

From Walls to Words: Using Padlet for Writing and Speaking Activities in the EFL Class

Nining Wahyuni

Poltekkes Kemenkes Semarang, Central Java, Indonesia

* Corresponding Author

wahyuni2ng@gmail.com

DOI: 10.30595/aplinesia.v7i2.29814

Submission Track:

Received: 10-09-2023

Final Revision: 11-11-2023

Available Online: 12-12-2023

Copyright © 2023 Authors



This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

ABSTRACT

In English, there are terms for active and passive English. Writing and speaking are considered as an active English. Active English refers to the ability to convey information in English both verbally and writing. Teaching writing and speaking is quite challenging in the EFL class, especially with students who tend to get bored with learning activity. Teachers must be able to find ways to make classes more engaging and enjoyable, particularly when teaching writing and speaking. In today's digital era and the revolution of online education, Padlet is one solution for an effective teaching method. The padlet application encourages students to share and collaborate in writing and speaking. This article will discuss the application of the Padlet on how to use it and provide several examples of writing and speaking activities using the padlet in the

EFL class setting. It is hoped that this article will provide new insight for teachers who are unfamiliar with padlet, allowing them to try it in their EFL classes.

Keywords: Padlet, Writing and Speaking Activities, EFL Class

INTRODUCTION

Strong writing and speaking skills allow people to successfully communicate their ideas, thoughts, and opinions, which leads to better academic and professional prospects. Writing and Speaking skills are a crucial aspect of second language acquisition and instruction. Both writing and speaking are essential for all English learners, not only in school, but also in the real world. In learning language, writing considered to be the most difficult skill to learn. Choudhury (2013) stated that among four basic language skills (listening, speaking, reading and writing), writing is the most difficult skill to acquire by second and foreign language learners. In line with the writing, speaking skill has the difficulties as well. Speaking is recognized as a necessary and challenging language ability for learners to achieve (Truong & Le, 2022). With the challenges in teaching writing and speaking, teachers are required to be able to develop learning methods that can make students motivated to learn, especially in the rapid development of technology.

Technology's rapid development, as well as the information and communication revolution, have had an impact on the learning process both inside and outside the classroom. As evidence of this progress and change, there have been a number of inventions that incorporate technology into education as a new way that challenges traditional teaching methods. Basically, integrating technology provides numerous benefits to both teachers and students. According to Santosa (2017), technology can play an important role in promoting 21st century skills and lifelong learning. Fitriah (2018) claims that technology can assist teachers generate interactive learning, enhance students' learning motivation,

motivate students to think critically when addressing problems, and having a good impact on students' academic accomplishment. In addition, Raja and Nagasubramani (2018), technology has the potential to make learning more fun while also allowing students to actively participate in learning activities.

The rapid development of digital technology today has had a big influence on the realm of education. There are strong demands for the teachers to implement "digital literacy" and utilizing digital technology in learning activities. According to Hidayat and Khotimah (2019), digital literacy is defined as an individual's ability, attitude, and awareness of how to effectively use tools and digital facilities to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, build new knowledge, create media expressions, and communicate with others in the context of specific life situations in order to facilitate constructive social action. To meet this need, teachers may use a variety of internet-based online applications to include digital literacy into their lessons. The Padlet app can provide an alternative solution to these challenges.

Padlet is a digital learning media that can be used by educators and students to carry out learning activities. Padlet is compatible with all operating systems that have internet access and includes cloud storage. Padlet also offers an interface that is comparable to social networking, making it easy to comprehend, especially when selecting a template. This is in line with (Lucas, 2019) stating that Padlet is a form of instructional technology that is both enjoyable and simple to use during the learning process. (Siskaliani et al., 2021) added that Padlet is a digital learning media application that educators may create specifically for their students. Students may freely comment, discuss, and send content such as photographs, videos, audio, and links.

2. Padlet

Padlet is a website that provides a digital canvas which can be used by users. Users can post a variety of media such as text, images and videos from mobile or desktop devices. The reason why Padlet become one of the best choices for teacher to use in the classroom is the fact that many people can post to the same board at the same time, therefore it is very suitable for students to do collaborative work and create projects. In order to access a board, students can be given a link or a QR code and access it from their phones, tablets or desktop computers at home. The website provides users with short links and QR codes that can be easily shared.

