

AN EVALUATION OF USING PADLET IN ENHANCING NON-ENGLISH STUDENTS' LEARNING MOTIVATION AND INTERACTION IN WRITING LESSONS AT HAI PHONG UNIVERSITY

Phan Thị Hường

Khoa Ngoại ngữ

Email: huongpt91@dhhp.edu.vn

Ngày nhận bài: 25/4/2023

Ngày PB đánh giá: 22/5/2023

Ngày duyệt đăng: 02/6/2023

ABSTRACT: The study was carried out to evaluate the effectiveness of using Padlet in enhancing non-English student's motivation and interaction with writing skill at Hai Phong university. In writing lessons, interaction among students was ineffective and normally in one way, therefore students' motivation seemed to be not high. Moreover, the chance for students to practice writing directly was not much because of the limitation of learning time in class. Using Padlet in writing lessons was expected to improve students' motivation and interaction for non - English majors. To achieve this purpose, the author used questionnaires to collect data from 46 non-English students. The findings of the study showed that using Padlet partly helped enhance students' motivation and interaction. Students hoped to use Padlet and other technology applications more to promote the efficiency of learning and teaching process.

Keywords: Padlet; Motivation; Interaction; Studying English; Hai Phong university

ĐÁNH GIÁ VIỆC SỬ DỤNG PADLET ĐỂ CẢI THIỆN ĐỘNG LỰC HỌC TẬP VÀ SỰ TƯƠNG TÁC TRONG GIỜ HỌC VIẾT CHO SINH VIÊN KHÔNG CHUYÊN TIẾNG ANH TRƯỜNG ĐẠI HỌC HẢI PHÒNG

TÓM TẮT: Nghiên cứu được thực hiện để đánh giá tính hiệu quả của việc sử dụng Padlet trong việc cải thiện động lực và sự tương tác khi học kỹ năng viết của sinh viên không chuyên tiếng Anh của Trường Đại học Hải Phòng. Trong giờ học viết, tương tác giữa các học sinh chưa hiệu quả và thường mang tính một chiều, do đó động lực học tập của sinh viên cũng không cao. Hơn thế nữa, cơ hội cho sinh viên luyện viết trực tiếp không nhiều vì sự giới hạn thời lượng học trên lớp. Việc sử dụng Padlet trong các giờ học viết được kì vọng nhằm cải thiện động lực và sự tương tác cho các sinh viên không chuyên tiếng Anh. Để đạt được mục đích này, tác giả sử

dụng bảng câu hỏi trắc nghiệm để thu thập dữ liệu từ 46 sinh viên không chuyên tiếng Anh. Kết quả nghiên cứu chỉ ra rằng việc sử dụng Padlet phần nào giúp cải thiện động lực và tương tác học tập của sinh viên. Ngoài ra, sinh viên cũng hi vọng sử dụng Padlet và các ứng dụng công nghệ thông tin nhiều hơn để thúc đẩy hiệu quả của quá trình dạy và học.

Từ khóa: Padlet; Động lực; Sự tương tác; Học tiếng Anh; trường Đại học Hải Phòng

1. INTRODUCTION

In English as a Foreign language (EFL) classroom, finding out the suitable methods for non-English majors who are in low level is always a big problem for teachers. At Hai Phong University (HPU), teachers always hope to find out the way to improve students' learning motivation and the quality of students' learning. In English language, writing skill is one of the most important factors to develop student's language ability but it is also the biggest trouble with most students in EFL classes. Writing is a productive skill which requires students to apply their various knowledge such as vocabulary, grammars, sentence structures and skills to convey their ideas and opinions, therefore, it is necessary for students to focus on improving the significant skill. However, in fact, students at HPU are not active enough to join the lessons with the traditional learning methods because they feel shy to present in front of the others and unconfident in their knowledge. Most of them only seat quietly or are indifferent to the lessons, the interaction in class is quite boring and stressful, only a few students are required to make sentences or write directly while some students do not work or work partly. Teachers can

not control the assigned tasks easily in the classes which have a large number of students, furthermore, writing lessons in traditional ways seem to be not attractive enough for students. Students only receive feedbacks from their teacher without knowing the other students' performance and interacting with others in the classes. They simply concentrate on their task; they can not observe other students' writing as well as learn new ideas or vocabulary for the same topic to compare and draw experience for themselves. Therefore, the author takes advantage of the benefits of technology by using Padlet, an online application, in teaching writing lessons to attract and get students involved in classes. In fact, there are a lot of applications which can meet the requirement, but with the view of applying widely and easily for all students, the author still selects Padlet application. This application helps enhance communication among students and teachers as well as enable learning to go beyond the walls of the classroom. Padlet is proved to be useful for not only online learning in epidemic or distance learning but also offline learning in classes. Students are mandatory to involved in class's activities in a new and interesting way to promote their motivation because according Lynne

