T.C.
PAMUKKALE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
YÜKSEK LİSANS TEZİ

INVESTIGATING THE EFFECT OF CLASSDOJO APPLICATION AS AN ONLINE ASSIGNMENT TOOL ON EFL LEARNERS' ENGLISH PERFORMANCE

Ayşe ALKAN

DENİZLİ-2022

T.R.

PAMUKKALE UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MASTER OF ARTS THESIS

INVESTIGATING THE EFFECT OF CLASSDOJO APPLICATION AS AN ONLINE ASSIGNMENT TOOL ON EFL LEARNERS' ENGLISH PERFORMANCE

Ayşe ALKAN

Supervisor

Asst. Prof. Dr. Pınar KARAHAN

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.

İmza

Ayşe ALKAN

ACKNOWLEDGMENTS

First of all, I would like to thank my supervisor Asst. Prof. Dr. Pınar KARAHAN for her insightful suggestions, guidance and support. Moreover, I would like to thank all the professors in Pamukkale University ELT department for their valuable lessons and guidance. I would also like to thank the thesis jury members, Prof. Dr. Özgür YILDIRIM and Asst. Dr. Devrim HÖL for their valuable feedback which helped the thesis to reach its final form.

I would like to express my gratitude to my dearest family members, my parents Şengül ALKAN and Yüksel ALKAN and my brother Ender ALKAN for their encouragement and support.

Moreover, I would like to extend my gratitude to the love of my life, Süleyman Alperen ALTUĞ for his continuous support, patience, guidance, and suggestions as a teacher throughout this process. Thank you for being my biggest inspiration and supporter while building this thesis. I cannot be thankful enough for your love and belief in me.

Lastly, I would like to thank my previous teachers, friends, and my dear students for accepting to take part in the study. This thesis would not be possible without you.

ÖZET

ClassDojo Uygulamasının Çevrimiçi Ödev Aracı Olarak Kullanılmasının Yabancı Dil Öğrencilerinin İngilizce Performansları Üzerindeki Etkisi

ALKAN, Ayşe

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

Tez Danışmanı: Dr. Öğr. Üyesi Pınar KARAHAN

Temmuz, 2022, 98 sayfa

Teknolojideki büyük gelişmeler ile hayatlarımızın pek çok noktası değişmiştir ve bu alanlardan biri de eğitimdir. Buna ek olarak, COVID-19 salgınından dolayı, Türkiye'nin de aralarında yer aldığı birçok ülkede eğitim kurumları geçici süreliğine kapatılmış ve eğitim çevrimiçi olarak sürdürülmüştür. Yüz yüze eğitimden çevrimiçi eğitime doğru bu geçiş, öğrenci ödevlerinin kontrol edilmesinde ve öğrenci gelişiminin takip edilmesinde kullanılmaya uygun Bilişim ve İletişim Teknolojisi (BİT) araçlarını bulma gereksinimini doğurmuştur. Dolayısıyla, bu tezin amacı, uzaktan dil öğreniminde ClassDojo'yu tamamlayıcı bir BİT aracı olarak kullanmanın öğrencilerin yazma başarılarının üzerindeki etkisini ve öğrencilerin hem ClassDojo hem de genel olarak BİT araçlarının kullanımına ilişkin algılarını, tutumlarını ve görüşlerini araştırmaktır. Tez karma yöntemli metodolojiye sahiptir. Çalışmanın nicel boyutu yarı-deneysel desene sahiptir, nitel boyutu ise beş öğrenci ile yapılan görüşmeleri kapsar. Bahsi geçen deney çalışması ve görüşmeler, 2021 Bahar akademik yılında, Mardin ilinin Nusaybin ilçesinde bir ortaokulda yapılmıştır. Çalışmanın katılımcıları iki ayrı sınıftan 63 altıncı sınıf öğrencisini kapsar. Sekiz haftalık deney süreci boyunca deney grubu yazma ödevlerini teslim etmek için ClassDojo'yu kullanırken, kontrol grubu da ödevlerini MEB tarafından belirlenen araç üzerinden teslim etmiştir. Çalışmanın sonucunda deney grubundaki öğrencilerin hem teslim ettikleri ödevlerden hem de sınıf içi yapılan testlerden ve sınavlardan daha yüksek notlar aldıkları gözlemlenmiştir. Buna ek olarak, yapılan görüşmelerde öğrencilerin hem ClassDojo'ya hem de BİT araçlarına karşı olumlu tutumlara sahip oldukları gözlemlenmiştir. Son olarak, her kullanıcı ödevini teslim etmiş olsa da kontrol grubundaki bazı kullanıcıların ödevlerinin beklenenden geç teslim ettikleri gözlenmiştir.

Anahtar Kelimeler: Dil öğrenmede BİT, yazma ödevi, özerk öğrenme

ABSTRACT

Investigating the Effect of ClassDojo Application as an Online Assignment Tool on EFL Learners' English Performance

ALKAN, Ayşe

M.A Thesis in Department of Foreign Languages Education, English Language Teaching

Thesis Supervisor: Asst. Prof. Dr. Pınar KARAHAN

July, 2022, 98 pages

With the grave development in technology, many parts of our lives have changed including the field of education. Furthermore, due to the COVID-19 pandemic, schools and educational institutions faced a shutdown which led an online learning in many countries including Turkey. The transition from face-to-face learning to distance learning arose the need of finding appropriate Information and Communication Technology (ICT) tools to assign written tasks and track student progress. To this end, this thesis aims to investigate the effect of using ClassDojo in distance language learning as a supplementary ICT tool on students' written task assignments as well as their views and opinions regarding the use of both ClassDojo and ICT tools in general. The study adopts a mixed method research design. The quantitative dimension of the study is quasi-experimental and qualitative part includes semi-structured interviews conducted with five participants. The study was conducted at a public middle school in Nusaybin, Mardin during the Spring, 2021 academic term. The participants included 63 sixth graders from two different classes. During the 8-week-long treatment process, while the experiment group used ClassDojo to submit their written task assignments, the control group, submitted their written task assignments through an online education application designated by the Ministry of National Education. Results indicated that the participants in the experiment group took higher grades from their written task assignments and achieved higher scores in quizzes and exam grades than the ones in the control group. Furthermore, the semi-structed interview revealed that the students had positive attitudes towards ClassDojo and ICT tools in general. Lastly, although all the participants completed their written task assignments, some participants in the control group uploaded their written task assignments later than expected.

Keywords: ICT in language learning, written task assignments, self-regulated learning

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AaL	Assessment as Learning
AfL	Assessment for Learning
AoL	Assessment of Learning
CAI	Computer-aided Instruction
CALI	Computer-assisted Language Instruction
CALL	Computer Assisted Language Learning
CASLA	Computer Applications in Second Language Acquisition
CAW	Computer-assisted Writing
CELL	Computer-enhanced Language Learning
COVID-19	Coronavirus Disease
df	Degrees of freedom
EFL	English as a Foreign Language
ICT	Information Communication Technology
MoNE	Ministry of National Education
N	Number
p	Level of Significance
PLATO	Programmed Logic for Automatic Teaching Operations
TALL	Technology-assisted Language Learning
TELL	Technology-enhanced Language Learning
TIMSS	Trends in International Mathematics and Science Study
%	Percentage

CHAPTER 1: INTRODUCTION

Technology is an ever-growing area presenting numerous opportunities. With the emergence of technology, many parts of our lives have changed including the field of education. Besides, with the help of new technologies, it has become easy and convenient to gather information and find resources (Al-Kathiri, 2015; Healey, 2016; Moursund, 2005; Tinio, 2003). Thanks to the changes that technology has brought into education and various opportunities that it provides, computers started to appear in classrooms. Computers replaced traditional methods in many fields of education one of which is language learning and teaching. As Healey (2016) suggests, the Internet allows learners to connect with others without considering the time and space. The number of schools and classrooms integrating the Internet into education is increasing day by day; thus, researchers have been examining its effect on student achievement (Al-Jarf, 2004). In this vein, various studies have been conducted by scholars, language educators, and researchers to find out how to apply new technologies in language learning and teaching (Ahmad et al., 2016; Arslan & Şahin-Kızıl, 2010; Al-Jarf, 2004; Hu et al., 2018; Kutluca et al., 2010; Lai et al., 2016; Zapata & Sagarra, 2007).

Information and communication technologies (ICTs) are designed to allow an easy access to information and provide students with wider experiences (Flecknoe, 2002). There are numerous tools and applications utilized for the sake of contributing language instruction and most them are focused on skill development. Writing is one of these skills that is aimed to be developed through ICT tools. There have been various studies focusing on practicing writing skills through ICTs (Al-Jarf, 2004; Arslan & Şahin-Kızıl, 2010; Ciftci & Kocoglu, 2012; Mak & Coniam, 2008; Shams-Abadi et al., 2015). The transition from traditional writing to digital writing has increased the popularity of ICT tools which caused teachers to adopt different strategies and techniques in language learning both in and out of classroom. In other words, all teachers, schools, and colleges have tried to keep up with the changing nature of writing practices (Herrington & Moran, 2009). Written task assignments assignments, on the other hand, is one way of developing writing skills of language learners both in and out of classroom. When written task assignment is considered as an extension of what is being learned in the classroom, online written task assignments can allow teachers

to keep the material up to date and make students be active learners beyond the classroom (Dodson, 2014).

Lastly, even though some materials used for language teaching purposes such as written texts, audio, video, photos, and drawings have not changed much over the years, the technologies that delivered them have undergone major changes (Otto, 2017). Therefore, when each new technology is presented, teachers are expected to be up to date by refining their rationale and methods.

1.1. Statement of the Problem

Due to the COVID-19 pandemic, schools and educational institutions faced a shutdown which led an online learning in many countries including Turkey. Since then, ICT tools have been used in distance learning and language educators have been trying to adapt these tools according to the needs of their students. Furthermore, distance education arose the necessity of giving and handing in task assignments online. To this end, an ICT tool serving this purpose was required to be integrated into distance language instruction.

There are numerous resources on the Internet and these resources may not always be suitable for the needs of students. In addition to its benefits, technology can also have detrimental effects on students. Some of the resources aimed to be implemented in classrooms might bear structures that are incorrect in terms of syntax, morphology, semantics, pragmatics and even discourse level. Thus, to prevent its undesirable effects, technology should be handled effectively and appropriately by the language educators. Taking all these reasons into consideration, teachers are expected to guide their students in selecting the most beneficial resources.

1.2. Significance of the Study

Since today's students are seen as a generation who were born into technology, technology both in and out of the classroom can be used as a motivating tool for these students (Dodson, 2014). Thus, teachers need to include technology in language teaching to motivate these *digital natives* and meet their needs and preferences (Prensky, 2001). In distance education, it has become even more essential to find an appropriate ICT tool which suits students best. As an important and inseparable part of language learning, task

assignments give students a responsibility of their own work and create a self-directed learning environment (Dodson, 2014). Similarly, online writing homework assignments allow students to hand in their written work without being in the presence of the teacher and prevent the anxiety that may occur in the process of writing (Shams-Abadi et al., 2015). Therefore, this study may expand language educators' vision by presenting the impact of an ICT tool used for written task assignments as well as students' views and opinions. On the other hand, this study may give insights to programme developers about students' needs and preferences.

ClassDojo presents an efficient software that can be used by teachers and students as a virtual classroom in which a communication between teachers and students exists. Moreover, with its original feedback system as well as customization properties, the tool can be said to have an easy-to-internalize nature. It should not go without saying that the introduction and analysis of these type of tools draw the attention of teachers, lecturers, and stakeholders, which may lead to an increase in the use of such ICT tools both in face-to face and distance education. Lastly, previous research on ClassDojo does not provide comprehensive and on-focus findings on its possible contribution to language learners' writing skills. Therefore, a study focusing on enhancing language learners' writing skills inclusively with the help of ClassDojo is required.

1.3. The Purpose of the Study

In light of the explanations given above, this study aims to investigate the effect of using ClassDojo in distance language learning as an online assignment tool on students' written task assignments and their views and opinions. To this end, this study aims to answer the following research questions:

1. Does the use of ClassDojo have any statistically significant effect on the participants' achievement?
2. What are the participants' views and opinions regarding the use of ClassDojo for written task assignment purposes?
3. Does using ClassDojo have an effect on the frequency of handing in written task assignments on time?

CHAPTER 2: LITERATURE REVIEW

This part of the thesis includes a review of literature regarding the bases of the study; respectively, ICT in education, ICT in language learning and teaching, homework, written task assignments, writing assessment and self-regulated learning.

2.1. ICTs in Education

Technology, with its ever-growing nature, has affected many aspects of our lives. Thanks to the growing popularity of technology, it is now integrated in many areas, one of which is education. Being referred as *electronic brains* by people in its early days, computers replaced the traditional methods in education (Chapelle, 2001, 2010; Moursund, 2005). Furthermore, since the integration of computers into language learning and the beginning of its use in classrooms, different names have been proposed for this concept. According to Healey (2016), terms that are used to define concepts are important in a way that they determine how we interpret these concepts. One of the earliest names suggested was computer-aided instruction (CAI) which focuses on behaviouristic approach because learners were expected to "sit and press keys in response" (Healey, 2016, p. 9). In 1960s, a *teaching machine* called Programmed Logic for Automatic Teaching Operations (PLATO) was introduced by the University of Illinois (Bitzer et al., 1961; Blake, 2013; Chapelle, 2001; Healey, 2016; Higgins, 1983; Otto, 2017). Being one of the oldest digital computers used for instructional purposes, PLATO allowed students to press the keys to submit their answers as a response to the questions and control the materials presented by the machine (Bitzer et al., 1961). Not only providing courseware for many languages developed specifically for instruction, PLATO also contributed to the expertise in the use of computers in language learning (Blake, 2013; Chapelle, 2001; Otto, 2017). As stated by Chapelle (2001), the courseware included audio, graphics and flexible response analysis which supported the development of computer use in language learning.

Moreover, as the micro-computers became widespread during 1980s and started to be used more in classrooms, different terms were proposed as well. For instance, computer-assisted language instruction (CALI), computer-assisted or computer-aided language learning (CALL), computer-enhanced language learning (CELL), computer-assisted writing (CAW) for writing programs, computer applications in second language acquisition

(CASLA), and technology-assisted or technology-enhanced language learning (TALL or TELL) were among the terms that were suggested (Blake, 2013; Chapelle, 2001; Higgins, 1983). However, the most known and used acronym has been CALL (Chapelle, 2001; Healey, 2016). Historical background of educational technology in EFL classrooms can be seen in the Figure 2.1. below.

Stage	1970s–1980s: Structural CALL	1980s–1990s: Communicative CALL	Twenty-first Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
Teaching paradigm	Grammar translation and audio-lingual	Communicative language teaching	Content-based instruction
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Sociocognitive (developed in social interaction)
Principal use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	Fluency	Agency

Figure 2. 1. Historical background of educational technology in EFL classrooms (Blake, 2013, p. 54)

ICTs integrate science and technology (Moursund, 2005). Some examples of it can be listed as radio, television, computer, hardware and software, the Internet, smart phones and tablets. Each of these are claimed to facilitate learning by providing easy access to information, wider experience, and skill development (Flecknoe, 2002). As technology develops over time and new ICTs emerge, literacies regarding these new technologies change as well (Leu et al., 2004). Even though it is possible to define these new literacies, we need new theories and concepts to comprehend them. Therefore, it becomes crucial for teachers to both keep up with these new literacies and prepare their students to be able to reach the knowledge and information they need. To be more specific, Leu et al. (2004) defined what is meant by these new literacies as in the following:

> *The new literacies of the Internet and other ICTs include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing*

> *information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies allow us to use the Internet and other ICTs to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information to answer those questions, and then communicate the answers to others* (p. 1572).

Thus, along with their changing and developing nature, it has become difficult to ignore the remarkable impacts that ICTs provide on teaching. In this respect, when we consider the convenience of obtaining information in the globalized world, schools cannot remain as places which only transfer knowledge from the teacher to students through fixed methods (Tinio, 2003). Instead, schools should adopt "learning to learn" principle which means "the acquisition of knowledge and skills that make possible continuous learning over the lifetime" (Tinio, 2003, p. 3). Additionally, the role of both learners and teachers will keep on changing as long as learners are able to reach information through technology (Healey, 2016; Leu et al., 2004; Otto, 2017). As Blake (2013) suggests, using technology in the classroom creates a student-centered atmosphere. He states that teachers should focus on learning objectives and make sure that the tools they use will increase students' motivation in order to become active participants in learning. In line with this view, it can be stated that with the advent of the Web, teacher-centered classrooms have evolved into student-oriented classrooms where the students take an active role as a co-constructor of knowledge not only inside but also outside of the classroom (Otto, 2017).

2.2. ICTs in Language Learning and Teaching

ICT is a term which is utilized in many fields of education including language teaching (Healey, 2016; Mullamaa, 2010; Öz, 2014). In recent years, there has been a growing interest towards ICT applications; thus, this interest has led to differing views about how to make use of them efficiently in language teaching. Language educators, researchers, and specialists work on finding new ways to contribute to foreign/second language education (Lai & Gu, 2011) and in educational technology, they aim to utilize computer technology in teaching subject areas and to find out its effectiveness in this sense (Chapelle, 2001). Integrating ICTs into language learning and teaching is claimed to assist learners to learn effectively by providing access to numerous online tools (Leu et al., 2004; Moursund, 2005;

Mullamaa, 2010; Tinio, 2003). Therefore, teachers' making use of ICTs has become inevitable over time. As Ibrahim (2010) states, ICT applications have remarkable effects on the way teachers teach and present the content. He also asserts that ICTs are affordable and can be adopted in language classes by schools, private institutions, and universities. However, in order to be able to integrate ICTs into language learning effectively, these institutions need to establish curriculum, teacher competencies and institutional readiness (Tinio, 2003). Therefore, when traditional methods are supported with online technologies, it can be said that the roles of teachers are obliged to change in a learning environment where these ICT applications appear. Teachers have become the agents of "presenting richer and more complex learning opportunities for both themselves and their students" (Leu et al., 2004, p. 1599).

Continuously developing new ICTs require teachers to be "(a) aware of emerging technologies for information and communication, (b) capable of identifying the most important new literacies that each requires, and (c) proficient in knowing how to support their development in the classroom" (Leu et al., 2004, p. 1599). Accordingly, if a teacher does not gain the necessary skills and knowledge regarding ICTs, s/he may not improve herself/himself professionally in an efficient manner (Moursund, 2005). Thus, teachers are expected to guide students and construct contexts for language learning in which each student becomes a creative and an active learner.

