Palestinian EFL Students' Perceptions of Using Edmodo in Developing their Writing Skills

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Abstract:
The present study explored Palestinian EFL students' perceptions towards the use of Edmodo in developing their writing skills at Palestine Ahliya University, Bethlehem. Sixteen sophomore English major students taking the Oral Communication II course in the Spring Semester 2019 - 2020 served as the participants of the study. The researchers adopted a mixed methodological approach. A questionnaire consisting of 27 items was adapted by the researchers for the purpose of eliciting students' perceptions towards the use of Edmodo in developing their writing skills and the barriers they faced while using the platform. In addition, in-depth qualitative data was gathered from students' written responses to an end-of-course assignment posted on Edmodo. In general, the results of the study revealed that students had positive perceptions towards using Edmodo in terms of writing development and collaborative learning. However, it is worth noting that several participants reflected negative responses which resulted from the technological difficulties and their limited experiences with Edmodo.

تصورات طلاب اللغة الإنجليزية كلغة أجنبية في فلسطين لاستخدام "Edmodo" في تنمية مهارات الكتابة لديهم

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ملخص:

تبحث الدراسة الحالية تصورات الطلبة الفلسطينيين تجاه استخدام منصة التعلم الإلكتروني Edmodo في تطوير مهارات الكتابة لديهم في جامعة فلسطين الأهلية في بيت لحم. شارك في الدراسة ستة عشر طالباً من طلاب السنة الثانية من تخصص اللغة الإنجليزية ممن يدرسون مساق مهارات التواصل الشفهي 2 في فصل الربيع 2019 – 2020. اعتمد الباحثون نهج الأساليب المختلطة، إذ استخدموا استبانة تتكون من 27 فقرة بهدف استنباط تصورات الطلبة تجاه استخدام Edmodo في تطوير مهاراتهم الكتابية والعقبات التي واجهتهم خلال استخدامهم للمنصة (منصة التعليم الإلكتروني). بالإضافة إلى ذلك، تم جمع بيانات نوعية معمقة من ردود الطلبة المكتوبة في مهمتهم الدراسية النهائية التي وضعت على منصة التعلم الإلكتروني Edmodo بشكل عام، أظهرت نتائج الدراسة أن لدى الطلبة تصورات إيجابية تجاه استخدام Edmodo في تطوير مهارة الكتابة والتعلم التعاوني. على الرغم من ذلك، تجدر الإشارة أن عدداً من الطلبة عكسوا ردود فعل سلبية نتجت عن الصعوبات التكنولوجية وخبراتهم المحدودة لاستخدام Edmodo.

الكلمات المفتاحية: *التعلم المدمج، Edmodo، أساليب (تعليمية) مختلطة، التعلم باستخدام الهاتف المحمول.*

1. Introduction

Nowadays, we live in an age where we are constantly exposed to technological advancements by the minute, and these developing technologies continue to shape the course of education in general, and language teaching in particular. According to Ekici (2017)"educators and learners should adapt to the changes in technology and use such innovations effectively" (p. 91). Mapolelo and Akinsola (2015) assert that teachers play a vital role in the areas of teaching and learning. Their main role is to familiarize students with new technological concepts and to assist them in becoming more productive within their societies. That stated teachers and students need not only to equip themselves technologically; but also to acquire life-long learning skills such as cooperative learning and critical thinking in a foreign language learning environment. We suggest that the integration of technology into language learning environments serves the purpose of providing students with a more comprehensive, creative, and collaborative atmosphere as an alternative to the traditional approach used in language learning.

