An Investigation into Students' Perceptions of Using Padlet as a Discussion Board at Saigon University

Vu Thi Kim Chi[1*], Nguyen Hoang Thanh Tam[1], Dang Vu Minh Thu[1]

[1] Faculty of Foreign Languages, Saigon University, Ho Chi Minh City, Vietnam
[*] Corresponding author's email: vuthikimchi@sgu.edu.vn
[*] https://orcid.org/0009-0002-1172-0153
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ABSTRACT

Keywords: Padlet, a discussion board, students' perceptions.

Padlet.com is a cutting-edge platform enabling learners to collaborate effortlessly online by posting their work on a digital wall. Integrating Padlet into language teaching is thought to enhance remote learning, collaboration, and access to diverse language learning resources, making the learning experience more accessible, flexible, and interactive. The study aims to explore the perceptions of Saigon University students regarding using Padlet as a discussion board in their learning process. Both quantitative and qualitative methods were used to gather data through questionnaires and reflections. According to the results, the students acknowledge that the integration of Padlet enables them to create their responses in different forms, identify spelling mistakes and grammatical errors, as well as give peer assessments and comments. Additionally, most students agree that Padlet creates an enjoyable environment for productive and collaborative practice, which encourages active participation and engagement in their language learning classes. On the other hand, they admit that the greatest limitation is the stability of the Internet connection during the learning practice using Padlet.

Introduction

Technology integration into education has significantly transformed how students and teachers interact. Interactive technologies can positively enhance students' interactivity and learning engagement (Getenet & Tualaulelei, 2023; Phan, 2023; Pham, 2022). According to Dewitt et al. (2014), higher students should focus on developing skills that go beyond simply memorizing academic information. These skills include learning new things, understanding them deeply, using them effectively, and even contributing to new knowledge. Henceforth, one such tool gaining prominence is Padlet, a digital wall or bulletin board that facilitates collaborative platforms and asynchronous communication in EFL classrooms. Padlet allows students to share ideas, participate in discussions, and collaborate on projects and other meaningful learning

opportunities more effectively than traditional methods (Nadeem, 2019). Using Padlet as an English learning and teaching tool in academic courses can enhance a more positive and engaging experience, encouraging students to interact and collaborate with their classmates, leading to a better learning environment. This active participation can also create "a positive emotional and cognitive environment" which then can improve students' motivation and enthusiasm for learning (Dewitt et al., 2014). While most previous research has focused on the connection between student engagement in class and their academic performance, this study seeks to explore another aspect of using Padlet as a discussion board in the context of Vietnamese tertiary education.

Literature review

Padlet

Padlet is one of the tools that allow users to create and design content on a virtual bulletin board, with other useful functions such as inserting pictures, short videos, links or documents. This tool could assist students in making presentations in a colorful layout by organizing photos and visual ideas in a collaborative structure. In addition, Padlet is effective when it comes to the classroom participation of the students and assessment tasks for the teachers. Thanks to the feature of peer feedback and comments, increased interaction, fostered creativity and promoted collaboration are the indispensable benefits of using Padlet (Beltran-Martin, 2019; Qurbani, 2022; Suryani & Daulay, 2022). Also, Padelt allows users to share links, exchange files, and documents, and create slideshows, therefore boosting the learners' creativity through a virtual collaborative platform.

According to Kimura (2018) and Rashid et al. (2019), Padlet is the medium that links the use of technological devices with the students' learning experiences, thereby being considered one of the valuable educational applications. Furthermore, it is not just the students who experience the compelling incentives of Padlet; the teachers, at the same time, can take advantage of Padlet to transform traditional teaching methods into more innovative ones. As a whole, the implementation of Padlet as educational assistance serves as a crucial educational resource thanks to the promotion of creativity and collaboration it brings (Waltemeyer et al., 2021).

