

# The efficacy of integrating Padlet-mediated feedback into writing lessons: A case of low-proficiency students

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The impacts of teachers' written feedback on EFL students' writing development have been extensively studied, but still little study has been undertaken on the effectiveness of mediating teachers' feedback via technology. Framed by a sequential mixed-methods explanatory design, this study engaged 27 A1-level undergraduate students for 16 weeks in an English course incorporating Padlet-mediated feedback for writing lessons. Quantitative data derived from Likert-scale surveys and writing scores was explored using descriptive statistics and Spearman's correlation, while content analysis was applied to analyze the qualitative data derived from the open-ended surveys. The results indicated that students viewed Padlet positively as an easy, accessible, and convenient formative assessment tool that helped them boost their motivation, decrease their writing errors, and enhance their writing skills through reflective, aided, social, and collaborative learning. The written feedback provided by the teacher via Padlet was positively received because it altered the conventional method of providing feedback, lowered students' anxiety, improved their writing shortcomings, and raised their awareness. However, Padlet's open learning environment was insufficient and still posed a threat and embarrassment for some students who feared making mistakes. Moreover, no correlation was observed between students' perceptions of their learning experience with Padlet-mediated feedback

and their writing outcomes. This adds to our understanding that, despite being perceived as useful, technology-mediated feedback may not directly and positively affect students' success in their EFL writing development.

**Keywords:** Padlet, mediated feedback, reflective learning, writing awareness, collaborative learning, students' perception



## Introduction

Since the 1980s, both L1 and L2 researchers and educators have been interested in studying how teachers' written feedback affects students' writing development (Zellermayer, 1989). A recent bibliometric analysis mapping the field of research on written corrective feedback (WCF) for L2 learning has confirmed that there has been a significant increase in research on teachers' corrective feedback over the past 30+ years (Crosthwaite et al., 2022). Results have ranged from significant to insignificant effects on (Erkan, 2022; Lee, 2019) students' use (Kim & Bowles, 2019) and engagement with teachers' written feedback (Mao & Lee, 2022; Pearson, 2022), among other findings. Given that writing is frequently viewed as one of the most difficult skills to acquire by both L1 and L2 teachers and students, the increased interest in and variety of research topics is understandable (Tangpermpoon, 2008). Giving feedback, however, is not as easy as it may seem and has always been challenging for L1/L2 teachers because of several factors, including time constraints, limited class time, the focus on giving feedback, the varying levels of understanding among students, and even the inconsistency between teachers' beliefs and feedback practice (Mao & Crosthwaite, 2019). Attempts have been made to investigate the potential of technology integration to mediate teachers' written feedback, but the research area remains underexplored, particularly in the context of EFL/EFL writing in Asian countries (Cunningham, 2019). Weighing upon these concerns, this study examines the efficacy of integrating an interactive technological platform called Padlet to mediate teachers' written feedback in an EFL writing lesson for 16 weeks at a university in Thailand. It involves low-proficiency students since research involving this sort of student is still sparse. The following research questions are addressed:

1. How do students perceive the efficacy of integrating Padlet-mediated feedback into writing lessons after being engaged for 16 weeks?
2. How do students' perceptions correlate with their writing outcomes?

## Literature review

### *Teachers' written feedback and technology*

Teachers' written feedback is essential as it allows teachers to identify the gap, assess students' progress, and guide them to improve and reach the intended results (Lestari & Kurniawan, 2018). Written feedback can be form-based, content-based, or an integrated form of both. It can also be holistic or detailed,

direct, or indirect (Park, 2006). Regardless of its type, Agbayahoun (2016) suggested that teachers' feedback should be constructive and easy for the students to decode, benefit from, and improve their learning outcomes. Teachers are considered "feedback providers," who should choose suitable feedback that fits the students' level, address their needs, and meet other contextual demands (Silver & Lee, 2007). Teachers' written feedback is an indispensable tool as it nurtures the students' confidence and leads them step-by-step through the learning-to-write process (Agbayahoun, 2016). As a reinforcer, the teacher's written feedback trains the students to find their mistakes, revise their work, and increase their writing accuracy (Sadeghi, 2014). To steadily improve the students' learning outcomes through teachers' written feedback, first, it must be sufficient, timely, understandable (Glover & Brown, 2006), constructive, doable, and specific (Ramani & Krackov, 2012). Second, it should be criterion-based, that is, it should explain whether students' performance reached the desired goals. Third, it should be expository or suggestive (i.e., direct the students to their mistakes and inform them about the weaknesses and strengths in their performance) rather than prescriptive. Considering all these, Alvira (2016), in his study, found that teachers' written feedback increased the students' motivation and evidently improved their paragraph structure as well as other writing aspects like grammar, cohesion, and coherence.

In recent days, a wide range of possibilities and affordances provided by technology can mediate teachers' written feedback delivery and be integrated into various learning modalities, providing flexibility for both teachers and students (Cunningham, 2019; Pratiwi & Waluyo, 2022). Loncar et al. (2021) reported trends and analyses of the literature on technology-mediated feedback for second-language English writing published from 2015 to 2019. Some of their findings showed that regarding the types of technology used to mediate teachers' written feedback, multiple technologies were used most frequently, followed by individual study tools, cloud-based word processors and shared documents, and network-based social computing. The incorporation of educational technology into instruction has dramatically altered approaches to teaching and learning; however, teachers' feedback remains an essential component that both students and teachers believe contributes to the improvement of students' writing skills (Parkin et al., 2012). Traditional written feedback is often underrated, specifically in aspects of immediacy, frequency, and clarity (Hyland & Hyland, 2006; Crook et al., 2012). Apart from the traditional written feedback on the students' notes, technological applications such as Edmodo, Pear Deck, Padlet, etc., with their interactive platforms, have facilitated the delivery of effective feedback for the students' various performances (Kim, 2018). Trejo (2017) has interestingly pointed out that delivering feedback through technology is more beneficial than the traditional approach as it first allows the students to engage in the feedback process regardless of their different geographical locations. Second, it gives the teacher chances to provide feedback in different modalities (e.g., written, audio, or video) that fit the students' learning styles. It was also reported that corrective feedback mediated by technology has distinctly improved the students' writing fluency and accuracy

(Mohsen, 2022). This corroborates Lim & Phua's (2019) findings, which similarly indicated that mediated feedback helped the students learn from their mistakes and improve their writing skills. In this reflective learning process (Wulandari, 2018), students are allowed to learn from their previous experiences through critical thinking and creativity.

