

Strategies for E-Learning in Teaching English as a Foreign Language

Strategies for E-Learning in Teaching English as a Foreign Language:

Digital Pathways

By

Mohammed AbdAlgane and Rabea Ali

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CHAPTER ONE

PROCESS WRITING USING PADLET APPLICATION (PA) TO PROMOTE EFL ARGUMENTATIVE WRITING

1. Introduction

Writing serves as a potent medium of communication, facilitating individuals in the articulation of their thoughts, the influence of others, and the transformation of attitudes. According to Anom et al. (2012), writing assignments have the potential to enhance students' motivation to learn a new language and their proficiency in expressing themselves in that particular language. Writing is often regarded as one of the four fundamental skills that English as a Foreign Language (EFL) students should strive to develop. Proficiency in expressing one's thoughts, opinions, emotions, and ideas through written communication is of paramount importance for achieving success in academic and professional domains alike. In higher education, the development of writing skills is commonly facilitated through a progressive curriculum spanning several semesters. The instructional process commences by providing students with training in diverse writing genres, encompassing narrative, descriptive, report, explanatory, and analytical exposition. Following this, students will acquire the skills necessary to compose expository essays in English and effectively articulate their ideas through the utilization of many ways of development, including the incorporation of examples, details, comparison and contrast, cause and effect, as well as division and classification. Ultimately, students will acquire proficiency in academic writing strategies that may be applied to many academic assignments.

EFL educators and academics have long been concerned about the little progress observed in students' English writing skills compared to their

listening, reading, and speaking proficiencies. Writing is frequently regarded as a skill that is innately possessed, and EFL learners are advised to allocate significant amounts of time, exertion, and concentration in order to cultivate this aptitude (Elkot & Ali, 2020). The writing process encompasses a series of sequential actions, which include the deliberation of the job and intended recipients (rhetoric), engaging the reader, cultivating a distinctive authorial voice, establishing significance, and ultimately producing a formal written composition (Rahmat, 2019). Nevertheless, EFL students often encounter significant challenges while engaging in academic writing, necessitating novel techniques from instructors to address these obstacles (Pujiawati, 2018). The present chapter is to examine the proficiency of EFL students in achieving unity and coherence in order to enhance their competence in academic writing in the English language.

The acquisition of transferable abilities, such as communication, problem solving, and reasoning, is often seen as crucial for achieving success in college (Barrie, 2006; Shavelson, 2010; Hyytinen et al., 2019; Hyytinen et al., 2021a). These skills are believed to be applicable across several academic disciplines, hence enhancing students' prospects for achievement regardless of their chosen major. The importance of argumentation is well acknowledged in academic literature (Andrews, 2009; Mäntynen, 2009; Wolfe, 2011; Wingate, 2012). In the course of their collegiate tenure, students are frequently tasked with the responsibility of constructing and presenting arguments in a diverse array of assignments and examinations (Wolfe, 2011; Wingate, 2012). The proficiency in presenting persuasive arguments and successfully communicating one's perspective holds significance not only in achieving academic accomplishments but also in fostering comprehensive education (Asterhan and Schwarz, 2016; Iordanou et al., 2019; Kuhn, 2019). The results of research on overall proficiency frequently exhibit clear delineations.

The utilization of reasoning skills not only facilitates the completion of academic tasks but also contributes to the overall advancement of students' educational pursuits (Asterhan and Schwarz, 2016; Iordanou et al., 2019; Kuhn, 2019). Research on generic competence commonly centers on the significance and students' perspectives about various sets of skills (e.g., Barrie, 2006; Tuononen et al., 2019; Virtanen and Tynjälä, 2019).

Nevertheless, this particular technique does not meet the requirements of university instructors who must strike a delicate balance between imparting subject-specific knowledge and fostering the development of transferable abilities. Gaining a comprehensive comprehension of students' competency levels in many fundamental skills, such as argumentation, proves advantageous in the development of instructional resources for educators.

In contemporary society, individuals find themselves immersed in a plethora of electronic devices, hence presenting a formidable task of staying abreast with technological advancements. The integration of technology in educational settings has become prevalent, particularly as a pedagogical tool or instructional aid. There exists empirical support indicating that the use of technology, such as applications, holds potential as an efficacious approach for acquiring proficiency in a foreign language (Haris et al., 2017). According to Jaganathan (2016), the utilization of Web 2.0 technologies, such as social media, has the potential to augment classroom instruction by offering immediate and tailored learning experiences that effectively engage even the most inactive students. These technological resources facilitate the collaboration, collective effort, and knowledge sharing among students. According to Fuchs (2014), Padlet is a cost-free, multimedia-compatible platform that facilitates immediate engagement and assessment among the entire class. The primary objective of this book chapter is to investigate the utilization of Padlet, a Web 2.0 application, as an instructional tool for teaching students the skill of composing descriptive texts.

