



The Use of Edmodo in Teaching Arabic as a Web-Based Learning Model: A Case Study at The New College, Chennai, India

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Abstract

This study investigates the use of the Edmodo application as a web-based learning model for teaching Arabic to 30 male students in the Department of Arabic at The New College (Autonomous), Chennai, India. The primary purpose was to identify the characteristics, features, and implementation of Edmodo in enhancing the effectiveness of Arabic language instruction. Employing a qualitative approach, this research focused on how Edmodo facilitates an interactive and flexible learning atmosphere, allowing students and instructors to access extensive open-source resources, distribute assignments, and conduct assessments without the constraints of time and physical classroom presence. The results demonstrate that Edmodo possesses comprehensive features—including a digital library, planner, assignments, quizzes, and grading—that significantly improve the Arabic learning process. Key findings indicate an increase in students' average performance in writing skills (*maharah kitabiyyah*), reading skills (*maharah qira'iyah*), vocabulary (*mufradat*), and basic grammar (*qawa'id*). The study concludes that Edmodo is an effective, innovative, and representative medium for web-based Arabic instruction, capable of transforming traditional lecture-based methods into more student-centered, engaging, and accessible e-learning experiences. The implications suggest that similar digital platforms should be integrated into other courses to support technology-driven higher education.

Keywords: Keywords: Edmodo, web-based learning, Arabic teaching, e-learning.

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Introduction

The teaching of Arabic at the non-language study program level, such as in various departments, often aims to help students understand basic vocabulary and simple grammatical rules. However, traditional lecture-based methods frequently lead to student boredom and passive participation, limiting the achievement of optimal learning outcomes. At The New College, Chennai, which has a significant number of students pursuing Arabic studies, similar challenges have been observed, including restricted time for face-to-face interaction and a lack of engaging, interactive learning resources (Ravichandran & Shanmugam, 2024); (Zeyab & M. Alayyar, 2023). In response to these challenges, there is a pressing need for innovative media that can deliver instructional materials more dynamically. Edmodo, a web-based social learning platform that resembles Facebook but is dedicated to education, offers a promising solution. It provides a secure, interactive environment where instructors and students can communicate, share resources, submit assignments, and conduct assessments asynchronously (Falade, 2023); (Balakrishnan et al., 2015).

Edmodo functions as a Learning Management System (LMS) that supports both independent learning and collaborative interaction. This study, therefore, aims to address the following research problem: How is Edmodo implemented and how effective is it as a website-based Arabic teaching model in the Department of Arabic at The New College, Chennai? The specific objectives are to identify Edmodo's key characteristics and facilities, describe its implementation in the Arabic learning process, and evaluate its effectiveness in improving student outcomes (Bhat & Ahmed, 2025); (Hassan Rakha & Abdo Khalifa, 2024); (Hasanah et al., 2021). In the era of globalization, foreign language instruction is no longer confined to language-specific study programs; it has expanded into various non-language disciplines. Arabic, an international language of significant academic, cultural, and religious importance, is increasingly being integrated into higher education curricula. In non-language programs, Arabic instruction is generally designed to establish a foundation for pragmatic understanding—equipping students with basic vocabulary and simple grammatical structures relevant to their academic needs. However, the effectiveness of teaching Arabic in non-language contexts is often hindered by conventional pedagogical approaches. A reliance on one-way lectures tends to minimize active student engagement and foster boredom in the classroom. This situation is exacerbated by limited face-to-face instructional time and a scarcity of interactive teaching materials suitable for independent study (Alabdali et al., 2023); (Alzahrani et al., 2021).

Similar challenges are evident in Arabic language instruction at The New College, Chennai, where limited opportunities for direct interaction necessitate the development of more dynamic learning media (Alzahrani et al., 2021); (Yeganeh et al., 2025). Advancements in Information and Communication Technology (ICT) offer significant opportunities to integrate e-learning into higher education as a solution to physical and temporal constraints (Chen et al., 2021); (Nagoor Gani et al., 2025); (Alshammari & Babu, 2025). One relevant digital tool is Edmodo, a web-based learning platform designed specifically for education, featuring an interface that resembles familiar social media platforms (Wochele-Thoma et al., 2026); (Rahman et al., 2024); (Matan & Velvizhy, 2025). Through its secure and structured features, Edmodo enables instructors and students to interact, share materials, and conduct assessments asynchronously, transcending the confines of the physical classroom. As a Learning Management System (LMS), Edmodo facilitates a blend of independent learning and student collaboration. Integrating this platform aims to shift the learning paradigm from a passive model to one that is participatory and student-centered (Karahana et al., 2025); (Cocho-Bermejo, 2025).

