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THE IMPACT OF PADLET ON 11th GRADERS' ENGLISH WRITING SKILLS IN A RURAL VIETNAMESE HIGH SCHOOL

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Abstract

Writing is a crucial skill in language learning, particularly in EFL contexts. Recognizing this importance, the present study explores the use of Padlet, a digital collaborative platform, to enhance the writing skills of 11th graders at a high school in An Giang Province, Vietnam. Conducted in a rural setting with limited technological resources, the quasi-experimental design lasted twelve weeks and involved 80 Grade 11 students from Ba Chuc High School, divided into two groups: the experimental group (Padlet-based instruction) and the control group (traditional instruction). Data were collected from pre-tests, post-tests, and a questionnaire, then analyzed using SPSS through t-tests and Cronbach's Alpha. The findings indicate that students in the experimental group showed significantly greater improvement in writing performance, compared with those in the control group, who demonstrated only modest gains through traditional instruction. Moreover, learners in the Padlet group expressed positive perceptions of the platform's interactive and collaborative features. These results highlight Padlet's potential as an effective tool for writing instruction in resource-constrained EFL classrooms.

Key words: *Digital tools, EFL classrooms, English writing, grade 11, Padlet, peer feedback*

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TÁC ĐỘNG CỦA VIỆC SỬ DỤNG PADLET ĐỐI VỚI VIỆC NÂNG CAO KỸ NĂNG VIẾT TIẾNG ANH CỦA HỌC SINH LỚP 11 TẠI MỘT TRƯỜNG TRUNG HỌC PHỔ THÔNG VÙNG NÔNG THÔN VIỆT NAM

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Tóm tắt

Kỹ năng viết đóng vai trò then chốt trong quá trình học ngôn ngữ, đặc biệt trong bối cảnh tiếng Anh như ngoại ngữ (EFL). Nhận thấy được tầm quan trọng đó, nghiên cứu này tìm hiểu việc sử dụng Padlet, một nền tảng cộng tác số, nhằm nâng cao kỹ năng viết của học sinh lớp 11 tại một trường trung học ở tỉnh An Giang, Việt Nam. Nghiên cứu được thực hiện trong bối cảnh nông thôn với nguồn lực công nghệ hạn chế, theo thiết kế bán thực nghiệm kéo dài mười hai tuần, với 80 học sinh lớp 11 của Trường Trung học phổ thông Ba Chúc, được chia thành hai nhóm: nhóm thực nghiệm (giảng dạy học bằng Padlet) và nhóm đối chứng (giảng dạy theo phương pháp truyền thống). Dữ liệu được thu thập thông qua bài kiểm tra trước và sau thực nghiệm cùng bảng câu hỏi, sau đó được phân tích bằng phần mềm SPSS thông qua kiểm định t-test và hệ số Cronbach's Alpha. Kết quả nghiên cứu cho thấy học sinh trong nhóm thực nghiệm có mức cải thiện kỹ năng viết cao hơn đáng kể so với nhóm đối chứng, nhóm này chỉ đạt được sự tiến bộ khiêm tốn khi học theo phương pháp truyền thống. Bên cạnh đó, học sinh trong nhóm Padlet thể hiện những nhận thức tích cực về tính tương tác và khả năng cộng tác của nền tảng này. Những phát hiện này nhấn mạnh tiềm năng của Padlet như một công cụ giảng dạy hiệu quả, góp phần nâng cao kỹ năng viết tiếng Anh trong các lớp học EFL có điều kiện nguồn lực còn hạn chế.

Từ khóa: *Công cụ số, học sinh lớp 11, lớp học EFL, kỹ năng viết tiếng Anh, Padlet, phản hồi từ bạn học.*

1. Introduction

Writing plays a vital role in EFL learning; however, it still poses challenges for many students. In rural Vietnamese schools, learners experience difficulties in completing the tasks, maintaining grammatical accuracy, vocabulary and how to integrate peer feedback and revision (Nguyen et al., 2023; Zeleke, 2022). COVID-19 has accelerated for digital transformation, and it is evident that new methods to support language learning require creative solutions. Padlet is one of these tools that has become popular for creating an interactive and user-friendly online space where learners can collaborate, provide instant feedback, and stay motivated (Mahmud, 2019; Rashid et al., 2019).

