

## The Effectiveness of Flipped Learning Using the Social Network "Edmodo" (SNE) on Media Writing (MW) and Emotional Intelligence (EI) Skills among 8<sup>th</sup> Grade Female Students

Esmail Omar Hassounah\*, Rania Abdullah Abdulmunem\* and Asma Ramadan Mustafa\*\*

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**Abstract:** The purpose of this research is to investigate the effectiveness of flipped learning using (SNE) has on (MW) and (EI) skills among female eighth-grader students. In a quasi-experimental study, two groups of 71 girls from a public elementary school in Northern Gaza were formed. Each group completed a well-built pre- and post-test for their proficiency (MW) and (EI) skills. As a result of the study, it was found that the students in the experimental group had significantly more MW than the students in the control group. A comparison of the pre-post scores for the (MW) and (EI) instruments showed a significant improvement of students' performance. The post scores for the (MW) and (EI) instruments showed a significant difference between students in the control group and experimental group. It was concluded that integrating flipped learning with (SNE) improved students' (EI) capacity, and developed their of (MW) skills.

**(Keywords:** Edmodo, Emotional intelligence skills, Flipped Learning, Media writing, Sschool students' skills, Social learning network)

### Introduction

English has become the most important and widely used language in the era of the digital explosion. In achieving educational goals, it also works to consolidate intelligence knowledge skills through the actual application of these skills, as the performance of the EI is linked to what educational institutions call for modern trends in education through application so that students can access and express themselves and their opinions on social media for all of the world. Writing has been identified as a talent that many students in English language instruction environments struggle with (McKinley & Rose, 2022). Many of the challenges students confront stem from a lack of knowledge with academic discourses, genres, and citation practices (Abouzeid, 2021) which differ from one discipline to the next. Other writing difficulties include practical skills that apply to all fields, such as the inability to use (EI) in writing content in English for express themselves and their opinions in the social media for all world.

Due to the massive evolution in blended learning techniques, learners face some challenges in terms of academic achievement and developing skills that help

### فاعلية التعلم المقلوب القائم على الشبكة الاجتماعية أودمودو في تنمية مهارات الكتابة الإعلامية والذكاء العاطفي لدى طالبات الصف الثامن

اسماعيل عمر حسونة و رانيا عبد الله عبد المنعم، جامعة الأقصى، فلسطين.

أسماء رمضان مصطفى، وزارة التربية والتعليم، فلسطين.

**ملخص:** هدفت هذه الدراسة إلى الكشف عن فاعلية التعلم المقلوب القائم على الشبكة الاجتماعية أودمودو في تنمية مهارات الكتابة الإعلامية والذكاء العاطفي لدى طالبات الصف الثامن. استخدم الباحثون المنهج شبه التجريبي لتطبيق تجربة الدراسة على (71) طالبة من الصف الثامن الأساسي تتبع مديرية شمال غزة تم تقسيمهن إلى مجموعة تجريبية ومجموعة ضابطة، وخضعت المجموعتان لاختبار قبلي وبعدي. أظهرت النتائج القبلي والبعدي أدوات البحث (اختبار الكتابة الإعلامية ومقياس الذكاء العاطفي) تحسناً ملحوظاً في أداء الطالبات أثناء كتابة النصوص، وأظهرت مقارنة النتائج البعدي للمجموعة التجريبية والضابطة أدوات البحث (اختبار الكتابة الإعلامية ومقياس الذكاء العاطفي) وجود فروق دالة إحصائية لصالح المجموعة التجريبية، وأظهرت النتائج كذلك تحسناً ملحوظاً في مهارات الذكاء العاطفي وممارسة الكتابة الإعلامية لدى أفراد المجموعة التجريبية الذين مارسوا نشاطاتهم التعليمية بالتعلم المقلوب على الشبكة الاجتماعية أودمودو؛ مما يدل على أن التعلم المقلوب بالشبكة الاجتماعية أودمودو أدى إلى تحسين قدرة الطالبات في الذكاء العاطفي وتطوير مهارات الكتابة الإعلامية.

**(الكلمات المفتاحية:** التعلم المقلوب، شبكات التعلم الاجتماعية، الأودمودو، مهارات الذكاء العاطفي، مهارات الكتابة الإعلامية)

them integrate with the global digital (Huang, Han, Ming, Wang & Zhao, 2021), such as English writing and (EI) in English (MW) skills (Khalil, 2019), as some teachers refrain from using techniques and instructional tools that enhance learners' performance in writing and developing. The use of flipped learning in English language education via (SNE) can create a simple setting that eliminates academic difficulties, meets instructional goals, and increases students' (MW) skills and (EI) (Asmara, 2021).

\* Al-Aqsa University, Palestine.

\*\* Ministry of Education, Palestine.

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Media writing follows certain rules, such as following a formal, systematic structure and writing in a formal language, as well as having a logical organization (Mirza et al., 2022). Supriyadi (2021) Also said that (MW) must be objective and accurate, according to him. As a result, in order to attain formal (MW), pupils must at least have this (EI) capacity. What makes (MW) so difficult is that most students are unaware of writing conventions, which leads to plagiarism (Kurniawan & Surendro, 2018). Scholarly (MW) necessitates the capacity to synthesize a wide range of different types of knowledge in order to attract the target audience and produce an extended written discourse that is both linguistically accurate and socially appropriate. In addition to the above-mentioned intricacies of writing, students are required to use (EI) in English (MW), which is one of the 'extra' challenges for students. As a result, pupils must put in additional effort in order to study or acquire writing and English language skills.

Based on the 3<sup>rd</sup> researcher's experience teaching English to 8<sup>th</sup> grade students, a low level of writing ability was noticed, so this study highlights the effect of flipped learning using (SNE) in providing the learner with the skills of (EI) in (MW) of students in the English writing subject.

