

اتجاهات طلاب الدراسات العليا العراقيين غير المتخصصين في اللغة الإنجليزية كلغة أجنبية حول استخدام المنصة التعليمية إدمودو كأداة لتعلم اللغة الإنجليزية

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المستخلص

هدفت هذه الدراسة إلى التحقيق في اتجاهات طلاب الدراسات العليا العراقيين غير المتخصصين في اللغة الإنجليزية كلغة أجنبية حول استخدام المنصة التعليمية (إدمودو Edmodo) كأداة لتعلم اللغة الإنجليزية. كما هدفت في معرفة تأثير الجنس (ذكورا وإناثا) والتخصص (الأقسام العلمية والإنسانية) لطلاب الدراسات العليا غير المتخصصين في اللغة الإنجليزية كلغة أجنبية على استخدام (إدمودو Edmodo) كأداة لتعلم اللغة الانكليزية. خلال العام الدراسي ٢٠٢٠-٢٠٢١، شارك في هذه الدراسة (٨٠) طالب وطالبة في مرحلة الدراسات عليا غير متخصصين في اللغة الانكليزية كلغة اجنبية من كلية التربية في الجامعة المستنصرية في العراق. تم تطبيق هذه الأداة التعليمية في العراق وقت (كوفيد -١٩) على جميع الجامعات العراقية في مرحلة الدراسات العليا . تم جمع البيانات من خلال استبيان ، وأشار تحليل النتائج إلى اتجاهات إيجابية تجاه استخدام المنصة التعليمية (إدمودو Edmodo) كأداة لتعلم اللغة الإنجليزية. أظهرت نتائج هذه الدراسة أن الارتباط السلوكي (BE) قد حصل على متوسط حسابي ($M = 4.22$) ، وتنمية المهارات اللغوية (DLS) قد حصلت على متوسط حسابي ($M = 4.11$) ، وتعلم اللغويات باستخدام تقنية الادمودو (LLET) قد حصلت على متوسط حسابي ($M = 3.84$) وهذا يدل على ان هذه المكونات الثلاثة قد حصلت أعلى متوسطات من بين مكونات مقياس الاتجاهات الخمسة حول استخدام المنصة التعليمية (ادمودو) كأداة لتعليم اللغة الانكليزية. أخيراً، تم حساب الكفاءة اللغوية (LC) والذي حصل على متوسط حسابي ($M = 3.84$) وكفاءة التقنية للادمودو (ETC) والذي حصل على متوسط حسابي ($M = 3.78$) والتي جاءت في اخر الترتيب في اتجاهات الطلبة .وبحسب نتائج هذه الدراسة ، كان هناك فرق ذو دلالة إحصائية



بين متوسط الأقسام الإنسانية والأقسام العلمية لاتجاهات طلاب الدراسات العليا غير المتخصصين في اللغة الإنجليزية كلغة أجنبية نحو استخدام Edmodo كأداة لتعلم اللغة الإنجليزية. كذلك، لم يكن هناك فروق ذات دلالة إحصائية في اتجاهات الطلاب والطالبات الذين يستخدمون Edmodo كأداة لتعلم اللغة الإنجليزية. وقد قدم الباحث بعض الآثار التربوية والدراسات البحثية المستقبلية.

الكلمات المفتاحية : اتجاهات الطلاب، خريجين غير متخصصين في اللغة الإنجليزية كلغة أجنبية، إدمودو، تخصص.

**The Attitudes of Non specialist EFL post-graduate Iraqi students
about Edmodo and their utilizing for learning the English language**

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Abstract

This study was purposed at investigate the attitudes of Iraqi non specialist EFL post-graduate students about Edmodo and their utilizing for learning the English language. The second objective was to investigate the influence of gender (male and female) and major (scientific and humanitarian departments) of non-specialist EFL post-graduate students on utilizing Edmodo as an implement of learning language. During the academic year 2020–2021, (80) non specialist EFL post-graduate students from the College of Education at Al-Mustansirya University in Iraq participated in this study. This educational tool was applied in Iraq at the time of (Covid-19) to all Iraqi universities in the post-graduate stage. Data were gathered through a questionnaire, and analysis of the results indicated favorable attitudes toward utilizing Edmodo as an implement of learning English language. The results of this study showed that the Behavioral Engagement (BE for short) ($M= 4.22$), Developing Language Skills (DLS for short) ($M= 4.11$), and Learning Linguistics with Edmodo Technology (LLET for short) ($M= 3.84$) had the highest mean averages among the five attitude scale components. Finally , the Linguistics Confidence (LC for short) ($M= 3.84$) and Edmodo Technology Confidence (ETC for short) ($M= 3.78$) were calculated. According to the findings of this study, there was a statistically significant difference between the mean of the humanitarian departments and scientific

departments of non-specialist EFL post-graduate students' attitudes toward utilizing Edmodo as an implement of learning English language. Likewise, there was no statistically significant difference in the attitudes of male and female students which utilizing Edmodo as an implement of learning English language. This study concludes with some pedagogical implications and and future research studies

Keywords: Students' Attitudes, non-specialist EFL post-graduate, Edmodo, major, Gender.

1. Introduction

The era of 21st century is often regarded as an era of technology. Technology, today, plays a very important role in our life. People utilize technology for a variety of things, including education. As a result of students' inherent interest in and engagement with technology, colleges and instructors have a variety of incredible opportunities to implement various types of technology in the lecture and improve teaching and learning language.

Also, using an online learning environment like Edmodo promotes student cooperation and information exchange. Edmodo encourages autonomy, self-stem, and self-reliance in the students. As well as, it gives the teachers the chance to provide their students the orientation they require (Joko and Septia ,2018). Numerous applications are developed for users with a variety of goals via the internet. People are increasingly familiar with smartphone transportation apps like (Uber and Grab, for instance). Students are becoming more familiar with tools like (i-Translator and Google-Translate, for instance). These tools are used to assist people in translating from English to their mother tongues, such as (bahasa Indonesia) (Nami, 2019; Paker & Doğan, 2021). Other tools, like (Voys and Orai) assist students in developing their speaking abilities. Students who are unwilling to participate in a face-to-face conversation might utilize this tool to join the debate. Another example of a technology that offers discussion space for students is (Padlet). There are still more interactive, beneficial applications available for learning languages (Ngo & Ngadiman, 2019).

