

The Application of Padlet in Learning Writing Skills: An Investigation about Attitudes

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ABSTRACT

It is undeniable that writing is one of the fundamental skills that students must master to succeed academically. However, many students experience difficulties with writing, leading to boredom, poor participation, apathy, and lack of attentiveness. This study aimed to investigate the attitudes of students at International University towards the use of the Padlet platform in learning writing skills. The participants of the study consisted of 30 pre-intermediate freshmen attending the Intensive English course at International University. The research employed a mixed method of quantitative and qualitative. After eight weeks of using Padlet in the writing learning process, the questionnaires were delivered to the participants, and the interview was executed to gain profound details about the attitudes of the participants who volunteered to become the interviewees. Results from the questionnaires and interview revealed that the majority of the students expressed positive attitudes towards the implementation of Padlet in the writing course, particularly in terms of cognitive, affective, and behavioral aspects of learning. The findings indicated that the application of Padlet as an alternative to learning writing skills could be beneficial for the lecturers to enhance students' engagement in the classroom and their English writing skills.

Keywords: mixed method; Padlet application; students' attitudes; writing skills

INTRODUCTION

Language plays an essential role in human communication, necessitating the presence of a widely spoken language to effectively express sentiments, attitudes, beliefs, and more, across the globe (Rao, 2019). Consequently, English has emerged as a global language, especially in advanced science, technology, and competitive assessments on national and international scales (Nguyen & Hudson, 2010; Ahmad, 2016; Rao, 2019). Among the four English skills, writing is considered one of the most challenging which English language learners have to devote time to practice (Rao, 2019; Nguyen, 2021; Ly et al., 2021; Putri & Aminatun, 2021). Writing is also regarded as a 'complex process' since, it includes a host of elements in terms of sentence level, namely content mastery, lexicon, organisation, sentence structure, punctuation, grammar, and letter formation (Nunan, 1991). It additionally entails a complex process of gathering ideas, outlining, writing, and editing (Oshima & Hogue, 2007). Notwithstanding the sentence extent, writers are required to nurture the ability to organise information and incorporate it into text cohesively and coherently. Moreover, the writing process incorporates multiple steps, including planning, brainstorming, writing, redrafting, and editing (Seow, 2002), all of which are imposed on students; hence, contributing to the intricacy of writing skills. Especially, Rankin-Brown (2006) noted that students tended to refuse to invest time in writing since they deemed it arduous to accomplish the tasks. In terms of the tertiary level, students are bound to write with more depth, intensity, and complexity to correspond with their scope of intellect (Ismail et al., 2012); hence, writing difficulties might emerge more severely. Additionally, Wulandari (2018), Toba (2019), and Alisha et al., (2019) noted that EFL students might experience certain challenges while writing due to their limited grasp of grammar and sentence structure, disorganisation, and spelling errors. It is also found that Vietnamese EFL students confront some writing challenges, such as vocabulary limitations, and grammar knowledge limitations (Nguyen & Trinh, 2021; Nguyen, 2021). Ly et al. (2021) also indicated that troubles with grammar structures,

vocabulary, and coherence led to students' poor writing. Nguyen and Nguyen (2021) likewise illustrated that Vietnamese EFL students tended to misuse the tenses in terms of sentence completion, and they commonly have improper usage of two tenses simultaneously. Moreover, writing difficulties are not only a burden for students but also teachers. EFL teachers in Vietnam expressed obstacles in teaching writing, which had an influence on the learner's learning performance, for instance, ways to convey to students the importance of writing in English, or ways of evaluating and assessing students' writing proficiency (Nguyen, 2009; Nguyen, 2021). Furthermore, Vietnamese English-majored expressed strong agreement with the difficulties in writing organisation, especially in identifying the suitable pattern for a particular genre of writing and organising ideas (Bui & Le, 2018; Dang et al., 2020; Tran & Nguyen, 2020). One of the prominent problems identified in Vietnamese EFL students' writing is paragraph unity-related problems, since unclear topic sentences, thesis statements, and repetition of ideas are detected in the students' essays (Dang et al., 2020; Pham, 2021). Besides, English-majored students in Vietnam faced serious obstacles in terms of idea arrangement; particularly, how to generate and arrange ideas in a moderately organised format impeded their writing performances (Phan et al., 2022). This leads to the need to explore solutions to tackle these problems for students in university settings.

