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Learning Reading Comprehension Via ClassDojo: An Exploration of Jordanian EFL Students' Attitudes

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Abstract

The present study explored the Jordanian English as a Foreign Language (EFL) students' attitudes toward learning reading comprehension lessons via ClassDojo. The participants of the study consisted of thirty-five male students from grade six. They were from one intact section who were chosen purposefully from a school in Jordan. They learnt lessons of reading comprehension via the ClassDojo application for only eight weeks. To gather the data, a questionnaire with (16) items was built by the researcher. Findings revealed that the sixth-grade students' attitudes were positive toward learning reading comprehension lessons via ClassDojo.

Keywords: Attitudes, ClassDojo Application, EFL, Jordan, Reading Comprehension.

تعليم فهم المقروء عبر تطبيق كلاس دوجو: استكشاف اتجاهات الطلاب الأردنيين متعلمي اللغة الإنجليزية كلغة أجنبية

الملخص

تبحث هذه الدراسة في اتجاهات الطلاب الأردنيين متعلمي اللغة الإنجليزية كلغة أجنبية نحو تعلم دروس فهم المقروء عبر كلاس دوجو. بلغ عدد الطلاب المشاركين في الدراسة (35) طالباً من طلاب الصف السادس الذكور، الذين اختيروا قصدياً كشعبة واحدة من مدرسة في الأردن. درس المشاركون دروس فهم المقروء عبر تطبيق كلاس دوجو لمدة ثمانية أسابيع. ولجمع البيانات صمم الباحث استبانة تحتوي على (16) فقرة لاستكشاف اتجاهات الطلاب نحو تعلمهم فهم المقروء عبر استخدام تطبيق كلاس دوجو، بينت النتائج أن اتجاهات طلاب الصف السادس كانت إيجابية نحو تعلم دروس فهم المقروء عبر استخدام تطبيق كلاس دوجو.

كلمات مفتاحية: الاتجاهات، تطبيق كلاس دوجو، اللغة الإنجليزية كلغة أجنبية، الأردن، فهم المقروء.

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developments have been taken place in the teaching/learning process today. Using ClassDojo is one of these changes that occurred in many classes of the English language (Çetin & Çetin, 2018). Thus, it is crucial to explore students' attitudes about using the ClassDojo application in learning reading comprehension because these attitudes may help teachers introduce new teaching methods that can be used in reading comprehension lessons.

Reading comprehension is the primary purpose of reading. Significantly, reading comprehension is an active process involved by the reader to understand the text (National Reading Panel, 2000). Reading comprehension is also a thinking process that can be used to understand what the reader has read. The comprehension process depends on the reader's experience and knowledge, and it often includes a kind of understanding vocabulary (Block & Duffy, 2008). Moreover, it involves organizing ideas, recognizing the author's point of view, and evaluating the text (Anderson & Pearson, 1984).

There are different skills of reading comprehension, which facilitate the understanding of the text. These skills are mainly essential for active reading. Thus, readers should use these skills to interact with the text, which allows them to make predictions and generate questions (Grellet, 1981). Teaching these skills requires teachers to use structured steps and to facilitate understanding students' levels. Teachers should also use authentic and different materials that meet the students' desires and interests (Mishan, 2005).

Skimming and scanning are two essential skills in reading comprehension. Skimming is considered an essential reading skill to locate specific information for different purposes (Moyle, 1968). Skimming has three types; identifying the topic of a reading text, getting much information of a reading text and knowing the content of a reading text (Konstant, 2003). Scanning is the readers' ability to extract specific information from a text. When the readers scan a text, they should understand that they search for details aware of what they are looking for (Troschitz, 2005). Scanning is a process of reading a text for specific information (Harmer, 1991). The researcher defines skimming skill as a rapid process of discovering the reading text without going deeply into its details. Also, the researcher defines the scanning skill as the process of reading the text quickly to discover a piece of information which may be, for example, about the name of a character, or a place.

Attitudes are one of the factors that affect students' learning, especially in the EFL context (Ellis, 1985; Omaggio, 2001). The attitude is "a construct that explains linguistic behaviour in particular. It may be positive or negative as well as instrumental or integrative" (Al-Mamun, Rahman, Rahman, & Hossain, 2012, p. 200). Likewise, Ahmad (2015) defines attitudes as feelings that students have toward using the language.

