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Entitled

*EXPLORING EMIRATI NINTH GRADE STUDENTS' USE OF EDMODO IN LEARNING ENGLISH: A  
MIXED METHOD STUDY*

by

Amna Hamad Al Nuami

Faculty Advisor

Dr. Negmeldin Omer Alsheikh, Curriculum and Methods of Instruction  
College of Education

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Abstract

This mixed method study is aimed at exploring the use of EDMODO by Emirati ninth grade female students ( $n = 97$ ) who are studying English as a second language. In the first phase of the study, quantitative data was collected by using a questionnaire. Additionally, from the original pool a subset of students ( $n = 11$ ) were interviewed with regards to EDMODO usage in the classroom. The findings from this study revealed that ninth-grade students found EDMODO to be first and foremost an interesting and joyful learning experience; Second, they also reported the it is an efficient platform for learning; and thirdly, they reported that EDMODO is a social platform and useful integrative tool for their learning experiences. The quantitative results corroborated the qualitative results by showing that EDMODO was found to be an efficient platform by the students, it was also found to be a viable tool for social integration and was enjoyable to students. Moreover, there were no major challenges that were found. There were no major variations between students' self-report and their views, only students indicated that EDMODO offers them multiple spaces for learning, help them consolidate their learning and they expressed that they faced minor technicalities in using EDMODO. The actual practices support and validated the students' self-report and views which revealed that student actually use EDMODO as a social and learning platform as well as an effective tool to exchange ideas. The study offers some recommendations for instruction, pedagogy and research.

**Keywords:** EDMODO, Blended Learning, Independent learning, Motivation, Technology Integration, Perceptions, UAE Public School Students, Mixed Method