2.3. Homework

Homework can be defined as "tasks assigned to students by school teachers that are intended to be carried out during non-school hours" (Cooper, 1989, p. 7). Homework assignments are defined in different categories depending on factors such as voluntariness, difficulty, individual or group work. However, the most acknowledge categorisation is made depending on purpose. There are numerous purposes for homework (Cooper, 1989; Cooper, 2015; Corno, 2000; Epstein & Van Voorhis, 2001). Epstein (1988) lists some main purposes as, "(a) to increase speed, mastery, or maintenance of skills, (b) to increase the involvement of each student with the learning, (c) to build student responsibility, honesty, perseverance, time management and self-confidence" (p. 3). Furthermore, these homework assignments can bare other purposes such as facilitating communication between child and the family (Balli et al., 1998) or between peers, fulfilling instructions of school management or

punishing the student (Epstein, 1988; Epstein & Van Voorhis, 2001). Additionally, homework assignments mostly do not possess just one purpose; instead, they reflect several purposes at once (Cooper, 2015).

Teachers have assigned homework and always will. According to many studies (Balli et al. 1998; Cooper, 1989; Cooper, 2015; Cooper et al., 2006; Corno, 2000; Epstein & Van Voorhis, 2001; Paschal et al., 1984), homework plays a crucial role in the consolidation of past learning and in a student's daily routine. For example, according to the Trends in International Mathematics and Science Study (TIMSS) data in 2011, students in Turkey are assigned a mathematics homework weekly which takes 15-60 minutes (Arıkan, 2017). Apart from these, it has been demonstrated that it has a positive effect on students' achievement and attainment, critical thinking, development of studying skills and it boosts autonomy and self-regulation (Cooper et al., 2006; Cooper, 2015; Keith et al., 2004; Van Voorhis, 2003).

However, there are also some researchers (Bennett & Kalish, 2007; Kohn, 2007; Warton, 2001) who are opposed to homework assignments for various reasons. For instance, Warton (2001) asserts that it takes up students' whole leisure time, leaving no time for children to be children and keeps them from sleep, socialization and play. Cooper (1989) as well as Kohn (2007) suggest that homework assignments in excessive amounts cause exhaustion, frustration and distress. Another argued effect is that parents may interfere with students and force them to complete homework or help them with it way too much that can be interpreted as cheating. Both of these factors might trigger demotivation and anxiety (Cooper & Valentine, 2001). In addition, Warton (2001) argues that even though some studies suggested a link between achievement and homework, the naturality of this link should be carefully checked. She criticizes these studies as focusing on quantity of homework rather than quality, which leads to an ambiguity and misinterpretation in the results; overlooks developmental level of students; diminishes the gap between "high and low achievers" (p. 158) in terms of time; overgeneralizes the results to totally different learner backgrounds.

Eventually, according to some well-known studies on homework (Maltese et al., 2012; Trautwein & Köller, 2003), even though there is an enormous amount of research on homework, they mostly fail to present the effect of homework on achievement. Additionally, they focus solely on time spent on homework, ignoring the quality of the homework assignments implemented in the studies (Plant et al., 2005; Trautwein et al., 2006).

Table 2.1. *Suggested Effects of Homework* (Cooper, 1994, p. 2)

Positive Effects	Negative Effects
a. Immediate achievement and learning	a. Satiation
1. Better retention of factual knowledge	1. Loss of interest in academic material
2. Increased understanding	2. Physical and emotional fatigue
3. Better critical thinking, concept formation, information processing	
4. Curriculum enrichment	b. Denial of access to leisure time and community activities
	1. Parental interference
b. Long term academic	2. Pressure to compete and perform well
1. Learning encouraged during leisure time	3. Confusion of instructional techniques
2. Improved attitude toward school	
3. Better study habits and skills	c. Cheating
	1. Copying from other students
c. Nonacademic	2. Help beyond tutoring
1. Greater self-direction	
2. Greater self-discipline	d. Increased differences between high and low achievers
d. Better time organization	
1. More inquisitiveness	
2. More independent problem solving	
e. Greater parental appreciation of and involvement in schooling	

Table 2.1. presented by Cooper (1989) well exhibits and explains the effects of homework. As mentioned before in line with its perks, it has some drawbacks and there are both proponents and opponents of homework assignments. Most of the studies mentioned above that can be counted as opponents of homework complain about the quality of homework. Nevertheless, a homework assignment can be improved by following some steps. So as to overcome the deficiencies of homework mentioned above, Cooper (1989) suggests a few guidelines for both teachers and administrators to form and conduct an efficient homework policy. According to Cooper (1989), teachers should be aware of "(1) what days of the week are available to students for assignments and (2) how much daily homework time should be spent on students' subject" (p. 7). Furthermore, Cooper (1989) suggests that not only teachers but also administrators are responsible in the homework

policies in schools. He suggests that administrators should "(1) communicate the district and school homework policies to parents, (2) monitor the implementation of the policy and (3) coordinate the scheduling of homework among different subjects, if needed" (p. 7). In addition to these, some other factors such as homework should not be used as a punishment (Epstein, 1988) or parents' role in the homework should be minimal can be added.

When it comes to using ICT tools while designing, assigning and giving feedback on homework, it can be said that the results are promising. Bonham et al. (2001) state that there was not much difference between using a web-based tool or paper-and-pencil one. They stress on the importance of designing a pedagogical approach that encompasses the use of technology in terms of homework in order to create a significant difference. However, recent research (Doorn et al., 2010; Magalhães et al., 2020; Richards-Babb et al., 2011; Zerr, 2007) show that ICT tools, indeed, help students in terms of many ways such as, saving time, reaching resources easier, handing the assignment faster, creating more creative assignments etc. The reason behind getting promising results might stem from the fast-developing technology or from the fact that students today are digital natives, which means they are born into technology and their lives are integrated with technological devices.

All in all, homework assignments can be both facilitating and inhibiting. If the teacher and the curriculum designer overlook certain aspects mentioned above, the assignment becomes a burden for both the teacher and the students. Therefore, they should be carefully designed, selected, assigned, and collected.

2.4. Written Task Assignments

Writing can be considered as a productive skill which requires writer's grammatical and lexical knowledge and involves syntactic patterns and cohesive devices (Hyland, 2019). From this point of view, writing may be regarded as a complex task. Therefore, it would not be wrong to say that it is a time-consuming activity necessitating adequate time, concentration, and determination for the process itself (Byrnes & Manchon, 2014; Kormos, 2012).

While it might be assumed that developing the writing skill can be learned through imitating and manipulating the teacher's models, it may also be considered that writing is a complicated process that can only be achieved by manipulating lexis and grammar (Hyland,

2003). According to the taxonomy provided by Hyland (2003, pp. 3-4), the focus on language structure while teaching writing can be conveyed as a four-stage process as *familiarization* (a), *controlled writing* (b), *guided writing* (c) and *free writing* (d). Firstly, he explains the familiarization as the stage where learners are taught certain grammar and vocabulary, usually through a text. Secondly, in the controlled writing stage, learners manipulate fixed patterns, often from substitution tables. Thirdly, learners imitate model texts in the guided writing stage. Lastly, learners make use of the patterns they have developed to write a text in the free writing stage.

Although writing is generally seen as a combination of fixed patterns and accuracy as an important criterion, meaning is underestimated (Hyland, 2003). However, one of the most essential features of writing is meaning and it would not be appropriate to produce written texts only by focusing on the grammar and accuracy. Thus, writers are expected to have discourse knowledge to convey different meanings for different contexts and purposes (Hyland, 2011). In other words, writers should be able to construct their sentences in different situations as well. Furthermore, both cohesion and coherence play significant roles in writing. According to Halliday and Hasan (1976), one way of creating textuality in a text is cohesion which allows readers to see the sentences as a connected discourse. Coherence, on the other hand, deals with the actual perception of the person, which helps the discourse to find its place in a particular context.

2.5. Writing Assessment

There is no doubt that evaluating learners' performance is a natural and an essential part of teaching and learning (Berry, 2008; Hyland, 2003). It necessitates an interaction between the teacher and students and among the students as well (Berry, 2008). Teachers not only aim to have an information about students' language ability and see their improvement in learning with assessments, but they also allow students to realize their own progress, strengths, weaknesses, attitudes, and values (Berry, 2008; Lee, 2017). Assessment is defined by Berry (2008) as "conscious and systematic activities used by teachers and students for gathering information, analysing and interpreting it, drawing inferences, making wise decisions, and taking appropriate actions in the service of improving teaching and learning" (p. 6).

In this vein, assessments may be implemented in various ways. For instance, traditional testing is applied with the purpose of *assessment of learning* (AoL) in which assessment is carried out in line with the learning objectives and targets (Lee, 2017). In a context of learning from a behaviourist point of view, AoL aims to determine if the learners' performance have met the requirements having been established as objectives and targets at the beginning of the learning process (Berry, 2008). Furthermore, in this type of assessment, the focus is on the product. In that, the syntactic and lexical accuracy of the output is of great importance. On the other hand, adopting a constructivist view, *assessment for learning* (AfL) aims to discover learners' strengths and weaknesses by understanding their learning process and providing feedback to them (Berry, 2008; Gardner, 2012). Unlike the previous one, in this kind of assessment, the emphasis is put on the process of learning.

AfL is associated with constructivist views of learning aims to understand how the learner learns, what the learner can do or cannot do, and makes some deliberations and decisions on how to help the learner learn. This view, which is more closely linked to contemporary theories of learning, places more emphasis on the process of learning. Whereas the assessment process in the former is directed by the teacher, the latter initiates an environment in which both teachers and students actively participate in the assessment process (Lee, 2017). Lastly, *assessment as learning* (AaL) can be regarded as an extension of AfL, in that learners have metacognitive knowledge which gives them a responsibility to assess their own learning (Berry, 2008; Dann, 2002; Lee, 2017). Since the learners are able to monitor and regulate their own learning and they are considered as decision-makers in the learning process, this type of assessment highlights the role of the learner as being a bridge between the learning and assessment process; therefore, the focus is on the learner.

AaL is associated with metacognition aims to enable learners to become autonomous learners. It requires that learners be aware of what is required from them and monitor and assess their own learning during the learning process. With the information obtained, they can regulate their learning to meet the goals they set earlier. This view of assessment stresses the learner's active role in learning.

2.6. Self-regulated Learning

In the recent years, there have been an increasing number of studies on self-regulated language learning via technology (García Botero et al., 2018; Lai et al., 2016; Lai & Zheng,

2018; Sert & Boynuegri, 2017). With the intent of practicing language learning by getting in touch with other learners or speakers, language learners make use of numerous possibilities that ICTs ensure. Compared to traditional teacher-centered approach, web-based learning which is considered as a learner-centered approach gives opportunities to language learners to be responsible for their own learning (Chang, 2005). Hence, using ICTs in language learning not only improves the language instruction inside of the classroom but also expands this instruction beyond the classroom environment (Zhao & Lai, 2005). With the help of the tasks employed in the classroom, learners develop metacognitive strategies which they can use both in and out-of-class learning (Chapelle, 2001). Therefore, in language learning, due to its importance to be understood and used by learners, the power of ICTs can best be recognized outside the classroom environment (Zhao & Lai, 2005).

Many scholars in the literature have defined self-regulation and self-regulated learning by focusing on both the concept itself and the learners engaging in this particular concept (Benson, 2007; Çelik et al., 2012; Cleary & Zimmerman, 2004; Şahin Kızıl & Savran, 2016; Schunk & Zimmerman, 1997) Self-regulated learning has appeared as an essential concept in education, and it is a construct in which achievement and learning are associated directly with the self (Boekaerts, 1999). Thus, it can be seen as a significant aspect of learner academic performance and achievement in classroom environment (Hofer & Yu, 2003; Wolters & Pintrich, 1998). Self-directed learners are expected to be in charge of their own learning (Bown, 2009; Brookfield, 1985; Chang 2005; Pintrich, 2000; Thomson, 1996). In the individual's ability, self-directed learning technique is evident in terms of planning and conducting learning activities (Brookfield, 1985). It has been defined as a construct in which "the learner exercises a great deal of independence in deciding what is worthwhile to learn and how to approach the learning task, regardless of entering competencies and contextual contingencies" by Garrison (1997, p. 18). He also adds that an obvious need to "learn on one's own" has been an enduring matter in self-directed learning. Furthermore, according to Zimmerman (2002), "self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (p. 85). It is both an active and a constructive process through which learners set their goals and try to monitor, regulate, and control their behaviour, motivation and cognition (Pintrich, 2000). They are also aware of the value of their own knowledge, cognitive processing, motivation, and beliefs (Butler & Winne, 1995). Therefore, it can be said that the purpose of setting goals, at the very beginning of their study, is to broaden their own knowledge and

maintain motivation (Winne, 1995). Learners are encouraged to take not only the personal responsibility but also the collaborative control of contextual (self-management) and cognitive (self-monitoring) processes in achieving meaningful learning outcomes (Garrison, 1997). Self-initiated learners build up their own meanings, aims, and strategies based on the information both in their external and internal (their own minds) environment (Pintrich, 2000).

Some scholars dwelled on self-directed learning by relating it to the learner autonomy whose meaning has been debated in the literature of language learning. An autonomous person can be defined as "one who has an independent capacity to make and carry out the choices which govern his or her actions" (Littlewood, 1996) and learner autonomy is a state in which learners take the full responsibility of monitoring their own learning (Benson, 2007). Hence, increasing autonomy in language learning allows learners to select and shape their own learning contexts as it is in self-directed learning (Littlewood, 1996). In other words, autonomy refers to a set of skills that can be both learned and employed in self-directed learning (Finch, 2002) and in return, self-directed learning may positively lead to learners' development of autonomy (Lee, 1998). From this point of view, the interpretation that the terms 'autonomy' and 'self-direction' can be studied in the same vein might be made. To put it another way, self-directed learning and autonomy has both strong relations with independence, and isolation (Benson, 2007; Brookfield, 1985).

2.7. Previous Studies on ICT Use in Language Learning

Recent developments in language education have heightened the need for integrating technology into language learning. Educational technology, in this sense, is combined with language learning to discover its effect on learner achievement and perception. Therefore, researchers and scholars have been examining the effectiveness of Information and Communication Technologies (ICT) in order to contribute to the field of second/foreign language learning (Zhao & Lai, 2005).

Al-Jarf (2004), for instance, examined to what extent English as a foreign language (EFL) learners differ from each other in terms of achievement when they receive traditional in-class writing instruction based on text-book only and web-based (online) writing instruction along with the traditional one. The main focus was to find whether providing an online writing instruction in addition to the traditional writing instruction developed low-

ability EFL learners' writing skills. During treatment, learners receiving online instruction expanded their grammar and vocabulary knowledge by engaging in searching, writing and reading activities which allowed them to post their own threads, poems, e-mails, comments, paragraphs and stories. Findings of this study showed that learners who were exposed to both web-based and traditional writing instruction scored higher in the post-test by displaying great improvement in their writing ability comparing to learners who benefitted from the textbook alone.

In another study focusing on the writing performance, Shams-Abadi et al. (2015) investigated the impact of using Edmodo as an ICT tool on EFL learners' writing performance. 20 of the Advanced-level students who were attending Advanced Writing Classes were required to upload their assignments via Edmodo while the rest 20 were expected to present their assignments in the class. The participants in Edmodo platform had a chance to share their paragraphs with their peers, write comments, ask questions, receive and provide feedback and share links. The data gathered through the post-test showed a significant difference in writing performance between two groups which means the students using Edmodo outperformed those who did not. Therefore, Edmodo as a technological tool positively supported the writing ability of students by presenting them a collaborative environment for learning.

With a similar purpose of focusing on the effect of online learning on writing skills, in their study, Arslan and Şahin-Kızıl (2010) examined the impact of blog-centred writing instruction on intermediate level Turkish EFL learners' writing performance. The main purpose was to explore whether the use of blog software in the writing process improved students' writing performance. To this end, the researchers provided in-class process-oriented writing instruction to the control group and blog-integrated writing instruction through blog software to the experiment group. The participants were required to write a paragraph as a pre- and post-test and results of the study indicated that the experiment group had better test results than the control group especially in the areas of content and organization. It was suggested that integrating blogs into language learning gives students an opportunity to improve their writing skills by posting written drafts, observing their peers, providing feedback to peers, getting immediate feedback from the instructor and their peers.

Similarly, Ciftci and Kocoglu (2012) also dwelled on blog-integrated language learning to explore its effect on Turkish EFL learners' writing performance. The main

purpose in their study was to find out if the online peer feedback provided through blogs had an impact on learners' writing skills. Participants were 30 freshmen Turkish EFL students: 15 were in the control group while 15 were in the experiment group. The interviews were conducted before the study, the writing performance tasks collected throughout the study and the questionnaire was applied at the end of the procedure. Results of the study revealed that the experiment group having received peer e-feedback via blogs outperformed the control group who received traditional face-to-face peer feedback in the classroom. It was found out that the experiment group had positive perceptions about engaging in blogs in writing. They believed that blog-integrated language learning enhanced their writing skills and online peer feedback was useful for them to make changes and perform better in their second writing drafts. It was suggested in the study that blog, as a Web 2.0 tool, is especially effective in enhancing learners' writing skills since it enables them to be in an authentic interaction and provides more writing practice by encouraging both collaborative writing and peer editing.

In another study, to reveal whether the use of an online platform had an impact on learner achievement, Zapata and Sagarra (2007) aimed at investigating the effects of paper and online workbook on Spanish learners' second language vocabulary. At the end of the instructional treatment, it was discovered that online workbook group outperformed paper workbook group even though there was no significant difference between two groups after one semester of treatment which suggests that being involved in online atmosphere has beneficial effects on learners' lexical knowledge in the long run. In line with the results, Sagarra and Zapata (2008) also examined the attitudes of L2 Spanish learners towards an online workbook use in a setting which integrated face-to-face foreign language instruction with weekly online homework. The results gathered through the survey on student perceptions revealed that "participants enjoyed having multiple attempts, receiving individualized immediate feedback, being able to work at their own pace, and consolidating class content" (Sagarra & Zapata, 2008, p. 219). It was also found out that not only students had positive attitudes towards the online environment but also their grammar scores developed over two consecutive semesters.