Ma'azi & Janfeshan(2018,p.3) define Edmodo as “ a free online classroom that allows teachers and students to create, share and manage online courses with real-time discussions and task management”. More

than 62 million people are actively using Edmodo, which launched in 2008 (<https://www.edmodo.com/about>). Edmodo is an academic communication tool that works through effective content management systems and integrated learning (Cheong, 2010). It gives users a safe and simple way to interact, collaborate, exchange ideas, and share educational materials. Edmodo has aided students and teachers in activities such as creating assignments, checking papers, and assigning readings. Edmodo enables students to overcome distance and time constraints by participating in the learning process from many places. Edmodo also supports in closing educational access gaps between students, hence promoting learning results (Mokhtar, 2018). The fact that Edmodo is entirely free, offers a simple sign-up process for membership, supports multiple languages, has an interface that is similar to SNSs in terms of use, and allows students, and teachers to easily register to the system are a few of the factors that have contributed to its rapid development (Fauzi, 2017; Qaddumi, 2021). Figure (1) shows a screen shot from the Edmodo website.

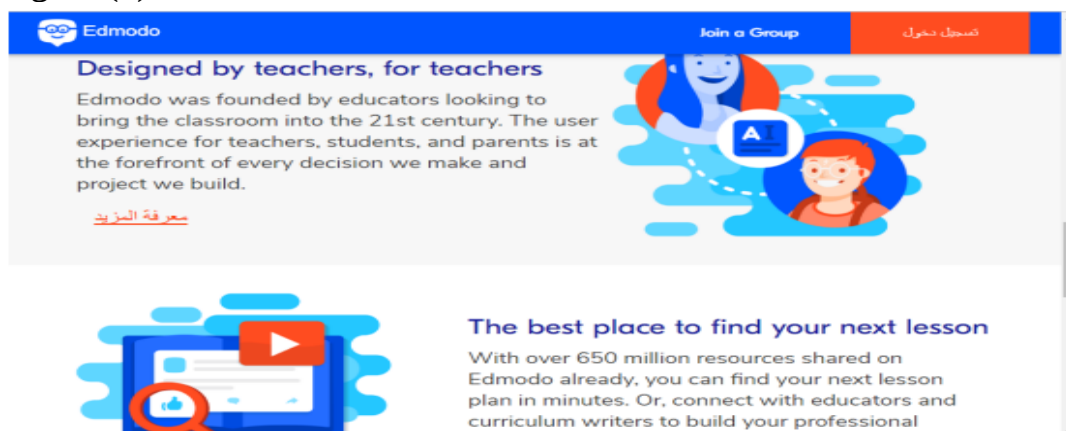


Figure 1. Screen shot from Edmodo website

Figure 1. Screen picture from Edmodo website

Edmodo allows using the power of social media in educational environment. It provides a safe environment for both students and teachers in regards to collaboration, feedback, personalized learning, and numerous other connected aspects. For students, it offers independence of both place and time and permits the exchange of information. Additionally, incorporating technology into the classroom may improve the effectiveness, interest, and engagement of both teaching and learning. Different online devices are available for teachers to utilize to develop their courses and maintain their students

more motivated. When teachers incorporate technology in the classroom, students are more engaged with the material being covered (Savvidis, 2016; Gomez, 2014 and Boricha, 2019).

Moreover, technology-based instruction leads to major changes in the students' attitudes (Tomar, 2016). As a result, in the contemporary world, students at various colleges and universities must be more responsive and utilize their technological tools in the learning process. In addition, numerous research (e.g., Fauzi, 2017; Ma' azi & Janfeshan, 2018; Miftah, 2018; Purnawarman et al., 2016) argue that Edmodo has a good effect on student communication when learning languages, including English. Teachers can encourage their students to complete their own class assignments using Edmodo. The students' extensive usage of their own smartphones and laptops outside of the classroom can be beneficial for them.

According to Almekhlafi (2006), students' favorable attitudes toward technology and readiness to continue using it to improve the English language in other circumstances in the future are both affected by the perceived advantages of utilizing computers and mobile phones in language learning.

1.1. The Problem and Significance of the study

Mobile phones and laptops are crucial teaching tools for students and teachers whose educational institutions don't have internet connection. Iraq's educational system is one example. The students can use their mobile and computer devices to access the internet from far farther locations whenever they want. Edmodo is a free social platform that provides teachers and students with a secure environment to connect and collaborate, share educational content and digital applications, as well as homework, grades and discussions. Through using Edmodo leads to increase students' interaction and communication with each other and their communication to solve problems. Helps students complete their assignments, especially absent students, where the assignment is on the platform, as well as the calendar, which helps to organize ideas and study dates to increase language proficiency. The importance of this study lies in its contribution to our understanding of how to enhance students' learning in Iraq using computers and mobile devices according to utilizing Edmodo as an implement of learning English language. It shows how students' attitudes and motivations towards such technologies—as



well as how they use them—play a vital role in their diffusion into educational settings. Our ability to provide solutions depends on our comprehension of their attitudes and the reasons of their avoidance. Therefore, it's crucial to consider the viewpoints and expectations of these committed technology users. This educational tool was applied in Iraq at the time of (Covid-19) to all Iraqi universities in the post-graduate stage, thus the researcher conveys a clear understanding of what Iraqi students attitudes about utilizing Edmodo as an implement of learning English language.