Padlet is very accessible and easy to use. The teacher who want to make account can easily register to the website. They can sign in on any devise at padlet.com or with Android mobile app. The teacher can use padlet through website by visiting <https://id.padlet.com/> or mobile app by downloading the Android or iOS app. The following are the steps to make padlet in the website:

1. After Logging into your Padlet account, the home page will appear as shown in the image below

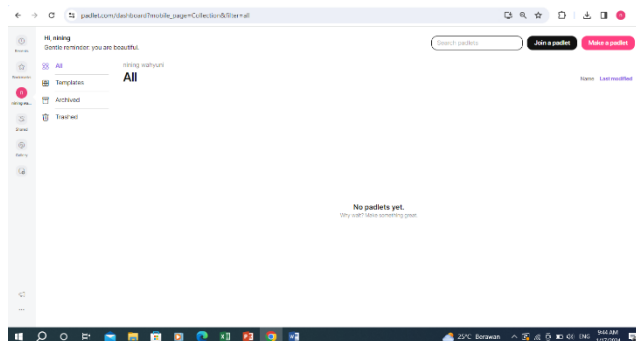


Image 1. Padlet Home Page

Nining Wahyuni

2. After selecting the Padlet template, a display like the one below will appear

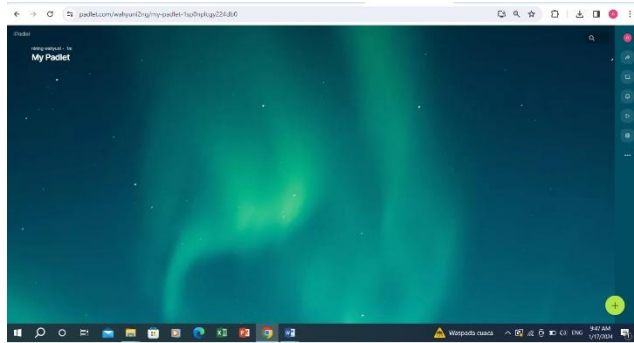


Image 2. Padlet display after selecting template

3. Click the icon to go to the settings menu to edit the title, description, wallpaper and so on as below

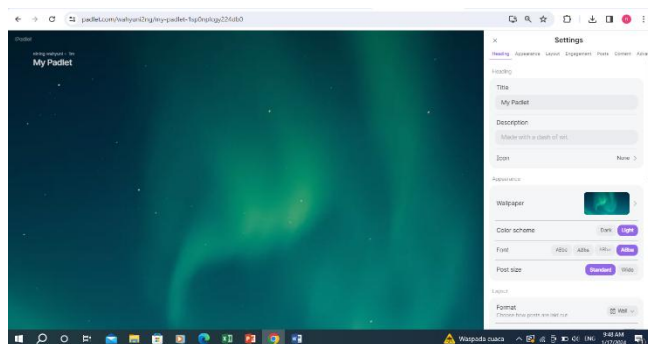


Image 3. Menu display in the setting feature

4. Click the icon in the bottom right corner of Padlet to add a post. Then a display will appear as below

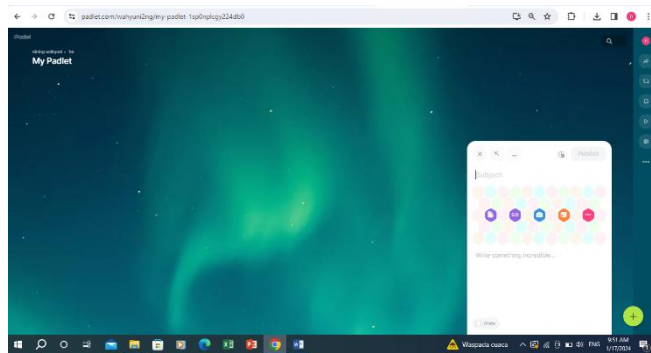


Image 4. View for adding posts on the padlet

5. To add files, images, audio, video, links and so on, click on the icon in the publish toolbar. Then a display will appear as below