Among the growing body of research about mediated feedback through technology, Leng (2014) found that lecturers' clear and understandable written feedback enhanced the students' self-regulated learning and motivated them to make the required amendments after receiving the lecturers' feedback to reflect their ideas correctly. Like some other tools, Padlet gave the teachers a space to assist the students' learning process and improve their learning outcomes (Jong & Tan, 2021). It allows the students to share their assignments, ideas, videos, and pictures on Padlet's bulletin board. The teacher's feedback can be a written comment, highlighting words or phrases, or adding to or cutting parts from the students' answers (Sangeetha, 2016). In their research, Lestari and Kurniawan (2018) found that teachers' feedback through Padlet improved students' writing achievements and changed the traditional approach of delivering and receiving feedback as both students and teachers could work collaboratively regardless of time and place constraints. It gave the students different opportunities to learn outside the classroom and thus helped them learn from their own mistakes (Algraini, 2014). Relatedly, Deni and Zainal (2018) reported that the immediacy of teachers' feedback assisted the students to improve their writing weaknesses in the areas of grammar and vocabulary. Moreover, Jong and Tan's (2021) findings were inconsistent with the previous studies, as they realized that the benefits of Padlet were hindered by various obstacles, including students' lack of devices, stable internet, and digital literacy. In contrast, Mulyadi et al. (2021) reported that students did not encounter any difficulty while using Padlet due to its simple accessibility.

### *Padlet and its pedagogical use*

Padlet (<https://padlet.com/>) provides a virtual bulletin board for sharing multimedia and textual information for both teachers and students in educational contexts. It has proven its major impact to improving the students' learning outcomes in various ESL and EFL contexts, while there is inadequate evidence on how Thai students experience the use of Padlet in their EFL classrooms (Agbayahoun, 2016; Haris et al., 2017; Rashid et al., 2019; Shadiev & Yang, 2020). In the present study, Padlet is used as an instrument that mediated teachers' written feedback to EFL students' writing. Written feedback from a teacher refers to information that informs the learner about the current state of his or her learning performance (Sadeghi, 2014). It can take many forms, such as a recommendation, an error correction, praise, or a question (Agbayahoun, 2016). Written feedback mediated through technology refers to the process of using technological tools or applications, including Google Doc, Facebook, Edmodo, Google Classroom, Pear Deck, Padlet, etc. (Jong & Tan, 2021), to help

teachers deliver individual feedback to improve the students' learning achievements (Panmei & Waluyo, 2022; Trejo, 2017).

Padlet, previously known as "Wall Wisher," works like sticky notes. It is a cloud-based platform that provides timely collaborative opportunities for students and teachers to create assignments, share ideas, and deliver feedback (Jong & Tan, 2021). It provides a wall where students can share different assignments in 42 different languages. It can be used as a formative assessment tool as it provides prompt feedback for both the students and the teacher (Chen, 2022). In a case study, Mulyadi et al. (2021) found that integrating Padlet into teaching writing improved the students' learning outcomes as it allowed teachers and students to be more accessible to exchange information and deliver and receive guidance. Similarly, in their quasi-experimental study, Sehuddin et al. (2021) found that Padlet was an effective pedagogical tool as it significantly improved the EFL students' writing achievements in the aspects of content, organization, vocabulary, and mechanics. In another study, Vadia and Ciptaningrum (2020) demonstrated that teachers' feedback through Padlet broke the classroom limitation, developed students' linguistic competence, and improved their writing performance, particularly text organization.

Padlet is widely used in language teaching not only to improve the students' writing skills but also to develop other related abilities such as creativity, self-evaluation, and engagement (Ellis, 2015). It helps to reduce the complexity of teaching writing and develop the students' critical thinking skills (Haris et al., 2017). Using Padlet in teaching writing helped the students learn new concepts from their classmates' assignments in what Aneros (2020) believed to be "social learning." Padlet facilitates the students' autonomy in learning as it extends the students' learning outside the classroom (Rashid et al., 2019). Moreover, using Padlet in teaching writing increased the students' awareness of their writing (Algraini, 214; Lestari & Kurniawan, 2018). In literature, Rashid et al. (2019) found that using Padlet encouraged the students to check and edit punctuation and grammar errors, as well as the accuracy of their vocabulary, before posting online, as it would be reviewed by the teacher. Mulyadi et al. (2021) and Silas (2022) comparably found that Padlet increased the students' confidence to write and submit their work due to its simplicity and the feasibility feature of anonymity, which reduced students' fear of being judged by the teacher or friends. Padlet is a real-time participatory technology and hence the study focuses on how it provides the students equal chances to share their ideas and allows teachers to 'hear' all students' views. As Padlet was used as an alternative to the traditional way of formative assessment (Chen, 2022), this study explores how the students' perceptions of Padlet correlate with their writing outcomes in their formative assessment tasks.

This brief review of the literature demonstrates the significance of teachers' written feedback on EFL students' writing development, as well as the potential benefits of using technology to mediate feedback delivery. The review also included an overview of Padlet, students' perspective of teacher's written feedback and its educational applications in English language teaching (ELT). Despite the empirical evidence reporting the positive outcomes of



incorporating technology in ELT classrooms (Rofiah & Waluyo, 2020; Sha'ar et al, 2022; Waluyo & Apridayani, 2021), some teachers in the study's context are still reluctant to use virtual interactive platforms e.g., Padlet in their EFL classrooms, citing the concerns of students' digital deficiency, lack of digital experience, contracted cheating and unsuitability of these mediated learning tools. Besides, little is known about how low-proficiency students perceive the usefulness of Padlet-mediated feedback for their EFL writing development and how their perceptions correspond with their writing learning outcomes. Therefore, the present study intends to address these research gaps.

