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EFL Writing Instruction: An Innovation in Collaborative Writing Practice Assisted with Edmodo Digital Platform

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Education is not the learning of facts, but training of the mind to think.

—Albert Einstein

Abstract

The Coronavirus Disease (Covid-19) pandemic affects the teaching and learning process and raises problems. To tackle the problems with my Essay Writing class, I took action innovatively to run online learning by taking an *Edmodo* digital platform as a space for virtual learning. The digital platform with innovations helped the students engage in online collaborative writing and improved their writing skills. This chapter discusses how I could run the writing class successfully as my best practice integrating *Edmodo* digital platform into collaborative writing in online learning during the pandemic. This chapter lies under the theoretical frameworks of social cognitive learning and collaborative learning that postulate knowledge of student learning outcomes emerging from social experiences and observations in learning activities. Some innovations I made in the writing class assisted with the *Edmodo* digital platform were carried out through teaching scenarios in three parts of the course during one semester: part one focusing on *Edmodo* use in collaborative writing, part two centering on essay writing theory, and part three concerning essay writing practice. Based on the implementation of collaborative writing instruction with the *Edmodo* digital platform, I can reflect on my writing instruction as follows: the online collaborative writing instruction was very useful due to learning features and some innovations, *Edmodo* as a potential instruction tool can be applied for future application in post-pandemic with modification, and the modification should stress on the practical and technical ways to encourage all team members in collaborative writing learning engagement in *Edmodo* small group where the social cognitive learning through collaborative learning can be applied.

Keywords: collaborative learning, *Edmodo* digital platform, EFL writing class, social cognitive learning, technology-enhanced collaborative writing

INTRODUCTION

Teaching and learning English as a foreign language during the Coronavirus Disease (Covid-19) pandemic is very challenging for teachers and students. Many issues emerged from them when applying online learning (Atmojo & Nugroho, 2020; Cole et al., 2021; Mpungose, 2022; Ni et al., 2021). From teachers' perspective, it tends to be crucial to manage the class, utilize the technology they do not have previous experience with and apply teaching strategies according to the technology integration (Mpungose, 2022). Similarly, in the students' view, they feel it is harder to learn from home, particularly those who do not understand technology as instructional support (Ni et al., 2021). They tend not to be actively engaged in online learning practice (Cole et al., 2021). Moreover, they tend to be forced into online classes due to emergency conditions throughout the pandemic (Atmojo & Nugroho, 2020). However, whatever problems arose in the class during the pandemic, the show must go on. English classes in Indonesia must go online with many challenges, and there should be problem-solving to tackle crucial learning conditions (Atmojo & Nugroho, 2020). Throughout the pandemic, the students were encouraged to practice collaborative writing in the writing class. However, in the practice of online collaborative writing, they faced problems of how they could work well together to write in online learning during the pandemic. Therefore, the potential solution is how teachers can innovatively and effectively facilitate online learning. Teachers should include technology integration in language learning in collaborative learning, such as writing in English (Chen et al., 2022; Shih, 2020; Su et al., 2018), the so called technology-enhanced collaborative writing (Zhang & Zou, 2021).

To integrate technology in English language learning, particularly in my Essay Writing class offered for the third semester students of the English Education Department at Institut Agama Islam Negeri Palangka Raya in Central Borneo, Indonesia, I used *Edmodo* digital platform as a space of virtual learning for my online class. As a potential technological tool, *Edmodo* can be used as an online learning platform (Balasubramanian et al., 2014) to help students work collaboratively in the writing class. It also serves as a learning management system for online learning because it facilitates learning management systems (Cobanoglu, 2017). Moreover, the *Edmodo* learning management system can

significantly and positively affect students' English, particularly writing skills (Miftah, 2018; Qaddumi, 2021). Therefore, this chapter discusses how I could successfully run my essay writing class as my best practice that applied collaborative learning during the pandemic.

This *Edmodo*-based innovation was designed in writing instructions during one semester, such as creating *Edmodo* small groups as a new feature, grouping the students into *Edmodo* small groups, sharing ideas by revising and editing peer's drafts through the "Edit Post" facility in *Edmodo* small group, and linking/sharing/posting instructions of the essay writing process in assignment column to *Edmodo* small group to facilitate students for writing learning engagement in online collaborative writing. The rationale behind the current topic is that students in higher education benefit from online collaborative writing in improving writing quality due to challenges emerging from the collaborative process (Chen et al., 2022). Collaborative writing improved students' critical thinking skills (Moonma & Kaweera, 2022), influenced the quantity and quality of second language learning opportunities (Zhang, 2022), and socioculturally affected their works in terms of writing accuracy (Le, 2022). In addition, the incorporation of *Edmodo* in collaborative writing enhanced students' interest and motivation in English writing when used *Edmodo* features (Asmara et al., 2021), social and cognitive engagement (Cobanoglu, 2017), and writing engagement (Yusuf et al., 2018). In the process of active interaction and communication in small groups, students could accomplish their writing tasks and produce high-quality essays. Hence, this chapter's topic is paramount to discuss for the insightful contribution to English language teaching and learning, particularly writing in English.

THEORETICAL FRAMEWORK

Applying Social Cognitive Learning Theory through Collaborative Learning

This chapter lies under the theoretical frameworks of social cognitive learning (Bandura, 1986, 1989, 2008) and collaborative learning (Dewey, 1916). In the conceptual structure of the social cognitive learning theory introduced by Albert Bandura in 1986, students' activities in a learning process depend on interaction influenced by social cognitive factors (Bandura, 1989). This

theory asserts that students learn from various experiences and observations of other people (Jiang et al., 2017; Money, 1995). Students' activities do not depend on their knowledge in the early stages of learning, but it is an entity of their actions (Bandura, 2008; Schneider et al., 2022). Thus, this theory postulates that knowledge of student learning outcomes emerges from social experiences and observations in learning activities. Students' knowledge will significantly improve by engaging in social environments such as collaborative groups and observing their attitudes and behavior during collaborative learning activities.

In the collaborative learning framework introduced by John Dewey in 1916, students should have partners in the collaborative group as a mirror of society and a learning laboratory about real life (Dewey, 1916). Collaborative learning involves students interacting and relating to each other in meaningful learning to achieve the same goal through sharing knowledge and monitoring learning (Isohatala et al., 2019) for learning enhancement (Su & Zou, 2020). Students engaged in cognitive, social, and social-emotional processes, which dynamically shape group performance to achieve the same learning goal (Schneider et al., 2022; Trigueros, 2019) as an important outcome. However, the more important is to look at how collaborative groups process information (Lange et al., 2020). Hence, learning success will appear when group members process information effectively and contribute to the learning goal achievement (Kirschner et al., 2018) and knowledge improvement (Baker et al., 2021).