Some previous studies

The implication of Padlet in learning process has been studied in much different research both in Vietnam and around the globe. One of the benefits of using technology in language teaching is enhancing creativity and motivation. In fact, certain studies conducted in the Vietnamese context have found that the application of Padlet in writing and speaking classrooms could positively impact students' attitudes toward learning, self-esteem, and overall success. Additionally, it has increased student motivation and provided teachers with opportunities to offer new and engaging learning experiences (Do et al., 2023; Ta et al., 2023; Thai & Nguyen, 2022).

One exploratory case study conducted by Norziha et al. (2020) found that active learning with Padlet significantly improved student engagement in classroom activities. By employing a

quantitative approach, 39 postgraduates taking a Business Statistics for Data Science course were given a questionnaire. Factors like motivation, active learning, teamwork, ease of use and satisfaction were measured to gauge their engagement.

Similarly, another quasi-experimental study involving 60 first-year secondary school students in Saudi Arabia was divided into two groups in order to investigate how electronic walls (like Padlet) could help students learn reading and writing skills in English classes. Padlet was applied in the learning process of one group, whereas the traditional method was conducted with the other. The researcher collected data from participants via their pre and post-tests in reading and writing skills. Positive results from the t-tests of students using Padlet in the finding indicated that they had improvements in reading and writing skills and eagerly engaged in their learning practice with an electronic wall (Al-Zahrani, 2021).

Research by Kharis et al. (2020) investigated learners' perspectives on applying Internet technology in their learning process; specifically, the use of Padlet as an assistant tool for improving their German writing proficiency. The study employed open-ended and closed questionnaires with a population of 21 participants, comprising 2 males and 19 females, aged 19-22. The findings revealed that most participants adored the implementation of technology in classrooms. However, they were hesitant to utilize Padlet as a micro-blogging platform for German writing skills due to limitations like the poor internet connection and the incompatibility of some mobile devices with Padlet.

Padlet is considered a useful tool for students in different learning aspects, for example, constructing knowledge, organizing ideas, and exchanging information. It also provides users with a flexible and engaging learning environment, stimulating their active learning mode. Indeed, it is proved that Padlet promotes a sense of community and collaboration among learners, which allows them to raise their voices freely and exchange feedback with one another (Amer et al., 2024). In addition, Padlet also assists educators in capturing students' interest and engaging them in discussion activities (Amer et al., 2024). Overall, Padlet's features boost students' social interaction and obtain instant feedback during class activities, particularly in courses involving group discussions or assessments.

Connectivism Theory

The notion of "connectivism" stated by Siemens (2005) was considered as a new learning model suitable for modern society. Thanks to technology, learners can obtain various sources of information from the Internet and then transfer them into their knowledge storage; thereby, it is defined that knowledge does not only exist in an individual but also among other learners in media platforms. In other words, people can obtain plenty of information from both the web and each other (Dziubaniuk et al., 2023; Alam, 2023). In addition, the theory of "connectivism" assisted learners in studying and acquiring knowledge more independently, which stimulated their autonomy (Mampota et al., 2023). Due to the nature of the connectivism theory, a technological platform like Padlet can help teachers limit some restrictions of traditional online learning environments (Alam, 2023). This theory is particularly relevant for the study to investigate how Padlet influences changes in modern interactive learning in the digital era.

Research Questions

To fulfill the purpose of the study, the mixed methods were seeking to answer the following research questions:

1. In what aspects does Padlet assist learners in their learning process?

2. How do students think about the use of Padlet as a discussion board?

Methods

Pedagogical Setting & Participants

The participants of the quantitative study were 150 students (aged 18 to 21 years old) studying General English courses level 1 and 2 at Saigon University, all of whom majored in information technology, education, business administration, and accounting. Then, the researchers randomly chose 43 students from those populations to get the qualitative data. The group of students for reflective tasks was selected from one class due to the convenience of the time schedule used to get the data. Among them, 81.4% were female 18.6% were male; 39.5% were 19, and 60.5% were 18. Prior to their inclusion in this study, we diligently acquired their informed consent, ensuring their voluntary participation in the research.