(2001) the students' interest is one of the main factors to achieve the goal of teaching learning English.

There have been various researches in the world about using Padlet to improve student's performance in classes. For example, the research of Algraini, F. N. A. (2014) about effect of using Padlet on enhancing EFL writing performance, it showed that Padlet could enhance the writing skill. Padlet helped many of the participants to be more metacognitively aware of their English writing process and could be utilized as a service for improving the writing skill outside of the classrooms. The study of Haris et al (2017) also proved the effectiveness of using Padlet in improving students' learning in English grammar. The findings said that students had high preference as well as the positive attitude towards using Padlet as means for learning grammar. Padlet was also proved to improve students' writing at university level and helped them to express their idea in writing confidently (Awaludin, Abd Karim, & Mohd Saad, 2017). The other study of Lestari and Kurniawan (2018) investigated the use of Padlet as a medium to improve students' descriptive text writing mastery. The result showed that most of the students in the study passed the minimum score and Padlet could be used as media to improve students' writing mastery. Basing on the above reason, the author carried out doing a study to find out the efficacy of using Padlet in writing learning of non-English students at Hai Phong university. There are two

following questions used to clarify the main target of the study:

1) What is the students' perception and attitude towards using Padlet in writing lessons?

2) How is the efficacy of using Padlet in enhancing students' motivation and interaction?

2. LITERATURE REVIEW

2.1 What's the Padlet?

Nowadays, technology has been applied in almost every aspect of our daily life as well as has contributed to the vast development of modern society. In education, the applications of Web 2.0 technologies offer a platform to establish a learning network, collaborate and share information to engage students in their learning. There are numerous researches implemented to prove the effectiveness and usefulness of Web2.0 applications. Padlet is considered as one of the popular and favorite applications used by teachers and students in enhancing students' learning.

According to Klein (2013), Padlet is a free web-based application that provides a "wall" for the users to post words, links, pictures, files, and even videos, which could be viewed by anyone with the link or address to the specific wall. Shield (2014) also shows that Padlet is an online wall web-based where ideas are collating via virtual post from the users. Fisher (2017) also shows that Padlet is an online virtual "bulletin" board that can be accessed through mobile phones (Android and iOS). On using Padlet, users can easily create unlimited

walls, invite others to collaborate on their walls, customize and set privacy on their Padlet through a free account (Fiester & Green, 2016). Besides, users are free to add links, images, text, documents and video files; give instant feedbacks to others as well as edit contents easily. Users can use with or without signing up, however using the signed accounts can help teachers manage the classroom easily and students receive the notification quickly. In EFL classroom setting, teachers can use Padlet in different activities such as brainstorming, writing, listening, speaking, project work and discussion. Students use devices which have the internet connection such as smartphone, tablet, and computer to have access to Padlet at any time, in anywhere. Students also needn't download any software, they only click on the links which are provided by teachers to complete the task directly and instantly or share their works with others.

Moreover, Padlet application is also proved to have a lot of advantages in applying in learning and teaching process for students. Firstly, Padlet helps students and teachers to collaborate, reflect, and share their writing easily through having access to the links provided by teacher. Padlet allows users to observe other students' responses which is an amazing method for peer learning, team work and self-assessment. Because students can see numerous answers for the same question or topic which create a favorable condition for them to learn from the others and be able

to compare and evaluate their learning ability. Besides, the application also allows student to be anonymous when providing their answer because students do not need sign up, they only get the links from teachers to reply their answer. This helps shy students or students who are not good at English to feel more confident in discussing or publishing their ideas which gradually create them the motivation and habit to express in discussion or group work. In addition, Padlet also permits giving comments to other posts or expressing their assessment through icons such as likes, hearts, stars or grades to increase the interaction in learning process.