As it is mentioned above, with the rise of technological developments in language teaching, face-to-face learning has also been combined with online learning in a way that the former is supported by the latter (Istifci, 2017). In line with this view, in order to reveal EFL students' perceptions towards blended language learning and online learning platforms,

Istifci (2017) examined 167 university level English language learners. This study showed that although the students preferred blended course format including both face-to-face and online courses, most of them favoured to be involved in a class discussion involving face-to-face communication rather than an online discussion. According to Istifci (2017), this preference may stem from the role of the teacher as a facilitator or an authority in a language class.

In a recent study, Bali and Liu (2018) also aimed to explore students' perceptions of face-to-face and online learning at the university level within the context of social presence, social interaction and satisfaction. The participants were undergraduate students with different levels from three different departments: Management, English Literature and Communication. Although there were many studies examining student perception in online and face-to-face learning environments, this particular one only focused on these three aspects due to their suitability with the background of students. As a result of this study, the participants were found to have more positive perceptions towards face-to-face learning compared to online learning in terms of social presence, social interaction and satisfaction. However, the participants' different proficiency levels did not have an effect on their learning preference. Lastly, in spite of the positive perceptions toward face-to-face learning, many students preferred online learning to face-to-face learning due to its convenience and self-regulated nature.

Similarly, with the purpose of focusing on the student perception, Stepp-Greany (2002) investigated Spanish learners' perceptions regarding the role of the teacher in TELL and whether the TELL activities were accessible and relevant to their use of Spanish. She also examined the effects of technology on students' foreign language learning experiences in general. Findings of the study showed that the students favoured to have an instructor present during the learning process. The majority of them stated that difficulties in the use of computers and Spanish activities were facilitated by the instructor. Although most of the students agreed that they had sufficient access to a computer, only half of them believed that the activities were relevant to use of Spanish. Moreover, the participants did not enjoy the TELL writing activities, but they believed that their cultural knowledge, listening and reading skills had improved. However, this statement contradicted with the findings since none of the technology components, even CD-ROM, which was the only component with listening activity were rated highly for their learning benefits.

In another study, Lai et al. (2016) approached the issue from a different viewpoint and initiated an intervention program with 80 undergraduate first-year EFL learners in order to find out the impact of learning training on students' self-directed use of technology in language learning. In other words, it was aimed to discover whether the training program would be effective and cause any kind of behavioural and attitudinal changes in students. At the end of 12-week online program whose intent was to increase learners' willingness to involve in self-directed language learning through technology by presenting rationales behind the concept, language skills development strategies, learning strategies and pedagogical training, it was found out that the students' attitudes toward technology use were positively affected. According to the participants, the training program made them engage in technology supported language learning more frequently than they used to. Moreover, it was suggested by Lai, Shum and Tian (2016) that both the training content and natural development of EFL learners during the training process significantly contributed to the purpose of the study.

On the other hand, Aydin (2013) adopted a different perspective and focused on teachers' perceptions in computer-integrated language teaching. He aimed at examining Turkish EFL teachers' knowledge of computer software use, their personal computer use habits, their perceptions and self-confidence regarding the computer use in the classroom environment and lastly the school climate in terms of providing support in computer-assisted language teaching. Results revealed that Turkish EFL teachers did not have sufficient knowledge in "using graphics and spreadsheets and encountered difficulties in using concept mapping, databases, publishing software and multimedia authoring software, webpage authoring software, programming languages, microworlds/simulations and modelling software" (p. 228). Instead, their knowledge of computer software consisted of accessing the Internet and educational CDs, using word processing and presentation software and sending e-mails, which at the same time defined their personal computer use habits. Additionally, Turkish EFL teachers had positive perceptions of computer-integrated language teaching and most of them agreed the idea of integrating computers into the classroom as a supplementary tool would enhance the quality of learning/teaching process.

2.8. Online Tools for Learning and Teaching

In this part of the review of literature section, online platforms for educational purposes such as Moodle, Edmodo, Duolingo, Nearpod and the core of the study, ClassDojo have been presented and explained.

2.8.1. Moodle

Moodle stands for Modular Object-Oriented Dynamic Learning Environment, and it is an open-source e-learning platform which allows educators to create a course website (Costa et al., 2012). Since Moodle is an open-source platform, it can be customised according to the needs of learners. Furthermore, it provides an environment for learning communities by creating a collaborative interaction among students and allows them to exchange information. For teachers, it is possible to create student assessment processes such as quizzes, online tests, and surveys through Moodle. Thanks to its interactive nature, teachers can provide feedback to students and reinforce prior learning material (Aikina & Bolsunovskaya, 2020). Moreover, Moodle platform presents two different functions as resources and modules. Resources cover instructional materials which are generally uploaded to the platform after being created in digital formats such as PowerPoint files, Web pages, word documents or video and audio files (Costa, et al., 2012). On the other hand, modules are created through Moodle to ensure the interaction among students and teachers such as Assignments, Workshop, Database, News, Wikis, Forums, Quiz and Survey. All in all, in order to support a traditional classroom instruction, Moodle can be used in language learning both as a delivery system for blended or hybrid course formats and additional out-of-class instruction.

2.8.2. Edmodo

Edmodo is an online educational platform through which students and teachers have an interaction and information is presented both in a motivating and an engaging way. This platform integrates social networking and classroom utilization (Aydın, 2021). Teachers use Edmodo to give assignments, post announcements or share updates for their students. They can also grade their students and give feedback to them via Edmodo. Students, on the other hand, use Edmodo to collaborate with their peers on activities and communicate with their

teachers. Moreover, students can help each other or give and receive feedback. Along with the face-to-face interaction with teachers and peers, students can share ideas on Edmodo (McKim, 2016). Considering the limited time in classrooms, Edmodo provides opportunities for both teachers and students by allowing easy access at any time. Edmodo can be regarded as a safe learning environment since students can log in with a code provided by the teacher. Teachers can select a special group or all groups to share a file or an assignment. The sections in Edmodo such as pools, alerts, quizzes, reading materials, homework, grammar sheets can be created without any effort (Mokhtar & Dzakiria, 2015). Thus, it can be stated that Edmodo saves teachers' time and allow them to track students' progress.

2.8.3. Duolingo

Duolingo is a language learning platform that users can access both through the Web and mobile devices. It is a free platform and users who are geographically dispersed can benefit from Duolingo without charge. In order to start learning a language by using Duolingo, users are expected to select a target language and they can also have a placement quiz to discover whether they have background knowledge (Shortt et al., 2021). Whereas completing a lesson in Duolingo adds one day to the Streak which can be regarded as achievement, skipping a lesson for a day resets the Streak which can considered as reinforcement. Duolingo offers different topics to its users such as family, school, shopping, people, and food. These topics include grammar and cultural aspects, and lessons are mostly designed to introduce new vocabulary (Shortt et al., 2021). The exercises include word recognition questions, translation, and spelling. Other tasks consist of recording of a sentence in the target language or dictation (Munday, 2017). However, mistakes are presented to the users with a short comment provided by the app itself. Duolingo also allows its users to communicate with each other by asking questions or making comments related to the lessons. Thus, not only users can develop their language learning skills through Duolingo but also they can benefit from each other through communication.

2.8.4. Nearpod

Nearpod is a free application which can be used by educators to create interactive presentations. These presentations can be integrated with videos, slides, poll questions or

quizzes (Delacruz, 2014). Nearpod creates an interactive and collaborative learning environment in classrooms because it allows teachers to synchronize and present materials such as videos and slides in the classroom (Hakami, 2020). Nearpod offers three setting options for teachers. The first setting option is live participation in which teachers allow students to take part in a lesson by using their own devices in-person or with video conferencing. The second setting is named as student-paced which personalizes instruction for individual students to make them work at their own pace. The third setting is named as front of class which provides an environment in which students can watch a video as a class and they discuss the questions that were determined before without the devices. Therefore, Nearpod can be utilized by teachers to reduce the lesson creation time with premade lessons, videos, documents, and activities.

2.8.5. ClassDojo

ClassDojo is an online school communication platform through which teachers, students and parents have a chance to share photos, videos, documents, and messages about what is being learnt in the classroom with the purpose of building classroom communities and developing close communication bonds with each other. It was launched by Sam Chaudry and Liam Don in August 2011. Since the introduction of this digital communication and behaviour management platform, it is actively used in 180 countries, and it can support 35 different languages (Robinson, 2021). According to developers, this application is mostly used in the United States. In the U.S., 95% percent of elementary and middle grades schools use it. ClassDojo has won various awards such as Education Innovation Award (2011), Crunchie Award for Best Education Startup (2015), Innovation by Design Awards (2016), and 35 Most Innovative Apps of the Year (2016). The names of app's developers were also listed in Forbes Magazine's 30-Under-30 in Education in 2012. ClassDojo is free-to-download, and it contains features such as mouse and keyboard replacements, speech enablement, voice recognition and hand-free/touch-free navigation.

2.8.5.1. The aim and usage of ClassDojo

ClassDojo can be used both in and out of the classroom since it offers the option to connect both from the classroom and home (see Figure 2.2.)

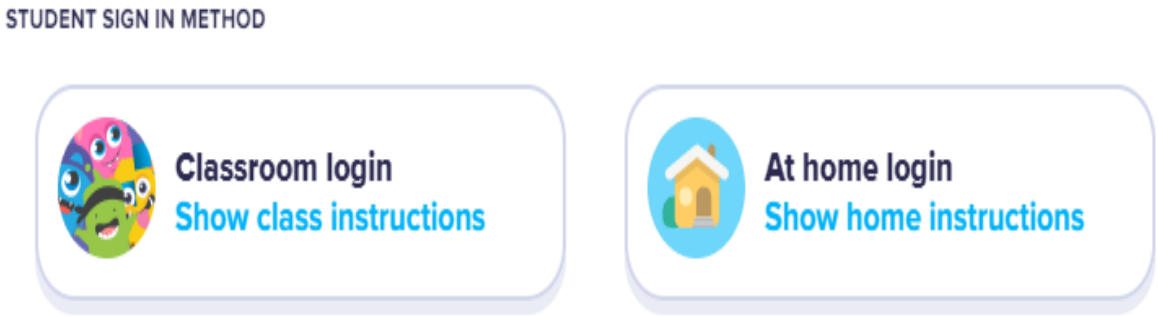

Figure 2. 2. ClassDojo sign in methods

It is also possible to sign up ClassDojo as a teacher, a parent, a student or a school leader. This app gives an opportunity to teachers to create an online school community in such a platform and encourage their students for any skill or value by giving feedback to them. Furthermore, it involves parents in the learning process and make them aware of their children's progress. When it comes to the students, they can share their learning with their classmates by adding photos, videos, drawings, and texts to their own portfolios.

Figure 2. 3. Different registration methods in ClassDojo

As can be seen in Figure 2.3., one can sign up ClassDojo under these titles above. Students can log into their account on ClassDojo from the Web, smart phones or such devices. It is possible to log in from the Web by *a) scanning a QR code b) entering a six-character text code c) signing in through Google login d) using their individual link e) using their parent's account*. Moreover, in order to log into their account through smart phones or such devices, students can *a) scan a class or individual QR code b) enter a 6-character text code c) use their parent's account.* In context of this study, the students used their individual link since this option is recommended for students at home by the app itself.

The aim of ClassDojo is to create a portfolio for each student and provide feedback on the skill aimed to be developed. To this end, each student has an avatar to represent them which is also called as *ClassDojo Monster*. Student avatars are seen as eggs until the students log into their accounts. When they log into their accounts, the eggs hatch into monsters, which might invoke a sense of accomplishment. Although these avatars are provided to students by the teacher, students can easily change their own monsters and create a one as they like. Depending on their effort, student avatars gain points under different headings after completing each task assigned by the teacher.

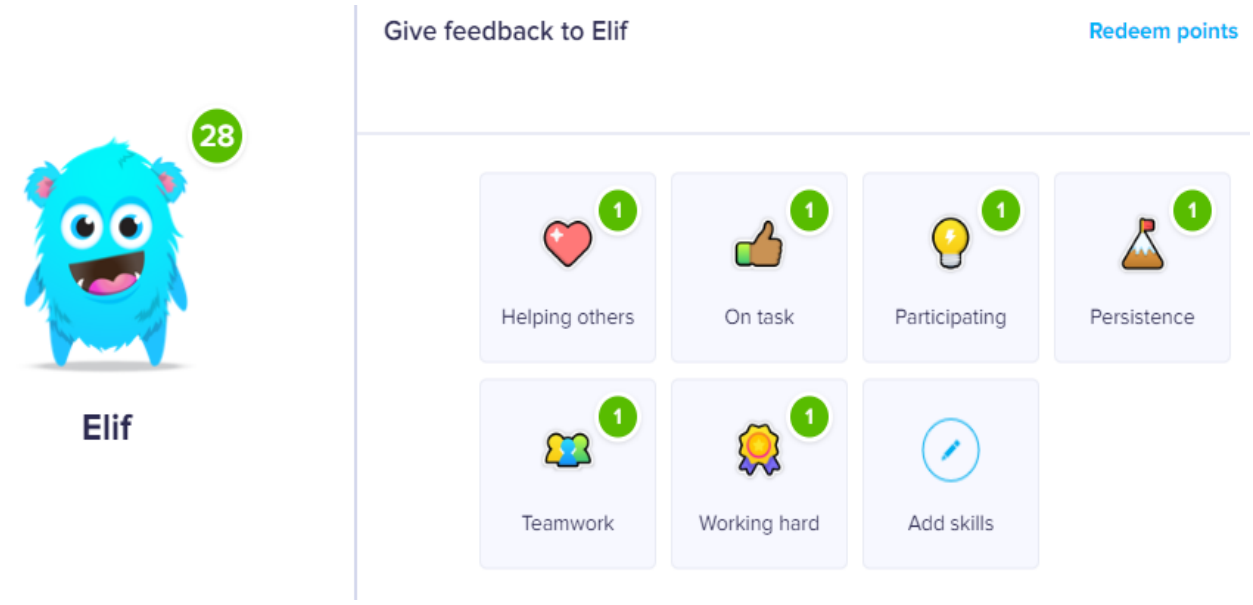

Figure 2. 4. Feedback interface of ClassDojo

As can be seen in Figure 2.4., these headings include skills such as *a) helping others b) on task c) participating d) persistence e) teamwork f) working hard*. Apart from these skills, it is possible for teachers to add other skills if they prefer to give customized feedback

to their students. Along with the skill point, when students upload their written task assignments on the *portfolios* part generated by the teacher, they get instant written feedback from the teacher. By this way, the students get a chance to see their mistakes, work on them, and make arrangements as suggested by the teacher.

Figure 2. 5. Viewing students' written task assignments

As can be seen in Figure 2.5., after students upload their assignments on the *portfolios* part, thanks to the written feedback provided by the teacher instantly, students get a chance to become aware of their own progress in language learning.

2.8.5.2. ClassDojo for teachers

ClassDojo enables teachers to give assignments to their students and track their process by being in a constant communication with them. After creating classes and adding students to these classes, teachers can upload assignments to the *portfolios* section. When students receive these assignments, they can upload their assignments as posts. These portfolio posts are visible to the student, the teacher and any family members connected to the class. Additionally, it is allowed to add co-teachers who can review students' progress, share updates, and award points to students. Furthermore, for the teachers who use ClassDojo both in the classroom environment and in distance learning, this app also allows them to take attendance easily. Moreover, teachers can write comments on *class story* posts

to inform students about the due dates of the assignments or to share photos, updates with the parents.

Figure 2. 6. Writing posts in the classroom page

As can be seen in Figure 2.6., students can comment on the teacher's post and interact with their peers through these *class story* posts. However, students cannot view other students' point or portfolio posts. Another opportunity that ClassDojo offers for teachers is to view their students' reports. This option shows the teacher's feedback to all students as a graph.

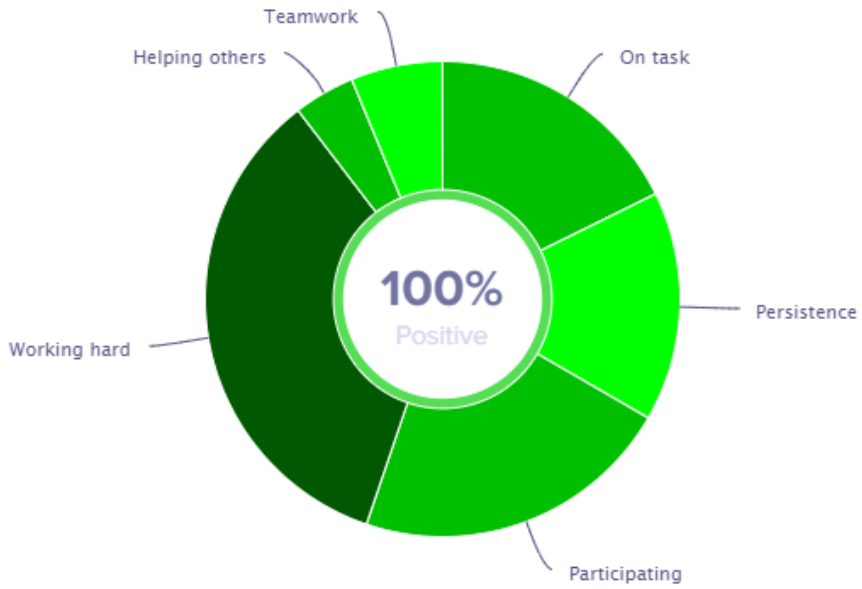

Figure 2. 7. Feedback details

As can be seen in Figure 2.7., the graph displays the feedback that the teacher provided to all students. Additionally, teachers can start a timer through this app and enable students to complete their tasks within the given time. There are also other options such as the noise meter, music, group maker and etc. (see Figure 2.8.)

