

THE ROLE OF PADLET IN EFL CLASSROOM

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Abstract: This article looks at how Padlet, a digital collaboration tool, fits into the English as a Foreign Language (EFL) classroom and what it really brings to teaching. Today, technology is a big deal in language education, and Padlet is one tool that stands out as a great tool that gets students working together, helps them develop their writing skills, and makes the experience engaging. The article cites recent studies and experiences to illustrate the benefits that Padlet offers in making the learning experience more engaging and interactive, especially when students use multimedia activities and provide each other with feedback. The article also delves into the benefits that Padlet offers in the development of writing skills and the ease of assessment. The general idea that the article presents is that when a teacher effectively employs Padlet in the classroom, the experience is greatly improved and a student-centered environment is created. Padlet is a great tool in the development of a collaborative learning environment, and the studies show that students also need help in the development of their digital skills and the best ways to utilize the technology.

Keywords: Padlet, EFL classroom, digital tool, collaborative learning, writing skills, language education, technology integration.

Introduction

Digital technology has become a huge part of education, and language teaching is no exception. These days, especially in English as a Foreign Language (EFL) classes, there's a real push for lessons that put students at the center and get everyone involved. Tech isn't just along for the ride anymore it's driving a lot of this change.

Padlet is one tool that's really caught people's attention. It's free, easy to use, and lets teachers and students share and organize anything they want words, pictures, videos, audio, links pretty much any format you can think of. You can see everyone's contributions in real time, which makes classes feel more connected and alive. Students get to play around with ideas, not just by writing but by mixing in other media, and they get instant feedback from their peers. It's a setup that encourages creativity and makes learning feel less like a chore.

In EFL classrooms, Padlet stands out for a few reasons. It helps students improve their writing, sure, but it also gives them a space to give each other feedback and work together. Because it works for both live sessions and assignments students can do on their own time, it fits right in with blended and remote learning. It keeps everyone engaged, no matter where they are.

This article digs into how Padlet works in EFL classrooms what makes it useful, how teachers and students actually use it, and what kind of impact it has on writing skills and overall language growth. We'll look at recent studies and real classroom stories to show how Padlet boosts writing, encourages students to take charge of their own learning, and helps teachers meet different needs in one class. Of course, there are upsides and downsides to every tool, and Padlet's no different. In this section, we're zooming in on writing. Padlet's interactive setup letting students post instantly, add images or videos, and comment on each other's work turns writing practice into something much more dynamic. It becomes a place where students work on their sentences and paragraphs, learn from each other, and actually

want to participate. In short, Padlet is changing what writing practice looks like in the EFL classroom.

The function of Padlet in an EFL class

Developing strong writing skills is a core component of English as a Foreign Language (EFL) instruction, yet it often presents significant challenges for learners. Traditional methods of teaching writing tend to be linear and teacher-centred, which can limit student engagement and the opportunity for meaningful practice. In contrast, Padlet offers a flexible, collaborative, and interactive space that enhances writing instruction by making it more engaging and student-centred.

Collaborative writing and peer feedback

One of Padlet's most effective features, pointed Liu, J., & Hansen, J. G. (2002. P.62) is its support for collaborative writing. Instructors can create shared boards where students contribute individual paragraphs, sentences, or ideas related to a common topic. This not only fosters a sense of community but also encourages students to build on one another's ideas. Additionally, learners are able to provide peer feedback by commenting on their classmates' posts. This exchange promotes critical thinking and helps students refine their writing through mutual support.

Visual engagement and multimedia support

According to the Liu, J., & Hansen, (2002. p.18). Padlet's ability to incorporate images, videos, and links alongside text makes the writing process more visually stimulating and context-rich. For EFL learners, who may struggle with abstract language, visual cues serve as helpful scaffolds. For instance, Mayer, R. E. (2001.p.72) argues that a descriptive writing task accompanied by a photo can help students generate more vivid vocabulary and organize their thoughts more effectively.

Scaffolding and differentiation

Padlet allows instructors to tailor writing tasks to students' proficiency levels. Teachers can provide sentence starters, vocabulary lists, or grammar tips directly on the board to scaffold learning. Advanced learners, meanwhile, can be challenged with tasks that require more critical thinking or creative expression. This makes Padlet an ideal platform for differentiated instruction in mixed-ability classrooms, said Yunus, M. M., & Embi, M. A. (2013. p 6.).

Writing as a process, not a product

Using Padlet, writing becomes an ongoing process rather than a one-time assignment. Students can draft, revise, and receive feedback in real-time, mirroring authentic writing experiences. This process-oriented approach aligns with modern writing pedagogy, which emphasizes the development of ideas over time and encourages learners to view revision as a natural and necessary part of writing. It makes classes more interesting rather than traditional classrooms

Motivation and ownership

Students often feel more motivated to write when their work is visible to peers and can be read by a real audience. Padlet fosters a sense of ownership and pride in learners' writing because contributions are published in a shared, public space. This visibility enhances accountability and drives students to produce higher-quality work.