1.2. Aims of the Study

The aims of this present study are:

1. To investigate the attitudes of Iraqi non specialist EFL post-graduate students about Edmodo and their utilizing for learning the English language.
2. To investigate the influence of gender (male and female) and major (scientific and humanitarian departments) of non-specialist EFL post-graduate students on utilizing Edmodo as an implement of learning language .

1.3. Research Questions

This study attempts to to answer the following research questions:

1. What attitudes do Iraqi non specialist EFL post-graduate students have about utilizing Edmodo as an implement of learning language?
2. Is there a statistically significant difference between (scientific department and humanitarian department) Iraqi non specialist EFL post-graduate students' attitudes on utilizing Edmodo as an implement of learning language?
3. Is there a statistically significant difference between (the male and the female) Iraqi non specialist EFL students' attitudes on utilizing Edmodo as an implement of learning language?

2. Literature review

2.1 Technology in EFL Education

Language learning is critical in the process of students acquiring foreign /second language knowledge in higher education. It is the role of teachers to produce high-quality instruction and, in this high-tech era, they must integrate the offline and online classrooms. Technology

not only offers useful context in which to learn and practice, but it also provides a variety of learning resources, particularly for language learning. Students can choose websites and applications to supplement their learning (Haerazi et al., 2020; Alqahtani, 2019).

Technological utilization has been demonstrated to influence the acquisition of second and foreign languages (Almekhlafi, 2006; Ambu-Saidi, 2010; Awad and Alkaraki, 2013; and Kitchakarn, 2015). Students who receive feedback from their teachers online, whether it be explicit or implicit, are more likely to focus on their language abilities and correct their errors (Ambu-Saidi, 2010).

As a consequence, Edmodo has emerged as one of the most widely used technical instructional tools available online. Only teachers may create and manage accounts, making it significantly more private and secure for a learning environment. Thus, Boricha (2019) indicates that any electronic device with an internet connection can access this online learning platform. Making a communication subject or learning schedule, creating class polls, keeping and sending teaching materials, and setting up a small group discussion are all simple tasks that teachers may easily perform (Wibowo, 2019).Edmodo includes unique features that help educational activity. The resources in this online learning tool are arranged in accordance with what teachers and students require. Figure (2) shows the Edmodo features.

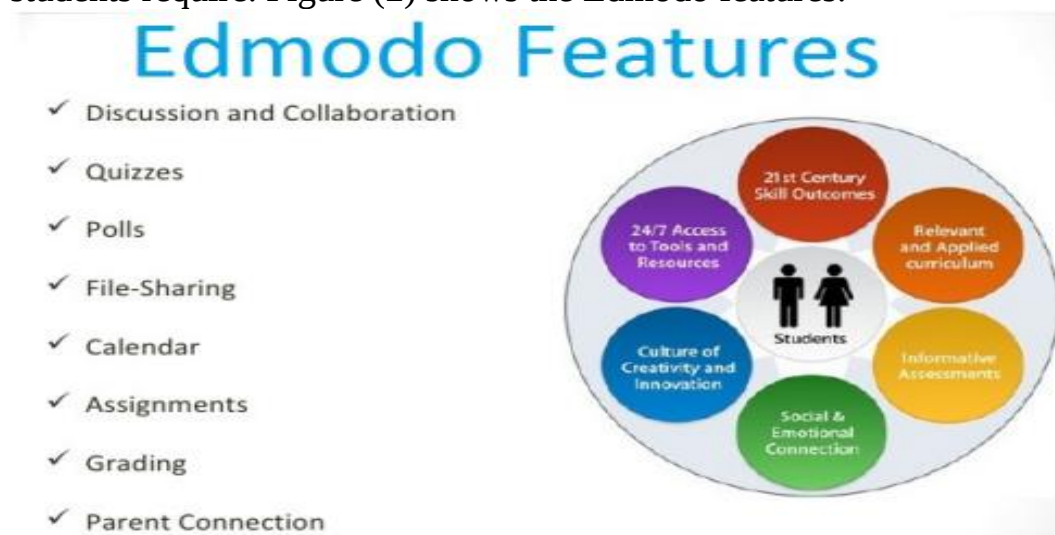


Figure 2. The Edmodo features in Education

According to Fryer (2016), To safely log in as a teacher or student, the first requirement is to create an account, set passwords, and



create a group code. It is incredibly simple to make a group, take a quiz, and upload homework assignments and grades. Posting notes, assignments, quizzes, and posts are all features of Edmodo. For maintaining cumulative grades, Edmodo may construct a grade book. The new features of the page may be expanded by the learners by clicking on one of these great features. Another feature is "assignment," which offers due dates for tasks, and students can submit in their assignment to their teacher by attached files. Through Edmodo, Students can also share assignments with one another and learn from each other in this way. As a result, second language learners become more motivated and develop a sense of identity (Nicholas, Rossiter, and Abbot, 2011; Behroozian and Sadeghghli, 2017). Teachers also assist students in having access to various learning resources outside of the classroom as well as within. They put the student at the center of the learning process (Behroozian and Sadeghghli, 2017).

Both students and teachers benefit from using technology in the classroom to facilitate learning and teaching. According to certain research studies (Sánchez and Alemán, 2011 ; Yang, 2017), using technology in the classroom effectively can enhance instruction at higher education institutions. Due to the advances and opportunities for engagement it provides for both students and instructors, technology has become "an intrinsic aspect of education" (Karakaya, 2010,p.15). However, efficiently integrating technology into the classroom is considerably more complicated than simply supplying computers and obtaining an Internet connection (Tondeur, Cooper & Newhouse, 2010; Sreedhar & Amos, 2016).

2.2 Edmodo and Online Learning in EFL Education

Web technologies have shown to be an essential component of the learning process. Teachers and students employ a variety of applications to provide a dynamic learning environment while also improving engagement, feedback, and interaction.

