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UTILIZATION OF PADLET IN SECOND LANGUAGE TEACHING: PRACTICES, CHALLENGES, AND OPPORTUNITIES

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Abstract
The landscape of second language classrooms (SLCs) adapts to innovative language teaching strategies to empower language learners through various technology applications such as Padlet, which offers a dynamic and enhanced learners' academic experience. This phenomenological qualitative research explored the utilization of Padlet in second language classroom teaching, along with the encountered problems of language learners in using Padlet, and its technological potential in second language teaching and learning. The data were analyzed thematically after a series of scheduled semi-structured face-to-face interviews with 210 learner-participants selected through a purposive sampling technique, while guided by a validated 15 self-developed interview guide questions. The findings highlight the Padlet as an efficient, multifunctional, and novel pedagogical tool fostering dynamic and inclusive language engagement and versatile language learning interactions, despite its restriction issues due to their limited technology exposure. With Padlet's promising results, this study substantiates pedagogical evidence on Padlet integration in second language classroom teaching; hence, ensuring a more effective and efficient technology utilization, thereby handing more positive implications to ESL teachers and learners.

Keywords: ESL classroom, language teaching, Padlet, technology integration

Introduction
The emergence of innovative technological tools in the academic scene to assist teachers in bringing the learning process to a more engaging dimension while empowering collaborative education engulfs rapidly in second language classrooms (SLCs). Today, the utilization of novel tech-platforms in teaching and learning procedures is one of the essential components of an effective and efficient educational experience. Much research has been conducted to promote technology integration, which yearned on rethinking second language teaching-learning practices (Alqasham, 2022; Edwards & Magill, 2023; Hellmich et al., 2021; Kuznetcova & Glassman, 2020; Liu et al., 2019). The English language is in high

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demand, most especially in the context of Industrial Revolution (IR) 5.0 innovation because it serves as a bridge across various fields (Arek-Bawa & Reddy, 2022; Hameed & Hashim, 2022). With the utilization of technology-aided instructions in classrooms, learning outcomes progressed (Karakaya & Bozkurt, 2022) along with different problems that emerged in the process, such as the recognition that deficiency in language proficiency among English as second language (ESL) learners poses a substantial obstacle to the attainment of dynamic and successful learning (Alkhirbash, 2023; Alshuraiaan, 2023; Bi et al., 2023). The utilization of scientific resources in ESL classrooms is regarded as an efficient approach to instruction (Hussin & Aziz, 2022; Lai et al., 2022). Therefore, the integration of Padlet provides opportunity for teachers to offer engaging and meaningful classroom tasks.

To optimize ESL learning outcomes, it is imperative to carefully choose an instructional approach that prioritizes the significance of engaging and meaningful ESL learning, especially that technology use in education is evident nowadays. Utilization of collaborative technology is found to enhance the dynamics and overall engagement of ESL learners (Su & Zou, 2022; Zheng et al., 2022). The practice of fetching learning from the traditional spectrum to e-learning is characterized as an advanced landscape that diminishes the distinctions between contexts by offering learners a wider range of accessible options (Dubey et al., 2023). The educational system in the Philippines, in particular, is challenged to demonstrate evident recognition that ESL students today reside within a globalized context (Reyes et al., 2023), and to maximize the effectiveness of ESL education, learners must possess skills directly relevant to such technological advancement.

Specific utilization of technology application in ESL classrooms is instrumental in cultivating autonomy (Ponnaiah & Abdul Aziz, 2022), interactive and cooperative skills (Mahmud et al., 2023), as well as collaborative abilities (Naamati-Schneider & Alt, 2023) among ESL students. Collaborative online learning facilitates exchanges of knowledge among students (Ng et al., 2022), enabling them to assist their peers (Ala et al., 2023), which overarches several drawbacks associated with such educational platforms, including limited accessibility in some areas (Mathrani et al., 2022), inadequate training provisions for teachers (Nikolopoulou, 2022), impracticality in the eyes of parents and guardians (Ochieng & Waithanji Ngware, 2023), and insufficient technological readiness among teachers and learners in some cases (Fideli & Aliazas, 2022). In this context, scholarly investigations underscored benefits of Padlet, such as its interactivity, opportunities for competitive self-critique, and user-friendly design (Díaz-Ramírez et al., 2023; Gacs et al., 2020; Morgado & Vesala-Varttala, 2023). Ramadhani et al. (2023) recognized Padlet as an effective tool for evaluating students' knowledge and learning progress.

