

The use of Edmodo in a blended learning context to teach the writing skill: the case study of ENS students in laghouat

استخدام Edmodo في سياق التعلم المدمج لتعليم مهارة الكتابة: دراسة حالة طلاب المدرسة العليا للأساتذة بالأغواط

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ABSTRACT:

Like many of the world's countries, Algeria has been hit by the Coronavirus which urged its policymakers to respond by taking immediate measures to limit the spread of the deadly virus. As a step toward minimizing the transmission of the Coronavirus, the Algerian minister of higher education and scientific research has urged universities to conduct hybrid learning through an already established eLearning platforms. Although scholars, teachers, and students have praised this measure, online learning in Algerian universities, particularly during the critical period of the Corona pandemic, proved to demonstrate many lacunas, such as facilities and materials that must be addressed in order to achieve the desired results. This study suggests a hybrid learning model in the course of Writing for third year Ens students using the platform Edmodo. The writing was organized following the known model ADDIE as it used pre-test/post-test as the main instruments. Data has revealed the efficiency of Edmodo as a possible alternative to deliver a blended learning course.

Keywords: Edmodo, Online education, Writing, Blended Learning.

الملخص:

مثل العديد من دول العالم، شهدت الجزائر تفشي فيروس كورونا مما حث المسؤولين على الاستجابة باتخاذ إجراءات فورية للحد من انتشار الفيروس المميت. كخطوة نحو الحد من انتقال الفيروس، حث وزير التعليم العالي والبحث العلمي الجزائري الجامعات على إجراء تعليم هجين من خلال منصات التعلم الإلكتروني القائمة. على الرغم من الإشادة بهذا الإجراء من طرف أساتذة وطلاب و أكاديميين، إلا أن التعلم عبر الإنترنت في الجامعات الجزائرية، لا سيما خلال الفترة الحرجة لوباء كورونا، أثبت أنه يظهر العديد من الثغرات. تقترح هذه الدراسة نموذجًا تعليميًا هجينًا في سياق تعليم الكتابة لطلاب السنة بالمدرسة العليا للأساتذة، اعتمدنا في هذه الدراسة على عدة وسائل بحث منها اختبار أولي، واختبار بعدي، كشفت البيانات عن كفاءة استخدام Edmodo كبديل محتمل لتقديم دورات في التعليم الهجين. كلمات مفتاحية: Edmodo، التعليم الإلكتروني، الكتابة، التعليم الهجين.

1- Introduction:

Prior to the 2021–2022 academic year, Algeria started to immunize and return to the "new normal" following post Covid 19. As a consequence, schools and higher institutions had to reevaluate the technology they used and how they used it. The term 'blended learning' became the new normal in most of higher education institutions and emphasis in research was ebbled toward the latter. Seminars, conferences, articles summarized the elite's efforts to make the public adapt to this new educational model. This brought forth a lot of exciting opportunities in

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education, but also a lot of uncertainties. As a matter of fact, blended learning in Algeria is considered to be in its infancy yet the growing demand for hybrid learning poses problems and challenges that are worth investigating. In an attempts to evaluate the Hybrid learning experience by Algerian institutions during the Covid 19 era, (Guemide, 2021) and (BOUTLIDJA, 2021) brought into light the challenges that were met by students who experienced blended and distance learning during Covid disruption. Research findings summarized the challenges in inadequate facilities and infrastructure, limited digital accessibility, lack of students' motivation, and insufficient technological knowledge and skills on the behalf of educators and learners.