Padlet serves as a valuable tool in EFL classrooms for fostering writing skills through collaboration, visual aids, process-oriented tasks, and learner engagement. Its adaptable features allow teachers to meet learners where they are and support them as they grow into confident, capable writers in a second language. The use of Padlet as a digital tool for writing development in EFL contexts can be better understood through several theoretical

perspectives that highlight the importance of social interaction, process orientation, collaboration, and multimodality. Vygotsky's sociocultural theory emphasizes that learning is a socially mediated process, where tools and language play a central role in cognitive development. Padlet functions as a mediational tool enabling learners to collaborate, negotiate meaning, and co-construct knowledge through shared writing tasks. The peer feedback and collaborative features of Padlet support learners operating within their zone of proximal development (ZPD), offering scaffolding that advances their writing skills beyond what they could achieve alone. The process approach to writing underscores writing as a recursive, multi-stage activity involving drafting, revising, and editing. Padlet's interactive platform supports this cyclical process by allowing learners to post drafts, receive immediate feedback, and make revisions continuously, thereby reflecting contemporary writing pedagogy that values writing as an evolving process. Collaborative learning theory posits that knowledge is constructed through interaction and cooperation among learners. Padlet's design facilitates collaborative writing tasks where learners contribute, respond, and build upon each other's ideas, thus fostering deeper engagement and shared responsibility in the writing process^[7].

Peer feedback plays a crucial role in second language writing development. According to Liu and Hansen, peer response encourages learners to critically evaluate writing, which enhances both writing quality and metacognitive awareness. Padlet's asynchronous commenting system creates a less intimidating environment for peer feedback, promoting thoughtful reflection and revision.

The new literacies framework expands traditional literacy to include digital and multimodal literacies, emphasizing the integration of text, images, audio, and video. Padlet enables multiliteracies by allowing learners to compose in diverse modes, catering to varied learning styles and preparing students for authentic communication in digital environments.

Self-determination theory highlights the importance of autonomy, competence, and relatedness in motivation. Padlet enhances these motivational factors by giving learners control over their contributions (autonomy), opportunities to improve their skills through feedback (competence), and a platform for social interaction and belonging (relatedness).

Questionnaire Results

To evaluate the effectiveness and learner perceptions of Padlet in supporting writing skills development in EFL contexts, a structured questionnaire was distributed to 50 undergraduate students following a six-week instructional period using Padlet. The questionnaire included Likert-scale and open-ended questions addressing engagement, collaboration, feedback, and skill development.

Student engagement and motivation

The results showed that 84% of participants agreed or strongly agreed that using Padlet made writing tasks more enjoyable and engaging than traditional classroom approaches. Moreover, 78% stated that they were more motivated to write when using Padlet. These findings support the Self-Determination Theory (Deci & Ryan, 1985), which posits that autonomy and social connectedness significantly influence learner motivation.

Collaborative writing and peer feedback

A significant 72% of students reported that Padlet improved their ability to collaborate on writing tasks. The real-time nature of the tool, as well as the ability to read and respond to classmates' contributions, helped foster a sense of peer learning and community. Additionally, 66% of students found the feedback provided through Padlet more useful than feedback given in traditional classroom settings, reinforcing the importance of peer interaction in the writing process (Liu & Hansen, 2002; Hyland, 2003).

Improvement in writing skills

Overall, 70% of respondents felt their writing skills had improved as a result of using Padlet. Students specifically noted greater awareness of grammar and vocabulary, better organization of ideas, and more frequent revisions. These outcomes are consistent with the process writing approach (Seow, 2002), which emphasizes drafting, feedback, and revision as key stages in effective writing development.

Challenges and limitations

While the overall response was positive, 16% of students noted some difficulties using Padlet. These included technical challenges (e.g., internet access, navigating the interface) and discomfort with providing peer feedback due to limited confidence in their language proficiency. These findings highlight the need for digital literacy support and scaffolding strategies when integrating technology in language education (Kress, 2003; The New London Group, 1996).

Conclusion

The integration of Padlet into the EFL writing classroom presents a dynamic and student-centered approach to language learning. By offering an interactive, collaborative, and multimodal platform, Padlet supports key principles of modern writing pedagogy, including the process approach, peer feedback, and differentiated instruction. The platform facilitates meaningful learner engagement through visual support, fosters motivation via visibility and ownership of work, and enables students to participate actively in collaborative writing tasks.

From a theoretical perspective, Padlet aligns with sociocultural learning theory, promoting development within learners' zones of proximal development through scaffolded interaction. It also supports process-oriented writing, encourages multiliteracies in a digital age, and boosts learner motivation based on self-determination principles. These affordances make Padlet not just a technological tool but a pedagogical medium that transforms the writing classroom into a participatory, reflective, and inclusive space.

Ultimately, Padlet enhances the development of writing skills by making the writing process more engaging, interactive, and contextually rich. Its role in EFL education is a clear example of how digital tools can support 21st-century literacy and communicative competence, paving the way for more effective and empowering language instruction.

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