## Literature Review

### Flipped Learning Using (SNE)

The social learning networks are a new strategy in education. Feedback about Edmodo is important. It encourages students to share their ideas freely and without any limitations because they can always connect to them. In the process of using Edmodo for learning, students may have different opinions; whether it helps them to develop their writing skill or not. However, students who have a different opinion will have different responses towards the use of Edmodo in the learning process. The findings of this research might be a good evaluation of the use of Edmodo as a medium for teaching writing. (Asmara, 2021).

Edmodo is an educational website that takes the ideas of a social network and refines them and makes them appropriate for a classroom (Kahraman & Ozdamli, 2017). Paker and Doğan (2019) also describe that Edmodo as a private social platform that allows teachers and students to communicate and collaborate in a protected

environment. It allows the teacher and pupils to be linked to each other, allowing to a more intensive integration of the learning process. It allows the teacher and pupils to be linked to each other, and leads for a more intensive integration of the learning process. Teachers can also keep track of their pupils' interactions. Edmodo is simple to use in the classroom because its design is similar to that of Facebook, which students are familiar with. Based on those reasons, the purpose of Edmodo in this study is to use it as a medium for students to submit and publish their writing works so that their friends may see them and provide direct feedback. Students' writing skills should hopefully improve as a result of their use of Edmodo.

In the digital age, technology has influenced new lifestyles that are inextricably linked to technological devices. Technology, particularly in the Education sector, comprises a wide variety of features and benefits that users can appreciate. Teachers might embrace the introduction of this technology since it will allow them to use it as a learning medium that is more original and creative than non-technological media (Asmara, 2021). They can, however, employ their best for academic achievement if they go deeper into technology.

Flipped learning is one type of e-learning development. Flipped learning is a type of technological innovation whose application is centered on the field of education, where the paradigm is an amalgamation of cyberspace and the traditional classroom (Setyawan & Rohmah, 2021). Flipped learning has several characteristics, including content that is highly relevant to the learning objectives, the use of learning methods, such as presenting examples of exercises that can help students learn more effectively, the use of visual media and graphics to deliver learning material, and the ability to allow direct learning focused on the teacher (Capone et al., 2017). Edmodo is an example of flipped learning.

Edmodo, according to Paker and Doan (2019), is an e-learning platform that allows students to control their accounts exclusively for their students. Apart from that, the Edmodo site features a much safer application than other e-learning sites (Asmara, 2021). Puspitaloka and others (2018) believe that through using Edmodo, students will be able to explore learning more generally through technology, with one of which being the ability to share content, collect homework, participate in quizzes and debates, and provide feedback. Alka

(2020) also stated that Edmodo's ease of use as a learning tool, particularly for writing, would be very likely to be welcomed by students. With the use of this medium, teachers will be able to better leverage the use of technology and different types of media in the future. The applications will be increasingly diverse. More importantly, students must understand that the usage of Edmodo in the teaching process should be stressed so that they can maximize their use of this technology in the educational learning process (Paker & Doğan, 2019).

Furthermore, when educational activities were hampered owing to the development of the COVID-19 pandemic (C19P), the huge value of flipped learning utilizing (SNE) was recognized (Sefriani et al., 2021). Because all educational institutions, including colleges, schools and traditional laboratories, were closed during the (C19P), educators were urged to switch from face-to-face to virtual education. The professors used technology gadgets and digital resources to teach the theory classes of the English language topic online. On the other hand, teaching writing skills lessons was challenging for them. A natural experiment on learning loss during the (C19P) and the influence of emergency remote instruction on various grade pupils' writing. Skar & others (2020) present the usage of Edmodo to enable students with the option to accomplish specified writing skills during the COVID-19 epidemic. The results revealed that Edmodo aided pupils in comprehending their curriculum's theoretical topics. The virtual spaces generated by the (C19P), according to Kuyyogsuy (2022), should be used as a resource to strengthen the teaching and learning process.

The usage of Edmodo social learning networks for writing is thought to be more effective than traditional social networks (Asmara, 2021; Kurniawan & Surendro, 2018). This is supported by prior research, which has shown that Edmodo could be used effectively in writing classes (Mirza et al., 2022; Asmara, 2021; Alka, 2020; Paker & Doğan, 2019; Sofyan, 2017; Abadi & Merdad, 2015; Fauzi, 2015). that found that students who engaged in Edmodo-based learning had better writing results than those who did not utilize Edmodo.

### **Emotional Intelligence (EI)**

It's crucial to note that studying English in an environment that doesn't need it on a daily basis poses a variety of challenges that vary based on the individual's abilities. It's also worth noting that intelligence and academic talent aren't the only factors to consider when learning a language (Roudi & Reza, 2020). As a result, there has been a lot of interest in (EI) in the last few years (Aldawsari, 2020; Khalil, 2019; Kelly, 2020; Chalzum & Karman, 2017), which has been defined by Ayodele (2002) as the ability to understand feelings and emotions, determine whether they are positive or negative, and apply this information to thoughts and actions, as well as how it affects language learning. Some parts of EI, such as stress management, intrapersonal, and general mood abilities, may be required for academic performance, according to Fahim and Pishghadam (2007). As a result, it may be deduced that (EI) and high language acquisition performance are linked.

According to Zeidner & others (2009), the characteristics of (EI): personal and social competences are related to recognition as self-awareness (e.g., emotional self-awareness, accurate self-assessment, self-confidence) and social awareness (e.g., empathy, service orientation, organizational awareness), but they are also related to regulation as self-management (e.g. self-control, trustworthiness, conscientiousness), and rumination.

When a learner's individual EI qualities are improved, (EI) plays a critical role in improving communication abilities (Salar & Oroji, 2017). If students are taught the value of (EI), they will be better prepared to deal with anxieties, shyness, rage, anxiety and the pressures of learning obstacles. Since (EI) components like assertiveness, social responsibility, and flexibility are favorable indicators of critical thinking and the extent to which (EI) impacts writing (Afshar & Rahimi, 2014). Knowing and controlling one's own emotions, as well as being aware of and responsive to the emotions of others, will assist pupils in building productive skills, according to Khalil (2019). (MW). Finally, (EI) can be stated to play an important part in strengthening (MW) skills, inspiring students to write, and establishing an emotional environment rich in a range of tactics that encourage students to write creatively.