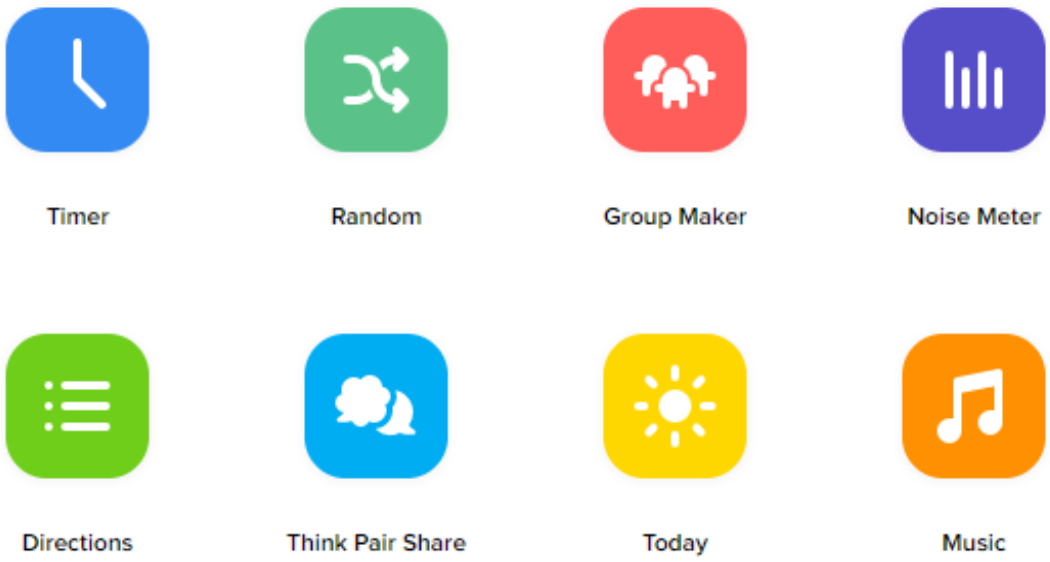

Figure 2. 8. Various applications ClassDojo offers

Lastly, *Big Ideas Video Series on Growth Mindset* presented by the app offers a concept about social-emotional learning and includes topics such as perseverance, gratitude, empathy, and mindfulness. To this end, short videos based on the topics mentioned above are presented and ClassDojo monsters Mojo and Katie experience a range of emotions in these videos. Teachers can share these videos with students and parents and these videos can make students understand and express their emotions both in and out of classroom.

2.9. Previous Studies on ClassDojo

As stated in the introduction part of the thesis, there are several studies that work on ClassDojo; however, it should also be pointed out that most of these studies focus on the effect of ClassDojo on students' behaviour. For instance, Chiarelli et al. (2015) focus on the behaviours and behavioural changes of students who use ClassDojo. The study which involves a treatment process on 24 participants from 1st grade, revealed that ClassDojo had positive effects on the behaviours of the participants. Moreover, it is suggested that ClassDojo also helped participants to recognize their behavioural choices and gain more awareness on how to act on certain situations. Lastly, according to the reviews of the teacher of the participants, "she had to redirect students less when she was using ClassDojo than when she was not using it" (p. 87). This notion can be caused by the reinforcement points that teacher can give through the use of the application. Another study on the effect of ClassDojo on behaviour is by Dillon et al. (2019). The study involving three classrooms 74 students from three different classrooms. The study, in which tootling and ClassDojo were implemented concurrently, revealed that there was a decrease in the disruptive behaviour of participants in learning. Furthermore, it is stated in the study that the implementation process consolidated positive behaviours in terms of task achievement, peer evaluation and feedback as well as team-work.

A different study by Manolev et al. (2019). In accordance with the previous two studies, it is stated in the study that according to the observations of classrooms in which ClassDojo was used, ClassDojo strengthens positive behaviours as well as intensifying school discipline. Lastly, it is argued in the study that the implementation of ClassDojo creates "a culture of performativity and serves as a mechanism for behaviour control" (p. 36). In addition, Mora (2020) states that with the help of the game-like design of the application, students displayed more efficient performances in classrooms. Another point

made in the study is that it reinforced desired behaviours. According to Marouf and Brown (2021), on the other hand, even though ClassDojo proves use in terms of consolidating positive and decreasing unwanted behaviour, it neglects one of the very important aspects of individual characteristics which is motivation of students. However, according to the results of the study in which 29 sixth-graders participated by dos Santos and Ruiz (2021), ClassDojo affected students positively in terms of motivation. It is also stated in the same study that according to the opinions of learners the use of ClassDojo created an environment in which learners can interact, learn and have fun simultaneously. In accordance with this study, DiGiacomo et al. (2021) also state that students had positive attitudes towards the use of ClassDojo. Furthermore, according to the findings of the study, principals who were in the schools where the treatment was conducted also stated positive attitudes towards the use of ClassDojo in their schools.

All in all, it can be seen in the literature that even though there are several studies that focus on the effect of ClassDojo on students' behaviours and motivation, not much has been done on the effect of ClassDojo on the success of students. Moreover, it can be stated that there is also a scarcity of research on the use of ClassDojo in terms of foreign language teaching. Therefore, it would not be unjustified to state that this thesis presents the literature with novel findings to understand the effect of the application in foreign language teaching.

CHAPTER 3: METHODOLOGY

In this section of the study, the research design, participants, setting, data collection instruments, data collection procedures and analysis adopted within the study have been presented.

3.1.Research Design

In research, there are three commonly used methods; namely, quantitative, qualitative, and mixed research. Although these methods make use of different types of techniques, their core are the same which is to make inquiries regarding the research questions. While quantitative research method deals with quantities in cases where the number of participants is high and statistics are much required, qualitative research focuses more on the quality of the data where the results necessitate a deeper look (Bryman & Cramer, 2012; Creswell & Poth, 2018; Flick, 2013). Accordingly, it can be inferred that these two methods handle the gathered data differently. However, a specific method named mixed method enables us to make use of both quantitative and qualitative methods (Creswell & Creswell, 2018) both homogeneously and separately (Creswell & Poth, 2018).

In order to reveal if ClassDojo has an impact on students' writing achievements, this study adopts a mixed method research design which starts with a quantitative inquiry and develops with qualitative method. In the quantitative part, the study includes a treatment process, which classifies the research under the category of experimental research, and the grades given based upon the written task assignments grading scale. Nonetheless, the participants were not randomly chosen; therefore, the study can be regarded as quasi-experimental research for the main difference between experimental and quasi-experimental research is sampling (Kirk, 2012). In the qualitative part however, the study conducts interviews with participants who were enrolled in the treatment process. The interviews inquire the views and experiences of the participants during the treatment process, which puts the research under the category of phenomenological research. According to the list of mixed method research by Creswell and Creswell (2018), this research can be regarded as explanatory sequential mixed method since it includes a quantitative inquiry followed by a qualitative analysis. Qualitative analysis double checks the relevance and validity of the data

gathered in the quantitative part, through the use of interviews to evaluate participants' experiences, views and opinions towards ClassDojo.

3.2. Participants and Setting

The study was conducted at a public school in Mardin, which is located in the South-eastern part of Turkey during the Spring, 2021 academic term. The participants included 63 sixth graders from two different classes. After accepting to take part in the study, participants were divided into two groups as experiment and control groups. Table 3.1. below demonstrates a general information on participants' demographic data.

Table 3. 1. *Demographic Information of Participants*

	Male	Female	Total
Experiment Group	14	18	32
Control Group	15	16	31
Total	29	34	63

As can be seen in Table 3.1., the number of male participants is nearly equal to the number of female participants. Moreover, the ages of participants ranged from 11 to 13. The setting of the study is a public middle school in Nusaybin, a town located in the city of Mardin. Nusaybin is a multi-cultural and multi-lingual town which involves Turkish, Kurdish, Arabic and Syriac people. The public middle school in which the study was conducted involves students from various demographic backgrounds. However, most students come from Kurdish speaking families which makes them bilingual in the Turkish context.

Due to the COVID-19 shutdowns, Ministry of National Education (MoNE) decided to maintain education online. Therefore, the study also was conducted online. So as to keep in touch with participants and their parents whenever needed, the researcher made use of a tool named 'WhatsApp' which allows instant communication both individually and in groups.

3.3. Data Collection

In this part of the thesis, the data collection procedures and tools implemented to collect the data have been described and discussed in detail.

3.3.1. Data Collection Procedures

The preparation of the thesis started when the research proposal was delivered to Pamukkale University, Graduate School of Educational Sciences in Spring 2020. The treatment process was planned to be conducted in Fall, 2020 academic year. However, due to the late approval of the experiment of the thesis by the MoNE, the treatment was postponed to Spring, 2021. During the Fall, 2020 academic year, the researcher implemented the grading scale, checked the results in terms of validity and reliability, which can be counted as a pilot test.

Due to the COVID-19 measures taken by the MoNE, both state and private schools maintained online education between 2020 Spring and 2021 Spring academic years. Therefore, the study was conducted online. However, the situation did not impair the treatment of the study; instead, it proved many advantages since ClassDojo required online connection and students had to use online tools for joining classes, submitting written task assignments and taking exams.

To initiate the treatment process, two sixth grade classes were chosen to be involved in the study. Since participants were not adults, necessary consents were taken from their parents, ensuring that the participation was based on voluntariness, and it would not affect the students' grades. After taking consents from the participants' parents, one of the classes was chosen to be the experiment group and the other as the control group. As described above, the participants of both groups were sixth grade students and their English proficiency levels did not show any significant differences.

The treatment process lasted for eight weeks. During the treatment process, the experiment group used ClassDojo to submit their written task assignments and get feedback. The control group, however, submitted their written task assignments and got feedback through an online education application designated by MoNE to be used for online education. Moreover, the gradings of written task assignments of both experiment and control groups were done by using Grading Scale, designed by the researcher. After the

treatment process, the written task assignments gradings and exam results of both experiment and control groups were analysed and compared.

After the completion of the quantitative part of the study, a semi-structured interview, which was based on voluntariness, inquiring students' experiences, views and opinions regarding ClassDojo was prepared and conducted with five participants from the experiment group, after taking necessary consents from their parents. The results of the interview were analysed through the use of thematic analysis.

To sum up, the study benefits from both quantitative and qualitative research design. To address the quantitative part of the study, participants' written task assignment grades as well as their exam grades were used after an 8-week-long treatment process. Furthermore, for the qualitative part, the study makes use of a semi-structured interview, conducted with five students and the thematic analysis of these interviews.

3.3.2. Data Collection Instruments

In this section of the data collection, the instruments implemented to conduct the study; namely, grading scale, participants' exam grades and semi-structured interviews have been described and discussed in detail.

3.3.2.1. Grading scale

The grading scale (see Appendix II) to be used in the scoring of participants' written task assignments was prepared by the researcher considering the proficiency levels and written task assignment types to be given in the classroom. Weigle (2002, pp. 109-125) presents a practical list that contains four questions to be considered and addressed while designing a scale:

(a) What type of rating scale is to be used?
(b) Who is going to use the scoring rubric?
(c) What aspect(s) of writing are most important, and how will they be divided up?
(d) How many points, or scoring levels, will be used?
(e) How will scores be reported?

Until this point of the thesis, most questions in the list above have been answered. The researcher, who is also the teacher of participants, would use the scale, the scoring was to be done out of 100 points and the scores would be reported at the end of the term as students' performance grades. According to Weigle (2002), there are four main writing assessment types: (1) primary-trait, (2) multiple-trait, (3) holistic, and (4) analytic. Furthermore, since the grading scale included scoring out of four main factors as (a) task achievement, (b) grammar, (c) vocabulary and (d) coherence and cohesion, scored out of 25 points each, the scale can be stated to be an analytic one. In the first factor, participants' written task assignments were analysed in terms of content. If a student has succeeded in providing all content points and the text is appropriate for the desired type, s/he gets full points. The second factor includes the analysis of syntactic structures. If a student uses the specified grammar type or a wide variety of syntactic structures and inaccuracies in these structures do not interrupt the communication at stake, s/he gets full points. The third part includes the analysis of participants' lexicon; in that the scoring is based on the accurate and wide range of vocabulary use. Lastly, the fourth factor includes the scoring of cohesive devices and the overall coherence of the text by considering the conjunctions and meaning. Lastly, it should be pointed out that the design of the scale was adapted from the ESL Composition Profile by Jacobs et al. (1981). They list five factors to be analysed in the scoring of writing assignments as (1) content, (2) organization, (3) vocabulary, (4) language use and (5) mechanics. The first four points can be found in the factor list of this grading scale except the fifth factor which is to analyse the text in terms of punctuation, spelling, capitalization, and paragraphing since the assignments given were generally not on discourse level rather in sentence level.

According to some researchers (Charney, 1984; Cooper, 1989; Hughes, 1989; Ruegg & Sugiyama 2013), a rubric that grades writing assignments should be reliable and valid. In order for a writing grading scale to be reliable, it should provide consistent results when conducted over a period of time by different experts. Additionally, to reach an appropriate level of validity, the scale needs to assess what it is intended to assess. To address both reliability and validity issues, the researcher took the help of two other experts in language assessment as well as analysing the reliability scores of the scale. After making necessary readjustments in line with the reviews of the experts, the final form of the grading scale has been reached. Ultimately, in order to calculate the inter-rater reliability score, aforementioned experts were given five written task assignments of the students from the

Fall term. After both the experts and the researcher graded same five written task assignments, the grades were assessed. Even though Cohen's weighted kappa is broadly used for determining inter-rater reliability (Tinsley & Weiss, 2000) since there were more than two graders, Krippendorff's alpha was calculated. According to the findings of the calculation, the coefficient score was .87. Since the perfect reliability score is 1.00 in Krippendorff's alpha (Hayes & Krippendorff, 2007), it can be stated that the grading scale is reliable enough.

3.3.2.2. Participants' quiz and exam grades

In order to understand if there is an impact of the use of ClassDojo on participants' exam grades, the performances of participants in these exams and quizzes prepared and implemented by the researcher have been collected. The quizzes are held at the end of every unit. Since the curriculum included five units to be covered during an academic term, participants took five quizzes. In addition, according to the exam regulations of MoNE, students are to take two exams during a semester. Two of aforementioned quizzes took place before the mid-term and remaining three took place between the mid-term and final exams. Additionally, both quizzes and exams were scored out of 100 points and in order for a test taker to be deemed successful, s/he has to take at least 50 points from a test. Lastly, both exams and quizzes included various types of questions such as multiple-choice, open ended, matching etc.

3.3.2.3. Semi-structured interview

Unlike quantitative research, numbers mean less in qualitative research. The important outcome in qualitative research is the interpretation arrived by the statements and utterances of people (Creswell & Creswell, 2018). Instead of making use of statistics, qualitative research makes use of various methods such as "observations, focus groups, interviews, collection of documents, and sometimes photography or video recording" (Weelington, 2015, p. 259). Creswell and Creswell (2018) list qualitative designs that implement these methods as (1) narrative research, (2) phenomenological research, (3) grounded theory, (4) ethnographic research and (5) case studies. When the designs are analysed in terms of their descriptions, the study can be said to have roots in

phenomenological research because it inquires participants' views and opinions regarding a lived experience. In addition, so as to address this necessity of inquiring participants views and opinions, the research makes use of semi-structured interviews.

The semi-structured interviews included six questions which revolved around students' experiences of using ClassDojo during the treatment process aiming to understand weak and strong points of ClassDojo as well as participants' general thoughts on the use of ICT tools in language learning. After preparing the questions to be addressed to the interviewees, the researcher consulted two experts in the field. After the questions were readjusted according to the reviews of the experts, participants in the experiment group were requested to take part in the interviews with the consent of their parents. Five participants agreed to take part in the interviews. The consent also included the recording of the interviews and the use of the transcriptions of the interviews in the study anonymously.

The interviewees included three females and two males. One point worth to mention at this point is the interviewees' overall performances in their English classes. Three interviewees (two females & one male) can be said to be high achievers which can be defined as showing efficient performance both in class activities and grades. The remaining two interviewees had varying results from written task assignment grades as well as quiz and exams, one interviewee can be said to be at a medium level and the last interviewee has scores of a low achiever. The interviews were conducted online using an online application named 'Zoom'. The interviews were recorded to be transcribed and analysed later. The recordings were stored in both different hard drives and online to prevent loss of data. Furthermore, since interviewees' proficiency levels in terms of speaking are not adequate to talk about their feelings, beliefs, views and opinions regarding their experiences of using ClassDojo, the interviews were held in Turkish. After translating the interviews into English, researcher requested the consult of experts working in Mardin Artuklu University, Department of English Translation and Interpreting. After making necessary readjustments, the data were described and discussed in the study.

3.4. Data Analysis

As explained above, the study has both quantitative and qualitative dimensions. The quantitative dimension of the study included participants' written task assignment grades. To compare the experiment and control groups in terms of their written task assignment

grades, independent samples t-Test, which is used to understand if there is a statistically significant difference between two groups, was implemented. Furthermore, to decide if the results gathered through t-test yield a strong relationship between variables, Cohen's d was utilized. Furthermore, so as to understand if there is a connection between using ClassDojo and participants' quiz and exam grades, participants in the experiment group were divided into three groups as Group A (successful), Group B (average) and Group C (open for development). The participants whose average written task assignment grades were between 100 and 85 were in Group A, the ones whose average written task assignment grades were between 85 and 70 were in Group B and the ones who had less than 70 points were in Group C. Accordingly, in order to compare written task assignment grades of participants in these three groups, Kruskal Wallis test was utilized and its oft-used post-hoc Mann Whitney U test was implemented. The mean scores of quiz and exam grades were compared through t-test and effect size was calculated. To address the qualitative dimension of the study, the model of thematic analysis by Creswell and Creswell (2018, p. 269) was utilized.