As a matter of fact, research on implementing blended learning to teaching composition is not relatively new. In the Algerian context, researchers have been always interested in making the blend to teach EFL. To teach writing, Kadri (2016) investigated students' level of motivation and academic writing proficiency along with exploring teachers' perceptions and experience with blended learning. Using Moodle as a teaching platform, Kadri (2016) reported that blended learning is still novice in the Algerian context and none of the teachers of the studied sample used adequately blended learning and most of them do not see the rationale behind such an approach. Similarly, Bouguebs (2019) investigated Blended learning effect on developing students' ability to summarize, and responding in writing to narrative texts through Moodle. Findings concluded that the combination of in-class and out-of-class learning through moodle helped the chosen sample to reach a better level of expertise in reading comprehension skills and writing. Ghouali (2020) also used Moodle to demonstrate the importance of using Moodle for the sake of meeting students' needs that were based on Hutchinson and Waters' (1987) model of needs analysis. Gouali (2020) concluded that Moodle, as an alternative assessment tool, can meet those needs because of the extensive options it provides in terms of evaluation. All in all, it should be noted that very few research made in the Algerian context has attempted to include other ICT tools rather than Moodle as an e-learning platform to serve the Blended Learning purpose. Thus, this paper attempts to answer the following research question:

-Can Edmodo be an effective tool in teaching the writing skill in a blended learning context?

By this we hypothesize that Edmodo can be an effective alternative that ensures a secure learning space.

2- Blended Learning as the New Teaching Paradigm

At the onset of the year 2020, the world has gone through the outbreak of the Corona virus in Wuhan Province in the State of China, and started to spread in most of the world's countries. Seeking the prevention of its swift spread, most of the worlds' countries have developed several prompt health measures, represented in the utmost and partial halt of some activities and sectors while imposing quarantine on citizens. Nevertheless, after a period of time and with the appearance of the vaccine, a gradual opening of some sectors and public facilities became

evident with the compulsion to respect health protocols. Algeria, like many of the world's countries, followed this methodology where the Ministry of Higher Education and Scientific Research announced through correspondence No / 288a.kh. and/2020 dated February 29, 2020 (www.mesrs.dz) that “ to put an end to the outbreak Corona virus is based on laying a platform that includes students' continued receiving of lessons remotely. This correspondence stated that the exceptional situation that the world is experiencing as a result of the apparent possible outbreak of the global epidemic necessitated the Ministry to take this pedagogical initiative by resorting to preventive measures to ensure the continuity of education” (BOUTLIDJA, 2021, pp. 510-533). This endeavor is represented by replacing “face-to-face lecturing lessons, directed works and civil applied works with similar ones or by laying pedagogical supports online, as these supports ensure constant teacher-students interaction and make them also accessible to all students at the national level” Bouteldja (2021). The Ministry affirmed its intention to follow this alternative and imply these measures by placing the educational online kit, through a second correspondence (Correspondence, 2020), quoted from (www.mesrs.dz) and addressed to the heads of university institutions, reminding of the necessity of the exploitation of the positive aspects of digitization and the use of ICT's as technologies would reconstruct the basic and solid elements in the functioning of the University of tomorrow. (Miftah, 2018, pp. 37-58)(BOUTLIDJA, 2021, pp. 48-50) .In order to reach these goals, the guardianship resorted to combining distance and face-to-face teaching/learning with online learning or what is known as Hybrid or Blended learning.

Blended leaning is defined as a teaching model that mixes teaching methods “such as use of digital resources (or e-learning) alongside traditional teaching” (Fauzi, 2017, pp. 73-79.) . Further, it “allows adaptive, collaborative learning and transforms the role of the teacher from a disseminator of knowledge to a facilitator. Therefore, a combination of traditional and on-line learning in particular or e-learning in general creates a more integrated approach for both instructors and learners” (Fauzi, 2017, p. 13). The dual nature of blended learning helps in creating “a situation where face-to-face oral communication and the online written communication are optimally integrated so that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose” (Kistow, 2011, p. 117).

Starting from the conviction that the move - from physical to digital writing – is going to enable students write more, faster, disseminate their work more widely than any generation had done previously, this paper suggests a paradigm shift in writing pedagogy. This 2.0 pedagogy is believed to be achieved through a blended learning course.