### *Students' perspective of teacher's written feedback*

Padlet is a learning tool that supports the students-centered teaching approach through its interactive platform. Existing body of literature (Meletiadou, 2021; Sari, 2019; Deni & Zainal, 2018) reported that the features of flexible accessibility and immediacy of teacher's written feedback helped accommodating the students' dissimilar learning styles, developed their autonomy, encouraged self-assessment and improved their writing performance (Ahmad et al., 2022; Vadia & Ciptaningrum, 2020). Deni and Zainal (2018), in their study's findings, indicated that the students clearly valued the feedback they received from the teacher as it helped them to improve their writing weaknesses. These concur with the results in Meletiadou (2021) and Ahmad et al. (2022) which significantly indicated that the students could produce more complex sentences and use new vocabulary since they were able to explore various texts, and their peers' work as well. Teacher written feedback enabled them to produce better and longer texts and improve various aspects of their writing, such as mechanics and grammar. It also enhanced their writing skills, developed various other professional skills such as reflection and critical thinking. Besides, Kleinsmith (2017) explained that the instant teachers' feedback, helped to increase their engagement and improve their overall understanding of the course content material.

Additionally, Mahmud (2019) in his study reported that the participants perceived Padlet as a helpful tool for improving their writing skills as they could learn new words, compare their work with their classmates' writing and avoid mistakes made by their peers. The written feedback increased their writing accuracy as they had the opportunity to check the structures before posting their writing tasks. It gave them the chance to re-edit their submitted written tasks before the due date of submission. Meanwhile, the students were aware that their assignments, comments and also teacher's written feedback would be in public and seen by all the classroom members. Therefore, some participants explained that they felt uncomfortable or ashamed if the teacher's written feedback indicated many corrections or grammatical and spelling mistakes in their assignments. This type of teacher's written feedback could make some students feel embarrassed and discourage them from finishing and submitting their writing (Sari, 2019). To this end, teachers and researchers in different contexts were encouraged to adopt different strategies of written feedback

which could enhance the students' confidence to react and share their writings (Deni & Zainal, 2018). For instance, (Rashid et al, 2019) reported that the teacher turned the students' writing mistakes into learning opportunities as they adopted face-to-face feedback instead of publicly highlighting the students' mistakes on the virtual bulletin board. Another strategy that was implemented was group work. The teacher assigned the students to collaboratively work and submit their assignments in groups. This successfully eliminated the anxiety associated with individual writing tasks as it did not include the students' names or real identities. Moreover, Deni and Zainal (2018) gave the students the option to hide their real identity and thus found that they became less reticent and stress-free to share their answers. They further suggested that the teachers should balance between increasing the students' participation and ensuring a safe "open" environment for them to learn and develop their writing skill. Overall, the students appreciated these strategies as they could improve their attitudes towards Padlet and encourage them to learn from their peers' posts, feedback, as well as the instructor's written feedback (Sari, 2019).

## Method

### *Research design*

The primary objectives of this study were to examine the efficacy of integrating Padlet-mediated feedback into writing lessons for low-proficiency students over the course of 16 weeks and the connection between students' perceptions based on their learning experience correlate with their writing learning outcomes. To achieve these objectives, it applied a sequential mixed-methods explanatory design, which allowed researchers to gather and analyze data in two distinct time periods inside a single study (Ivankova et al., 2006). The intervention was given in a one-group only design that involved formative and summative writing. The adoption of the sequential mixed-methods explanatory design was expected to compensate for the weakness of a one-group design by combining the analyses of quantitative and qualitative data upon drawing the conclusion of the study.

### *Context and participants*

This study was conducted at a midsize public university in the south of Thailand, founded in 1975. To recruit the participants, a convenience sampling method was employed. The selection of this method was based on it being the easiest to recruit for the study with non-probability sampling. In the implementation, Sedgwick (2013) suggests that the characteristics of any sample acquired by convenience sampling be examined to evaluate how well the sample represents the population. Since this study aimed to involve low-proficiency students, the students' English proficiency levels based on the Common European Framework of Reference (CEFR) levels from the university's database were utilized as a point of reference representing the population.

Twenty-seven first-year Thai EFL students majoring in English were recruited. They were studying a course entitled English for Communication that they were required to take and pass to graduate. This course was conducted for 16 weeks at three hours per week. It was chosen expressly for this study because its primary purpose was to improve the students' speaking and writing skills. Besides, the participants were picked on purpose (Etikan et al., 2016) for the following reasons: first, according to university data, they were at a similar Common European Framework of Reference (CEFR) level of A1, and this course would assist them to advance to level A2. Second, one of the researchers was teaching this course to the participants at the time of data collection, and third, the group size was appropriate for a writing-related study in which the researchers were required to carefully review each assignment. The profiles of the participants are shown in Table 1.

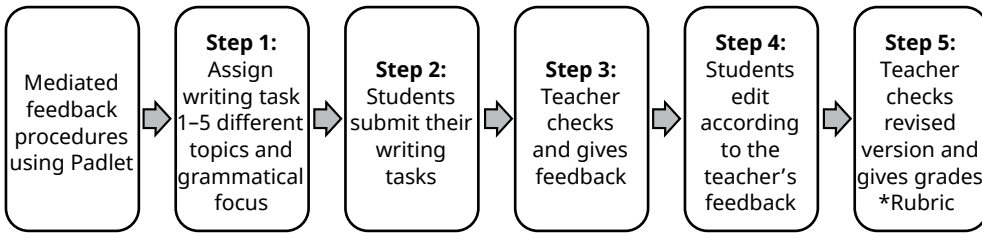
**Table 1.** Demographic characteristics