Design of the Study

In line with the research's objective and research questions, a mixed-method approach with an explanatory sequential design was applied to the study. There was a 5-point Likert scale questionnaire of 150 students among 4 classes. The questionnaire contained three parts. The first part asked for some personal information about students, such as age, gender, and major. The following sections were designed to answer the research questions using multiple-choice questions with a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The survey items to answer the first research question were developed from the process of participation in peer learning, thereby showcasing the importance of the discussion board (S.Kanchana & Cherukuri, 2024), whereas the last part of the survey to discover the perceptions of learners on Padlet application was adapted from study findings of Qurbani et al. (2022) and Karki (2024). Students' commentaries and opinions collected from the research were selected and worded into the questionnaire's items for further confirmation.

Although several reveal the benefits and merits of Padlet in teaching and learning, the limitations of this tool in language practice were not fully explored in the Vietnamese context, specifically in a state university. Therefore, to obtain more opinions of learners on restrictions that learners had faced during discussion activity, the authors employed a self-reflection task among participants (43 students in one class) to assess deeper insights into both the positive effects and limitations of this platform. Qualitative data collection types have their own advantages and limitations (Creswell & Creswell, 2018). Collecting reflections is similar to giving structured interviews in written form, which assists researchers in saving time in transcribing voices and conducting a number of face-to-face interviews, but it still works to obtain in-depth data related to feelings, attitudes, and opinions of the research population. Thus, due to the time shortage and the research's small scale, the reflective tasks that the authors were

Vu T. K. Chi, Nguyen H. T. Tam, & Dang V. M. Thu

more likely to employ in this study might be the most suitable.

Data collection & Analysis

Over the 10-week course, the students engaged with Padlet as a medium for discussion in their English learning and practice. In the first phase of the study, participants were asked to respond to questions regarding the stages and their perceptions of using Padlet as a discussion medium through the questionnaire. Continuously, reflective tasks were conducted in the second phase of the study after collecting the figures from the survey so that the researchers could draw out other information that was different from the listed items.

In order to enhance the validity of the study, the questions were initially translated into Vietnamese to ensure that all the participants completely comprehended the content. It was also piloted to two English lecturers for error checking in terms of spelling, meaning, and translation. In terms of the reflections, all the participants' answers were carried out in Vietnamese to ensure that they could express themselves comfortably without language constraints. To ensure the validity and reliability of the qualitative data analysis, the English version of the findings was sent to three members of the research team to peer review and crosscheck.

For the quantitative part, SPSS version 26 was used to gather and analyze data of 150 participants from the questionnaire.

For the qualitative part, the data was analyzed inductively (Corbin & Strauss, 2014), through a recursive process of open coding, axial coding, and selective coding. The reflections from 43 participants fully demonstrated learners' perceptions towards the use of Padlet as a discussion board, particularly into two main themes: 1) the positive effects of Padlet, and 2) the potential restrictions posed by Padlet in learning practice.

Results/Findings and Discussion

Learners' perceptions of Padlet as a discussion tool are presented and interpreted in terms of the questionnaire and reflection results, focusing on the aspects of Padlet's useful in the learning process, the benefits as well as the limitations of this tool in language learning.

The aspects of Padlet that are useful for learners in their learning process

The participants' responses from the questionnaire revealed that students perceive Padlet as beneficial in the following aspects of the learning process.

Table 1.

Learners' answers to the questionnaires

No.	Statement (N=150; Mean = 4.12)	Mean (4.12)	Std. Deviation
1	Producing and uploading products	4.23	0.77
2	Identifying and correcting spelling and grammar mistakes	4.06	0.94
3	Exchanging ideas	4.11	0.89
4	Providing references	4.28	0.72
5	Reviewing and practicing	3.96	1.04

Table 1 presents the learners' perceptions on how beneficial the implication of Padlet is in the aspects of the learning process. Overall, learner users found Padlet helpful for them in every phase of their learning, with mean M=4.12 more than value 4 and closer to value 5 (strongly agree), which interpreted that users tended to appreciate the valuable assistance of Padlet in the learning process. As can be observed, the student users recognized that it was very useful to apply Padlet in the first stage of the learning process - producing and uploading products (M=4.23) as well as providing references (M=4.28). The participants said they found it helpful in other aspects, such as exchanging ideas (M=4.11), identifying and correcting spelling and grammar mistakes (M=4.06), and reviewing and practicing (M=3.96).

