



R.T.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING PROGRAMME

**THE IMPACT OF THE USE OF PADLET ON HIGH SCHOOL STUDENTS'  
WRITING SKILLS**

MASTER'S THESIS

ÖMÜR ERDOĞDU DOĞAN

SUPERVISOR

PROF. DR. ABDULVAHİT ÇAKIR

ANKARA

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## **BİLDİRİM**

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin tamamı her yerden erişime açılabilir.

13.07.2023

Ömür ERDOĞDU DOĞAN

# DEDICATION



*To my precious family...*

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## ÖZ

ERDOĞDU DOĞAN, Ömür. Padlet Uygulamasının Lise Öğrencilerinin Yazma Becerileri Üzerine Etkisi, Yüksek Lisans Tezi, Ankara, 2023.

Bu çalışmanın amacı (a) lise öğrencilerinin İngilizce yazma derslerinde Padlet uygulamasının akademik başarılarına olan etkisini incelemek, (b) uygulama sonrasında gözlem grubu öğrencilerinin Padlet dijital duvar uygulamasına yönelik memnuniyet düzeylerini incelemektir. Bu bağlamda sözkonusu çalışmaya Ankara Keçiören Abdurrahim Karakoç Anadolu Lisesinin 50 11. Sınıf öğrencisi katılmıştır. Çalışmanın başında control 25 ve gözlem (25) grubu öğrencilerine ön-test uygulanmış.uygulama sonrasında da her iki gruba da son-test uygulanmıştır. Çalışmanın ikinci bölümünde de gözlem grubu öğrencilerine 4-noktalı Likert ölçeği ile bir memnuniyet anketi uygulanmıştır. Çalışma sonucunda yapılan uygulamanın etkililiği, fayda durumu, ve memnuniyet düzeyinin yüksekliği görülmüştür. Bununla beraber çalışma işbirlikçi öğrenmeyi ve çalışmayı, dijital bir ortamda fikir üretip paylaşmayı da sağlamıştır.

**Anahtar Sözcükler:** Padlet, Web 2.0 araçları, Padlet uygulamasının lisede kullanılması, dijital araçlar, yazma becerisi.

## ABSTRACT

ERDOĐDU DOĐAN, Ömür. The Impact of The Use of Padlet on High School Students' Writing Skills, Master's Thesis, Ankara, 2023.

The purpose of this study was to (a) examine how Padlet activities affected learners' writing skills in the classroom and outside of the classroom and analyse their academic performance to observe the effect of Padlet application and (b) examine if the students are satisfied with the usage of that digital tool during their writing lessons. In this context, 50 11th grade students of Ankara Keçiören Abdurrahim Karakoç Anatolian High School from the same level participated to the study. At the beginning of the study a pre-test with one question was implemented to the experimental (25) and control group (25) of students. Following the treatment, a post-test with one question was implemented to examine the effect of Padlet virtual wall. In the second part of the study, the satisfaction of the students was evaluated with a 4-point Likert scale survey and it shed light to the questions of the study. The activities were effective and beneficial in terms of developing their English writing skills and increasing their satisfaction after using Padlet application. The study also provided how to use Padlet in the classroom before starting writing and how to share their ideas, and work together on a writing topic.

**Keywords:** Padlet, Web 2.0 tools, use of Padlet in highschool , digital tools, writing skills.

# TABLE OF CONTENTS

Page Number:

<b>BİLDİRİM</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>ÖZ</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>INTRODUCTION</b> .....	<b>1</b>
<b>CHAPTER I</b> .....	<b>7</b>
<b>LITERATURE REVIEW</b> .....	<b>7</b>
1.1 Introduction .....	7
1.2. Web 2.0 Tools .....	8
1.2.1 Age of Googlers .....	10
1.2.2. Web 2.0 Education Concerns And Solutions .....	12
1.3. Padlet as a Learning Tool.....	13
1.3.1. The Essence and Characteristics of Padlet.....	13
1.3.2. Benefits of Padlet .....	17
1.3.3. How Can I Get in Padlet ?.....	17
1.4 How to Teach Writing.....	18
1.5. Traditional Method To Teach Writing .....	21

<b>CHAPTER 2</b> .....	<b>23</b>
<b>METHODOLOGY</b> .....	<b>23</b>
2.1. Research Design .....	23
2.2. Setting of the Study .....	23
2.3. Participants of the Study.....	23
2.4. Instruments .....	24
2.4.1. Pre-test And Post-test .....	24
2.4.2. Survey.....	25
2.5. Data Collection.....	25
2.5.1. Preparation for the Padlet .....	26
2.5.2. Implementing Padlet in the Classroom .....	26
<b>CHAPTER 3</b> .....	<b>28</b>
<b>RESULTS</b> .....	<b>28</b>
3.1. RQ1: Is there a difference between the pre-test scores of experimental group and control group? .....	28
3.2. RQ2: Is there a difference between the post-test scores of experimental group and control group? .....	29
3.3. RQ3: Is there a significant change in the participants' writing scores from time 1 to time 2?.....	30
3.4. RQ 4: Are the students satisfied with the usage of Padlet in highschool? .....	30
3.5. Summary of the Analysis .....	32
<b>CHAPTER 4</b> .....	<b>34</b>
<b>DISCUSSION</b> .....	<b>34</b>
<b>CHAPTER 5</b> .....	<b>38</b>
<b>CONCLUSION</b> .....	<b>38</b>
<b>REFERENCES</b> .....	<b>41</b>
<b>APPENDICES</b> .....	<b>48</b>
APPENDIX- A. Ethics Committee Approval .....	48
APPENDIX-B. Satisfaciton Questionnaire Form .....	49

APPENDIX-C. Pre-Test.....	50
APPENDIX-D. Post-Test.....	51
APPENDIX-E. Grading Rubric for Writing Tests.....	52
<b>CURRICULUM VITAE.....</b>	<b>53</b>



## LIST OF ABBREVIATIONS

<b>EFL</b>	English as a Foreign Language
<b>L1</b>	First Language
<b>L2</b>	Second Language
<b>CG</b>	Control Group
<b>EG</b>	Experimental Group
<b>TL</b>	Target Language
<b>SPSS</b>	Statistical Package for Social Sciences
<b>CEFR</b>	Common European Framework of Reference



## LIST OF TABLES

**Page Number:**

<b>Table 1.</b> Mean scores of the Pre-test for the control group and experimental group .....	28
<b>Table 2.</b> Mean scores on the post-test for the control group and experimental group. ...	29
<b>Table 3.</b> Mean Scores of the Participants' Post Test Scores .....	30
<b>Table 4.</b> Satisfaciton questionnaire results of the EG.....	31



## LIST OF FIGURES

**Page Number:**

<b>Figure 1.</b> Students' level of technology use assurance at the beginning of a course.....	12
<b>Figure 2.</b> Picture of Padlet homepage. ....	18
<b>Figure 3.</b> An example of Padlet page used in classroom. ....	18



# INTRODUCTION

## Background of The Study

The fast development of technologies in the twenty-first century has influenced how people from different regions of the globe interact. Internet enables learning to occur at any time and in any place, regardless of geographic location (Bilici, Guzey, and Yamak, 2016). Bilici states that the evolution of educational technology provides instructors with an outstanding chance to implement and integrate a variety of tools, including tablets, Smartboards, laptops, mobile devices, online resources, or web based applications and many others. However, schools and educational institutions face significant obstacles in ensuring that teachers and instructors have been adequately equipped with the ability and knowledge necessary to integrate technology, which frequently evolves quickly into the process of teaching and learning. Considering that lecturers are the effective actors to use, follow, and analyse the use of technology in the teaching and learning process (Almerich et al., 2016; Ward & Parr, 2010), the efficiency of teaching practises has an indirect effect on the learning and outcomes of students. Therefore, they must be fully equipped not only with knowledge about technology but also with the ability to develop educational projects that integrate technology in addition to teaching and drill-and-practice (Koh, Chai, Benjamin, & Hong, 2015). This is due to the fact that possessing knowledge of technology by itself doesn't ensure that teachers will successfully use technologies in their teaching practise.

Another significant challenge the students and the teachers may have experienced is writing in their second language. A number of recent studies have revealed that L2 writing differs from L1 writing in a variety of ways. Silva reviewed 72 research evaluating the differences between L1 and L2 writing and discovered several differences. There are noticeable distinctions between L1 and L2 writing in terms of the writing processes (and subprocesses: planning, transcribing, and reviewing), as well as the characteristics of written texts (fluency, accuracy, quality, and structure, i.e., discoursal, morphosyntactic, and lexicosemantic). (Silva 1993). Although there is a correlation between writing ability and overall language ability, particularly at the lower end of the scale, developments in technology and internet aided classes in schools contributed so much to the improvements of the second language learners and their basic language skills.

Difficulties in English writing lessons are not a recent issue. A significant amount of study has been conducted on writing instruction and learning. In fact, writing is regarded as the most difficult language skill to master. Moreover, in a worldwide setting, many companies require their employees to comprehend both spoken and written English with proficiency (Luna & Ortiz, 2013).

On the other side of the page, computers play an indisputable significance in modern life. As internet usage and digital tools have been more integrated into our lives, they may eventually intrude on the academic field and become an essential component of our educational system. Such digital tools have altered how students generate texts, but they have also given students some automatic feedback as they complete writing assignments. The facility offered by these tools is one advantage of internet aided applications that is extremely obvious. Students who produce writings using a keyboard or a tool have the opportunity to correct spelling, peer feedback and some grammatical issues as well as organize, edit, and revise various materials. But if these modifications are advantageous or disadvantageous is up for debate. Coming to that, in this study, the researcher aims to highlight relationships between the writing skills in English and the one of the undeniable facts of the world of technology, Web 2.0 tools.