Technological applications such as Padlet proliferated in ESL classrooms to enhance student engagement in their learning processes. The presence of Padlet in the ESL classroom emboldens the level of engagement and creativity in both teaching and learning processes. This research examines the implementation of Padlet in second language classroom, determines the problems faced by second language learners when using Padlet, and explores the potential prospects that Padlet offers in the second language classroom. This research holds significant importance as it sheds light on the potential of Padlet in augmenting academic

experience, specifically in the realm of ESL learning, an aspect that has gained substantial attention in scholarly discourse. Given that boosting ESL classroom practices and addressing challenges as determined by ESL learners and teachers are multifaceted endeavors, the outcomes of this research serve to rally academicians, administrators, curricular experts, guardians, parents, practitioners, researchers, and students to actively support ESL educators in this quest on exploring the practices, challenges, and opportunities encircling the utilization of technology such Padlet in second language classroom.

Padlet in second and foreign language classroom

In the contemporary global context, the emergence of technology-based educational tools is at a high pace and has been rapidly realizing its worth to educators and students. All the more when the universal dilemma with the pandemic happened, the role and function of technology heightened as the scenario declared a receptiveness towards new learning opportunities and innovation (Rapanta et al., 2021). Ratheeswari (2018) stated that the influences of technology in schools are well-observed through increased opportunities in teaching and learning. It continuously offers vital learning resources that enhance students' academic performance, cooperative learning, learners' autonomy, and motivation (Ahmadi, 2018) through portals that allow students to submit their assessments, assignments, check grades, and collaborate with their peers. Certainly, infusing technologies in teaching and learning pedagogy is vital to effectuate an effective teaching and learning process.

Among the emerging educational technologies utilized by educators nowadays is Padlet, which is an online pinboard that serves as an information-sharing wall where learners interact, cooperate, and develop their learning experiences. The flexible features of the educational technology allow learners to interact at any specific time and place (Harris et al., 2017), through posting links, documents, texts, pictures, presentations, videos, and other files (Lowe & Humphrey, 2018).

Unifying Padlet in the second and foreign language classrooms provides a wide opportunity for meaningful interaction between students and their peers (Parvin & Salam, 2015) and teachers. Based on "Sociocultural Theory," the acquisition of language is inherently a social endeavor; hence, instruction and interaction should be integrated. Padlet, considered an online language learning website, enables social interaction, activating the zone of proximal development (ZPD) among learners with crucial peer support. Therefore, promoting educational technologies, specifically Padlet, induces development in terms of social interaction and innovative language learning experiences among second language learners. To substantiate this, studies have shown that it is a tool that assists language learning through active classroom participation and collaboration among second language learners. Further, the application of Padlet also functions as an alternative methodology for enhancing writing skills and improving lexical knowledge (Alabbad & Huwamel, 2020) among language learners through positive perceptions (Chen, 2022), motivation, and promotion of technology in the teaching-learning process. Along with the expansion of the availability of technological tools for teachers and learners (McCulloch et al., 2018), Padlet, as technology-enhanced learning (TEL) tool, continuously frames its merit in the academic scene.

Padlet practices of ESL students and teachers

Collaborative language learning (Ansari & Khan, 2020; González-Lloret, 2020) through the mediation of technology applications are encouraged in numerous second and foreign language classrooms around the globe for it yields better rapport between ESL teachers and learners (Moorhouse et al., 2023; Soyoof et al., 2023), which in turn increases the learning motivation (Canals, 2020; Chen, 2022) and self-esteem of students (Omar et al., 2021; Rezeki & Rahmani, 2021). When learners are highly motivated to learn a second or foreign language, they are more likely to score high in examinations or perform well in their ESL class (Demirbilek et al., 2022; Jong & Tan, 2021; Kharis et al., 2020). Padlet encompasses the needs of the students, especially those who are creative and inclined technologically (Zakopoulos et al., 2023).