The results to answer the first research question showed the positive perceptions of participants in the Padlet application as a discussion tool in the classroom. During the discussion, the products of group members would be expressed in written forms on an online platform so the discussion products can be utilized and interchangeable with the writing process. Thereby, the findings were in line with previous studies (Fadillah, 2021; Qurbani et al., 2022), followed by two main theoretical frameworks – the assisted stages in the writing process (Richard & Renandya, 2002) and the importance of discussion board (S.Kanchana & Cherukuri, 2024).

Perceptions of students regarding the benefits and limitations of Padlet throughout their learning practice

The quantitative and qualitative methods in collecting data were synthesized in order to answer the research question, "How do students think about the use of Padlet as a discussion board?"

The results collected from the questionnaire

The questionnaire was used to gather quantitative information from 150 students who demonstrated their perceptions of the Padlet application during discussion activities.

Table 2.

Leaners' answers regarding the benefits of the implication of Padlet

No.	Statement (N=150; Mean = 4.18)	Mean (4.18)	Std. Deviation
1	I can easily access the Padlet (with mobile phones, laptops, …).	4.37	0.63
2	The theme of Padlet is user-friendly (clear, simple, eye-catching…).	4.22	0.78
3	I can easily apply a variety of equipment in Padlet (text site, pictures, audio, comments…).	4.14	0.86
4	I think using Padlet as a discussion board is more interesting than the traditional way.	4.09	0.91
5	I think using Padlet as a discussion board is more convenient than the traditional way (it saves paper and improves typing skills).	4.30	0.70
6	I feel comfortable discussing and sharing ideas on Padlet.	3.89	1.11
7	I feel engaged in using Padlet in group discussions.	4.03	0.97
8	I can peer-check the products with other students.	4.11	0.89
9	I can have more useful references from other students' products.	4.29	0.71
10	I can receive detailed feedback and comments from the teachers.	4.36	0.64

Table 2 illustrates the opinions of learners on the benefits of the implication of Padlet as a discussion board. The overall figure from the data expressed a positive trend in implementing Padlet in discussion activities with mean M=4.18 closer to value 5 (strongly agree). Students' feedback showed their very high agreement with the beneficial assistance of Padlet during the learning process. Specifically, they stated that it is easy for them to access Padlet (M=4.37) and they could obtain useful feedback and comments from teachers (M=4.36). Learners also highly evaluated the merits of Padlet on its user-friendly theme, helpfulness, and convenience in usage compared to the traditional discussion way, which was shown in the high-level mean (M>4.0) of the results' figures. Two considerable items related to learners' feelings about using Padlet as an online discussion tool also showed that they were eager and motivated to share ideas and work with collaborative tasks in Padlet (M=3.89 and 4.03). In addition, another benefit of Padlet that users could utilize was having more informative references from peers (M=4.29).

Table 3.

Learners' answers regarding the limitations of the implication of Padlet

No.	Statement (N=150; Mean = 3.02)	Mean (3.02)	Std. Deviation
1	No smartphones with Internet connection	2.39	2.61
2	Internet connection instability	3.89	1.11
3	Tiredness of using technology in discussion	2.75	2.25
4	Limitations in design themes with cell phones	3.08	1.92

There was a clear contradiction in the perceptions of learners on negative aspects of applying Padlet in their learning practice, particularly in the first negative comment with the others. Although the overall mean M=3.02 was more than value 3 and closer to value 4 (agree) in the data expressed a moderate level of agreement, the participants disagreed with the statements that they did not possess smartphones with Internet connection as well as it was tired of using Padlet in discussion with M= 2.39 and 2.75 in respectively. That means the implementation of Padlet as a discussion medium was not a problem for them.