3- The Use of Edmodo as an Instructional Tool

Edmodo, a blended learning platform created by O'Hara and Borg in 2008 and now available at www.edmodo.com (Kongchan, 2013)(Kongchan, 2012), is one of the most recent technologies used in language schools. It is constructed similarly to Facebook but is meant for

educational purposes(Kongchan, 2013).Many educational institutions throughout the world use Edmodo because of its appealing characteristics namely ((Delacruz, 2013)(Kongchan, 2013); free and secure online environment (Kongchan, 2013); in addition to the fact that it is regarded as the best teaching and learning websites that can promote innovation and creativity(Kongchan, 2013). It also promotes literacy learning and communicating facility (Delacruz, 2013); (Paulsen, 2003); (Jenkins, 2006; Stroud, 2010). As a result, there is no question regarding how Edmodo supports students' learning experiences. The application allows teachers to create and manage their online classroom environment using simple functions or features. It also makes it simple for students to communicate with and collaborate with their online peers and teachers. Both teachers and students have access to Edmodo's privacy features. Only the classroom teacher has access to create and manage Edmodo accounts. Besides, only students who obtain a group code from their teachers and register in the group can have access to the Edmodo Class. Using the features of Edmodo, teachers can send text alerts, messages attached with a file or a link, reply to students' messages, send out quizzes and assignments, receive completed assignments, give feedback, assign polls, maintain a class calendar, and contact the whole class, small groups, or even individual students using Edmodo classroom activities (Ursavaş, 2017).

Several studies claim that Edmodo has a good impact on student writing while learning languages, such as English (Fauzi, 2017) . (Ma'azi, 2018); (Purnawarman, 2016, pp. 242-252) .Students' writing abilities are likely to increase after using Edmodo. Insights on how teachers and students enhance their practice and writing performance over time may be gained by investigating how students view Edmodo's use in writing classes. Holland and Muilenburg (2011) examined how students engaged in literature conversations utilizing Edmodo.com's asynchronous discussion platform. The aim was to improve the quality and depth of student literature discussions in (and possibly outside of) an English classroom. Because the students got greater expertise in the literature-based online discussion, the results demonstrated that Edmodo successfully enhanced the students' capacity to ask insightful questions and elicit meaningful responses with minimal assistance from the teacher. Purnawarman et al. (2016) conducted study on Edmodo as a learning platform in a blended learning environment using a genre-based approach. The findings revealed that Edmodo might be integrated into genre-based approach writing cycles in the writing classroomIn the same line of thought, Kodriyah (2016) investigated the effectiveness of Edmodo use taking into account the students' perceptions. Despite the fact that students did not have a full access to internet, the majority found Edmodo to be a helpful tool for supporting their English learning.

Furthermore, Alfian (2013) cited in Alsmari, N. A. (2019) investigated the usefulness of using a micro blogging platform, specifically Edmodo, in teaching writing to Al-Azhar tenth grade students. According to data obtained through questionnaires and interviews, incorporating Edmodo into the process approach to writing resulted in improved peer reviewing, self-editing, and revising, hence improving students' writing quality. Thongmak (2013) used the case of Thailand to investigate the benefits of using social networks such as

Facebook as a classroom collaboration tool in comparison to Edmodo in his study of social networks. Findings demonstrated that Edmodo was deemed superior in terms of being helpful, user-friendly, and effective in educational social networking environments. Fauzi (2015) conducted study into the usefulness of Edmodo in improving students' capacity to write recount texts. The study took a quantitative approach, with nine students being examined before and after the experiment. The findings of the pre-test and post-test showed significant differences in favor of the post-test. Furthermore, students' enthusiasm to write was greatly enhanced because they were able to openly share their ideas in a safe learning atmosphere.

In writing instruction, Edmodo featured several advantages that can be listed as follows: (1) it provides quick access to writing materials and assignments; (2) when used in conjunction with a specific approach, method, or technique, Edmodo helps students organize their writing; (3) Edmodo allows teachers to provide feedback on students' shared writing or students to receive feedback on their writing from their peers. Edmodo increases students' enthusiasm for writing. (Stroud, 2010)(Balasubramanian, 2014, pp. 144, 416-422.); (Shams-Abadi, 2015, pp. 88-97.)

To summarize, Edmodo can provide EFL teachers with an active platform for improving their students' writing skills. Students, on the other hand, have a variety of options that guide them through every step of the writing process. While completing their tasks, they might receive a variety of feedback, corrections, and guidance to help them improve their writing efficiency.