There are two perspectives on the benefits of having word processing programs. According to the first group (Bernhardt, Edwards, and Wojahn, 1989; Li and Cumming, 2001), writing on computers relieves students from having to rewrite texts two or three times (first copy, second copy, etc.); they get satisfaction in not changing a text again. Also, they think that documents created using computers or an application are of a higher caliber than texts created using pen and paper. The second group (Joram, Woodruff, Bryson, & Lindsay, 1991) believes that word processors only enable minor corrections rather than advanced level revisions that will improve learners' understanding of discourse elements and enable them to produce writings of a high standard. In order to determine writing quality, De Beaugrande's perspective on a high-quality discourse must be mentioned. According to De Beaugrande (1981), a written or spoken text must possess seven characteristics. Cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality are among the discourse properties that have been recognized. These characteristics define a high-quality text.

As mentioned above, today's schooling uses mobile and online applications in the teaching and learning process, which has improved communication between students and teachers

and allowed learning to extend far beyond the four walls of the classroom. Teachers are constantly looking for new ways to meet the needs of the 21st century students and to transform the traditional classroom into one where students are more actively engaged in their own learning, as print-based learning environments are being replaced by digital learning environments in today's classrooms.

Since learners are surrounded by technology on a daily basis, education should be encouraged and integrated with it as well. Regarding this, the teacher's responsibility should be to ensure that students can use the required web applications and to simplify the lives of the students by outlining how the relevant technology functions (İşman, 2011). In order to encourage creative problem solving, interaction, cooperation, and knowledge production in a social learning environment, teachers should reorganise classroom activities. This is in accordance with the objectives of the our country's Ministry of National Education, which is to make the blended learning model the dominant pedagogical strategy in all public schools and universities.

By including these components in the curriculum, the students are more motivated, have more fun, and learn more efficiently. Around the world, educators use a wide range of software programs and websites, including, but not limited to, Facebook, Edmodo, MOOCs, blogs, YouTube, Google Classroom, and Telegram, just to mention a few.

A lot of research has been done on how cooperation could improve the student learning. Wells (2000) demonstrated that as learners collaborate to achieve their common goals, new information is developed upon prior knowledge. According to Wenger (1998), social groups will encourage individual learners as they engage and benefit from one another. Swain (2000) claims that when learners are given the chance to use the language and reflect on their language use, cooperative discussion creates linguistic knowledge. Peer engagement has increased motivation and satisfaction in finishing a project in a group setting. In the academic sense, collaborative writing is crucial. In the area of language learning for ESL learners, collaborative writing has various benefits. According to Storch's 2005 research, it results in improved text fulfillment, grammatical accuracy, and complexity. Additionally collaboration in writing improved learners' writing and language skills, according to Lin and Maarof's (2013) research. This study, also, employs an online tool to enable collaborative tasks to be done out of the classroom by students and their group members on their own. Despite the fact that many studies have been conducted on the use of collaborative tools in the teaching generally, there has been an absence of

research on the use of collaborative learning tools in the teaching and learning of writing skills specifically, as well as how these web-based collaborative tools can assist students in the development of writing skills.

In the study free web based program called Padlet which is accessible online will be used. Any computer or mobile device with an internet connection can readily access it. This research examines 11th grade students' reactions to the use of Padlet in an English language course.

### Significance of the study

In classrooms of the twenty-first century, learning and teaching are more learner centered. According to Yaez-Aldecoa, Okada, and Palau (2015), students can now learn at any time and from any location, which is a difference in the 21st century's learning style. The four crucial learning and innovation skills, or 4Cs, comprise our century's education. These are communication, creativity, cooperation, and critical thinking and problem-solving (Partnership for 21st Century Learning, 2019). As a result, it's critical that students participate fully in class activities including asking questions, contributing to debates, and expressing their ideas.

With this reason learners and instructors integrate willingly in the class. Even though teachers are still in the period of adaptation, students have already been using new technology in their lives.

In today's World, technology has a leading role in education and it has been increased day by day. Despite the use of social networking sites or Web2.0 tools, the excessive use of them in the class has not been completed yet.

Investigating Padlet's potential and benefiting from its facilitating function in education is critical in light of the importance of technology in the modern digital world. This research is important because students participate in student-centered instruction while also becoming used to the same technology that students all across the globe use. So, learners can take advantage of a wealth of up-to-date resources and a cooperative learning method that will serve them well in their university studies.

Industries in the 21st century value graduates who are technologically literate (Yusof, Syed Hassan, Sadikin, Mustaffa, 2016, p. 8) together with other personal qualities like

innovation, collaboration, leadership, and problem-solving. Hence, using Padlet in the classroom may help students acquire the skills and knowledge necessary to successfully enter the workforce. Besides the absence of involvement from students is also problematic. Padlet has been shown in several studies to increase student engagement as well as involvement. So, this research is also important since it shows how to get students more involved in class, how to monitor their development, and how to try out cutting-edge technological resources for education. Teachers have more visibility into their students' progress and may tailor assignments to their abilities and interests. In addition, Padlet may inspire originality in the classroom and among learners. Thus, one of Padlet's most crucial outcomes is the stimulation of interest.

Another significance of the study is that, unfortunately, Turkish EFL students are inefficient in L2 writing because they believe studying is only essential for passing their term tests, which is the result of the conventional teaching technique. Thus, the researcher recommends that engaging their enthusiasm for technology as a means to better writing. That is why Padlet was selected as the focus of this research. And therefore, the purpose of this study is to draw awareness to this digital tool and assess its potential for enhancing students' writing abilities in both independent and group works.

Although there is a growing body of research investigating Padlet's impact on collaborative learning, less attention has been paid to its potential for enhancing students' writing abilities. In light of such a requirement, the current study investigates the efficacy of Padlet as a tool for improving students' writing skills and their satisfaction about integrating it into the lesson.

As there is only one research conducted on Padlet in Turkey, this study will add to the literature by investigating the impact of Padlet use in students' active engagement in highschool students. Therefore, description of concepts, theories and research about active learning, Web 2.0 tools and Padlet and language learning will be researched and reported.

#### Research Questions

1. Is there a difference between the pre-test scores of experimental group and control group?
2. Is there a difference between the post-test scores of experimental group and control group?

3. Is there a significant change in the participants' writing scores from time 1 to time 2?
4. Are the students satisfied with the usage of Padlet in highschool?

#### Limitations of the Study

This study was conducted in a public high school with students in the 11th grade who had average to below-average English language skills. In the study, there were a total of 50 students who took part in the research, hence, it is impossible to generalize the findings.

Furthermore, although Padlet is a free tool it is just possible for users to have a certain number of free Padlets at once, in accordance with the conditions of use that were amended in 2018.

Also limited time is another major barrier to using more digital tools in English classrooms. The students of 11th grade generally prepare for the University Entrance Exam in Turkey. Kizil (2011) performed a survey that showed Turkish EFL instructors stated there was not enough time for them to utilise technological tools, primarily computers, in the classroom (p. 2). In addition, Garling (2016) claims that EFL professors at Iowa State University in the United States are so overloaded with testing, lecturing, and students' conferences that they have little time to investigate and use new technologies like apps and programmes in their lessons (p. 156).

Lastly, as Finally, most students lacked experience with blended learning and had never participated in collaborative learning groups. It was not easy for the learners to adjust to this new approach and tactics, and the researcher-turned-teacher had to mimic each stage to encourage them. The instructor has to help and lead the students through the difficult process of working together since it is difficult to persuade learners to work in small groups where they have a feeling of reliance, where students see that they "sink or swim together" (Hobbs, 2011).

# CHAPTER I

## LITERATURE REVIEW

### 1.1 Introduction

With the growth towards digitization, there have been several Web 2.0 applications and services. Regarding this, to stay up to date with the most recent developments in education, technology integration in the classrooms has become essential. According to Taranto et al. [13] and Mohd Arif et al. [10], classroom experiences should develop with the world, which is evolving and heading toward being tightly connected to information and communication technologies (ICT). Although technological devices like tablets and smartphones won't be able to completely fill the role of teachers, it is thought that the increasing importance of technology among ESL learners makes chances for extra English language practice.

When we go into the developments in language learning and teaching, in the 1990s, audios on tapes, films, or televisions were used in schools to supplement language instruction. Later, images were added to the lessons using overhead projectors. Language labs were commonplace in educational facilities, where students could practice listening with headphones. Following that, there was an explosion in technology and internet use, which had an impact on language learning as well. Language classrooms were renovated, and white curtains, computers, and projectors took the place of acoustic equipment. The advent of touch screen smart boards followed the introduction of digital boards in the 2000s, which began to play a significant role in education.

The educational system has been evolving more quickly than ever before, despite the fact that technology changes, teachers and administrators are actively looking for new ways to mentally prepare learners for the future (Jennifer, 2019). For that reason it is crucial that students take part in class activities, including asking questions, contributing to debates, and expressing their ideas. Because each student has a unique learning style, the quality of instruction is especially vital in light of the new learning atmosphere while teaching(Thum, 2019).

## 1.2. Web 2.0 Tools

The increased use of technology in the classroom has led to dramatic changes in the 21st century classroom. Web-based technologies have had a profound impact on many facets of society, including education (Unwin, 2007), leading "teachers to include technology into their teaching" (Woo et al., 2011, p. 43) since conventional methods of instruction are seen as inadequate (Fabunmi, 2012).

The advent of digital tools has made communication much easier. Communication with the teacher, other students, or native English speakers are all acceptable options. Students of a foreign language may improve their knowledge of the target language and their self-assurance by conversing with native speakers online.

Fundamentally, digital technology allows students to interact with native speakers and get exposure to the target language and culture via direct immersion. With Participatory Web technologies, any school may share its latest news, accomplishments, etc., with the world. Indeed, because of Web 2.0, we now live in an information world. From the urban centres of the United States to the remote areas of India, knowledge is readily accessible. The world learns about new scientific, medical, and technological processes in a matter of seconds. These technologies' interactive nature has resulted in a self-correcting feature. For instance, in the case of wikis tool, if some users manipulate the tools to spread disinformation or erase facts, other users will eventually remove the faults and delete the incorrect material. Also, the institution, the teachers, and the students may all take the advantage of a well-designed Web 2.0 network that contains connectivity to the Web 2.0 technologies of all the colleges under its roof. Using these tools may also facilitate communication between educators on other countries, allowing for the sharing of best practises and the development of more engaging teaching materials. Former students and current faculty members may also network with one another via sites like Facebook, Instagram, MySpace or LinkedIn. Moreover, modern co - authorship overcomes organisational divides. Wikis allow authors to collaborate on written works (articles, studies, etc.) without anyone actually being there. In addition, teachers and students alike may benefit from these resources by expanding their professional horizons. If you want to get the attention of potential employers, consider uploading an engaging lesson plan online, or uploading an essay or course materials (Kurshan 2009). Students may upload their portfolios online so that potential employers and peers can easily find and see examples of their best work.