In the Palestinian context, some universities still adopt a more traditional, didactic approach to language teaching. English as a foreign language (EFL) has become part of the education curriculum throughout primary, secondary, and tertiary levels. The approach to language learning in the aforementioned stages is rather traditional. The four language learning skills—listening, reading, speaking, and writing—are underrepresented and the primary focus of language teaching and learning is situated on grammar and vocabulary. Over the years, traditional methods of grammar instruction have contributed to language acquisition but it is our assertion that this has only been to a limited degree. Teachers at Palestinian universities are therefore seeking new approaches to teaching that help build a more inclusive and practical learning environment for EFL learners and hopefully develop their language learning abilities with the help of technological platforms that can facilitate the learning process as a whole. See, for example, the current TEFL-ePAL project (http://tefl-epal.ps/).

1.1 Significance of the Study

The results of this study may help the academics and students at Palestine Ahliya University in particular, and other Palestinian universities in general, to be more aware of the pros and cons of the utilization educational websites such as Edmodo in the process of teaching and learning especially in EFL writing skills. The study will also introduce EFL instructors to the effectiveness of dialogic online activities from learners' perspectives. Identifying the benefits and the real obstacles that may encounter EFL learners while using Edmodo is of paramount importance. Using Edmodo, learners may become more relaxed as they progress according to their pace and abilities. Generally speaking, EFL instructors & learners, parents and university administrators may benefit from this study because they will gain more knowledge about the proper use of technology in language learning. It will also help those who are for or against online education to logically support their claims by referring to the results of this study.

1.2 Aims of the Study

The present study aims at exploring EFL students' perceptions towards the use of Edmodo, an online learning platform which shares a common layout and online features with Facebook, in the context of English language teaching. Not to mention, the current study also aims at eliciting EFL students' perceptions of the use of Edmodo in developing their writing skills and to uncover the barriers, if any, that may be encountered while using Edmodo.

1.3 Research Questions

The present study aimed to answer the following questions.

- How do EFL students at PAU perceive the use of Edmodo in English language teaching?
- What are EFL students' perceptions towards the use of Edmodo in developing their writing skills?
- What are the barriers of utilizing Edmodo as perceived by EFL students at PAU?

1.4 Limitations of the Study

This study was limited to 16 out of 22 participants taking the Oral Communication Skills II course at Palestine Ahliya University in the Spring semester of the academic year 2019-2020 so our generalisations and conclusions are tentative. Additionally, the researchers intended to explore EFL students' perceptions towards using Edmodo in developing their productive skills – both speaking and writing. Initially, Edmodo was supposed to be used as a technological tool for managing the oral and written tasks of the course throughout the academic semester. However, the spread of the COVID-19 pandemic led to a sudden switch from face-to-face to distance learning amongst many Palestinian universities and schools. The administration of Palestine Ahliya University decided to adopt the Zoom webinar application for online lectures. In line with the university protocols for distance learning, the researchers decided to adhere to the Zoom application for oral presentations; only the remaining written course tasks were reserved for Edmodo. As a result, the current study focuses on investigating students' perceptions towards the use of Edmodo in the development of their writing skills.

2. Literature Review

2.1 Blended Learning

Blended learning (BL) or hybridization is a learning approach that merges the strengths of both online and traditional learning for the purpose of providing learners with a more engaging and cooperative learning experience (Graham, 2006; Hrastinski, 2019). In other words, BL is a combination of synchronous and asynchronous learning. Students and teachers are required to be physically present in the classroom for regular course meetings; at the same time, students have the convenience of tackling coursework and projects remotely and at their own pace. Yusuf et al. (2018) claim that blended learning "helps students develop their project and time management skill in learning because they are given the autonomy and flexibility to choose time and place outside of the classroom to complete their work" (P 335).

BL also allows students to use technology throughout the learning process and with the aid of technological platforms, they can communicate with their peers easily and collaborate on projects from the comfort of their own homes (Garrison & Kanuka, 2004). That stated, BL can augment learners' experience and pave the way for social learning in a cost-effective manner. There are clear parallels here with Flipped Learning here (see e.g. Abeysekera & Dawson, 2015; Yough et al., 2017), for example, the emphases on active learning and peer learning facilitated through pre- and post-class activities, and on the use of technology (Smith & Gurton, 2020). Sharples et al. (2014) stated that flipped learning can be seen as a pedagogy with "the potential for high impact in the HE sector in the medium term (2–5 years)," and this study is an example of this.