4- Research Design and Methodology

The design of this study is pre-experimental. In research methodology, pre-experimental groups are the ones that might receive a pre and post-treatment test but lack a control group (Nunan, 1992). The reason of the exclusion of a control group from the experiment goes back to precaution measurements against the spreading virus Covid 19 which calls for the implementation of blended learning in all higher institutions. Applied when necessary, pre-experiment research design involve either one group or multiple groups to be observed subsequent to some agent or treatment presumed to cause change.

4-1- Population of the Study

The participants who took part in this study are third year ENS (Ecole Normale Supérieure) students during the academic year 2021/2022. During their four (04) to five (05) years instruction, learners are theoretically assisted and trained to become either middle or secondary school teachers. It is worth mentioning, however, that ENS students are admitted following a determined Baccalaureate exam score besides an interview upon their entrance that centers mostly on learners' motivation to enroll in the school and their efficiency to demonstrate commitment to their future career. The total number of third Year students at Department English at Ens is 52. The sample population are divided into two groups: Pes (bac+5) and Pem (bac+4). In the current study the two groups were treated as one

experimental sample as our aim was not to compare between the competencies of one group over the other.

4-2- Data Collection

Participants were informed about the experiment at the beginning of the academic year 2021/2022. The teacher created an account entitled “Writing Course” and asked students to join using the code generated by the platform. In an informal conversation, the teacher has already asked about the students’ favorite way interacting with their teachers’ and peers and Facebook won the lion’s share in students’ answers. The researcher considered that the introduction of Edmodo would mimic the social media type experiences students usually have outside of the classroom but within an educational context.

This platform Edmodo is believed to offer a handy communication channel for both the course instructor and the students, as well as among the students themselves. The use of discussion boards is a significant component in the platform. The instructor creates threads to reinforce a variety of sub-writing skills. It could be used to respond to students' introduction development or writing, or it could be used to ask students to edit their work to produce an error-free piece of writing, commenting on components of each body paragraph based on a checklist, until they finish their work by writing the final draft and sending it to the instructor's private box for feedback and correction. To receive immediate feedback, all submitted assignments are read and revised. The main instruments used for data collection are the pretest and post-test administered to our sample. Data for student engagement was mostly gathered through document analysis and interviews. The research incorporated the ADDIE model (Analyze, Design, Develop, Implement and Evaluate), framework used by instructional designers and training developers to develop courses, in order to proceed the integration of Edmodo as a part of blended learning:

Phase One: The Analysis Phase: The design's analysis phase focuses on examining student learner characteristics and determining the course's learning objectives. To begin designing the supplementary unit, the researcher determines the required components. This is determined by the results of the pre-test given at the start of the semester. To establish a top notch inter-rater reliability, the researcher consulted two English instructors to assess the pre-post writing test. The researcher-teacher then identified the study participants as well as the instructional goals (meeting students' need to write efficiently at the end of the cycle); the researcher also conducted instructional analysis (students' critical thinking in writing), analyzed learners' characteristics and context (with a focus on writing traits), and refined the instructional objectives of the target course units, along with the course coordinator. The online unit instructional goal should be stated based on the learners' characteristics along with assisting them in developing their basic writing abilities.

Phase TWO: The Design Phase

The overall goal of the online instruction is to look into the impact of blended learning on the development of writing skills in university students. The researcher considered the course's educational objectives, educational content, learner evaluation exams, sample grouping, and required educational methodologies, selected educational resources, and lastly determined the course's implementation plan or delivery method. During this phase, the lesson plan, media selection, activities, and assessment instruments are all established. The next step or as Purnawarma (2016) puts it, Kickoff event (BKOF), the students are informed about the experiment. After motivating the learners to participate in the learning process, the teacher introduced texts for discussion. As Purnawarma (2016) suggests, this is an initial exposure to help learners build their knowledge. Bersin (2004) confirms that this is an initial step in starting the course.

