic Sentence

Example:

- *"İstanbul is famous for several amazing natural features"*

Slide 6

Write the correct topic sentence to each paragraph.

- *When Bob is nervous he always laughs.*
- *Sam laughs to be friendly.*

- 1._____
  For example, he laughs when he meets new people. He also laughs when he is with good friends. He always laughs. It is clear that he laughs to make people good.

- 2._____
  For example, he laughs when he meets new people. He also laughs when he is with good friends. He always laughs. It is clear that he laughs to make people good.

Adapted from Lynn (2015).

Slide 7

Slide 8

Slide 9

> There are several things you can do to try fall asleep.

Slide 10

Supporting Sentences

- The second and third sentences are **supporting sentences**.

- They support, or explain the idea of the paragraph.

- The second and third sentences explain the reasons.

Slide 11

Supporting Sentences

Some people may not fall asleep easily. There are several things you can do to fall asleep. You can try counting sheep, or just counting, which will keep your mind busy with a repetitious activity. Sometimes listening to soft music or gentle sounds, like rain, helps. You can even try telling yourself a story, which may distract your mind enough that you will be asleep in no time. By applying one of these ways, you can fall asleep.

Adapted from https://www.k12reader.com/worksheet/identify-the-topic-sentence/view/

Slide 12

The best trip my family ever took was to New Orleans, Louisiana. We drove there in two days. I didn't think it would be very interesting, but I was wrong. We saw the Mississippi River, rode a horse carriage in the French Quarter, and visited a cemetery where everyone was buried above the ground. I liked the food best, especially the New Orleans doughnuts called beignets. So, I enjoyed that trip.

Adapted from https://www.k12reader.com/worksheet/identify-the-topic-sentence/view/

Slide 13

> • *Supporting sentences explain more about the topic sentences. Details often follow supporting sentences as in the example*:
>
>   I go to lots of Corinthians games because they are fun and exciting. Before the game, fans meet in the park lot. **They talk about the game and have something to eat**. During the game, it is very noisy. **There is lots of cheering and shouting. Some people chant and jump around.**
>
> **Adapted from Lynn (2015)**

Slide 14

> **Read this sentences and write the type of sentences for each.**
>
> Ts: topic sentence
>
> Ss: Supporting sentences
>
> D: Detail
>
> 1. I always dress in special clothes for the games: <u>TS</u>
> 2. I wear a black and white Corinthians shirt :____
> 3. Sometimes I wear red, too, because that's another Corinthians team color. ____
> 4. When I go to important games, I wear my special hat. ____
> 5. It is big and funny, and black and white, of course. ____
>
> **Adapted from Lynn (2015).**

Slide 15

- **Write *TS* at the beginning of the topic sentence. Write *SS* at the beginning of each supporting sentence. Write *D* at the beginning of each detail sentence.**

    ____ I like many different sports. ____ My favorite sport is volleyball. ____ I play it every Saturday in the park with my friends. ____ I also like swimming. __ I swim two times a week in the school pool. ____ I also like to watch cricket. __ I watch it on TV with my family on Sunday afternoons. __ Of all these sports, my favorite is volleyball.

Adapted from Lynn (2015).

Slide 16

The Concluding Sentence

    It summarizes the information in the supporting sentences.

Slide 17

Choose the concluding sentence

There is a cafe in Uşak that is really nice and peaceful. The decoration of the cafe is really good. There some small colorful tables and chairs. There are some paintings on the walls. The music is always soft and the cafe is not usually crowded. The food is not bad as well._____.

- *You can play some boards games and listen to loud music in this cafe.*

- *You can go and meditate in peace on this beautiful cafe.*

Slide 18

The concluding sentence is similar to the topic sentence.

TS: *There is a cafe in Uşak that is really nice and peaceful.*

CS: *You can go and meditate in peace on this beautiful cafe.*

.

Slide 19

> **Choose the appropriate concluding sentence.**
>
> Sometimes people lie to avoid punishment. Sometimes a fast driver lies to avoid a ticket from a police officer. Sometimes an employee lies to avoid trouble with the boss. Sometimes a friend lies to avoid making a friend angry.
>
> - Only truth can protect the people we love.
> - Every day, people lie to get out of trouble.
>
> **Adapted from Lynn (2015).**

Slide 20

> - **Write a concluding sentence for the paragraph.**
>
> Honesty is always the right way. Some people say that if the purpose of lie is good, then lie is OK. I don't think so. To have a good relationship, you need to respect and trust a person. It is not possible to trust and respect someone who lies.
> _____
>
> **Adapted from Lynn (2015).**