Also, Ursavas& Reisoglu(2017) mentions that E-learning is also known as online learning, web-based learning, global learning, and learning using ICT. It is accurately defined as learning that takes place online and through electronic tools (Yang, 2017). The core insight is that the internet helps, empowers, and enriches the learning process. Online learning, according to Mokhtar & Dzakiria (2015).), is an open and distant learning environment that employs pedagogical approaches

and web-based technology to support learning and knowledge development via meaningful action, communication and interaction. This kind of learning is divided into three categories: entirely web-based, blended or hybrid, and traditional courses with web-based supplements (Behroozian, etal., 2017).). Fully web-based courses are delivered fully online, with no face-to-face interaction, with all components of the course delivered in an online learning setting. Hybrid courses include both web-based and classroom lessons, with varied amounts of time provided to each depending mostly on nature of the lesson and the teacher's discretion. The final programming model utilizes advantage of internet technologies to deliver additional information for regular classroom instruction (Evans, 2008). The link between e-learning, distance learning, and face-to-face learning may be seen as a hierarchy of learning methodologies depending on time and learning contexts (see Figure 3).

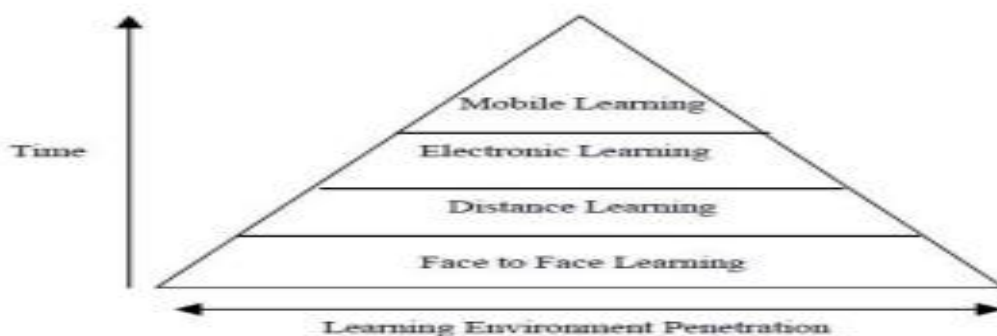


Figure 3. Hierarchy of learning methodologies

Edmodo is one of the most recent tools for learning foreign languages. It is an online platform that allows students and teachers to exchange educational apps and content, collaborate and cooperate, and access notifications, grades, assignments, and group discussion (Manowong, 2016). The emphasis of learning has frequently shifted from teacher-centered to student-centered. This affects how learning is implemented in courses when the teacher is not the exclusive source of information. The advancement of technology, particularly in the field of the internet, has enabled the development of more communicative and collaborative learning. Furthermore, education will be more student-centered and innovative if it is supported by a technologically enhanced learning environment (Gunduz & Ozcan, 2017). As a result, using a learning platform like Edmodo is beneficial, not just to make

language learning more pleasurable, but also to include qualities like cooperation, creativity, and interaction into language learning.

2.2.1 Usefulness

Edmodo offers a wide range of benefits to its users. According to Kumelashvili (2016), the biggest challenge for a teacher is to accommodate all of the different demands of students in a classroom. By allowing teachers to share assignments online and help distinguish it, Edmodo appears to address this issue. Differentiating the assignments allows students to learn more successfully, and teachers may take account of their development through quizzes, assessments, and polls. Teachers can utilize the Edmodo polling feature to choose which skills—reading, writing, listening, or speaking—should be emphasized (Yunkul & Cankaya, 2017). This knowledge enables homework assignments to be planned with students' needs in mind. Edmodo helps students feel more valued and significant by enhancing their sense of community. According to Yunkul & Cankaya (2017), students connect their interests, coursework, and life experiences which help them better comprehend the objectives of each task and the course's ultimate goal. This knowledge seems to make the learning process more successful.

Edmodo, in contrast to other social media communities, primarily focuses on assisting teachers, educators, and students in managing their own website working strategies. Most teachers find Edmodo to be beneficial and interesting for outside activities that support student learning regardless of time or space limitations (Manowong, 2016). Also, Edmodo applications in various versions may be downloaded for smart phones, tablets, and other handheld devices. This increases the chances of getting access to a virtual classroom, which improves learning results for students in the learning network (Nicholas, Rossiter, and Abbot, 2011). The teachers utilize Edmodo to generate a motivating environment where encouraging individuals push students just sufficient to enable them to study on their own. According to Kumelashvili (2016), using this app encourages students to space out their assignments more closely. Additionally, Edmodo enables users to post comments and discuss their thoughts and experiences with the activities and resources.

As well as with making task differentiation easier, Edmodo also allows the attachment of a wide range of file types, such Word

doc, MP3, PPT, gif, PDF, Excel, and JPEG. Users may embed flash objects like Google forms, games, YouTube movies, and a lot more as share website connections (Tomar, 2016; Hasanah, et.al, 2021).

According to Ursavas and Reisoglu (2017), the video generally provides essential information about other languages and aids in listening practice. Each file might be accompanied by valuable links to assignments or notes (online dictionaries, forums, etc.). Testing materials are especially useful since this platform allows teachers to develop quizzes, examine the results, and assess if the learning objectives have been met. The analysis enables a tutor to make suitable modifications to the program, activity categories, and so on. Evidently, Edmodo makes the learning environment more adaptable and flexible to the demands of students. Edmodo student activity can be monitored (Tomar, 2016). It means that teachers may look at how much time students spend on the learning process, how frequently they visit the platform, what they are interested in, and what comments or questions they submit. Tutors may monitor students' productivity and identify which activities are the most interesting and efficient (Maazi& Janfeshan , 2018; Asib, 2019).).This application is completely free to use. The site is advantageous because administrators may send links, notifications, notes, and polls to the college, class, and teachers. Events and reminders may be added to a calendar that both teachers and students can access (Maazi& Janfeshan , 2018). Edmodo is an application which has been designed for Windows, IOS, and Android that can be simply downloaded from the Apple or Google store. It promotes the mobility of the learning process by permitting students and teachers to engage in activities regardless of location.