Albeit the challenges experienced by ESL writers, teachers enlightened the writing and assessment processes by bringing Padlet into the classroom (Juliana, 2022), nurtured the ESL teaching practices, and supported the ESL writers along the way (Cheung, 2023). While ESL teachers guide the students in accomplishing different tasks, Padlet expands the chance for them to read the written outputs of their classmates (Rashid et al., 2019), correct their work (Ahmad et al., 2022; Syahrizal & Rahayu, 2020), and help their fellows in enhancing their tasks before and after submission.

More than utilizing Padlet as an online space to inform ESL learners, educators shifted the paradigm to a healthy learning environment for non-native speakers of the language (Moorhouse, 2023) because Padlet fosters academic collaboration among learners as they improve their language skills through various activities posted in Padlet (Arouri et al., 2023). Through such an engaging platform, ESL teachers design creative language tasks that inspire the learners more than scare them to approach the activities (Zhang & Hasim, 2023). The time spent by ESL educators in modifying their traditional language teaching approaches is worth the positively skewed results brought by the use of Padlet (Sönmez & Çakir, 2023).

Over time, Padlet significantly flourished in terms of its functionality in the ESL classroom for not only offering written tasks to students but also various activities focused on other macro-skills (Lazou & Tsinakos, 2023). Padlet helps the learners to expand their vocabulary (Suparmi, 2023; Vu & Bui, 2022) as they read the outputs of their classmates and learn from their peers, while feedback from ESL teachers is provided speedily in the platform (Bakar et al., 2022). Interactive videos, listening materials, lecture notes, reading handouts can be displayed through the Padlet for learners to learn from and review anytime and anywhere so long as the Internet connection, data, and their gadget permit them (Beal & Hontvedt, 2023; Wang, 2023).

Padlet utilization and its challenges and opportunities

Padlet's multifaceted attributes have a profound impact on students' overall educational experience. Technology infusion in the teaching and learning process increased efficiency in education, more so in ESL and EFL classrooms (Nagamani, 2016). Padlet, as one of the emerging educational tools (Lucas et al., 2021), proved to be an effective learning platform offering promising avenues for developing language skills. The educational technology puts forward meaningful academic engagement among learners (Megat Mohd. Zainuddin et al., 2020) while advancing

critical thinking skills (Arouri et al., 2023) through scholarly collaboration (Yon, 2021) and simulation (Sharifi et al., 2017).

Utilizers of Padlet augment the platform's capacity for student learning by fully utilizing its features. Padlet exemplifies the principle that learners acquire knowledge by linking significant concepts. Through Padlet, teachers have the opportunity to pose questions and gather students' contributions through digital annotations. It stimulates peer cooperation, accenting that their contributions hold substance for broader audience engagement (Arouri et al., 2023; Megat Mohd. Zainuddin et al., 2020). In the multifaceted roles of technology within the classroom, it is essential to explore the aspects of metamorphosing traditional paradigms of teaching and learning (Arouri et al., 2023). The SAMR (Substitution, Augmentation, Modification, and Redefinition) model serves as one of the guiding frameworks for teachers to integrate technology into the classroom. Padlet serves as a contemporary substitute for traditional whiteboards, facilitating modifications and redefinitions of information while enriching students' participation (Fisher, 2017).

Conversely, parallel to the onset of any innovative technological advancement, it may take some time for students, parents, educators, and administrators to acclimate to the use of Padlet (England, 2017). Insufficient understanding of e-learning among both teachers and learners hinders the effective implementation of academic innovations (Edeh et al., 2020). A potential concern is that learners might assess the responses provided by their peers (Villarama et al., 2024), which could directly result in the replication of answers (Anwar et al., 2019).

Moreover, students' acceptance challenges with Padlet predominantly stem from internet connectivity issues (Kharis et al., 2020), the inconvenience of accessing the platform via smartphones, and educators' limited pedagogical proficiency in Padlet utilization. While there remain challenges in the integration of technology in classrooms, possibilities are open to enhance the teaching styles and learning practices.