However, the greatest constraint of applying technology in their learning was the instability of Internet connection with mean M=3.89. This figure was consistent with the results of the previous study, which indicated the same problems of technology implementation in different contexts (Qurbani et al., 2022; Karki, 2024). Additionally, more than half of learners agreed that it is difficult for them to manipulate more complicated designs or themes with a smartphone. In other words, this platform's usage is limited when accessed through cell phones (M=3.08).

The results collected from the reflections

Students' perceptions obtained from the reflection sessions were synthesized to support the findings for the second research question. Therefore, the main themes were identified into sub-themes: the benefits: 1) ease of use and efficiency, 2) Interest and engagement, and 3) collaboration and references, and the limitations: 4) technology-related issues, 5) device limitations, and 6) adaptation to technology.

Table 4.

A thematic analysis illustrating the themes and key contents of the reflections

Sub-theme	Description	Students' Commentaries
Ease of Use and Efficiency	Almost all students agreed that Padlet is a user-friendly and effective tool.	• "Padlet is an easy-to-use tool with a user-friendly format. I can easily access and upload information on the Padlet." (S22) • "The theme is simple and clear. I find it easy and effective to use even in the first try." (S9) • "Using Padlet in discussion activities can save materials such as papers or pen ink. So it is more convenient and cost-effective." (S14) • "Working on Padlet helps us to save time and effort in outlining ideas and designing patterns." (S38)
Interest and Engagement	Most students found it fun and exciting to use Padlet in discussion activity.	• "Padlet is an interesting tool for learning which I can manipulate different types of forms like texts, pictures, slides, and recording." (S42) • "I feel free to express my ideas and create new things with Padlet." (S10) • "I find it interesting for me to share opinions on Padlet by creating a lot of pictures, songs, animated icons…My works in Padlet is more appealing and meaningful." (S26) • "Applying technology-based group work activities motivates me a lot in learning process." (S24)
Collaboration and References	80% of participants mentioned the benefits of Padlet in the learning process: improving group work, gaining further revision, having feedback, and references.	• "Padlet encourages us to work in groups and collaborate." (S18) • "My teacher can give feedback and comments for further improvements, and we can learn a lot from it later." (S33) • "I think I can learn from mistakes that my friends and I made and then the corrections made by teachers." (S35) • "After discussion, we can get a lot of informative and colorful posts from peers." (S36) • "We can have a lot of references and samples from friends for further review and practice." (S38) • "We can show our ideas on the slides, and it's really wonderful to discuss others' posts." (S41)
Internet Connectivity Issues	Some students are having technical issues while accessing Padlet	• "Most of us have a smartphone with Internet connection; however, sometimes interruptions occur causing inconvenience during discussion." (S17) • "In some areas of our school, some of us can't access the Internet and somehow it affects our work." (S41) • "It's a little bit annoying if the Internet interruption occurs and we haven't finished our tasks." (S1) • "Sometimes, I lost my posts due to technical problems or Internet low connection." (S5)
Device limitations	Some students stated the inconvenience of the tool while using it in posting tasks.	• "In the classroom, we usually use Padlet on smartphones. I think it is useful for uploading information with texts, images, and audio. However, it is hard for us to do something more than that. I mean

		• we need a laptop to design a better slide to attract the audience." (S43) • "Padlet is easy to use; however, if our group wants to design more colorful images, it's hard for us to do on smartphones." (S42) • "It's hard for me to look for my previous posts on cell phones, and sometimes I posted my task in the wrong section." (S14)
Adaptation to technology	A few students mentioned certain issues with the Padlet application, but basically, it's not a problem.	• "I suppose some members in my group can be distracted by other activities when they access the Internet in learning. Therefore, we will ask for teacher's intervention if he/she continues to play games during the discussion." (S1) • "I don't think it's tiring to use Padlet in discussions and learning because recently, the application of technology has become the norm." (S20) • "One of member in my group don't have a smartphone, but it's OK because we work in group. He can give his ideas, and I will manipulate on my cellphone." (S38)

The quantitative and qualitative findings indicated that the academics' beliefs, shaped by previous research, included both positive and negative perspectives. These insights contributed to the existing literature on learners' experiences with Padlet as a discussion tool in educational settings.