The collaborative learning applied in my essay writing class, the so-called collaborative writing I discuss in this chapter is a writing training that relies on the idea behind cognitive learning theory. Its application is tied to the social cognitive learning theory (Bandura, 1986) conducted by engaging students in collaborative groups assisted with *Edmodo* digital platform (Cobanoglu, 2017; *Edmodo*, 2021). In practice, team members are free to introduce and share their ideas to learn from each other to produce well-structured composition (Lin, 2021; Rahimi & Fathi, 2021; Zheng et al., 2015). Hence, the culture developed in the collaborative group gives positive encouragement to team members to gain writing knowledge (Zhang & Zou, 2021), to improve skills in writing (Le, 2022) and critical thinking (Moonma & Kaweera, 2022).

Incorporation of *Edmodo* Digital Platform in Collaborative Writing

Edmodo has been introduced as a social networking tool and an alternative online learning tool since 2008. It has developed into real practices in the virtual community, the so called *Edmodo* digital platform (*Edmodo*, 2021). The platform can be used as an online learning management system due to its pedagogical features for learning activities (Ma'azi & Janfeshan, 2018; Nami, 2020; Safdari, 2021). In general, today's learning practice is the *Edmodo* learning management system (Cobanoglu, 2017; Qaddumi, 2021), which can assist online collaborative writing practice. While in my writing class, the *Edmodo* learning management system could help students in collaborative writing practice in online learning throughout the pandemic.

The practice of collaborative writing assisted with the *Edmodo* digital platform in student-centered learning has a positive impact on improving students' writing. Altunkaya and Ayranci (2020) found that it improved the quality of students' writing with different improved elements due to the availability of discussion facilities in idea sharing, interaction, and collaboration with others to avoid the same mistakes during the writing process. Collaborative writing contributes to producing quality writing (Chen & Yu, 2019; Zhang, 2022) and quantitatively helps students be more productive in writing and finally improve their writing skills (Al-Naibi et al., 2018). It leads them to the practice of critical thinking through reviewing, analyzing, and evaluating the draft and producing written texts (Loes & Pascarella, 2017).

Incorporating *Edmodo* digital platform in collaborative writing yields successful learning in the English writing class (Altunkaya & Ayranci, 2020; Ma'azi & Janfeshan, 2018; Safdari, 2021). The incorporation encouraged students to participate and interact with group work members (Anwar, 2021; Asmara, 2021), produce good writing, and contribute to self-regulated learning and self-efficacy in writing (Rahimi & Fathi, 2021). However, there should be innovation in terms of technical ways for easier practice, emphasizing students' learning engagement. Therefore, teachers should innovate their online classes by applying technology-enhanced collaborative writing using the *Edmodo* digital platform (Chen et al., 2022; Shih, 2020).

Implementation of Collaborative Writing Instruction with Edmodo Digital Platform

In this section, I present my teaching experience in implementing writing instruction with *Edmodo* digital platform in collaborative writing. Teaching writing assisted with *Edmodo* digital platform in collaborative writing was conducted in the essay writing class. The students who participated in the online learning were the second year undergraduate students participating in the course offered in the third semester of the 2021-2022 academic year. Their language skills were categorized into the intermediate level. The course was held once a week for 16 weeks, with each class session lasting for 100 minutes in an online class assisted with *Edmodo* digital platform synchronously and asynchronously. The course objective was particularly intended to help students develop paragraphs into an essay in English through the development of essay structure by providing them with the knowledge of how to write essays through the theory and practices of building a good essay. The writing practices began from writing a five-paragraph essay to writing various types of essays, particularly focusing on expository and cause-effect essays due to the restricted time for writing practices in online learning mode. Collaborative learning approach (Dewey, 1916) was applied during the writing class in student-centered learning with a process to engage students in online interactive and collaborative writing assisted with *Edmodo* for enhancement of their writing abilities and essay writing production. This collaborative writing practice also was tied to the idea behind the social cognitive learning theory (Bandura, 1986) to engage students in collaborative groups assisted with *Edmodo*. At the end of the course, the students' writing skills in writing essays significantly improved. Their writing skills' improvement was indicated from my observation during online collaborative writing practice and the analysis of the students' essay drafts until the revised and edited drafts to be the final writing product. There was a change in the quality of their writings during the writing process in collaborative writing practice assisted with *Edmodo* digital platform.

The writing teaching in collaborative writing assisted with *Edmodo* ran well through the teaching scenario conducted in online learning during the pandemic. The teaching scenario includes three parts of the course: part one focusing on *Edmodo* use in collaborative writing, part two centering on essay writing theory,

and part three concerning essay writing practice. The instruction in the classes began with *part one of the course: on Edmodo use in collaborative writing*. In this part, all the students in the writing classes were introduced and trained to use *Edmodo* as a digital platform for collaborative writing learning. In *Edmodo* practice, I provided them with guidelines on how to use *Edmodo* so that they could practice it easily.

In *part two of the course: on essay writing theory*, I brought the students to be familiar with essay writing. They were introduced to the theory of how to write an essay and of making steps of writing essays through the writing process in collaborative groups assisted by *Edmodo*. I created the small groups manually to facilitate students' collaborative writing groups since *Edmodo* did not provide a particular feature for automatic grouping. In this part, the students were expected to have comprehensive ideas of the essay writing to make a practical action in the writing production.

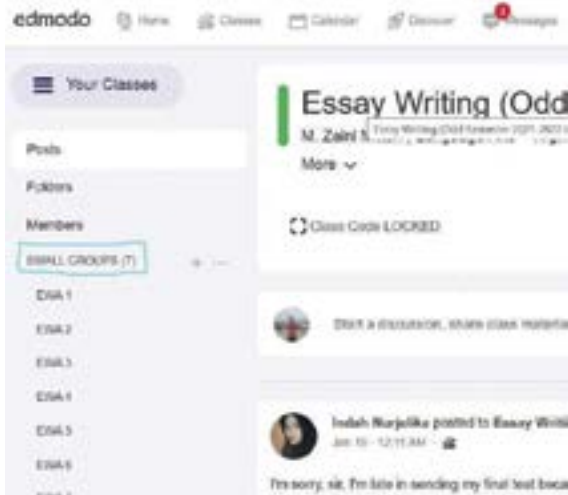

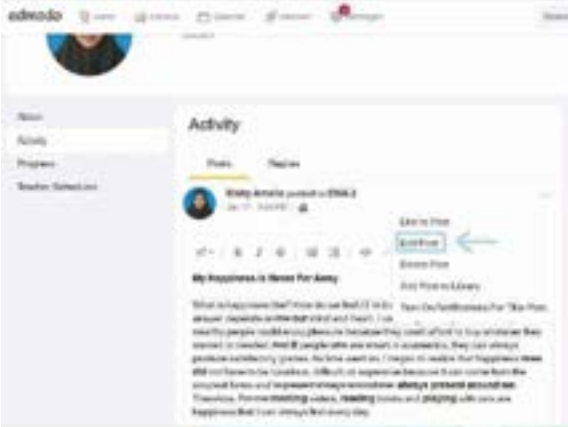
Lastly, in *part three of the course: on essay writing practice*, I led the students to practice writing several kinds of essays. I developed the teaching materials and instructions to facilitate easy writing practices before carrying out each meeting. They were guided into practices beginning with modeling writing a five-paragraph essay in collaborative writing practices. Finally, they could accomplish their work on cause-effect essay writing collaboratively. The three parts of the scenario are shown in Figure 1.



