



# Use of Padlet Application in Saudi Context: Students' Perception and Classroom Application

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## Abstract

The Padlet technological tool, which encourages collaborative learning, is used in teaching and learning writing skills. This study aimed to examine the use of the Padlet application in developing writing skills among Saudi EFL students at university level, focusing on students' perceptions of utilizing Padlet as a platform for language learning in general and teaching writing in particular. With a quantitative approach, this study conducted a four-week training on Padlet tool for teaching writing at the English Language Department, Jouf University, in the academic year 2021–2022. The participants were 30 EFL learners at tertiary level, distributed equally into two groups: experimental and control. A pre-test was given at the beginning of the experiment to assess the writing skills of the students in two groups. The experimental group was given various tasks to practice writing using Padlet, while the control group was asked to practice the same task following traditional methods. A post-test followed in which both groups assessed their writing development. The experiment ended with a closed-ended questionnaire to the experimental group to find out their perceptions of using Padlet in learning writing. A t-test was utilized to find out the mean scores of the two groups in the pre-test and the post-test. The results revealed considerable differences in writing performance between the two groups, with the experimental group achieving better outcomes. Moreover, the research findings showed that the students have positive perceptions of utilizing Padlet as an educational tool to develop writing skills. The study recommends the use of Padlet for teaching English in Saudi schools and universities besides conducting further studies on using Padlet for teaching listening, speaking, and reading.

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**Keywords:** Writing Skills, Padlet Application, Learners' Perception, Saudi Arabia.

## Introduction

Technology has developed new strategies of learning and teaching the English language beyond classrooms. The rapid evolution of information communication and technology has massively affected learning and teaching of a language. Technology integrates with language teaching and replaces traditional methods in the process. It is widely believed that using social media in language teaching makes a significant impact on students' language proficiency and enhancement of four language skills, vocabulary acquisition and raising motivation among students. Writing is the most difficult of the four language skills. It is a significant part of life, whether in employment, education, or social communication, or as a hobby.

Writing is one of the most important and perhaps difficult language skills that cannot be ignored in our everyday life. People use writing continuously for many things. Writing is more than a means to

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express thoughts and emotions, share knowledge, or express oneself by using sentences. It is a social medium in which individuals communicate with each other. Nunan (2003) defines writing as a mental and physical act, means of expression, and way of communication between writers and readers. Additionally, Oshima & Hogue (2007) state that writing is a discovery process that includes discovering thoughts, how to organize and arrange them, and what the writer wants to put on their paper. Recent research has demonstrated that new technologies play a significant role in improving English writing skills (Yunus & Salehi, 2012).

Technology tools have helped learners to write deliberately and continuously to reach a satisfactory level. The Padlet web tool application is one of such new technological tools used for teaching and learning writing skills. Padlet, which was also known as Wall wisher, is a free web tool used to create an online board that can be used to share information about different topics. Padlet can be very important in a language class as it encourages collaborative learning among students. It allows learners to post notes at any time on a digital wall, which is very flexible and easy to use. In this way, students are able to express their ideas on any topic of their choice. Learners can also post different content such as videos, images, text, and documents via an online page with ease and convenience.

The current study examined the use of the Padlet tool for teaching writing in the Saudi context as a supportive and interesting learning tool. This study aimed to realize the vision of Saudi Arabia to promote education in the light of 'Vision 2030.' In Saudi Arabia, since English is the key to technology and science, more attention is given to acquiring proficiency of this language and enhancing its teaching and learning in Saudi educational institutions. The study examined the effects of using Padlet to improve Saudi EFL students' writing skills through a study of their perceptions of Padlet as an educational tool for teaching and learning writing in English. Hence the main objective of this study was to find out how best Padlet can be used to improve the quality of teaching and learning writing in the Saudi context. To achieve this objective, the following questions were framed: (1) What is the effect of using Padlet to develop writing skills among Saudi EFL learners? (2) What are students' perceptions of using Padlet as an educational platform for developing writing skills?

The study stemmed from the motivation that teachers who understand the role of modern technology in teaching and learning writing skills can help Saudi EFL students improve the quality of writing. Given the tendency of Saudi students to learn individually due to certain sociocultural factors namely anxiety (fear of making mistakes), Padlet can be of a great help for these students in an attempt to improve their writing skills. In addition, the study would also contribute to the improvement of EFL Syllabi in Saudi schools and universities.