Web 2.0 tools are being used by millions of individuals. Web 2.0 refers to a second or third generation of the World Wide Web that makes it simpler for people to cooperate and exchange information online, despite the lack of agreement around its clear definition. Indeed, there are several explanations of Web 2.0 in the literature. Nevertheless, the definitions might vary considerably depending on how Web 2.0 is interpreted. Web 2.0 is "a Web platform that intends to promote user creativity, information sharing, and collaboration". Creativity, knowledge sharing, and cooperation are the common principals that indicate the usage of these web tools in language teaching.

Traditional teaching resources are mostly text-based and static. These materials consist of textbooks, workbooks, lecture notes, and handouts. All of these resources are essentially static, and it is the role of language instructors to infuse their classrooms with interaction and enthusiasm. In spite of that, incorporating Web 2.0 technologies into language classrooms and course materials is a great way to increase student engagement and retention. The research on the effectiveness of Web 2.0 applications in language classrooms is extensive. As teachers and researchers are interested in learning more about the many facets of Web 2.0, the number of such studies keeps growing. With the diversity of Web 2.0 technologies, the adoption of these tools is largely dependent on the instructors' passion for incorporating technology into their teaching. It is believed that these technologies will have a good impact on educational experience if implemented effectively.

Regarding the classroom, the use of Web 2.0 technologies without pedagogical philosophy is similar to constructing a home without first consulting an architect. Web 2.0 technologies have great potential for both enabling learners and building or linking learning communities. However teachers should have a clear strategy for the usage of each Web 2.0 tools. For that purpose, researchers and academicians are collaborating to discover answers for making effective use of Web 2.0 tools in the classroom. The term "Participatory Learning" or "Contribution-Oriented Learning" is used to describe a set of principles and related pedagogies that encourage student engagement and learner centered material (Collis & Moonen, 2008).

Web 2.0 tools encourage educators to be innovative in their use of technology since they may be used by anyone without coding or design experience (Dudeny & Hockly, 2012). Users are able to effectively communicate and connect with one another thanks to these kinds of technologies (Gray et al., 2010). Writing in L2 with

technology has attracted significant attention, as noted by Li (2018, p. 883) in reference to the Web 2.0 technologies that transformed education from a passive to an active and participatory process.

Regarding the usage of Web 2.0 tools in the classroom, since students don't need special instruction to access Web 2.0 tools, it gives more possibilities in the classroom. Web 2.0 allows students to work independently once an instructor has introduced the activity (Shihab, 2008). The teachers may monitor the development of their pupils online. Students may provide immediate answers. Moreover, Web 2.0 apps such as Padlet, Facebook, Wikis, Blogs, and YouTube allow users to assume responsibility for what they write and share. The responsibility of writing for a worldwide public pushes users to be more conscious of their writing. Hence, Web 2.0 tools might be beneficial for EFL students who can increase their contact with the target language and engage with people more effectively (Almekhalffy & Alzubi, 2016).

Numerous studies and articles have shown that incorporating technology into language classes inspires students to study (Oxkert, 2018, p. 1; Mujtaba Alsied & Pathan, 2013, p. 47). Consequently, technology has affected them emphatically, allowing them to take part in educational activities with enthusiasm in comparison to a conventional teaching; and improving their technological skill or digital skills, which is one of the most vital 21st century's abilities in this age (Garling, 2016, p. 3; Ghavifekr & Rosdy, 2015, p. 175; Lynch, 2014, p. 227). Rahman (2015) found that 67 percent of learners believed that technology usage helps them improve their reading, writing, speaking, and listening abilities (p. 35). David Warlick, also an accepted proponent for using educational technology, put it thus way: "We need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our day, and it is the lens through which much of the world is experienced."

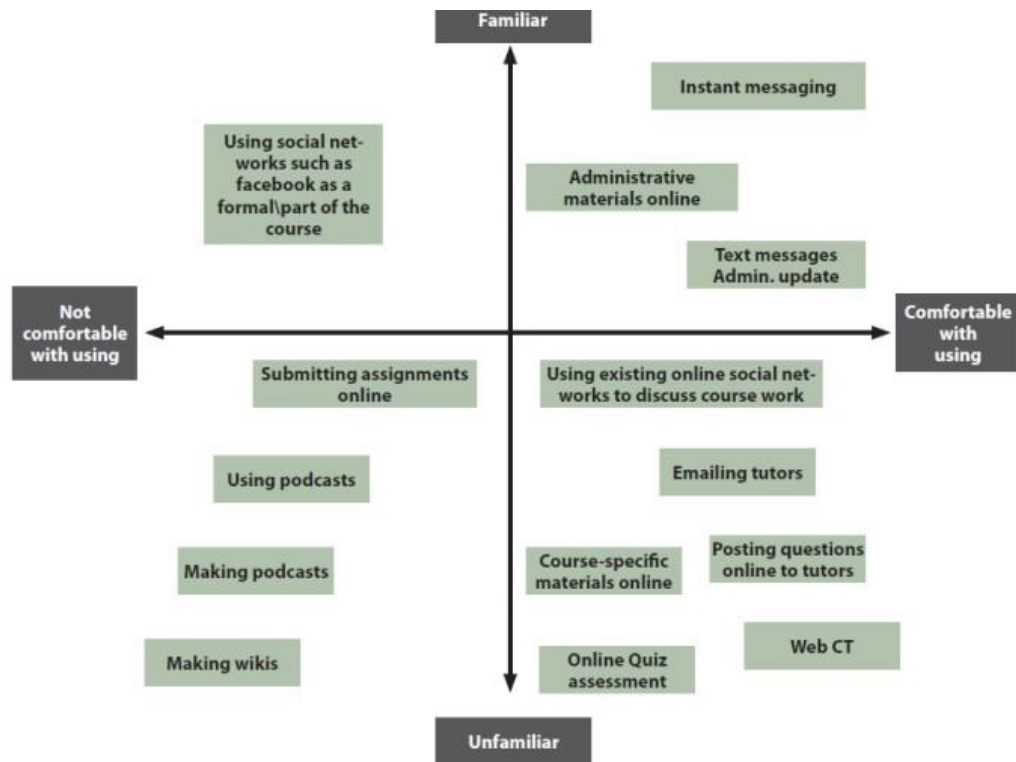
### **1.2.1 Age of Googlers**

At the center of Web 2.0 technologies, we can mention about new generation. They can be defined as 'google generation'. As natives of the digital era, they "absorb information quickly in images and videos, as well as texts from multiple sources simultaneously" (Duffy, 2009, p. 119). Twenty percent of today's NetGen college students started using computers between the ages of five and eight, according to research by Oblinger and Oblinger (2005). They are early adopters of gaming media and social

networking sites, video, picture, music, file-sharing platforms, blogs, or tweeting platforms. With the increased frequency of online research associated with school attendance, Google will come to be seen as the ultimate representation of all knowledge. They learn to rely on Wikipedia, the greatest online encyclopaedia, as their go-to source for understanding new concepts presented in the classroom and beyond. According to Oblinger & Oblinger (2005), members of this generation are less likely to consult physical books in favour of online resources like Google and Wikipedia. People of this age "think at flash speed," as described by Prensky (2004), and they want immediate responses and reactions (Duffy 2009, p.119). They are efficient at managing many tasks at once and prioritise speed above precision. They are emotionally receptive and experienced in the digital world. For instance, they are confident about sharing their opinions in online forums like web blogs and networking sites (Gibbons, 2007).

Names like "Googlers," "Digital Natives," "Millennials," and "NetGens" have been created to describe these young people (Rowlands, I. et al. 2008). According to Prensky (2001, p.2), everyone born before the NetGeneration is a "digital immigrant" since they communicate "digital" with an accent similar to that of a non-native speaker. Students now feel that technology (particularly the social web) should be included into both their academic and social lives (Gibbons 2007, p.19).

A research by CIBER (2008) for JISC and the British Library found that, on average, younger generations are more proficient in technology than their elders. Figure 1 shows that nearly all 1st grade students of UK college are already active on social networking sites; while, older generations are rapidly adopting and making effective use of these new technologies whenever they are seen as useful (RCI, 2009).



**Figure 1.** Students' level of technology use assurance at the beginning of a course (Source: RIC's Higher Education in a Web 2.0 World, 2009).

### 1.2.2. Web 2.0 Education Concerns And Solutions

Educators should think carefully about the advantages and downsides of the next digital era and Web 2.0 tools before using it in the classroom as there may be uncontrollable or unintended consequences. The advantage of Web 2.0 technologies is that "everyone" may post "everything" online, which is also the disadvantage of these digital tools. Some problems that may arise in integrated learning settings include identity theft, ethical concerns, plagiarism, the need for extensive training, and the uncertainty surrounding the use of Web 2.0 tools in the classroom. For instance, it's not a fine decision to broadcast too much private information (such as phone numbers, emails, photographs, etc.) over Web 2.0 applications, since there will always be individuals who want to abuse you (Pulman 2009 p.9).

In addition, students should be responsible for every statement posted online, since it will be viewed not just by locals, mates, and family, but also by individuals from all over the world, many of whom may have vastly different values and beliefs. As a matter of fact, another problem that may have arisen with the advent of Web 2.0 technologies is the information being used in a way that goes against the moral, social, or political views of a nation or area (Pulman 2009 p.11).

Furthermore, Read/Write Web technologies have just recently been adopted by educators; hence, there are no definitive pedagogic researches published for this approach to the classroom. Intellectual Property Rights on the social web have been discussed by two organizations: The Joint Information Systems Committee in the United Kingdom and Creative Commons in the United States. Developed by the Joint Information Systems Committee (JISC), Web2rights is an IP framework for use with Web 2.0 applications. Tasks, FAQs, permissions, and information documents are just some of the screening methods they've made available to the Web 2.0 providers and users in an effort to educate them on their legal standing. Identifying the source of the information or regulating users' assumptions about Web 2.0 being a "open area" while also preserving the rights of producers are two issues that have yet to be fully overcome (The Joint Information Systems Committee, 2009).