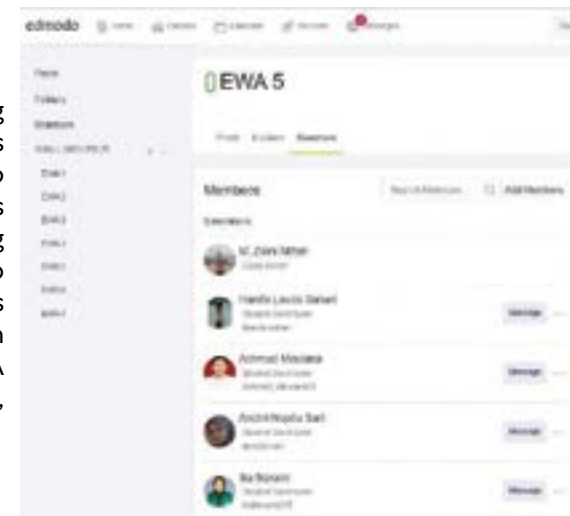
Figure 1. Three parts of the teaching scenarios

To highlight the innovations developed in collaborative writing practice assisted with Edmodo digital platform, I show the examples of innovations developed in the stages of the courses, such as creating a new feature of grouping in Edmodo small groups and grouping the students into Edmodo small groups and put them into small groups of 3 or 4 were conducted in part one of the course, developing a five-paragraph essay by linking the post to Edmodo small group was carried out in part two of the course, and sharing ideas by revising and editing peer's draft through the "Edit Post" facility in Edmodo small group and linking/sharing/posting instructions of the essay writing process in assignment column to Edmodo small group were employed in part three of the course. The examples of innovations in collaborative writing assisted with the Edmodo digital platform are shown in Table 1.

Table 1. Examples of Innovation in Collaborative Writing Assisted with Edmodo Digital Platform

Stages of the course	Activities	Examples
Part one	Creating a new feature of grouping in Edmodo small groups.	
Part two	Developing a five-paragraph essay by linking the post to Edmodo small groups.	
Part three	Sharing ideas by revising and editing peers' drafts through the "Edit Post" facility in Edmodo small groups.	

Part one
Grouping the students into Edmodo small groups and putting them into small groups of 3 or 4 (on EWA 1, EWA 2, EWA 3, etc.).



Part two
Developing a five-paragraph essay by linking the post to Edmodo small groups.

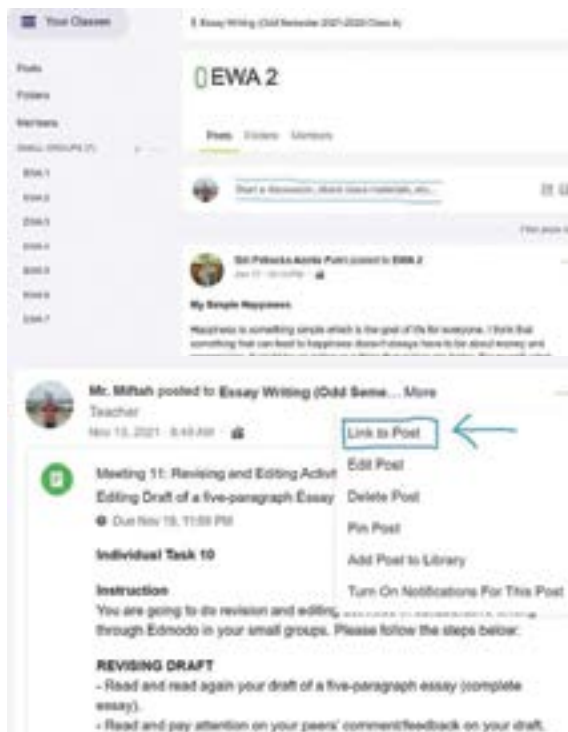


Part three
Sharing ideas by revising and editing peers' drafts through the "Edit Post" facility in Edmodo small groups.



Part three

Linking / sharing / posting the essay writing process instructions in the assignment column to Edmodo small groups.



Part One of the Course: On Edmodo Use in Collaborative Writing

In this part, all the students in the writing classes were introduced and trained to use Edmodo as a digital platform for collaborative writing learning in meetings 1 and 2. The students were trained to use Edmodo to focus on learning in collaborative groups through the steps: (1) welcoming and introducing to Edmodo, (2) grouping into Edmodo small groups, (3) introducing Edmodo features, (4) submitting tasks into Edmodo, and (5) collaborative writing in Edmodo small group. The activities of part one of the course in meetings 1 and 2 are shown in Table 2.

Table 2. Activities of Part One of the Course (Meetings 1 and 2)

Steps	Sub-steps	Online Learning Mode
Step 1: Welcoming and introducing to Edmodo	1.1 Create a student account.	Synchronous
	1.2 Login to Edmodo.	
	1.3 Join a class group using the class code.	
	1.4 Complete profile.	
Step 2: Grouping into Edmodo small groups	2.1 Create Edmodo small groups.	Synchronous and Asynchronous
	2.2 Put students into Edmodo small groups of 3 or 4.	
	2.3 Check all members of the Edmodo small groups.	
Step 3: Introducing Edmodo features	3.1 Show the name of Edmodo features.	Synchronous
	3.2 Tell about the features function.	
Step 4: Submitting task into Edmodo	4.1 Post a task in the assignment column.	Asynchronous
	4.2 Upload a task in the assignment column.	
Step 5: Collaborative writing in Edmodo small groups	5.1 Get into an Edmodo small groups.	Asynchronous
	5.2 Write or post the draft in the Edmodo small groups.	
	5.3 Share ideas by writing sentences to develop the drafts.	
	5.3 Discuss the draft with peers to develop the drafts.	
	5.4 Give comments or feedback on peers' drafts.	