2.2 Edmodo

One of the many technological platforms used for blended learning environments nowadays is Edmodo. Edmodo is a secure, global, educational network originally created in 2008 by Nicolas Borg and Jeff O'Hara as a means to help teachers communicate with their students. Edmodo is well-known for its services and features which support the concept of blended learning and is now being used as a medium of instruction in many institutions worldwide (Yusuf et al., 2018). "Edmodo.com is an

application available for mobile and desktops that is highly similar in appearance and functionality to Facebook" (Scott, 2018, P 570). Teachers start off by signing up to the network for free and then set up a private class group for students to join using a code generated by the software upon the creation of the closed social group page. Students create their accounts and join the class group which showcases all the latest teacher posts.

As Edmodo is similar to Facebook in terms of layout and function it is expected that students – especially Millennial students (Vaughn, 2014) – who are often active users of Facebook to navigate and transition to the platform comfortably. Teachers can post learning materials, reminders, topics for discussion, assignments, quizzes and polls for students. Similarly, students can upload their tasks, reflections, and ideas on the page, comment on each other's posts, and receive grades as well as teacher feedback. In this sense, Edmodo facilitates the communication chain between the teacher and students and that is the main reason it has been deemed as an innovative technological application in the blended learning setting (Purnawarman et al., 2016).

2.3 Edmodo in Language Teaching

Several studies have been conducted on the use of Edmodo in language teaching with the majority yielding positive results. Yusuf et al. (2018), for example, explored the effect of teaching English writing using Edmodo in a blended learning context. Their study targeted tenth-grade Indonesian EFL students and aimed at investigating their writing development before and after using Edmodo as a learning media in the classroom. After exposing students to Edmodo, the differences in the pre- and post-test scores reflected an improvement in students' writing of narrative texts. Moreover, the researchers reported that most of the students were in favor of Edmodo and its innovative features that eased the learning process. However, amongst those who responded negatively towards the utilization of Edmodo there was a common complaint that they simply lacked the essential technological hardware (computers, laptops, mobile phones, etc.) and the infrastructure, in the shape of reliable internet access, needed to operate Edmodo.

Al-Naibi et al. (2018) carried out an action research project to measure the effectiveness of integrating Edmodo into EFL learners' writing performance at the Arab Open University in Oman. The researchers also explored students' perceptions towards the social networking website and its impact on language learning and the barriers they faced. After carrying out quizzes, discussions, and several activities on Edmodo, the results of the study showed significant improvement in students' overall writing performance. The post-treatment questionnaire indicated that the majority of students had very positive perceptions towards the use of Edmodo in promoting language learning since it allows for social communication outside the classroom, helps passive students participate in discussions, electronic submission of assignments, practicing language skills through conversations, sharing writing with teacher and peers, acquiring new English vocabulary, improving spelling and grammar, commenting on peers' writings, receiving immediate feedback from the teacher, and developing writing skills. Similarly to the Indonesian study, with respect to the barriers that students faced while using Edmodo, many reported that they lacked internet accessibility at home, and it was quite difficult for them to upload materials online and use Edmodo on their mobile phones.

Further, Purnawarman et al. (2018) investigated the effect of using Edmodo in a blended learning context alongside the genre-based approach on eleventh grade EFL learners in Indonesia, focusing on the extent to which Edmodo facilitated students' engagement, and how they perceived the integration of the application in their learning. The study suggested that Edmodo yielded favorable results in terms of cognitively engaging students in classroom sessions, allowing for collaborative

work and personalized learning to take place. Students welcomed the teacher's dialogic feedback and error correction. Therefore, Edmodo worked well in combination with the genre-based approach to writing. Nevertheless, students faced issues related to bandwidth, confusion in using Edmodo for the first time, and the incompatibility of accessing Edmodo via smartphones due to limited features.