The utilization of collaborative writing activities facilitated by technologies such as Padlet has been demonstrated to enhance students' writing proficiency, as evidenced by a number of research conducted by Lestari (2017), Taufikurohman (2018), and Harlena et al. (2020). However, the scope of these studies is limited to examining the effects of collaborative writing or the use of Padlet on students' writing proficiency. According to Algraini (2014), the utilization of interactive media platforms like Padlet has the capacity to effectively captivate students and foster enthusiasm towards the learning process. This is mostly due to the platform's ability to facilitate the sharing of diverse multimedia resources, including images, videos, papers, and sounds, all of which are directly relevant to the subject matter at hand. Web 2.0 tools, such as Padlet, present students with the

potential to engage in collaborative project work, exchange knowledge, and establish connections with their peers, thereby fostering active participation in their educational endeavors. Nevertheless, it is crucial to acknowledge that Padlet is but one of numerous resources at teachers' disposal. Therefore, educators must identify the tools that prove to be the most efficacious for their specific learners and courses.

2. Background

Many students at the upper level of college education frequently encounter challenges in developing essential argumentation abilities, including the ability to effectively integrate assertions and evidence, offer diverse perspectives, and change their writing to meet the requirements of specific tasks (Hyytinen et al., 2017, 2021b; Breivik, 2020). One contributing factor to this phenomenon can be attributed to a limited comprehension of the elements that comprise an argument (Breivik, 2020), as well as the challenges involved in recognizing rhetorical situations and the corresponding anticipations they entail (Roderick, 2019).

The development of persuasive argumentation skills is a crucial factor contributing to academic achievement within the realm of higher education (Prata et al., 2019). It is imperative to foster and promote such abilities among college students, particularly in relation to contentious subjects that pertain to their chosen field of study (Fan & Chen, 2021; Glassner, 2017; Lazarou et al., 2016). Individuals who possess a high level of proficiency in argumentation are inclined to engage in critical and logical thinking, as well as demonstrate the ability to consider and analyze diverse views, integrate them effectively, and ultimately arrive at well-founded conclusions (Valero Haro et al., 2020). According to Heitmann et al. (2014), the capacity to participate in persuasive argumentation is crucial for effectively addressing societal and professional matters beyond the college level.

The utilization of technology has the potential to greatly augment a student's writing abilities. Padlet is a freely accessible digital tool that can be utilized in educational settings to facilitate the instruction of writing. It serves as a platform for the storage and organization of diverse forms of information (Arfiani et al., 2021). The Padlet board facilitates the posting of various

multimedia content, including photographs, text, links, videos, audio recordings, and files, by both teachers and students. Additionally, it can be utilized to promote collaborative learning and foster increased engagement between educators and learners throughout the duration of the course. According to a study conducted by Ellis (2016), the integration of Padlet in educational settings has been found to have a positive impact on students' levels of engagement and enthusiasm towards the writing process. Padlet functions as a digital platform that facilitates the exchange and display of information and ideas among educators and learners in real-time, so serving as a valuable instrument for fostering collaborative engagement within the classroom setting.

3. The Process-Based Methodology for Writing Instruction

The process-oriented approach to writing is a widely acknowledged methodology that places emphasis on the iterative and recursive characteristics inherent in the writing process. The perspective presented in this chapter regards writing as a complex and mentally challenging process that involves multiple phases of planning, translating, and revising (Graham & Perin, 2007; Nagin, 2006; Pritchard & Honeycutt, 2006). The writing process for students encompasses several key stages, including goal setting, idea generation, thinking organization, and the subsequent translation of these thoughts into written form. The primary emphasis is placed on the student's role as the proactive participant in the writing process, while the teacher assumes the role of a facilitator who offers assistance and comments.