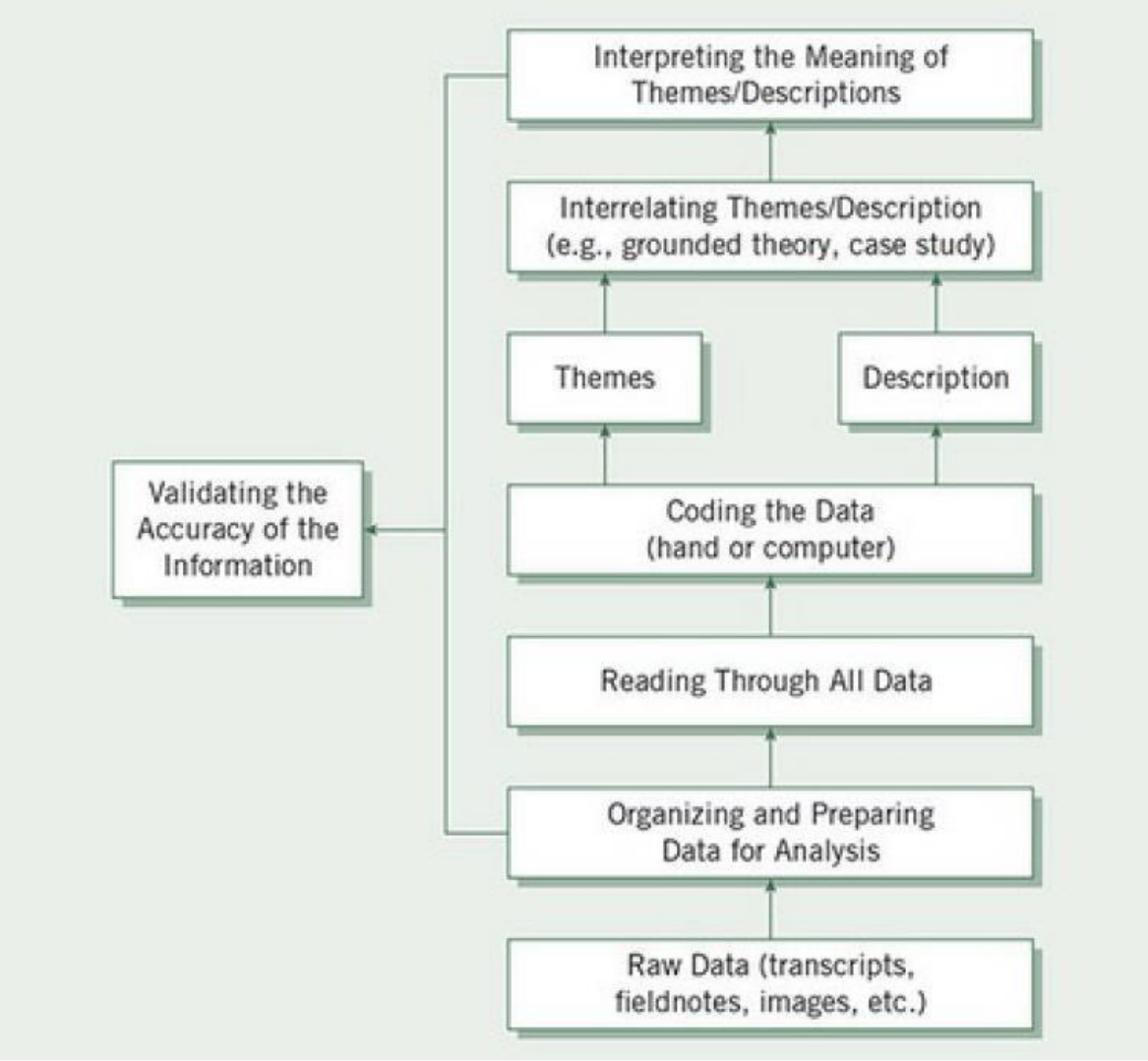

Figure 3. 1. Steps to follow in thematic analysis (Creswell & Creswell, 2018, p. 269)

In order to conduct the analysis, the responses gathered by asking questions were divided into different themes. After categorizing the themes depending on the questions, codes were determined. Similar responses to the same question were given under the same code. The researcher consulted a fellow researcher in terms of validity of the codes. After making the necessary readjustments, the data were analysed and discussed. Now that all explanations regarding the research design, instruments and data analysis implemented as well as collection procedures have been explained, the findings of the study have been presented in the next section.

CHAPTER 4: FINDINGS

In this section of the study, the results of the research questions have been presented respectively.

4.1. Findings of the 1st Research Question

The first research question in the thesis was "Does the use of ClassDojo have any statistically significant effect on the participants' achievement?". As mentioned, participants were expected to hand in 16 total written task assignments. Each assignment was designed by the researcher in line with the objectives covered in the curriculum set by the MoNE. In order to grade the written task assignments, researcher prepared a Grading Scale. The grading of the written task assignments was assessed out of 100 points. Therefore, the highest mean score a group can get would be 100 points.

Table 4. 1. *Written Task Assignment Grades of Both Groups*

	N	Mean	Std. Deviation
Experiment Group	32	79.60	6.283
Control Group	31	70.10	10.858

As can be seen in Table 4.1., the mean score of experiment group (M= 79.60) is higher than the mean of control group (M= 70.10). The 9.50 points of difference might seem adequate to state that there is a difference between two groups. However, in order to prove it statistically, two mean scores were compared via independent samples t-Test.

Table 4. 2. *t-Test Results of Written Task Assignment Grades*

	N	Mean	Std. Deviation	*t*	*df*	*p*
Experiment Group	32	79.60	6.283	5.215	60.54	.000
Control Group	31	70.10	8.149			

As seen in Table 4.2., the findings of the t-Test indicate that there is a statistically significant difference between the mean scores ($p < .001$). This result may be interpreted as the use of ClassDojo has helped students get higher scores than the group who used an online education application designated by MoNE. As mentioned before, after having the result of the t-Test, next point should be checking the effect size of the gained score. After implementing Cohen's d, it was found that it is .856. This result, therefore, can be interpreted as there is a strong connection between using ClassDojo and getting higher grades.

As mentioned in the methodology section, five quizzes and two exams took place to evaluate students' achievement through the semester. All quizzes and exams were prepared by the researcher in line with the objectives covered in the curriculum set by the MoNE.

Table 4. 3. *Quiz and Exam Grades of Both Groups*

	1st quiz	2nd quiz	Mid-term exam	3rd quiz	4th quiz	5th quiz	Final Exam	Total Mean	Difference between total mean scores
Experiment Group	79.42	76.24	81.49	73.63	80.07	75.33	80.49	78.91	6.07
Control Group	74.32	71.61	79.83	69.47	70.44	68.54	75.67	72.84	

As can be observed in Table 4.3., both groups generally take close scores from both quizzes and exams. Nonetheless, when the averages of all quizzes and exams are analysed, it can be seen that there is a difference of 6.07 points between experiment and control groups. So as to prove the significance of this result statistically, two mean scores were compared through the use of independent samples t-Test.

Table 4. 4. *t-Test Results of Quiz and Exam Grades*

	N	Mean	Std. Deviation	*t*	*df*	*p*
Experiment Group	32	78.91	10.263			
Control Group	31	72.84	12.191	3.498	59.36	.001

As shown in Table 4.4., there is a statistically significant difference ($p < .005$) between two groups in terms of quiz and exam grades. When the effect size of this t-Test is analysed, it has been seen that it is .734. Therefore, it can be stated that the effect size is medium, close to large. In this sense, it can be stated that the experiment group got higher grades than the control group. However, solely this result would not be enough to reach to a

conclusion that ClassDojo created the difference between two groups. Therefore, participants in the experiment group were divided into three sub-groups as Group A (successful), Group B (average) and Group C (open for development). The grouping was done based on the success of participants in written task assignment grades. Group A included participants who had higher written task assignment grades than 85. Group B included participants whose written task assignment grades were between 85 and 70. Lastly, participants in the Group C had lower grades than 70.

Table 4. 5. *Written Task Assignment Grades of Participants in the Experiment Group*

	N	Mean
Group A	14	86.85
Group B	12	76.31
Group C	6	69.26

As can be seen in Table 4.5., Group A has 14 participants and has the highest score among all groups (M= 86.85). Group B includes 12 participants (M= 76.31). Lastly, Group C includes 6 participants with the lowest scores (M= 69.26). Since it is not possible to use independent samples t-Test for more than two grouping variables, another test has been utilized to compare the groups statistically. To specify the test to be implemented, the mean scores have been checked in terms of normality. The normality test result showed that there was no homogeneity between the groups. Thus, it would not be valid to implement a parametric test such as ANOVA (Cevahir, 2020; Field, 2009; Ho, 2006). Accordingly, a non-parametric test named Kruskal Wallis has been utilized to ensure there is a statistically significant difference between the mean scores.

Table 4. 6. *Kruskal Wallis Test Scores*

	N	Mean	Mean rank	*p*
Group A	14	86.85	28.61	
Group B	12	76.31	17.79	.002
Group C	6	69.26	12.49	

According to Table 4.6., there is a statistically significant difference between the mean scores of three groups. However, this information solely is not enough to understand the location of the difference among three groups (Field, 2009). Therefore, a post-hoc test

called Mann Whitney U test has been implemented. According to the results of the Mann Whitney U test, there is a statistically significant difference between the Group A and Group B ($p < .005$). However, when the scores of Group B and Group C is checked, it has been seen that there is not a statistically significant difference between these groups ($p > .005$). Lastly, it has been found that there is also a statistically significant difference between Group A and Group C ($p < .005$).

4.2. Findings of the 2nd Research Question

The second research question in the thesis was "What are the participants' views and opinions regarding the use of ClassDojo for written task assignment purposes?". In order to provide an answer to this question, participants in the experiment group were requested to take part in the interview. Five participants (three females, two males) agreed to take part in the semi-structured interviews. After taking necessary consents from their parents, the interviews were conducted, transcribed, and analysed thematically. Statements of the interviewees that share similar thoughts were compiled under the same category. Table 4.7. below presents the averages of quiz and exam scores as well as written task assignment grades of the interviewees.

Table 4. 7. *Grades of Interviewees*

	1st interviewee	2nd interviewee	3rd interviewee	4th interviewee	5th interviewee
Written task assignments grade	94.32	96.63	88.92	75.47	66.34
Quiz & exam grades	97.45	91.66	90.42	72.56	65.61

According to Table 4.7., all interviewees are beyond the classroom average in terms of both written task assignment grades ($M = 79.60$) as well as quiz and exam results ($M = 78.91$). Furthermore, it can be seen that three students have close scores to 100 points which is the maximum score to be taken. Moreover, it should also be noted that aforementioned participants were also in Group A (successful). Lastly, one interviewee was in the Group B (average) and last interviewee was in the Group C.

As mentioned before, thematic analysis has been utilized in the analysis of semi-structured interviews. To conduct such analysis, questions that were addressed to the interviewees were given under different themes, similar answers to these questions were compiled under categories and codes. In addition, it should be noted that parentheses next to the codes stand for the number of times the same code emerge through the statements of the interviewees. The questions of the interviews inquired participants' views and opinions towards the use of ClassDojo and ICT tools out of classroom. The first question that was addressed to the interviewees was "Did you hear the name of ClassDojo or used it before using it in the classroom?". Table 4.8. shows the details of the responses to the first question.

Table 4. 8. *Theme, Categories and Codes for the First Interview Question*

Theme	Category	Codes
Past experiences and awareness of ClassDojo for language learning	Unaware	Having heard but not used (1) Neither heard or used (4)

The first interview question attempted to inquire students' past experiences of the tool utilized in the study. As can be seen in Table 4.8., two codes belonging to one category emerge. none of the participants have used it before. In fact, only one interviewee stated that s/he has heard about ClassDojo before the treatment process. The second interview question was "Did you use any other applications before starting to use ClassDojo, if you did, what were they?". Table 4.9. presents the details of the responses to the question.

Table 4. 9. *Theme, Categories and Codes for the Second Interview Question*

Theme	Category	Codes
Past experiences and awareness of the use of ICT tools for language learning	Positive	DynEd (1) Duolingo (2) YouTube (2) Online dictionaries (1) Online quizzes (1)

The second question attempted to gain information on interviewees' past experiences of using ICT tools in their language learning. As shown in Table 4.9, five codes emerge from the same category. The codes include various tools or sites that can be used in language

learning. Even though some of the tools that are in the codes part in Table 4.9. are not necessarily designed for language learning purposes, interviewees stated that they use it solely for their language learning. Furthermore, some interviewees stated that they generally use ICT tools for learning vocabulary and grammar. In conclusion, all interviewees shared that they have at least used one of the tools that are seen in codes. The third interview question was "What are the strengths and weaknesses of ClassDojo?".

Table 4. 10. *Theme, Categories and Codes for the Third Interview Question*

Theme	Category	Codes
Experiences and general remarks regarding ClassDojo	Strengths	Spelling (1) Instant communication with teacher (1) Multimodality (2) Raises competition (2) Fun (1) Different from usual (1) Has no weakness (2)
	Weaknesses	Not enabling communication between peers (2) Not being able to see or comment on peers' homework (1) Hard to understand (1)

The third question in the interviews focused on interviewees' general perception towards ClassDojo. As shown in Table 4.10., interviewees responses were divided into two as *strengths* and *weaknesses*. According to the responses of interviewees, ten codes, seven of which belong to the *strengths* category, emerge. From this point of view, it can be inferred that general view towards ClassDojo is positive. The next and fourth question in the interviews was "Did ClassDojo contribute to your English language learning?".

Table 4. 11. *Theme, Categories and Codes for the Fourth Interview Question*

Theme	Category	Codes
Contribution of ClassDojo to the language learning	Positive	Like English more (2) Raised a sense of competition (3) Become more willing to learn English (1) Make learning English fun (1)
	Neutral	Not much difference on success (1)

The fourth question in the interviews asked whether there is a contribution of ClassDojo to their English Learning in general and if yes, what type of contributions it has proved. As can be seen in Table 4.11., most of the interviewees provided positive responses to the question. Accordingly, five codes belonging to *positive* category emerge. Furthermore, one interviewee stated that the use of the tool did not prove any significant changes in his/her success in English. As a follow up question to this, the fifth question in the interview was "Did ClassDojo contribute to your writing skills in English?".

Table 4. 12. *Theme, Categories and Codes for the Fifth Interview Question*

Theme	Category	Codes
Contribution of ClassDojo to the development of writing skills	Positive	Consolidate past learning (2) Better fluency in writing (2) Helps spelling of the words (1) Helped form more meaningful sentences (1) Realizing mistakes (2) Doing homework faster (1)

The fifth question of the interviews inquired interviewees' opinions and experiences as to the contributions of ClassDojo on their writing skills in English. As shown in Table

4.12., unlike previous interview question (see Table 4.11.), interviewees only provided positive answers. According to Table 4.12., six codes, all of which belong to the positive category emerge. In this sense, it can be inferred that all interviewees had positive opinions towards ClassDojo in terms of its contribution to their writing skills in English. The sixth interview question was a combination of two questions which were "What effect did ClassDojo have on your assignments? What difficulties did you experience while using the app?".

Table 4. 13. *Theme, Categories and Codes for the Sixth Interview Question*

Theme	Category	Codes
Effect of ClassDojo on homework assignments and difficulties encountered	Positive experiences	Easier and more convenient to use than other apps (4) Notifications helped keep track of homework assignments (1) Faster than other tools (1) Offering more opportunities (1) Fun to use (3)
	Negative experiences	Failing to upload homework because of connection problems (1) Complicated to use (1)

According to Table 4.13., it can be seen that two categories regarding the experiences of interviewees emerge as *positive* and *negative*. In the *positive* category five codes emerge and in the *negative* category two codes can be seen. It would not be incorrect to infer that the interviewees had mostly positive experiences regarding their use of the tool from this result. The seventh and last interview question was "What are your expectations from an app that can be used in learning English?".

Table 4. 14. *Theme, Categories and Codes for the Seventh Interview Question*

Theme	Category	Codes
Expectations from an ICT tool that can be used in language learning	Preferences	Raise ambition between peers (2) Fun (4) Free to use (3) Motivating (1) Enable communication with peers (2) Easy to use (3) Informative (1)

The seventh interview question attempted to ask interviewees about their general views, opinions and expectations towards an ICT tool that can be used in language learning. According to Table 4.14., there are seven codes emerging in the *preferences* category. The most repeated statement by the interviewees was that an ICT tool to be used in language learning should be fun. Furthermore, being easy and free to use are also re-emerging codes in the statements of the participants.

4.3. Findings of the 3rd Research Question

The third research question in the thesis was "Does using ClassDojo have an effect on the frequency of handing in written task assignments on time?". As mentioned in the methodology section of the thesis, both experiment group and control group were given two written task assignments in a week, making a total of 16 written task assignments by the end of the 8-week-long treatment process. While the experiment group used ClassDojo for handing in assignments and getting feedback, the control group used an online education application designated by MoNE. The time interval between giving the assignment and due date of the assignment was two days, for instance if a written task assignment was given on Monday the expected due date was Wednesday, a day before the other lesson. Table 4.15. below presents the statistics for turning in assignments on time.

Table 4. 15. *Frequencies of Handing in Written Task Assignments on time*

	N	Mean	Max	Min
Control Group	31	8.4	16	7
Experiment Group	32	11.2	16	8

In order to show the frequencies regarding the research question, each participant was given a point for turning in the assignment on time. As can be seen in Table 4.15., some participants in both groups have successfully handed in all of their written task assignments on time. Moreover, the numeric difference between the mean scores of both groups is 2.8. To prove the significance of this result t-Test has been utilized and Table 4.16. below shows the results.

Table 4. 16. *t-Test Results of Handing in Written Task Assignments on time*

	N	Mean	Std. Deviation	*t*	*df*	*p*
Experiment Group	32	11.2	2.14	2.714	6.3	.003
Control Group	31	8.4	2.87			

As found through the t-Test results presented in Table 4.16., there is a statistically significant difference between two mean scores of both groups ($p < .005$). This result might be interpreted as participants in the experiment group handed in their assignments on time more frequently than the ones in the control group. However, solely this result would not be enough to make sure the effect of this difference is viable for most participants. Therefore, to measure the effect size of the results gathered through the use of t-Test, Cohen's d should be implemented (Cevahir, 2020). It can be said that if the Cohen's d value is smaller than .2, the size of the effect should be interpreted as small. In order to be interpreted as medium, the value should be between .5 and .8. Lastly, it can be interpreted as large if the value is higher than .8. In the case of this t-Test result, d value has been calculated as .813 which might be interpreted as the relationship between two variables is large. Now that the results of all research questions have been given, the interpretation as well as comparison of these findings to previous studies have been given in the following section of the thesis.

CHAPTER 5: DISCUSSION

In this section of the thesis, the gathered results presented in the findings section have been analysed, interpreted and compared to similar previous studies respectively.

5.1. Discussion of the 1st Research Question

The first research question in the thesis was "Does the use of ClassDojo have any statistically significant effect on the participants' achievement?". As seen in Table 4.1., the average of the written task assignment grades of experiment group (M= 79.60) are higher than the control group (M= 70.10) with a gap of 9.50 points. Considering the assessment of the assignments were done out of 100 points, there is nearly a 10% percent distance between two groups. In order to prove the difference statistically, independent samples t-Test was implemented (see Table 4.2.) and the difference was statistically significant as well ($p < .005$).