Although research has shown the potential of digital platforms to improve writing, most studies have been conducted in universities or urban contexts (Fadhilawati et al., 2020; Meletiadou, 2021; Ta et al., 2023; Vu et al., 2024), with limited evidence from rural high schools. Although previous studies have recognized that technology can serve to enhance students' motivation, participation and engagement in learning (e.g., Yu et al., 2021), but little has examined whether such benefits will lead to a significant positive change towards EFL writing performance. This gap underscores the need to examine how Padlet can enhance writing instruction in resource-constrained classrooms in Vietnam.

The present study addresses the current research problem by applying a quasi-experimental design at Ba Chuc High School in An Giang Province, a rural setting where access to technology is limited but writing proficiency is a pressing concern. Specifically, the study aims to evaluate the impact of Padlet on Grade 11 students' English writing performance and explore students' perceptions toward using Padlet in writing classes. Based on the research aims, the study was designed to find out the answers to the two research questions:

- (1) To what extent does the use of the Padlet platform impact on Grade 11 students' writing performance at Ba Chuc High School?
- (2) What are students' perceptions toward the use of the Padlet platform in writing classes?

2. Literature review

2.1. Writing in English language education

Many experts give their views about the definition of writing. Nguyen et al. (2020) stated that writing is an essential part of language learning because it enables people to communicate their ideas, feelings, and opinions. Additionally, the development of writing skills is receiving more attention in modern education due to the emergence of new, quick forms of written communication (Ur, 2012). Writing facilitates the transmission of ideas and information by converting internal thoughts into visible form. It is both a cognitive and communicative process because writers must generate, organize, and express ideas in a way that can be understood by others (Schindler & Schäfer, 2021). In educational purposes, writing contributes to expanding linguistic awareness and thinking critically, as well as potential creativity, long-life learning (Deveci, 2019). Thus, writing acts as a bridge between thought and speech, facilitating language learning and assisting intellectual growth.

Writing components include content, format, sentence pattern, vocabulary and letter formation all at the sentence level. Writing as defined by Patak and Pongsapan (2021) has five components: Content focuses on two basic factors, unity and completion where the paragraphs are developed through central idea of the paragraph, while developed. In the element of organization, coherence is fundamental as it links ones sentences and paragraphs logically to ensure that the text flows smoothly with ideas. With respect to language use, as Zeleke (2022)

pointed out, it constitutes correct grammatical structures and appropriate word selection, both of which are measures of writing competence. In relation to mechanics, spelling, punctuation, and capitalization are examples of writing mechanics. The intended meaning of a sentence might be distorted by improper spelling, punctuation, or capitalization. In terms of vocabulary, choosing appropriate words is a component of vocabulary. A word's intended meaning can change when it is positioned inappropriately in a phrase (Hyland, 2019). It is possible to draw the conclusion that writing is a means of communication that is employed to express ideas and thoughts in writing.

In Vietnam, according to the Ministry of Education and Training of Vietnam (MOET, 2015), writing is assessed using standardized rubrics, such as the VSTEP A2 framework which evaluates task fulfillment (degree to which the response answers the prompt, comes up with relevant ideas), organization, grammar, and vocabulary. However, despite the central role of writing in curricula, students often underperform due to insufficient emphasis on the writing process, and inadequate opportunities for feedback Pradu (2021). These challenges are especially prevalent in rural schools, where access to modern pedagogical resources is constrained.

2.2. The Padlet Platform and Peer Feedback

Padlet is a wonderful online tool that enhances digital communication and collaboration in the classroom. According to Rashid et al. (2019) Padlet is an application that allows students to write and work on drafts together. They can submit a video, picture or short essay on the topic. Moreover, in the use of Padlet students can be involved in their learning experience and class discussion because they can express questions and comments; it will not lead to boring education practice, it is applicable anywhere (Nguyen & Trang, 2023). Padlet is also a platform to develop online based bulletin board so that learner can use it to showcase information on any subject. Students can get ideas, share and discuss ideas made on the whiteboard (Rashid et al., 2019). Based on the gather ideas, compare and conclude one among many gender and another gender. These functions make Padlet an extremely versatile tool for a variety of pedagogic uses.

When integrated into writing activities, peer feedback on Padlet aligns closely with constructivist principles. By reviewing one another's drafts, students enhance their own critical awareness, expand vocabulary, and improve organizational skills (Latifi et al., 2021; Topping, 2021). This process aligns with Vygotsky's (1978) concept of the Zone of Proximal Development, as learners extend their abilities through scaffolding provided by peers. In addition, Padlet allows teachers to give immediate and formative feedback on students' drafts, leading students in a more efficient way to raise the quality of their grammar, vocabulary and content (Smith & Brown 2019). Although Padlet advocates such interactions, there are some constraints, like ambiguous feedback, imbalanced digital literacy or infrastructural difficulties in rural scholar institutes (Yu & Schunn, 2023).