Secondly, Padlet allows teachers to manage their teaching activities easily through creating topics, moderating posts, removing posts and managing their board easily. Teachers can set the time for tasks, purify unsuitable contents or manage the order of posts to evaluate students' completion. Besides, Fuchs (2014) shows that Padlet can offer an appealing context to the user as there is a variety of options regarding the backgrounds, layouts and formats to arrange a wall. Users are able to give a title, change images, copy and paste or drag and drop in order to change the wall to attract learners in learning process.

Thirdly, Padlet helps increase the interaction among students and teachers through giving feedbacks and comments. Besides, directly observing the ideas in class which appear on the screen make

students highly enthusiastic and interested during learning process. Teachers also show the presentation of posts with different form such as video, power points, PDF which helps the teachers to create and share the materials to the students in an easy, creative and interesting way. Furthermore, Padlet is a free application which can be used anytime anywhere basing on any internet-enabled devices such as a smartphone, tablet or computer with internet connection. In general, using Padlet is proved to bring to a lot of benefits for students as mentioned by Kvavik et al. (2004) that the usage of technology in higher education gives more time for reflective teaching, it does little to improve student learning.

2.2. Writing skill

Writing is an important basic language skill that students should master in their language learning effort. However, writing skill is considered as the most challenging skill to most students. According to Graham, Harris, and McKeown (2013), the process of writing involves the use of different components such as grammar rules, structure, organization, and understanding of its purpose. It benefits learners to transfer their thoughts in a written way to communicate better. Besides, students need to have a wide range of vocabulary, grammatical rules, understanding about the topic to complete their tasks. According to Fareed (2016), the criteria of a writing

texts must be cohesive, logical, clearly structured, interesting and properly organized to meet the demand of the tasks. In writing lessons, students are required to complete teacher's requirements by showing their knowledge and skill in written expressions. With the traditional writing method, teachers assign, explain topics while students receive, complete the tasks individually then teachers evaluate or compare their writing with a few students in class. The interaction only occurs between one teacher and one or two students, students do not know other students' writing; they only receive feedbacks from their teacher. Most of their activities focus on completing to their tasks individually and the role of teacher plays the key factor in learning process. The motivation and the interaction in learning process is not high as well as students do not have the chance to access to a lot of qualified compositions for the same topic. While innovating the approach for studying is the compulsory trend in our society, applying newly writing teaching methods through internet-based connection, Padlet, allows the students to communicate and interact with their friends and teacher in the class. Nizam et al (2016) says that the interaction through comments and corrections from instructor and classmates are the key for students to reflect and allow for self-correction. Students can write more frequently, see other posts to evaluate

their ability themselves, learn the various ideas for the same topic, find out the new approach to the issues as well as receive different feedbacks not only from teachers but also their classmates. Students also can avoid the mistakes made by other students in making sentences, grammatical structures, vocabulary or cohesion and coherence.

3. METHODOLOGY

3.1. Participants

To conduct this study, the author selects forty-six freshmen at Hai Phong university. They are non-English majors who have been studying General English subject for the second semester in university, the participants include both males and female. Before the beginning of the course, the students are all introduced about the purpose of the study and the way to take part in the survey as well as application. All of them have never used this application before, they are also in different levels both elementary and pre-intermediate level of English proficiency. Their usage of English is mainly limited to the classroom context. They have eight units with the different topics and the time for writing skill is about two lessons for each unit. All the participants own a smartphone which has active connectivity with the internet.

3.2 Instrument

The study uses questionnaires to gather feedbacks on student's response

to the tasks throughout the semester and to see whether students have found Padlet to be a motivating platform to learn; increase the interaction in class as well as benefit for their learning. The questionnaires are designed on Google form and distributed online, students complete the survey in the final week of the course, the range of answers for each question is ordered by strongly agree, agree, disagree and strongly disagree. The students are required to tick their answers on the available columns to select. The results are collected and analyzed to show that how Padlet can help increase motivation and interaction in studying writing skills.

3.3 Research design

The study takes place in 15 weeks of a semester at HP university. At the beginning of the course, students are introduced about the application and they have a chance to use the application in class in writing lessons to complete the given tasks by the teacher. Students use Padlet application to discuss about eight topics of units. At the end of the term, students are provided the survey on Google form to collect data in thirty minutes.