Phase Three: The Development Phase:

The teacher researcher organized the final flow in blended learning by following these steps: 1) the teacher gave students a writing plan format of expository text; 2) the teacher uploaded the writing plan into Edmodo (Note menu); 3) the students wrote offline and the teacher gave them directions; 4) the students posted their works in small groups in Edmodo Note menu; 5) the students were given comments and feedback; and 6) the students posted the writing final draft in Edmodo. As suggested by Bersin (2004), this phase was a continuation of the first learning activity - check-in events (modeling), during which materials were still addressed. Before starting, the students should form small groups in which they would collaborate. Bean (2011) believes that groups or small groups are helpful because they offer a great opportunity to teach students' critical thinking skills, such as brainstorming ideas and uncovering arguments for their writing. They are also thought to make learning more personalized (www.support.edmodo.com, 2014).

After checking in the small groups, students were given final evaluations in which they were expected to produce their own text on the same topic that had been covered earlier in the day after being given a writing plan. This, according to Bersin (2004), is a sort of final assessment to check if the course in the two previous phases matched the students' abilities or not. Following the completion of the final examinations, the students began writing under the guidance of the teacher in both offline and online classrooms. In both classes, the teacher was able to keep track of the students' progress by providing feedback. According to Bersin (2004), feedback can be delivered immediately after students share their work.

The researcher worked on the actual production of the online and face-to-face components of the course after thorough study and design. Students are supplemented with additional online exercises by the researcher. In addition, the researcher has created three online language quizzes that address the main deficiencies identified in the diagnostic writing test.

Phase Four: the Implementation Stage

The students were assigned to check weekly writing websites by the teacher. Each writing exercise emphasizes a single ability. When planning online activities, the instructor made sure that both mediums of activities complement each other rather than overlap. Over the duration of the course, the participants are instructed to view the posted material on the Edmodo platform at the beginning of each week. The researcher explains and reminds them that the online material is not only a supplement to the in-class writing practice, but also an important part of the course. At least twice a day, the researcher logs into Edmodo to answer questions, respond to language or technical writing questions, and review students' logs and digital activity. She often expresses gratitude to active students and encourages less active students to participate in the discussion thread. As a result, the course's instructional content is provided on Edmodo to supplement face-to-face classroom training for both groups. Weekly updates include PowerPoint slides, links, discussion forum questions and tasks, and multiple-choice self-assessment quizzes on writing skills. Additionally, on the discussion boards, a writing exercise on specific topics is posted for students to communicate with their instructor and other students. The following is a list of the writing skills that the online exercises will assess:

- Skills of sentence writing: Fragments and run-on sentences, comma splice, pronoun referent, conjunctions, irrelevant sentences.
- Paragraph writing skills: Writing topic sentences, thesis statements, supporting details, concluding sentences, types of paragraphs (introductory, concluding, descriptive, narrative, argumentative, compare contrast, persuasive ...etc.), cohesion and coherence, and using transitional words and phrases.
- Essay writing: Writing a thesis statement, an introduction, a concluding paragraph, writing explanatory, argumentative, compare-contrast, Cause effect essays.
- Writing Mechanics: grammatical structures such as subject-Verb agreement, transitions, conjunctions, tenses, capitalization; punctuation.

Over a period of six weeks, the implementation phase took place as both Pes and Pem groups received F2F instruction as well as online training via Edmodo. The course begins with an introductory week, after which the students' writing abilities are assessed. Weeks 1 and 2 are dedicated to writing Definition essays, with a special emphasis on drafting an introduction. Weeks 3 and 4 are dedicated to introducing explanatory essays, while weeks 5 and 6 are dedicated to compare and contrast essays, while week the seventh week corresponds with their Final Exam, and a post-test is given to both groups. Students take a writing test (posttest) as part of the course syllabus at the end of the semester after being exposed to various types of writing. Students must also complete three online multiple-choice language tests throughout the semester. The following writing skills are covered in the quizzes: There are 20 multiple choice items in the subject verb agreement section. Each of the questions is worth one point. For any error, students receive a quick explanation and correction. Transitions are the subject

of the second quiz. There are ten multiple-choice questions throughout all. The third consists of 10 comma splice and run on sentences. When students complete each quiz, they are given their total score. In addition, students of both groups are asked to complete four graded tasks through the discussion forum in which participation is compulsory. While the researcher examines the procedure, students are expected to make their thoughts on a frequent basis in an asynchronous online forum and to discuss and produce ideas with other students. Before presenting their final answers on the discussion forum, they must first discuss the subjects posted on the platform among their individual groups. These postings are then assessed in order to offer students with regular feedback.