Students' attitudes are opinions about what they have learned. Thus, if students have negative attitudes, they may face language learning problems (Brown, 2007). Likewise, Fakeye (2010) claims that attitudes influence students' achievement. Therefore, the students' positive attitudes towards language learning affect their learning. Exploring students' attitudes is necessary as it may provide educators with what students feel when they learn and their opinions about the learning process (Spolsky, 1969).

According to Wenden (1991), there are three main types of students' attitudes. Firstly, cognitive attitudes are beliefs and ideas of knowledge about what they have learned, so language learners must establish a link between new knowledge and prior knowledge. Secondly, behavioural attitudes are the desire of students to act and respond in the learning position. Thirdly, affective attitudes are the emotions and feelings that students have towards the learning process.

It is said that teachers and instructors are called to explore their students' attitudes because of the significance of these attitudes in the teaching/learning process. These attitudes may help identify students' needs and later introduce them to new teaching strategies that apply to their needs and preferences (Abusa'aleek & Baniabdelrahman, 2021). Using ClassDojo may be one of many techniques that can improve students' performance in reading comprehension.

ClassDojo application is a classroom communication application for both PC and mobile that teachers can use to share easily students' reports between parents and teachers about what they have done during the class (Çetin & Çetin, 2018). This application is to apply many learning activities, which helps teachers to teach different skills sequentially and create a visible portfolio for students in the classroom. Parents are becoming aware of the activities that the teacher posts on the application to be completed by the students.

There are two primary components of the ClassDojo application: the awarding badges and the reporting system (Hammonds, Matherson, Wilson, & Vivian, 2013). In the first component, the students complete their learning tasks, the teacher can give them rewards as a positive green badge (+ points) or a negative red badge (- points) (See Figure 1). These badges are available for each session, which aim to focus on rewarding achievements.

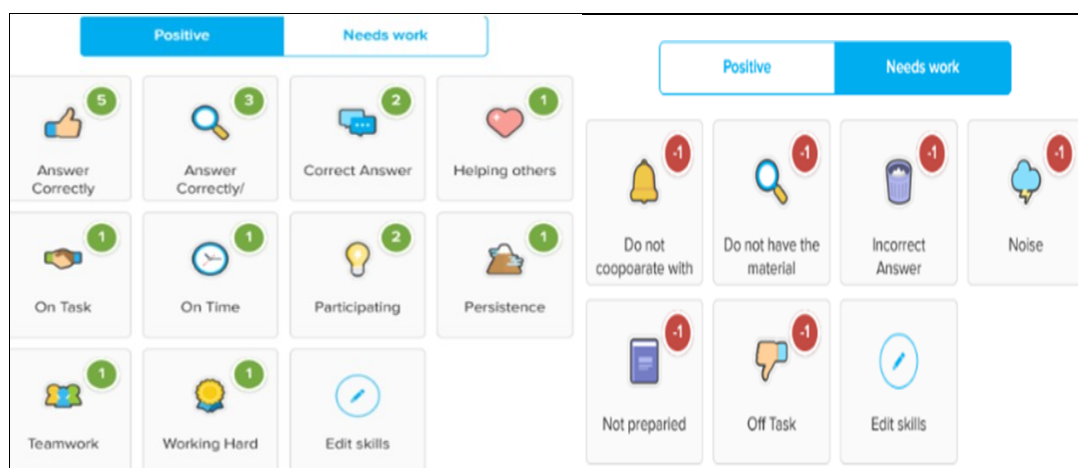


Figure (1). *The Awarding Badges After Positive and Negative Behaviour*

The second component of the ClassDojo application is the reporting system. It gives a record of the badges and points given to the students and provides feedback to the parents about their student's progress and performance (See Figure 2).