3. Methodology

3.1 Research design

Researchers adopted the mixed approach design which yielded both quantitative and qualitative data. Quantitative data was collected by a questionnaire which was adapted from Al-Naibi et al. (2018) study. The purpose of the questionnaire was to elicit students' perceptions of the use of Edmodo in developing their writing skills and the barriers they faced while using Edmodo. Qualitative data was collected from the contents of students' written responses to an end-of-course assignment posted on Edmodo.

3.2 Sample of the study

The sample of the study consisted of 16 sophomore EFL students out of 22 who enrolled in the Oral Communication II course at PAU in the spring semester of the academic year 2019 - 2020.

3.3 Procedures

Researchers designed a 27-item questionnaire, which was distributed via Google forms since all classes at PAU have been shifted to distance learning due to the COVID-19 pandemic and lectures were carried out via Zoom application. The questionnaire was piloted to a group of students other than those involved in the study. It was also validated by a jury of specialists in TEFL. After that, the link of the questionnaire was forwarded to students to provide their responses to its items. Sixteen students out of 22 students responded to the items of the questionnaire.

Pertaining to the qualitative data, students were assigned an end-of-course task worth 15% of their final course grade, with three key elements. They had to: (1) write a well-organized paragraph of no less than 120 words about "the extent to which writing assignments on Edmodo helped them improve their writing competencies"; (2) post their work on Edmodo, and (3) comment on at least one of their classmates' paragraphs. The researchers analyzed the content of the students' replies to find out their views towards the utilization of Edmodo and the barriers they have faced throughout the whole process. Finally, quantitative data was analyzed using the SPSS program and qualitative data was analyzed via Grounded Theory Coding procedures.

4. Instrumentation

4.1 The Quantitative Instrument

A two-domain five likert scale questionnaire with 27 items was used to collect data on students' perceptions and the obstacles they may face while using Edmodo in the oral Communication II course. The questionnaire was validated by a jury of specialists in the field. Some modifications were taken into account upon the jury's remarks and recommendations. Reliability of the questionnaire was calculated by using Cronbach's Alpha Equation scoring 76.8% which is suitable for such studies (Cronbach, 1951; Thompson, 2002).

4.2 The Qualitative Instrument

The qualitative data retrieved from the writing prompt on Edmodo was analyzed based on Glaser and Strauss' (2009) Grounded Theory Coding procedures in which qualitative data is analyzed, verified, and saturated to yield code or categories.

5. Results

5.1 Results of the Questionnaire

The primary aim of the questionnaire was to elicit students' general perceptions towards the use of Edmodo in developing their writing skills and the barriers they encountered while using Edmodo. The results of the questionnaire are shown in the tables below.

▪ **Degrees Values**

The researchers determined to adopt the following scores to identify the degrees of the means of the participants' responses in the questionnaire. The degrees of the means of the participants' responses are shown in Table 1 below.

Table 1: Degrees of the Means of the Participants' Responses

Degree	Mean
Low Degree	1.66 – 2.66
Medium Degree	2.67-3.67
High Degree	3.68 or more

▪ **Statistical Analysis**

Means, standard deviations, frequencies and percentages were used to analyze the results of the study. Table 2 below shows the means and standard deviations of students' general perceptions towards the use of Edmodo.