## Literature Review

Studies have been conducted to examine the effectiveness of using Padlet to enhance EFL students' writing performance. For instance, Algraini (2014) investigated the use of Padlet for teaching writing in English in the English Language Department at Al-Muzahimyah College of Education, Saudi Arabia. Using the experimental research approach and data collected through pre-test and a post-test, the study concluded that Padlet had a positive impact on teaching writing because there were clear differences between the participants' writing performance in the two tests. It was clear that utilizing Padlet helped to improve the writing performance of the students in the experimental group as they performed better than the control group in the post-test. Padlet helped these students to significantly improve their writing skills compared to those in the control group. However, there were two main limitations of this study. First, it focused only on the effectiveness of using Padlet to enhance a few participants' writing performance; second, the study did not investigate the participants' perceptions of the Padlet tool.

In a similar study, Taufikurohman (2018) examined the effects of using Padlet on learners' descriptive writing and their perception of using the application for teaching writing among senior high school learners in Ciamis, Indonesia. The researcher employed pre-tests, post-tests, and questionnaires to collect data for the study. The study reported that the use of Padlet for teaching students descriptive writing proved to be very effective. In addition, the participants had very positive perception about the utilization of the Padlet tool in language classes.

Wulandari (2018) investigated the advantages and disadvantages of using Padlet in a language class at the English language department of a private university. To collect the data for the study, the researcher used open-ended interview questions to enable the students to express their opinions without pressure. The researcher highlighted a number of benefits of utilizing Padlet in writing classes, including enhancing collaborative learning, facilitating teacher feedback, learning by reflecting, motivating learners, and developing learners' vocabulary. However, some students showed little interest in using Padlet as they were uncomfortable when trying to write using the application. A few students felt that Padlet did not have facilities that could enable them to express their views freely during writing classes.

Moreira Olives (2019) investigated the positive effect of Padlet on collaborative writing. The study involved 40 participants (24 males and 16 females) in Mumbai, India. Five data collection methods were used: pre-test and post-test, observation, pre-post surveys, and post survey. The study concluded that Padlet was very helpful to the students at the pre-writing stage. It enables them to make lists, upload images, make comments, and appreciate their classmates' posts. Furthermore, collaborative writing via Padlet could be stimulated, encouraging learners to participate actively in the learning activities. Due to the risk-free nature of Padlet, even most of the introverted learners were willing to engage in group discussions and exchange ideas with others. However, problems were reported around the students' lack of internet access and knowledge about the technology. One problem with this study is that it did not have a control group, which casts some doubt on the validity of the results.

Rashid, Yunus, & Wahi (2019) studied the use of Padlet in collaborative writing among 87 ESL learners at a Malaysian university. The study used questionnaires, task analysis, and class observations for data collection. The results indicated that Padlet has the capacity to create a learning environment that can promote collaboration between students. The researchers concluded that Padlet helped to raise the capacity of low proficiency students and enhance self-confidence among them. Likewise, Mahmud (2019) investigated perceptions of utilizing Padlet for teaching writing among ESL learners at tertiary level. The sample of this study comprised 60 students at a private college in Penang, Malaysia. Two instruments—questionnaires and interviews—were used for data collection. The results showed that Padlet had a positive impact on students' writing skills. It helped them to develop new ideas, gain extra knowledge, and collaborate in learning through active interaction with classmates. However, some participants were unhappy with the application because they faced difficulties when trying to use it. They indicated that due to these problems Padlet was of little help in the writing class. This suggests that there is a need to introduce certain improvements to the application, including clearer instructions and more language input.

Setiawati (2020) investigated perceptions of utilizing Padlet for teaching and learning English among first-level students at a college of Islamic Studies, Indonesia. A total of 61 students participated in the process of data collection through questionnaires and interviews. The results showed that the learners had positive attitudes toward the use of Padlet in a writing class. The students reported that Padlet is easy to access and use as it could be downloaded on any device such as smartphones, tablets, and computers. Khusna, Aliyah, & Eskarina (2021) investigated perception of utilizing Padlet as a means to improve writing skills among EFL learners. The participants were fourth-semester students in the English Language Department at Tidar University, Indonesia. The data were collected through questionnaires and interviews. The results suggested that the learners had positive attitudes toward using Padlet in writing classes. The results also indicated that Padlet could be used for several functions, including sharing text, documents, pictures, audio files, and videos. In addition, it can be accessed easily to provide enjoyable and attractive learning activities. However, Padlet also has a number of problems, such as the need for stable internet connection which might not be available in some schools, managing learners' interaction, and observing students' different learning styles.