Method

Research design

This research employed a phenomenological qualitative research design that examined the utilization of Padlet in second language classrooms (SLCs), along with the encountered problems by the learners in using Padlet, and its potentialities in augmenting technology in second language teaching and learning. In examining the implementation and potential prospects of Padlet in SLCs, this research dissected the significant statements determined from the experiences and problems faced by ESL learners. From the interviews, the ESL students' responses were organized, coded, analyzed, described, and interpreted thematically on the grounds of Colaizzi's Method (1978) because it was structured to carefully follow a step-by-step data analysis. To ensure the accuracy, reliability, and validity of information and results, data cross-checking and triangulation were likewise observed with select reviewers from Central Luzon State University, Midway Colleges, Inc., and select participants.

Participants and context

Taking into account the heterogeneity of the population, through a purposive sampling technique, this research covered seven (7) blocks of Purposive Communication class with 30 second language learners (SLLs) each, totalling 210 currently enrolled learners identified from ESLLs 1 to ESLLs 210, from provincial private higher education institutions in Central Luzon, Philippines.

This research examined the implementation of Padlet in second language classrooms along with the problems faced by 210 second language learners when using Padlet during the first semester, AY 2023-2024 in private higher education institutions, and its potential in second language classrooms not just in Purposive Communication class, it did not cover other areas such as the differences among age, genders, and socio-economic status, the comparisons among public, private, elementary, secondary, and higher education institutions, and the state of second language teachers who use Padlet or any other technology app integrated into their language or other non-English classes.

Data collection and analysis

The 210 students received the URL link through the Microsoft Teams application as an invitation to join the class Padlet. The Padlet wall served as a platform for the lesson motivations, for publishing class announcements, instructions, and readings, for assignment and activity submissions, and interactive discussions, among others. After securing approval from the CLSU Ethics Review Committee (ERC) with approval code 2023-652 on November 6, 2023, and consent forms, face-to-face interviews were scheduled during the first semester, Academic Year (AY) 2023-2024 in Purposive Communication class. In the scheduled face-to-face interview, the researchers prepared the validated 15 self-developed guide questions, steering on Padlet practices in SLCs, Padlet challenges of English as a second language learners (ESLLs), and Padlet opportunities in SLCs. The instrument was reviewed and content validated by five (5) professionals: ESL professors, social sciences researchers, and curriculum experts. The subjects were informed and consented to the documentation of face-to-face interviews through written and audio recordings.

Findings and Discussion

The study explored the utilization of Padlet, an ed-tech tool, in second language classrooms. Thematically analyzed in the study were the pedagogical implementation, practices, and challenges faced by the second language learners, and potential prospects of Padlet when integrated in second language learning. Figure 1 illustrates three (3) major themes with seven (7) sub-themes in total as the summary of research investigation on Padlet utilization, practices, and challenges in second language classrooms (SLCs).

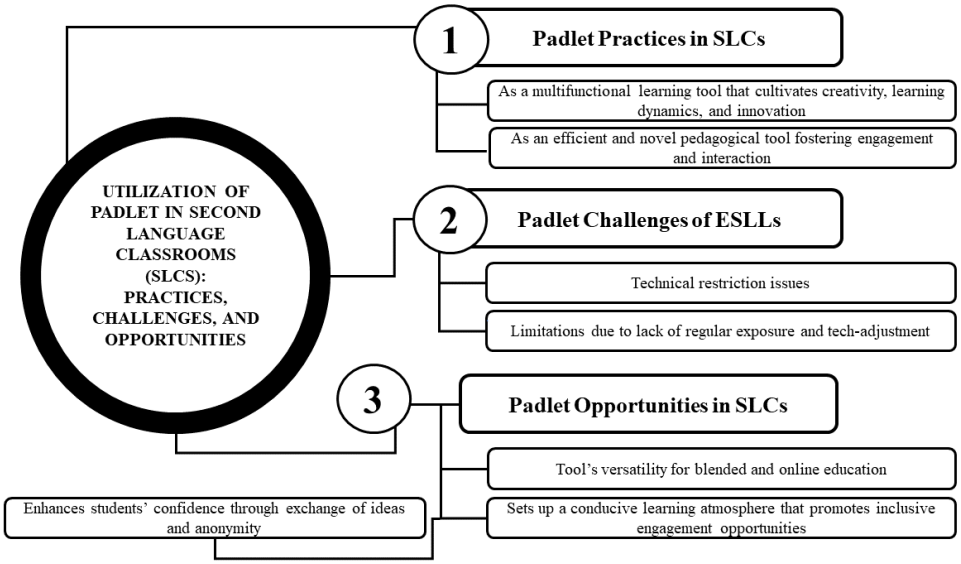


Figure 1. Padlet practices, challenges, and opportunities in SLCs

Theme 1. Padlet practices in second language classrooms—as a multifunctional learning tool that cultivates creativity, learning dynamics, and innovation