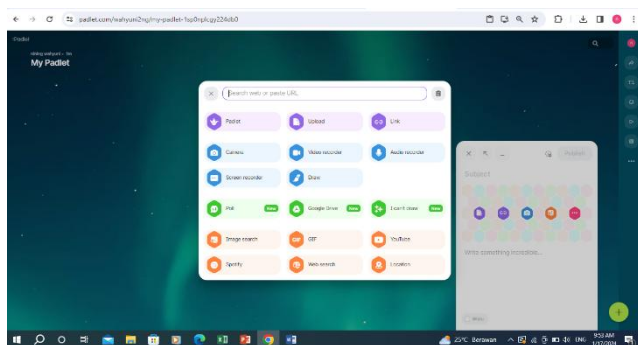


Image 5. Menu display for adding various file types

6. Click the icon on the right toolbar if you want to share the link or barcode with students. Then a display will appear as below

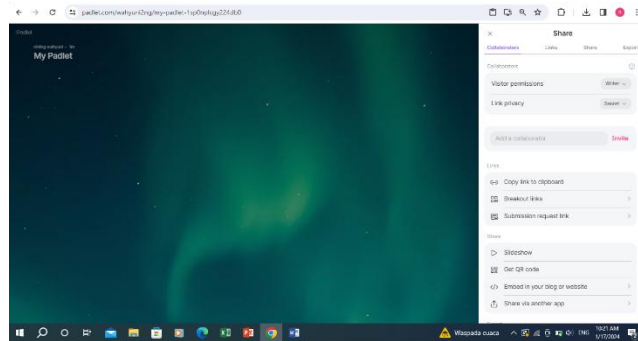


Image 6. Menu display for sharing link or barcode

How to use padlet in the classroom

The options with Padlet are limitless and the platform allow both teachers and students to use their imagination to find the most creative ways to use a Padlet board. Padlet can be an easy-to-use and reliable classroom resource. Students can access the Padlet board from a mobile device and post their ideas and it will be shown in real time to other students participating in the same activity. Padlet can be used as a tool to encourage collaboration learning during the class or outside the classroom.

The teacher will take control of the padlet board by creating account. The teacher then chooses one of the several board layouts like wall, canvas, stream, grid, map, or timeline to create a padlet board that is right for the students. Customize all the functions before the teacher post, changing features like the background or allowing students to comment or like each other's posts. The teacher can also choose to show the names of the people posting but turning it off will allow typically shy students to participate easily. Post the board and send the link to students to let them add their own resources or comments to the board.

Students simply click on the link or scan the QR code the teacher sends them to access the Padlet board. From there they can click on the "+" icon in the bottom right corner to add their own section to the board. The functionality is straightforward and students can either just type, upload media, search google for images, or add a link to their post. They can also comment on each other's work if comments are activated or add a like to the posts.

There are a couple of functions that make Padlet perfect for teachers. The feature to turn comments off and on is helpful if teachers are worried their students might abuse the platform. Teachers also have the power to delete comments if they are not appropriate. There is also a feature that allows teachers to turn off the names of the posters, a helpful addition for students who want to remain anonymous. The boards are completely customizable with easy features to change the fonts, backgrounds, and security settings.

3. Implementing Padlet in the Classroom

Padlets can be used at various age levels, ranging from elementary school students to college level. While the tool is extremely versatile, the effectiveness of its use can depend on the learning objectives, the technology skills of the students, and the complexity of the given task.

Padlet apps can be used to implement a variety of interesting activities in the classroom. The following activities can be implemented for intermediate level students because these activities require a more complex understanding of English. Some of these activities can encourage students to be more active and brave in expressing their ideas through the writing they post on the padlet board. Teachers can also encourage students to be more courageous in speaking by incorporating discussion activities into this activity, making the classroom environment more interactive. In other words, students will participate in engaging and enjoyable learning activities that will allow them to practice two skills at once: writing and speaking in the classroom.

Numerous activities can be explored through the Padlet app. However, I will focus on a select few that specifically involve a combination of writing and speaking activities.