In this sense, it can be stated that participants who used ClassDojo took higher grades from their written task assignments. This result can be said to be caused by participants' general achievements in their English lessons. However, the situation can be understood by looking at students' written task assignment grades from previous terms since the author is also the teacher of the participants. Even though the data of the previous written task assignments was not given neither in findings nor discussion section of the study in order not to impair the flow of the study, written task assignment grades of both the experiment group (M= 70.34) and the control group (M= 71.46) from the previous term show that there had not been any difference between two groups until the completion of the treatment. Therefore, it can be stated that the difference between two groups is likely to be caused by ClassDojo.

The results coincide with the study of Shams-Abadi et al (2015). In their study, they compared two groups' writing performance and found a significant difference between the students who used Edmodo to upload their homework assignments and the ones handed in their homework in the classroom environment. The participants who used Edmodo took higher grades from their homework assignments than the participants who did not. It was suggested that Edmodo positively supported the writing ability of students by creating a

collaborative learning environment. Similarly, Arslan and Şahin-Kızıl (2010) discovered that the participants who were exposed to blog-integrated writing instruction had higher writing scores than the ones who had in-class process-oriented writing instruction. In a similar vein, Ciftci and Kocoglu (2012) found that the students having received peer e-feedback through blogs had higher writing scores than the students having received face-to-face peer feedback in the traditional classroom.

Furthermore, so as to understand if there is an effect of ClassDojo on participants' quiz and exam grades, the mean scores were analysed. Students took five quizzes and two exams making a total of seven exams. According to the averages of these quizzes and exams, participants in the experiment group (M= 78.91) achieved higher scores than the ones in the control group (M= 72.84). The numeric gap between mean scores is slightly larger than 6, which makes the distinction harder to spot. However, after comparing two groups via independent samples t-Test, it was seen that there is a statistically significant difference ($p < .005$) between two groups in terms of quiz and exam grades.

This result can be interpreted as the participants who used ClassDojo for doing and handing in assignments with the help of ClassDojo achieved higher scores than the ones who used the application by MoNE. However, solely this result cannot aid us to conclude that the use of ClassDojo helps students get higher grades from their quizzes or exams. To do this, we need a focused analysis which also investigates the in-group grade gaps. Therefore, as stated before, a sub-question has been added to the third question.

In order to attempt to further prove the contribution of ClassDojo on students' quiz and exam grades, Kruskal Wallis test was implemented. According to the results of Kruskal Wallis test checking if written task assignment grades create a difference on quiz and exam results, it has been seen that there is a statistically significant difference between three groups in terms of their quiz and exam results ($p < .005$). This result may lead to the conclusion that as participants' written task assignment grades get higher so do their quiz and exam results. Therefore, in the framework of these quantitative findings, two statements can be deduced. Firstly, written task assignments are related to success and secondly, participants who use ClassDojo took higher grades than the participants who used the application by MoNE.

The findings are consistent with the study of Zapata and Sagarra (2007). They asserted that the use of an online platform for homework purposes had an impact on learner achievement. It was found that online workbook group outperformed paper workbook group.

Similarly, Sagarra and Zapata (2008), who conducted a study with 245 Spanish L2 learners, found out that through online homework, students' grammar scores developed over two consecutive semesters. Roschelle et al. (2016) also reported that online mathematics homework intervention increased students' mathematics achievement at the end of a school year.

5.2. Discussion of the 2nd Research Question

The second research question in the thesis was "What are the participants' views and opinions regarding the use of ClassDojo for written task assignment purposes?". As mentioned in methodology section in the thesis, semi-structured interviews were conducted in order to present answers to this question. The interpretation and discussion of the interview questions will be made respectively.

The first interview question was "Did you hear the name of ClassDojo or used it before using it in the classroom?". According to Table 4.8., two codes all of which belong to the same category, which is *unaware* emerges. None of the interviewees stated that they knew about the tool before the treatment process. Some remarkable answers to the question are:

Student 1: *No, I didn't but I am happy that I did.*

Student 4: *I heard the name of it, but I didn't use ClassDojo before.*

As can be seen in both statements as well as other interviewees' statements, none of the interviewees had an experience involving ClassDojo. However, the statement by Student 1 can be interpreted as a positive experience she has had using the tool. The second question in the interview was a follow-up question to the first; in that, it inquired interviewees past experiences regarding the use of ICT tools in their language learning. The question was "Did you use any other applications before starting to use ClassDojo, if you did, what were they?". As shown in Table 4.9., five codes emerging in the same category exist. In general, interviewees stated that they use various tools in their language learning for a variety of reasons. One of the most commonly used language learning tools by the interviewees was Duolingo. Some of the statements about the tool are as follows:

Student 1: *... there was also another app that we used in 4th grade called Duolingo.*

Student 2: *I used Duolingo before starting to use ClassDojo. In Duolingo, there were activities about vocabulary and forming sentences.*

Student 4: *Yes, I used an app named Duolingo. I developed my vocabulary knowledge through Duolingo.*

There are other tools commonly used tools by the interviewees according to their statements. One of these tools was YouTube, some statements regarding the tool are as follows:

Student 3: *I didn't use many apps before ClassDojo, I was watching some videos about our lessons on YouTube.*

Student 5: *No, but I benefitted from online dictionaries or Youtube videos especially before the exams.*

As can be seen in the statements students make use of YouTube to watch videos to learn English, even before their exams. It might be possible to deduce from one of the statements of interviewees, they also make use of online dictionaries.

Student 1: *... I also used some apps to find out the meanings of unknown words and to develop my vocabulary knowledge.*

In addition to online dictionaries, students make use of other types of online tools such as online quiz tools to enhance their language learning. An example regarding this concept can be seen as:

Student 4: *... Besides, I used to solve online quiz questions related to the topics that we learned.*

The third interview question was "What are the strengths and weaknesses of ClassDojo?". The question attempted to inquire interviewees' experiences during the use of the tool and their opinions regarding the tool. According to Table 4.10., two categories named *strengths* and *weaknesses* emerge. For the strengths part, interviewees expressed several ways such as instant communication, the ability to use different modes and spelling check. Some remarkable statements regarding these are:

Student 1: *It consolidated my knowledge in English. Before ClassDojo, I didn't have much knowledge about how to spell words correctly. ClassDojo made me spell words in such a short time and allowed me to give answers to questions easily*.

Student 2: *I think one of the strengths of ClassDojo is that we are able to communicate with the teacher. There are also four different options for us to upload our homework. For example, in order to upload the homework, we can take photos of the homework, or we can shoot videos. It also gives us opportunities to write or draw*.

From the statements of Student 2, it is possible to deduce that the interviewee has been able to recognize the tool thoroughly. In addition to these expressions, some interviewees asserted that the tool had no weaknesses at all:

Student 3: *I think there is no weakness of ClassDojo*.

Student 1: *... However, I think the app has no weaknesses*.

Last but not least, competition was another word that reoccurred through the statements of the interviewees. According to two interviewees:

Student 2: *Additionally, the feedback points create a competition in the classroom environment and because of the competition we study more willingly and effectively*.

Student 3: *I like doing things on the phone and there is competition among our friends when we use ClassDojo. I wanted to do my assignments as soon as the teacher assigned it*.

As well as its pros, interviewees have also mentioned about the cons of the tool. As can be seen in Table 4.11., there are three codes that emerge in the weaknesses of the tool such as its inability to provide instant communication between peers or view peers' task assignments:

Student 2: *I think the only weakness of this app is that I couldn't communicate with my classmates. Apart from this, it is a good app*.

Student 4: *ClassDojo is fun and easy to use but I couldn't send messages to my friends. It would be better if I could communicate with them through the app. I couldn't view my friends' points or homework either*.

It would not be incorrect to state that interviewees prefer apps that enable instant communication as well as present information about peers. Lastly, an interviewee stated that the tool was complicated to use.

> Student 5: *I couldn't understand how to use the app exactly because there were so many options and I sometimes had difficulties while uploading my homework*.

According to the statement by Student 5, it can be argued that even though the tool presents many methods to carry out or hand in written task assignments, sometimes it becomes a burden for learners. The fourth question in the interviews was "Did ClassDojo contribute to your English language learning?". This interview question inquired interviewees' opinions as to the possible contribution of ClassDojo on their language learning. As seen in Table 4.12., most of the answers were in a positive manner. Interviewees expressed its contribution to their attitudes towards English. Some examples are as follows:

> Student 1: *I started to like English language much more than before*.

> Student 2: *... I became more willing to study and learn English*.

> Student 3: *I started to like English language much more than before. Thanks to ClassDojo, I was motivated to do my homework. I was willing to learn. I even wanted to be an English teacher*.

> Student 4: *I wasn't interested in English language before but using this app made me realise that learning English can be fun sometimes*.

As can be inferred from the statements above, nearly all interviewees express about the contribution of the tool to their motivation and attitudes towards learning English. The statement by the Student 3 well explains the use of the tool. Although most learners mentioned about the contribution tool on their language learner, Student 5 expressed that the tool did not prove any use for him/her:

> Student 5: *Using this app didn't make much difference in my success. However, I wanted to get more points and be better than my friends*.

From the statement above, it can be deduced that even though the tool did not directly affect student in terms of any aforementioned concepts, it still had an effect on the dedication of the interviewee becoming better, which can be interpreted as a positive event. The fifth question in the interviews was an on-focus question which inquired the possible contribution

of the tool on interviewees writing skills in English. The question was “Did ClassDojo contribute to your writing skills in English?”. According to Table 4.13., interviewees expressed only positive answers to the question. The answers included and touched upon many aspects of writing such as spelling, fluency, semantics, awareness of mistakes and writing fast. Some answers regarding the question are:

> Student 2: *Before using ClassDojo, I used to misspell words and had to check twice. However, ClassDojo contributed to my writing skills because while I was doing my homework on ClassDojo, I didn’t have to check if I misspelled or not. Since I used the vocabulary in previous homework, I could write more fluently*.
>
> Student 3: *I used to form some meaningless sentences before ClassDojo. I was able to create more appropriate sentences thanks to ClassDojo. This app has increased my ability to form sentences not only in English but also in other lessons*.
>
> Student 4: *My first homework that I uploaded on ClassDojo was full of mistakes. When I continued doing my homework, my points got higher and I got better. Besides, thanks to the teacher’s feedback, I learned new words and formed more accurate sentences*.
>
> Student 5: *It did my homework faster than I used to do thanks to ClassDojo*.

As can be seen in the statements above, interviewees all mention about different contribution of the tool on various aspect of writing skills. Another mentioned contribution of the tool was on the ability to consolidate past learnings of the tool:

> Student 1: *While I was writing my sentences, I didn’t think much since I consolidated my writing skills with previous assignments. This had a positive effect in my writing skills. In addition to this, I had no trouble finding the appropriate word for the sentences.*

To conclude, according to the statements by the interviewees, the tool proved useful in terms of several aspects on learners’ writing skills in English. The sixth question was “What effect did ClassDojo have on your assignments? What difficulties did you experience while using the app?”. The question tried to delve deeper into challenges students might have come across while carrying out or handing in written task assignments. The replies were mostly positive and included various aspects such as being easy-to-use, help of notifications, multimodality, and the fun nature of the use of the tool. Some interviewees even compared

the tool with the application by MoNE which is the online tool to be implemented for virtual class in state schools:

> Student 1: *ClassDojo was easier than EBA because I just clicked on the assignment and started to write without having difficulties*.
>
> Student 2: *ClassDojo was more convenient comparing to other apps and I completed my homework easily because there were more options. Besides, thanks to the notifications, I could instantly see the assignments when I logged into my account. Since many students log into EBA at the same time, I can say that it is slower than ClassDojo. Additionally, there are more opportunities that ClassDojo offers for us. ClassDojo is also easier to use because when I logged into my account and took a glance at the home page, I started to understand how to use it easily from the first assignment. I didn't have any difficulties while using the app*.
>
> Student 4: *ClassDojo was more fun than EBA because we could draw, write, upload photos or even videos. It was easy to use but I sometimes had to upload my homework twice because of the connection problems*.

It should not go without saying that the question did not include the comparison of the application by MoNE and ClassDojo. Other statements by the interviewees were revolving around the fun nature of the tool:

> Student 3: *This app is just like a game. When we get points, we get happy. It isn't the case in assignments in other lessons. In other lessons, we solve questions or write something in our notebooks. I didn't have any difficulties while using the app because the app presented us options such as uploading a photo or text through the app*.
>
> Student 5: *ClassDojo was not so easy to use. It was complicated for me because there were so many options. However, I liked the ClassDojo Monsters so much. I had fun when I designed my own monster and saw it on the screen every time I logged into my account*.

As can be seen in the statement by Student 5, even though the student did not think the tool was not easy to use s/he found the customization aspect of the tool fun. The sixth and last interview question was "What are your expectations from an app that can be used in learning English?". As shown in Table 4.14., there are seven codes emerging from the statements by the interviewees. The preferences of interviewees include such aspects as

raising ambition, fun, free-to-use, motivating, enabling instant communication, easy-to-use and informative. A reoccurring aspect in the statements was raising ambition:

> Student 1: *Firstly, the app should give points to us so that we get ambitious, enthusiastic and try to outperform our classmates. There should also be competition among students.*
>
> Student 2: *... Competition motivates me and makes me study harder, thus there should be a competitive environment*.

Another reoccurring aspect in the statements was the fun- and free-to-use aspect of an ICT tool to be used in language learning:

> Student 1: *... At the same time, having fun while using an app is a must for me. Lastly, an app used in learning English should be free*.
>
> Student 2: *... Moreover, an app should be convenient and easy to use*.
>
> Student 3: *It should be free and easy to use*.
>
> Student 4: *An app should be fun and informative.*
>
> Student 5: *It should be easy to use and fun. There should be fun characters such as ClassDojo Monsters*.

Moreover, some interviewees asserted that an ICT tool for language learning should enable instant communication, which does not exist in ClassDojo. Even though, teacher to students or students to teacher is possible, it is not possible for classmates to communicate with each other through the tool.

> Student 2: *... It should also present an opportunity for us to communicate with our classmates and teachers*.
>
> Student 4: *... I should be able to communicate with my friends by sending messages to them.*

All in all, considering all of the statements by learners, it would not be unjustified to state that interviewees have positive opinions about ClassDojo. Furthermore, according to their statements about ClassDojo to both their language learning and writing skills, it can be argued that the tool proved useful which in turn helps the findings of the other research

question more valid. In this sense, it can be stated that ClassDojo also proved use in the written task assignments as well as quiz and exam grades of participants.

These findings coincide with the study by Chao and Lo (2011). It was asserted that the students showed positive perceptions towards Wiki-based collaborative writing environment. Sagarra and Zapata (2008) also stated that the students who used an online platform to do their homework had positive attitudes towards it. It was revealed that "participants enjoyed having multiple attempts, receiving individualized immediate feedback, being able to work at their own pace, and consolidating class content" (p. 219). The findings also coincide with Ciftci and Kocaoglu's (2012) study in which it was found that the students that used blogs for writing has positive perceptions about engaging in blogs in writing.

5.3. Discussion of the 3rd Research Question

The third research question in the thesis was "Does using ClassDojo have an effect on the frequency of handing in written task assignments on time?". In fact, this research question was formed after the treatment process. However, throughout the treatment process it has been observed that participants in the control group seemed less motivated towards handing in written task assignments through an online education application designated by MoNE. Even though students were encouraged to upload the assignments on time, some participants in the control group uploaded their assignments even after two days. Considering some of these participants were high achieving students, it was concluded that the problem students handing in their assignments late might have been caused by the online application used by the participants. Therefore, a statistical analysis was necessary. According to Table 4.15., when the mean scores of both groups are analysed in terms of handing in written task assignments on time, it can be seen that the experiment group (M= 11.2) is more likely to hand in written task assignments on time than the control group (M= 8.4). Furthermore, as can be seen in Table 4.16., when two mean scores are compared through the use of independent samples t-Test, there exists a statistically significant difference between two groups ($p < .005$).

This result can be corelated with several reasons. Firstly, compared to the online education application designated by MoNE, ClassDojo offers a more user-friendly structure. Students can view their written task assignments, the feedback they got regarding their

assignments and the reactions their teacher provided to their assignments. Secondly, since the application by MoNE is designed for learners from all grades, ranging from the 1st to 12th grade, it bears a nature of a formal site unlike ClassDojo. ClassDojo is designed in a colourful way to attract the attention of learners. This situation helps younger students to easily spot what they can do with the site. Nevertheless, this situation might yield different results with older learners. Lastly, understanding the difference between the application by MoNE and ClassDojo in terms of affecting the motivation of the learners can only be realized by the experiences and opinions of the learners, which are to be explained and interpreted in the second research question of this thesis. Furthermore, in a further study which aims to define leaners motivation towards these types of tools would be a more valid tool to draw conclusions about the subject.

This research question particularly focused on finding out whether handing in written task assignments on time has an effect of the students' success. In other words, what is meant by the frequency here is handing in written task assignments on time. Even though there is no research on the effect of handing in written task assignments on time on success, there are several studies on the effect of homework frequency on success. For instance, Trautwein et al. (2006) found out that the frequency of homework assignments had a positive impact on students' achievement in Maths although the length of homework assignments had a negative effect on student success. In a recent study, Güven and Akçay (2019) also focused on the effect of homework frequency on the students' Maths achievement and discovered that homework frequency affected student achievement in eighth grade but not in fourth grade. They asserted that it may be due to the fact that primary school students spend much more time on their homework comparing to middle school students. To put it another way, middle school students spare enough time for doing their homework. In another study, Trautwein (2007), found that whereas the homework frequency affected student achievement, the time spent on homework did not have an effect on achievement. Fernández-Alonso et al. (2015) also found out a positive relationship between homework frequency and student achievement.

Although there is not a direct relationship between the research question and the previous studies focused on homework frequency above, if the researcher had not reminded the control group to upload their written task assignments on time regularly in the treatment process, they may not have done or uploaded their written task assignments. This would have affected the written task assignment frequency directly.