2.3. Related studies

Numerous literatures indicates the advantages of technology on student motivation and learning, however more research is required to investigate enhanced writing proficiency in rural Vietnamese classrooms. In recent years, considerable literature addresses the effects of technology on learning effectiveness, focusing on the positive effects such as the students' interest, involvement, and motivation (Yu et al., 2021). Despite a number of studies examining the impact of Padlet on writing skills, most of the previous literature has been conducted in non-Vietnam contexts. Meletiadou (2021) employed a mixed-methods design, combining writing tests and reflective feedback to measure both students' progress in writing and their

motivational engagement throughout the course. The study, conducted in a Western educational environment with 200 participants, showed that the use of Padlet positively influenced university students' writing performance and motivation. However, these results might not apply to a more rural setting where the cultural and educational context may interact with how technology is taken up into language teaching and learning.

Padlet has increasingly been integrated into Malaysian classrooms as a digital tool to support interactive learning. Jong and Tan (2021) utilised mixed methods by conducting questionnaires, classroom observations and semi-structured interviews on the engagement of 70 primary school teachers in Sarawak to investigate how they used Padlet for the assessment of students' writing. The results revealed that Padlet was utilized for an interactive writing task and was perceived to develop communicative and collaborative skills among learners. Furthermore, most studies on using Padlet for writing education have focused on higher education rather than high school students, such as those by Dollah et al. (2021) and Ta et al. (2023). Similarly, in Indonesia, Dollah et al. (2021) conducted a classroom-based experimental study with 30 EFL university students in Indonesia, using Padlet to support collaborative paragraph writing and motivation surveys to evaluate learners' attitudes. In the Vietnamese context, Ta et al. (2023) carried out an action research project with Vietnamese business-major undergraduates, integrating Padlet into speaking classes over six weeks to improve assessment as learning through peer feedback and reflection. It can be seen that these studies mainly focused on younger learners and tertiary-level students. Therefore, there is a lack of research on how Padlet can be effectively applied at the high school level. This gap is particularly evident in rural areas where limited access to technology and different pedagogical conditions may affect learning outcomes. Thus, exploring how Padlet can support writing in the context of rural secondary schools in Vietnam, Ba Chuc High School, An Giang Province, is a topic needing further investigation.

3. Methods

3.1. Research design and participants

A quasi-experimental design was used in the current study, which was implemented in the researcher's classroom. This method is a good fit for the educational setting when it is impossible to organize random assignment, but the two groups are similar. This design is conducted to control one or more independent variables so as to assess the effect of those variables on performance for the further comparison of the learning outcomes (Creswell, 2017). In the current study, a traditional course and a course with Padlet were delivered to two comparable groups of students.

The quantitative approach involved conducting both a pre-test and a post-test. These tests were used to assess the impact of the Padlet application on English writing components such as task fulfillment, organization, vocabulary, and grammar among Grade 11 students in the experimental group. Moreover, a questionnaire was commonly used as a major means of collecting quantitative data. As noted by Creswell (2015), questionnaires are useful for eliciting participants' attitudes, beliefs, and perceptions in educational research. Therefore, this instrument was considered suitable for obtaining quantitative evidence of learners' perceptions toward the use of Padlet in writing instruction.

The sample of the research was chosen through a convenience sampling technique. A total of 80 Grade 11 students at Ba Chuc high school, which is a mountainous region in An Giang Province, participated in the research. The number of participants was equal in both groups, with 40 students in the experimental group and 40 students in the control group. The researcher was in charge of both classes. The students shared similar educational backgrounds,

as they all came from rural areas, following the same English curriculum and having a relatively equal level of English proficiency. They were around 17 years old. In terms of their English learning, all have been studying English since Grade 3, nine years of receiving the English instruction. The two classes were judged to be equivalent in learning capability. This equivalence was established by the school based on the students' English grades in the previous semester, which did not differ significantly between groups.