2.2.2 Characteristics

As claimed by Fryer (2016, p. 118), the following Characteristics are considered important.

1. Learning is Learner-Centered Orientation
2. Type of Learning is synchronous or asynchronous
3. Chat: Enables students to communicate more frequently and more effectively, which expands opportunities to enhance their self-esteem and motivation.
4. Unlimited access to course resources, including videos, photos, assignments, and tests



5. Promotes language proficiency in reading, writing, spelling, grammar, sharing, vocabulary, and listening
6. Supports introverted students who have difficulties communicating with classmates and teachers in fact.
7. Online conversations provide students "time to reflect on the acquired concepts and the thoughts of other students because immediate reaction is not expected as in face-to-face classroom debates." (Abedalaziz, etal. , 2013, p.204)

2.3 Attitude

An attitude, according to Banaji and Heiphetz (2010), is a set of behavioral, emotions, and beliefs toward a particular item, person, object, or event. This tendency, which is the outcome of education, practice, and social interaction, can be beneficial or harmful. Ajzen (2002) defined attitude components as cognitive, affective, and behavioral. Also, Ajzen (2002) verified that a range of elements, including the nature of feelings, the strength of beliefs, and contextual circumstances, impact or predict attitudes. As a result, an attitude is not a fixed thing that changes depending on the environment and experience. According to Shahsavari and Tan (2012), students' attitudes about a language play a critical role in shaping predictors of success in learning a foreign language. Numerous studies have demonstrated the significance of students' attitudes in the usage of social networking sites and applications for online language learning (e.g., Janfeshan & Janfeshan 2021; Ngo & Ngadiman, 2019; Manowong, 2016; and Safdari, 2021). These studies' results indicated that language learners had positive views of the use of online social networks for language learning.

3. Methodology

3.1. Participants

The participants of the present research were (80) Iraqi post graduate (Master) non specialist EFL students in AL-Mustansirya university, college of Education, Scientific departments and humanitarian departments , between the ages of 22 and 34 during the academic year 2020 / 2021. Out of the (80) participants of the study, (37) were male students and (43) were female students. The Iraqi post graduate (Master) non specialist EFL students were study English language (headway Academic skills level 2) by two semesters in a one-

year that involve the utilizing Edmodo as an implement of learning language. (See table 1).

Table (1) distribution of subjects by gender and major				
Major		Scientific departments	Humanitarian departments	Total
Gender	male	20	17	37
	female	24	19	43
	Total	44	36	80

3.2. Instruments

In present study, the instrument used to collect data was questionnaire that consisted of (40) items. Based on the literature review, some studies that examine education technology in the EFL field, the researcher's own experience in the university field of teaching English as a second or foreign language, and the opinions of some teachers on using Edmodo as an implement of language learning, this questionnaire was developed by the researcher herself to be suitable for Iraqi students.

In the current study, the researcher used a questionnaire as an instrument to gather information. This questionnaire is divided into two parts. The first part consists of issues regarding the participant's personal information. The second part consists of 40 items based on the Barkatsas (2005) and Ambu-Saidi (2010) questionnaires that were used for this study.

The participants were asked to reply to items designed to assess their attitudes toward utilizing Edmodo as an implement of language learning, using a five-point Likert scale ranging from 1 to 5. (completely agree, agree, Neutral, not really disagree, completely disagree). Each item received a score ranging from 1 to 5. This questionnaire has five domains: questions 1–10 of Edmodo Technology Confidence (ETC), 11–20 of Attitude to Learning Linguistics with Edmodo Technology (AET), 21–25 of Linguistics Confidence (LC), 26–34 of Behavioral Engagement (BE), and 34–40 of Developing Language Skills (LS).

3.2.1 Validity and Reliability

In order to ascertain face validity of the questionnaire, the items of the questionnaire were exposed to a jury of experts for evaluation. The jurors are asked to check whether the questionnaire

items are suitable, partially suitable or not and asked to modify, add, or change anything they do not find appropriate in the questionnaire. The percentage of agreement of the jury members upon the questionnaire was (90%).

According to Taherdoost (2016), a test must be reliable in order to be valid. The consistency of a measuring instrument's parts is referred to as its reliability. As a result, in order to ensure that the data gathered for answering the research questions was interpretable, a reliability score for the research instrument used in this study was obtained. Cronbach's Alpha was used to evaluate the questionnaire's test reliability. The dependability of the research instrument, which had (40) items, was (0.95), indicating high reliability.

3.2.2 Data Analysis

The Statistical Package for Social Sciences (SPSS) Program was used to computer-code the responses to the questionnaires were collected. Descriptive statistics, such as frequencies and percentages on the participants' characteristics like age and gender, were initially generated from the data through analysis. The Independent Samples t-Test was used to determine whether there was any gender- or major (specialization Level Differences) differences in the student ' attitudes toward utilizing Edmodo as an implement of learning language. In this study, the significance level was set at $P < 0.05$. Table (2) shows the standards for interpreting the results.

Table (2): Standards for Interpreting the Results					
Degree of Agreement	completely agree	Agree	Neutral	Not really disagree	completely Disagree
Mean	5 – 4.20	4.19 – 3.40	3.39 – 2.60	2.59 – 1.80	1.79 – 1

4. Research Findings and Discussion

4.1. Question One

- **What attitudes do Iraqi non specialist EFL post-graduate students have about utilizing Edmodo as an implement of learning language?**

The primary goal of this study was to investigate the attitudes of Iraqi non specialist EFL post-graduate university students regarding utilizing Edmodo as an implement of learning language. The

analysis of survey questionnaire answers allowed for a description of their attitudes toward employing (Edmodo) technology in English language instruction. The mean and standard deviation of the five domains of students' attitudes toward (Edmodo) technology are shown in Table (3) below. Also, this table presents rank ordering of the domains according to their attitudes toward Edmodo technology.