In the age of the technology revolution, students' lack of attention to their lectures is the most burning issue that multiple instructors encounter; specifically, their distractions are caused exclusively by technology (Mahmud, 2019). Kuss and Griffiths (2011) indicated in their research that, in the context of academic performance, low grade-point averages, poor time management, and distraction were inevitable consequences of students' addiction to technology. As stated by Algraini (2014), the employment of traditional techniques in the English language teaching domain led to the students' apathy and loss of eagerness. To interest students in all courses, including writing, Rashid et al. (2019) proposed the integration of mobile and online applications while teaching and learning in tertiary education. It is undeniable that social networking sites can facilitate teaching and learning process and enable students to create a learning network in the form of platforms where they have an opportunity to collaborate, interact and exchange knowledge (Dollah, 2018; Abbas et al., 2019; Ansari & Khan, 2020). Many researchers have conducted multiple research projects with the aim of investigating the effectiveness of educational applications in teaching writing. For instance, it is found that Facebook is a useful platform that facilitates students' writing performances, communication among peers and boosts students' motivation, and engagement in writing classrooms (Fithriani et al., 2019; Putri & Aminatun, 2021). Furthermore, the implementation of WhatsApp in learning writing enables students to complete their writing assignments easily and enables lecturers and students to share and exchange learning resources (Sari & Putri, 2019; Handayani & Aminatun, 2020). Also, EFL students showed positive attitudes towards Google Classroom in learning writing; specifically, not only students' writing performances but their engagement was improved (Albashtawi & Al Bataineh, 2020; Syafi'i, 2020; Hoang & Hoang, 2022). Similarly, Padlet is one of the online platforms used in the educational setting to learn English. Deni and Zainal (2018) regarded Padlet as a complimentary online learning platform allowing users to create virtual walls, in which they could regulate the contents or information on numerous topics. Besides, Padlet is also known for its diverse functions which meet the demands of the learning environment, for example, moderation, privacy over the writers' posts, editing, etc. (Deni & Zainal, 2018). In addition, Padlet is a preferable mobile-assisted language learning (MALL) since it helps foster students' knowledge and the process of learning, especially students' writing, through evaluation, reflection, and exchange (Deni & Zainal, 2015). While previous articles have confirmed the efficacy of Padlet in improving students' language accuracy and writing achievements (Algraini, 2014; Deni & Zainal, 2018; Lestari & Kurniawan, 2018; Rashid et al., 2019), there is limited research, particularly in Vietnam, on university students' attitudes towards the use of Padlet for academic writing. Therefore, this research aimed to investigate students' attitudes toward learning writing skills by implementing Padlet in the classroom. To attain this objective, the following research question was proposed: What are students' attitudes towards using Padlet in learning writing skills?

METHODS

Study design

The study design employed a mixed method to achieve a profound understanding of the matter in the research. The questionnaires were used to evaluate attitudes, as they have been shown to be effective in this regard (Creswell, 2017). Nonetheless, questionnaires alone may lead to several obstacles in terms of insufficient details on individual insights (Zawawi, 2007). Therefore, the integration of qualitative research is indispensable, since it provides a richness of insights (Terrell, 2012). Thus, in addition to surveys, interviews were conducted to elicit deeper comprehension based on students' responses to the use of Padlet in learning writing skills.

Sampling

To conduct this study, a purposive sample was applied. A total of thirty freshmen enrolled in the Intensive English 2 course at International University were chosen. It is worth noting that to be eligible for the Intensive English 2 course, participants were required to either pass a placement test with scores ranging from 5.0 to 5.5 IELTS or provide evidence of achieving a 5.0 IELTS score. This ensured that the participants had a minimum English proficiency level of B2, which potentially minimized bias in the findings of the research.

Data Collection

Framework

This study adopted a framework by Pham (2020) (See Figure 1) since Pham's research objective concerned the attitudes towards Mobile- assisted language learning (MALL), which was identical with this study's purpose and was also verified by 95 university students. In this framework, students' attitudes towards the subject were investigated based on three components, namely cognitive, affective, and behavior. However, to fit the scope of this study, some elements, such as perceived difficulty, excitement, and anxiety, were neglected to minimise confusion and reduce the number of questionnaire items for the participants (See Figure 2).