### **1.3. Padlet as a Learning Tool**

Many people in teaching and learning environment have heard about Padlet. It is a free Web 2.0 application that offers a "wall" where users can publish text, images, and even videos that can be seen by anybody who has the link or URL to the particular wall. In a number of ways, Padlet can be used to provide course material to students in the form of an electronic board (Fisher, 2017).

The creators of this interactive website have called it "a living, breathing webpage" and "the world's easiest method to create and contribute." On a Padlet, text, photos, and links to other websites, films, or files can all be seen, added to, and rearranged at the same time by any number of users.

#### **1.3.1. The Essence and Characteristics of Padlet**

On a Padlet, words, pictures, and links to other websites, movies, or documents can all be seen, added to, and rearranged at the same time by any number of users. Students can easily utilize the app, which doesn't need an account or login to post on a Padlet that already exists. A user must be aware of the features supplied by Padlet and what can be done there in order to utilize it successfully and efficiently. As was previously noted, notes containing links, videos, photos, and document files can be posted by both teachers and students. With the help of this application, teachers and students may exchange questions, submit responses, comment on one other's work, and rate each other. Also, a teacher may simply gather student thoughts by using Padlet in teaching and learning activities. As a

result, the learners will be more confident while expressing their opinion or argument. Additionally, activities in a classroom setting like brainstorming, discussions, and project work can benefit from using this application.

Padlet is utilized as a collaboration and brainstorming tool by business people in addition to students as a learning aid in the classroom. In addition to its standard program, Padlet provides a version targeted towards businesses where users may access unique features including increased security, privacy, and even marketing.

Students may see what they and their peers are writing online when they publish on Padlet since it is a simultaneous tool. Users may monitor the entire procedure on the interactive whiteboard or the projected computer screen. Consequently, this makes it much easier for them to recognize their errors and respond appropriately.

The use of Padlet was underlined by Kleinsmith (Kleinsmith, 2017), who said that it provides a platform for students to learn from their own and their friends' failures. Her study found that students liked using Padlet and that it had a positive impact on their performance in school. Also the findings of Kleinsmith's study (Kleinsmith, 2017) showed that students who were pleased with their use of Padlet improved their weekly involvement ratings and school performance. In the Kleinsmith's study, student involvement and academic performance were measured over the course of ten minutes each day at one-minute periods. Lecturers designed Padlet walls with queries and subjects relevant to the day's lesson at hand. They contained an overview of the most important facts, a few word problems, simple calculation, and the analysis of faults in presented tasks. At this stage of the process, teachers also had a part to play since they were responsible for providing feedback on the postings and comments made by students. She put the research into practice for a period of eight weeks by collecting an observation checklist and the grades students received on their daily tests.

Padlet is ranked number one on the list of digital formative assessment tools compiled by Drost (Drost, 2016). These tools may assist instructors in motivating students to practice learning objectives as a natural and continuing part of their daily routine. Drost places Padlet at the top of the list.

According to a research by DeWitt, Alias, and Siraj (2017), college students use Padlet as a learning aid. Awaludin, Abd Karim, and Mohd Saad (2017) investigated the use of Padlet in academic writing. This research investigates the students' attitudes of Padlet as an aid for learning English writing in a postsecondary ESL classroom.

According to Fageeh (2011), the learning tool, particularly Padlet, might improve the students' writing skills. They are confident utilizing Padlet in their educational journey. Yunus and Salehi (2012) concurred that the learning technologies had expanded learning practices outside the classroom walls (Yunus & Salehi, 2012). In the application, you may put text, audio recordings, URLs, images, and files there. Due to the adaptability of the technology, you may use a single Padlet for the whole school year to create and exchange materials and links. This implies that resources developed during the first year of school may be recycled for future years. Students may use the padlet as a platform to practice their writing abilities, and the result of their writing there can be saved and used in a later evaluation of their competence. There are always those kids who are too shy to raise their hands and ask questions.

Padlet enables the option to observe a variety of replies, which may create chances for group learning and self-assessment, since students have quick access to a broad range of comments from their peers. Padlet enhances teacher-student relationships, increases motivation and self-esteem, and gives instructors an alternate method of engaging with students outside of the classroom, according to studies comparing Padlet to a business communication course (Rashid, 2015). It may promote real-time class engagement and evaluation (Fuchs, 2014).

Padlet appears to be useful for achieving the majority of the aforementioned standards, provided that the activities are well designed in accordance with what the standards require, so that it can meet the needs of learners in the 21st century in terms of collaboration, digital innovation, and creative communication.

Witt (Witt, D.D. et al., 2015) performed an additional research using Padlet as a tool. It was used to address the academic and social difficulties of deaf students in higher education. Surveys and interviews with four deaf students were utilized to gather data, and the findings indicated that Padlet may be used to facilitate communication between deaf students.

Padlet's online for free bulletin board solution, user-friendly design, and effective mind-mapping tool are its key advantages. The mind-mapping program makes it easier to create a virtual bulletin board that may be used to collect information on many themes and share it. Using Padlet's convenient design, you can easily share and discuss media and files, as well as alluring questions. Padlet is a great tool for both classrooms and offices because to its attractive interface. You can manage your students, add or delete them, and decide

what information they have access to using its built-in network access and admin tool. Access may be removed from former students without any disruption to the system or loss of information. Meanwhile, you may provide new hires with rapid access to relevant information in the system. The same is true for school managers and educators, who may browse the achievements of their teammates or co-workers. Padlet also gives you more personal space and safety. When left at its factory settings, it may be accessed by anybody. The ease with which you may share information to your members is not affected by the option to include or exclude social media features like Facebook sharing. Padlet is the perfect option if you operate a school or company and wish to restrict access to your material. It uses secure socket layer (SSL) protection during data transmission and for safety information stored on its servers.

According to the findings of a study conducted by Manowong (2017), students are cooperating and participating on this virtual wall by posting and sharing their own creations and materials (p. 98). In addition, learners have shown gratitude for the usage of Padlet, noting that they gain insight by reading the errors of themselves and their peers and by comparing their answers to those of others. According to the author's extensive research (Pertama Sari, 2019), Padlet is a simple and straightforward online application. Most of the students in Indonesia who participated in this study said that Padlet is their favorite method of formative feedback. In spite of the dissatisfaction of the remaining students, 89% of those who received peer criticism said it was extremely beneficial. They noted that Padlet facilitated rapid access to many replies and views. Additionally, Algraini (2014) conducted an experimental study in Saudi Arabia and discovered that students who were given writing assignments on Padlet performed much better than those who were not. Overall, the data shows that teaching using Padlet is more effective than more conventional approaches at helping students improve their writing. Learners also stated that Padlet fostered a welcoming environment where they could comfortably get helpful criticism on their work. As a result, students are able to work together in an interactive and social learning environment thanks to Padlet. According to the students, Padlet is an efficient tool for learning since they can rely on their classmates for support and correction when they go off course (Putri & Umam, 2018). Similarly, Fuchs (2014) concludes that learners learn from their peers and evaluate themselves when they are exposed to a range of reactions and opinions. Using this process assessment, the teacher may determine the next steps for the class and adjust the curriculum accordingly. She also emphasized how Padlet's equal chance to be heard benefits student involvement and engagement. A similar argument was

made by Wood (2016), who called Padlet a "interactive assessment tool" and a "warm-up tool" for classroom activities. Evidence from the previous researches suggest that Padlet may help students improve their grammar and word knowledge in addition to their general language abilities.

### **1.3.2. Benefits of Padlet**

Padlet's primary advantages consist of its dependable mind-mapping tool, user-friendly and simple interface, and web based messageboard option. The mind-mapping application facilitates the construction of a digital bulletin board that can be used to collect and display information on various topics.

Padlet is an easy tool that enables you to post engaging queries and content, including audio, photos, messages, and documents. Padlet is suitable for colleges and enterprises on account of its intuitive interface. It includes a network access and user management utility that allows you to add or remove users and restrict their access to specific types of data.

Additionally, Padlet offers you increased privacy and security. It's able to be accessed by anyone if the default setting is used. It also allows you to add or remove social networking functions, such as Facebook posting, without affecting the accessibility of content for your users. If you administer a school or company and want to restrict to your content, Padlet is your best option. It employs Encryption technology for transmission and security company data to secure its servers.

### **1.3.3. How Can I Get in Padlet ?**

First Action: Students register for an account in the app or play store.

The second step is to go to the Padlet homepage and choose the Create New Padlet button.(Shown at figure 2.)

Third, select the Modification This Wall icon is to begin making changes to your Padlet board.

The fourth step is to visit the Customize This Wall page and alter the background and design there. (Shown at figure 3.)