Table (3): Summary of Descriptive Statistics of the students' sample on the five domain				
Domain	Mean	Std. Deviation	level of Agreement	Rank
Edmodo Technology Confidence (ETC)	3.78	0.61	Agree	5
Learning Linguistics with Edmodo Technology (LLET)	4.05	0.62	Agree	3
Linguistics Confidence (LC)	3.84	0.58	Agree	4
Behavioral Engagement (BE)	4.22	0.65	Completely Agree	1
Developing Language Skills (DLS)	4.11	0.77	Agree	2
Overall	4.00	0.62	Agree	
N=80				

According to Table (3) above, the questionnaire responses of the participants were expressed as a mean score to the forty statements that were classified into five domains. The Edmodo Technology Confidence domain came in last with a mean of (3.78) out of (5), whereas the Behavioral Engagement domain came in first with a mean of (4.22). Following is an analysis of Iraqi non specialist EFL post-graduate students' attitudes connected with each domain.

4.1.1. The Behavioural Engagement (BE)

Non-specialist EFL post-graduate students in Iraq were asked to reply to nine items concerning their attitudes about behavioral

involvement. The statements and student replies are listed in descending order in Table (4) below.

Table (4): Summary of Descriptive Statistics and the Statements of the Behavioral Engagement

N	The Behavioral Engagement Perception Scale	Disagree	Neutral	agree	Mean	SD	level of Agreement	Rank
		%	%	%				
1	If I make mistakes, I work until I have corrected them.	1.2	1.2	97.6	4.51	0.59	completely Agree	1
2	I attempt to respond to the teacher's question.	0.6	2.5	96.9	4.45	0.58	completely Agree	2
3	If I am unable to complete a task, I try out different ideas	1.2	2.5	96.3	4.43	0.61	completely Agree	3
4	I concentrate hard in linguistic courses	1.9	8.7	89.5	3.71	0.72	Agree	8
5	I know how to use Edmodo effectively.	7.5	10.6	81.9	3.41	0.87	Agree	9
6	I like to read what my classmates write on Edmodo.	8.7	13	78.3	4	0.93	Agree	6
7	On Edmodo, I	15.5	8.1	76.4	3.87	1.0	Agree	7



	receive feedback on my work/assignments.					8		
8	When I need help using Edmodo, I can contact my teacher at any moment.	14.9	15.5	69.6	4.27	1.05	completely Agree	4
9	I am capable of learning any computer applications required for the course.	26.1	14.9	59	4.08	1.28	Agree	5
	Average	(82 %).			4.22	0.65	Agree	

According to Table (4), the average mean of the student's behavioral engagement attitudes scale was (4.22) with a percentage (82%). According to the results in the table above, the means of the items related with the behavioral engagement dimension ranged between (4.51) and (3.41). The statement (If I make mistakes, I work until I correct them) received the highest rating, while the statement (I can master any computer programs needed for the course) received the lowest rating. Also, this table presents rank ordering of the statements according to their highest attitudes toward (BE).

4.1.2. Developing Language Skills (DLS)

The means and standard deviations of the six statements relevant to the attitudes of Iraqi non specialist EFL post-graduate students about Edmodo and perceptions of developing language skills (DLS) were computed. Table (5) shows the statements and responses of the participants.

Table (5): Summary of Descriptive Statistics Descriptive

Statistics and the Statements of Developing Language Skills								Rank
N	Developing Language Skills (LS)	Disagree %	Neutral %	Agree %	Mean	SD	Level of Agreement	
1	Edmodo helps me improve my vocabulary	4.9	8.7	86.3	4.21	0.85	completely Agree	3
2	Edmodo helps me improve my reading skill	7.5	6.8	85.7	4.15	0.91	agree	4
3	Edmodo assists me in enhancing my English.	9.9	8.1	82	4.13	0.97	agree	5
4	Edmodo assists me in enhancing my writing skill.	4.3	3.1	92.6	4.35	0.82	completely Agree	1
5	Edmodo assists me in improving my	3.7	9.3	86.9	4.25	0.85	completely Agree	2

	grammar .							
6	Edmodo assists me in improving my speaking skill.	32.9	29.2	37.9	3.14	1.15	Neutral	6
	Average	81,97%			4.11	0.77	agree	

Given the results in Table (5) above, it can be claimed that the students (completely agree) that Edmodo assists them enhance their writing skills ($M = 4.35$), grammar ($M = 4.25$), and vocabulary ($M = 4.21$). They also (Agree) that Edmodo assists them enhance their reading skills ($M = 4.15$) and their English in general ($M = 4.13$). As seen in Table (5) above, they were also (neutral) regarding the last statement ($M = 3.12$). Furthermore, the average mean of the student's Developing Language Skills attitudes scale was (4.11) with a percentage (81,97%). Also, this table presents rank ordering of the items according to their strongly attitudes toward Developing Language Skills.

4.1.3. Learning Linguistics with Edmodo Technology (LLET)

Non-specialist EFL post-graduate students in Iraq were asked to reply to ten items concerning their attitudes about Learning Linguistics with Edmodo Technology . The statements and student replies are listed in descending order in Table (6) below.