Table 2: Means and Standard Deviations of Students' General Perceptions towards the Use of Edmodo

SD	M	Items
.619	4.13	Edmodo reduces costs of printing and photocopying.
.516	4.00	Edmodo allows me to share my writing with my teacher and peers.
.619	3.88	Edmodo helps me acquire new English vocabulary.
.342	3.88	Edmodo motivates me to develop my writing.
.619	3.88	Edmodo enhances mobility and social communication.
.342	3.87	Edmodo enables me to interact with my teacher and peers outside the classroom.
.683	3.75	Edmodo allows me to recognize my academic level in comparison to my peers.
.856	3.75	Edmodo allows me to comment on my peers' writing.
.447	3.75	Alerts and notes on Edmodo give me a running record of writing assignments' due date.
.447	3.75	Edmodo gives shy students a chance to participate comfortably in class.
.885	3.63	Submitting assignments electronically saves time and effort.
.730	3.50	Edmodo helps me improve my spelling and grammar.
.516	3.50	Edmodo helps me practice my writing by writing reflections on controversial topics.
.719	3.38	Edmodo allows me to easily access class materials and assignments.
.885	3.38	Edmodo allows me to get immediate feedback from my teacher.
1.00	3.25	Edmodo can complement classroom teaching and learning.
.806	2.88	Edmodo allows me to get immediate feedback from my peers.

As seen in Table 2, ten out of seventeen items scored high degrees (4.13-3.75). The rest of the items scored medium degrees. For example, the items "Edmodo reduces costs of printing and photocopying" and "Edmodo allows me to share my writing with my teacher and peers" scored the highest degrees, (4.13) and (4.00) respectively. Students also think that Edmodo helps them to acquire new vocabulary items that develop their writing and enhances mobility and social communications. These items also scored high degrees. The items "Edmodo allows me to get immediate feedback from my peers", "Edmodo can complement classroom teaching and learning" and "Edmodo allows me to

get immediate feedback from my teacher" got medium degrees with means of (2.88), (3.25) and (3.38) respectively.

Table 3 below shows means and standard deviations of EFL students' perceptions towards the use of Edmodo in developing their writing skills.

Table 3: Means and Standard deviations of EFL Students' Responses on developing their Writing Skills

SD	M	Items
.516	4.00	Edmodo allows me to share my writing with my teacher and peers.
.619	3.88	Edmodo helps me acquire new English vocabulary.
.342	3.88	Edmodo motivates me to develop my writing.
.619	3.88	Edmodo enhances mobility and social communication.
.342	3.87	Edmodo enables me to interact with my teacher and peers outside the classroom.
.683	3.75	Edmodo allows me to recognize my academic level in comparison to my peers.
.856	3.75	Edmodo allows me to comment on my peers' writing.
.447	3.75	Alerts and notes on Edmodo give me a running record of writing assignments' due date.
.730	3.50	Edmodo helps me improve my spelling and grammar.
.516	3.50	Edmodo helps me practice my writing by writing reflections on controversial topics.

As seen in Table 3 above, Edmodo enables students to share their writing with their peers, and it makes them more motivated to develop their writing skills. It also enhances their mobility and social communication through the exchange of posts and replies. Since Edmodo is available online, it enables students to be in contact with teachers and peers even outside the classroom. Due to this flexible usage, students can compare their levels with that of their peers through posting comments interchangeably. There is some evidence that, through using Edmodo, students also improve their spelling and grammar.

Table 4 shows means and standard deviations of the barriers of utilizing Edmodo as perceived by EFL students at PAU.

Table 4: Means and Standard deviations of EFL Students Responses on Perceived Barriers to Using Edmodo

SD	M	Items
1.02	3.62	I find it difficult to upload materials on Edmodo.
.730	3.50	I get frustrated when using Edmodo Mobile, due to slow-speed Internet on my mobile.
.885	3.37	I find it difficult to use Edmodo as a mobile learning application.
.719	3.38	Edmodo requires a long time to master its use.
.885	3.37	I need to learn some troubleshooting techniques to help myself when using Edmodo.
.806	3.12	I find it difficult to save large files on my mobile phone.
.806	3.12	I have a problem with constant low mobile batteries.
.806	3.13	I dislike using Edmodo on my phone because the small-sized screen causes difficulty in navigation and typing.
.894	3.00	I find it difficult to submit my assignments in Edmodo.
1.26	3.00	I lack access to computers or any mobile devices at home.