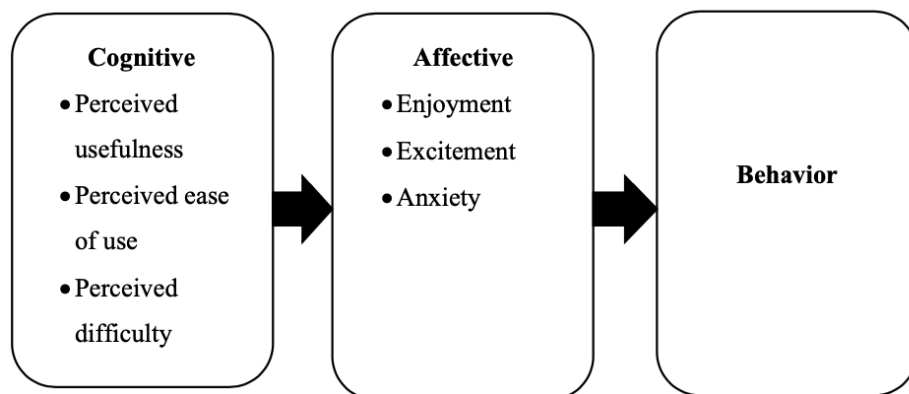


Figure 1. Pham's (2020) framework for attitude towards Mobile-assisted language learning

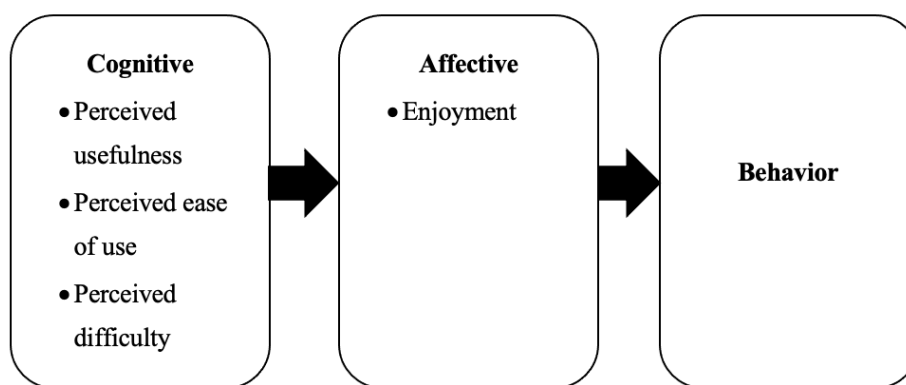


Figure 2. Framework for Attitude towards Padlet, adapted from Pham's (2020)

Questionnaires

In order to comprehend the students' attitudes when incorporating Padlet in the writing classroom, data were gathered through items in the form of a Likert-scale questionnaire. because it is simple and yields a significantly reliable scale (Bertram, 2007; Taherdoost, 2019). In the context of the research, a five-point Likert scale, which varies from 'Strongly disagree, Disagree, Neutral, Agree, and Strongly agree', was employed to investigate the participants' attitudes towards Padlet application in learning writing. The questionnaire included 34 statements assessing students' attitudes within three domains, namely cognitive, affective, and behavior, constituted from Pham's (2020) model framework (See Figure 2). In particular, the cognitive component focused on examining two factors, namely perceived ease of use and perceived usefulness, while the affective aspect referred to only one element, which is enjoyment.

Generally, to ensure ease of administration and accessibility, the Likert-scale questionnaire was generated using Google Forms, which can be conveniently utilized on both IOS and Android platforms with a Google account (Pham, 2018).

In addition, regarding reliability, Cronbach's Alpha was applied since, with its help, "the internal consistency of responses" in multi-item scales was measured. The Cronbach's Alpha value in this research was detected to be 0.94, described as excellent (Taber, 2018). From Cronbach's Alpha value, the questionnaire was proven to satisfy the level of reliability.

However, the Likert-Scale questionnaire items provoke several drawbacks, namely erroneous assumptions since they steer respondents in specific ways and prevent them from expressing their own, or the collection of items is not inclusive enough, resulting in the lack of clarification (Hulley, 2007). Thus, an invitation to be involved in the forthcoming interview was embedded in the survey.

Interview

The interview was used as a flexible and qualitative method of data collection to obtain more in-depth and context-based information (Phellas et al., 2011). With the aim of enhancing consistency across respondents, structured interviews were conducted, where the wording and arrangement of questions were identical for each interviewee (Adhabi & Anozie, 2017; Phellas et al., 2011). The interview contained six questions, following the three main aspects in the framework (see Figure 2), which participants could answer freely, and was conducted with Zoom, it is feasible to have real-time conversations with people dispersed by distance through a computer, tablet, or mobile device (Archibald et al., 2019), and the recording function could be used easily. As students' levels of proficiency were still limited, the interviews were conducted in Vietnamese.