IV. FINDINGS

4.1 Results

The findings of the study through questionnaires about their motivation to learning writing skills are showed in the following table:

Table 1: The result of students' response to the questions about their motivation

Questions	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
1. I feel more confident and excited when seeing my response and my classmate's responses on the screen.	23,9%	73,9%	0,0%	2,2%
2. I feel less shy when expressing my opinion in discussion without providing my name.	21,7%	69,6%	6,5%	2,2%
3. I feel like excited when receiving feedbacks from my teachers and classmates for my posts on Padlet.	26,1%	69,6%	2,2%	2,2%
4. I am motivated to complete the assigned tasks instantly because the exact limitation of time on Padlet.	26,1%	67,4%	6,5%	0,0%
5. I am more engaged in learning process with Padlet than the traditional methods.	26,1%	71,7%	2,2%	0,0%

The result of the study shows that students get higher motivation for learning process thanks to using Padlet. Students feel more confident and excited when seeing their response on the screen, it is agreed by 73,9% and strongly disagreed to 23,9%. At the same time, most of the students also feel less shy but a few students still disagree (6,5%) or strongly disagree with this (2,2%). Most students also confess that they are engaged in learning process compared to traditional methods.

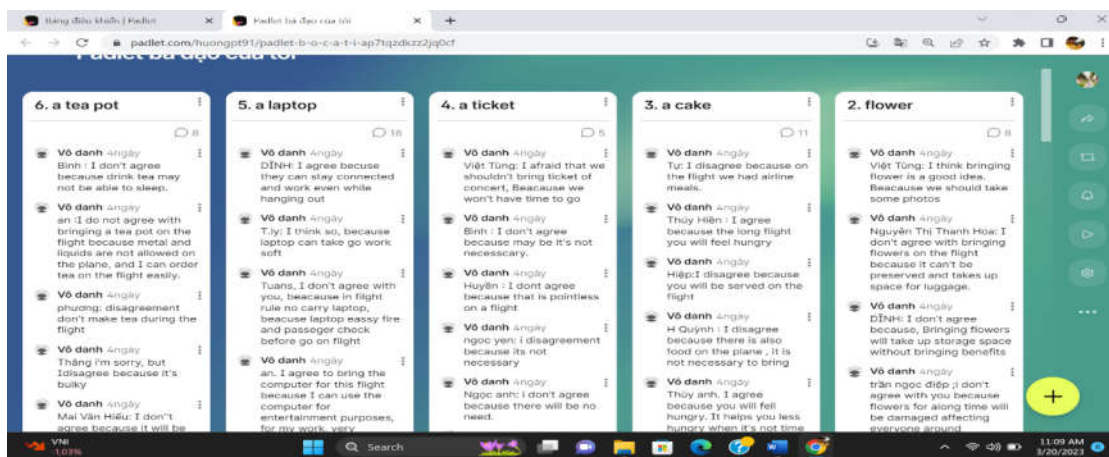


Figure 1: Screen capture of students' post

Besides the motivation, using Padlet also helps students increase the interaction among students. The result of the study shows that students admit interacting more thanks to using Padlet. Most of the students say that they appreciate the simple and handy interface of Padlet which motivates them to communicate with other students' posts. 76,1% students agree and 21,7% students strongly agree that reading other

students' writing partly improves their knowledge. They get more chances to interact as well as study, the feedbacks are not only one way between a teacher and a student but also with all of students in class. Students have the opportunities to find out new ideas for writing, new ways to develop their writing. Especially, all admit that the lessons have flexible interactions which make their learning process more interesting.

Table 2: The result of students' response to the questions about their interaction

Questions	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
1.Learning via Padlet is a new, easy and interesting to me.	26,1%	73,9%	0,0%	0,0%
2. Learning activities of Padlet are various, useful and the interface is simple and easy to use.	28,3%	67,4%	4,4%	0,0%
3.I am motivated to interact with my classmates through using Padlet	17,4%	78,3%	4,3%	0,0%
4.I can learn a lot of things from my classmates by reading their posts and comments on our class wall.	21,7%	76,1%	2,2%	0,0%
5. I find the discussion and interaction with other students more interesting and effective.	23,9%	76,1%	0,0%	0,0%