In English as second language classrooms, Padlet was viewed and recognized by the students as a versatile tool for learning. It was utilized through various classroom-based activities, including attendance, assessments, assignments, group discussions, tool for task submissions, shelf for lesson materials, and icebreakers. Moreover, immersing the students in the era of digitalization, Padlet put forth its innovative and creative features, which allowed language learners to customize their content, creatively interact with their classmates, and communicate in an intuitively designed platform with user-friendly interface.

> *We use it as an interactive bulletin board to share announcements and updates. During group projects, Padlet becomes a collaborative space for sharing research findings and facilitating seamless teamwork.* [SLL 27]

The findings showed that Padlet enhanced the engagement and creativity of learners in class for a more dynamic language learning. In conjunction, Megat Mohd. Zainuddin et al. (2020) highlighted the impact of Padlet in dynamic learning, while noting potential variations due to the diverse backgrounds of learners. Analogously, Harris et al. (2017) found Padlet as a creative tool that enriched the expressiveness of learners. Meanwhile, Villarama et al. (2024) revealed that Padlet facilitated dynamic simultaneous group engagement, aligned with previous studies underlining the interactivity feature of the educational technology. However, the emphasis on collaborative outcomes may have detracted from the attention given to individual engagement processes. Alkhirbash (2023) adeptly stressed the diverse functions that Padlet can serve in the instruction of English, reflecting the extensive variety of applications, even as differences in curricula might account for some minor distinctions in pedagogical focus.

As an efficient and novel pedagogical tool fostering engagement and interaction

With its array of functions and features, including an online and real-time academic bulletin board, Padlet served as an avenue for academic collaboration where students discussed and brainstormed on a specific lesson. They were free to discuss and share their ideas with their classmates in or outside the classroom. Using its interactive features such as commenting, reacting, sending suggestions, giving feedback, and posting as instructed by the instructor, Padlet transformed itself into a platform for building connection, communication, and inclusivity among its users.

> *In the language classroom, both my classmates and I utilized the Padlet for various purposes. We use it to share ideas, collaborate on projects, post resources such as articles or videos related to the lesson, ask questions, provide feedback on each other's work, and engage in discussions related to the course material.* [SLL 126]

Aligned with previous research, the findings recognized the educational significance of Padlet in language instruction. Holovina (2021) found that Padlet promoted active learning because of its accessibility during academic lectures. In both cases, synchronous interaction was emphasized for its user-friendliness, yet varying contexts may result in differing levels of effectiveness. Nevertheless, access may vary based on the technological infrastructure available in different settings. Moreover, the findings on heightened creativity and engagement aligned with earlier research on the appealing characteristics of Padlet (Anwar et al., 2019), although there may be variations in the emphasis placed on specific functions and features. Jong and Tan (2021) highlighted the collaborative features of Padlet, which resonated with the observations regarding dynamic, interactive learning. However, their focus on structured collaboration may contrast with the current study's emphasis on open-ended engagement. The variations and similarities were found from distinct research contexts, technological conditions, and instructional priorities, influencing the interpretation and application of Padlet's features within language learning settings.

Theme 2. Padlet challenges of English as second language learners—technical restriction issues

In utilizing technology, a myriad of factors affected the seamless and effective utilization of the ed-tech tool, Padlet. Among these were internet connectivity, on-time notification problems, and carrying capacity of massive files. Moreover, adapting to modern tools in learning faces adversity, especially in adapting, adopting, and adjusting.