In a different approach, Jong & Tan (2021) investigated the use of Padlet for assessing learners' writing skills. The participants were 70 teachers from a national primary school in Sarawak, Malaysia. The data were collected through three research methods: questionnaires, semi-structured interviews, and observation checklists. The findings showed that the learners exhibited positive perceptions toward Padlet. The results also identified some issues that arose during the use of Padlet in the classroom, namely the lack of information communication technology (ICT) training for students and limited numbers of internet connection. The study recommended intensive training programs for language teachers as an important part of building capacity in the Malaysian schools. Dollah, Sehuddin, & Sakkir (2021) investigated the effectiveness of Padlet for motivating learners of narrative writing. The study focused on two classes of second-grade students at a senior high school in Makassar, Indonesia. One class was used as a control group and the other was assigned the role of the experiment group. Data were collected using three instruments: pre-tests, post-tests, and questionnaires. The results indicated that Padlet had a significant impact on raising the learners' motivation to participate in the writing classes. The results also suggested that there was no significant correlation between learners' motivation and their ultimate achievement in writing.

Hudiyono (2022) investigated the effect of modern technology in acquiring and promoting literacy in Indonesia language classes. The study endeavored to show how techniques with new technology increases the rate at which language learning objectives are achieved. The research employed a qualitative descriptive method to understand the underlying significance of the teaching and learning process. Data were collected through participant observation during language class and in-depth structured interviews with the teachers. Results suggest that introducing new technology, new literacies, and new methodologies can help teachers improve teaching language and enhance students' learning capacity. Furthermore, the learning environment becomes more interesting leading to efficient learning.

Bhatti & Aldubaikhi (2023) investigated the effects of digital learning on the attitudes and motivation of students. The data were collected from a sample of 316 first year university EFL Saudi students, and

processed using the statistical software SPSS for regression analysis. Results showed a significant correlation between online digital content and students' willingness to learn English. Entertainment and socialization content was found to have motivated the students to learn English. This contributes significantly to the literature in the field of language teaching as well as understanding the role of modern digital technology in developing language teaching and learning in the Saudi context. Al-Durayhim (2024) investigated the use of Twiter application (now X) in developing rhetorical skills among a university college students in Alfalaj Governate, Saudi Arabia. A quasi experiment was used involving 140 students divided into experimental group and control group. Both groups used the same prescribed content, but the experimental group received additional training using Twitter application. Results of the pre- and posttest suggest that the experimental group outperformed the control group, which indicates that use of Twitter has a significant impact in improving the performance of the students in the experimental group. The study confirms the potential of social media in improving students' learning and thus recommends the integration of Twitter in the process of language teaching and learning.

It is clearly evident that most studies have suggested that modern electronic applications make a positive impact on EFL learners' writing skills, without referring much to any specific tool like Padlet. No study has attempted to identify students' perceptions of Padlet as a useful tool for language learning, in general and learning writing skills, in particular. Moreover, no consideration has been given to see how best writing activities in students' textbooks can be integrated in a Padlet class. This study would fill this research gap and focus on the effect of utilizing Padlet for improving the writing performance of students. The main purpose of the current study, therefore, was to investigate the effect of using Padlet to develop writing skills among EFL majors at a Saudi university. This study also aimed to measure learners' perceptions of Padlet as an educational tool in English writing classes in Saudi Arabia. Results are expected to contribute to the process of improving the quality of teaching English, in general, and writing skills, in particular, in the Saudi environment.

## Methodology

### *Research Design*

A mixed method research design was adopted to answer the research questions and evaluate the competence of students. While students' perception was measured quantitatively using questionnaires, the impact of Padlet tool in enhancing writing skills was measured qualitatively using pre-and posttests, between which teaching sessions were conducted. The tests were marked by the researchers and moderated by an English instructor according to the rubrics comprising essay structure, idea explanation, coherence of text, and writing mechanics (i.e., punctuation, spelling, and capitalization).

### *Sampling*

The sample of the study comprised 30 students of the English Language Department of Jouf University, College of Arts, Saudi Arabia. The average age of participants was 18.5 years. The participants were divided into a control and an experimental group, each group having 15 members. The control group was taught writing via traditional methods, while the experimental group was taught writing via the Padlet application. This study was carried out for four weeks during the second term of the academic year 2021–2022. A permission was obtained to conduct this experiment from the head of the English Department at Jouf University.