For the first main theme on the benefits of Padlet implication

Padlet was favored by students as a discussion tool in classroom learning, as evidenced by their questionnaires and reflections. The reflective tasks revealed that Padlet was easy to access and effectively utilized during discussions in the learning process. Its novelty, user-friendliness, appealing design, and convenience were key factors that engaged students in collaborative practice. Most of the students agreed that Padlet is beneficial and easy to use. In addition, several participants found it more interesting and motivating to use a technology-based tool - Padlet, in collaborative practice, which boosted their motivation and created a friendly learning environment.

> *"Working in group on Padlet is an enjoyable experience, allowing us to freely express our ideas and creativity." (S18)*

> *"I find it more exciting and enjoyable to share ideas on Padlet, as we can use various formats like pictures, songs, and animated icons to convey our thoughts." (S26)*

Several ideas from participants categorized into sub-theme Interest and Engagement of the reflections (also revealed the same results with a high level of agreement in the questionnaire) showed that they found it more comfortable and engaged in classroom discussion via Padlet due to the familiarity with text typing and technology-based stimulation.

> *"I think it's more fun and interesting to use Padlet in group discussion. I feel more confident discussing and sharing my ideas on Padlet."(S24)*

The result is different from the sharing collected from Qurbani et al. (2022), which indicated

that students lacked the confidence to write opinions on Padlet. However, several studies revealed findings to support the Padlet implementation in language learning practice since it provides a friendly and enjoyable learning environment for learners to interact and practice (Al Momani et al., 2022; Karki, 2024).

The data from mixed methods also aligned with previous studies about the impact of Padlet on collaboration and references (Do et al., 2023; Satra, 2021; Thai & Nguyen, 2022). Padlet is considered an effective tool for learners to obtain a large number of learning sources from peers' products and teachers' feedback. 85% of students approved that they could have plenty of useful samples and learning materials for later review and practice after a discussion session. Therefore, the finding is consistent with previous research to show that Padlet is a learning support tool to foster learners in the learning process through peer assessment and collaboration tasks (Dewitt et al., 2015; Mulyadi et al., 2021). Thanks to Padlet, learners can learn from mistakes, self-reflection, peers, and teachers' comments, which means they can get several ways to learn and practice. Thus, the matter is that in order to have a useful and conventional source of information, teachers play a vital role in giving instruction, guidance, and feedback (Pham & Nguyen, 2021). This issue, however, is not mentioned and deeply explored in this research, which can be considered its possible limitation.

For the second main theme on limitations of Padlet implication

Regarding the restrictions of Padlet application in the learning process, previous research also noted the same concerns, mainly on technology-related issues and device limitations themselves. The instability of the Internet connection was the biggest challenge for learners to apply Padlet in the classroom (Qurbani et al., 2022; Jong & Tan, 2021). Basically, it can be a common problem of technology-based learning practice, so good preparation beforehand or a contingency plan needs to be taken into consideration.

In the same vein of device limitations itself, many opinions have indicated the limited usage of Padlet through cellphones. It is difficult for students to conduct a more complicated task with Padlet on their smartphones. Hence, those groups desired a professional or eye-catching appearance for their products, they had to work on computers to thoroughly design the themes and upload slides.