> *I had limited data connection so using it was limited, too. Another potential discouragement could be technical issues or connectivity issues that have disrupted the smooth use of Padlet in our classes. Likewise, if there were other technical issues or limited access to devices and the internet, it could hinder more effective use of Padlet and also language learning*. [SLL 183]

The findings supported similar research that recognized Padlet as a versatile digital resource within the educational landscape. Ala et al. (2023) revealed its accessibility across various devices, reinforcing the perspective on its educational

adaptability. This resemblance stemmed from common observations regarding Padlet's intuitive interface and its compatibility across various platforms. Nonetheless, Anwar et al. (2019) and Taufikurohman (2018) collectively emphasized that a stable internet connection posed a significant limitation—an issue also reflected in the present research focus on second language classrooms (SLCs). Although both underscored the same technological limitation, the current investigation situated it within language learning contexts, potentially amplifying its significance due to the necessity for immediate interaction. The perceived similarities arise from the fundamental technological framework of Padlet, whereas the differences were attributed to diverse implementation contexts and the essential dependence on consistent connectivity within communicative language teaching environments.

Limitations due to lack of regular exposure and tech-adjustment

Most of the students were not familiar with Padlet, which resulted in the students feeling strange and curious about the platform as an initial experience. They even tagged Padlet as new, unique, and atypical among other learning tools they have encountered. These were typical reactions to feeling a sense of curiosity mixed with unfamiliarity and uncertainty when introduced to concepts and technologies that are new and fresh to them.

> *As a student, I found using Padlet challenging at first because I wasn't familiar with the platform and had limited experience, making it difficult to adjust and use effectively.* [SLL 69]

The results were consistent with other research that underscored the difficulties associated with insufficient ICT skills among students. Liu et al. (2019) and Taufikurohman (2018) both showed that a lack of familiarity with digital tools impedes their effective adoption, aligning with the observation that second language learners need additional time to acclimate to Padlet. The pragmatic similarity stemmed from a common focus on the necessity of learners' digital preparedness as a fundamental requirement for the effective incorporation of educational technologies. Nevertheless, this investigation centered on individuals acquiring a second language, whose simultaneous demands of mastering a new language and adapting to technological tools may exacerbate this challenge in contrast to the broader student demographics examined in earlier research. The convergence was found in recognizing the digital divide, whereas the divergence emanated from the specific focus on language learning, where cognitive load and linguistic barriers add layers of complexity to the adoption of ICT tools.

Theme 3. Padlet opportunities in second language classrooms—tools versatility for online and blended learning

Students acknowledged Padlet as a versatile language learning tool that supported various aspects of their language studies. From collaborative attendance and assignments to obtaining information on specific language tasks, Padlet was recognized as a valuable resource that significantly contributed to the appreciation of the ESL learning process.

> *The utilization of Padlet in the English language class can be transformative because it has many functions and we saw that it helped us develop our collaboration and our creativity in our activities online and offline. Whether in-person or not, we are allowed to conduct our language activities because of Padlet's flexibility; it is suitable for online and blended learning.* [SLL 3]

The findings aligned with earlier research that accepted the changing influence of technology within the educational landscape. Villarama et al. (2023) underscored the implication of e-learning platforms in facilitating learners' adaptation to educational changes, reflecting the contemporary observation of Padlet's contribution to this transition. In a similar vein, Jong and Tan (2021) recorded the favorable student reactions to Padlet, underscoring its significance in contemporary language learning contexts. The perceived similarities were derived from a collective acknowledgment of digital platforms as instruments that promote engagement and adaptability. However, the current findings distinctly concentrated on the reception of Padlet within the realm of language learning during a period of swift educational transformation, contrasting with previous research that may have addressed wider or more generalized digital trends. The intersection was found in recognizing the influence of technology on education, whereas the distinctions came from variations in scope, learner context, and the prioritization of user experience in language-centered classrooms.

Sets up conducive learning atmosphere that promotes inclusive engagement opportunities

In the context of second language classroom teaching, educators participated in Padlet by offering constructive feedback, steering discussions, and devising supplementary activities. This dynamic interaction fostered an environment conducive to heighten language student engagement and participation.