At the beginning of the study, the researchers explained to the students in the experimental group how to download and use Padlet via a mobile phone. In this study, 8 sessions were conducted; before each session, the researchers sent links to the sessions to students via WhatsApp application. In every session, the researchers posted clips and pictures together with a number of tasks to develop writing skills among the participants. The researchers posted exercises from the students' textbook, which the students were asked to answer. In addition, the participants were asked to write a number of paragraphs about the clips and pictures posted. Meetings were organized twice a week in which the researchers and the students in the experimental group discussed any problems or difficulties encountered during the writing sessions. At the end of the study, the two groups were given the post-test. Then, a questionnaire was distributed online to the experimental group.

### *Research Instrument and Procedure*

#### *The Pre-Test*

At the beginning of this study, the researcher gave the pre-test to students to assess their writing skills to evaluate any progress after conducting the experiment. The control and experimental groups both completed the test in 50 minutes. The content of the first question of the test was taken from the students' textbook titled *Effective Academic Writing*. The students were asked to choose the correct answer. This question was meant to measure students' background knowledge about sentence structure. In the second

part of the test, the students were asked to write a three-paragraph essay on the importance of sport. This question aimed to measure the participants' background knowledge about essay structure, idea explanation, coherency, and writing mechanics (punctuation, spelling, and capitalization).

### The Post-Test

After conducting the experiment, the students were given the same amount of time and instructions to take the posttest. The main objective of this test was to compare the learning outcomes between the two groups after completing the experiment. The posttest consisted of two questions. The first question was taken from the students' textbook, asking them to label the essay with the correct words. This question aimed to examine the ability of the students to identify essay structure. The participants were asked to write an essay in no less than three paragraphs about the importance of English language. The purpose of this question was to measure the development achieved in terms of essay structure, idea explanation, coherency, and writing mechanics (i.e., punctuation, spelling, and capitalization).

### Questionnaire

The questionnaire was designed by the researchers with close-ended questions in the form of a Likert scale in Google Forms. The questionnaire was distributed online to the experimental group. The questionnaire contained 15 items, divided into three sections. The main aim was to measure the learners' attitudes toward Padlet, and check the benefits and challenges of using the application. The first five items of the questionnaire were about the learners' attitudes toward Padlet as an educational platform. The second section, consisting of six items, was about the benefits to learners of using Padlet in the writing class. The last section of the questionnaire (four items) was about the challenges learners face when using Padlet to learn writing skills.

**Table 1:** Structure of learners' questionnaire about the use of Padlet.

Objective	Aspects	Item Number	Total Item
Learners' perceptions of utilizing Padlet as an educational platform for writing skills	1. Learners' attitudes toward using Padlet to learn writing skills	1–5	5
	2. Benefits to learners of using Padlet in writing class	6–11	6
	3. Challenges to learners when using Padlet to learn writing skills	12–15	4

### Data Analysis

The quantitative data obtained from the pretest and posttest was analyzed through SPSS. A validity test was conducted of the items of the questionnaire using the Pearson correlation coefficient, while the reliability of the questionnaire items was estimated using Cronbach's Alpha.

## Results

Pre-tests and post-tests were utilized to answer the first question of this study: What is the effect of using Padlet to develop writing skills among Saudi EFL learners? The instruments of the study were presented to a number of university professors as arbitrators to validate them. The researcher took into account the professors' comments and suggestions. By doing so, one may claim that instruments were validated. In order to guarantee the reliability of the two tests, the researchers used the Pearson correlation coefficient (PCC), in which 14 learners participated in the pilot study. The results suggest that the pre-test was reliable with a PCC of 0.823 and the posttest was reliable with a PCC of 0.840. Meanwhile, the reliability of the questionnaire was estimated using Cronbach's Alpha, with a score of 0.721.

The pre-test compared the level of writing skills between the control group and the experimental group. An independent sample t-test was used to measure the level of writing among participants in the two groups. The results of the pre-tests of the two groups are provided in [Table 2](#).