The first step of the activities was welcoming and introducing students to the Edmodo account. In this step, the students were trained to create an Edmodo account (see Figure 2), login to Edmodo, join the class group (named, e.g., Essay Writing [Odd Semester 2021-2022 Class A]) using the class code (see Figure 3), and complete their profiles. The activities were conducted in synchronous learning. To do so, I initially provided them with the guidelines on how to use Edmodo through the written instruction

asynchronously using another medium, *WhatsApp* Group. This guideline led them to the right way of using *Edmodo* collaborative writing practice.

The second step was grouping the students into *Edmodo* small groups through the sub-steps: create *Edmodo* small groups (named, e.g., EWA 1, EWA 2, EWA 3, etc.), put the students into *Edmodo* small groups of 3 or 4 (students are put on the *Edmodo* small groups of EWA 1, EWA 2, EWA 3, etc.), and check all members of the small groups for clarity of fixed member of the small groups. The activities were carried out through both synchronous and asynchronous learning. This step aims to guide the students in the grouping for collaborative works in the *Edmodo* management system (Chen et al., 2022).

The third step was introducing *Edmodo* features for learning management, the so-called *Edmodo* learning management system (Cobanoglu, 2017; Qaddumi, 2021). The sub-steps were as follows: show the name of features (such as classes, small groups made by the teacher, posts, assignments, and quizzes), tell about the function of the features (*classes* functioned as a class group where all members gather, *Edmodo small groups* functioned as a group for collaborative writing activities, *posts* functioned as a forum for posting information and discussion for the class group, *assignment* functioned as a place where the teacher could post a task instruction and students could submit the task, and *quiz* functioned as a place where the teacher can post a quiz for learning enrichment and formative assessment). All the activities were done in synchronous learning.

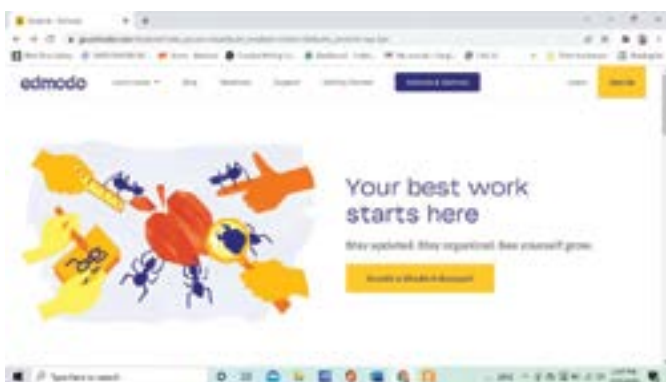


Figure 2. Creating a student account of Edmodo

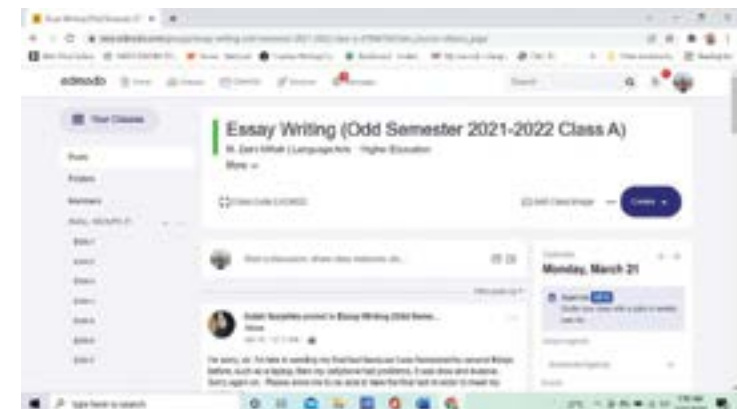


Figure 3. A class group for writing class assisted with *Edmodo* digital platform

The next step was submitting tasks dealing with how students could submit their tasks. Two sub-steps were given to do so in asynchronous learning: posting task (students were asked to try to post their task in the assignment column) and uploading task (students were asked to try to upload their task in the assignment column). Finally, the last step was introducing collaborative writing through *Edmodo* by following the sub-steps: get into an *Edmodo* small group made by the teacher, write or post their draft, share ideas by writing sentences to develop the drafts through the "Edit Post" facility, discuss the drafts with peers to develop the drafts, and give comment or feedback on peers' drafts in their small group. In this step, students were asked to write a sentence or paragraph of the draft led by the teacher, share their ideas by writing sentences to develop the drafts, and give comments or feedback on their peers' drafts for revision. All activities in this step were conducted in asynchronous learning. The example of a small group made by the teacher for collaborative writing is shown in Figure 4.

Part Two of the Course: On Essay Writing Theory

In this part, I brought the students to the theory of essay writing so that they would be familiar with essay writing. All students were introduced to the theory of how to write an essay and to make steps of writing essays through the writing process in collaborative groups assisted with the *Edmodo* digital platform in meetings 3 to 8. I introduced the essay writing theory to the students through the steps as follows (1) introducing elements of a short essay, (2)

developing a five-paragraph essay, and (3) understanding unity and coherence in an essay. The activities of part two of the course in Meetings 3 to 8 are shown in Table 3.

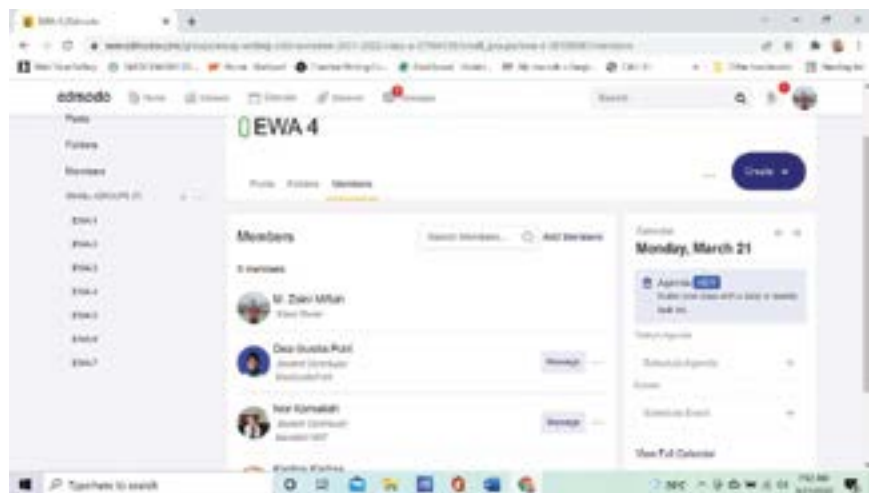


Figure 4. Example of a small group (EWA 4) made by the teacher for collaborative writing

Table 3. Activities of Part Two of the Course (Meetings 3 to 8)

Steps	Sub-steps	Online Learning Mode
Step 1: Introducing elements of a short essay	1.1 Review of short essay structure.	Synchronous and Asynchronous
	1.2 Identify elements of the short essay.	
	1.3 Identify the introduction element.	
	1.4 Identify body paragraphs element.	
	1.5 Identify the conclusion element.	