## **Media Writing (MW)**

The modern communicative English course that makes up the Palestinian English curriculum was created specifically for Palestinian schools. The 12 levels help students to become competent English users by methodically improving proficiency in the four language skills (listening, speaking, reading, and writing). The grades of seventh through twelfth continue to build on earlier knowledge, extend vocabulary and properly prepare students for the Tawjihi exam in grade 12.

With the help of regional and worldwide ELT specialists, English for Palestine was created. It adheres to the Ministry of Education's curriculum as well. It also offers systematic grammar instruction and skill improvement. Recycling and frequent revision are features designed into English for Palestine to boost confidence. In order to enhance the learning experience for the students, it also offers engaging and rewarding activities appropriate for each grade.

According to Bianchi and Razeq (2017), English is the first foreign language taught from the first grade through the university at the middle east and north Africa. In both oral and written communication on a global scale, English is very frequently utilized. According to Muramoto, et al. (2018), there are four skills that need to be developed: speaking, reading, listening, and writing. These abilities are split into two groups: receptive skills and productive skills. For most pupils, writing is the most crucial. If learners can master writing, they can master the other three language skills as well. Writing should improve and broaden one's capacity for speaking, listening, and reading (Doyle & Goh, 2014). The statement leads us to the conclusion that teaching writing will help to develop the other talents. Writing is one of the language's useful talents, and it is just as important for social interaction as other skills are (Nystrand & Himley, 1984). The realm of expression is writing. Students can convey their thoughts, feelings, hopes, and other things through writing (Autila, 2014). There is some point in writing for other writers. Knowing the goal will make it simpler for the students to choose the strategy needed to produce quality writing. Writing can serve a variety of general purposes, including those to inform or instruct, amuse or amuse, or persuade. It is necessary to teach and practice the art of writing. It is a process with many diverse parts, including vocabulary, grammar, and

mechanics (Randaccio, 2013). Because of this, these issues should be resolved by the English teacher. Many other sorts of paragraphs, including expository, descriptive, narrative, recount, and process, must be learned by the kids in writing activities in order to satisfy their demand for writing.

The 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> units of the eighth grade English curriculum are devoted to the development of various writing abilities, all of which are primarily geared at writing a formative letter. Instead of using nouns for the writing assignment in unit 10, the learner is expected to create a superb phrase employing the relative clauses who or which in a significant context. Students are expected to compose accurate sentences in the eleventh unit, complete with commas, full stops, apostrophes, and question marks. In the 12th unit, students should be able to write a whole formative business letter with high proficiency, demonstrating that they have mastered the writing techniques from the preceding units.

The primary goal of this study is to help the participants develop their writing skills in general and the social media writing abilities while they experience the most challenging childhood conditions possible in Gaza. Despite the fact that the world is changing in the twenty-first century and that they were all born during the Gaza Strip's harsh siege, none of them have ever left the nation or interacted with people outside. The eighth-graders are at the perfect age to learn how to communicate their feelings and emotions about the events that affect their daily lives as well as their personal experiences with Israel's attacks on Gaza. Through social media, this research study, which focuses on a group of young learners to be the young ambassadors of the pen to their peers abroad, enables them to talk and write to the world outside. To help them write truthfully about the appalling conditions of their lives and the tragic circumstance faced by the Palestinian children in Gaza as a result of the occupation, the ongoing aggression, and the siege imposed on Gaza since 2007 until the present, the writing skills, emotional intelligence, and media skills are taught for them as a combination.

## Research Questions

This study examines the effect of flipped learning using (SNE) on (MW)skills and (EI) for 8<sup>th</sup> grade female students. Specifically, the study attempts to answer the following five questions:

1. What are the skills of (MW) to be developed using flipped learning using (SNE) for the students?
2. What are the skills of (EI) to be developed using flipped learning using (SNE) for the students?
3. What is the flipped learning using (SNE) necessary to develop the skills of (MW) skills and (EI) among students?
4. What is the effect of flipped learning using (SNE) on (MW) skills of students?
5. What is the effect of flipped learning using (SNE) on (EI) skills of students?

## Significance of the Study

This is the first study in Palestine to show that flipped learning using the social learning network "Edmodo" can help students acquire (MW) abilities and (EI). Furthermore, because this virtual classroom study focuses on students, it can fill a vacuum in the literature by revealing how students might improve their (EI) in (MW). Understanding the impact of flipped learning using (SNE) on the development of (EI) abilities, its impact on students' English (MW) skills, and how it can be increased through the implementation of new teaching methods like the social learning network "Edmodo" can help teachers better meet students' needs. This research can also be used to assess how flipped learning utilizing (SNE) influences students' other cognitive skills when used in conjunction with other classroom learning techniques. Social networks such as "Edmodo" can be useful in a hurry, but they aren't always necessary. English teachers will return to the regular classroom once students have recovered from the learning deficit caused by the (C19P) years. When time is limited, flipped learning via the social learning network "Edmodo" may be a

good option to make up for learning losses caused by the (C19P), or they may provide a better learning opportunity for specialized (EI) English skills (MW). The long-term value of using the social learning network "Edmodo" should be weighed against the influence Edmodo has on students' English abilities and thinking. The data and findings from this report will be contributed to an ongoing study looking at how flipped learning using (SNE) can help students enhance their writing abilities and intelligence, as well as gain a better understanding of English themes, especially for writing skills.

## Methods

### Design

A quasi-experimental study with a pre-post-test design was applied on the study groups (control and experimental groups). This quasi-experimental study was conducted at three phases; a pre-intervention phase where the (MW)test and the (EI) scale were administered to the students; an intervention phase where flipped learning using (SNE) was employed in English Language education for the experimental group; and a post-intervention phase where the (MW)test and the (EI) scale were used to gather the required data.