Phase Five: Evaluation Phase

There are two types of assessments: summative and formative. Between phases and before implementing the kit, various forms of formative assessment are generated. They include the platform's pre-test, online quizzes, and discussion forums activities. Before the final version is submitted, this form of evaluation is used to improve education and strengthen students' writing skills (for the targeted competencies). Following the implementation of online teaching (which includes the final exam for the writing course as well as the post-test), summative evaluation will take place. This kind of evaluation evaluates the overall procedure. Data obtained from the summative evaluation usually helps in deciding the impact of the blended learning in general, and the online teaching learning experience in particular on students' writing achievement.

5- Data Analysis

To answer our first research question, we calculated the mean differences in students' achievement scores in the pre and post-tests of the two groups. Our aim was to investigate the effectiveness of blended learning in teaching writing in English as a foreign language in higher education. The SPSS program was used to calculate the means, standard deviations, and percentages of achievement scores for each group. The t-test was also used to investigate the relationship between students' pre-test and post-test scores.

Table 1. Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PEM 3RD YEAR G1 (pretest)	0,153	28	0,092	0,952	28	0,219
PEM 3RD YEAR G1 (postest)	0,116	28	0,200*	0,963	28	0,420
PES 3RD YEAR G1 (pretest)	0,179	22	0,063	0,948	22	0,293
PES 3RD YEAR G1 (postest)	0,114	22	0,200*	0,973	22	0,776

As Table 1 displays, we find that the significance value (Sig) for all data at the level of both tests is bigger than (0.05), and therefore the data follow a normal distribution. From this a parametric test is going to be used to further analyze our data:

Table 2. Paired Samples Statistics

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	PEM 3RD YEAR G1(postest)	14,1964	28	2,66437
	PEM 3RD YEAR G1(pretest)	11,3750	28	3,30369
Pair 2	PES 3RD YEAR G1(postest)	14,0568	22	2,06145
	PES 3RD YEAR G1(pretest)	11,5477	22	2,43073

As seen in table 2, we find that the arithmetic mean values in the dimensional measurement at the level of both cohorts exceed their counterpart in the tribal measurement, which indicates a clear positive impact of the experience. A Paired Samples Test is going to be used to make sure of the existence of statistical significance for these differences:

Table 3. Paired Samples Test

Paired Samples Test						
		Paired Differences		t	df	Sig (2-tailed)
		Mean	Std. Deviation			
Pair 1	PEM 3RD YEAR G1(postest) - PEM 3RD YEAR G1(pretest)	2,82143	1,79745	8,306	27	0,000
Pair 2	PES 3RD YEAR G1(postest) - PES 3RD YEAR G1(pretest)	2,50909	1,44070	8,169	21	0,000

From table 3, we deduce the following findings:

A- For the First Group (PEM)

The value of the test (T) equals (8.306) and the degree of significance (Sig) for the test is equal to (0.000), which is less than the significance level (0.05), and therefore there is a statistical significance for the test and from it there are statistically significant differences between the pre- and post-measurement. When comparing the arithmetic averages from the table 2 (Paired Samples Statistics), we find that the differences are in favor of the dimensional measurement, which indicates a positive and statistically significant effect of the treatment.

B- For the Second Group (PES)

The value of the test (T) equals (8.169) and the degree of significance (Sig) for the test is equal to (0.000), which is less than the significance level (0.05), and therefore there is a statistical significance of the test, and from it there are statistically significant differences between the pre- and post-measurement. When comparing the arithmetic averages from the table (Paired Samples Statistics), we find that the differences are in favor of the dimensional measurement, which indicates also a positive and statistically significant effect of the treatment. The means of the participants' post-test scores are higher than their pre-test scores. This demonstrates that increased exposure to online material leads to more effective use of language writing abilities

6- Discussion of the findings

The results of the research question have much in common with the results of the previous case studies, particularly with regard to student performance in mixed writing classes. Results showed that there was a significant difference in mean essay writing scores before and after the introduction of BL. The overall writing performance of the writing essay administered at the end of the intervention was higher than that administered beforehand, meaning that BL approach students actually had a positive impact on the writing performance. It could be attributed to the fact that students' motivation augments toward learning when they were presented to the same material in various with the aid of technology and simulation. In addition, the remarkable difference in the writing scores might be due to the teachers' use of extra writing tasks as all the online activities are additional ones related to the same topics tackled the classroom.