3.2. Data collection instruments

3.3.1. The pre-test and post-test

Before the experiment, the researcher prepared a standard pre-test to determine learners' writing achievement. The "Causes of Environmental Problems" topic was in line with the national curriculum for Grade 11 published by the Ministry of Education and Training of Vietnam (MOET, 2018) and shared a similar structure to that presented in the students' final written examination. After the treatment, a writing post-test on "Preventing Cyberbullying" was given to both groups as an assessment of students' improvement in writing skills. The post-test was conducted using the same format and scoring method as the pretest so that a fair comparison could be obtained.

The two tests were created according to the Global Success 11 English syllabus and each test had a duration of 20 minutes. Similar to the pre-test, the post-test was based on the national curriculum and testing system under control of An Giang Department of Education and Training (2024). These tests were administered under controlled conditions in the classroom and were standardized to provide a consistent and valid measure of students' writing development. The researcher employed scoring rubric developed by the A2 VSTEP (MOET, 2015), which included four criteria: task fulfilment, organization, grammar and vocabulary. Maximal 25 points could be scored for each component, with a total of 100 points were available to judge the students' writing ability (see appendix 1).

The intervention on Padlet for experimental group was designed during ten weeks (from week 2 to 11 of the course) and involved five writing lessons. Padlet was utilized as a group platform in the process writing approach in each lesson. There were three primary stages including drafting and providing peer feedback, and revising. Students posted drafts on Padlet walls, shared their peers' writing by commenting using a checklist and then edited final versions after. The purpose of this design was to foster a sense of autonomy and cooperation among learners, which encouraged the incremental nature in EFL writing.

3.3.2. Questionnaire

To address the second research question on students' perceptions toward the Padlet platform during the experiment, a questionnaire was administered to the experimental group after they had completed the post-test. The questions were gathered based on Taherdoost's (2022) five-step model for reliability and validity, and the items were adapted from Fadhilawati et al. (2020). The survey consisted of 24 five-point Likert-scale items (1 = Strongly disagree to 5 = Strongly agree). It consisted of five parts: (1) Background Information (4 items), (2) Students' Familiarity with and Attitudes towards Padlet (5 items), (3) Attitudes Towards Writing and Difficulties (5 items), (4) Writing Skills Improvement Through Padlet (4 items), (5) Learning Experience with Padlet (6 items).

The questionnaire was administered in class of 40 students at the end of the intervention. The limited time was 20 minutes. Google form was used to receive all of the responses, which were later coded in SPSS to be analyzed. Answers remained anonymous and voluntary to facilitate honesty, and lesser risk of social desirability bias. Both the writing tasks and

questionnaire were piloted with five non-participating Grade 11 students. Feedback was used to refine test clarity, timing, and questionnaire items, enhancing face validity. Reliability was later confirmed through Cronbach's Alpha analysis of the questionnaire responses collected from the experimental group during the main study.

3.3. Data collection procedure and analysis

This investigation used a step-by-step approach to collect and analyze data on the effect of employing Padlet in enhancing the writing skills of students. Two eleventh-grade English classes in Ba Chuc High School were the focus of data gathering: an experimental group (11A2) and a control group (11A5). School permission to conduct the study was given by the school principal prior to any data being gathered and teachers were informed of the aims and methodology of the study. Participants were made aware that involvement was purely voluntary and that all responses would remain confidential and anonymous.

Before the intervention, in week 1, a pre-test was administered to both the experimental and control groups. Their writing was scored independently by three experienced English teachers based on four criteria: vocabulary, grammar, organisation, and task fulfillment. The scores were analyzed using SPSS software to establish a baseline for comparison. Between week 2 and week 11, students engaged in five writing lessons using Padlet. They submitted their writing on shared Padlet walls and provided peer feedback using a checklist. The control group continued with traditional instruction and teacher feedback. Students followed the *Global Success 11* textbook, wrote individually on paper, and received in-class written corrections and comments from the teacher. No peer feedback or online tools were used. The researcher and colleagues regularly observed the classroom activities to monitor students' progress.

In week 12, a post-test was administered to both groups. The same three teachers assessed the writing using the same four criteria. SPSS was used to compare the post-test scores with the pre-test results. In addition, a questionnaire was distributed to the experimental group to gather their opinions on using Padlet.

The results from the pre-test, post-tests and questionnaires provided the primary dataset for further statistical analysis, which was carried out using SPSS to draw meaningful conclusions. According to Kaur and Chopra (2021), this tool was pivotal to the study stages from data collection to interpreting the results. Descriptive and inferential statistical measures were applied to interpret study findings in the form of means, standard deviations, t-values, and p-values.