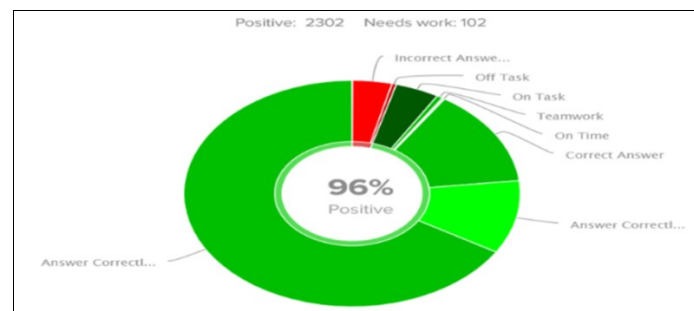


Figure (2). The Reporting System

In Jordan, reading comprehension in the English language is taught to all students at grade one to twelve. All textbooks in every grade consisted of three to four reading comprehension texts. Reading comprehension is considered an essential and obligatory part of all exams that are given to the students. Many researchers (e.g., Abusa'aleek & Baniabdelrahman, 2021) in Jordan reported that students' performance in reading comprehension is not acceptable at most times. These results are interpreted for different possible reasons. First, many EFL teachers teach reading comprehension by asking students to read the text and translate it word by word, which will not develop students' reading comprehension skills (Migdadi & Baniabdelrahman, 2016). Second, other teachers do not teach reading comprehension lessons based on specific and straight forward strategies that meet students' needs and interests (Smadi & Alshra'ah, 2015), affecting students' performance (Alkhawwaldeh, 2011).

ClassDojo application has different valuable services that can be used in the teaching/learning process. Therefore, the researcher claims that it is essential to determine students' attitude towards learning reading comprehension via this application. Thus, this study seeks to explore the Jordanian sixth-grade students' attitudes to learn their reading comprehension lessons via ClassDojo.

Statement of the Problem

Many students in Jordan are being discouraged when they are asked to answer reading comprehension questions. Based on the researcher's experience in teaching the English language, the researcher has observed that many students are unwilling to be active in reading comprehension lessons. Researcher also claims that many students suffer from the strategies and methods that teachers use while introducing a reading text, making them unattractive to the class. Researches in Jordan (e.g., Al-Jamal, Hawamleh & Al-Jamal, 2013; Abusa'aleek, 2020) claimed that the use of incorrect teaching strategies is one of the most reasons that make students demotivated while they learn reading comprehension lessons. Many studies (e.g., Çetin & Çetin, 2018) showed that the ClassDojo application might affect positively students' attitudes, which in turns improve their performance in learning.

Purpose of the Study

This study aims to explore the Jordanian EFL students' attitudes toward learning reading comprehension lessons via ClassDojo.

Question of the Study

What are the Jordanian EFL students' attitudes toward learning reading comprehension lessons via ClassDojo?

Significance of the Study

The present study, to the researcher's best knowledge, is the first study in Jordan that explores students' attitudes about using the ClassDojo application in the English language (namely, reading comprehension). Moreover, this study may encourage teachers to look out for the use of ClassDojo in their teaching. Specifically, many EFL teachers in Jordan are looking forward to new methods and techniques that can easily be used to teach the English language in general (Abusa'aleek, 2018). Moreover, the results that have been emerged from this study may pave the way in front of other researchers to conduct other studies about exploring students' attitudes in using ClassDojo application in learning different English language skills.

Limitations of the Study

The present study is confined to the sixth-grade students who learn reading comprehension lessons via the ClassDojo application for only eight weeks. This study is conducted during the scholastic year 2019. Also, the current study is confined to a questionnaire which is designed by the researcher.

Review of Related Literature

Maclean-Blevins and Muilenburg (2013) explored twenty-three American students' attitudes to learn via ClassDojo. The participants were from grade three. To gather the data, a checklist was used. Findings revealed that the students had positive attitudes about this online system (i.e., ClassDojo application).

Chiarelli, Szabo and Williams (2015) investigated the effect of ClassDojo on students' commitment and behaviours in the classroom in Turkey. A scale was used to gather the data. The participants of the study were forty-two students from first grade. Results showed that there was a noticeable impact on students' behaviours that were attributed to ClassDojo.

Burger (2015) explored twelve American students' attitudes towards the use of ClassDojo in classroom management. To gather the data, a questionnaire was used. Findings pointed out that there were positive attitudes towards using the ClassDojo application as a classroom management tool.

Turan, Avinc, Kara, and Goktas (2016) explored students' attitudes toward using ClassDojo. The participants of the study consisted of forty-six students from Turkey. A questionnaire was used to explore students' attitudes. Results pointed out that students had positive attitudes to learn with ClassDojo.