Therefore, it is crucial to scientifically examine the implementation of Edmodo as a medium for Arabic language instruction at The New College, Chennai, in order to assess the extent to which the platform enhances the quality of the learning process and student learning outcomes. Against this backdrop, this study aims to address the primary research question: how is Edmodo implemented, and how effective is its use as a web-based Arabic language teaching model within the Department

of Arabic at The New College, Chennai? Specifically, the study seeks to identify Edmodo’s key characteristics and features, describe the workflow of its implementation in Arabic language instruction, and evaluate its effectiveness in improving student learning outcomes.

Methodology

This study employed a qualitative approach, chosen to gain an in-depth and contextual understanding of the implementation, characteristics, and facilities of Edmodo in Arabic language instruction. The research was conducted at the Department of Arabic, The New College (Autonomous), Chennai, India, involving 30 male students enrolled in the Arabic courses during the 2024-2025 academic session. The qualitative design focused on observing the natural setting of the web-based learning process without generalizing the findings to a wider population but rather providing a rich, descriptive analysis of this specific case. Data were collected through direct observation of the Edmodo-mediated classroom activities, in-depth interviews with the course instructor and selected students, and documentation analysis of student assignments, grades, and discussion posts on the Edmodo platform. The research procedure included: (a) setting up the Edmodo class group using a unique 6-digit code for the 30 students; (b) training the students on basic Edmodo features (library access, assignment submission, quiz taking); (c) implementing Arabic lessons (focusing on vocabulary, reading, writing, and grammar) over one semester; and (d) gathering data on student performance and engagement. Data analysis followed Miles and Huberman's interactive model: data reduction, data display, and conclusion drawing/verification.

Table 1. Demographic profile of student participants (N=30)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	30	100.0
Year of study	First year	10	33.3
	Second year	10	33.3
	Third year	10	33.3
Prior e-learning experience	Yes	8	26.7
	No	22	73.3
Internet access	Smartphone (mobile data)	28	93.3
	Laptop (wi-fi)	2	6.7
	None	0	0.0

*Source: Student registration data, Department of Arabic, The New College, Chennai (2024-2025)

Table 2. Key Features of Edmodo used in Arabic teaching

Feature	Function in Arabic learning	Frequency of use per week	Student utilization rate (%)
Library	Storage and access to Arabic PDFs, audio, video, and PPT materials	5	100
Planner	Scheduling lesson topics, deadlines, and discussion timelines	2	86.7
Assignment	Submission of writing tasks and reading responses	3	100
Quiz/Test	Online assessments for vocabulary (<i>mufradat</i>) and grammar (<i>qawa'id</i>)	1	96.7
Gradebook	Tracking individual progress	2	93.3

Feature	Function in Arabic learning	Frequency of use per week	Student utilization rate (%)
Notification	and viewing automated scores Instructor announcements and reminders	4	100

*Source: Observation and platform analytics, Semester 1 (2024-2025)

Table 3. Comparison of student performance before and after Edmodo implementation

Arabic Area	Skill	Maximum Score	Pre-Implementation Mean Score (Traditional Method)	Post-Implementation Mean Score (With Edmodo)	Mean Improvement	t-value	Significance (p < 0.05)
Writing (Maharah Kitabiyyah)		100	65.2	82.4	+17.2	4.56	Significant
Reading (Maharah Qira'iyah)		100	68.1	85.3	+17.2	4.78	Significant
Vocabulary (Mufradat)	-	100	70.0	88.1	+18.1	5.12	Significant
Synonyms & Antonyms							
Grammar (Qawa'id)	-	100	60.3	78.5	+18.2	5.34	Significant
Basic Rules							
Overall Composite Score		100	65.9	83.6	+17.7	5.01	Significant

*Note: N = 30 male students. Pre-test conducted in Week 1 (traditional lecture method). Post-test conducted in Week 14 (after Edmodo integration). Paired t-test showed statistically significant improvement (p < 0.05) in all skill areas.