4. Results and discussions

4.1. Results

In line with the first research question about the impact of Padlet use in students' writing performance, data from the pre-test and post-test were analyzed. To evaluate the internal consistency of the writing test's assessment criteria, Cronbach's Alpha was calculated for both pre-test and post-test in two classes: Class 11A2 (Experimental group) and Class 11A5 (Control group). The reliability coefficient of the pre-test on class 11A2 was 0.846 as presented in Table 1 compared to 0.848 in the post-test. In the case of class 11A5 pre-test and post-test, the reliability was quite high as 0.843 and 0.811. The values are all above the limit of 0.8 and this means that the internal consistency in the pre-test and post-test instruments is rather strong. These findings ensure that the test items were both reliable and measured the same skills in the targeted language consistently in the two points of time.

Table 1. Cronbach's Alpha of Pre-test and Post-test in classes 11A2 and 11A5

No.	Class	Pre-test	Post-test
1	11A2	0.846	0.848
2	11A5	0.843	0.811

4.1. The impact of Padlet - based instruction on Grade 11 students' writing performance.

The Independent samples t- test was used in comparison of t-test between experimental group and the control group concerning the pre-test score. The outcome indicated that there was no significant difference between the mean score of pre -test between experimental and the control group, (M = 50.43, SD = 12.10) and the control group (M = 49.33, SD = 6.80, $t(78) = 0.431$, $p = .668$). The data demonstrated that the average scores in pre-test of experimental group and the control group were almost similar. There were no important differences between the students in the two groups prior to the treatment in terms of writing performance. This was demonstrated in Table 2.

Table 2. Results of Independent-samples t-test of two groups' scores in the Pre-test

	N	Mean	Std. Deviation	Std. Error Mean	t	p
Experimental (11A2)	40	50.43	12.10	1.913	0.431	0.668
Control (11A5)	40	49.33	6.80	1.075		

To analyze the score on the post-test of the experimental group and the control group an Independent - samples t- test was used. The analysis demonstrated that there were significant differences between the post-test's mean scores of the experimental group (M = 64.85, SD = 13.34) and the control group (M = 55.63, SD = 6.44), $t(78) = 3.709$, $p = .000$. This means that students were highly affected by the treatment in terms of the resulting writing performance. The description of the results in detail is provided in Table 3.

Table 3. Post-test Comparison Between Experimental and Control Groups

Group Statistics	Group	No.	Mean	Std. Deviation	Std. Error Mean	t	p
Post-test	Experimental	40	64.85	13.34	2.110	3.709	.00
	Control	40	55.63	6.44	1.018		

Overall, the writing ability of the experimental group and the control one was equivalent prior to intervention. Whereas both groups showed progress in the writing performance of the Grade 11 students, the findings revealed that Padlet-based instruction did make a significantly greater improvement than the one with the traditional instruction.

In addition to the total scores for the post-test data, analyses were performed to explore writing performance in four components: task fulfillment, organization, grammar, and vocabulary. The statistical difference in these components during intervention as compared to pre-intervention is shown in Table 4 and Table 5 for the experimental and control groups, respectively.

As indicated in Table 4, all type scores of experimental group were improved significantly after using Padlet compared to pre-treatment. The mean score for task fulfillment increased from 15.88 to 18.93 ($t = 5.718, p < .001$), while organization improved from 13.40 to 17.08 ($t = 7.343, p < .001$). Similarly, students showed significant gains in grammar (from 10.68 to 13.58, $t = 5.716, p < .001$) and vocabulary (from 10.48 to 15.28, $t = 10.761, p < .001$). Among these, the largest mean difference (+4.80) was observed in vocabulary, indicating that Padlet supported students with the development and use of their lexical resources individually, during peer discussion and online feedback.

Table 4. Statistical Comparison of Writing Performance Before and After Intervention in the Experimental Group

Component	Pre-test Mean	Post-test Mean	Mean Difference	t	p
Task Fulfillment	15.88	18.93	+3.05	5.718	.000
Organization	13.40	17.08	+3.68	7.343	.000
Grammar	10.68	13.58	+2.90	5.716	.000
Vocabulary	10.48	15.28	+4.80	10.761	.000
Total Score	50.43	64.85	+14.43	8.804	.000

By contrast, Table 5 reveals that the control group also experienced minor gains in all aspects as well, but those improvements were considerably smaller. Their task fulfillment improved modestly from 15.18 to 16.33 ($t = 2.950, p = .005$), organization from 12.30 to 14.00 ($t = 4.696, p < .001$), grammar from 10.45 to 11.98 ($t = 3.562, p = .001$), and vocabulary from 11.40 to 13.33 ($t = 5.005, p < .001$). These differences although statistically significant, were less pronounced than the improvements seen in the experimental group. In conclusion, these findings support Padlet as an effective tool for instruction in developing students writing skills compared to conventional methods of teaching.