Da Rocha Seixas, Gomes and de Melo Filho (2016) studied the effect of using the ClassDojo application on sixty-one Brazilian students' engagement. A planned questionnaire was used to gather the data. Results indicated that the students preferred having ClassDojo in their learning which helped them to be more engaged.

Saeger (2017) explored Australian students' attitudes towards using ClassDojo to increase their classroom's positive behaviours. The participants consisted of nineteen students from grade two. A questionnaire was used by the researcher. Findings showed that students had positive attitudes about using ClassDojo in the classroom.

Homer, Hew and Tan (2018) investigated the effect of using ClassDojo, as a classroom tokens system, on students' English learning. The study participants consisted of one hundred and twenty Chinese students from grade one, two, three, and four. To collect the data, an observation card was used. Findings showed that students had positive attitudes, and they enjoyed learning via the ClassDojo application.

Çetin and Çetin (2018) explored students' attitudes towards the use of ClassDojo in learning Math. The participants of the study consisted of two hundred and six Turkish students. They were chosen from grade five, six, seven, and eight. The researchers used a questionnaire to collect the data. Results indicated that students who studied via ClassDojo showed positive attitudes about using ClassDojo in their learning.

Hursen and Bas (2019) explored students' attitudes towards using ClassDojo in learning science. The participants of the study were sixteen students from grade four in Cyprus. A questionnaire to gather the data was used. Findings revealed that students had positive attitudes to learn via ClassDojo.

Concluding Remarks

It has been noticed from the previous studies that using ClassDojo affected students' attitudes positively to learn. All the studies (e.g., Maclean-Blevins & Muilenburg, 2013; Chiarelli *et al.*, 2015; Burger, 2015; Turan *et al.*, 2016; Da Rocha Seixas *et al.*, 2016; Saeger, 2017; Homer *et al.*, 2018; Çetin & Çetin, 2018; Hursen & Bas, 2019) showed in their results that students preferred learning via ClassDojo. Different researchers explored students' attitudes in grade (e.g., one, two, four, five, six, seven, and eight). Also, subjects (e.g., English language, Math and science) were taught via ClassDojo. All the previous studies were used a questioner to explore students' attitudes towards learning via ClassDojo, except (Maclean-Blevins & Muilenburg, 2013), which used a checklist.

Unlike the previous studies, the present study explored students' attitudes to learn reading comprehension via ClassDojo. Also, this study differs in its sample with thirty-five students from grade six who were taught reading comprehension via ClassDojo for only eight weeks. This study is also differs in its place, which is carried out in a Jordanian public school.

Methods and Procedures

Design of the Study

The researcher followed the descriptive method to explore students' attitudes toward learning reading comprehension via the ClassDojo application.

Participants of the Study

The students who took part in this study were thirty-five students from grade six as one intact section. They were chosen purposefully from a public school in Jordan. They were taught reading comprehension via the ClassDojo application for (16) classes (i.e., eight weeks). After the participants completed reading comprehension lessons, the researcher asked them to respond to the assigned questionnaire to explore their learning attitudes via ClassDojo.

Instrument of the Study

The researcher built a questionnaire with 16-items to explore the sixth-grade students' attitudes toward learning reading comprehension activities via the ClassDojo application. After different studies were reviewed, the questionnaire was built. Also, it was based on a 5-point Likert Scale. The researcher ranked the items from (5-1). The researcher used the following ranks to analyze students' responses to the questionnaire. These ranks were (1- ≤ 2,33 low attitudes, >2,34- ≤ 3,67 moderate attitudes and >3,68-5 high attitudes).

Validity of the Questionnaire

To judge the questionnaire, it was handed out to a jury of different teachers and educational staff doctors who are teaching the English language in Jordan. The researcher asked them to judge

the items used in the questionnaire to identify if they are suitable for the study sample. The jury gave the researcher some comments. After different modifications were made, the researcher considered the questionnaire suitable to achieve the purposes of the study.

Reliability of the Questionnaire

To find out the reliability of the questionnaire, Cronbach's Alpha test was used. The reliability value was (0.80), which means that the questionnaire is suitable and reliable for the present study.

Data Analysis

Means and standard deviations were used to explore students' responses toward the use of the ClassDojo application.