Table (6): Descriptive Statistics and Learning Linguistics Statements Utilizing Edmodo Technology (LLET)

N	Learning Linguistics with Edmodo Technology (LLET)	Disagree	Neutral	Agree	Mean	SD	Degree of Agreement	Rank
		%	%	%				
1	Edmodo enables	2.5	3.7	93.8	4.43	0.69	Completely	1



	me to go back and check what I have read.						Agree	
2	The use of Edmodo motivates me.	9.3	13	77.7	3.92	0.90	Agree	5
3	Learning the course using Edmodo is enjoyable.	14.9	10.6	74.5	3.85	1.06	Agree	6
4	I enjoy utilizing computers to learn the course.	18	16.1	65.9	3.66	1.07	Agree	9
5	Edmodo is easy to use	9.9	6.2	83.8	4.05	0.94	Agree	3
6	Edmodo is useful.	7.5	4.3	88.2	4.15	0.90	Agree	2
7	When I complete activities on Edmodo, I get a sense of satisfaction.	9.9	7.5	82.8	4.03	0.94	Agree	4
8	When computers are used, the lesson becomes more engaging.	19.9	12.4	67.7	3.61	1.11	Agree	8
9	Edmodo and	13	9.3	77.7	3.83	0.92	Agree	7

	computers assist me in learning the course more effectively.							
10	The use of Edmodo is a waste of time.	73.9	10.6	15.6	2.09	1.07	Disagree	10
	Average	74.2 %			4.05	0.62	Agree	

According to Table (6), the average mean of students' attitudes on the Learning Linguistics with Edmodo Technology (LLET) scale was (4.05) with a percentage (74.2%). The students completely agreed that Edmodo allows them to go back and double-check what they've read (M= 4.43). They agreed that utilizing computers to learn the course is good (M= 3.66), and that learning the course through Edmodo is enjoyable (M= 3.85). Similarly, they agreed that Edmodo and laptops assist students in comprehending the course better (M= 3.83), that doing tasks on Edmodo gives them a sense of satisfaction (M= 4.03), and that utilizing computers makes the course more engaging (M= 3.61). They also agreed that Edmodo is simple to use (M= 4.05), however they disagreed with the statement that using Edmodo is a waste of time (M= 2.09).

4.1.4. Linguistics Confidence (LC)

The means and standard deviations of the five statements referring to the students' attitudes of Iraqi non specialist EFL post-graduate about Edmodo and perceptions of developing language skills (DLS) were computed. Table (7) shows the statements and answers of the participants.

Table (7): Summary of Descriptive Statistics Descriptive Statistics and the Statements of Linguistics Confidence.								
N	Linguistics Confidence Perception Scale	Disagree %	Neutral %	Agree %	Mean	SD	level of Agreement	Rank

1	For your efforts in linguistics classes, you are rewarded.	11.2	12.4	76.4	3.88	0.95	Agree	3
2	I feel comfortable taking linguistic courses.	2.5	15.5	62	3.97	0.68	Agree	2
3	In linguistics courses, I do well.	10.6	19.3	70.1	3.79	0.88	Agree	4
4	I know I can do well in the course.	3.1	6.2	90.7	4.25	0.71	Strongly Agree	1
5	I know I can handle difficulties in linguistic courses.	12.4	24.2	63.4	3.66	0.92	Agree	5
	Average	77.4%			3.84	0.58	Agree	

Based on the findings shown in the table (7) above, the average mean of the students' attitudes on the Linguistics Confidence (LC) scale was (3.84) with a percentage (77.4%). The means for the five items connected to the linguistics confidence were between (4.25) and (3.66). The statement: "I can acquire good outcomes in the course" received the highest grade, and the statement: " I know I can handle difficulties in linguistic courses" received the lowest grade .

4.1.5. Edmodo Technology Confidence (ETC)

Non-specialist EFL post-graduate students in Iraq were asked to respond to ten items on their attitudes about Edmodo Technology

Confidence. Table (8) shows the statements and student responses in decreasing order.

Table (8): summary of Descriptive Statistics and the Statements of the Edmodo Technology Confidence

N	Edmodo Technology Confidence Perception Scale	Disagree %	Neutral %	Agree %	Mean	SD	Degree of Agreement	Rank
1	I learned to use Edmodo quickly	8.7	4.3	86.9	4.21	0.90	completely Agree	1
2	I can use Edmodo successfully every time	14.3	5	80.8	4.02	0.99	Agree	2
3	Edmodo meets my needs.	12.4	13.7	73.9	3.81	0.96	Agree	6
4	I am good at using computers.	21.1	13.7	65.2	3.64	1.13	Agree	7
5	I am satisfied with Edmodo	12.4	6.8	80.8	3.96	0.98	Agree	3
6	I am a high-level user of Edmodo	11.2	12.4	76.4	3.88	0.91	Agree	4
7	I feel comfortable	1.06	12.4	77	3.84	0.93	Agree	5

	ble using Edmodo.							
8	It is easier for me to use Edmodo to write my assignments than using paper and pen.	29.2	14.3	56.5	3.48	1.35	Agree	8
9	I can resolve a wide range of computer difficulties.	50.3	21.7	28	2.74	1.16	Neutral	9
10	I'm not very good at utilizing Edmodo.	83.9	5.6	10.5	1.98	0.98	Disagree	10
	Average	72.2 %			3.78	0.61	Agree	

As shown in Table (8) above, the average mean of the students on the technological confidence perception scale was (M=3.78) with a percentage (72.2%). According to the table data, the students completely agreed that they learnt to use Edmodo rapidly (M=4.21). They agreed that Edmodo could be used effectively every time (M= 4.02) and that they were satisfied with Edmodo (M= 3.96). Additionally, they agreed that they were increased Edmodo users level (M= 3.88), that they felt at confidence using Edmodo (M= 3.84), and that Edmodo fulfilled their needs (M= 3.81). They also agreed that they were proficient at utilizing computers (M= 3.64), and that using Edmodo to prepare their assignments was easier than using paper and

pen (M= 3.48). They disagreed that they were not good at utilizing Edmodo (M= 0.98), but they were neutral about the items that they can resolve a lot of computer problems (M= 2.74).