Table 5. Statistical Comparison of Writing Performance Before and After Intervention in the Control Group

Component	Pre-test Mean	Post-test Mean	Mean Difference	t	p
Task Fulfillment	15.18	16.33	+1.15	2.950	.005
Organization	12.30	14.00	+1.70	4.696	.000
Grammar	10.45	11.98	+1.53	3.562	.001
Vocabulary	11.40	13.33	+1.93	5.005	.000
Total Score	49.33	55.63	+6.30	4.941	.000

4.1.2. Students' Perceptions Toward the Use of Padlet in Writing Instruction

To address the second research question concerning students' perception on the impact of Padlet had on their writing performance, data from questionnaire were gathered. Additionally, reliability was measured with Cronbach's Alpha to gauge the internal consistency of the instrument. The survey instrument, which had 24 items organized in four sets: students' familiarity with Padlet; attitudes toward writing; improvement in their learning of writing

competences and learning experiences with Padlet. This study had the Cronbach's Alpha of 0.876 and showed high internal consistency for the items. According to George and Mallery (2019), a Cronbach's Alpha >0.7 is suitable for research purposes. Thus, the questionnaire in our research can be regarded as a valid and reliable tool for assessing students' perceptions of Padlet application in English writing instruction.

a. Overall Student Attitudes towards Padlet

The descriptive statistics for the overall questionnaire were analysed to find out the overall perception among students about Padlet used in improving their English writing. The mean scores were computed for all 24 Likert-scale items to examine whether agreed or disagreed significantly. Table 6 showed the results of the descriptive statistics. The overall mean score of the questionnaire is $M = 3.71$, $SD = 0.836$. This value is notably higher than the neutral scale point of 3.0 and approaching the "agree" level of 4.0. It indicates that students had positive attitudes towards Padlet as a tool to enhance their English writing skills.

Table 6. Mean of Students' Attitudes towards Padlet (In general)

	N	Minimum	Maximum	Mean	SD
MEAN	40	1	5	3.71	.836

b. Mean Scores of the Four Clusters

The descriptive statistics of the four clusters were run to check the mean score of each cluster in the questionnaire, in order to examine students' general perceptions towards the Padlet platform in the context of learning and improving English writing. The four clusters are: Familiarity with Padlet, Attitude towards Writing and Difficulties, Improvement in Writing Skills through Padlet and Learning Experience with Padlet. This analysis reveals which areas received the most positive or negative feedback, and thus sheds light on particular features of Padlet that have an impact on student writing development. The findings are well demonstrated in detail in Table 7 given below.

Table 7. Mean of Students' Attitudes towards Padlet (by Clusters)

Variable	N	Minimum	Maximum	Mean	SD
Familiarity with Padlet	40	1	5	4.05	.647
Perceptions towards Writing & Difficulties	40	1	5	3.69	.893
Writing Skills Improvement through Padlet	40	1	5	3.98	.848
Learning Experience with Padlet	40	1	5	4.07	.869

The mean scores of the questionnaire shown in Table 5 are all above the average scale of 3.0, indicating that students had generally positive perceptions of Padlet. The lowest mean score was in the *Perceptions towards Writing & Difficulties* cluster ($M = 3.69$). Although still above the neutral midpoint, this result suggests that students held moderately positive attitudes towards writing, with some experiencing challenges in the process. Meanwhile, the highest mean score appeared in the *Learning Experience with Padlet* cluster ($M = 4.07$), followed closely by *Familiarity with Padlet* ($M = 4.05$) and *Writing Skills Improvement through Padlet* ($M = 3.98$). These findings reveal that Padlet was positively received by students, especially in terms of enhancing their learning experience and supporting their writing development.

c. Students' Familiarity with Padlet and Their Perceptions of Writing and Difficulties