Table 4. Average Student Scores Before and After Edmodo Implementation

Arabic Area	Skill	Pre-Implementation (Traditional Method)	Post-Implementation (With Edmodo)	Improvement
Writing (Maharah Kitabiyyah)		65	82	+17
Reading (Maharah Qira'iyah)		68	85	+17
Vocabulary (Mufradat)		70	88	+18
Grammar		60	78	+18

Arabic Area	Skill	Pre-Implementation (Traditional Method)	Post-Implementation (With Edmodo)	Improvement
<i>(Qawa'id)</i>				
Overall Average		65.75	83.25	+17.5

*Note: Based on assessments of 30 male students, Department of Arabic, The New College, Chennai, 2024-2025.

Table 5. Student Perceptions of Edmodo as an Arabic Learning Platform (N=30)

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Edmodo is easy to use and navigate.	40.0	50.0	6.7	3.3	0.0
Edmodo makes Arabic learning more interesting than traditional lectures.	46.7	43.3	6.7	3.3	0.0
I can access Arabic materials anytime and anywhere using Edmodo.	56.7	40.0	3.3	0.0	0.0
Submitting assignments through Edmodo is convenient.	50.0	43.3	3.3	3.3	0.0
Edmodo helps me improve my Arabic vocabulary and grammar.	43.3	46.7	6.7	3.3	0.0
I feel more motivated to participate in online discussions on Edmodo.	36.7	50.0	10.0	3.3	0.0
The automatic quiz feedback helps me identify my weaknesses.	40.0	46.7	10.0	3.3	0.0
I recommend using	50.0	43.3	6.7	0.0	0.0

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Edmodo for other Arabic courses.					
*Source: Post-implementation survey, Department of Arabic, The New College, Chennai (2025)					

Table 6. Challenges Encountered During Edmodo Implementation and Mitigation Strategies

Challenge		Frequency of Reports from Students (n=30)	Percentage (%)	Mitigation Employed	Strategy
Intermittent internet connectivity		12	40.0	Allowed materials offline access; assignments downloadable; accepted within 24-hour grace period.	
Difficulty logging in initially		6	20.0	Provided one-on-one tutorial session during first week; created step-by-step visual guide.	
Too many notifications (information overload)		8	26.7	Set clear posting guidelines; encouraged use of "quiet hours" feature; grouped announcements into weekly summaries.	
Unfamiliarity with online quiz format		5	16.7	Conducted two practice quizzes (ungraded) before the first graded assessment.	
Preference for face-to-face feedback only		4	13.3	Combined Edmodo feedback with brief weekly in-person recaps.	

*Note: Multiple responses allowed; percentages calculated based on N=30.

Results and Discussion

The implementation of Edmodo at The New College, Chennai, revealed several key findings regarding its facilities, implementation process, and effectiveness.

Characteristics and Facilities of Edmodo in Arabic Teaching

The study identified that Edmodo offers a complete suite of features analogous to a physical campus. First, the Library feature allowed the instructor to upload Arabic learning materials in

various formats (PDFs, Word documents, PowerPoints, audio files for listening practice, and video links). Students could download these resources anytime, turning the library into a 24/7 digital repository. Second, the Planner helped organize weekly Arabic lessons, discussion schedules, and assignment deadlines, reducing confusion among the 30 students. Third, the Assignment feature was crucial: the instructor could set tasks (e.g., writing a short paragraph in Arabic), attach a due date, and collect submissions digitally. Fourth, the Quiz/Test feature enabled formative and summative assessments. The instructor created multiple-choice and short-answer quizzes on Arabic vocabulary (*mufradat*) and basic grammar rules (*qawa'id*), with automatic grading providing immediate feedback. Fifth, the Gradebook automatically recorded all scores, allowing the instructor to track individual student progress, export results (CSV/Excel), and share performance reports. These facilities, accessible via smartphones and laptops, proved particularly advantageous for students who commuted or had limited face-to-face time.

Implementation Process

The process began with the instructor creating a free Edmodo account (as a "Teacher". A dedicated group titled "Arabic Level 1 – The New College" was created, generating a unique 6-digit code. The 30 male students registered as "Students" using this code, without needing an email address. Once the group was secured, the instructor posted weekly lesson notes, discussion prompts (e.g., "Discuss the difference between nominal and verbal sentences in Arabic"), and assignments. Students submitted their work as PDFs or directly in the text box. The instructor provided feedback and grades privately within the platform. Over the semester, the instructor noticed that students became more active in online discussions compared to traditional classroom settings, likely due to reduced anxiety and the flexibility of responding after careful reflection.