		<b>N</b>	<b>percentage</b>
Gender	Male	7	26.9
	Female	19	73.0
Age	18	1	3.8
	19	17	65.3
	20	8	30.7
Device to access Padlet	using laptop	16	61.5
	using PC	6	23.0
	using tablet	4	15.3

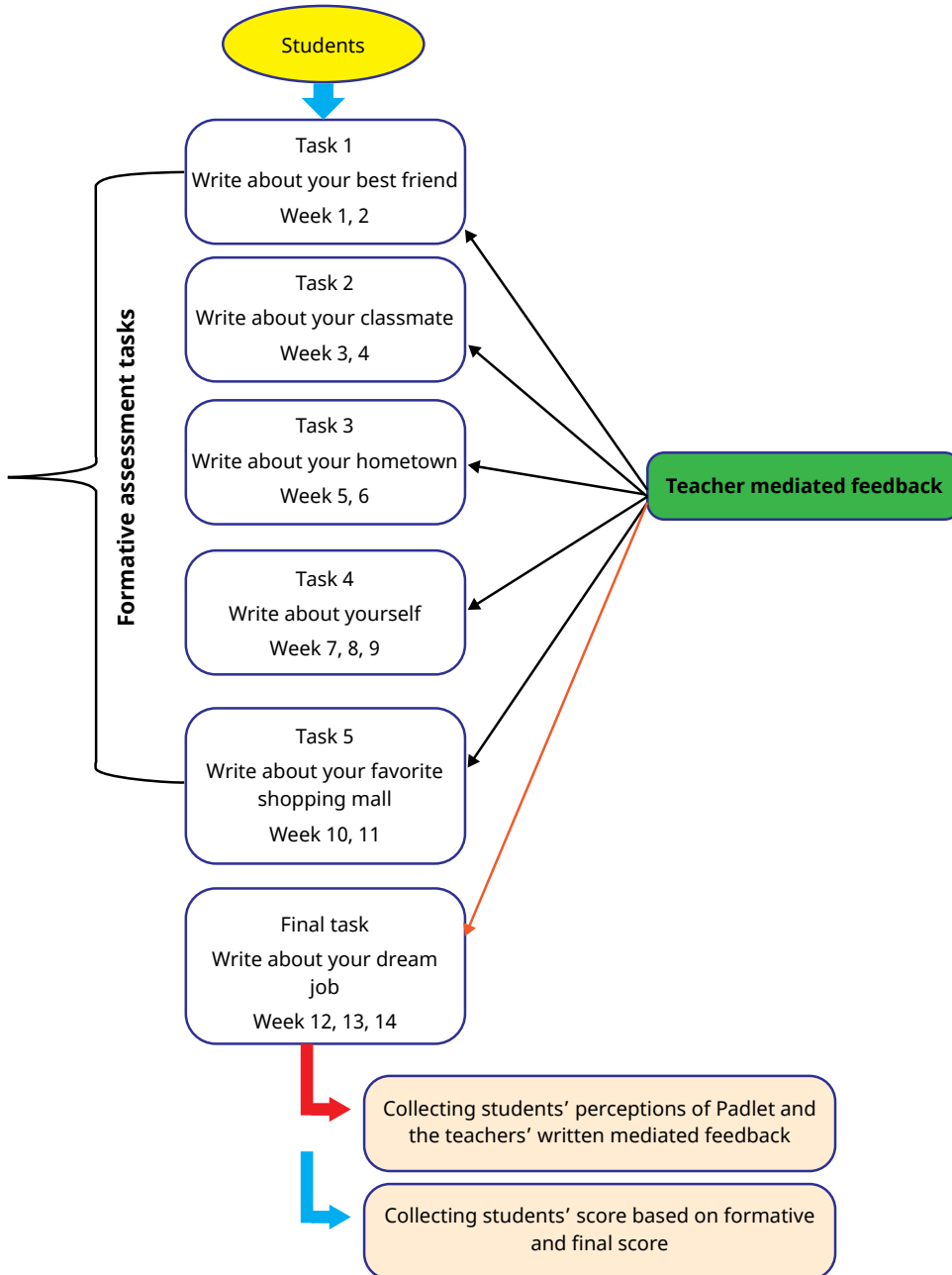
### *Intervention*

The intervention was teachers' written feedback mediated by Padlet and implemented over the course of 16 weeks. As seen in Figure 1, the intervention followed five steps: 1) After teaching the lessons, the teacher assigns the writing task; 2) students work on the task and submit their assignments on <https://padlet.com/>; 3) the teacher reads students' writings and gives written feedback on the students' Padlet posts; 4) students revise their writing in accordance with the teacher's written feedback; and 5) lastly, the teacher reads and grades students' revised writings using a writing rubric that has been explained to the students in the first class meeting. The writing tasks consisted of five essays, which were considered formative assessments or writings, and one final essay, which was regarded as a summative assessment, as presented in Figure 2. Before each task was given, the teacher lectured the students on the writing lessons accordingly and provided the essay models. As well, students were given a brief orientation on how to post their essays, read the teacher's feedback, and resubmit their essays on Padlet in the first meeting.





**Figure 1.** Written feedback mediated by Padlet



**Figure 2.** Formative assessment and final writing tasks

The formative assessments or essays comprised three stages for each task. First, the students would write the task on a given topic with the help of a model given by the teacher. The students had to submit before the due date. Second, the teacher would check each assignment and give different suggestions for change, especially in terms of vocabulary, spelling, sentence structure, and punctuation. Parts with yellow mean they were added by the teacher, and scraped parts mean they were wrong. The teacher would provide feedback at the bottom of the submitted assignment to inform the students about their mistakes and how to be aware of relevant issues in their writing. Third, the students would revise their assignment and submit it for the final check. At this stage, the teacher would check and give the score based on a rubric that was explained at the beginning of the semester. The rubric contained five criteria. 1) Task achievement 2) grammar, 3) vocabulary, 4) organization, and 5) mechanics, including punctuation and spelling. Each criterion was given a range of four levels of scoring (0.5, 1, 1.5, and 2). The same procedures were applied to the final essay. The following figures are the samples of the students' essays and teacher's written feedback.