Activity 1: Ice-breaking

There are several activities that can be used in ice-breaking activities using padlets. One activity that is often used for ice-breaking activities is 2 truths and 1 lie. In this activity students are asked to write 3 sentences about themselves where 2 sentences are truths and 1 sentence is a lie. Students can also post a selfie photo to make their post more interesting. In the discussion activity, other students are asked to guess which sentence is the truth and which is a lie

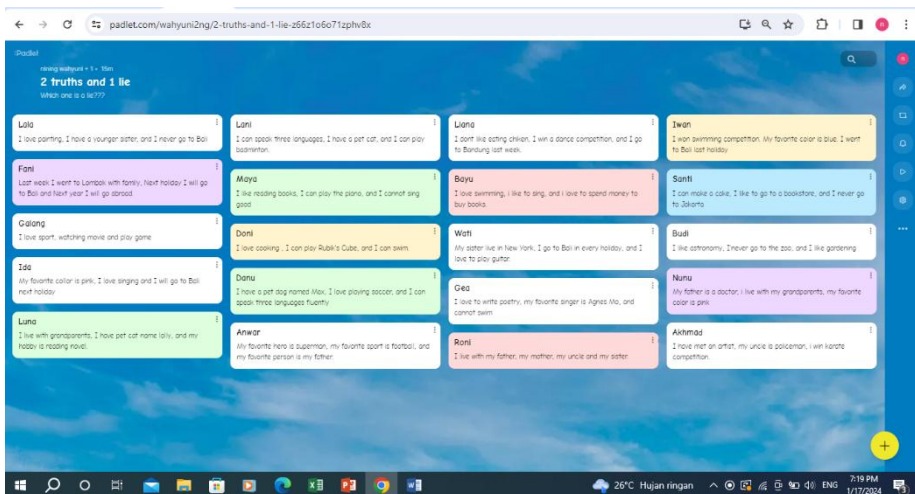


Image 7. Padlet display for ice-breaking activity

The ice-breaking activity involved students writing brief sentences about themselves, fostering enthusiasm for writing. This exercise provided students with an opportunity to compose simple sentences about their personal experiences, actively engaging them in the writing process. Discussing oneself proved to be enjoyable for students, fueling their participation in both writing and subsequent

discussion activities. As a result, the use of the Padlet application for ice-breaking activities is deemed effective in encouraging students to actively participate in both writing and speaking activity.

Activity 2: Brainstorming on a Topic, Statement, Project or Idea

This activity is probably the most popular among the teacher. It is a perfect platform for students to brainstorm a lesson topic beforehand. The teacher can post the topic and students can discuss it, post questions, or add interesting content before the lesson happens. In this activity the teacher gives a statement that students have to discuss or a project about which students have to brainstorm. Share the board and let students share their ideas and comments. This way, every student can see what the others think. Then the teacher can discuss a few of the given answers with the whole class. The following example will discuss about My Family

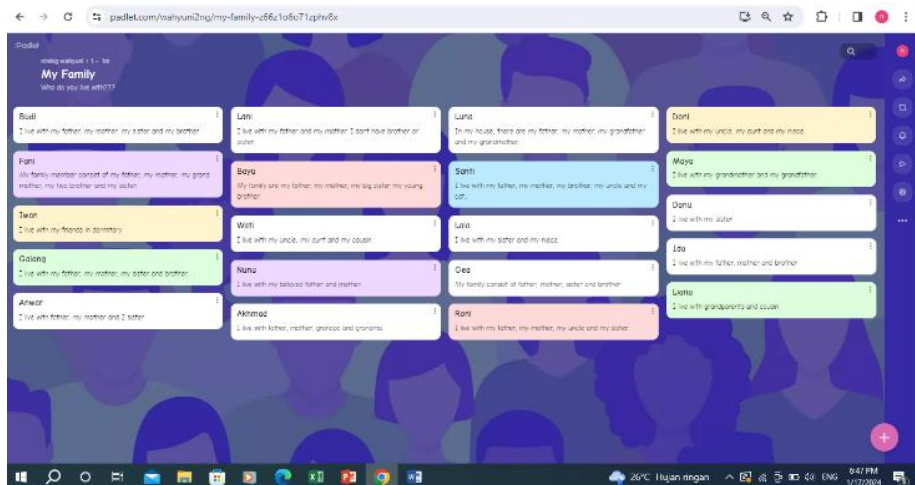


Image 8. Padlet display for brainstorming activity

In this activity, the teacher initiates a discussion on the topic of family. Students are prompted to contribute by writing about the family members residing with them on the Padlet board. They have the flexibility to compose sentences in either English or Indonesian,

depending on their familiarity with family-related vocabulary. Subsequently, the teacher encourages collaborative learning by having students review and assess each other's work for accuracy. In the following discussion session, the teacher either poses questions or invites select students to share details about their family members, such as age, name, or profession. This approach aims to stimulate active participation in speaking activities among the students.