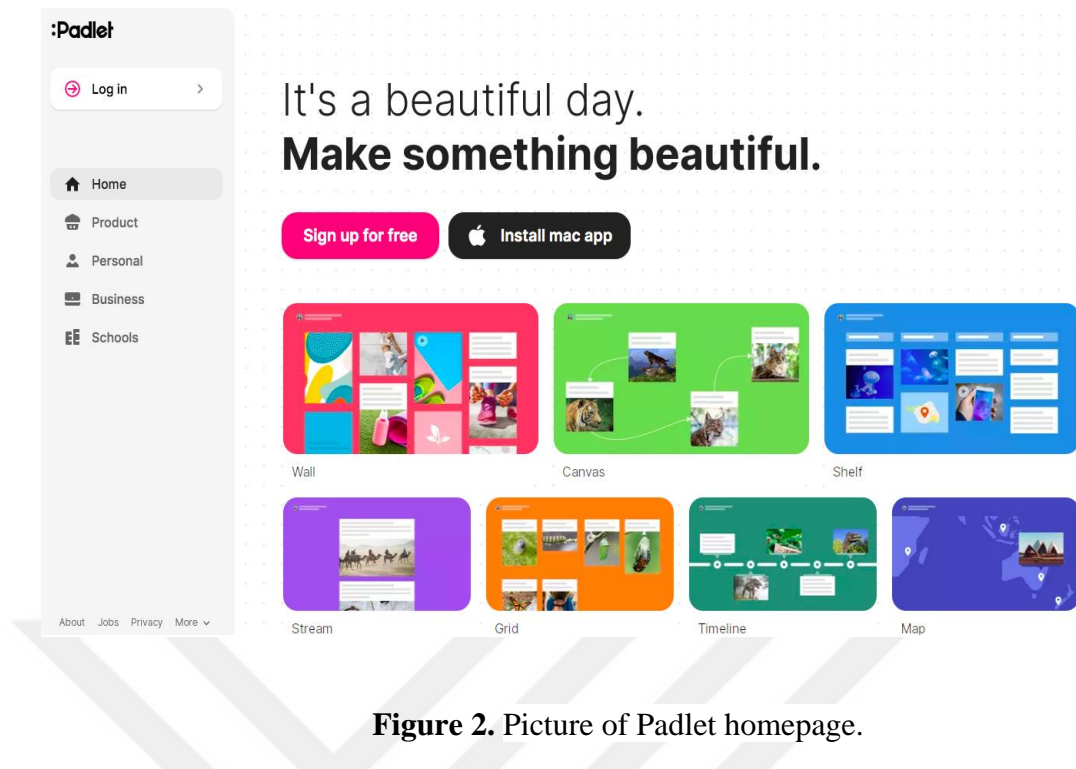


Figure 2. Picture of Padlet homepage.

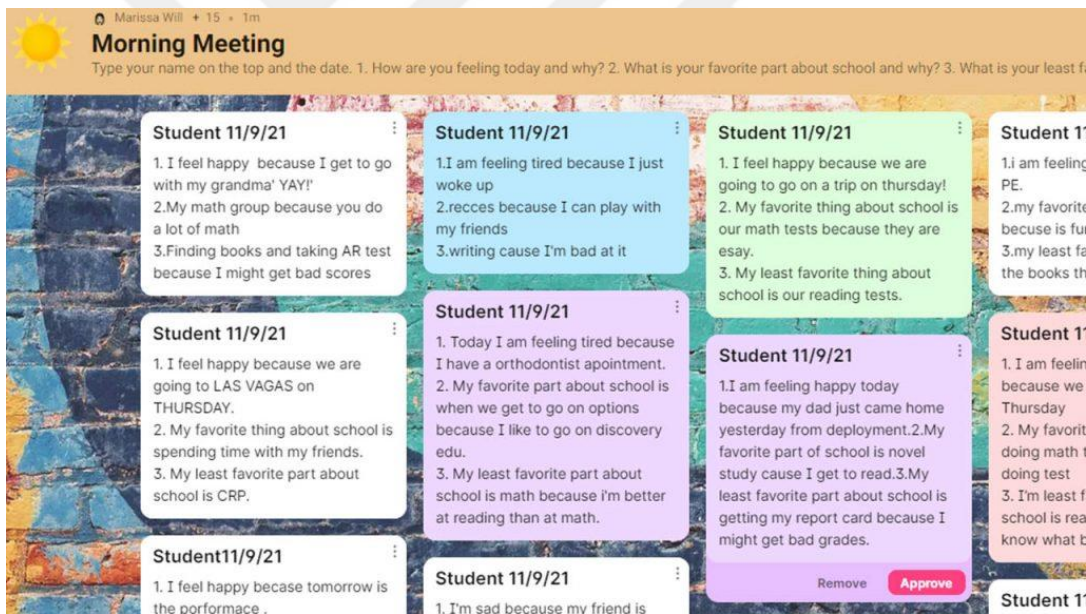


Figure 3. An example of Padlet page used in classroom. (Source: Arizona State University, Arizona PBS, 2021, Marissa Will)

### 1.4 How to Teach Writing

Writing is considered a productive skill since the student uses the target language to express his or her thoughts or emotions. Writing is regarded as the most difficult language skill owing to its complexity in terms of syntax, punctuation spelling, choice of words, etc.

One of the challenges in writing classes is finding the correct words. Students don't read widely enough to build a large and sufficient base of vocabularies. Naturally, it can be solved by reading more books on a regular basis. The capacity to put thoughts on paper is regarded as the most challenging skill. The learners also have to make use of a number of additional skills while writing in order to produce work of high quality. Writing, according to Nurgiyantoro (2001: 296), is more difficult to learn than reading, speaking or listening. The reason for this, in addition to the language itself, is the essay's subject matter requires knowledge of a wide range of other topics, concepts, and conventions. Learning to write well is often related with learning it. Both inner and outer variables might have an impact on these problems. The ability to write well is a mechanical one. Well-structured writing is the result of constant repetition, which is impossible to achieve only via theoretical study. Good literary organisation is the result of careful thought, strategic placement, and logical sentence construction (Hasani, 2005: 2).

The cognitively demanding processes involved in writing in the second language, including idea development, word order, organization, lexicon, content, mastery of sociocultural competencies, use of punctuation, and idea generation—have led many to conclude that teaching and learning L2 writing is a challenging, tiresome, and complex task (Graham & Perin, 2007; Kurt & Atay, 2007; Lee, 1997; MacIntyre & Gardner, 1989).

While implementing the writing instruction activities provided by H. Douglas Brown, teachers may choose from a number of different types of writing tasks.

(1) Imitation (imitative writing)

While learning the laws of alphabetic coding, beginning writers "copy" symbols, syllables, and sometimes phrases from models. Although while dictation may be taught at a more advanced level of the writing process, certain kinds of dicta fall into this category. The standard procedure for dictation consists of the following:

- a) Once or twice at a reasonable speed, the teacher reads a brief text.
- b) The teacher pauses after every three or four-word phrase as he or she goes through paragraphs.
- c) When there is a break in the conversation, the learners take notes.

d) The full paragraph is then read by the instructor at a regular pace so that students may double-check their work.

e) Writing assignments may be graded on a variety of factors. Spelling mistakes and missing punctuation marks are not considered grammar mistakes.

## 2) Extensive or managed (Intensive/Managed Writing)

Developing, practising, and evaluating grammatical principles may all be accomplished via writing. Grammar activities that are written and regulated are a great way to practise intensive writing. The writer's originality is not really needed for in this context. In the most common kind of "controlled writing," students are given passages in which they must totally change the sentence construction, such as by converting from the present to the past tense.

## 3) Self-writing

Selfwriting, or writing for an audience of one, might account for a disproportionate amount of classroom writing requirements. The most common manifestation of this style is the recording of a teacher's lecture notes. Keeping a diary or blog also falls under this heading. Blogs are used for students to write their reflections on class discussions, and for instructors to provide feedback on student entries.

## 4) Proposing a research paper (Display Writing)

All English language learners will be required to use visual components into their research papers, essays, and tests. A set of approaches for expressive writing is among the academic abilities students must acquire.

## 5) Real Writing

The goal of this style of writing is to effectively convey the intended message to the viewer. The three types are as follows:

a) In the classroom; most communications between groups of students occur in writing form. While working in groups, you can be asked to research and report on a current event or subject as part of an assignment. Editing each other's work is another option.

- b) Technical writing ; Those learning English due to various employment requirements also need to write. Letters, fill-in-the-blank worksheets, and gadget operating manuals are common types of writings.
- c) Intimate and private communications, such as diary, messages, cards, notes, and private messages.

### **1.5. Traditional Method To Teach Writing**

Throughout the years, methods for teaching have evolved considerably. The traditional method of teaching relied on recitation and memorising information, in contrast, the modern approach employs collaborative techniques. Traditional education as a single way also aids students in identifying a distinct direction and objective, thereby reducing their likelihood of becoming disoriented or confused (Martin, 2008). Furthermore, the conventional method is generally teacher-centered, happens regularly with the entire class, teacher's role surpasses students' role, and the instructor controls the majority of lesson. Additionally, Qian (2010) said that the 3Ps approach is the most significant method among conventional techniques of organising language education. The first stage is usually centred on one aspect of grammar, which is provided directly to increase the possibility that the fundamental rule will be comprehended and internalised, resulting in the creation of declarative knowledge. This would be next followed by practise activities and the transformation of declarations to a procedural understanding. The students will want to share their skills in order to complete their responsibilities throughout the production stage.

However, in current English education, the value of writing is frequently ignored, resulting in writing being an insufficient skill in English teaching and learning. Despite this, the majority of instructors use the conventional "teacher-centered" paradigm of instruction. Learners obtain a basic awareness of English writing under the guidance of conventional teaching methods, but they are unable to comprehend the secret to writing. Many students comprehend the language, but the majority of them struggle to adequately write their views in the target language. The issues were caused by the absence of both an insufficient pool of English lexicon and writing inventiveness. Writing is clearly the most difficult issues for many learners (Adas&Bakir, 2013). The conventional method of teaching is humanistic; instructors act as moderators and regulate interactions to maximise academic and communication skills. The traditional teaching method is solitary. The

instructor is at the centre of the teaching process, which emphasises structure and completion with limited thinking opportunities for students.

Conventional teaching might often be monotonous for students since there isn't sufficient time or ability to instruct. In this regard, Writer Staff (2011) noted that the standard teaching technique may not be appropriate for every subject and does not motivate students to use each style of learning. Teachers focused more importance on tests and outcomes than on mental comprehension, and they acted as information distributors rather than guides (Nazzal, 2014). Kelly (2018) maintained, however, that the tried-and-true technique of teaching where an expert on the subject explains everything to students orally was the conventional approach. In sum, there were benefits to the conventional approach to teaching, and the techniques themselves are easy to implement and administer in the classroom.

## **CHAPTER 2**

### **METHODOLOGY**

This chapter describes the methodology studied in this research, namely the use of Padlet as an instructional technology aid in EFL classrooms. The third chapter focuses specifically on research design, population and sampling, sample size, sampling method, research instrument, data collection procedure, and data analysis.