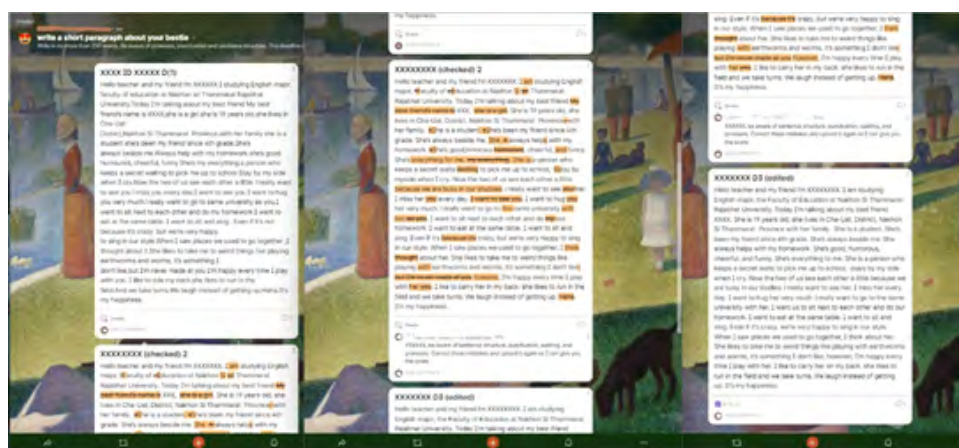


Figure 3. Samples of students' essays and teachers' written feedback



## *Instrument and measure*

**Survey questionnaire.** To investigate the students' perceptions of written mediated feedback, a questionnaire with a five-point Likert scale was adapted from Anerosand (2020) and Mehta et al. (2021) and employed in this study. It consisted of 24 closed-ended statements. Some of these questions were reworded to fit the context and objectives of the study. The questionnaire comprised three parts: first, the participants' profiles; second, questions that investigated students' perceptions of the written, mediated feedback provided by Padlet; and third, two open-ended questions. 1) what was your perception of the teacher's written, mediated feedback through Padlet? 2) what were the challenges or difficulties you faced when using Padlet and receiving teacher-mediated feedback? that were purposefully included to give the participants a chance to articulate their experiences and voice the challenges they personally encountered while using Padlet (Reja et al., 2003; Oudejans, 2018). The survey questions underwent translation into Thai to ensure accurate comprehension by participants, and they were subsequently validated by Thai English lecturers. It was further adjusted in a Google Form and set to be shared with the participants.

**Writing scores.** As a measure of students' writing learning outcomes, this study collected students' scores in the formative and final writing essays. The scores ranged from 0 to 10 as in the assessment rubric of the students' written tasks (see Appendix A). To ensure the reliability of the students' writing score, the first rater/researcher shared links of the assignments on Padlet and the scores with the second rater/researcher to evaluate the fairness in scoring. Taking the rubric as the main criterion, the scores given in the inter-rater agreement were used to assert the correlation between the students' perceptions and their writing outcomes.

## *Data collection*

To ensure the instrument's validity, the questionnaire was checked and approved prior to the data collection process by three EFL experts who were teaching English in the same context. The data were collected at the end of the second semester, on April 12, 2022. The information was gathered during an online class using Google Meet. The participant took 20 to 30 minutes to complete and submit his or her responses. Before the data collection began, the teacher explained to the participants the purpose of the study and the anonymity and confidentiality of their responses. The researcher obtained 26 responses, i.e., 96.29 percent of the anticipated number of respondents. The students' written outcome formative assessment scores were collected throughout the semester.



## Data analysis

**Quantitative analysis.** This study used IBM SPSS 25 for data analysis. Following data collection, they were cleaned, computed in SPSS, and prepared for analysis. Incomplete responses were not considered for the data analysis. A reliability analysis was also performed to determine the internal consistency of the questionnaire. Items with a value less than .70 were excluded from the data analysis. Because all the items had a Cronbach's alpha greater than .70 ( $\alpha = .876$ ), they were all included in the data analysis. Moreover, the data had a normal distribution with the skewness and kurtosis between -2 and +2 for all items (George & Mallery, 2010).

**Qualitative analysis.** The qualitative data from the open-ended questions was analyzed through qualitative content analysis. This type of data helped the researcher make valid inferences from the data in our context and provide new insights, knowledge, and representations of realities about the students' perceptions of written media feedback and the challenges they encountered while using Padlet (Elo & Kyngäs, 2008). After the students' responses were translated into English, the data analysis procedure proposed by Hsieh and Shannon (2005) was followed. First, the researchers familiarized themselves with the data by reading the transcripts repeatedly to obtain a sense of the whole and derive the initial emerging codes. Second, the immersion process continued, and the codes that captured the key concepts and thoughts were highlighted. Third, the codes were then sorted out into categories based on their significance and relation to the research objectives. After the coding process, the researchers circulated the codes among each other to check their credibility, authenticity, and contribution to effectively answer the research questions. Fourth, definitions for each category were developed, and some sub-categories were merged. Fifth, an epitome for each category was identified, and the codes that contributed to addressing the research questions were selected and reported. For ethical consideration, the participants' real names were replaced with codes created by the authors such as K1, K2, K3 to K26.

## Results

### *Quantitative findings*

Initially, descriptive statistics was explored to see how students perceived the efficacy of integrating Padlet-mediated feedback into writing lessons after being engaged for 16 weeks for the first research question. The levels of interpretation were very low (1–1.8), low (1.9–2.8), moderate (2.9–3.4), high (3.5–4.1), and very high (4.2–5).