Results of the Study

Results related to the study question: *What are the Jordanian EFL students' attitudes toward learning reading comprehension lessons via ClassDojo?* Ranks, means and standard deviations of the students' attitudes were calculated to answer the question of the study. Results are presented in Table (1).

Table (1). Ranks, Means and Standard Deviations of the Sixth-Grade Students' Attitudes toward Learning Reading Comprehension Lessons via ClassDojo Application

Rank	No.	Items	Mean	Standard Deviation	Degree
1	15	I think ClassDojo makes reading comprehension lessons more fun.	4.56	0.85	High
2	4	I think ClassDojo allows my parents to follow up on my performance.	4.52	0.74	High
3	14	I think ClassDojo forces me to complete the assigned tasks in reading comprehension lessons.	4.44	0.67	High
4	1	I think the use of ClassDojo encourages me to study more.	4.36	1.22	High
4	7	I think that using ClassDojo allows me to follow up on my performance.	4.36	0.96	High
6	11	I think that my classroom behaviour is controlled when I learn via ClassDojo.	4.32	0.95	High
7	3	I like the way how the teacher assists me in ClassDojo.	4.28	1.04	High
7	12	I think that the use of ClassDojo encourages me to listen and respond to the teacher.	4.28	1.07	High
9	10	I think that ClassDojo paved the way to learn reading comprehension lessons effectively and attractively.	4.24	0.89	High

Rank	No.	Items	Mean	Standard Deviation	Degree
9	2	I think that using ClassDojo makes me feel more confident in reading comprehension lessons.	4.24	1.26	High
11	9	I think that my performance increases in reading comprehension lessons.	4.04	1.46	High
12	5	I see that ClassDojo increases competition in the classes.	3.92	1.41	High
13	13	I think using ClassDojo encourages me to answer reading comprehension quickly.	3.88	1.06	High
14	8	I am not involved in learning via ClassDojo.	2.08	1.35	Low
15	6	I feel that using ClassDojo is not good to learn reading comprehension lessons.	2.04	1.10	Low
16	16	I feel demotivated when I learn via ClassDojo.	1.56	0.96	Low
Total			3.82	1.06	High

As shown in Table (1), the students' attitudes came to a high positive degree. This result indicates that grade six students have positive attitudes about ClassDojo use in their learning reading comprehension. The overall mean score of the sixth-grade students' responses to the assigned questionnaire was (3.82), with a standard deviation of (1.06). It is clear from the analysis in Table (1) that there are thirteen items out of sixteen that came to a high degree. The mean score of the items ranged between (4.65-1.56). Also, item (15) "*I think ClassDojo makes reading comprehension lessons more fun*" had got a mean score of (4.56) and a standard deviation of (0.85), as the first rank among the items of the questionnaire. Item (4) "*I think ClassDojo allows my parents to follow up my performance*" had got (4.52) as a mean score and a standard deviation of (0.74), as the second rank. In the last rank, item (16) "*I feel demotivated when I learn via ClassDojo*" came with a mean score of (1.56) and a standard deviation of (0.96).

Discussion of the Results

The present study investigated the students' attitudes toward learning reading comprehension via ClassDojo in Jordan. The results indicate that the students who are taught reading comprehension via ClassDojo have positive attitudes toward learning reading comprehension lessons through ClassDojo. This result means that the sixth-grade students preferred learning via ClassDojo. This result also showed that using ClassDojo helped the participants be active and engaged in reading comprehension lessons.

The researcher explains this result because the students who are taught reading comprehension activities via ClassDojo preferred how the learning material is presented to them. Nearly all the students had a real chance to respond to the teacher's tasks on ClassDojo. They learnt reading comprehension activities with fewer barriers that may find in the traditional classes. The use of ClassDojo changed students' attitudes towards learning and made them encouraged to learn

positively. These findings are consistent with Çetin and Çetin (2018) study, who stated that students had positive attitudes to learn via ClassDojo.

Besides, the students had positive attitudes because they were reported significant progress in dealing with reading comprehension questions. They were able to read and answer questions and communicate with other students in an excellent attractive way. Also, they could follow up on their performance after responding to the exercises on the ClassDojo application. This way makes all the students feel the smell of competition among colleagues. Students felt that they were forced to spend much time effectively reaching their success in learning.