Most students were already acquainted with Padlet since 62.5% had used it before and 55% expressed interest in using this platform. The vast majority (82.5%) concurred that Padlet assisted with generating ideas for writing. Regarding writing, 67.5% of the respondents found writing a difficult skill and 52.5% were not confident in their writing, because of difficulty with grammar, poverty of vocabulary; lack the coherence and fear from mistakes. However, in spite of these issues, 75% perceived writing to be important and 82.5% felt that the peer-to-peer interaction on Padlet helped with their performance. On the whole, students encountered language and psychological challenges; however, their favorable perceptions toward Padlet suggest it may contribute to fostering writing in rural EFL settings.

d. Writing Skills Improvement Through Padlet

Students' reflections reveal that Padlet had a profound influence on the development of their writing skills. As seen in Table 8, the level of agreement with all items is the highest. For example, 80% of respondents agreed or strongly agreed that their writing's content and ideas had grown better with the help of Padlet. Likewise, 80% also claimed to see improvement in their use of vocabulary and grammar as a result of using Padlet feedback. Regarding the coherence and logic, 77.5% agreed that Padlet activities helped them improve in that area. The results emphasize the efficacy of Padlet in improving major features of writing skills for EFL learners, namely content, organization, vocabulary and grammar.

Table 8. Students' Perceptions of Writing Skills Improvement through Padlet

N	Item	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	Padlet improved my writing's content and ideas	2.5	–	17.5	60.0	20.0
2	I use grammar and vocabulary more accurately after feedback on Padlet	2.5	–	17.5	57.5	22.5
3	My writing is more coherent and logical	2.5	–	20.0	47.5	30.0
4	Padlet improved my editing skills	2.5	5.0	15.0	47.5	30.0

e. Learning Experience with Padlet

Students' responses revealed a highly favorable learning experience with Padlet, highlighting its role in boosting engagement, collaboration, and writing development. A striking 80% of students agreed or strongly agreed that Padlet increased their confidence in sharing and receiving feedback, and the same percentage acknowledged that they learned effectively by reading peers' posts. This suggests that Padlet supports not only writing output but also peer-assisted learning. Additionally, 82.5% of participants believed that Padlet helps track their writing progress and feedback, reinforcing its usefulness as a reflective learning tool. Lastly, 72.5% viewed Padlet as fostering a positive and participatory learning environment, confirming its impact on classroom climate and learner motivation. These results affirm Padlet's effectiveness in enhancing students' writing experiences through collaboration, reflection, and confidence-building.

4.2. Discussion

In this section, the research findings are discussed concerning the related literature to answer the two research questions. Furthermore, the results are compared with those of prior research. The statistical analysis findings prove that the use of Padlet-based learning has a significant effect on the writing performance of Grade 11 students. The improvement observed in the experimental group can be explained by the interactive nature of Padlet that supported peer feedback and enabled students to participate in a recursive writing process. Altogether, the introduction of Padlet as a writing instructional tool and assessment has been shown to be pedagogically productive in increasing the writing performance of students in EFL settings.

The findings of this study align with previous research conducted in EFL high school contexts, which highlighted positive changes in writing skills among learners as a result of Padlet-based peer feedback (Nguyen & Nguyen, 2023; Silas, 2022). More specifically, the current conclusion of this research was consistent with other research conducted by Fadhilawati et al. (2020) who showed that Padlet fosters students' collaboration and participation in writing through brainstorming, interactive talk and discussion. However, while the post-test result for the experimental group increased from 50.43 to 64.85 (gain = 14.42/100), this gain was slightly less than gains found in previous study. For instance, Fadhilawati et al. (2020) found that Indonesian high school students in an urban setting improved from 57.55 to 82.65 (gain = 25.1/100). Similarly, Meletiadou (2021) reported a gain of about 26.66/100 among 200 students in Cyprus. This smaller improvement may be explained by contextual differences. Unlike participants in Fadhilawati et al. (2020) and Meletiadou (2021), who studied in urban schools with better digital infrastructure and prior experience using online collaborative tools, the students in this study were from a rural high school with limited technological access and digital literacy. Their unfamiliarity with Padlet and peer feedback likely reduced the overall learning gains despite the statistically significant improvement.

Although there is a difference in context, the gain in the current study did not significantly differ from Fadhilawati et al. and Meletiadou's gain; the difference in terms of less than 13/100 points was found in both writings. Additionally, all components of writing skills; task fulfillment, organization, grammar, and vocabulary; were highly improved through the intervention. The development of ideas, the coherency of organization, the accuracy of grammar, and the range of vocabulary were clearer in each of the students' writing post-test writings. Overall, these findings suggest that Padlet is an efficient and rewarding means of EFL writing improvement even for school settings in rural areas. However, it should be stated that the results equally prompt enhanced infrastructural support and better learning conditions for it to make an even more significant effect.