Effectiveness in Arabic Learning Outcomes

Based on the analysis of student performance data and observational notes, the use of Edmodo significantly enhanced the effectiveness of Arabic learning. The average scores of the 30 students showed marked improvement in four key areas: Writing Skills (*Maharah Kitabiyyah*): From an average of 65/100 in the pre-assessment (using traditional methods) to 82/100 after Edmodo implementation, as students practiced writing through weekly online assignments with iterative feedback; Reading Skills (*Maharah Qira'iyah*): Average scores increased from 68/100 to 85/100, facilitated by the library's rich collection of Arabic texts and the ability to discuss readings asynchronously; Vocabulary (*Mufradat*): Including synonyms and antonyms, average scores rose from 70/100 to 88/100, driven by frequent low-stakes quizzes and digital flashcards shared via the platform; Grammar (*Qawa'id*): Average scores improved from 60/100 to 78/100, as students could review video explanations multiple times and complete targeted grammar quizzes.

These results align with previous findings by Taufiqurochman and Fauzi (2012), who concluded that Edmodo is an effective web-based model that combines instructor-led and independent learning. Furthermore, as noted by Rozak and Albantani (2018), e-learning platforms like Edmodo generate student interest and motivation because they break the monotony of lecture-based methods. The 30 students at The New College expressed, during informal feedback, that they appreciated being able to submit assignments from home, ask questions without hesitation, and see their grades immediately. The instructor also noted that Edmodo helped manage time more efficiently, as grading and feedback no longer required physical collection and distribution of papers.

Discussion of Challenges

Despite the positive outcomes, a few challenges emerged. Some students initially faced difficulties with internet connectivity; however, the mobile-friendly nature of Edmodo allowed access via 4G/5G networks. Additionally, the instructor needed to ensure that students did not feel overwhelmed by the constant notifications. This was managed by setting clear communication

guidelines (e.g., post only relevant questions, use the "quiet hours" feature). Overall, the benefits far outweighed the minor technical hurdles. Acknowledgments: The author extends sincere gratitude to the administration and the 30 male student participants of the Department of Arabic, The New College (Autonomous), Chennai, for their cooperation and engagement throughout this research. Thanks are also due to colleagues who provided valuable feedback on the implementation of the Edmodo platform. Theoretical Alignment with Blended Learning and Constructivism The remarkable enhancement across all four language skill domains validates the core tenets of the Social Constructivist Learning Theory, which emphasizes that language acquisition is optimized through interactive, mediated social contexts (Lee & Kim, 2025); (Ma & Chen, 2025). By serving as an asynchronous digital extension of the physical classroom, Edmodo bridges the gap between passive reception and active knowledge construction (Xia et al., 2024); (Lu et al., 2024). The platform provided students with a low-anxiety environment (the "affective filter" hypothesis) where they could internalize complex Arabic syntactic structures (Qawa'id) and vocabulary (Mufradat) at their own pace (H.L.M. Mohideen & A. Abdul Rasheed, 2024); (Dr K M A Ahamed Zubair, 2026). This seamless blend of instructor-guided instruction and self-directed exploration empowered learners to take ownership of their linguistic development, transforming traditional teacher-centered instruction into a collaborative digital ecosystem.2. Pedagogical Impact on Asynchronous Interactive Discourse Beyond quantitative score improvements, the qualitative shift in student participation patterns underscores Edmodo's capacity to democratize classroom discourse. In a traditional setting, oral participation in Arabic is often dominated by a small subset of confident students, while introverted or less professional learners remain passive due to fear of immediate peer judgment (Pan et al., 2025); (Chorbwhan et al., 2026); (Mohamed, 2024).

Edmodo's threaded discussion forums fundamentally altered this dynamic. The asynchronous format grants students the cognitive "wait time" required to draft, self-correct, and refine their Arabic responses before publishing. Consequently, peer-to-peer discussions on nuanced topics—such as differentiating nominal (Jumlah\ Ismiyyah) and verbal (Amount\ Fi'liyyah\$) sentences—became significantly richer, more reflective, and more inclusive. Efficient Feedback Loops and Formative Assessment Dynamics The systematic utilization of Edmodo's Quiz/Test and Gradebook features revolutionized the assessment landscape for Arabic instruction. In conventional language teaching, the time lag between assignment submission and paper-based feedback often dilutes the pedagogical impact of corrections. Edmodo's immediate automated scoring for vocabulary and grammar quizzes provided instantaneous cognitive reinforcement, enabling students to identify and rectify morphological or syntactic errors immediately. Furthermore, the private feedback feature within the Assignment module fosters a safe, individualized dialogue between the instructor and each student, allowing for targeted formative intervention without exposing individual learning gaps to the broader cohort (AlRamamneh et al., 2026); (E et al., 2025).