Step 2: Developing a five-paragraph essay through Edmodo	2.1 Examine an introduction.	Synchronous and Asynchronous
	2.2 Make an introductory paragraph.	
	2.3 Examine body paragraphs.	
	2.4 Write body paragraphs.	
	2.5 Examine a conclusion.	
	2.6 Write a concluding paragraph.	
Step 3: Understanding unity and coherence in an essay	3.1 Unity within a paragraph.	Synchronous and Asynchronous
	3.2 Edit for unity.	
	3.3 Unity within an essay.	
	3.4 Use transition expressions for coherence.	
	3.5 Identify coherence.	
	3.6 Order ideas for coherence.	
	3.7 Use pronoun reference for coherence.	
	3.8 Use parallel forms for coherence	

The first step was introducing the elements of a short essay through synchronous and asynchronous learning. It followed sub-steps to do so. Initially, I asked to review a short essay structure with three basic parts: an introduction, one or two body paragraphs, and a conclusion. The class was equipped with the course book *Effective Academic Writing 3: The Essay* written by Davis and Liss (2012), and I posted it on the Edmodo class group to learn more about the essay structure. The students were assigned to identify elements of the short essay covering the Introduction, Body Paragraphs, and Conclusion in an essay entitled *Becoming an Academic Writer*. They were asked to identify the Introduction elements by highlighting the *Hook*, *Background Information*, and *Thesis Statement* in the Introduction and giving the reason why it was the essay's thesis and why they were part of the Introduction. Next, they were assigned to identify the body paragraph elements by highlighting the topic sentence of the body paragraphs and explaining what made it the topic sentence and how the details in the body paragraphs

words. The Conclusion they made in an exercise should end with some advice, a prediction, a warning, or an insight.

The last step was understanding unity and coherence conducted in synchronous and asynchronous learning. To understand unity and coherence, it ran the sub-steps as follows. I initially introduced the terms unity and unity within a paragraph by asking the students to edit the paragraph models. They then highlighted the irrelevant sentences. To recognize unity within an essay, I assigned them to identify and highlight thesis statements and each topic sentence of the body paragraphs model. They were required to check whether the topic sentence was relevant or irrelevant to support the thesis statement. To understand coherence in a paragraph and an essay, they were introduced that coherence can be achieved by using transition expressions, logical order, pronouns, and parallel forms. To identify coherence, I firstly assigned the students to complete the paragraph model by choosing a sentence of two choices that best complete the paragraph. To use transition expressions for coherence, they were required to combine two sentences using provided transition expressions in the exercises. Next, to use order ideas for coherence, I assigned them to rearrange their ideas in chronological order using the list of ideas to write in a short paragraph. To understand the use of pronoun reference for coherence, the students were assigned to identify pronoun reference by choosing the correct pronoun to complete each sentence in a paragraph model. Finally, to use a parallel form for coherence, I asked them to practice with a parallel form by rewriting the provided sentences to correct the non-parallel forms. The materials of additional elements of the essay are shown in Tables 5 and 6.

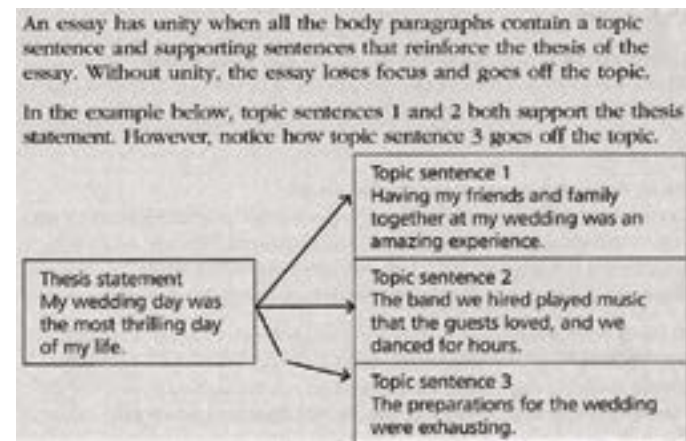
Table 5. Unity (Additional Element of Essay)

Unity (Additional element)	Materials
Unity	Effective writing must have unity. Unity occurs when all the ideas in a paragraph or an essay support each other.

- *Unity within a paragraph*

A paragraph has unity when all the sentences support the topic sentence, the main idea of the paragraph. Without unity, the paragraph loses focus. The topic sentence of the paragraph should focus on **one** topic and controlling idea. The supporting details of the paragraph must support the topic and controlling idea of the topic sentence. If they do not, they will be irrelevant and destroy the unity of the essay.

- *Unity within an essay*



(Source: Davis & Liss, 2012)

Table 6. Coherence (Additional Element of Essay)

Coherence (Additional elements)	Materials
Coherence	Coherence in a paragraph means that all the ideas fit together in a logical flow. In a coherent paragraph, the relationship between ideas is clear, and one idea connects logically to the next. Coherence can be achieved by using transition expressions, logical order, pronouns, and parallel forms.

- Using transition expressions for coherence

Transition expressions can be used with a semicolon and a comma to form a compound sentence.
 His first novel was not a success; **however**, his second work became a bestseller.

Transition expressions can be used with a semicolon and a comma to form a compound sentence.
 His first novel was not a success; **however**, his second work became a bestseller.

Below is a list of some transition words and their use.

Use	Transition Expressions
Example	<i>for instance, to demonstrate, for example, in some cases</i>
Additional idea	<i>moreover, furthermore, in addition</i>
Contrast	<i>however, in contrast, on the contrary, nevertheless, nonetheless</i>
Cause	<i>as a result, therefore, thus, consequently</i>
Emphasis	<i>indeed, in fact, obviously</i>

- Ordering ideas for coherence

One way to achieve coherence in an essay is to arrange ideas in a logical order, such as chronological order or order of importance.

- When arranging ideas in chronological order, use language such as *in the beginning, next, then, first, second, or finally*.
First, I went to the bank. **Next**, I visited my mother in the hospital.
- When arranging ideas in order of importance, you order items from the most important to the least important or vice versa. Use language such as *the most/least important thing, the next priority/most important thing, or the third/final priority/goal*.
The most important thing for me was to understand the assigned topic before attempting my first draft.

- Using pronoun reference for coherence

A pronoun is a word that can replace a noun. *I, you, he, it, this, that, those, and these* are some examples of pronouns. Pronouns can be used to create coherence in an essay.

What is revision and why is it necessary?
 Pronouns can also replace whole phrases or ideas.
 I left my expensive dictionary in the library. I do not know how I did **that**.