According to Hyland (2019), the process approach to writing considers writing as a recursive activity that does not occur in a linear manner. This approach emphasizes the cognitive processes involved in writing and underscores the need of a recursive procedure that includes pre-writing, drafting, reviewing, and revising. The writing exercise commences with the pre-writing phase, wherein students generate thoughts pertaining to the topic matter and appropriately organize them to align with the requirements of the text. Before engaging in the subsequent tasks, students were provided with instructions to generate multiple iterations of their written work, diligently rewriting and editing each draft in order to produce the ultimate

version. Students will have the opportunity to enhance their drafts through engaging in discussions and receiving feedback from educators or peers. The process approach is widely recognized as a learner-centered approach due to the valuable feedback that students receive from others during their engagement in various processes. According to Russinovich (2015),

Prior research has indicated that the utilization of the process method to writing, specifically in a collaborative environment, can provide beneficial outcomes for students' writing abilities. A study conducted with first-year preschool instructors revealed that the implementation of Bayat's writing process resulted in a notable enhancement in the writing skills of the participants (Bayat, 2014). According to Faraj (2015), a separate investigation revealed that the provision of scaffolding during the writing process resulted in a noteworthy enhancement of writing skills among EFL students. Additionally, this intervention was observed to bolster their self-assurance in effectively conveying ideas through written expression. These findings are corroborated by supplementary studies that have illustrated the advantages of employing the process method to writing. In general, the process approach to writing is widely regarded as a pedagogical approach that prioritizes the learner's agency and growth as a writer, placing significant emphasis on the provision of constructive feedback to enhance the quality of written compositions. The utilization of this strategy has garnered significant acceptance in the realm of writing instruction and remains a very efficacious technique for facilitating the enhancement of students' writing abilities.

4. Significance of the Padlet

Padlet is a very efficacious instructional instrument, mostly owing to its accessibility, as it obviates the need for students to establish personal accounts. It serves as a digital platform wherein students have the ability to compose and disseminate content of their choosing to a selected audience, utilizing any internet-enabled device. According to Ojha and Acharya (2021), this phenomenon fosters the development of creative thinking abilities and positively impacts the academic achievements of students. According to Sangeetha (2016), Padlet functions as a digital platform that facilitates the collection and cultivation of ideas, the sharing of images and

videos, and the ability to freely edit and distribute them within the virtual space. Moreover, it affords students the chance to engage and acquire knowledge from their peers in a more relaxed and informal environment. Furthermore, Padlet can be employed as a tool to foster collaborative learning among students. According to Ali (2021), the design of the platform is user-friendly and its accessibility allows for a seamless experience in engaging with conversations and interacting with other users. According to Deni and Zainal (2018), students have the opportunity to engage actively and pose questions anonymously, hence promoting active critical involvement. Padlet can also serve as a tool for assessment, namely in the evaluation of students' writing proficiency (Jong & Tan, 2021). Additionally, it facilitates peer assessment by allowing students to provide feedback on one other's writings (Adachi et al., 2018). In summary, it is noteworthy to emphasize that Padlet facilitates both autonomous and cooperative learning, while also cultivating direct interactions among students.

Numerous academic investigations have demonstrated that the integration of Padlet into language classes yields benefits such as enhanced student performance, heightened student engagement, improved teaching and learning efficacy, and a more captivating learning experience (Fadhilawati et al., 2020; Haris et al., 2017; Taufikurohman, 2018). According to the findings of Beitz's (2019) study, Padlet has been observed to provide a conducive and adaptable learning atmosphere, enabling students to conveniently access it from various locations and at their preferred times, particularly if they possess personal devices. Moreover, Mahmud (2019) conducted a study which revealed that the utilization of Padlet fosters a collaborative learning environment among students, facilitating the enhancement of their writing skills. According to the research conducted by Etfita and Wahyuni (2021), it was established that Padlet demonstrates efficacy in promoting collaborative activities beyond the confines of the traditional classroom setting, hence augmenting the overall learning experience.

According to the study conducted by Teng et al. (2020), it was determined that the utilization of Padlet can effectively contribute to the improvement of students' self-regulation skills in the context of online reading and writing

tasks. Furthermore, the study conducted by Ali et al. (2018) revealed that the utilization of Padlet can have a substantial impact on the improvement of students' writing abilities and the augmentation of their knowledge by introducing them to novel terms. In addition, Padlet facilitates the cultivation of a student-centered learning environment by enabling students to actively participate through the act of publishing, sharing information, providing feedback on their peers' work, and exchanging knowledge.

5. The Padlet in EFL Instruction

Research studies have demonstrated that the utilization of Padlet has a substantial positive impact on students' writing skills, attributable to a range of contributing factors. It affords students the chance to engage in writing exercises, express themselves openly without apprehension of criticism, obtain evaluations from instructors and classmates, and partake in classroom engagements. Consequently, Padlet possesses the potential to serve as a beneficial instrument in facilitating the enhancement of students' writing abilities.