Digital Resource Aggregation and Autonomous Learning The strategic employment of the Library module addressed a longstanding bottleneck in higher education Arabic pedagogy: equal access to multi-modal learning resources (Mabotha & Ngcamu, 2025); (Mhlongo et al., 2023). By centralizing text documents, PowerPoint slides, audio recordings for listening comprehension (Maharah\ Istima'iyyah), and curated video explanations, Edmodo functions as a comprehensive, centralized repository accessible 24/7. This ubiquitous access encouraged autonomous learning behaviors, as students were no longer restricted to prescribed classroom hours to review challenging auditory or grammatical content (Kayanja et al., 2025); (Zou et al., 2025). Mobile accessibility ensured that learning could continue seamlessly outside institutional boundaries, turning idle commute time into productive study intervals (H. L. M. Mohideen, 2024); (K. M. A. Ahamed Zubair, 2025). Institutional Viability and Scalability in Higher Education The smooth onboarding process—requiring only a teacher-generated 6-digit access code without mandatory student email accounts—highlights Edmodo's practical viability for rapid institutional adoption. In resource-constrained higher education settings, complex Learning Management Systems (LMS) often suffer from steep learning

curves, expensive licensing fees, and protracted administrative setups. Edmodo's intuitive, social-media-style user interface minimized technical friction for both the instructor and the 30 male participants. This frictionless implementation demonstrates that high-impact digital transformation in specialized language humanities does not require costly infrastructure, but rather strategic alignment between platform features and course objectives (Yang et al., 2026); (Prinsloo, 2026); (Kraus et al., 2021).

Long-Term Educational Implications and Future Prospects Ultimately, the successful integration of Edmodo at The New College, Chennai, offers a scalable blueprint for modernizing Arabic language pedagogy across comparable higher education institutions (Dang et al., 2026); (Ross, 2026). The findings suggest that web-based platforms, when thoughtfully integrated, do not replace the instructor but rather amplify instructional effectiveness, boost student motivation, and normalize digital literacy as an integral component of language mastery. As higher education continues to evolve toward hybrid models, embedding lightweight LMS tools like Edmodo ensures that classical languages like Arabic are taught using contemporary, student-centered methodologies that prepare learners for an increasingly digital world.

Conclusion

Based on the findings and discussion regarding the use of Edmodo in web-based Arabic learning at the Department of Arabic, The New College (Autonomous), Chennai, India, two main conclusions are drawn. First, the Edmodo application possesses complete, representative features—library, planner, assignments, quizzes, and gradebook—that effectively support a website-based learning model. Second, the implementation of Edmodo significantly improves the effectiveness of Arabic language instruction, as evidenced by the increased average student scores in writing, reading, vocabulary, and grammar skills. Recommendations arising from this research include: (a) The college administration should provide additional support (e.g., subsidized internet access, dedicated computer labs) to encourage instructors to adopt innovative e-learning media like Edmodo, so that teaching becomes more varied, creative, and interactive; (b) Instructors should consistently integrate Edmodo into every Arabic lesson by uploading all necessary materials, designing regular quizzes, and requiring assignment submissions exclusively through the platform, as well as initiating more discussion topics online; (c) Future researchers should conduct development research on other digital educational media (e.g., Google Classroom, Moodle, or mobile apps) tailored to Arabic teaching contexts, so that the findings can serve as considerations for instructors and institutions in selecting the most suitable media for their students.

Conflicts of interest

The author declares no conflict of interest.

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Author contribution

K. M. A. A. Z was responsible for the conception and design of the study, as well as the drafting of the manuscript. contributed to the analysis and interpretation of the data and revised the manuscript critically for important intellectual content. Both authors reviewed and approved the final version of the manuscript to be published.

Declaration of generative AI in scientific writing

Generative AI was employed in this study strictly for language enhancement and structural formatting. The authors maintain full accountability for the intellectual integrity, originality, and factual accuracy of the entire manuscript. No AI tool was used to create or alter primary research data.

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