**Table 2:** Writing Performance of The Participants in The Pre-Test.

Group	N	Mean	SD	t-value	p-value
Control Group	15	7.47	1.727	0.088	0.931
Experimental Group	15	7.40	2.384		

As can be seen from [Table 2](#) the mean score of the control group was 7.47, with a standard deviation of 1.727. Furthermore, the mean score of the experimental group was 7.40, with a standard deviation of 2.384. Based on this analysis, the researchers conclude that there was no significant difference between the mean scores of the two groups in the pre-test, where the significant value (p-value = 0.931), which exceeds 0.05. Thus, this result proved that the students of both groups were approximately equal in their level of writing



skills before participating in the experiment. Furthermore, all of the participants were third-year EFL students. Any development in the writing performance of the students in the experimental group may be attributed to the use of Padlet in the learning process.

After completing the experiment for this study, the researchers conducted the post-test for the control group and the experimental group to compare their writing performance in English using the independent sample t-test. The results of the post-tests of the two groups are provided in Table 3.

**Table 3: Writing Performance of The Participants in The Post-Test.**

Group	N	Mean	SD	t-value	p-value
Control Group	15	8.33	1.447	-2.773	0.010
Experimental Group	15	10.67	2.920		

Based on the results in the Table 3, we argue that the difference in the mean scores between the two groups was statistically significant, with  $\alpha \leq 0.05$  (p-value = 0.010). This suggests that the experimental group achieved better post-test results than the control group. This also suggests that participants in the experimental group have developed their writing performance thanks to the use of Padlet during the experiment. Based on the findings above, the first question of this study (What is the effect of using Padlet to develop writing skills among Saudi EFL learners?) has been answered.

The control group received instruction using traditional methods of teaching writing. The materials taught was the same as that taught to the experimental group. The only difference was that the later received instruction through Padlet application. Table 4 gives a comparison of the control group participants' performance in writing before and after the experiment.

**Table 4: Writing Performance of The Control Group in The Pre- and Post-Tests.**

Test	N	Mean	SD
Pre test	15	7.47	1.727
Posttest	15	8.33	1.447

By comparing the mean scores of the students in this group, it shows there was no significant difference between the results of the participants in the two tests. The mean score of the control group in the pre-test was 7.47 and their mean score in the post-test was 8.33. As the control group were taught through the traditional methods, the results prove that these methods have little impact on the development of the control group students' writing performance.

The performance of the experimental group in writing after receiving instruction through Padlet application shows the real impact of the application on students' writing performance. Table 5 gives a comparison of the experimental group participants' performance in writing before and after the experiment.

**Table 5: Writing Performance of The Experimental Group in The Pre- and Post-Tests.**

Test	N	Mean	SD
Pre test	15	7.40	2.384
Post test	15	10.67	2.920

By comparing the mean scores of the participants in the experimental group before and after the experiment, it is clear that there was a significant difference between the participants' writing performance in the two tests. The mean score of the experimental group in the pre-test was 7.40, whereas the mean score in the post-test was 10.67. The results in the post-test show that the application has a positive impact on developing the students' writing performance.

### *Learners' perceptions of utilizing Padlet as an educational tool*

The responses of the questionnaires were analyzed based on indicators showing learners' attitudes toward Padlet application, the benefits and the challenges of using Padlet in learning writing skills.

### *Learners' Attitudes Toward Using Padlet to Learn Writing Skills*

Dollah et al. (2021) argue that the use of Padlet motivates students to get engaged in the writing process leading to clear improvement in their writing skills. The same argument is expressed by Bhatti & Aldubaikhi (2023) who commended the role of digital media in motivating EFL learners and consequently consolidating their writing abilities. To measure learners' attitudes and motivation, students were asked about their perception of the use of Padlet application in the writing class and whether this had positively influenced their writing performance. Table 6 shows students' response to the questions covering their attitudes towards the use of Padlet in the writing class.

**Table 6:** *Learners' Attitudes Toward Using Padlet to Learn Writing Skills.*

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	Padlet encourages me to do more studying	0%	0%	33.3%	46.7%	20.0%	100%
2	Padlet was enjoyable and interesting to learn English writing	0%	0%	0%	46.7%	53.3%	100%
3	Padlet makes the learning time shorter	0%	0%	20.0%	33.3%	46.7%	100%
4	Posting materials on Padlet is fast and easy	0%	0%	40.0%	26.7%	33.3%	100%
5	In the future, I will utilize Padlet to learn other English skills	0%	6.7%	13.3%	46.7%	33.3%	100%

Table 6 reveals that 20% of participants strongly agreed and about half of the participants (46.7%) agreed that Padlet encouraged them to study more. Meanwhile, 33% of the participants reported being neutral on this point, with no participants disagreeing or strongly disagreeing. It may be assumed that Padlet helped a good number of participants to collaborate with their classmates and participate actively in the writing activities. This emphasizes the need to use technological methods in language classes, especially in teaching writing. As for statement 2, many participants reported that they found Padlet enjoyable and interesting in the writing class: more than half of the participants (53.3%) strongly agreed and 46.7% agreed. This means that no participants strongly disagreed, disagreed, or were neutral in response to this statement. Since Padlet provides an enjoyable and interesting environment, it will be very beneficial for young students to develop writing skills through it.