On the other hand, the study also uncovered two less-mentioned negative thoughts that were not deeply focused on in previous studies. The first one was "the difficulty in searching old posts" for revision and later review. *"It's hard for me to look for my previous posts on cell phones, and sometimes I posted my task in the wrong section" (S8).* The limitation once again related to the device design format of Padlet, so it took time to search and find previous posts if there were plenty of works produced. Second of all, there were some ideas to say about "distraction in technology-based learning"*. "I see some of my friends search the Internet or play games when they can use smartphones in class activities."(S1).* Actually, this can be seen as an apparent drawback of applying technological platforms in the teaching and learning process. For those restrictions on Padlet use in discussion practice, the teachers need to be in charge of a facilitator and moderator to restrict the trouble and ensure learning purpose (Karki, 2024; Suryani & Daulay, 2022).

Conclusion

Summary of the major findings

The findings show that the students acknowledged the ability to make replies in many formats, including text sizes, sounds, and photos, with the use of Padlet. What is more, this useful kind of platform could recognize spelling and grammar mistakes and provide peer assessments and comments. Furthermore, the majority of students concur that using Padlet fosters a positive, cooperative learning atmosphere that promotes involvement and engagement in their language learning courses. However, they acknowledge that the biggest impediment to the Padlet learning process is the Internet signal and connectivity, which could negatively affect the learning process.

Limitations of the research

There is no denying that there are still certain restrictions on this study. Firstly, the research may not fully represent the views of all EFL students in Vietnam, as only 150 non-English majors from Saigon University took part in it. In order to get more comprehensive and persuasive findings, future studies need to employ a wider variety of sample sizes. Furthermore, the study's generalizability was diminished by the use of convenient sampling in the selection of the target participants.

Recommendations for further research

Despite the limitations of this study, the researchers anticipate that Padlet usage in Vietnamese academic environments will be thoroughly investigated in future studies since it appears to be a novel and understudied area. Beyond Saigon University in Ho Chi Minh City, more Vietnamese universities and educational establishments ought to be included in future studies. This gives the experts more opportunity to consider Padlet in terms of representativeness and pedagogical ideas. Apart from Padlet, it is advisable to look into additional websites and tools that are especially used in higher education for non-English majors.

Risk mitigation

When this project was being carried out, a number of unfavorable things would occur. Therefore, in order to be well-prepared for the answers, it is crucial that we foresee the dangers or difficulties. This section lists all potential issues, explains them in great depth, and offers solutions.

First off, not all of the students' opinions and attitudes are reflected in the poll, which means the questionnaire is not well-structured. Hence, the gathered data could not be sufficiently trustworthy. To be honest, it is a major concern that might lead to further issues with the project as a whole. But if this issue is taken into account in advance, everything will run according to plan. Before allowing students to respond to any of the questionnaire's questions, the writers must debate and carefully go over each one. Furthermore, it is imperative to incorporate the essential concepts and attributes of Padlet into the survey questions. Furthermore, it is during this crucial phase that the pedagogical factors must be taken into account. In order to ensure the readability and consistency of the questionnaire items, the surveying procedure comprises both the piloting and SPSS phases.

Furthermore, due to our lack of expertise in both qualitative and quantitative methodologies, it is not practical for the researchers to carry out this study using a mix of both approaches. Conducting research and data analysis does take a lot of time, and due to the high computational demands of quantitative approaches, all writers must showcase extreme diligence and precision. It is essential to analyze and summarize all of the data more than twice in order to guarantee precise modifications.

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Biodata

Vu Thi Kim Chi is currently a full-time lecturer at the Faculty of Foreign Languages - Saigon University. Her teaching practice involves in language skills courses attended by non-English major students. She has aimed to apply technological innovation into the classroom in order to improve the teaching and learning outcomes.

Tam Nguyen has been working as a lecturer at the Department of Foreign Language at Saigon University for over six years. She achieved a Master's Degree in TESOL acknowledged by University of Southern Queensland, Australia. She is enthusiastic about English teaching and learning methodology and English learner's attitudes in learning progress.

Dang Vu Minh Thu is a full-time lecturer at Saigon University, HCMC. With more than 8 years of teaching experience at many universities and institutions, her specialization is teaching courses of English for academic purposes and English-language certificates including IELTS and VSTEP. Moreover, she is specifically interested in the research of technological applications in English teaching context and teacher professional development.