As presented in Table 2, it was indicated that the students positively perceived Padlet as an easy, convenient, and accessible application ( $\bar{x} = 4.15$ ,  $SD = 0.61$ ) that assisted them to practice and submit their writing assignments ( $\bar{x} = 3.92$ ,  $SD = 0.98$ ). Padlet was expected to improve their writing skills through collaboration ( $\bar{x} = 4.31$ ,  $SD = 0.68$ ) and assisted learning ( $\bar{x} = 4.19$ ,  $SD = 0.57$ ). It



increased their motivation ( $\bar{x} = 4.0$ ,  $SD = 0.80$ ) and reduced their stress about re-editing their assignment before meeting the deadline ( $\bar{x} = 4.5$ ,  $SD = 0.58$ ). Moreover, Padlet was positively perceived as a useful learning virtual board that helped them learn new concepts ( $\bar{x} = 4.5$ ,  $SD = 0.58$ ). It reduced students' grammatical mistakes ( $\bar{x} = 3.54$ ,  $SD = 0.65$ ) spelling and punctuation errors ( $\bar{x} = 4.15$ ,  $SD = 0.73$ ). It also increased their vocabulary ( $\bar{x} = 3.73$ ,  $SD = 0.83$ ) and encouraged them to learn how to write accurately ( $\bar{x} = 4.08$ ,  $SD = 0.74$ ).

Regarding teachers' written feedback mediated through Padlet, the findings revealed that it was positively accepted as it changed the traditional way of receiving feedback ( $\bar{x} = 4.12$ ,  $SD = 0.77$ ). Padlet helped in reducing their fear of teachers' feedback ( $\bar{x} = 4.23$ ,  $SD = 0.71$ ), improving their writing weaknesses ( $\bar{x} = 3.92$ ,  $SD = 0.80$ ), increasing their awareness about writing's mistakes ( $\bar{x} = 4.42$ ,  $SD = 0.58$ ), and guiding them to learn through reflection ( $\bar{x} = 4.04$ ,  $SD = 0.53$ ). The findings also indicated that Padlet effectively improved their English writing skills ( $\bar{x} = 3.77$ ,  $SD = 0.86$ ) as it facilitated getting teachers' feedback during their distance learning ( $\bar{x} = 4.65$ ,  $SD = 0.49$ ).



**Table 2.** Students' perception of the written feedback mediated by Padlet

Statements	Cronbach's Alpha = .876	Means	SD	Value
Padlet has the features of convenience and accessibility, which make our writing and editing assignments easy and interesting.		4.15	0.61	Very high
Padlet can build a collaborative learning process between us and the teacher.		4.31	0.68	Very high
Through Padlet we can learn new concepts from our classmates' writings and teachers' feedback.		4.5	0.58	Very high
I feel stress-free using Padlet and submit my writing as I can edit any time before the deadline.		4.42	0.58	Very high
Padlet increased students' motivation to improve our writing skills.		4.0	0.80	High
Padlet was created for assisted learning, in which we submit our writing assignment and get assisted by teachers' feedback.		4.1	0.57	High
Teacher modeling in Padlet shaped our ideas and made us remain focused on the given topics.		4.27	0.67	Very high
Padlet helps us to improve writing skills as we learn from our mistakes.		4.23	0.59	Very high
Padlet encouraged us to learn how to write English more accurately as we can check the meaning and usage of vocabulary using an online dictionary.		4.08	0.74	High
Padlet is better than Facebook or Google classroom as it is easy, more organized, and helpful for practicing English writing.		3.92	0.98	High
Padlet helps us to learn from others' mistakes if we are still unsure how to do the assignment.		4.15	0.61	Very high
Padlet improves our awareness of spelling and punctuation errors.		4.15	0.73	Very high
Padlet reduced our mistakes, especially in areas like structure and grammar.		3.54	0.65	High
Padlet increases our vocabulary as all the settings are in English.		3.73	0.83	High
Feedback through Padlet guides us to improve our weakness in different aspects of writing.		3.92	0.80	High
Mediated feedback through Padlet improves our English writing skills better than written feedback in the notebook.		3.77	0.86	High
Padlet facilitates getting teachers' feedback about writing, especially in during online learning.		4.65	0.49	Very high
Padlet reduces our fear of teachers' feedback on writing tasks as it is mediated through technology instead of face to face.		4.23	0.71	Very high
Teacher feedback through Padlet changed the traditional way of getting assisted by teachers, which we routinely get in writing tasks.		4.1	0.77	High
Teacher's feedback through Padlet increased our awareness of common mistakes in writing tasks.		4.42	0.58	Very high
Like Facebook, the teachers in Padlet can give feedback in a comment under our submitted assignment.		4.23	0.65	Very high
Padlet helps us to learn through reflection, i.e., learning from teachers' mediated feedback in the first assignment and then going into the next with a deeper understanding of how to write the second assignment.		4.04	0.53	High
Padlet is ineffective because we can copy our classmates' writing assignments.		2.62	0.75	Low
I feel uncomfortable using Padlet because our classmates can see my writing, see our mistakes, and teachers' feedback.		2.42	1.10	Low

The second research question aimed to explore the connection between students' perceptions of written mediated feedback via Padlet, their formative assessment scores, and their final writing task scores. The outcomes of the Spearman's correlation analysis revealed an absence of a positive correlation between students' perceptions of written mediated feedback using Padlet and both their formative and summative assessment scores, as meticulously outlined in Table 3. These findings emphasize that students' views regarding the feedback medium would not substantially impact their writing performance. Curiously, the results also highlighted a robust correlation between students' formative assessment scores and their writing scores ( $r = 0.729, p < .01$ ).