### Participants

The current study was conducted in the second semester of 2022/2021, on the 8th-grade female students in Halima AlSaadya High School for Girls, a school for girls in the directorate of North Gaza. They were 72 female students whose ages ranged from 13 to 14 years old. The control group consisted of 35 students who learned English Language lessons in the conventional Study without using flipped learning (SNE). The experimental group consisted of 36 students who learned all English Language lessons using flipped learning using (SNE).

### Instrument of the Study:

This study used three instruments:

## A. The (MW) Test

**Table (1)**

*The (MW) test specification table*

Scope	Bloom Classification					Number of Question	%
	Remember	Understood	apply	Analyze	create		
Unit 10: Using Pronouns instead of Nouns		X				1. 2.3. 4	20%
1. To use the pronouns instead of nouns in the given sentence.						X 5.6.7.8	20%
2. To decide the correct relative clauses, use in the sentences.				X		9.10.11.12	20%
3. To decide the correct sentence in the structure of relative clauses.							
Unit 11: Commas, Apostrophes and Full Stops				X		13.14.15.16.17	25%
1. To choose the best answer in writing the commas, apostrophes and capitalism.							
2. To decide the given pronouns with helping verbs.	X					18.19.20	15%

This test was created in its original form, which consisted of 20 questions. It was given to a panel of reviewers and experts who were asked to share their thoughts and views on the test. Following that, the test was adjusted based on the reviewers' and specialists' comments and modifications, which helped to improve the test's quality until it was ready for exploratory application. Pilot research was conducted prior to the exam to establish the feasibility of the study, clarify misleading language, identify gaps in the questions, and verify the test's validity and reliability. The pilot study included 12 female students who were not part of the study sample.

### **The researchers verified the validity and reliability of the test instrument as follows:**

1. To determine the construct validity of the (MW) test and whether each item was correlated with its units, Pearson correlation coefficients were determined. Evans' criteria (correlation levels: trivial = 0.00-0.19, weak = 0.20-0.39, moderate = 0.40-0.59, strong = 0.60-0.79, very strong = 0.80-1.00) were used to analyze Pearson's correlation coefficients. The Pearson correlation coefficients ranged from (0.690-0.977), indicating that the test was internally consistent.
2. The reliability or internal consistency of the (MW) test was assessed using a Cronbach's alpha

test and a split-half reliability test. The half-test reliability coefficient and alpha Cronbach's coefficient were both determined to be 0.970 and 0.888, showing that the (MW) test has a high internal consistency.

Through the results of the reviewing process and the exploratory experience and the necessary adjustments procedures, the (MW) test has become in its final form of 20 items distributed on two domains.

### **B. The (EI) Scale**

The scale was prepared in its initial form, which consisted of 17 items that were presented to a group of specialists, experienced teachers and supervisors in the field of curricula and methods of teaching English Language in order to express their observations about the scale items and the extent to which the paragraphs represent the skills of (EI). Then the scale was modified according to the comments of the specialists. Before applying the test, a pilot study was conducted to determine clarify misleading questions, determine misunderstanding in the choices, and verify the validity and reliability of the scale. The sample size of the pilot study consisted of 12 female students outside the study sample.

**Table (2)**

*The (EI) scale specification*

Skills	Description	N. of paragraph	%
Self-Management	At the end of the project, the students are expected to be able to: 1. Select the best word which expresses the reality of the Gazans. 2. Decide whether the given sentences are true or false.	6	35%
Self-Awareness	At the end of this project, the students are expected to be able to: 1. Use some vocabulary accurately when speaking about the Palestinian Issues.	3	17.5%
Social-Awareness	At the end of this project, the students are expected to be able to: 1. Choose the best sentence which supports her social community around.	3	17.5%
Relationship Management	At the end of this project, the students are expected to be able to: 1. Tell her peers around the globe about the Palestinian suffering in Gaza.	5	30%

**The researchers verified the validity and reliability of the test as follows:**

1. To test the construct validity of the instruments employed in our study, the Pearson's correlation coefficient *r* of the scores of students' responses to an item with their overall scores was calculated. The Pearson correlation coefficients for all items varied from (0.656 to 0.970) in the study, demonstrating satisfactory validity.
2. The reliability or internal consistency of the (EI) scale was assessed using a Cronbach's alpha test and a split-half reliability test. The half-test reliability coefficient and alpha Cronbach's

coefficient were both determined to be 0. 629 and 0. 614, showing that the (EI) scale has a high internal consistency.

Through the results of the reviewing process and the exploratory experience and the necessary adjustments procedures, the (EI) scale has become in its final form of 17 items distributed on Four domains.

**C. A product list for the (EI) in (MW)**

The list was prepared in its initial form, which consisted of 18 items.

**Table (3)**

*A product list for the (EI) in (MW)specification table*

Domains	Number of Items	%
The structure of writing	10	55%
The (EI) in writing	8	45%
Total	18	100%

**We verified the validity and reliability of the test as follows:**

1. **The validity of list:** The list was presented to a group of specialists, experienced English Language teachers and supervisors in the field of curricula and methods of teaching English Language in order to express their observations about the list items and the extent to which the paragraphs represent the skills of (EI) in (MW). Then the list was modified according to the comments of the specialists. Before applying the list, a pilot study was conducted to determine clarify misleading paragraphs, determine

misunderstanding in paragraphs, and verify the validity and reliability of the list.

2. **The reliability of list:** The verify the reliability of the list was done through the sample size of the pilot study consisted of 12 female students outside the study sample evaluated by two experience teachers, where the percentage of agreement reached (81.1%) according to Cooper's equation, which indicates a high reliability of the list. After verifying the validity and reliability of the list, the list has become in its final form of 18 items distributed on tow domains.