> *What I appreciate and look forward to in using this tool is everybody gets to share and chip in ideas according to the topic we are learning. Everyone is given a chance or an opportunity to participate in the language class unlike the traditional setup when only a few or those students who are confident to answer, using the language, can share.* [SLL 200]

The results harmonized with the work of Taufikurohman (2018), who underlined Padlet's ability to foster a conducive academic atmosphere for improved language acquisition. Both studies emphasized the platform's intuitive and cooperative attributes as crucial for promoting inclusivity and engagement. This resemblance stemmed from Padlet's framework, which fostered engagement among a variety of learners. Nonetheless, the existing research findings distinctly featured its significance in contexts of second language acquisition, where inclusivity and learner confidence are especially vital, in contrast to Taufikurohman (2018), whose work may adopt a broader perspective on academic support. The alignment recognized Padlet's beneficial educational atmosphere, whereas the distinction accentuated language acquisition for L2 learners, which involved further linguistic and emotional requirements.

Enhances students' confidence through exchange of ideas and anonymity

The language students appreciated the supportive learning atmosphere created by Padlet in the ESL classroom. The collaboration between the teacher and students promoted a sense of collective support, contributing to a positive and conducive language learning environment. Further, the ability to post answers anonymously encouraged confidence, particularly when uncertain about an answer. This anonymity eliminated the fear of being called out for an incorrect answer, contributing to a more comfortable and confident language learning environment.

> *Sometimes, in in-person recitation, I tend to not participate because I am shy but using a Padlet that has an 'anonymous' feature I was able to share my ideas to my classmates.* [SLL 97]

The findings aligned with the work of Villarama et al. (2024), who highlighted Padlet's ability to promote significant language learning collaborations via its adaptable and engaging functionalities. Both studies recognized that Padlet enhances communication abilities and fosters learner confidence by providing opportunities for either anonymous or open participation. The pragmatic similarity emanated from Padlet's inclusive design, which facilitated learner engagement according to their individual comfort levels. However, the current findings distinctly underscore how these characteristics specifically bolster collaborative interactions within second language learning environments, in contrast to the broader collaborative outcomes that Villarama et al. (2024) may have focused on. The alignment allowed Padlet's participatory capabilities, whereas the distinction surfaced from the educational emphasis on enhancing communication confidence and addressing the specific needs of learners in language education.

This present study showed the theoretical and practical necessity of sustaining educational technology for student-centered, innovative, and equitable second language teaching and learning. Digital tools are crucial nowadays. As revealed, Padlet supported learner-centered methods, innovation, and creativity. It improved engagement and information transfer as a teaching tool. The findings contributed to the pedagogy of English language teaching and learning through revealing how Padlet mediated collaborative learning and improved students' confidence in articulating ideas in English, particularly in blended and online learning modes, which further reinvigorated ESL learners to become more involved with multimodal content creation that supported differentiated instruction and inclusive practices. Further, the results underscored challenges as experienced by some ESL learners who lacked digital literacy skills and access to a reliable internet connection that barred them from engaging in participative learning. These insights point to the need to address technological inequities to better future pedagogical approaches that utilize flexible online learning to mitigate gaps in learners' participation, engagement, and language development.

Conclusion

In the context of second language classrooms (SLCs), Padlet is used as a rich academic avenue that adds value to the learning process as it reveals a creative, socially dynamic, and inclusive language-engaged curriculum. Padlet's ground-breaking approach to language learning promotes involvement and confidence of

students, albeit some challenges, including technical limitations and connectivity issues. Within the second language teaching, Padlet specifically provides that restorative academic experience as it upholds learner independence, peer interaction, and multimodal expression, contributing to the development of communicative competence. The anonymity reinforces a safe platform for authentic language practice for all learners. With this, second language teachers can amplify these benefits by designing assignments that highlight reflective writing and peer reviewing.

Further research should be conducted to investigate the long-term effects of utilizing Padlet in enhancing students' language proficiency, vocabulary retention, writing fluency, and speaking confidence. To elicit further understanding on the workability of Padlet use in second language classrooms, other studies may explore differences with variant populations, educational settings, and cultural contexts. Investigations need to focus on the development and assessment of language instructional models or frameworks that incorporate Padlet in a systematic fashion into language curricula. More equitable technology integration strategies in second language teaching may be explored to bridge the digital divide; thus, ensuring equality in access for language learners. Through constant improvement of digital technologies like Padlet in the realm of language teaching, teachers can further help second language learners in adjusting and prospering in an increasingly technological world of education.

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