**Table 3.** Results of Spearman's correlations

		Students' perception of Padlet	Formative writing assignment	Final writing assessment
Spearman's rho	<b>Students' perception of Padlet</b>	Correlation coefficient	.124	.238
		Sig. (2-tailed)	.564	.264
	<b>Formative writing assignments</b>	Correlation coefficient		.729**
		Sig. (2-tailed)		.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Qualitative findings

The qualitative findings revealed that the students perceived Padlet as helpful bulletin board to improve their writing skills through collaborative and assisted learning as some students explained,

We submit our assignment; then, the teacher will check and explain to us in the comments below the grammatical or punctuation mistakes. Padlet helped us to learn in a new style that we had not experienced before. It helps us to write better" (K26). "It was convenient for us and the teacher. (K15)

Moreover, it was found that mediated feedback encouraged the students to learn through reflection, as a number of students stated,

The teacher used to give either comments under our assignment or highlight the mistake in the text in a different color. It is really interesting. (K18)

I came to learn about my weakness in punctuation and grammar from teacher comments. I learned to use the appropriate words. After that, I started to be more careful in the next assignment. (K17)

Teacher suggestions allow me to know and remember not to make the same mistakes next time. (K10)

The findings also indicated that mediated feedback through Padlet encouraged



the students to improve their writing and learn from their peers as some students remarked,



We learn from the mistakes of our friends once the teacher checks their work. After that, we look and follow the right order. We became more aware of our mistakes and tried to write better in our assignments (K13, K11). “In Padlet, I learn to be careful because I can see how the teacher gives comments to friends to re-organize and correct their mistakes”. (K19)

However, the findings exposed that the students encountered three main difficulties while using Padlet; first, Padlet did not give them notification for the new assigned tasks, as some students explained,

Padlet is good for improving our writing skills, but it does not give any notification of the assigned task to do like Facebook. While using Padlet, we have to be alert about the deadline; otherwise, we will lose the scores if we forget (K5, K17).

Second, the students felt embarrassed as their classmates could see their mistakes, and the teacher’s comments as several students asserted,

Padlet is good, but our classmates can see the teacher’s suggestions and a lot of mistakes in our assignments. It is embarrassing, and therefore, we make an effort to write carefully every time (K10, K3, K21).

Third, Padlet helped the students to improve their writing, but it lacked some features that they thought I could make it more feasible as some students explained,

In Pad, there is an option that let allows you to upload a picture that matches with the content; however, it permits to upload only one picture. (K6)

In Padlet, there is no word count feature like Microsoft Word. So, if the teacher asks for 200 words, I feel afraid because I may write less or more than the required number. (K14)

The space for writing in Padlet is very small, and there are not many effects that can be used to decorate our assignment (K18).

## Discussion

The main goals of this study were to investigate the efficacy of incorporating Padlet-mediated feedback into writing lessons for low-proficiency students over a 16-week period, as well as the relationship between students’ perceptions based on their learning experience and their writing learning outcomes. The first findings indicated that the students had positive perceptions of Padlet as it was an easy, convenient, and accessible platform that they used to submit their writing assignments. This finding concurs with several previous studies (Lestari & Kurniawan, 2018; Mulyadi et al., 2021), which have recorded an increase in the students’ confidence to practice writing inside or outside the

classroom due to Padlet's easy accessibility. The students do not need to create an account or log in with their email to access or submit their assignments. They simply need the Padlet QR code, or a link given by the teacher. The students also found Padlet to be a helpful application as it provided a space for collaborative and assisted learning. This corroborates the findings in Trejo et al. (2017), Aneros et al. (2010), and Jong & Tan (2017), which explained how Padlet allowed the students to interact with the teachers and be engaged in the feedback process. Moreover, Padlet was positively perceived as a useful learning tool as it increased the students' motivation, reduced their stress, facilitated learning new vocabulary, and helped them to learn from their mistakes (Mulyadi et al., 2012; Leng, 2014). This positive finding aligns with findings in other studies (e.g., Aneros, 2020; Lim & Phua, 2019), which ascribed these benefits to the teachers' written, mediated, clear, and constructive feedback. Interestingly, the findings of this study were consistent with those of Rashid et al. (2019), who reported the advantage of Padlet in increasing the students' writing accuracy as it helped them to reduce common mistakes in grammar, spelling, and punctuation in their writing.

In addition, the findings revealed that the teacher's written, mediated feedback through Padlet has positively changed the students' perception of the traditional way of delivering and receiving feedback. Thereby, both students and teachers could collaboratively work on the reviewing process even outside the classroom (Lestari & Kurniawan, 2018). Unlike the traditional way of getting feedback, teachers' written mediated feedback through Padlet reduced students' fear and boosted them to submit their assignments without apprehension of the teachers' or friends' judgments (Agbayahoun, 2016; Mulyadi et al., 2021; Silas, 2022). Moreover, the teacher's (WMF) guide was found helpful as it guided the students to improve their writing weaknesses and increase their awareness of writing mistakes. Deni & Zainal (2018) and Lestari & Kurniawan (2018) confirmed that the timely mediated feedback improved the students' common mistakes, particularly in the areas of grammar, vocabulary, punctuation marks, and spelling. Padlet assisted the students to check and edit before submitting on Padlet (Algraini, 214). Further, in line with Ellis (2015), the teacher's (WMF) encouraged the students to learn through reflection. Reflective learning refers to the process of learning from previous experiences or knowledge through self-evaluation, creativity, and informed practice (Jasper, 2011). Teacher-mediated feedback via Padlet helped students develop linguistic competence and improve their writing performance (Vadia & Ciptaningrum, 2020).

As Padlet has given the teachers space to assist the students' learning process, the qualitative findings revealed that teachers' mediated feedback improved the students' writing skills through what they experienced as a collaborative learning process. Their perception of Padlet and the teacher's mediated feedback concurred with Agbayahoun (2016), who claimed that teachers' written feedback was an indispensable tool as it nurtured the students' confidence and led them through a step-by-step learning-to-write process. Moreover, Padlet gave the students access to their classmates' assignments and teachers' comments. In parallel with this finding, Deni and Zainal (2018) demonstrated that

the supportive bulletin board of Padlet developed the students' writing abilities through social learning. To clarify, Padlet offered a non-individualized learning process in which the students could learn from their classmates' good answers and the way they organized their writing (Aneros, 2020).