#### **2.1. Research Design**

This research uses an experimental setup. The study's subjects were separated into a "Experimental Group" (EG) with 25 students and a "Control Group" (CG) with 25 students. The control group was taught in traditional writing activities, whereas the experimental group used Padlet for writing lessons. Before and after the treatment, tests were administered. To learn more about the students' reactions to writing on Padlet in EG, the researcher administered a questionnaire thereafter. The control group was subjected to the same evaluations as the experimental group. The research relied on two sets of data from students: their test scores on writing assignments and their responses to a questionnaire designed to evaluate their perspectives.

#### **2.2. Setting of the Study**

The present study took place in Ankara Keçiören Abdürrahim Karakoç Anatolian Highschool during the Academic Year of 2022 -2023 and in the second term of the year. The students were from 11th grade of the stated school. The participants were presented collaborative writing through Padlet while they were practising writing tasks. Participants have 4 lessons of English per week and each lesson took 40 minutes. Teacher of the lesson was also the researcher of the study.

#### **2.3. Participants of the Study**

The participants were 50 11th grade students of Ankara Abdurrahim Karakoç Anatolian Highschool from different classes. Among them there were 28 female and 22 male students between the age of 16-18. All participants are at an A2 linguistic level. General guidelines from the CEFR (Common European Framework of Reference) are used to detect each level.

Students were volunteers and the ones who had a remarkable interest for the English lessons and the questionnaire had both English and Turkish questions that they were supposed to comprehend and accurately choose.

## **2.4. Instruments**

### **2.4.1. Pre-test And Post-test**

The purpose of this research was to determine students' progress attitude in writing with the use of Padlet digital tool. There were 2 methods of collection for this data. The first data collection instruments were pre-test and post test. The tests were performed both before and after treatment in both groups. The control group was instructed via traditional writing assignments, whereas the experimental group learned through Padlet-based collaborative writing. Two examiners scored the test results of the both groups using a clearly consistent rubric to determine the effect of Padlet on their writing grades.

The procedure started with a pre-test. The purpose of the exam was to determine the level of English writing skill possessed by the test takers. The students were required to write a paragraph of 200 to 300 word in an hour. Their command of English syntax and mechanics, as well as their vocabulary, subject matter, and overall cohesion of their paragraphs, were evaluated. The topic of the pre-test writing was 'My Dream Job' and the students were asked to write their opinions about the topic. Next, the instructor used a writing rubric to evaluate each student's performance in the writing exam.

After four weeks of treatment, both student groups were asked to do the similar test, with the topic of 'Writing about an inspirational person' in the same number of the words. The topics of the both tests were taken from the textbook of Ministry of National Education's 11th grade curriculum. Even though the different topics were asked in pre-test and post-test, the questions of the both tests measured the same language functions, same grammatical rules and syntax which was defined in the official curriculum. The stated rubric was used to score the students' achievement. The aim of the test was to evaluate and compare the English writing proficiency of the experimental group who practiced their English writing through using Padlet application with the control group who had lessons with traditional writing tasks, focusing on a textbook and worksheets according to the official curriculum. The time allotted for their 200-300 word English paragraphs was an hour.

### **2.4.2. Survey**

The other instrument was a questionnaire survey to measure the students' satisfaction and attitude towards using Padlet in classroom. The survey question had a four-point Likert scale for respondents to choose from. On each question, participants were asked to rate their level of agreement using the following options: (Strongly) Agree (4), (Agree) (3), (Disagree) (2), and (Strongly) Disagree (1). Because of concerns about the presence of a neutral category (i.e. "Neither Agree Nor Disagree," "Indifferent," or "Neutral"), the rating scale was given with a balance of options. If any survey question was unclear, more clarification was provided to the respondents. The Cronbach Alpha reliability coefficient for this sample was 0.96, indicating high internal consistency.

A survey provides several benefits, including saving time, energy, and funds, as stated by Dörnyei and Taguchi (2010). In order to understand the students' opinions on using Padlet for writing in the classroom, the present survey based on the one originally developed by Munirah Haris, Melor Md. & Yunus & Jamaludin Hj Badusah (2017) was implemented after the treatment.

### **2.5. Data Collection**

After getting ethical clearance from the Ethics Committee of Social and Human Sciences at Ufuk University, participants were given an informed consent form and a permission to participate the study. This was due to the fact that most of the participants were under the age of 18. The participants were also assured that their personal information and data would remain confidential and not be used in any way that might effect their academic grades. For the 2022-2023 academic year, 50 students with A2 English level participated in the present study.

Having a strategy and sticking to it may benefit a teacher in many ways, including time management, self-assurance, and confidence. A classroom that is well-run has minimal disciplinary issues and students who are fully engaged in their lessons. Also, a teacher's input is valued when developing plans and curriculum since they have the most relevant experience and knowledge to do so. Recognising that educators need to demonstrate their adaptability by delivering knowledge in a number of ways, including the creation of a range of situations in which students may demonstrate their comprehension,

is a crucial component of curriculum design. Consequently, planning and the design of the lessons were well-designed to pace the schedule.

### **2.5.1. Preparation for the Padlet**

Students may work independently and at their own speed if they are comfortable with the use of technology and expectations of the classroom. Regarding this, 25 experimental group of students were given an one-hour introduction to the Web 2.0 application Padlet, during which they were shown how to get to Padlet activities from any computer or mobile device. Then, it was emphasised that students should check the class Padlet often in order to stay on top of their assignments and announcements. The instructor instructed the class prefect to remind his classmates in their Whatsapp group of their daily assignments, despite the fact that the tool may send a notice once the tasks are uploaded by the teacher, who is the admin of the Padlet.

After the orientation, the learners were asked to bring their mobile phones to the classroom. Internet connection was provided during the lessons because of the fact that Padlet is used with networked devices.

### **2.5.2. Implementing Padlet in the Classroom**

From the beginning to the end of the research, the instructor made students feel as safe and secure as possible. Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed to establish relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners (Dörnyei & Murphey, 2003).

When every students in the class had signed up for Padlet, the instructor began posting updates and giving out assignments on a daily basis. Periodically, students were required to post their writing assignments or works, and the teacher would review and publish her own and other participants' feedbacks on the Padlet wall. The teacher's and other students' remarks allowed students to immediately implement the feedback to their writing, thereby resolving any confusions they may have experienced. Once students have posted their own posts, they could view those of other learners. They were able to read and respond to each other's posts in real time. Students were permitted to post additional writing assignments based on principles learned in class and to provide regular feedback on their

peers' writing assignments. Padlet was also utilised as a platform for written interactions between class members.

The lecturer used Padlet to offer the class with lesson notes, topics and directions for writing assignments, additional resources, and examine chosen writing examples, as well as additional links that assist and improve learning. The teacher's comments allowed students to immediately implement the feedback to their writing, thereby resolving any confusions they may have experienced.

Once students have posted their own posts, they could view those of other learners. They were able to read and respond to each other's posts in real time and also out of the classroom. Students were permitted to post additional writing assignments based on principles learned in class and to provide regular feedback on their peers' writing assignments. Furthermore, learners were encouraged to engage in a variety of writing-related activities. Also Padlet served as another means of writing collaboration among the students.

## CHAPTER 3

### RESULTS

The findings of the analysis of the data gathered from the scales used are reported in this section of the research. The total exam scores from before and after Padlet-based collaborative writing classes are shown and analysed. The attitudes of satisfaction of the students gathered from the survey answers are then analysed.

#### 3.1. RQ1: Is there a difference between the pre-test scores of experimental group and control group?

**Table 1.**  
**Mean scores of the Pre-test for the control group and experimental group**

Group Statistics					
Group	N	Mean	Std. Deviation	Std. Error Mean	
PreTest 1,00	25	33,9600	3,23368	,64674	
2,00	25	33,5600	3,00111	,60022	

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PreTest	Equal variances assumed	,089	,767	,453	48	,652	,40000	,88235	-1,37407	2,17407
	Equal variances not assumed			,453	47,735	,652	,40000	,88235	-1,37433	2,17433

The first research question investigated whether there is a statistically significant difference in the mean scores for the two groups. In order to ensure that the both groups were equivalent, the pre-test was given to them at the beginning of the experiment. Group 1 is CG and Group 2 is EG. When we examined the results of independent-samples t-test for the pre-test results of the both groups, it can be obviously seen that the *p*-value (.652) is higher than the alpha (0.05). The mean score for the control group is 33.9 and 33.5 for the experimental group. Therefore, this finding demonstrated that there was no difference between the individuals in the experimental group and the control group prior to the trial.

### 3.2. RQ2: Is there a difference between the post-test scores of experimental group and control group?

After completing the experiment, the researcher administered a post-test to both groups to evaluate their performance in English writing. The post-test results of both groups, the control group and the experimental group, are presented in the table below.

**Table 2.**  
**Mean scores on the post-test for the control group and experimental group.**

	Group	N	Mean	Std. Deviation	Std. Error Mean
PostTest	1,00	25	34,4800	3,07029	,61406
	2,00	25	37,9600	2,85015	,57003

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
PostTest	Equal variances assumed	,253	,617	-4,153	48	,000	-3,48000	,83785
	Equal variances not assumed			-4,153	47,737	,000	-3,48000	,83785

Using a t-test for independent samples, it was determined how the intervention affected the students' writing scores. The difference between the experimental group's (Padlet group) post-test scores ( $M = 37.9$ ,  $SD = 2.8$ ) and the control group's ( $M = 34.4$ ,  $SD = 3.07$ ) post-test scores demonstrates a significant change following the treatment. This variation was statistically significant ( $\text{sig.}(2\text{-tailed}) = .000$ ). Table 2 provides an overview of the results. Therefore, it is possible to conclude that the experimental group performed better on the post-test than the control group. Thus, the research question has been answered.

**3.3. RQ3: Is there a significant change in the participants' writing scores from time 1 to time 2?**

**Table 3.**  
**Mean Scores of the Participants' Post Test Scores**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest- Posttest	-.52000	1,26227	,25245	-1,04104	,00104	-2,060	24	,050

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Pretest- Posttest	-4,40000	2,94392	,58878	-5,61519	-3,18481	-7,473	24	,000

In the overall results of the pre-tests and post-tests, it can be concluded that after the study of writing lessons with Padlet application, EG (pair 2) students displayed a considerable difference according to their pre-test and post-test results with the (*p*) value of .000.