In accordance with England's (2017) findings, Padlet can be identified as a web-based tool that emulates a virtual environment with the purpose of facilitating the exchange of ideas, videos, web documents, and other related content. According to Alabbad and Huwamel (2015), the utilization of this technology can also function as an innovative and contemporary means of assessing teachers, in lieu of conventional written examinations. Furthermore, Padlet has the capacity to facilitate many educational endeavors within the classroom setting, including but not limited to brainstorming sessions, interactive conversations, and collaborative team projects. Moreover, it offers students the convenience of accessibility through a wide range of internet-connected devices, encompassing laptops, tablets, and smartphones. Students have the ability to disseminate their written work through a range of modalities, including social media platforms, electronic mail, or the incorporation of uniform resource locators (URLs), without necessitating the acquisition of any specialized software. According to Haris and Putri (2020), Padlet offers numerous advantages, including the facilitation of writing skills, provision of a novel medium for

writing instruction, and establishment of a favorable and supportive atmosphere for introverted students' engagement in classroom discourse.

A plethora of research papers have demonstrated the efficacy of Padlet as a pedagogical tool. According to Fadhilawati et al. (2020), the implementation of this intervention was seen to have a positive impact on students' writing proficiency, namely in the area of composing procedural texts. Additionally, Haris et al. (2017) noted that the intervention was associated with improvements in students' grammatical skills. Furthermore, Awaludin et al. (2017) discovered that the intervention facilitated the development of students' ability to express their perspectives effectively. According to Haris et al. (2017), the implementation of Padlet in Saudi Arabia resulted in a notable enhancement in students' writing proficiency.

Awaludin et al. (2017) conducted a study which found that the incorporation of Padlet in educational settings yielded positive outcomes in terms of enhancing students' writing skills and facilitating more proficient expression of their perspectives. According to Lestari's (2018) study, the utilization of Padlet as an instructional tool in the English Department at Universitas Islam Kadiri resulted in enhanced descriptive writing skills among students. According to Fadhilawati and Sari (2018), there was a noticeable enhancement in the procedural writing skills of students at Universitas Islam Negeri Malik Ibrahim Malang during the initial semester, which can be attributed to the utilization of Padlet. In addition, the study conducted by Anwar et al. (2019) revealed that the group of 28 students enrolled at Universitas Islam Sultan Agung Semarang expressed favorable responses towards the utilization of Padlet as an instructional tool for the teaching of functional linguistics. According to Wulandari (2018), Padlet presents a range of advantages, such as promoting collaboration, enabling instructors to provide feedback, facilitating student reflection on their knowledge, and enhancing motivation and vocabulary.

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CHAPTER TWO

THE EFFECT OF “KAHOOT APP” ON ACADEMIC ENGLISH TEACHING

1. Introduction

The acquisition of the English language plays a crucial function within the educational journey of those studying English for General Purposes (EGP). English language courses are being implemented at various levels of the higher education system, with particular emphasis on their inclusion inside Saudi Arabian universities. The curriculum of these courses is centered around acquiring a comprehensive understanding of English vocabulary and grammar. Despite the requirement for students to successfully complete these courses, the majority of them do not meet the necessary criteria for passing. One obstacle confronting these kids pertains to the employment of conventional instructional methodologies by educators. Following extensive research that has consistently demonstrated the beneficial impact of mobile devices, such as smartphones, laptops, and tablets, on the learning process, particularly in English as a Foreign Language (EFL) classrooms, scholars have proposed the use of a digital teaching approach. This strategy entails equipping all students with cellphones that have internet access.

The recognition of the significance of technology in the process of language acquisition has been widely accepted in recent literature (Elkot & Ali, 2020; Li et al., 2014). According to Galla (2016), the utilization of technology in language learning enhances the effectiveness of studying and leads to improved outcomes. Numerous studies have demonstrated the beneficial effects of technology on different facets of language learning. These include improvements in grammar (Klçkaya, 2013), writing skills (Lee et al., 2013), vocabulary acquisition (Wang & Suwanthep, 2017), listening comprehension (Kim, 2013), speaking proficiency (Sun et al., 2017), reading comprehension

(Tsai & Talley, 2013), and the provision of oral feedback (Xu & Peng, 2017).

The utilization of mobile devices has been found to have a positive impact on language acquisition, particularly in the context of English as a second language (Dashtestani, 2015; Rosell-Aguilar, 2018). This improvement has been observed throughout the course of the last decade. The utilization of mobile phones in language learning offers several advantages, including accessibility and portability (Derakhshan & Khodabakhshzadeh, 2011; Richardson et al., 2013). Additionally, learners can benefit from the availability of authentic tasks and materials online, which facilitates “reflective practice” and enables the utilization of “possible timing capabilities.” Moreover, the incorporation of mobile phones in language learning can enhance learners' motivation (Hsu, 2013).