## Procedural steps

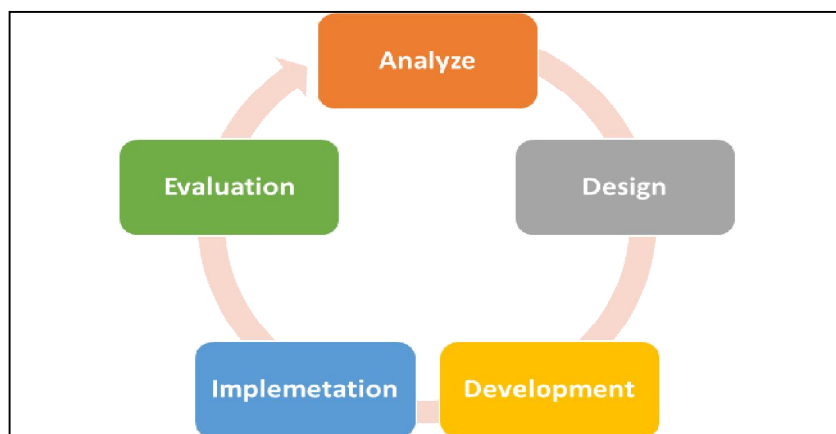
The current study aimed to investigate the effect of flipped learning using (SNE) on developing (MW)skills and (EI) for students according to the implementation of the general design steps (ADDIE) (Nuswantara et al., 2021), which included five stages: analyze, design, develop, implement and evaluation (Figure 1).

**Analysis:** At this stage, the tasks and the characteristics of participants were determined as follows:

I. The available resources of the learning environment were determined, as the target social network "Edmodo" is considered a suitable environment, which is one of the important media that helps the students to understand the material in the environment learning and solution to help the teacher in conveying and explaining the materials in a modern way that more fun and interesting. Edmodo is easily installed on computers, laptops and android. It is the social media network which collaborates and connect, share materials and get

**Figure (1)**

*ADDIE model of the present study*



**Design:** At this stage, a set of cloud computing programs and applications in designing (SNE) was used by the students based on the supervision of the teacher. These applications were:

- Classroom Edmodo.
- Google drive (google doc, google forms, google drawing, etc.) tools.
- YouTube site.
- Edmodo Forums.

access assignment, notices and grades. (Puspitaloka et al., 2018).

II. The characteristics of the participants of the study were determined, which is a sample of the students, consisting of 72 female students whose ages are between 13-14 years old. The control group consisted of 36 students who learned English Language lessons in the traditional Study without using flipped learning using (SNE). The experimental group consisted of 36 students who learned all English Language lessons using flipped learning using (SNE), who possess the basic skills to use computer applications and desire to learn through flipped learning

III. Content analysis: The content of the (Unit 10: Using Pronouns instead of Nouns, Unit 11: Commas, Apostrophes and Full Stops & Unit 12: Writing a Formal Letter) was analyzed from the English for Palestine book for the 8th grade.

**Development:** learning environment were designed using (SNE). Due to the availability of using, dependence Cloud computing. Then the experiments were presented to a group of specialists in the field of technology and English teaching to express their opinion and comments. Their recommendations and comments were taken into consideration to output the learning environment as required to achieve the objectives of Study.



**Implementation**

This process took 3 months, five meetings per week as follows:

1. The students were divided into two groups: control and experimental groups. The control group consisted of 35 students, and the unit's content was taught in the traditional classroom (Indoctrination). The teacher explains the lessons and performs the (EI) in (MW) in the case of available subject in the English for Palestine book. The experimental group consisted of 36 students, and the content of the unit's was taught using flipped learning using (SNE). The teacher performs the (EI) in (MW) in the case of available subject in and out the English for Palestine book.

2. During the pre-application period, a pre-test design was conducted on students, as they responded to the study instruments before using (SNE) in the increasing performs of (EI) in (MW). The results of the analysis demonstrated the homogeneity and equivalence of the two groups (Table 4). Therefore, we can transfer to the next step which represents the use of flipped learning using (SNE) in learning.

3. Training the students on how to entering and using (SNE) in the conduct of the flipped learning environment. The availability of mobile phones for the students that helped teachers and students move forward in the implementation stage. Teacher used participatory learning strategy which learning strategy appropriate to the nature of the experiment.

**Table (4)**

*Difference between the experimental and control groups in pre-test.*

Scope	Group (E <sup>a</sup> / C <sup>b</sup> )	N	Mean	SD	t	P value*
(MW)test	E	36	9.38	2.39	2.74	0.004
	C	35	7.97	1.91		
the (EI) scales	E	36	6.77	2.72	0.13	0.262
	C	35	7.51	2.75		

4. Evaluation: During the post-application period, a post-test design was conducted on students, as they responded to the study instruments after using flipped learning using (SNE) in the development learning (EI) in (MW) of experiments.

and Full Stops (To choose the best answer in writing the commas, apostrophes and capitalism, To decide the given pronouns with helping verbs); Unit 12: Writing a Formal Letter (To identify the parts of the formal letter, To write down a 5-sentence formal letter, To close the formal letter very well) was analyzed from the "English for Palestine" book of the 8th grade there are presented.

**Results**

**Answer (1<sup>st</sup>) Q:** In order to answer this question, The content analysis of the (Unit 10: Using Pronouns instead of Nouns (To use the pronouns instead of nouns in the given sentence, To decide the correct relative clauses use in the sentences, To decide the correct sentence in the structure of relative clauses); Unit 11: Commas, Apostrophes

**Answer (2<sup>ed</sup>) Q:** In order to answer this question, The (EI) skills were determined after reviewing previous studies such as (Kelly, 2020; Al-Dawsari, 2020; Khalil, 2019; Chalzum & Karman, 2017).