CHAPTER 6: CONCLUSION

Technology has shaped our lives in many ways since its introduction. It would be wrong to deny the great impacts of technology and the changes that it brought into our lives. Since its use in the field of education, technology has changed some techniques, methods and tools applied in classrooms. Each new technology obsoletes the previous one and this cycle will continue as long as technology continues to evolve. When this is the case, there is no choice for teachers but to adapt to these changes in order to be up to date. Teachers are expected to know how to adopt an ICT tool in language instruction and for what purpose. To shed light on this issue, scholars, researchers and language instructors have been providing suggestions on how to best integrate these ICT tools in language learning and teaching.

Due to COVID-19, it has been more necessary to involve ICT tools in language learning than it used to be. The transition from face-to-face to learning to distance education arose the need for involving ICT tools in language instruction. Therefore, teachers not only tried to get used to this new process, but they also tried to keep their students' motivation high by integrating ICT tools in their lessons.

Homework is considered as an extension of instruction and an efficient way of monitoring student progress (Güven & Akçay, 2019). It has benefits for both teachers and students. With the help of task assignments, students have a change to monitor their own learning. Teachers, on the other hand, can notice their students' strengths and weaknesses and be aware of their progress. Writing is an essential aspect to be focused on in language teaching and it requires a special attention in this sense. This is where ICTs step in to provide a wide source of apps and tools to language learners with the purpose of enabling effective learning. Taking all these into consideration, this study aimed to find out the effect of ClassDojo as a supplementary ICT tool on middle school EFL learners' writing written task assignments.

Results of this study indicated that even though all the participants completed their written task assignments, some participants in the control group uploaded their written task assignments later than expected. However, this was not the case with the participants in the experiment group. During the treatment process, it was observed by the researcher that the students who used the application by MoNE to upload written task assignments seemed less

motivated than the ones who used ClassDojo. This inference of the researcher stems from the fact that she had to remind participants in the control group to upload their written task assignments regularly. As findings suggests, the experiment group (M= 11.2) is more likely to hand in written task assignments on time than the control group (M= 8.4). This may be because of the attractive nature of ClassDojo with its monsters and evaluative feedback points. As stated by the interviewees, they became more ambitious and willing in a competitive atmosphere. Since their goal was to collect points and outscore their peers, students who used ClassDojo uploaded their written task assignments on time without being reminded. Furthermore, comparing to the control group, the participants in the experiment group took higher grades from their written task assignments, which may be the indicator of the positive effect of ClassDojo on written task assignment scores. Moreover, the students in the experiment group achieved higher scores in quizzes and exam grades than the ones in the control group. In addition to this, a positive correlation was found between the students' written task assignment grades and their quiz and exam results. It can be interpreted that achievement in written task assignments is related to success. Lastly, findings of semi-structured interviews revealed the contribution of ClassDojo to students' motivation and attitudes towards English learning. Considering the interviewees' answers, ClassDojo helped to improve their writing skills and language learning. They also stated that ClassDojo was fun, easy-to-use, motivating, and instructive. They agreed that ClassDojo raised their ambition, and this is a feature that they expect from an ICT tool.

All in all, it can be stated that ClassDojo had a positive effect on students' achievements considering their written task assignment grades, quiz and exam results, and perceptions. Especially in a time when COVID- 19 broke out and both teachers and students had to experience some difficulties due to the transition from face-to-face learning to distance learning, ICT tools has become more important than ever. While choosing an ICT tool which serves the purpose best, teachers should take their students' needs, preferences, ages, and demographic background into consideration. In the next part of this section, limitations of the study and suggestions for other possible studies have been presented.

6.1. Limitations and Suggestions for Further Studies

In addition to providing literature with a study that examines the effect of an ICT tool on students' writing achievements as well as quiz and exam grades, the study also possesses

some limitations. Firstly, the study includes only 63 participants, which can be argued to be lacking in terms of the generalization of the results to the whole context. Furthermore, the treatment span is only eight weeks, a longitudinal study which spreads over a longer course of time might yield varying results. Another limitation can be said to be caused by the fact that the researcher was also the English teacher of participants. Thus, participants in the experiment group might have felt pressure to achieve higher and interviewees might have put under social desirability bias (Dörnyei, 2007).

Since ClassDojo was designed as a platform in which students can upload their written task assignments, this study only focused on participants' writing skills. Further studies may be implemented to develop other skills through ClassDojo as well. Some interviewees mentioned that their vocabulary learning improved thanks to ClassDojo. Therefore, further studies may focus on students' vocabulary learning and its effect on their achievement.

Furthermore, although this study includes the student perception towards ClassDojo and ICT tools in general, the views and opinions of participants' language instructors were not taken into consideration. Thus, further studies may consolidate the findings of this study by involving language instructors' needs, views and opinions. Moreover, there has been a little research on written task assignments through ICT tools. Further studies may clarify the impact of online written task assignments through different ICT tools as well.

Lastly, ICT tools can be effective in both inside and outside of the classroom in language learning. There has been a little research on positive and negative aspects of these tools specifically in Turkey. In order to give insights to language teachers, further research may be conducted to shed a light on this topic in Turkish context as well.

6.2. Pedagogical Implications

This study presents several pedagogical implications regarding the use of ClassDojo. First of all, as explained, the tool proves use in the development of foreign language writing skills of the students. This might be caused by the game-like features of ClassDojo which helps writing to be seen as a fun activity instead of boring and tedious. Therefore, while selecting a tool to be used in teaching for younger learners, teachers and stake holders should

consider the expectations and preferences of learners in order to refrain demotivation towards lessons.

Secondly, an ICT tool to be used for assignment purposes should work both online and offline. Even though it has not been stated before in the study, through the treatment process some participants had problems of not being able to upload their written task assignments even though they had completed them. This, in turn, might have had provoked a sense of weariness on participants.

Lastly, while using ClassDojo, it should be taken into account that customized feedback is an efficient property to take learners' attention, motivate them and create a sense of belonging. This property helps teachers to consolidate desired behaviours of students as well as providing an environment for learners to be aware of their actions.

REFERENCES

Ahmad, M., Rashid, R. A., Mansor, N. R., Ahmad, M., Sung, C. M., Hussain, E. M., & Abdullah, N. A. C. (2021). The impact of integrating ICT in Malay foreign language teaching and learning. In *Journal of Physics: Conference Series Vol. 1793* (pp. 1-7). IOP Publishing. https://doi.org/10.1088/1742-6596/1793/1/012070

Aikina, T., & Bolsunovskaya, L. (2020). Moodle-based learning: Motivating and demotivating factors. *International Journal of Emerging Technologies in Learning, 15*(2), 239-248.

Al-Jarf, R. S. (2004). The effects of Web-Based learning on struggling EFL college writers. *Foreign Language Annals*, *37*(1), 49-57.

Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in Saudi secondary school EFL instruction, attitudes and challenges. *English Language Teaching*, *8*(1), 189-204.

Arıkan, S. (2017). TIMSS 2011 Verilerine göre Türkiye'deki ev ödevi ve matematik başarısı arasındaki ilişki. *Uluslararası Avrasya Sosyal Bilimler Dergisi*, *8*(26), 256-276.

Arslan, R. Ş., & Şahin-Kızıl, A. (2010). How can the use of blog software facilitate the writing process of English language learners?. *Computer Assisted Language Learning*, *23*(3), 183-197.

Aydin, S. (2013). Teachers' perceptions about the use of computers in EFL teaching and learning: The case of Turkey. *Computer Assisted Language Learning*, *26*(3), 214-233.

Aydin, S. (2021). Using Edmodo in language learning: A review of research. Online Submission. Retrieved July 20, 2022 from https://files.eric.ed.gov/fulltext/ED618638.pdf

Bali, S., & Liu, M. C. (2018, November). Students' perceptions toward online learning and face-to-face learning courses. In *Journal of Physics: Conference Series* Vol. 1108 (pp. 1-7). IOP Publishing.

Balli, S. J., Demo, D. H., & Wedman, J. F. (1998). Family involvement with children's homework: An intervention in the middle grades. *Family Relations*, *47*(2), 149-157.

Barahona Mora, A. (2020). Gamification for classroom management: An implementation using Classdojo. *Sustainability, 12*(22), 9371.

Bennett, S., & Kalish, N. (2007). *The case against homework: How homework is hurting our children and what we can do about it*. Harmony.

Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, *40*(1), 21-40.

Berry, R. (2008). *Assessment for learning* (Vol. 1). Hong Kong University Press.

Bitzer, D., Braunfeld, P., & Lichtenberger, W. (1961). PLATO: An automatic teaching device. *IRE Transactions on Education, 4*(4), 157-161.

Blake, R. J. (2013). *Brave new digital classroom: Technology and Foreign Language Learning*. Georgetown University Press.

Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research, 31*(6), 445-457.

Bonham, S., Beichner, R., & Deardorff, D. (2001). Online homework: Does it make a difference?. *The Physics Teacher, 39*(5), 293-296.

Bown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: A situated view. *The Modern Language Journal, 93*(4), 570-583.

Brookfield, S. (1985). Self-directed learning: A critical review of research. *New Directions for Adult and Continuing Education, 1985*(25), 5-16.

Bryman, A., & Cramer, D. (2012). *Quantitative data analysis with IBM SPSS 17, 18 & 19: A guide for social scientists*. Routledge.

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of educational research, 65*(3), 245-281.

Byrnes, H., & Manchón, R. M. (Eds.). (2014). *Task-based language learning–Insights from and for L2 writing* (Vol. 7). John Benjamins Publishing Company.

Cevahir, E. (2020). *SPSS ile nicel veri analizi rehberi*. Kibele.

Chang, M. M. (2005). Applying self-regulated learning strategies in a web-based instruction—An investigation of motivation perception. *Computer Assisted Language Learning, 18*(3), 217-230.

Chao, Y. C. J., & Lo, H. C. (2011). Students' perceptions of Wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments, 19*(4), 395-411.

Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge University Press.

Chapelle, C. A. (2010). The spread of computer-assisted language learning. *Language Teaching, 43*(1), 66-74.

Charney, D. (1984). The validity of using holistic scoring to evaluate writing: A critical overview. *Research in the Teaching of English, 18*(1), 65-81.

Chiarelli, M., Szabo, S., & Williams, S. (2015). Using ClassDojo to help with classroom management during guided reading. *Texas Journal of Literacy Education, 3*(2), 81-88.

Ciftci, H., & Kocoglu, Z. (2012). Effects of peer e-feedback on Turkish EFL students' writing performance. *Journal of Educational Computing Research, 46*(1), 61-84.

Cleary, T. J., & Zimmerman, B. J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the Schools, 41*(5), 537-550.

Connor, U. (1984). A study of cohesion and coherence in English as a second language students' writing. *Research on Language & Social Interaction, 17*(3), 301-316.

Cooper, H. (1989). *Homework*. Longman.

Cooper, H. (1994). Homework research and policy: A review of the literature. *Research/Practice, 2*(2), 1-10.

Cooper, H. (2015). *The battle over homework: Common ground for administrators, teachers, and parents*. Simon and Schuster.

Cooper, H., & Valentine, J. C. (2001). Using research to answer practical questions about homework. *Educational Psychologist, 36*(3), 143-153.

Corno, L. (2000). Looking at homework differently. *The Elementary School Journal, 100*(5), 529-548.

Costa, C., Alvelos, H., & Teixeira, L. (2012). The use of Moodle e-learning platform: A study in a Portuguese University. *Procedia Technology, 5*, 334-343.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Çelik, S., Arkın, E., & Sabriler, D. (2012). EFL learners' use of ICT for self-regulated learning. *Journal of Language and Linguistic Studies, 8*(2), 98-118.

Dann, R. (2014). Assessment as learning: blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice, 21*(2), 149-166.

Delacruz, S. (2014). Using Nearpod in elementary guided reading groups. *TechTrends, 58*(5), 62-69.

DiGiacomo, D. K., Greenhalgh, S., & Barriage, S. (2022). How students and principals understand ClassDojo: Emerging insights. *TechTrends, 66*(2), 172-184.

Dillon, M. B. M., Radley, K. C., Tingstrom, D. H., Dart, E. H., & Barry, C. T. (2019). The effects of tootling via ClassDojo on student behavior in elementary classrooms. *School Psychology Review, 48*(1), 18-30.

Dodson, J. R. (2014). The Impact of online homework on class productivity. *Science Education International, 25*(4), 354-371.

Doorn, D. J., Janssen, S., & O'Brien, M. (2010). Student attitudes and approaches to online homework. *International Journal for the Scholarship of Teaching and Learning, 4*(1), 1-20.

dos Santos, J. C., & Ruiz, M. C. V. (2021). Using ClassDojo to motivate kids participation in the English as foreign language online classes during the Covid-19 pandemic: A case study. *Atoz: Novas Práticas Em Informação E Conhecimento, 10*(2), 58-65.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Wiley.

Epstein, J. L. (1988). Homework practices, achievements, and behaviors of elementary school students. Report No. 26. Retrieved February 20, 2022 from https://eric.ed.gov/?id=ED301322

Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational psychologist*, *36*(3), 181-193.

Fernández-Alonso, R., Suárez-Álvarez, J., & Muñiz, J. (2015). Adolescents' homework performance in mathematics and science: personal factors and teaching practices. *Journal of Educational Psychology*, *107*(4), 1075.

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Sage Publications.

Finch, A. (2002). Autonomy: Where are we? Where are we going. JALT CUE-SIG Proceedings, 15-42. Retrieved February 20, 2022 from http://www.finchpark.com/arts/Autonomy.pdf

Flecknoe, M. (2002). How can ICT help us to improve education? *Innovations in Education and Teaching International*, *39*(4), 271-279.

Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.

García Botero, G., Questier, F., & Zhu, C. (2019). Self-directed language learning in a mobile-assisted, out-of-class context: Do students walk the talk?. *Computer Assisted Language Learning*, *32*(1-2), 71-97.

Gardner, J. (Ed.). (2012). *Assessment and learning*. Sage.

Garrison, D. R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly*, *48*(1), 18-33.

Güven, U., & Akçay, A. O. (2019). Trends of homework in mathematics: Comparative research based on TIMSS study. *International Journal of Instruction*, *12*(1), 1367-1382.

Hakami, M. (2020). Using Nearpod as a tool to promote active learning in higher education in a BYOD learning environment. *Journal of Education and Learning*, *9*(1), 119-126.

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Routledge.

Hayes, A. F., & Krippendorff, K. (2007). Answering the call for a standard reliability measure for coding data. *Communication Methods and Measures, 1*(1), 77-89.

Healey, D. (2016). Language learning and technology. In F. Farr & L. Murray (Eds.), *The Routledge handbook of language learning and technology* (pp. 9-23). Routledge.

Herrington, A., Hodgson, K., & Moran, C. (2009). *Teaching the new writing: Technology, change, and assessment in the 21st-century classroom*. Teachers College Press.

Higgins, J. (1983). Computer assisted language learning. *Language Teaching, 16*(2), 102-114.

Ho, R. (2006). *Handbook of univariate and multivariate data analysis and interpretation with SPSS*. CRC press.

Hofer, B. K., & Yu, S. L. (2003). Teaching self-regulated learning through a "Learning to Learn" course. *Teaching of Psychology, 30*(1), 30-33.

Hu, X., Gong, Y., Lai, C., & Leung, F. K. (2018). The relationship between ICT and student literacy in mathematics, reading, and science across 44 countries: A multilevel analysis. *Computers & Education, 125*, 1-13.

Hughes, A. (1989). *Testing for language teachers*. Cambridge University Press.

Hyland, K. (2003). *Second language writing*. Cambridge University Press.

Hyland, K. (2011). Learning to write: Issues in theory, research and pedagogy. In R. M. Manchón (Ed.) *Learning-to-write and writing-to-learn in an additional language* (pp. 17-35). John Benjamins Publishing Company.

Ibrahim, A. I. (2010). Information & communication technologies in ELT. *Journal of Language Teaching and Research, 1*(3), 211-214.

Istifci, I. (2017). Perceptions of Turkish EFL students on online language learning platforms and blended language learning. *Journal of Education and Learning, 6*(1), 113-121.

Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V. & Hughey, J. (1981). *Testing ESL composition: A practical approach*. Rowley.

Keith, T. Z., Diamond-Hallam, C., & Fine, J. G. (2004). Longitudinal effects of in-school and out-of-school homework on high school grades. *School Psychology Quarterly, 19*(3), 187-211.

Kirk, R. E. (2012). *Experimental design: Procedures for the behavioral sciences*. Sage Publications.

Kohn, A. (2007). Rethinking homework. *Principal-Arlington, 86*(3), 35.

Kormos, J. (2012). The role of individual differences in L2 writing. *Journal of Second Language Writing, 21*(4), 390-403.

Kutluca, T., Arslan, S., & Özpinar, İ. (2010). Developing a scale to measure information and communication technology utilization levels. *Journal of Turkish Science Education, 7*(4), 37-45.

Lai, C., & Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer assisted language learning, 24*(4), 317-335.

Lai, C., Shum, M., & Tian, Y. (2016). Enhancing learners' self-directed use of technology for language learning: the effectiveness of an online training platform. *Computer Assisted Language Learning, 29*(1), 40-60.

Lee, I. (2017). *Classroom writing assessment and feedback in L2 school contexts*. Springer Singapore.

Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. *Theoretical Models and Processes of Reading, 5*(1), 1570-1613.

Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System, 24*(4), 427-435.

Magalhães, P., Ferreira, D., Cunha, J., & Rosário, P. (2020). Online vs traditional homework: A systematic review on the benefits to students' performance. *Computers & Education, 152*, 1-17.

Mak, B., & Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. *System, 36*(3), 437-455.

Maltese, A. V., Tai, R. H., & Fan, X. (2012). When is homework worth the time? Evaluating the association between homework and achievement in high school science and math. *The High School Journal*, *96*(1), 52-72.

Manolev, J., Sullivan, A., & Slee, R. (2019). The datafication of discipline: ClassDojo, surveillance and a performative classroom culture. *Learning, Media and Technology, 44*(1), 36-51.

Marouf, R., Brown, J.A. (2021). A review on the contribution of ClassDojo as point system gamification in education. In Baalsrud Hauge, J., C. S. Cardoso, J., Roque, L., Gonzalez-Calero, P.A. (eds) *Entertainment Computing – ICEC 2021* (pp. 441-448). Springer.

McKim, K. (2016). Edmodo and the flipped language class: bridging the gap in language learning. In *Conference proceedings, ICT for language learning* (pp. 121-126).