4.2. Question Two

- **Is there a statistically significant difference between (scientific department and humanitarian department) Iraqi non specialist EFL post-graduate students' attitudes on utilizing Edmodo as an implement of learning language?**

The second question of this research was to determine if post-graduate non-specialist EFL students from Iraq had different attitudes regarding utilizing Edmodo as an implement of language learning depending on their Major (level of specialization in the scientific and humanitarian disciplines) . The Independent Samples t- Test was calculated to provide an answer and the results are displayed in Table (9) below:

Table (9) : The Independent Samples (t- Test) with major					
Domain	Major	Mean	Std. Deviation	T Calculated	T Tabulated
ETC	humanitarian departments	3.51	0.63	1.777	1.698
	Scientific departments	3.70	0.50		
DLS	humanitarian departments	3.70	0.64	2.197	
	Scientific departments	3.95	0.49		
LC	humanitarian departments	3.82	0.56	3.925	
	Scientific departments	4.23	0.61		
BE	humanitarian departments	4.02	0.55	2.716	
	Scientific departments	4.29	0.49		
LLET	humanitarian departments	4.08	0.72	1.979	

Table (9) : The Independent Samples (t- Test) with major					
Domain	Major	Mean	Std. Deviation	T Calculated	T Tabulated
Overall	Scientific departments	3.94	0.85		
	humanitarian departments	3.83	0.54	2.086	
	Scientific departments	4.02	0.47		
N humanitarian= 36 N Scientific =44					

According to Table (9) above, students in the humanitarian departments had an average mean attitude toward utilizing Edmodo as a as an implement of language learning of (M=3.83), whereas students in the scientific departments had an average mean attitude of (M=4.02). A T-test was used to compare the mean scores of the students in the scientific and humanitarian departments. This study indicated a T- test of (2.08), which showing a significant difference between the two groups at the (0.05) level of significance and a degree of freedom (78). The findings clearly show that students in the scientific departments had a more positive attitude toward utilizing Edmodo as a learning tool than students in the humanitarian departments. In other words, the higher degree of learning will be more positive of the attitude.

4.2. Question Three

- **Is there a statistically significant difference between (the male and the female) Iraqi non specialist EFL students' attitudes on utilizing Edmodo as an implement of learning language?**

The third research question of this study aimed to determine if students' attitudes toward utilizing Edmodo as an implement of language learning differed by gender. The Independent Samples (t - Test) was used to respond to this question, as indicated in Table (10) below.:

Domain	Gender	Mean	Std. Deviation	T Calculated	T Tabulated
ETC	Male	3.69	068	1.045	
	Female	3.54	0.59		
DLS	Male	3.88	0.57	1.876	



Domain	Gender	Mean	Std. Deviation	T Calculated	T Tabulated
	Female	3.75	0.62		1.698
LC	Male	4.29	0.53	3.057	
	Female	3.87	0.59		
BE	Male	4.35	0.41	2.302	
	Female	4.05	0.56		
LLET	Male	3.76	0.79	1.814	
	Female	4.08	0.74		
Overall	Male Female	3.99 3.86	0.49 0.54	1.114	
N Male = 37 / N Female=43					

As according Table (10), the average mean of male students' attitudes toward utilizing Edmodo as an implement of language learning was (M= 3.99), compared to (M= 3.86) for their female counterparts. A T-test was applied to compare the average test results of the male and female participants. The T- calculated for this study was (1.114) where the T-tabulated was (1.698) at a degree of freedom (78) . This indicates that the two samples' differences were not statistically significant at ($P > 0.05$) . The outcomes definitely show that male and female students had the same attitudes toward utilizing Edmodo as an implement of language learning.

5. Conclusion

In light of the current investigation, the researcher has come to the following conclusions:

1. The current study investigated Iraqi non-specialist EFL post-graduate students' attitudes of Edmodo and their use of it for English language learning. According to the findings of this research, students' attitudes toward utilizing Edmodo as a platform for language learning were favorably positive, all in medium level. According to the rank order of the, this study showed that the Behavioral Engagement , Developing Language Skills and Learning Linguistics with Edmodo Technology had the highest mean averages among the five attitude scale components.
2. There was a statistically significant difference between the attitudes of the scientific department students and the



humanitarian department students regarding utilizing Edmodo as a platform for language learning. In contrast, there was no statistically significant difference in the attitudes of male and female students regarding utilizing Edmodo.

3. Students are able to participate actively in their education because they see Edmodo as being easily accessible, quick to use, and enjoyable. The use of Edmodo in university-level English learning can enhance language learning skills. Because it is a worldwide education network that enables students to communicate and work together to achieve their best learning potential, Edmodo is regarded as an effective online learning tool for studying English (Enriquez, 2014; Gomez, 2014; Kongchan, 2013; McClain et.al, 2015; Addison, 2011; Al-Kathiri, 2015; Al-Said, 2015; Olson, 2014; Wallace, 2014).
4. Students benefit from Edmodo in a variety of ways. Edmodo's learning benefits include improved student collaboration and communication increased student learning motivation, increased student engagement in learning, and improved student performance and learning outcomes (Al-Kathiri, 2015; Al-Said, 2015; Enriquez, 2014; Gomez, 2014).

6. Pedagogical Implications and further study

The findings of this study suggest some pedagogical implications and some future research directions. It would be a good idea if the higher institutions authorities develop the teachers' competency in the use of technology in their classrooms in order to successfully integrate the free tools such as Edmodo into their classes. Teachers should assist their students by giving connections to relevant resources that students may utilize to improve their language skills. Furthermore, teachers should encourage their students how to find and integrate information to support their assignments. The teachers should help their students by including some links of reliable resources that the students can use to develop their language skills. They should also get into the habit of commenting on the students' assignments on Edmodo because the students like that and that will help them to edit their assignments.

Unlike traditional classrooms, Edmodo-based instruction allows teachers to more easily monitor the teaching and learning process. This finding may potentially have consequences for linguists. It is one of the prospective areas of study tools in the language arena. Edmodo can be

beneficial as an assessment tool for language testing specialists. Because of the positive attitude of students toward this technology, policymakers may construct infrastructure to improve education in Iraq.

In terms of future research directions, it would be smart idea to survey a larger sample of students and extend the scope of the study to include additional private colleges in Iraq. Future study should look at the connection between students' attitudes on utilizing technology as a learning aid and their academic performance. Future research should look into the challenges of utilizing Edmodo. Future research should examine the impact of other e-learning platforms and compare them to the findings of this study.

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