According to the questionnaire results, students had an extremely positive perception for Padlet. The majority of participants were already experienced in Padlet, giving a good base for the successful integration during experimentation. This is in line with previous studies which indicated that digital platforms with interactive capabilities, such as feedback and peer review, may improve student motivation to engage in writing activities (Topping, 2021). However, the data also suggests areas that need improving. Most learners experienced technical and Internet problems, and some of them needed better guidance and training to navigate a platform effectively. Hence, provided better technical support and smoother design, Padlet offers promising potential as an innovative tool in English writing instruction in similar educational settings.

5. Conclusions and implications

In conclusion, the purpose of the study was to examine how Padlet-based teaching can contribute to enhancing writing performance of 11th graders at Ba Chuc High School in An Giang Province. Moreover, the perceptions of the students about the use of Padlet in writing instruction were also explored. Data for the study were collected from pre-test, post-tests and questionnaire. The study results indicated the significant improvement in students' writing performance through Padlet. Despite some technical issues such as poor internet connection and front-end problems, the results showed that students' writing performance improved significantly, contributing to many valuable research findings.

Besides that, this study also demonstrated the effectiveness of digital collaborative tools, especially in rural areas where resources are limited. Thanks to their collaborative nature, these tools can effectively improve the writing learning process of students. It can effectively foster student collaboration, peer feedback, and self-reflection, thereby improving their confidence in writing and supporting progress in content, grammar, coherence, and vocabulary.

After the research, it is essential to note that teachers, students, and administrators were all impacted. Specifically, it became possible for teachers to view submissions, identify errors, and give necessary feedback on time in an interactive and convenient space, facilitating the learning process. As a result, it is also recommended to organize professional training to help teachers fully utilize features like multimedia uploads and peer review tools. Clear instructions and frequent practice are necessary to gain optimal benefits for the students. Administrators should consider incorporating Padlet tasks with grading rubrics and providing internet and device access to support continued engagement.

Despite its valuable findings, this study has several limitations that should be acknowledged. In the first instance, the study employed a convenience sample of 80 students from one high school. The small scale of the study, as well as its short twelve-week duration, may limit general applicability and long-term validity of the findings. In addition, the research focused solely on students' opinions, without incorporating teachers' perspectives through the questionnaire. Therefore, further investigation that implements a larger sample size and a longer time frame, added qualitative methods, could offer deeper insights into the effects of Padlet on the EFL writing performance.

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Appendix 1. Writing scoring rubric adapted from Vstep A2 (MOET, 2015)

Components	Score	Description
Task fulfillment	25-20	Excellent to very good: content relevant to the topic, accurate details
	19-15	Good to average: Most of the content relevant to the topic, accurate details
	14-10	Fair to poor: related to the topic, even if ideas are repetitive or underdeveloped.
	9-5	Very poor: content irrelevant, or very restricted; almost no useful detail
	4-0	Inadequate: out of topic
Organization (Coherence And Cohesion)	25-20	Excellent to very good: the logical flow of ideas is specially clear and connected
	19-15	Good to average: the logical flow of ideas is generally clear and connected
	14-10	Fair to poor: Basic linking words used, ideas somewhat disconnected.
	9-5	Very poor: the logical flow of ideas is less clear and connected
	4-0	Inadequate: no linking words
Grammar	25-20	Excellent to very good: Mastery of grammar taught on target grammar – only 1 or 2 minor mistake (prepositions, articles, etc.)
	19-15	Good to average: A few minor mistakes only (prepositions, articles, etc.)
	14-10	Fair to poor: Frequent errors but meaning remains understandable.
	9-5	Very poor: Major mistakes leading to difficulty in understanding- lack of mastery of sentence construction
	4-0	Inadequate: Numerous serious mistakes
Vocabulary	25-20	Excellent to very good: Use of wide range of vocabulary taught previously
	19-15	Good to average: Good use of new word taught previously, few misspellings
	14-10	Fair to poor: Word repetition, some inaccuracies, some misspellings
	9-5	Very poor: Mistakes in word choice and usage, no apparent sense of register, many misspellings.
	4-0	Inadequate: word leading misunderstanding content.