However, CG (pair 1) participants who engaged in traditional writing lessons through the process, were not able to show a meaningful difference after their treatment with the (*p*)value of .050.

Regarding the difference between the both tests in both groups, it can be concluded that the experimental group's performance changed significantly after the treatment, Padlet contributed to their writing performance and participants were able to increase their score by using that digital tool. Whereas the students of control group were not able to achieve a better performance after having their lessons with traditional method and missing out the chance of using Padlet.

**3.4. RQ 4: Are the students satisfied with the usage of Padlet in highschool?**

The survey questions have been examined, and the data was converted to percentages. The final result is shown in Table 4 below.

**Table 4.**  
**Satisfaciton questionnaire results of the EG**

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Learning languages via Padlet is a good idea.</b>	35.5 %	64.5 %	0.0%	0.0%
<b>My interaction in Padlet messaging was clear.</b>	36.7 %	50 %	13.3 %	0.0%
<b>My interaction in Padlet messaging was practical.</b>	54.8 %	38.7 %	6.5 %	0.0 %
<b>It was easy for me to become skilful in discovering information via Padlet.</b>	43.3 %	50 %	6.7 %	0.0 %
<b>Learning English language using Padlet is convenient for me.</b>	40 %	56.7 %	0.0 %	3.3 %
<b>Padlet is convenient for academic engagement purposes.</b>	53.3 %	43.3 %	3.3 %	0.0 %
<b>Padlet allows me to academically engage with peers and lecturers at any time and any place.</b>	43.3 %	43.3 %	13.3 %	0.0 %
<b>I found that Padlet is useful in my language learning.</b>	36.7 %	60 %	3.3 %	0.0 %
<b>Using Padlet has effectively improved my language learning.</b>	50 %	50 %	0.0 %	0.0 %
<b>My performance in language learning was improved by the use of Padlet.</b>	36.7 %	53.3 %	10 %	0.0 %
<b>My performance in English writing has been improved by the use of Padlet.</b>	56.7 %	33.3 %	10 %	0.0 %
<b>Interaction via Padlet helped me to become active in language activities.</b>	43.3 %	56.7 %	0.0 %	0.0 %
<b>In future, I will use Padlet in learning the English language.</b>	37 %	55.6 %	7.4 %	0.0 %

According to the data in Table 4, the majority of participants preferred involving Padlet into writing lessons.

The majority of the items obtained a larger weightage in the "Agree" and "Strongly Agree" columns, while 3.3% of the votes were submitted in the "Strongly Disagree" column. Table 1 shows that, in overall, more than 50% of the respondents had favourable attitudes towards Padlet in terms of satisfaction with learning writing through Padlet. 64.5% agreed that learning through Padlet is a good idea and 50 % claimed the interaction in Padlet messaging was clear while using the application in lessons or outside the classroom. 54.8% stongly agreed the practical usage of Padlet whereas 6.5 % disagreed this opinion. This may be because of the fact that the majority of them were utilising Padlet for the very first time. Even though they enjoy it, it will take them some time to become familiar with this digital tool and to interact with it.

43.3 % of the participants strongly agreed that discovering Padlet and using it was easy through improving writing, but on the other hand 6.7 % of the students disagreed to

this item. Most of the students agreed that Padlet was convenient for them with the percentages of 40% and 56.7%. In terms of using Padlet at any time or any where 86.6% of the students stated that Padlet allowed them to communicate with the other students and teacher and showed a positive attitude. Another remarkable item was ‘Using Padlet has effectively improved my language learning’ and all of the participants agreed to this thought. In terms of their performance 90% of the students claimed that their performance was improved through the use of Padlet whereas 10% of the students objected this idea. In general, the majority of respondents viewed Padlet as an effective tool for practising writing skills, and 92.6% of respondents planned to use Padlet in the future.

### **3.5. Summary of the Analysis**

The research aimed to determine how Padlet application effected the students’ writing skills and their satisfaction level after integrating Padlet in their writing lessons.

Before assigning Padlet assignments, the researcher created an educational outline and followed the steps of that planning through the treatment. Daily and weekly activities were introduced to the learners. The students of the experimental group participated the classes voluntarily and filled a checklist at the end of each day and week whether they completed the activities or not. On the Padlet wall, every students shared their ideas collectively. After each student had uploaded his or her writing to this wall, the other participants could make comments or contacted about the writing errors. Consequently, students not only know their own writing assignment, but also pay attention to that of their classmates.

It is demonstrated that the students were directed to study effectively since Padlet offered them with a platform to learn in a more engaging and interactive way than the usual lecture-based technique. Padlet allowed for improved cooperative works between lecturers and students during teaching and learning sessions. It provided students with an experience chance to practise with real-life experience of writing an essay. According to Kessler (2009), a variety of collaborative projects should be given for learners in order to establish optimum circumstances for certain groups of language learners and their individual requirements. This encouraging achievement demonstrates that engaging and a collaborative learning method may enhance writing abilities.

Based on the analyses of pre and post-tests and survey findings, it is possible to infer that including Padlet into students' language learning leads in a considerable increase in their performance. This finding was consistent with research by Santoso (2010), who found that compared to more conventional teaching techniques, the employment of technological tools including word processing, computer-writing systems, and computerised writing applications significantly improved both the amount and quality of student writing. Regarding the results of the survey, it can be concluded that students of experimental group stated that the integration of Padlet digital wall into the English classes, contributed on a large scale to their writing skills. Additionally, great number of the participants noted that the application improved their learning and allowed them to academically engage with other students and the lecturer at any time and any place. Furthermore, most of the participants claimed to use the Padlet in the future and put emphasis on its benefit to their language acquisition. Thus, the results of this study showed that Padlet could be utilized as a service for improving the writing skill outside and inside of the classrooms.

## CHAPTER 4

### DISCUSSION

Due to the widespread usage of technology in today's society, learners of all ages benefit from educators who provide them with integrated lessons that include both technical and non-technological activities. As there are so many things for students to learn in the world, language learning shouldn't be limited to the classroom. Web 2.0 applications that provide access to the world beyond have been developed. These mobile applications have created numerous chances for communication. Many functions are current, and they can facilitate language acquisition. Padlet assignments seem to be an excellent example of a well-balanced synthesis of technological and non-technological activities, and they do an excellent task of supporting the key goals of the lesson in the current study. Moreover Kelley (2008) claimed that incorporating technology into the classroom was the best way to improve instruction, inspire students, and provide them the opportunity to grow as writers. According to Geluso (2013), students' writing improved after being exposed to digital applications like Web 2.0 tools. Hussein (2011) stated that this finding was supported by the use of interactive technology in the classroom since it allowed students to take control of their own learning and express their innovative thinking in a wide range of ways.

Traditional methods of instruction may not, still, engage all learners' preferred way of learning. Lui and Long (2014) claim the difficulties with the conventional approach to education stem from its overemphasis on the role of instructors and its reliance on students' prior knowledge. Students may have a hard time adjusting to the new method of instruction for a variety of reasons.

Tasks provide students with a safe space to practise writing a second language without fear of reprisal. Students may be inspired to think creatively, interact, cooperate, and innovate with the online digital wall Padlet. For this reason, Padlet looks like an outstanding source where the 21st century abilities may be enhanced via purposeful activities that will ready children for the actual world where they will be needed. Also the chance to send notifications, useful messages, and recommendations to learners is another excellent benefit. Young individuals like those surveyed in the current research still benefit from notifications and updates about upcoming deadlines and assessments.

Extensive research demonstrated that Padlet is easy to use (Beltrán-Martn, 2019; Lestari & Chasanatun, 2018; Taufikurohman, 2018; Toti, 2018). Furthermore Padlet is a useful interactive Technology tool, but it can only be used effectively in the classroom if students and teachers work together. Using Padlet helps students organise and develop their writing skills, as was mentioned before. The Padlet wall allows students to share and criticise or evaluate their work in progress.

As writing is a difficult talent to acquire, students must devise a method to enhance their writing education. Consequently, Padlet and collaboration can have a number of impacts. Students are encouraged to use technology to develop their writing, using applications and websites such as Padlet and others. Additionally, when students have a positive perspective towards Padlet, they have an advantage as practising writing with this online tool. When provided with a convenient atmosphere with collaboration and Padlet, it is evident that students can improve their writing skills by studying, monitoring, and sharing thoughts and views more effectively and efficiently with their peers.

Students improved their writing and their ability to scaffold their classmates' work as a result of participating interactive learning process. This result agrees with those of prior research (e.g., Alsamadani, 2017; Chen, 2015; Wang, 2015). The majority of the participants also agreed that evaluating writing ability with Padlet was interesting (Anwar et al., 2019). Its appealing features and appearance attracted their interest and attention. The respondents were also motivated and relished using Padlet for assessments. Anwar and Taufikurohman (2018) found that the incorporation of Padlet into classroom instruction created a welcoming atmosphere for various types of classroom duties. Therefore, students were at ease and could appreciate the writing assessment procedure. The incorporation of technological instruments, such as Padlet, had a positive influence on the students' perspective of the language-learning process. It was discovered that students made a sincere effort to complete their Padlet assessments. Moreover, this relationship may also explain why the majority of respondents agreed that using Padlet for writing assessment was simpler than using conventional assessment methods, given that students relished and demonstrated interest in the writing assessment. Deni & Zainal (2018), Hillson et al. (2019), Mohd, Said, & Tan (2020), Tan & Tan (2020), and Toti (2018), among others, demonstrated the positive effects of technological instruments such as Padlet on students' learning motivation.

Regarding the satisfaction of the students, over half of the participants questioned in the current research said they are eager to utilise Padlet in the future, which suggests they are pleased with Padlet's performance as a learning tool. The opinions of students in this survey are consistent with those given by Putri & Umam (2018) and Kleinsmith (2017), who found that 80% and 67% of respondents were willing to utilise Padlet in the future, respectively.

Overall the results of the present study are also consistent with previous study results on Padlet's effect on collaborative writing environments. Initially, when the data indicate that students' writing performance has enhanced, it is evident that collaboration helps students write better. It is also in accordance with Zhi and Su's 2015 study that Padlet might be utilised in writing classrooms for collaborative assignments. Also, the findings align with Fuchs' (2014) conclusion that Padlet can be applied effectively for language tasks.