**Table (5)**

*Sub-skills related to (EI) skill*

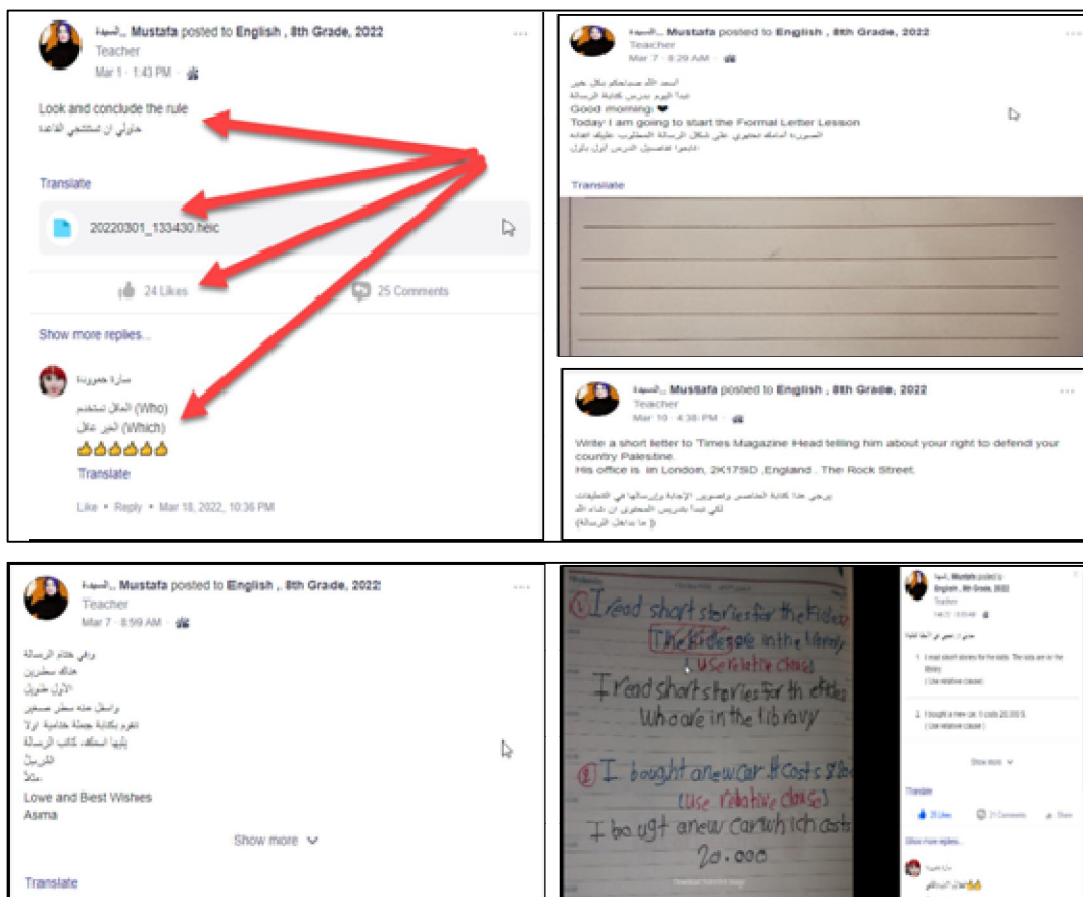
Skills	Definition
Self-Management	At the end of the project, the students are expected to be able to: 1. Select the best word which expresses the reality of the Gazans. 2. Decide whether the given sentences are true or false.
Self-Awareness	At the end of this project, the students are expected to be able to: Use some vocabulary accurately when speaking about the Palestinian Issues.
Social-Awareness	At the end of this project, the students are expected to be able to: Choose the best sentence which supports her social community around.
Relationship Management	At the end of this project, the students are expected to be able to: Tell her peers around the globe about the Palestinian suffering in Gaza.

**Answer (3<sup>rd</sup>) Q:** It is a social network "Edmodo" used by researchers in flipped learning, where different traditional learning was used to covered

all various English writing skills in the target units (Figure 2 and 3). In this unit (10, 11, 12) there are set of skills divided to 8 Lessons.

**Figure (2)**

Some of screenshot for the home page of (SNE) which used to interaction with the learning content by students in the current study.

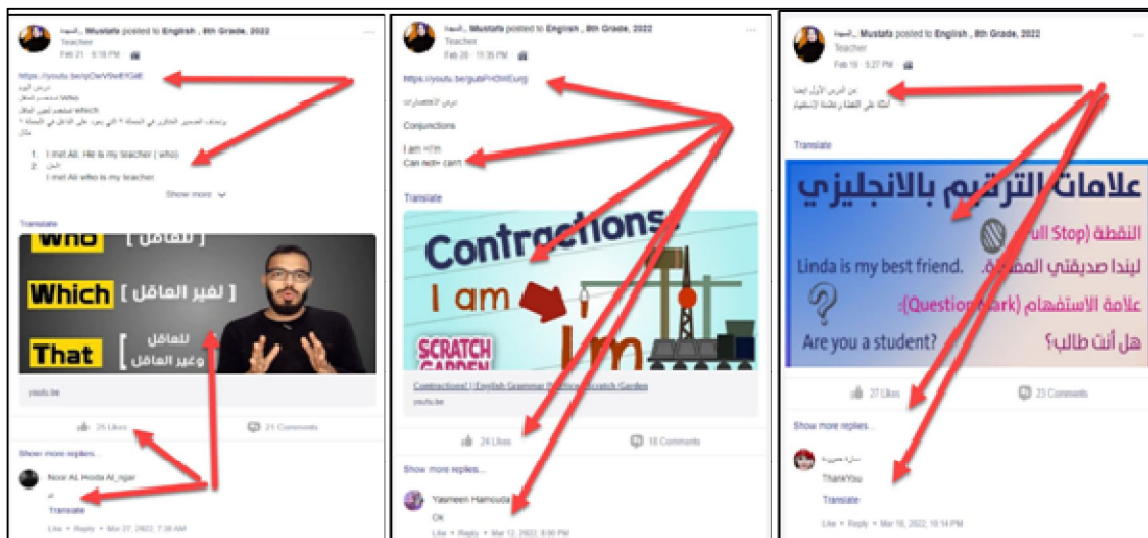


The social network "Edmodo" give teacher the opportunity to publishing the Various learning resources and learning activities reactions easily and excitingly. It can be used on their personal phones in school or home & display it inside the traditional classroom. Through Edmodo, which give students the opportunity to watch YouTube video and reactions with learning activities and

posting easily, Also, these Edmodo equipped with lessons and models for pre-prepared learning activities that can be modified, and various forms of English texts are provided with more than one formula. Some Text can develop (EI) in English (MW) and allows viewing student reactions with each other easily.