Regarding statement 3 about Padlet making the learning time shorter, 46.7% of the participants strongly agreed and 33.3% agreed. While 20.0% of the participants were neutral in response, none disagreed or strongly disagreed. This means that the majority of the students agreed that Padlet made the learning time shorter. So, utilizing Padlet to teach writing minimizes the time and effort involved to teach these skills. As for statement 4—posting materials on Padlet is fast and easy—33.3% of the participants strongly agreed and 26.7% agreed. While 40.0% of the participants were neutral in response, none disagreed or strongly disagreed. This means that the students did not face difficulties when posting their homework, which will help to significantly reduce their stress in the learning environment. Regarding statement 5 about whether participants will use Padlet to learn other English skills, about half of the participants (46.7%) agreed and 33.3% strongly agreed. However, a small group (13.3%) were neutral and 6.7% disagreed. It can be concluded that the vast majority of the participants would use Padlet in future to improve their proficiency in English.

Based on the results of the questionnaire, the vast majority of the participants had positive attitudes toward the use of Padlet for language learning in general and for writing skills in particular. This is a strong indication of the importance of Padlet for facilitating language teaching and improving the learning environment.

#### *Benefits to Learners of Using Padlet in Writing Class*

Table 7 shows the participants' responses about the benefits of using Padlet in writing classes. It can be observed from the responses of statement 1 that more than half of the participants (53.3%) strongly agreed with the statement that Padlet helps them to write accurately; 46.7% agreed with this statement. This means that all the participants believed that Padlet is useful in teaching writing. Thus, it can be concluded that all of the participants believed that Padlet was a great help for improving their performance in writing. It was also evident from the responses of statement 2 that more than half of the participants (60.0%) strongly agreed and 20% agreed with the statement that Padlet allows them to edit their writing. This means that 20% of participants were neutral on this point.

**Table 7:** *Benefits to Learners of Using Padlet in Writing Class.*

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	Padlet helps me to write accurately	0%	0%	0%	46.7%	53.3%	100%
2	Padlet allows me to edit my writing	0%	0%	20.0%	20.0%	60.0%	100%
3	Padlet allows me to discover new vocabulary by reading my classmates' posts and comments on our class wall	0%	0%	0%	80.0%	20.0%	100%
4	Padlet helps me to learn the essay structure	0%	0%	33.3%	33.3%	33.3%	100%
5	Padlet helps me to improve the organization of my writing	0%	0%	13.3%	66.7%	20.0%	100%
6	Padlet encourages brainstorming by using the Canvas template	0%	0%	0%	80.0%	20.0%	100%

For statement 3, the majority of participants (80.0%) agreed that Padlet helped them learn new vocabulary through interacting with other classmates, exchanging answers and notes. Initiating cooperative learning among students is a much-needed task in a language class. During the experiment, we noticed that most students were reluctant to participate in the language class for a variety of reasons, including low self-esteem, shyness, and fear of making mistakes. Perhaps the fear of losing face and the tendency to work individually are among the problems hindering language learning in a Saudi context. By encouraging students to cooperate in completing tasks, Padlet offers a good opportunity to improve students' performance in language learning in general and in writing in particular.

For statement 4, the learners were asked whether Padlet helped them to improve the organization of their writing. No participants disagreed or strongly disagreed with this statement. However, a small group of learners (13.3%) were neutral about this aspect. Meanwhile, a vast majority of the participants agreed that Padlet helped them to improve the organization of their writing (66.7% agreed and 20% strongly agreed). It can be concluded that Padlet helped learners to improve the organization of their writing. That is, students had the opportunity to review what they had written and could edit it several times before reaching the final draft.

As for statement 6, most of the learners (80%) agreed that Padlet encourages brainstorming by using the Canvas template; 20% strongly agreed with this statement. Since no students strongly disagreed, disagreed, or were neutral on this aspect, it can be concluded that Padlet encourages brainstorming by using the Canvas template. Brainstorming has significant impacts on writing as it enables students to think about the task and discuss a number of different ideas before embarking on the writing process.