The online teaching learning experience had several benefits, including using multiple senses and addressing students' different learning styles via the exposure to different activities, strategies, and multi-media, which involved the use of pictures, texts, videos, a discussion forum, and PowerPoint slides. This improved students' learning skills, improved their writing, and created a continuous interactive atmosphere that increased their enthusiasm and interest in learning.

Most of the student's essays had a better organization in terms of the general statement and thesis statement in the introductory paragraph. Moreover, each body paragraph included a topic sentence, which was clearly and accurately specified. Their essays were reasonably well-structured. They were able to construct logical paragraphs in most cases. They included supporting information as well as appropriate transitional signals. Their compositions, however, featured minor grammatical errors. Their argumentative writings were comprehensible and engaging despite the inaccuracies because they demonstrated good content and structure.

These data are compatible with those obtained in previous Edmodo-based writing development research (Miftah M. Z., 2018, pp. 37-58.)(Purnawarman, 2016)(Shams-Abadi, 2015). The collaborative nature of Edmodo can be attributed to its positive impact on students' writing performance (Hankins, 2015). Edmodo provided EFL students with numerous opportunities to establish a stable platform for their collaboration while also increasing their motivation. It was also collaborative writing initiatives that helped students develop writing abilities and linguistic knowledge more successfully than working alone in F2F classes (Mulligan, 2011, pp. 5-10.). Furthermore, the implementation of a blended learning approach increased student interaction and urged them to become more motivated and autonomous learners. As a result, motivation and autonomy had led to enhanced writing performance (Liu, 2013). These findings reinforce the results found in previous research such as Al-Ahmad (2003), Hussin et al. (2015) and Cahyono and Mutiaraningrum (2016). These studies had

concluded that the integration of online learning elements in the writing class will help in creating non-threatening interaction chances among the students that urge them to work in groups as well exchange ideas in a less intimidating learning environment.

7- Recommendations:

Based on the humble findings of this study, some recommendations were sketched. First, it is worth noting that blended learning has to be viewed as an approach rather than a method as it includes theoretical principles of cognitivism, constructivism, and social situated learning. Thus, implementing this approach demands meticulous consideration of and a careful planning. Second, the use of the platform Edmodo in a blended approach appears to be the of the most appropriate tools for teaching writing to university students particularly in an EFL context as it offers several benefits that can cater for the deficiencies of traditional teaching method. Yet, deciding on the right blend is context-dependent in the sense that what fits a particular group of students might not fit another one. In this study, the blended learning was useful in a noticeable manner for students who are usually shy and inactive in the classroom. Third, technology is a tool and not an end, so face-to-face interaction with the teacher remains necessary and beneficial. Finally, decent training in ICTs tools for education is suggested for teacher staff if they are meant to develop efficient blended learning courses, for it is an intricate task that demands technical expertise as well as good management skills.

8- Conclusion

The present paper has proposed Edmodo as an educational alternative to teach Composition to university students in post Covid 19 world. As the virtual learning system was incorporated during COVID- 19 for the first time in the Algerian higher education context, it becomes imperative to reflect on the experience, rectify the errors, and improve the practices. By this, we remind that the use of multimedia into writing instruction is not going yield instant outcomes. However, if such techniques are maintained over a good period of time, they will result in satisfying learning results. As the researcher finds from this small-scale experimental study, instructors can benefit from their students' expertise in using social based networks to help them develop stronger writing skills in a multimedia-supported environment. At the end, the researcher suggests that the implementation of blended learning requires collaborative efforts from curriculum designers, university professors, supervisors, instructors, students, and the local community.

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