Figure (3)

Using (SNE) flipped learning in developing the (MW)skills of 8<sup>th</sup> grade students.



Answer (4<sup>th</sup>) Q: To answer this question, the researchers hypothesized two hypotheses:

H1: No significant differences between the mean scores of the control and experimental group in the (MW) test.

Table (6)

Difference between the experimental and control groups in the (MW) test.

Group (Ea / Cb)	N	Mean	SD	t	P value*
E	36	19.02	1.31	14.32	0.001
C	35	10.54	3.29		

H2: There is no significant difference among pre-test and post-test scores of students' (MW)test in the experimental group.

Table (7) shows the result of the comparison of the mean of pre-test and post-test of students in the experimental group. Paired-sample t-test results showed a significant difference between the mean

Table (7)

Comparison of the mean of pre-test and post-test of students in the experimental group (N=36).

Group	N	Mean	SD	t	P value*
Pre-test	36	9.3	2.39	18.33	0.001
Post-test	36	19.02	1.31		

\* P value was calculated using Paired Sample T-Test for paired samples.

In addition, the Black Modified Gain Ratio was calculated to measure the effectiveness of flipped learning using (SNE) in developing (MW) skills.

The results showed that students in the experimental group were significantly higher than students in the control group in the total mean score of the (MW)test (10.54 versus 19.02;  $p = 0.001, \eta^2 = 2.49$ ) (Table 6).

scores of the students in pre-test ( $9.3 \pm 2.39$ ) and post-test ( $19.02 \pm 1.31$ ) ( $p = 0.001$ ). The difference between the pre-test and post-test was 16.96, which was really different. It means that before and after this study by flipped learning using (SNE) has a significant effect on all (MW)test of the students.

Answer (5<sup>th</sup>) Q:To answer this question, we hypothesized three hypotheses:

H1: No significant differences between the mean scores of the control and experimental groups in the post application of the (EI) skills scale.

The results revealed that the difference in the mean scores of (EI) skills for the control group and experimental group was significant ( $p = 0.001$ ;  $\eta^2 = 3.38$ ). The mean scores of the students who used

flipped learning using (SNE) in their education ( $15.00 \pm 2.65$ ) were higher than students who studied in the traditional method ( $9.34 \pm 4.00$ )

**Table (8)**

*Difference between the experimental and control in the post application of the (EI) scale.*

Group (E <sup>a</sup> / C <sup>b</sup> )	N	Mean	SD	t	P value
E	36	15.00	2.65	7.03	0.001
C	35	9.34	4.00		

H2: No significant differences between the mean scores of the control and experimental groups in the post application of the (EI) in (MW)products.

The results showed that students in the experimental group were significantly higher than students in the control group in the total mean score of the (EI) in (MW) products (16.18 versus 11.25;  $p = 0.001$ ,  $\eta^2 = 3.89$ ) (Table 9).

**Table (9)**

*Difference between the experimental and control groups in the of the (EI) in (MW) products.*

Group (E <sup>a</sup> / C <sup>b</sup> )	N	Mean	SD	t	P value*
E	36	16.18	3.18	5.33	0.001
C	35	11.25	4.50		

H3: No significant difference among pre-test and post-test scores of students' (EI) skills scale in the experimental group.

scale ( $15.00 \pm 2.65$ ) was significantly higher than the pre-scale score ( $6.77 \pm 2.72$ ) ( $P = 0.001$ ). The post-test score of all (EI) skills was better than the post-test score.

The results showed that the total mean score of (EI) scale in the experimental group in the post-

**Table (10)**

*Comparison of the mean scores of pre and post scale for (EI) skills in the experimental group (N=55.)*

Group	N	Mean	SD	t	P value*
Pre-scale	36	6.77	2.72	12.89	0.001
Post-scale	36	15.00	2.65		

\* P value was calculated using Paired Sample T-Test for paired samples.

The results showed that the total mean score of (EI) skills scale in the experimental group in the post-scale ( $15.00 \pm 2.65$ ) was significantly higher than the pre-scale score ( $6.77 \pm 2.72$ ) ( $p = 0.001$ ). The difference between the pre-test and post-test was 12.89, which was really different. It means that before and after this study the flipped learning using (SNE) have a great effect on all (EI) skills scale of the students in this group.

were previously given a pre-test to determine the (MW)skills and the (EI) skills. At the end of the study, a post-test was conducted to determine the influence of the flipped learning using (SNE) on the skills of the (MW)skills and the (EI) skills of the students. Pretest to posttest enhancements in score of students improved their ability to build explanations that incorporated high level ideas for the (EI) in (MW), as evidenced by their tests scores & the level of (EI) in (MW) product.

**Discussion**

This study aims to identify the effect of flipped learning using (SNE) in developing the (MW)skills and the (EI) skills of students. In this study, a constructed (SNE) was used to educate the "English for Palestine" book lessons. Students

During the flipped learning using (SNE), students were guided to select the best word which expresses the reality of the Gazans, decide whether the given sentences are true or false, use some vocabulary accurately when speaking about the

Palestinian Issues and to choose the best sentence which supports her social community around and tell her peers around the globe about the Palestinian suffering in Gaza. The obtained results suggest that students were able to add normative ideas as well as enhance alternative ideas about (EI) in (MW)product. Digital content in Edmodo helped students to develop the ability to understand and control one's own and others' emotions through recognizing and controlling one's own and others' feelings (Park & Rhee, 2020); To Tell her peers around the globe about the Palestinian suffering by (EI) writing vocabulary accurately about the Palestinian Issues and the Palestinian suffering in Gaza

This study reveals the importance of using flipped learning using (SNE) in improving the knowledge and learning of creative experiments. Also, Edmodo helps you save time on tasks like assignments, communication, and sharing because it supports organization and discipline in learning, because it's simple to give feedback on students' work, as it saves the entire lessons process, and because the communication is simple, free, timely, and controlled. Furthermore, that Edmodo differs from social media sites in that it is education-focused and contains few or no distracting features, that it does not contain useless information or features such as advertisements, chat, or sharing. (Durak, 2017)

Edmodo should be utilized in conjunction with traditional face-to-face instruction. Social network applications in education provide a variety of benefits, including new collaboration methods, enhanced current classroom experiences, resource sharing in multiple formats, and so on. Edmodo was picked because it is less well-known and used, despite the fact that it offers a more secure and user-friendly platform than Facebook (Thongmak, 2013). So, the results indicate the positive impact of using the flipped learning using (SNE) on learning students and demonstrate that there is a need for the (EI) in (MW)in the primary schools in Palestine. (SNE) could improve the learning environment and provide students with more clear information. This confirms Roudi & Reza (2020) contention that (SNE) provides the opportunity to develop skills in the classroom. The reason for this finding might be the fact that students in the Edmodo practiced a lot and produced different items. This might have enabled them to develop of skills as the Required.