It is evident from Table 4 that all items scored medium degrees with means ranging from (3.00-3.62). The item "I find it difficult to upload materials on Edmodo" ranked first with a mean of (3.62) followed by the item "I get frustrated when using Edmodo Mobile, due to slow-speed Internet on my mobile" with a mean of (3.50). The next items showed that students face difficulties in utilizing Edmodo on mobile phones as they cannot save large files on them and that Edmodo requires much time by students to acquire it, in addition to the need for learning some troubleshooting techniques to

help EFL students to use Edmodo. The items "I find it difficult to submit my assignments in Edmodo" and "I lack access to computers or any mobile devices at home" got the lowest means of (3.00).

5.2 Results of End-of-Course Writing Task

As mentioned earlier, students were assigned an end-of-course writing task where they constructed a well-organized paragraph and elaborated on the extent to which Edmodo helped them develop their writing skills. Sixteen students out of 22 posted their paragraphs on Edmodo in response to the prompt. After performing a line by line analysis of the students' responses, the researchers categorized the data into the following categories: (1) Writing Development, (2) Technical Difficulties and Drawbacks, and (3) Overall Experience. Table 5 below summarizes the frequencies and percentages of students' responses towards writing development after using Edmodo

Table 5: Participants' Responses Pertaining to Writing Development

Percentage	Frequency	Response	No.
34.5%	10	Writing Practice via Post and Comment Feature	1.
13.8%	4	Teacher Feedback	2.
10.3%	3	Presentation of Debatable Topics for Discussion	3.
6.9%	2	Improvement in Grammar	4.
6.9%	2	Improvement in Writing Style	5.
6.9%	2	Vocabulary Enrichment	6.
6.9%	2	Collaborative Learning	7.
6.9%	2	Teacher – Student Communication	8.
3.5%	1	Improvement in Spelling	9.
3.5%	1	Engagement of Shy Learners	10.
100%	**29**	**Total Responses**	

It is evident from Table 5 above that the most recurring responses relevant to writing development after using Edmodo were writing practice via the comment and post feature with a frequency of 10 (34.5%), followed by teacher feedback (13.8%) and presentation of debatable topics for discussion (10.3%). Improvements as a result of grammar, writing style, vocabulary enrichment, collaborative learning, and teacher-student communication were evident at a percentage of 6.9 each. Only one response indicated writing development in relation to spelling and one mentioned the engagement of shy learners (3.5%).

Table 6: Participants' Responses Pertaining to Technical Difficulties & Drawbacks

Percentage	Frequency	Responses	No.
47%	8	Limited experience	1.
17.6%	3	Too long to upload videos	2.
5.9%	1	Students lack technical skills	3.
5.9%	1	Preference of another platform	4.
5.9%	1	Too many notifications	5.
5.9%	1	Novice users	6.
5.9%	1	Log in difficulties	7.
5.9%	1	Unstable internet connection	8.
100%	**17**	**Total Responses**	

Table 6 shows the technical difficulties and drawbacks that students described facing during their use of Edmodo. Eight responses indicated that students had limited experience with Edmodo with a percentage of 47. Aside from that, three students indicated that one of the technical difficulties they faced was that videos took too long to upload on Edmodo. Other restraints mentioned in students'

responses include the following: lack of technical skills, preference of another platform, too many notifications, novice users, log in difficulties, and unstable internet connection. Each of the aforementioned drawbacks was only mentioned once.

Table 7: Participants' Responses Pertaining to Overall Experience

Percentage	Frequency	Responses	No.
50%	6	Limited experience	1.
25%	3	Prefer other platforms	2.
8.3%	1	Extend trial period	3.
8.3%	1	Increase activities	4.
8.3%	1	Enhances student motivation	5.
100%	**12**	**Total Responses**	

Table 7 above reflects students' responses to their overall experience with Edmodo. The majority of the respondents (50%) indicated that their experience was rather limited. Three further comments expressed a preference for other technological platforms over Edmodo. Others suggested that an extension in the trial period and an increase in the activities on Edmodo could perhaps yield a better experience. Only one student reported that Edmodo enhances student motivation in the classroom.