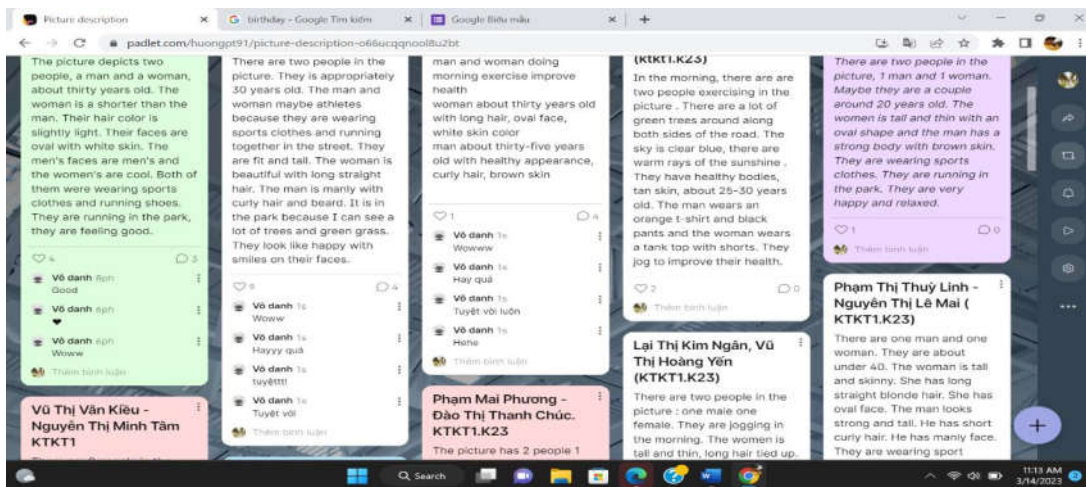


Figure 2: Screen capture of students' post

About language skills, students also confess about the improvement for their writing performance. Using Padlet makes them more careful because a lot of people can read their post, therefore they seem to be more responsible for their task. 73,9% students say that they can avoid the mistakes from other's

feedbacks to draw their own experience. The effectiveness of writing skill is approved by students that Padlet partly enhances their writing performance, avoid common mistakes, have more chance to practice. Most of the students hope to use this application more in learning process for different purposes.

Table 3: The result of students' response to the questions about their language skills

Questions	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
1. I seem to be more careful in writing when posting something on the wall of class.	32,6%	65,2%	2,2%	0,0%
2. I avoid a lot of mistakes for writing from feedbacks as well as other posts	13%	73,9%	10,9%	2,2%
3. I find my English proficiency improved partly and I have more chances to practice writing skill directly.	23,9%	69,6%	6,5%	0,0%
4. I feel like this application and I would like to use it more in learning process.	32,6%	65,2%	2,2%	0,0%

4.2. Discussion and limitation

In general, applying Padlet application in writing lessons brings to the certain effectiveness for learning process. Writing skill is a hard and time-consuming activity to study and practice. Moreover, the communication of this skill normally occurs between one teacher and one student, the one-way feedback is often passive and imposed. The interaction among teachers and students is not good enough to promote students' learning motivation. Through using Padlet, motivation is improved partly because students have to complete their writing in a certain time. Students also feel less shy, in some cases, because they need not give their name and they are free to express their ideas anonymously. Moreover, instead of having only a few students who go to board to write, when using Padlet, all students are forced to complete. Teachers observe their response directly as well as manage their activities easily, students are mandatory to take part in the activity in class and they do not have much time to waste on using mobile phone ineffectively.

Secondly the interaction is also motivated because all students are compulsory to join to post and give feedbacks to others. Everyone can see their posts directly as well as give the feedbacks which create the excitement and attention in class. Observing other's post as well as waiting the evaluation for students' writing boosts the concentration and interaction in class. Students can edit their writing easily and quickly. They can

take part in presenting their ideas in writing lessons frequently which helps them enhance writing skills. Communicating in writing is not only limited by students who are sitting next to them but also other students in class. Moreover, giving feedbacks from other students as well as reading other post partly improve students' level. In addition, using Padlet also supports teachers to easily manage students' activities, evaluate the level of acquirement of knowledge as well as create the chances for students to write more.