These results match with the results reported in the study of Alka (2020). They reported that the usage of Edmodo in writing class has a positive impact on solving problems in writing. Also, Fauzi (2015) reported that the Edmodo is beneficial for increasing students' writing skill in recount text. Durak et al. (2017) found that students who used Edmodo were more successful than those who did not. Based on this case, it could be stated that Edmodo had positive contributions to learners' academic achievements. Another study found that using (SNE) can positive response to the learning process (Ramadhani, 2017). In terms of student engagement, the use of flipped learning methods that incorporate Edmodo media is effective & beneficial (Dala & Sarkim, 2020).

There are several explanations for the improvement in (EI) in (MW) for students who use flipped learning with the social network "Edmodo". Including the fact that it offers students with tools and focuses on the value of social connection and observing. Person-to-person conversation and the linguistic interactions that take place in Edmodo are responsible for language development (Lomicka & Lord, 2016). Also, Edmodo is including their ability to promote learning community building, collaboration, contemplation, and quick access to learning (Bower, 2017). Moreover, Students can benefit from Edmodo because it can save time for assignments, communication, and sharing, as well as because it can support organization and discipline in learning, because it is simple to provide feedback on students' work with Edmodo, because it saves the entire course process, and because communication is simple, free, timely, and controlled (Durak, 2017). In addition, recent research has indicated that learning flipped learning via social networks such as Edmodo in English education increases skill mastery of numerous subject classes and develops (EI) skills in media text composition (Sotska & other, 2018); (Laili & Nashir, 2018; Xodabande, 2017; Fauzi, 2015).

According to experts and educational supervisors, flipped learning in English using (SNE) improves students' academic achievements and performance because it allows them to build and create novel knowledge, internalize information, improve skill performance, motivate and guide students, self-evaluation based on the recorded data, and reduce the amount of time spent

learning. (Sotska & other, 2018; Laili & Nashir, 2018; Xodabande, 2017; Sofyan, 2017; Fauzi, 2015; Taylor, 2015). All mentioned above factors assist students in deeply performing, recovering, and reperforming the abilities of the targeted media English text by (EI), resulting in a high score and improved academic performance when compared to the pre-period study (Yunita, 2020; Laili & Nashir, 2018; Sofyan, 2017).

The results clearly showed that flipped learning using (SNE) dramatically improved pupils' capacity to write media material. It suggests that flipped learning using (SNE) had a significant impact on all writing media text and (EI) skills of the students before and after this study. By using (EI), pupils were able to greatly improve their capacity to compose media texts. This suggests that flipped learning via (SNE) had a significant impact on the students' writing, media text, and (EI) skills both before and after this study. Students produce content by using their (EI) to feel a Palestinian issue circumstance and using a cognitive process to choose significant words and terms. This is due to the fact that exploiting the social network in flipped learning becomes easier as the number of options grows. (MW) learning aids in the development of (EI) skills in students, especially when active learning methodologies such as flipped learning employing social media in education are used. This finding can be explained by the fact that they are seen as excellent instruments for inspiring pupils to study in a realistic learning environment while posing no constraints. Students use a well-planned curriculum to engage in the learning process in order to build life skills, including (EI) abilities. Students' (EI) skills in all media contexts improved as their learning confidence grew and they learnt how to learn in a flipped learning using the social network.

A quasi-experimental study with a pre-post-test design was applied to the study groups (control and experimental groups). This quasi-experimental study was conducted in three phases: a pre-intervention phase where the MW test and the EI scale were administered to the students; an intervention phase where flipped learning using SNE was employed in English language education for the experimental group; and a post-intervention

phase where the MW test and the EI scale were used to gather the required data.

Overall, through flipped learning methodologies, the study discovered a number of essential elements of (MW) text learning. To begin, the findings suggest that employing flipped learning as an instructional strategy helps students achieve their performance learning goals. As a result of the flipped learning experience, students learn how to acquire skills by going through a process, evaluating their knowledge, and applying what they've learned (Yunita, 2020). which proved that when a specific application is taught in a contextual manner, students learn more effectively. As a result of the application of flipped learning utilizing SNE in education, the results demonstrated that the educational experience was associated with greater self-confidence and (EI) in (MW) skills (Sofyan, 2017).

Moreover, students have a fantastic opportunity to understand the steps of (MW) using (EI) abilities and gain experience via practice; as a result, they have improved their (EI) in (MW) skills. (EI) is a life skill that aids students' development and is influenced by a number of circumstances. Throughout this stage, flipped learning apps let students integrate (EI), such as Palestinian issues, situational events, facts, pictures, and fiction, with real-life situations in order to improve (MW) skills.

Finally, some English classes include reading, writing, and listening skills because students find it difficult to perform them and, as a result, grasp and memorize them. It is critical to put these skills to use in order to improve pupils' academic performance in the English language topic.

## **Conclusion**

It was concluded that employing flipped learning with the social media platform "Edmodo" improved students' scientific understanding, scientific method, (MW) ability, and (EI) skills. (MW) and (EI) skills have increased differently in the two groups of students. This shows that teaching English language skills through flipped learning and (SNE) improves students' ability to solve issues, compose media material, and apply (EI) capabilities.

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