Collaborative learning theory, as described by Fageeh (2011), emphasises communication and cooperation within a group setting (p. 25). Under this educational philosophy, the teacher acts more as a guide for the pupils as they study together. Padlet fosters an upbeat, collaborative space where students can quickly share, modify, and transmit their ideas. Using Padlet, "none of the participants felt angry, offended, or insulted when their mistakes were corrected by their classmates" (p. 40), as stated by Algraini (2014). Incorporating Padlet into teaching creates a "non-threatening" climate for cooperative classroom work, as discovered by Fuchs (2014) in a research on the use of Padlet for whole-class participation (p. 9).

From another perspective, limited time and a high number of pupils in one class may make it difficult for teachers to get to know the opinions and perspectives of all of their students. However, with Padlet, every student has a fair shot at contributing to the discussion and learning. This finding is consistent with those of previous research studies (Putri & Umam, 2018, p. 103) that found Padlet to be an experience that encourages student engagement and involvement and provides a level playing field for student learning and expression.

In addition, Mahmud (2019) emphasised how using Padlet in the classroom moves the emphasis from the instructor to the students (p. 31).

In addition, when the participants' writing accuracy improved, the current study is in accordance with the findings of Biria and Jafari (2013) and Zabih and Rezazadeh (2013), which demonstrated that collaborative writing instruction improved language proficiency among students. Padlet also makes it easy to locate and download relevant materials and lecture notes. Each file has a download option that students may use after selecting it. Padlet's ease of use and friendliness to new users makes it one of the most popular and widely adopted web 2.0 tools. This conclusion was also corroborated by Pertama Sari (2019) and was shared by the vast majority of respondents.



## CHAPTER 5

### CONCLUSION

In this research, the classroom tasks were developed to familiarise students with the most prominent paragraph organisation styles. One of the research queries aimed to determine whether Padlet had an effect on students' writing abilities. The results of this study indicate that the experimental group performed better than the control group since their writing class was conducted using the Padlet application. During the four-weeks period of instruction, students in the experimental group who were exposed to that digital tool received peer feedback, interaction, and collaborative lessons, which indicated to be more effective and helped them modify their writing tasks immediately. Students in the experimental group had greater success revising their writing assignments, were able to study in a convenient atmosphere, and were able to learn from their errors in syntax, organisation, written material, word selection, practise, and mechanics.

However, the learners in the control group who were instructed using a more conventional method missed out on the Padlet tool's rapid feedback and interaction and instead had to wait until the next session to receive it from their teacher or from their classmates. In addition to the drawbacks already highlighted, many found it extremely hard to go back and rework their first drafts and complete their writing assignments several times.

From the analyses of pre and post-test and survey results, it is possible to conclude that the use of Padlet to teach writing significantly improves the performance of students. In addition, the participants favoured the use of Padlet and found it beneficial for their language acquisition.

One finding of the current study is that using Padlet tasks aimed at interacting and working together, Padlet activities requiring creativity, and discussions in which students can apply critical thinking are beneficial for English language learning outside and inside of the classroom. Padlet panel may be used for numerous purposes, including but not limited to surveys, classroom activities, debates, exchanging of works, discussions, evaluation, and several more. Padlet's link-based accessibility across desktops, laptops, and mobile devices is perhaps its most useful feature. Padlet facilitates learning and understanding of even the most complicated topics by allowing teachers and students to

effortlessly exchange relevant papers, multimedia, photos, and connections. It also allows students to share their unique perspectives on a shared subject, creating a dynamic and collaborative arena for education. Group or collaborative research has shown to be an efficient method of idea transfer in recent years. Padlet is a virtual board where students may share and discuss their research with one another. Then, other students will be able to read it and comment on the paper as a whole or on specific sections.

The collected data from survey questionnaires indicated that the majority of respondents found the application to be user-friendly, fascinating, practicable, and appropriate for writing assessment. When students were evaluated using Padlet, they were also inspired and had fun. The use of Padlet also enabled the teacher to assess the writing progress of students and provide feedback on their writing. Through the incorporation of Padlet, students could be exposed to and gain experience with the use of online learning platforms, according to one implication of this study.

Additionally, the responses of the learners indicates that students profited in several ways from using Padlet. In the first place, it gave every student an opportunity to contribute their thoughts, display their presentation materials and summaries, and benefit from the collective intelligence of their classmates. Lowe and Humphrey (2018) observed that Padlet is a platform of collaboration and sharing (p. 3), which is supported by the results of the present research. In light of these results, it is clear that Padlet serves as an effective educational collaborative wall.

Another obvious conclusion obtained from this search is that these EFL students value Padlet because it allows them to interact with and view class materials regardless of the place they happen to be. If a student is unable to attend a class throughout the semester, they may still stay on top of topics by checking the class Padlet and getting caught up. As a result of its adaptability and efficiency, Padlet is increasingly being used as an alternative to traditional classroom instruction.

#### Suggestions for further research

There is always plenty of place for additional investigation. Indeed, further research can be conducted on more participants so that the results can be generalised to a larger population. A second suggestion regards to the instrument. The attitudes of students could be investigated using an additional instrument, like interview. In addition, other

forms of writing tasks are suggested for further study. Additionally, more attention could be paid to writing fluency.

The students found the collaborative elements of the Padlet exercises difficult since each student came from a different background and was accustomed to conventional learning. Students may be more adequately ready for these types of exercises if they are prepared before utilising the online application. To make this process simpler and more successful, the curriculum may be developed correctly, and all students can be supported about the use of technology.

Furthermore given the significance of grammar and syntax in writing accuracy and language acquisition, it is suggested that future researches can focus more on the role of collaborative tools in improving grammar and syntax.

Lastly, students' writing performance, writing anxiety, and writing motivation might all be studied before and after the introduction of Padlet.

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# APPENDICES

## APPENDIX- A. Ethics Committee Approval



T.C.  
UFUK ÜNİVERSİTESİ  
Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Başkanlığı



Sayı : E-81182178-605.99-36218 04.07.2023  
Konu : Etik Kurul Onayı (Ömür ERDOĞDU  
DOĞAN)

DAĞITIM YERLERİNE

İlgi : tarihsiz dilekçesi.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Ömür ERDOĞDU DOĞAN**'ın, **Prof. Dr. Abdulvahit ÇAKIR**'ın tez danışmanlığında devam ettirdiği "**Padlet Uygulamasının Lise Öğrencilerinin Yazma Becerileri Üzerindeki Etkisi (The Use Of Padlet Application On High School Students' Writing Skill)**" konu başlıklı tez çalışması, Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulumuzun 23.06.2023 tarih ve 2023/04 sayılı toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi ve Ufuk Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Yönergesi çerçevesinde değerlendirilmiş olup, etik açıdan uygun olduğuna oy birliği ile karar verilmiştir.

Bilgilerinizi ve gereğini saygılarımla arz/rica ederim.

Prof. Dr. Mustafa KILIÇ  
Kurul Başkanı

DAĞITIM:  
Gereği:  
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:  
Rektörlük Makamına

## APPENDIX-B. Satisfaciton Questionnaire Form

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Learning languages via Padlet is a good idea.				
My interaction in Padlet messaging was clear.				
My interaction in Padlet messaging was practical.				
It was easy for me to become skilful in discovering information via Padlet.				
Learning English language using Padlet is convenient for me.				
Padlet is convenient for academic engagement purposes.				
Padlet allows me to academically engage with peers and lecturers at any time and any place.				
I found that Padlet is useful in my language learning.				
Using Padlet has effectively improved my language learning.				
My performance in language learning was improved by the use of Padlet.				
My performance in English writing has been improved by the use of Padlet.				
Interaction via Padlet helped me to become active in language activities.				
In future, I will use Padlet in learning the English language.				

### APPENDIX-C. Pre-Test

<b>Instruction for Pre-Test</b>	
a.Experimental Group	b. Control Group
<p>-Write about your dream job with 250-300 words.</p> <p>-Think about a job you would like to do.</p> <p>-Think about reasons why you would like to do this job.</p>	<p>-Write about your dream job with 250-300 words.</p> <p>-Think about a job you would like to do.</p> <p>-Think about reasons why you would like to do this job.</p>

## APPENDIX-D. Post-Test

<b>Instruction for Post-Test</b>	
a.Experimental Group	b. Control Group
<ul style="list-style-type: none"><li>-Write an essay about someone who inspires you with 200-300 words.</li><li>- Write down the people that you have thought of.</li><li>- Then, make a list of a few qualities you admire about each of them.</li><li>- Which of these is the most compelling to you?</li></ul>	<ul style="list-style-type: none"><li>- Write an essay about someone who inspires you with 200-300 words.</li><li>- Write down the people that you have thought of.</li><li>- Then, make a list of a few qualities you admire about each of them.</li><li>- Which of these is the most compelling to you?</li></ul>

### APPENDIX-E. Grading Rubric for Writing Tests

Writing ability	Full marks	Tests	Min.	Max.	Mean	SD
1. Grammar	15	Pre-test Post -test				
2. Content	15	Pre-test Post -test				
3. Vocabulary	10	Pre-test Post -test				
4. Paragrapf Unity	10	Pre-test Post -test				
<b>Total</b>	<b>50</b>	<b>Pre-test Post -test</b>				



# CURRICULUM VITAE

## Personal Information

Name-Surname : Ömür ERDOĞDU DOĞAN

## Education

2023 : Ufuk University, English Language Teaching Department

2009 : Ondokuz Mayıs University, English Language Teaching

## Work Experience

2019- : English Teacher National Ministry of Education,  
Ankara Keçiören Abdurrahim KARAKOÇ Anatolian Highschool

2018-2021 : English Teacher National Ministry of Education,  
Trabzon Anatolian İmam Hatip Highschool

2013 – 2018 : English Teacher National Ministry of Education,  
Trabzon Ortahisar Yol-iş Sendikası Secondary School

2010 – 2013 : English Teacher National Ministry of Education,  
Samsun/Bafra/Sürmeli Primary School

## Qualifications

Languages : English

Date : 13.07.2023