- Using parallel forms for coherence

Another strategy to achieve coherence is by using parallel forms. This means that all items in a list have the same grammatical form.

I like **playing** tennis, **swimming**, and **dancing**.
 I like playing tennis, swimming, and to dance. (incorrect)

She **cooked** dinner, **set** the table, and **arranged** the flowers.
 She cooked dinner, set the table, and the flowers were arranged. (incorrect)

(Source: Davis & Liss, 2012)

Part Three of the Course: On Essay Writing Practice

In this part, I led the students to practice writing some kinds of essays in collaborative writing assisted with the Edmodo digital platform. To facilitate the students in easy writing practices, I developed the instruction plan and materials in Meetings 9 to 16. The students were guided into collaborative writing practices assisted with Edmodo digital platform through the steps (1) modeling and practicing writing a five-paragraph essay collaboratively, (2) revising and editing a draft of a five-paragraph essay, (3) working collaboratively in writing cause and effect essay, and (4) writing test or final test for formal assessment of the course. The activities of part three of the course in meetings 9 to 16 are shown in Table 7.

Table 7. Activities of Part Three of the Course (Meetings 9 to 16)

Steps	Sub-steps	Online Learning mode
Step 1: Modeling and practicing writing a five-paragraph essay collaboratively	1.1 Get into an Edmodo small group.	Synchronous
	1.2 Make an introduction to a five-paragraph essay.	Asynchronous
	1.3 Share ideas by writing sentences on peers' works to develop the introduction.	
	1.4 Write body paragraphs that contain three paragraphs.	
	1.5 Share ideas by writing sentences on peers' works to develop the body paragraphs.	
	1.6 Write a concluding paragraph.	
	1.7 Share ideas by writing sentences on peers' works to develop the conclusion.	
Step 2: Revising and editing the draft of a five-paragraph essay	2.1 Get into an Edmodo small group.	Synchronous and Asynchronous
	2.2 Read the essay draft of peers again and again.	
	2.3 Focus on the ideas or useful feedback from your peers.	
	2.4 Revise the draft based on peers' ideas and useful feedback.	
	2.5 Edit the draft using "the self-editing checklist."	
	2.6 Publish the final product.	

Step 3: Working collaboratively in writing cause and effect essay	3.1 Get into an Edmodo small group.	Asynchronous
	3.2 Explore ideas before writing using the Freewriting technique.	
	3.3 Make an introduction of a cause and effect essay.	
	3.4 Share ideas by writing sentences on peers' works to develop the introduction.	
	3.5 Write body paragraphs that contain at least three paragraphs.	
	3.6 Share ideas by writing sentences on peers' works to develop the body paragraphs.	
	3.7 Write a concluding paragraph.	
	3.8 Share ideas by writing sentences on peers' works to develop the conclusion.	
	3.9 Revise the draft based on peers' ideas and useful feedback.	
	3.10 Edit the draft using "the self-editing checklist."	
	3.11 Publish the final product.	
Step 4: Writing test (Final test)	4.1 Get into an Edmodo task column.	Asynchronous
	4.2 Decide a topic of interest to write a five-paragraph essay.	
	4.3 Explore ideas of the topic.	
	4.4 Write a five-paragraph essay based on the explored ideas.	
	4.5 Check the essay in terms of content, organization, language use, grammar, vocabulary, unity, and coherence.	
	4.6 Submit the work into an Edmodo task column.	

The first step in this part was modeling and practicing writing a five-paragraph essay collaboratively in synchronous and asynchronous learning. I brought the students to do this step by following sub-steps. I firstly assigned the students to get into an Edmodo small group. They got into their own Edmodo small group. The students were assigned to write a five-paragraph essay on their own topic of interest. They should decide what topic of interest before they were going to write. Next, they were assigned to

make an introduction of a five-paragraph essay by considering the elements of an introduction, which contained a Hook, Background Information, and a Thesis Statement. Following the step, I asked them to share ideas by writing sentences on peers' works to develop the Introduction using the "Edit Post" facility in Edmodo. Then the students were assigned to write body paragraphs containing three paragraphs as body paragraphs 1, 2, and 3. The body paragraphs should explain the main idea of the essay indicated in the topic and the controlling idea of the thesis statement. To develop the body paragraph, they were asked to share ideas by writing sentences on peers' works. They should show the topic sentence of each paragraph; it usually comes in the first sentence of each paragraph. They could also give comments or feedback on their peers' drafts using the "chat box" facility in Edmodo small group. After that, I asked them to write a concluding paragraph, and then I assigned them to share ideas by writing sentences on peers' works to develop the conclusion. The conclusion usually restates the thesis of the Introduction in different words. The students could write the conclusion about two to four sentences in length. Furthermore, the conclusion should end with some advice, a prediction, a warning, or an insight.

The second step was revising and editing a draft of a five-paragraph essay. This step ran well by following the sub-steps conducted in synchronous and asynchronous learning. First, the students were required to get into an *Edmodo* small group. In their own *Edmodo* small group, I assigned them to read their peers' essay drafts again and again. They were asked to read the drafts and focus on the ideas or additional sentences given by peers. Next, the students were assigned to revise the draft based on peers' ideas and useful feedback. They could change the ideas or the content of the drafts by considering peers' useful feedback. After revising the drafts, I asked them to edit the drafts using "the self-editing checklist" I provided and posted on *Edmodo*. For this purpose, they could edit the drafts in terms of language use, word choice, and mechanics for the writing accuracy. Finally, they were assigned to publish the final product in the *Edmodo* small group and *Edmodo* forum, where everyone could enjoy reading the essays.

The third step was working collaboratively in writing a cause-and-effect essay conducted in asynchronous learning. I led students to conduct this step by following the sub-steps to write a cause-and-effect essay on a topic “What Makes You Happy”. First, the students were required to get into their Edmodo small groups to work on collaborative writing. I initially assigned them to explore ideas of what makes them happy using Freewriting technique. They were required to write for ten to fifteen minutes on the topic by answering the questions: People find happiness in different ways; how do you find your happiness? What are some of the physical, emotional, or physiological things in life that make you happy? How do you express your happiness? And how does it affect the people around you? After that, by using their ideas obtained from the previous step, I asked them to put their ideas to write three sentences of different causes of their happiness and give details such as explanations and examples associated with those causes. Following the step, I assigned them to make an Introduction of cause-and-effect essay based on the ideas obtained previously. The Introduction contained *Hook*, *Background Information*, and *Thesis Statement*. Next, I asked them to share ideas in developing the Introduction by writing sentences on peers’ works through the “Edit Post” facility in Edmodo small group (see Table 1).