However, the qualitative data showed that the students encountered some difficulties while using Padlet; first, they did not get notification of the assigned tasks. This is because they all used to access Padlet and submit their assignments by clicking the link provided by the teacher. To receive Padlet notifications, you need to create an account and enable receiving notifications in the account's settings. Second, the students felt embarrassed as their classmates could see their corrected mistakes and the teachers' feedback. This finding is in line with Deni and Zainal (2018), who believed that posting assignments on Padlet is still a threatening experience as some students feel worried or embarrassed if they commit many mistakes or receive critical feedback from the teacher. Hence, the open learning environment facilitated by Padlet proved insufficient for certain students within our EFL context. This insufficiency could potentially be linked to heightened feelings of insecurity, stemming from the awareness that their peers had access to the mistakes and feedback they received. Third, the lack of some other features like enough space to write, word count, and the ability to upload multiple pictures at a time Getting little space to write can be attributed to the use of mobiles or tables by some students while writing in Padlet, as shown in Table 1 (Jong & Tan, 2021). Unlike Microsoft Word, Padlet lacks the feature of word count as it is normally used for short writing. It also does not support multiple pictures at a time, as on Facebook.

The second finding indicated no significant relationship between the students' perception and their writing outcomes. This emphasizes that having a positive perception will not guarantee improving students' writing ability (Grant et al., 2009). Frequent practices (formative assessment) improve the students' writing performance (Waluyo et al., 2023). Some scholars (Aneros, 2020; Waluyo, 2020; Wastiau et al., 2017) suggested that students' positive attitudes toward the use of ICT in the classroom influenced their learning achievement. However, the findings of the present study argue against that assumption because in this study, although students held positive perceptions towards Padlet, the Spearman corrections indicated no significance. This could be attributed to the small number of participants, the uneven distribution of the students' perceptions of Padlet, or the inequality of access to technology among the students (Rofiah et al., 2022), as reported in Table 1. Moreover, the discrepancy between the students' perceptions and their writing outcomes might be attributed to their lack of experience in using Padlet to formatively assess their writing ability.

### *Implications and limitations of the study*

The study would contribute to the current body of literature on Thai students' perceptions of written mediated feedback through technology as one of the attempts to investigate the integration of educational technology in Thai EFL

classrooms. The study findings will be beneficial for educators and researchers as they offer useful information about the advantages and challenges of incorporating interactive platforms like Padlet to improve students' writing proficiency. It would serve as a guide for the lecturers to re-consider when giving mediated feedback, as it may simplify feedback provision and improve the effectiveness of the teachers' feedback. Integrating Padlet promotes the student-centered approach, pulls them out of passive learning mode, and gives them the opportunity to be creators and co-creators. Lecturers can use Padlet in their pedagogical toolkit for both synchronous and asynchronous teaching, as it facilitates immediate collaborative and assisted learning processes. Despite this, lecturers should consider the type of feedback they are giving, the limitations of Padlet as a platform, and the students' unequal digital literacies as they would affect the students' perception and learning outcomes.

As much as it intends to offer, this study has some limitations that must be acknowledged. Firstly, it is important to acknowledge the constrained scope of the investigation, as only a mere 27 students with comparable levels of English proficiency were recruited. Such a small sample size significantly curtails the potential for extrapolating the findings to a broader population. Consequently, it is highly recommended that future research endeavors incorporate a more extensive and diverse participant pool, encompassing individuals with varying degrees of English proficiency, to ensure the generalizability of the results. Secondly, it is worth noting that the researchers relied solely on the assessment scores of assignments to assess the correlation between students' perceptions and their writing outcomes. However, it is imperative to recognize that employing pre- and post-tests in subsequent investigations will yield more comprehensive insights. By employing these measures, researchers can effectively elucidate students' writing weaknesses prior to intervention and accurately quantify the extent of their improvement. Therefore, it is strongly advised that future studies integrate pre- and post-tests to enhance the precision and validity of the evaluation process.

## Conclusion

To sum up, this study has examined the efficacy of integrating Padlet-mediated feedback into writing lessons for low English proficiency students at a university in southern Thailand. The findings indicated that the students positively perceived Padlet as an easy, accessible, and convenient tool that helped them to increase their motivation, reduce their writing mistakes, and improve their writing skills through reflective, assisted, social, and collaborative learning. The teacher's written, mediated feedback through Padlet was positively accepted as it changed the traditional way of giving feedback, reduced students' fear, improved their writing weaknesses, and increased their awareness. However, the open learning environment offered through Padlet was inadequate and still constituted a threat and a source of embarrassment for some students due to their fear of making mistakes. Moreover, there was no significant relationship between the students' perception and their writing outcomes, which could

be attributed to the small number of participants, the uneven distribution of the students' perception of Padlet, or the inequality of access to technology among the students.



## Disclosure statement

No potential conflict of interest was reported by the authors.

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## Appendix

### Appendix A: Assessment rubric of the students' written tasks.

Criteria	Points			
	0.5	1	1.5	2
<b>Total 10 points</b>				
<b>Task Achievement</b>	Has disorganization or irrelevant ideas; does not meet the required length	Has limited relevant ideas in response to the topic; has limited length	addresses the topic and task well, though some points; meets the minimum length	effectively addresses the topic; meets the appropriate length
<b>Grammar</b>	Contains serious and frequent grammatical errors	Demonstrates inconsistent facility in sentence formation that may result in lack of clarity	Displays facility in the use of language, has syntactic variety, but with noticeable minor errors in structure	Structure is consistent, demonstrating syntactic variety, no noticeable grammatical errors
<b>Vocabulary</b>	shows very poor knowledge of words, word forms, and is not understandable	shows a limited range of vocabulary, confusing words	shows few misuses of vocabularies and forms, but not change the meaning	shows effective choice of words and forms
<b>Logics (Topic-supporting-conclusion)</b>	Displays inadequate organization or connection of ideas	displays unity, progression, and coherence, ideas may be occasionally obscured	shows unity, progression, and coherence, contains occasional redundancy, or unclear connections	Displays unity, progression, and coherence.
<b>Mechanics (Spelling, Punctuation, Capitalization)</b>	is dominated by errors of spelling, punctuation, and capitalization	Has frequent errors of spelling, punctuation, and capitalization	Has occasional errors of spelling, punctuation, and capitalization	Uses correct spelling, punctuation, and capitalization