Another explanation for the students' positive attitudes could be the use of the ClassDojo application that enabled the students to become more engaged while they were studying the reading comprehension lessons. During implementing the instructional program, the researcher introduced the ClassDojo application to the experimental group, which helped them to log into the website and use it in reading comprehension lessons. Moreover, all students could show themselves in an attractive digital avatar, which attracted them to learn through the application used in this study. Adding technology into the reading comprehension syllabus was considered a principal aim that could be achieved in the instructional program through the use of the ClassDojo application. Thus, this application allowed the students to show their profile and achievement status directly at the end of the class. More specifically, in every lesson plan, the researcher directed the students' attention to reading comprehension skills in the texts, then asked the participants to use the ClassDojo application to practice those reading comprehension skills and finally measure their progress. ClassDojo application was able to support students learning quickly and build a competitive environment with great fun, far away from the conventional classroom.

Additionally, the researcher explain why the students' attitudes were positive. Firstly, the researcher claim that learning lessons of reading comprehension via ClassDojo enhanced students' achievement and ability to answer reading comprehension questions. This indicates that the sixth-grade students were willing to respond to the questions more positively. Secondly, using ClassDojo prevents students from making fewer mistakes because students ought to finish the assigned tasks to reach the top of leaderboards.

After the students were taught via ClassDojo, they become more enthusiastic about learning reading comprehension. While the instructional program was implemented, the students felt that they were calm and controlled in reading comprehension classes. They were given enough time to read and answer with less shame. Also, the students were more longing to learn via ClassDojo because they encouraged to earn points as soon as possible. The students also noticed that their teacher's method of teaching is changed. His role is to guide and stimulate them to pursue their learning. The teacher also evaluated them via the website to give them rewards and badges.

Furthermore, the students who were taught reading comprehension lessons stated that they enjoyed this new teaching strategy and permanently wishing to begin the classes that were taught via ClassDojo. This application inspired them to listen and communicate with other students because they should work in groups that the teacher created on the ClassDojo application.

Using ClassDojo improved the constructive communication among the sixth-grade students, which allows them to communicate with the teacher, students and the targeted learning material in a social learning environment. Also, the students could get instant feedback about their performance. This flexible environment made them positive learners.

The students' positive attitudes were strong evidence of the usefulness of using the ClassDojo application in learning reading comprehension. This result could be explained as that the sixth-grade students were more zealous in the reading comprehension tasks. Also, the students had got the chances to actively learn and be evaluated by the same teacher and class. The researchers claim that the use of the ClassDojo application affected students' learning environment positively because it was a motivating environment that invites students to be active in the learning process.

At last, the results presented in this study are consistent with the results of the studies of (e.g., Maclean-Blevins & Muilenburg, 2013; Chiarelli *et al.*, 2015; Burger, 2015; Turan *et al.*, 2016; Da Rocha Seixas *et al.*, 2016; Saeger, 2017; Homer *et al.*, 2018; Çetin & Çetin, 2018; Hursen & Bas, 2019) which showed that the students had positive attitudes to learn via the ClassDojo application. These results confirmed that using ClassDojo was helpful in students' learning. All the participants in the previous studies reported they are motivated and positive to learn via ClassDojo.

Conclusion

The present study aimed at exploring the Jordanian EFL students' attitudes toward learning reading comprehension lessons via ClassDojo. The results revealed that the sixth-grade students had positive attitudes towards the use of ClassDojo in their lessons of reading comprehension. These results indicated that the students who participated in this study believe that ClassDojo is an online application that paves the way to learn reading comprehension quickly. ClassDojo is an educational, technological application that facilitates communication between teacher and students' parents, which allow the teacher to change students' harmful and destructive behaviours to new positive ones.

Recommendations and Suggestions

Different recommendations are recommended based on the results of the current study as follow:

- EFL teachers are advised to use the ClassDojo application in their teaching process.
- The Ministry of Education ought to give interest to use ClassDojo in the teaching and learning processes.

Moreover, the researcher suggests the following:

- Investigating students' attitudes towards using ClassDojo in learning other English language skills (e.g., speaking).
- Investigating students' attitudes toward using ClassDojo in reading comprehension of other grades (e.g., seventh grade).
- Investigating the effect of using ClassDojo on improving students' learning other subjects.

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Links from the Internet

ClassDojo application: [ClassDojo for Teachers](#)