The students were then asked to write minimally three body paragraphs that explained the main idea of the cause-and-effect essay indicated in the topic and controlling the idea of the thesis statement. They shared ideas by writing sentences on peers’ works to develop the body paragraphs. Following the step, I asked the students to write a concluding paragraph, and then I assigned them to share ideas by writing sentences on peers’ works to develop the conclusion. In addition, the students could also give comments or feedback on their peers’ drafts through the “chat box” facility in Edmodo small group. The feedback might be in terms of clarity of introduction, thesis statement, body paragraphs, and conclusion. Also, the feedback might include clarity of each topic sentence or body paragraphs, supporting details to support the topic sentence, and examples or details.

After writing the cause-and-effect essay draft and sharing the ideas to develop the drafts, the students were assigned to revise the draft based on peers’ ideas and useful feedback. They were suggested reading the drafts and focusing on the ideas or

additional sentences and useful feedback given by peers. The students could change the ideas or the content of the drafts by considering peers’ useful feedback. After that, I assigned them to edit the drafts using “the self-editing checklist” that could be downloaded in Edmodo. The students could edit the drafts in terms of language use, word choice, and mechanics for the writing accuracy. Finally, the students were assigned to publish the final product of the cause-and-effect essay in both the Edmodo small group and Edmodo forum, where everyone could enjoy reading the essay. An example of collaborative writing activity is shown in Figure 5.

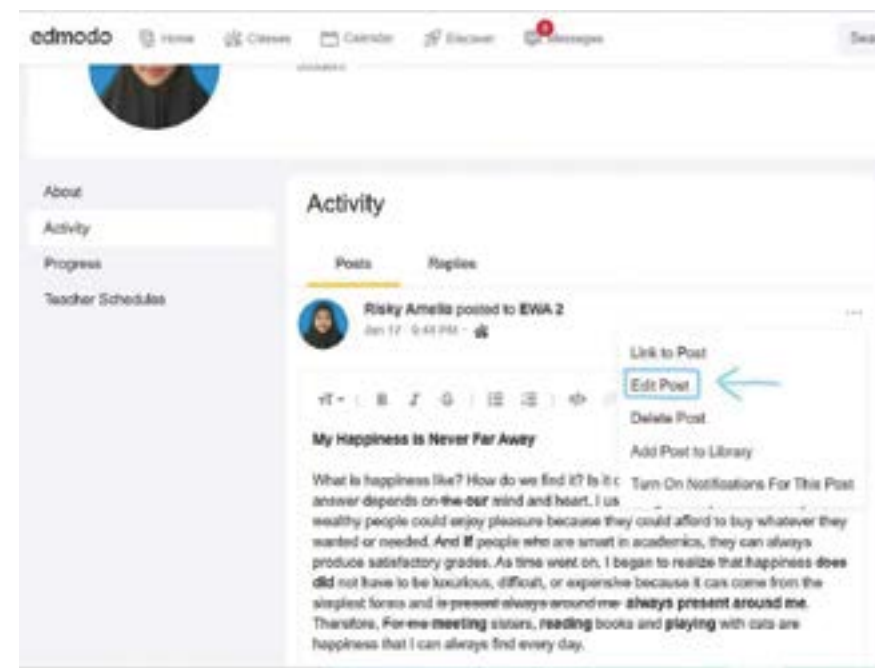


Figure 5. Example of Collaborative Writing Activity

The last step was a writing test or final test for formal assessment of the Essay writing course conducted asynchronously. To do so, I first asked the students to get into an Edmodo task column. I posted and uploaded the writing test prompt in the “Assignment Column” facility of Edmodo. The students were assigned to decide on a topic of interest to write a five-paragraph essay. They were then asked to explore ideas regarding the topic they would write.

After that, they should write a five-paragraph essay based on the ideas they explored. After writing the essay, they were required to check the writing accuracy in terms of content, organization, language use, grammar, vocabulary, unity, and coherence. Finally, their final products of the five-paragraph essays were submitted into an Edmodo task column for scoring.

CONCLUSION

This chapter discusses the integration of the *Edmodo* digital platform in English language learning, particularly in collaborative writing practices in EFL online writing instruction during the pandemic. With some innovations made in my Essay Writing class, such as creating a new feature of grouping in *Edmodo* small groups, grouping the students into *Edmodo* small groups and putting them into small groups of 3 or 4, sharing ideas by revising and editing peer's draft through the "Edit Post" facility in *Edmodo* small group, and linking/sharing/posting instructions of the essay writing process in assignment column to *Edmodo* small group, the online collaborative learning in the writing class ran well to engage the students in learning to write. To be successful in collaborative writing practice assisted with *Edmodo* digital platform, the EFL writing instruction might follow the teaching scenario, which includes three parts of the course developed for sixteen meetings during one semester. The teaching scenario covers three parts of the course: part one, which emphasized introducing and training the students on the *Edmodo* use as a digital platform for collaborative writing learning, part two, which focused on familiarizing the students with the theory of how to write an essay and of making steps of writing an essay in online collaborative writing assisted with *Edmodo*, and part three which centered on guiding the students to practice working collaboratively on writing some kinds of essays assisted with *Edmodo*.

Based on the implementation of collaborative writing instruction with the *Edmodo* digital platform, I can reflect on my writing instruction, particularly online collaborative writing instruction. *First*, the collaborative writing instruction with *Edmodo* was very useful for my writing class during the pandemic. As a potential digital platform, *Edmodo* can assist the students in working collaboratively in the writing class. The provided *Edmodo* learning features and some innovations I made during the instruction in

Edmodo learning management system facilitate the writing class to improve the students' abilities in writing essays. *Second*, *Edmodo* will be a potential management system for future application in the collaborative writing instruction in post-pandemic. However, it needs improvement of the teaching scenario in terms of how it can practically assist the students in writing effectively in online and hybrid learning as well. *Third*, there is a possible chance to use *Edmodo* as a learning management system for future application in any kind of writing instruction. EFL teachers should develop and modify *Edmodo* as a potential instruction tool. Hence, how to use it in any conditions is becoming crucial to develop and modify *Edmodo* as a learning management system. *Fourth*, as the potential technology tool in English instruction, particularly for improving students' writing skills, the future modified instruction should stress the practical and technical ways to encourage all team members in collaborative writing learning engagement in *Edmodo* small groups where the social cognitive learning through collaborative learning can be applied. *Last*, to focus on EFL writing instruction with technology-enhanced collaborative learning utilizing *Edmodo* small group feature, the future modified instruction then should not stress the use of other features that do not encourage students to be engaged in collaborative learning.