Activity 3: Image Tagging

This activity allows students to paste any image onto the padlet board. The teacher can ask students to upload a picture as a background. They can post notes on that message to highlight and explain certain parts of the image. In the subsequent activity, the teacher directs students to post an image of a tourism destination on the Padlet. Students have the option to use existing images or retrieve them from the internet. Following this, students are encouraged to provide explanations about the posted images on the Padlet board, aligning with the teacher's instructions. In a related activity, the teacher invites students to share details about their family vacations, fostering both visual and verbal communication skills.

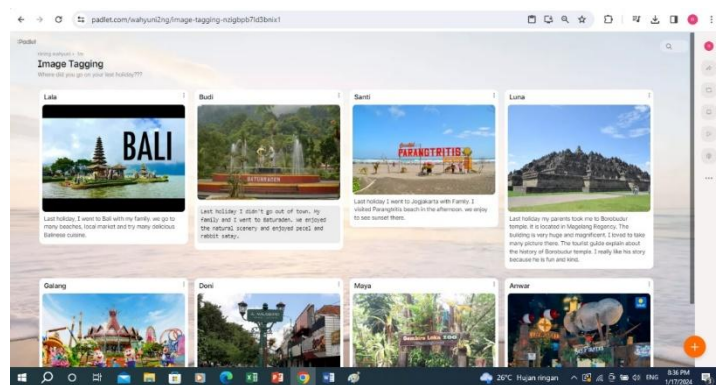


Image 9. Padlet display for image tagging activity

This activity enables the teacher to share a video on the Padlet board, prompting students to engage actively by watching and providing comments as per the teacher's instructions. In this instance, students are tasked with describing individuals, objects, or locations featured in the displayed video. Each student has the autonomy to choose whether to focus on a person, object, or place when contributing to the Padlet board in written form. For the subsequent speaking activity, the teacher poses additional questions to each student based on their contributions to encourage vocal expression of their thoughts. This multi-faceted approach aims to enhance both written and verbal communication skills among the students

CONCLUSION

In the context of language learning, students are required to master four major skills: listening, reading, speaking and writing. Writing is widely regarded as the most difficult of the four skills to master. Aside from that, teachers face difficulties in teaching students to speak.

With the development of technology, teachers are faced with the need to develop learning methods by utilizing digital advances, which is often referred to as digital literacy. It is believed that using the Padlet application, which can be accessed easily, can increase students' learning motivation, especially in writing and speaking skills.

Padlet itself is an interactive virtual board that allows the creation of various activities simultaneously and almost at the same time. Thus, this approach opens up opportunities to create a more dynamic and interactive learning environment, while providing teachers with an effective means of guiding students to develop writing and speaking skills

REFERENCES

- Choudhury, A. S., & PGCTE, P. (2013). Of speaking, writing, and developing writing skills in English. *Language in India*, 13(9), 27-32.
- Fitriajh, S. (2018). THE EFFECT OF GAME-BASED LEARNING ACTIVITY AND STUDENTS' ATTRIBUTION ON STUDENTS' VOCABULARY ACHIEVEMENT (A Comparative Experimental Study in the Eighth Grade of SMPN 269 Central Jakarta) (Master's thesis).
- Hidayat, N., & Khotimah, H. (2019). Pemanfaatan teknologi digital dalam kegiatan pembelajaran. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 2(1), 10-15.
- Lucas, M. (2019). Padlet. *ProQuest*, 83.
- Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1), 33-35.
- Santosa, M. H. (2017). Learning approaches of Indonesian EFL Gen Z students in a Flipped Learning context. *Journal on English as a Foreign Language*, 7(2), 183-208.
- Siskaliani, Jeranah, & Ramadhana, R. (2021). Pengaruh Penggunaan Model Pembelajaran E-learning dengan Menggunakan Media Padlet terhadap Hasil Belajar Matematika pada Siswa SMA YP PGRI 3 Makassar. *Journal Pendidikan Matematika*, 181-188.
- Truong, N. K. V., & Le, Q. T. (2022). Utilizing YouTube to Enhance English Speaking Skill: EFL Tertiary Students' Practices and Perceptions. *AsiaCALL Online Journal*, 13(4), 7- 31. <https://doi.org/10.54855/acoj.221342>.