#### *Challenges to Learners When Using Padlet to Learn Writing Skills*

Having obtained data about the positive side of using Padlet when teaching writing, it was also important to investigate the difficulties and problems associated with the application. Researchers have reported a number of difficulties associated with the use of Padlet in teaching writing in a variety of contexts (Khusna et al., 2021; Mahmud, 2019; Setiawati, 2020). Table 8 shows the percentage of the participants' responses toward the challenges facing students in learning writing via Padlet.

**Table 8:** *Challenges to Learners When Using Padlet to Learn Writing Skills.*

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	Writing an essay using Padlet is more difficult than without Padlet	80.0%	20.0%	0%	0%	0%	100%
2	Padlet does not help to present the material given by the instructor	46.7%	33.3%	20.0%	0%	0%	100%
3	Padlet is not effective because there is no direct communication between the learner and teacher	20.0%	26.7%	53.3%	0%	0%	100%
4	Padlet is a very expensive application	66.7%	33.3%	0%	0%	0%	100%

For statement 1, all the participants disagreed that writing an essay using Padlet was more difficult than without Padlet (80.0% strongly disagreed; 20% disagreed). This confirms that Padlet has a facilitative role in teaching writing to EFL students, as stated previously. Again, the results reiterate the need to include Padlet in the process of teaching English in Saudi schools and universities. For statement 2, almost half of the participants (46.7%) strongly disagreed that Padlet does not help instructors to present the teaching materials (33.3% disagreed; 20.0% were neutral). This suggests that none of the participants surveyed finds Padlet to be unhelpful for presenting their teaching materials to writing classes. For statement 3, nearly half of the participants (46.7%) strongly disagreed or disagreed that Padlet was not effective due to the absence of direct communication between the learner and the teacher (20% strongly disagreed; 26.7% disagreed). However, 53.3% of the participants were neutral about this aspect. For statement 4 regarding the cost of Padlet, all the participants disagreed that the application was very expensive (66.7% strongly disagreed; 33.3% disagreed).

Saudi Arabia has invested intensively in education to provide all means of electronic learning for schools and universities. One may assume that there are few problems when introducing Padlet as a tool for teaching EFL writing in the Saudi educational environment. This confirms the need for introducing new application in the Saudi educational system with regular revision to fix the arising problems as recommended by many studies including Taufikurohman (2018), Khusna et al. (2021) and Algraini (2014).



## Discussion

When comparing the mean scores of the two groups in both tests, the findings show that there were statistically significant differences between the groups following the use of Padlet. Before using Padlet, the scores of all students in the pre-test were almost the same: the mean score of the participants in the control group was 7.47 and 7.40 in the experimental group. After using Padlet, it was clear that the results of the experimental group in the post-test were higher than for the control group. The experimental group achieved a mean score of 10.67, while the score for the control group was 8.33. From these findings, it is clear that Padlet had a positive impact on the participants' writing proficiency. Based on the analysis, the present study confirms the findings of a number of other studies including [Algraini \(2014\)](#), [Taufikurohman \(2018\)](#), [Moreira Olives \(2019\)](#), and [Dollah et al. \(2021\)](#). These studies concluded that the use of Padlet had a significant influence on increasing learners' achievements in writing.

The findings of this present study reiterate the value of utilizing technological tools such as Padlet in language teaching and learning. This is because the use of modern technology for pedagogical purposes has been proved to be effective in many aspects. It gives students equal opportunities to develop their knowledge and skills, and helps them gain self-confidence. In this study, Padlet helped the students in the experimental group to learn about their mistakes and how best to correct them. This suggests that students can develop their knowledge and skills without teachers' help and support. Moreover, the learners' sense of responsibility for the learning process had clearly increased, as manifested in their active participation in the experiment and activities assigned to them. Clearly, the participants in the experimental group were satisfied with utilizing Padlet as a tool for improving writing performance. This is evident by their ability to easily explain ideas, write coherent essays, and improve their overall writing skills. Padlet provided the students in the experimental group with a number of interesting and enjoyable writing activities. Compared to traditional writing classes, Padlet is far better when it comes to motivating learners to be actively engaged in a writing class. This claim is widely confirmed by other research findings, namely [Algraini \(2014\)](#) and [Setiawati \(2020\)](#) who argued that traditional methods of teaching are less effective in improving students' writing skills.