Mokhtar, F. A., & Dzakiria, H. (2015). Illuminating the potential of Edmodo as an interactive virtual learning platform for English language learning and teaching. *Malaysian Journal of Distance Education, 17*(1), 83-98.

Moursund, D. G. (2005). *Introduction to information and communication technology in education*. University of Oregon. Retrieved February 20, 2022 from http://hdl.handle.net/1794/3181

Mullamaa, K. (2010). ICT in language learning - Benefits and methodological implications. *International Education Studies, 3*(1), 38-44.

Munday, P. (2017). Duolingo. Gamified learning through translation. *Journal of Spanish Language Teaching, 4*(2), 194-198.

Otto, S. E. (2017). From past to present: A hundred years of technology for L2 learning. In C. A. Chapelle & S. Sauro (Eds.) *The handbook of technology and second language teaching and learning* (pp. 10-25). Wiley.

Öz, H. (2014). Teachers' and students' perceptions of interactive whiteboards in the English as a foreign language classroom. *TOJET: The Turkish Online Journal of Educational Technology, 13*(3), 126-147.

Paschal, R. A., Weinstein, T., & Walberg, H. J. W. (1984). The effects of homework on learning: A quantitative synthesis. *The Journal of Educational Research, 78*(2), 97-104.

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 452-502). Academic.

Plant, E. A., Ericsson, K. A., Hill, L., & Asberg, K. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance. *Contemporary Educational Psychology, 30*(1), 96-116.

Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.

Richards-Babb, M., Drelick, J., Henry, Z., & Robertson-Honecker, J. (2011). Online homework, help or hindrance? What students think and how they perform. *Journal of College Science Teaching, 40*(4), 81-93.

Robinson, B. (2021). The ClassDojo app: Training in the art of dividuation. *International Journal of Qualitative Studies in Education, 34*(7), 598-612.

Roschelle, J., Feng, M., Murphy, R. F., & Mason, C. A. (2016). Online mathematics homework increases student achievement. *AERA Open, 2*(4), 1-12.

Ruegg, R., & Sugiyama, Y. (2013). Organization of ideas in writing: What are raters sensitive to?. *Language Testing in Asia, 3*(1), 1-13.

Sagarra, N., & Zapata, G. C. (2008). Blending classroom instruction with online homework: A study of student perceptions of computer-assisted L2 learning. *ReCALL, 20*(2), 208-224.

Schunk, D. H., & Zimmerman, B. J. (1997). Social origins of self-regulatory competence. *Educational psychologist*, *32*(4), 195-208.

Sert, N., & Boynuegri, E. (2017). Digital technology use by the students and English teachers and self-directed language learning. *World Journal on Educational Technology: Current Issues*, *9*(1), 24-34.

Shams-Abadi, B. B., Ahmadi, S. D., & Mehrdad, A. G. (2015). The effect of Edmodo on EFL learners' writing performance. *International Journal of Educational Investigations, 2*(2), 88-97.

Shortt, M., Tilak, S., Kuznetcova, I., Martens, B., & Akinkuolie, B. (2021). Gamification in mobile-assisted language learning: A systematic review of Duolingo literature from public release of 2012 to early 2020. *Computer Assisted Language Learning*, 1-38. https://doi.org/10.1080/09588221.2021.1933540

Stepp-Greany, J. (2002). Student perceptions on language learning in a technological environment: Implications for the new millennium. *Language learning & Technology*, *6*(1), 165-180.

Şahin Kızıl, A., & Savran, Z. (2016). Self-regulated learning in the digital age: An EFL perspective. *Novitas-ROYAL (Research on Youth and Language), 10*(2), 147-158.

Tinsley, H., & Weiss, D. (2000). Interrater reliability and agreement. In H. Tinsley & S. Brown (eds.), *Handbook of applied multivariate statistics and mathematical modeling* (pp. 95-124). Academic Press.

Thomson, C. K. (1996). Self-assessment in self-directed learning: Issues of learner diversity. In R. Pemberton, E. S. Li, W. W Or, & Pierson, H. D (Eds.) *Taking control: Autonomy in language learning* (pp. 77-92). Hong Kong University Press.

Tinio, V. L. (2003). *ICT in education. UNDP-APDIP*. Retrieved February 20, 2022 from https://e-learning.tsu.ge/pluginfile.php/183/mod_resource/content/0/ict_docs/ICT_in_education.pdf

Trautwein, U. (2007). The homework–achievement relation reconsidered: Differentiating homework time, homework frequency, and homework effort. *Learning and Instruction*, *17*(3), 372-388.

Trautwein, U., & Köller, O. (2003). The relationship between homework and achievement - Still much of a mystery. *Educational Psychology Review*, *15*(2), 115-145.

Trautwein, U., Lüdtke, O., Schnyder, I., & Niggli, A. (2006). Predicting homework effort: Support for a domain-specific, multilevel homework model. *Journal of Educational Psychology, 98*(2), 438.

Warton, P. M. (2001). The forgotten voices in homework: Views of students. *Educational Psychologist, 36*(3), 155-165.

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.

Wellington, J. (2015). *Educational research: Contemporary issues and practical approaches*. Bloomsbury Publishing.

Winne, P. H. (1995). Inherent details in self-regulated learning. *Educational Psychologist, 30*(4), 173-187.

Wolters, C. A., & Pintrich, P. R. (1998). Contextual differences in student motivation and self-regulated learning in mathematics, English, and social studies classrooms. *Instructional Science, 26*(1), 27-47.

Zapata, G., & Sagarra, N. (2007). CALL on hold: The delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning, 20*(2), 153-171.

Zerr, R. (2007). A quantitative and qualitative analysis of the effectiveness of online homework in first-semester calculus. *Journal of Computers in Mathematics and Science Teaching, 26*(1), 55-73.

Zhao, Y., & Lai, C. (2005). *Technology and second language learning: Promises and problems*. University of California. Retrieved February 20, 2022 from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.133.3222&rep=rep1&type=pdf

Zimmerman, B. J. (2002). Achieving academic excellence: A self-regulatory perspective. In M. Ferrari (Ed.) *The pursuit of excellence through education* (pp. 85-110). Routledge.

APPENDIXES

APPENDIX I. Etik Kurul Onayı

T.C.
PAMUKKALE ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etiği Kurulu

Sayı : E-93803232-622.02-33343
Konu : Ayşe ALKAN

DAĞITIM YERLERİNE

İlgide kayıtlı başvurunuz 10/03/2021 tarih ve 05-12 toplantı/karar nolu etik kurul toplantısında görüşülmüş olup, alınan karar ekte sunulmuştur.

Gereği için bilgilerinize arz ederim.

Prof. Dr. Ertuğrul İŞLER
Kurul Başkanı

Ek: Etik Kurul kararı (1 sayfa)

Dağıtım:
Gereği:
Eğitim Bilimleri Enstitüsüne

Bilgi:
Sayın Dr. Öğr. Üyesi Pınar KARAHAN

T.C.
PAMUKKALE ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLERİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

SAYI: 68282350/2018/G05

Toplantı Tarihi: 10.03.2021
Toplantı Sayısı: 05
Toplantı Saati: 13:00

S.N	Adı Soyadı
1	Prof. Dr. Ertuğrul İŞLER
2	Prof. Dr. Mithat AYDIN
3	Prof. Dr. Naci KARKIN
4	Prof. Dr. Asuman DUATEPE PAKSU
5	Prof. Dr. Murat BALKIS
6	Prof. Dr. İsmail ÇEVİŞ
7	Prof. Dr. Süleyman BARUTÇU

KARAR 12- Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüsek lisans Programı 182151040 numaralı Öğrencisi Ayşe ALKAN'ın tez danışmanı Dr. Öğr. Üyesi Pınar KARAHAN sorumluluğunda ***"The Effect Of Out Of class Self- Initiated Use Of Technology On Efl Learners"*** isimli tez çalışmasına yönelik başvuru formunun usul ve etik açıdan verdiği beyan ve ekler tetkik edilmiş olup; proje sahibinin, başvurusunda yer alan bilgi, belge ve taahhütnamelere uygun bilimsel davranışlar sergileyeceği kanaati oluşmuştur. İş bu karar oy birliği ile alınmıştır

ASLI GİBİDİR
10.03.2021

Prof. Dr. Ertuğrul İŞLER
Başkan

APPENDIX II. Grading Scale

Grading Scale			
Task Achievement	Grammar	Vocabulary	Coherence & Cohesion

APPENDIX III. Interview Transcriptions

Interview of the 1st student

Question 1: Did you hear the name of ClassDojo or used it before using it in the classroom?

No, I didn't but I am happy that I did.

Question 2: Did you use any other applications before starting to use ClassDojo, if you did, what were they?

Yes, I did. There was an app named DynEd and our teachers suggested us to use it in 4th and 5th grades. There was also another app that we used in 4th grade called Duolingo.

Question 3: What are the strengths and weaknesses of ClassDojo?

It consolidated my knowledge in English. Before ClassDojo, I didn't have much knowledge about how to spell words correctly. ClassDojo made me spell words in such a short time and allowed me to give answers to questions easily. However, I think the app has no weaknesses.

Question 4: How did ClassDojo contribute to your English language learning?

I started to like English language much more than before. Since in ClassDojo app, we get points when we accomplish tasks, I got so ambitious that I wanted to outperform my classmates. I always completed the assignments and tried to be better than my classmates.

Question 5: How did ClassDojo contribute to your writing skills in English?

While I was writing my sentences, I didn't think much since I consolidated my writing skills with previous assignments. This had a positive effect in my writing skills. In addition to this, had no trouble finding the appropriate word for the sentences.

Question 6: What effect did ClassDojo have on your assignments? How was it comparing to the application by MoNE? Was it easy to use? What difficulties did you experience while using the app?

ClassDojo was easier than EBA because I just clicked on the assignment and started to write without having difficulties.

Question 7: What are your expectations from an app that can be used in learning English?

Firstly, the app should give points to us so that we get ambitious, enthusiastic and try to outperform our classmates. There should also be competition among students. At the same time, having fun while using an app is a must for me. Lastly, an app used in learning English should be free.

Interview of the 2nd student

Question 1: Did you hear the name of ClassDojo or used it before using it in the classroom?

No, I didn't hear the name of ClassDojo or use it.

Question 2: Did you use any other applications before starting to use ClassDojo, if you did, what were they?

I used Duolingo before starting to use ClassDojo. In Duolingo, there were activities about vocabulary and forming sentences. However, in ClassDojo, we do the homework assigned by the teacher.

Question 3: What are the strengths and weaknesses of ClassDojo?

I think one of the strengths of ClassDojo is that we are able to communicate with the teacher. There are also four different options for us to upload our homework. For example, in order to upload the homework, we can take photos of the homework, or we can shoot videos. It also gives us opportunities to write or draw. Additionally, the feedback points create a competition in the classroom environment and because of the competition we study more willingly and effectively. I think the only weakness of this app is that I couldn't communicate with my classmates. Apart from this, it is a good app.

Question 4: How did ClassDojo contribute to your English language learning?

I started to like English language much more than before. Since in ClassDojo app, we get points when we accomplish tasks, I got so ambitious that I wanted to outperform my classmates. I always completed the assignments and tried to be better than my classmates.

Question 5: How did ClassDojo contribute to your writing skills in English?

Before using ClassDojo, I used to misspell words and had to check twice. However, ClassDojo contributed to my writing skills because while I was doing my homework on ClassDojo, I didn't have to check if I misspelled or not. Since I used the vocabulary in previous homework, I could write more fluently.

Question 6: What effect did ClassDojo have on your assignments? How was it comparing to the application by MoNE? Was it easy to use? What difficulties did you experience while using the app?

ClassDojo was more convenient comparing to other apps and I completed my homework easily because there were more options. Besides, thanks to the notifications, I could instantly see the assignments when I logged into my account. Since many students log into EBA at the same time, I can say that it is slower than ClassDojo. Additionally, there are more opportunities that ClassDojo offers for us. ClassDojo is also easier to use because when I logged into my account and took a glance at the home page, I started to understand how to use it easily from the first assignment. I didn't have any difficulties while using the app.

Question 7: What are your expectations from an app that can be used in learning English?

First of all, an app should be free because I think we shouldn't have to pay to learn. In addition to this, in order to urge me to learn, an app should be fun. It should also present an opportunity for us to communicate with our classmates and teachers. Competition motivates me and makes me study harder, thus there should be a competitive environment. Moreover, an app should, be convenient and easy to use.

Interview of the 3rd student

Question 1: Did you hear the name of ClassDojo or used it before using it in the classroom?

No, I didn't use or hear the name of it.

Question 2: Did you use any other applications before starting to use ClassDojo, if you did, what were they?

I didn't use many apps before ClassDojo, I was watching some videos about our lessons on YouTube. I also used some apps to find out the meanings of unknown words and to develop my vocabulary knowledge. However, I didn't use such apps like ClassDojo.

Question 3: What are the strengths and weaknesses of ClassDojo?

I think there is no weakness of ClassDojo. I sometimes find studying through the text-book boring. I like doing things on the phone and there is competition among our friends when we use ClassDojo. I wanted to do my assignments as soon as the teacher assigned it.

Question 4: How did ClassDojo contribute to your English language learning?

I started to like English language much more than before. Thanks to ClassDojo, I was motivated to do my homework. I was willing to learn. I even wanted to be an English teacher.

Question 5: How did ClassDojo contribute to your writing skills in English?

I used to form some meaningless sentences before ClassDojo. I was able to create more appropriate sentences thanks to ClassDojo. This app has increased my ability to form sentences not only in English but also in other lessons.

Question 6: What effect did ClassDojo have on your assignments? How was it comparing to the application by MoNE? Was it easy to use? What difficulties did you experience while using the app?

This app is just like a game. When we get points, we get happy. It isn't the case in assignments in other lessons. In other lessons, we solve questions or write something in our notebooks. I didn't have any difficulties while using the app because the app presented us options such as uploading a photo or text through the app.

Question 7: What are your expectations from an app that can be used in learning English?

It should be free and easy to use. For example, when I don't understand how to use an app, I don't use them. However, ClassDojo is easy to use.

Interview of the 4th student

Question 1: Did you hear the name of ClassDojo or used it before using it in the classroom?

I heard the name of it but I didn't use ClassDojo before.

Question 2: Did you use any other applications before starting to use ClassDojo, if you did, what were they?

Yes, I used an app named Duolingo. I developed my vocabulary knowledge through Duolingo. Besides, I used to solve online quiz questions related to the topics that we learned.

Question 3: What are the strengths and weaknesses of ClassDojo?

ClassDojo is fun and easy to use but I couldn't send messages to my friends. It would be better if I could communicate with them through the app. I couldn't view my friends' points or homework either. It would be better if I could view my classmates' homework and make comment on them.

Question 4: How did ClassDojo contribute to your English language learning?

I wasn't interested in English language before but using this app made me realise that learning English can be fun sometimes.

Question 5: How did ClassDojo contribute to your writing skills in English?

My first homework that I uploaded on ClassDojo was full of mistakes. When I continued doing my homework, my points got higher, and I got better. Besides, thanks to the teacher's feedback, I learned new words and formed more accurate sentences.

Question 6: What effect did ClassDojo have on your assignments? How was it comparing to the application by MoNE? Was it easy to use? What difficulties did you experience while using the app?

ClassDojo was more fun than EBA because we could draw, write, upload photos or even videos. It was easy to use but I sometimes had to upload my homework twice because of the connection problems.

Question 7: What are your expectations from an app that can be used in learning English?

An app should be fun and informative. I should be able to communicate with my friends

by sending messages to them.

Interview of the 5th student

Question 1: Did you hear the name of ClassDojo or used it before using it in the classroom?

No, I didn't hear or use it before.

Question 2: Did you use any other applications before starting to use ClassDojo, if you did, what were they?

No, but I benefitted from online dictionaries or YouTube videos especially before the exams.

Question 3: What are the strengths and weaknesses of ClassDojo?

I couldn't understand how to use the app exactly because there were so many options and I sometimes had difficulties while uploading my homework. I also had some connection problems. However, using ClassDojo was different from what we normally do. That's why I liked it.

Question 4: How did ClassDojo contribute to your English language learning?

Using this app didn't make much difference in my success. However, I wanted to get more points and be better than my friends.

Question 5: How did ClassDojo contribute to your writing skills in English?

It did my homework faster than I used to do thanks to ClassDojo.

Question 6: What effect did ClassDojo have on your assignments? How was it comparing to the application by MoNE? Was it easy to use? What difficulties did you experience while using the app?

ClassDojo was not so easy to use. It was complicated for me because there were so many options. However, I liked the ClassDojo Monsters so much. I had fun when I designed my own monster and saw it on the screen every time I logged into my account.

Question 7: What are your expectations from an app that can be used in learning English?

It should be easy to use and fun. There should be fun characters such as ClassDojo Monsters.

APPENDIX III. Veli İzin Formu

Sayın Velimiz,

Bu form, T.C. Milli Eğitim Bakanlığının, Nusaybin İlçe Milli Eğitim Müdürlüğünün ve okul yönetiminin de izni ile gerçekleşecek olan araştırmanın amacını belirtmeyi ve öğrencinizin bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır. Araştırma, İngilizce dersinde verilen ödevlerin bilgi ve iletişim teknolojileri ile desteklendiğinde öğrencilerin performansı üzerinde etkisinin olup olmadığını bulmayı amaçlayan yüksek lisans tez çalışması için yapılmaktadır. Bu amaçla öğrencilerin görüşleri ve yazma ödevleri araştırmanın veri kaynakları olacaktır. Velisi bulunduğunuz öğrencinin araştırmaya gönüllü olarak katılımının ve dile getireceği görüşlerin, bu araştırmaya ışık tutacağına inanıyorum. Çalışmada öğrencilerde kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Öğrenci istediği zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilir. Bu sözleşmeyi okuyup, bu araştırmaya velisi bulunduğunuz öğrencinin gönüllü olarak katılmasını ve araştırma kapsamında size verdiğim güvenceye ilişkin olarak bu formu imzalamanızı rica ediyorum. Bu sözleşmeyi okuyarak imzaladığınız için teşekkür ederim.

Ayşe ALKAN

İngilizce Öğretmeni

İletişim: 0538

Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi .....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen formu imzaladıktan sonra öğrenciyle okula geri gönderiniz).

Veli Adı-Soyadı: .../.../.....

Telefon Numarası: İmza

CURRICULUM VITAE (CV)