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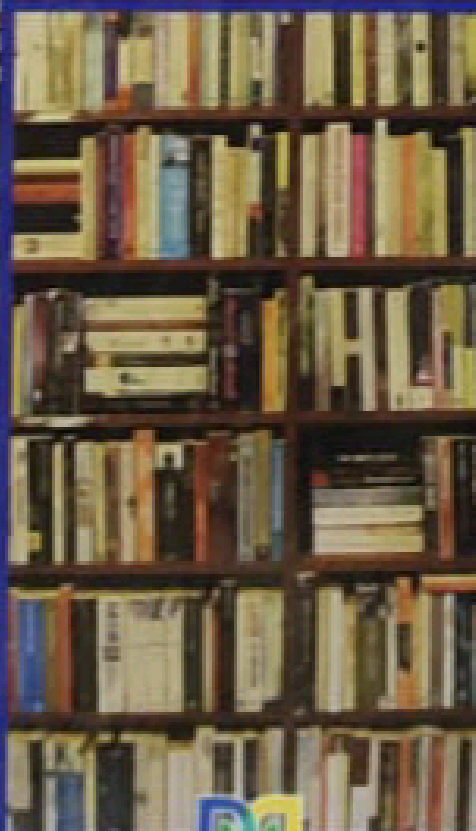
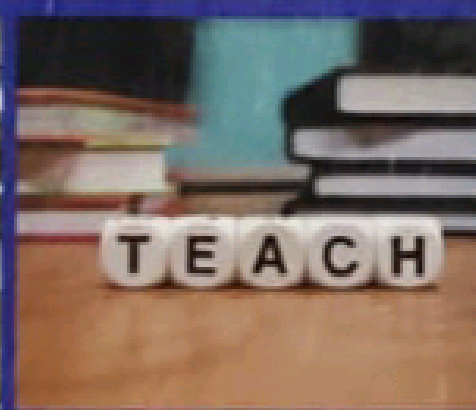
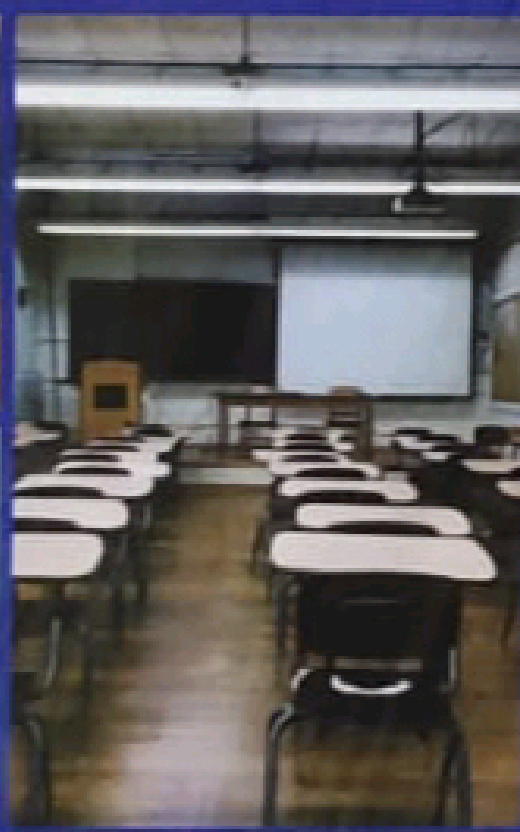
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INNOVATIONS IN APPLIED LINGUISTICS: DURING AND AFTER THE PANDEMIC

BASED ON SUCCESS STORIES FROM MOBILE-BASED
TO WEB-BASED LANGUAGE LEARNING



Siusana Kweldju, et al.



Innovations in Applied Linguistics: during and after the Pandemic

Sanksi Pelanggaran Pasal 113
Undang-Undang Nomor 28 Tahun 2014
Tentang Hak Cipta

- (1) Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
- (2) Setiap orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
- (3) Setiap orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
- (4) Setiap orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

INNOVATIONS IN APPLIED LINGUISTICS: DURING AND AFTER THE PANDEMIC

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Universitas Negeri Malang

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Hak cipta dilindungi Undang-undang. Dilarang memperbanyak atau memindahkan sebagian atau seluruh isi buku ini ke dalam bentuk apapun secara elektronik maupun mekanis, tanpa izin tertulis dari penerbit.

Foreword

All praises belong only to God the Almighty who has given us the grace and blessing so that the textbook entitled “Innovations in Applied Linguistics during the Pandemic” has been completed.

I give my highest appreciation for the creative work of the doctoral students of the English Language Education program at the Universitas Negeri Malang Batch 2021. I expect this collective work to be able to bring a wind of change to the development of education in Indonesia, so that the spirit of revival during the pandemic will lead Indonesia to better development. As students, teachers, practitioners, and policy makers have been seeking ways to ameliorate the issues stemming from online English learning during the pandemic, this work can be of great help by elaborating on viable pedagogical orchestras to integrate technology into day-to-day teaching and learning for engaging and empowering learning experiences.

In addition to class-level innovation as the most specific entity of educational advancement, national development is also determined by the productivity and quality of research produced by academicians. Therefore, through the publication of this book, the doctoral students of the English Language Education program at the Universitas Negeri Malang batch 2021, have contributed to national development and are at the forefront of leading Indonesia to excel. The Pandemic period provided many lessons and challenges, especially for academics, but these did not dampen the enthusiasm to innovate and be productive. Hopefully, this work can provide theoretical and practical contributions to the development of science and education in general.

Malang, September 1, 2022
Dean Faculty of Letters,
Universitas Negeri Malang

Prof. Dra. Hj. Utami Widiati, M.A, Ph.D.

Foreword

All praise belongs only to God the Almighty who has given us the grace and blessing so that the textbook entitled “Innovations in Applied Linguistics during the Pandemic” has been completed.

The obligation of an educator to publish a book has actually been regulated in Law Number 12 of 2012 about tertiary institutions and Law Number 14 of 2005 concerning Teachers and Lecturers and some other regulations. Article 12 of Law No.12 of 2012 clearly states that lecturer individually or in groups are required to publish textbooks as a learning resource and to enrich scholars’ knowledge in related field of study. In response to the current demand for pedagogically sound technology integration into English teaching, I believe that this book offers novel insights into how technology-enhanced language learning is achieved and helps to identify potential areas worthy of future research to gain fine-cut understanding in the very field across diverse settings of English teaching.

The emergence of this book hopefully opens the insights of teachers and lecturers to find solutions for obstacles in teaching EFL, and to trigger them to be creative and producing innovation in teaching EFL at various levels of education. There is no ivory that is uncracked; indeed, there is still a shortage, both in substance and in technical writing. Through this sharing, we expect critical suggestions from the readers. Hopefully, this book will contribute theoretically and practically to EFL teachers’ teaching in various contexts.

Malang, September 2, 2022
Head of Postgraduate Program
Faculty of Letters
Universitas Negeri Malang

Prof. Dr. Yazid Basthomi, M.A

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