Based on the findings of the questionnaire administered, we conclude that Padlet strongly motivates EFL learners to participate actively in the writing class. This finding confirms studies by [Taufikurohman \(2018\)](#), [Wulandari \(2018\)](#), and [Dollah et al. \(2021\)](#) who concluded that Padlet positively impacted students' motivation to develop their writing capacity. Students find Padlet to be an enjoyable platform that can help them develop their writing skills in a relatively short period of time. [Taufikurohman \(2018\)](#) reported that students agreed that Padlet was an interesting tool for learning descriptive writing in an effective way. On the other hand, [Jong & Tan \(2021\)](#) stated that teachers found Padlet to be a very useful tool for assessing writing. Participants in the present study agreed that posting materials on Padlet was fast and easy, and almost all of them would use Padlet to learn other English skills. [Taufikurohman \(2018\)](#) argued that Padlet was easy to use, helping both teachers and students to organize the teaching/learning process.

When using Padlet, learners see many benefits that help them improve their writing skills. In the present study, most of the participants indicated that Padlet is very useful as it provides the opportunity to revise and edit what they have learnt with the help of colleagues and teachers. Teachers also commended Padlet for enabling students to organize their ideas, revise their text, and get teachers' feedback. In addition, Padlet helps learners to brainstorm and organize ideas. On the other hand, [Mahmud \(2019\)](#) found that Padlet might not help students as much as it could unless certain improvements regarding instructions and language input are made. Moreover, [Dollah et al. \(2021\)](#) argue that Padlet does not correlate learners' motivation to learners' performance in a writing class. However, other researchers believe that Padlet provides language learning activities that help students to control the writing process, such as organizing ideas and editing written texts ([Khusna et al., 2021](#); [Wulandari, 2018](#)).

Finally, learners can encounter problems with any learning platform that they use. With Padlet, some learners reported a few challenges during their experience with the application in language classes. First, Padlet did help teachers to present the training materials—this claim is confirmed by [Taufikurohman \(2018\)](#). Furthermore, nearly half of the students stated that Padlet is ineffective in a language class because it did not provide direct communication between teachers and learners. Some learners go even further to question the efficiency of Padlet in teaching writing ([Taufikurohman, 2018](#)).

Overall, the present study concludes that Padlet has a positive impact on students' writing skills. The students showed a positive perception of utilizing Padlet as an educational platform in English writing classes. The study also indicates that Padlet helps to motivate introverted learners to actively participate in the learning process, as they are trained to work in groups and not to fear criticism from classmates if they make mistakes. In addition, Padlet provides a convenient platform for students to learn collaboratively and cooperatively. Thus, we suggest that Padlet contributes significantly to collaborative and cooperative learning in an environment where students are accustomed to individual learning. Therefore, English teachers and syllabus designers in Saudi Arabia should consider the use of Padlet in EFL classes at both school and university levels.

## Conclusion

The purpose of this paper was to examine the effectiveness of using Padlet for developing writing skills among Saudi EFL university students. The study also investigated learners' perceptions of using Padlet as a tool for teaching writing. The study focused on the role of Padlet in teaching writing effectively in the Saudi environment. Three instruments were used to collect the data: a pre-test, post-test, and questionnaire. While the two tests were used to collect data about the learners' writing development following the four-week experiment, the questionnaire measured the learners' perceptions of utilizing Padlet as a teaching platform in a language class. The results suggest that the students who learned writing skills via Padlet made more significant progress compared with those who followed traditional methods. The results also indicate that students appreciate the use of Padlet in a writing class and the positive effects it has on improving their writing performance, as well as motivating them to actively participate in the language class.

To conclude, it is evident that Padlet is highly effective in developing writing skills as there were significant differences between the outcomes of the learners in the pre-test and the post-test. The writing performance of the students who received instruction via Padlet was far better than those who followed traditional methods of teaching. The study also concludes that Padlet is a learning tool that contributes significantly to developing the writing performance of students. This is because it provides enjoyable and interesting activities, minimizes the learning period, and enables learners to organize and edit their writing.

Based on these conclusions, the study made a few recommendations. First, it is necessary that teachers should be made aware of the merits of using Padlet to teach English—this could be through seminars, symposiums, and training sessions. Second, syllabus designers should consider integrating Padlet in language teaching and learning. Finally, further research may be conducted to investigate the potential role of Padlet in teaching listening, speaking, and reading skills in the Saudi context.

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