Due to the limitation of time and scale of the study, the article only focuses on finding the effect of using Padlet in enhancing students' learning motivation and interaction through questionnaires. The author has not given the result of writing performance through students' test scores to find out the change in students' writing achievement. Therefore, the author hopes to implement the next study in a longer period of time with more participants to examine students' writing performance which helps bring to the comprehensive overview to using Padlet in supporting students' learning.

5. CONCLUSION

The development of digital technology as well as the trend of applying technology in education promote teachers to renovate their teaching methods. In Hai Phong university, students normally get acquainted with traditional methods and applying technology in lessons is not popular. The motivation and interaction

in writing lessons is not good enough, students are limited the chances to practice writing. Therefore, using Padlet brings to a change in teaching and learning method, students are able to communicate, interact with all students in class directly. They are willing to take part in the lessons instead of sitting passively. They can learn from other classmates for the same content which creates the variety in ideas and learning methods. They also express the eagerness when seeing their writing and receiving feedbacks from others which normally come from only their teachers. The atmosphere in class seems to be lively and happy thanks to all students' taking part in the activities. Using this application not only brings to a new atmosphere in class but also encouraging students' studying skill which contribute to the base for developing self- studying as well as taking the advantage of technology in achieving their purpose. It also helps students to improve their language, avoid making common mistakes in writing about vocabulary, grammar or sentences structures, at the same time developing learning skills which integrate technology to bring to new learning habits. In general, teachers and students are more encouraged and expected to apply Padlet in particular and mobile applications in general which significantly contribute to promoting the effectiveness of studying activities.

REFERENCE

1. Algraini, F. N. A. (2014). The effect of using Padlet on enhancing EFL writing performance. *Al-Imam*

Muhammad Ibn Saud Islamic University.

2. Awaludin, F. A., Abd Karim, R., & Mohd Saad, N. H. (2017). Padlet: A Digital Collaborative Tool for Academic Writing. *Journal of Education and Social Sciences*, 8(1), 179-184.
3. Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of education and social sciences*, 4(2), 81-92.
4. Fiester, H. & Green, Tt. (2016). Student use of backchannels. *TechTrends* 60(4): 404-408. [Doi:https://doi.org/10.1007/s11528-016-0069-9](https://doi.org/10.1007/s11528-016-0069-9).
5. Fisher, C. D. (2017). Padlet: An Online Tool for Learner Engagement and Collaboration. *Academy of Management Learning & Education*, 16, 163-165. <https://doi.org/10.5465/amle.2017.0055>
6. Fuchs, B. (2014). The writing is on the wall: using Padlet for whole-class engagement. *LOEX Quarterly* 40(4), 7- 9. Retrieved from http://uknowledge.uky.edu/libraries_facpub/240
7. Graham, S., Harris, K. R., & McKeown, D. (2013). The writing of students with learning disabilities, meta-analysis of self-regulated strategy development writing intervention studies, and future directions: Redux. In Swanson, K. Harris, & S. Graham (eds.), *handbook of learning*

- disabilities (2nd ed., pp. 405–438). New York: The Guilford Press.
8. Haris, M., Yunus, M. M., & Badusah, J. H. (2017). The effectiveness of using Padlet in ESL classroom. *International Journal of Advanced Research*, 5(2), 783788.
https://doi.org/10.21474/IJAR01/3214
 9. Klein, E. Online. (2013). Using Padlet in the Classroom to Collaborate & Create Interactive sticky notes! (online) Retrieved from *http://www.kleinspiration.com/p/*
 10. Kvavik, R.B., Caruso, J. B. and Morgan, G. (2004). 'Ecar Study of Students and Information Technolgy: Convenience, Connection and Control. *EDUCAUSE Centre for Applied Research*.Vol.5, Available from: *http://www.educause.edu/ers0405/* [Accessed 15 May 2015]
 11. Lestari, P. Y., & Kurniawan, E. H. (2018). Padlet as Media to Improve Writing Mastery of English Department Students of Uniska 2015-2016. *ENGLISH FRANCA :Academic Journal of English Language and Education*, 2(1), *https://doi.org/10.29240/ef.v2i1.373*
 12. Lynne, C. 2001. Teaching Language to Young Learners. Cambridge University Press.
 13. Nizam, A. S. et al. (2016). Empowering Student's Competencies through Padlet
 14. Shield, J. (2014). Virtual Toolkit. *Screen Education* 75:92-93.