6. Discussion:

Having assessed the findings of the study, it can be concluded that EFL students believe that Edmodo offers varied levels of advantage. It enables them to share their writing with peers, learning more about their own levels and that of their friends. By posting on Edmodo, students were exposed to new vocabulary items and their mobility and communications with peers and teachers were highly enhanced. This research has highlighted that students' comments on each other's work helps overcome some psychological barriers such as shyness, jealousy and competition among students on one hand and fosters collaboration and team working on the other. Moreover, students can compare themselves with their peers and know more about their real academic level.

Edmodo also improves students' writing skills and increases their vocabulary repertoire by posting, commenting and replying to their peers, and receiving feedback in return. This finding is in line with that of Purnawarman et al. (2018) who claimed that Edmodo's fixable mode of learning provides EFL students with an opportunity for learning according to their pace and ability; in addition, students share their knowledge and insights with the teacher and one another. Working in such a convenient environment enhances autonomous language learning outside the classroom in addition to collaborative learning (Nunan, 1996). Through the use of Edmodo in this project, students were able to share posts providing immediate feedback. We posit here that the more students write, the better they will be in grammar and spelling (Jokar & Soyoof, 2014). Using Edmodo, students are more cautious and alert to avoid making errors as they know in advance that all peers will see their writing.

Reviewing the responses regarding the third question that addresses the barriers that EFL students may face while using Edmodo, there are some key points to note. First, the sudden switch from face-to-face learning to distance learning amidst the outbreak of COVID-19 and the university's protocols of adhering to the Zoom Webinar application for online lectures limited students' exposure to Edmodo since it was strictly reserved for the submission and completion of writing tasks. Students' responses on both the questionnaire and end-of-course writing task revealed that one of the major difficulties they faced while using Edmodo was uploading their files. They said that it consumes much time and mostly the software fails to accomplish uploading. This is in line with the findings of Al-Naibi et al. (2018), who also discussed the difficulty of uploading files on Edmodo. That stated it is required from administrators and managers of Edmodo to develop this application so that students

can upload files easily and quickly. However, evidence from other parts of the world, often referred to as the Global North, with better infrastructure (see, e.g., Traxler 2016; 2017) shows that uploads are swift and easily achieved (Scott, 2018). However, Fuchs and Horak (2008) were of the opinion that merely adopting technology from elsewhere is not a silver bullet. Those who start from a disadvantaged position remain behind technological innovation as it progresses, reproducing inequality (DiMaggio et al., 2004) and creates new versions of it 1) in personally-owned hardware (Unwin, 2020), 2) geographically, as urban environments tend to have better connections than rural ones, and 3) economically, as "the wealthy will always get and use both hardware and network access first and more easily" (in Traxler & Smith, 2020).

7. Conclusions:

Generally speaking, results of the study emphasizes the utility of integrating technology in the process of teaching and learning. The benefits of using Edmodo in improving EFL learners' competencies were supported by the results of some researches mentioned in this study. Nevertheless, some barriers include the fact that the use of mobile necessitates more free space to store large files and that some troubleshooting technology is also needed to help users utilize Edmodo efficiently. This means that Edmodo has some serious deficiencies, at least for students from the Global South, that the administrators would do well to resolve. Submitting assignments on Edmodo is medially difficult, especially where students lack access to computers or smart mobile devices at home. Due to the economic factors at play in Palestine, many students cannot access mobile devices or computers. This requires instructors at universities to take this factor into account before deciding whether to use Edmodo or not. Finally, students also need to receive appropriate training and need more time to familiarize themselves with Edmodo before being asked to use it during distance learning. Finally, researchers think that educational institutions should efficiently utilize all possible eLearning platforms and applications synchronously and asynchronously in order to enhance mastery and autonomy learning.

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