Slide 21

> **Read the model paragraphs. Underline the topic sentence, the supporting sentences, and the concluding sentence. Then write TS (topic sentence), SS (Supporting Sentence) and CS (Concluding Sentence).**
>
> Vacations are not the right answer to worker stress. First of all, one or two vacations a year cannot reduce the stress of many days of long hours. Also, vacations can actually be very stressful because they are expensive. Finally, people lived for thousands of years without vacations. Vacations are not necessary.
>
> **Adapted from Lynn (2015).**

Slide 22

> **Read the model paragraphs. Underline the topic sentence, the supporting sentences, and the concluding sentence. Then write TS (topic sentence), SS (Supporting Sentence) and CS (Concluding Sentence).**
>
> In many countries, workers don't have much vacation times, but in some countries in Europe, long summer vacations are the law. In Sweden and Finland employers must give employees a four-week long summer vacation. In Norway and Denmark employees have 15 to 18 days off at a time in the summer. In Greece all workers get two complete weeks off in the summer. In Europe, long summer vacations are part of the work calendar.
>
> **Adapted from Lynn (2015).**

Slide 23

Slide 24

Slide 25

- A good paragraph always has a topic sentence supporting sentence and a conclusion sentence.
- Do not repeat your sentences.

- Do not write <u>out of topic</u>.

- Be careful about *grammar, spelling, punctuation, and indentation.*

Slide 26

Brainstrom and write a paragraph about <u>one</u> of the topics below (min. 120 words).
- Your best friend
- Your favorite hobby/ sports
- Your favorite TV show
- Your favorite team
- Your favorite car
- Your favorite lesson
- Leisure time activities

Now, it is time to write!!

Slide 27

First write the outline of your paragraph.

Topic Sentence
Supporting Sentence 1
DETAILS
Supporting Sentence 2
DETAILS
Supporting Sentence 3
DETAILS
Conclusion

Appendix 6 Uşak University Preparatory School Analytic Writing Rubric

CONTENT

Very Good	10-9	Clear main idea, ideas are fully developed and logically supported with reasons and/ or examples
Good	8-7	Clear main idea, but ideas could be more fully developed and supported
Satisfactory	6-5	Satisfactory ideas although development and support may be weak.
Limited	4-3	There is a main idea but development and support may be *irrelevant*
Poor	2-1	No clear main idea, irrelevant support and/or no development

ORGANIZATION

Very Good	10-9	Cohesion and coherence are well-managed. The paragraph has a topic sentence, supporting sentences and a concluding sentence. Supports are logical and sufficient. Transitions are well-used and conclusion is satisfactory.
Good	8-7	Cohesion and coherence are evident. The paragraph has a topic sentence, but supports need to be developed OR it does not have a topic sentence, but supports are well-maintained and a variety of transitions are used.
Satisfactory	6-5	Coherence and cohesion may be weak at times, but the paragraph is developed satisfactorily.
Limited	4-3	Coherence and cohesion are weak; wrong and irrelevant use of signals and there is an attempt to develop a paragraph.
Poor	2-1	Weak or no coherence and cohesion. No development of a paragraph.

GRAMMAR

Very Good	10-9	English word order is well maintained, a great variety of complex sentence structures, perfect usage of prepositions, articles, tenses etc.
Good	8-7	English word order is maintained with a variety of correct sentence structures, some simple sentences, some incorrect use of prepositions, articles and tenses etc.
Satisfactory	6-5	Minor errors in English word order, some variety of sentence structures, some simple sentences, some incorrect use of prepositions, articles and tenses etc.
Limited	4-3	English word order often violated, little variety in sentence structures, mainly simple sentences but often inaccurate, incorrect use of articles, tenses etc., direct translation from L1
Poor	2-1	English word order is not evident, only very simple sentences which are mostly in accurate, incorrect use of articles, prepositions and tenses etc., direct translation from L1

VOCABULARY

Very Good	10-9	Good selection of appropriate and different vocabulary, no misused vocabulary, no spelling mistakes.
Good	8-7	A variety of vocabulary used appropriately and correctly, very little misused vocabulary, minor spelling mistakes, no repetition in wording.
Satisfactory	6-5	Some use of new vocabulary with some errors, some spelling mistakes.
Limited	4-3	Restricted vocabulary, misused vocabulary, frequent spelling mistakes.
Poor	2-1	Very restricted simple or misused vocabulary, serious spelling mistakes.

Adapted from González, Trejo and Roux (2017), Silva (2007), and Roell (2016)

ÖZGEÇMİŞ

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Adı	Nurgül
Soyadı	DOĞAN
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Uyruğu	TC
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Yabancı Dil	
Yabancı Dil Adı	İngilizce
Sınav Adı	KPDS
Sınavın Yapıldığı Ay ve Yıl	Mayıs/2012
Alınan Puan	97.5
Meslekî Deneyim	
Yıllar	Meslekî Deneyim
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