The concept of gamification has emerged relatively recently within the field of education, wherein certain instructional websites incorporate game aspects with the aim of enhancing user motivation and facilitating more effective participation. Websites have the capacity to sustain the essence of a race among their users and enhance communication between them by using gamification components.

The concept of gamification involves the integration of game mechanics and elements into various contexts, including diverse industries and routine tasks, with the aim of fostering active participation and achievement of predetermined goals. Therefore, it can be argued that the integration of game elements into education, known as gamification, is a contemporary advancement and an effective approach to motivate students to engage in learning by leveraging game mechanics to enhance their level of involvement and pleasure (Dicheva, D., & Dichev, C., 2015).

According to Dellos (2015), gamification is often regarded as a highly effective approach in the field of education. Numerous studies have substantiated the efficacy of educational games in facilitating the learning process, since they engage learners in activities that promote critical thinking, facilitate the review of educational knowledge, and foster problem-solving skills. Educators employ digital games as a contemporary

iteration of educational games to engage their learners in entertaining activities with a specific educational objective. The advancement of technology has facilitated the seamless integration of educational games into classroom instruction for teachers.

The utilization of gamification software has been found to enhance students' engagement and dedication towards their educational tasks, hence frequently resulting in favorable outcomes in terms of learning and achievement. The references included in the text include Godwin-Jones (2015) and Chans and Portuguese Castro (2021). Kahoot is an educational digital platform that employs game-based learning, wherein students engage with a series of multiple-choice questions across various subjects and topics. This platform may be utilized in classrooms at different proficiency levels and supports several languages (Tan Ai Lin et al., 2018).

2. Kahoot

Kahoot is an educational application that use gamification as a means of facilitating digital learning. The utilization of this tool within educational systems at both primary and tertiary levels is prevalent due to its user-friendly interface, facilitating the creation, engagement, and dissemination of diverse educational games. It has been observed that the incorporation of entertainment and pleasure into the learning environment can have a positive impact on learners, enhancing their overall learning capacity and fostering their motivation to actively engage in the learning process. Numerous studies have demonstrated positive outcomes in relation to the enhancement of learning and instruction. The study conducted by Iaremenko (2017) examined the impact of the Kahoot application on the motivation levels of English language learners. The outcome was affirmative, as the implementation of this application fostered a stimulating and amusing atmosphere inside the educational setting. Furthermore, the participants asserted that they were able to acquire the necessary competencies expeditiously and without error through the utilization of interactive exercises and gaming applications on their portable electronic devices.

Based on the research conducted by Gebbels (2018) and Plump and LaRosa (2017), Kahoot is an internet-based Student Response System (SRS) that allows students to promptly answer multiple-choice questions and obtain instant feedback. This technology is compatible with various electronic devices such as cellphones, tablets, and laptop personal computers (P.C.s). Several studies investigating the impact of Student Response Systems (SRS) on student performance and learning have reported a positive disposition towards SRS (e.g., Gebbels, 2018; Zarzycka-Piskorz, 2016). The aforementioned research did acknowledge several drawbacks associated with SRS programs. However, their primary focus was on highlighting the benefits and advantages of these applications, and they did not provide a comprehensive study of the associated disadvantages and potential distractions. The primary focus of these studies was around examining the benefits and advantages associated with the usage of SRS apps, while also acknowledging certain drawbacks associated with these programs. The authors failed to conduct a comprehensive examination of the limitations and potential detractors associated with the utilization of Kahoot in educational settings, specifically in the context of student response systems (SRS). The utilization of language learning applications on mobile devices by students is a prevalent habit that is frequently observed by both peers and teachers in educational environments (Frisby, 2017).

In addition, Kahoot has been found to foster a sense of positive enthusiasm and pleasure among learners, as well as to enhance their motivation to engage in the learning process and facilitate the acquisition of knowledge. According to Bicen and Kocakoyun (2018), Sabandar et al. (2018), and Ismail and Mohammad (2017), it has been observed that in their recent study, Minton and Bligh (2021) shed light on the significant impact of incorporating Kahoot as an instructional tool in alleviating test anxiety symptoms and fostering a humorous and collaborative atmosphere inside the classroom setting. The incorporation of game aspects within the learning process through the utilization of Kahoot in this application has been seen to enhance student motivation. Consequently, learners derive enjoyment, motivation, and engagement from the utilization of Kahoot. (Bicen et al., 2018; Lin et al., 2018; Vranešić et al., 2019).