Data Analysis

In the phase of analyzing the data, the collected responses from the questionnaire were tabulated with the help of Google Sheets and then downloaded in the form of Microsoft Excel as it provided a suite of statistical analysis functions, making it particularly useful for the data analysis process

(Kumar & Rahamathulla, 2018). Cronbach's alpha was calculated, and the percentages of responses were analyzed.

In the phase of interviews, the recordings were transcribed manually and translated into English. After coding the data, the responses were analyzed in themes to group the qualitative data into broad common themes and relate them to the theoretical framework (Creswell & Plano Clark, 2017).

RESULTS AND DISCUSSION

This section focuses on answering the research question "What are students' attitudes towards using Padlet in learning writing skills?" based on the responses of the participants in this study.

Ease of Use

TABLE 1. The Percentage of Students' Attitudes towards the Ease of Use of Padlet in Learning Writing Skills

Statements	Results (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It is simple to use Padlet.	0	0	0	50	50
2. It is difficult to use Padlet.	53.34	46.7	0	0	0
3. It is difficult to view the teacher's posts about essay organizations on Padlet.	43.3	50	6.7	0	0
4. It is difficult to view the teacher's notes about language uses on Padlet.	40	53.3	6.7	0	0
5. It is easy to receive writing assignments on Padlet.	0	10	6.7	53.3	30
6. It is easy to submit writing assignments on Padlet.	0	0	6.7	43.3	50
7. It is difficult to publish my own Padlet.	43.3	50	6.7	0	0
8. It is easy to view my classmates' posts on Padlet.	0	0	3.3	50	46.7
9. It is easy to view the comments on Padlet.	0	0	6.7	53.3	40
10. It is difficult to view common error posts on Padlet.	36.7	40	23.3	0	0

Data from Table 1 revealed that 100% of participants approved the ease of use and simplicity of the use of Padlet in learning writing skills. The data was also confirmed in the interview section when students mentioned that *"it is easy to access Padlet, even for those who just use it for the first time."* (S2). Students also showed high support (more than 80%) on the idea that they could view the posts about essay organizations and the teacher's notes about language use easily as well as receive the writing assignment on Padlet (See Table 1). They can be explained in the interview section that *"Padlet also has the pinning feature, so I can differentiate teacher's posts and my friends' posts."* (S2) and *"The font size on Padlet is big and the teacher put her posts on the top of the page, so I could see them easily."* (S8). Besides, S5 and S9 said that with just one action of clicking the link that the teacher provided, they were able to view the posts on Padlet. In terms of publishing posts on Padlet, a great number of participants (more than 93%) in the questionnaire stated it was easy and simple to perform actions such as submitting the assignment or publishing their own writing (See Table 1). These findings were supported by some explanation from the interview section: *"I can upload my writing in many ways, I can attach any files or take a photo of my essays and paste it on the wall, it's quick."* (S8). The other two students (S7 and S9) shared the same thought that by merely clicking the plus sign on Padlet and typing the content or attaching the file, their essays were published on Padlet. The high ratings of the three last

statements indicated that the majority of participants confirmed the ease of use of viewing classmates' posts, viewing the comments, and viewing common errors posts on the platform, with the lowest of 76.7% for viewing common error posts and the highest of 96.7% for viewing classmates' posts. Responses in the interview highlighted that students could easily see their friends' posts by merely clicking the link that the teacher provided as they were all publicly presented on Padlet and search the name of the friend they want to read (S8). Regarding the comments, all interviewees mentioned that as every comment appeared in each post, they could not only read the comments for their writing but also read the comments for other pieces of writing and therefore, they could learn from their own errors as well as the others. In addition, students also showed great appreciation for the teacher's effort to post the common errors and pin them at the top left of the wall with a color that was different from the colors of other posts (S2, S3 and S7). The findings supported the results of Zainuddin et al (2020), which indicated that Padlet was a user-friendly application that solely required a few steps to complete tasks. Also, the results correlated with Musdir's research (2018), demonstrating that Padlet was an easy application that could be operated with the link teacher shared with students.

Usefulness

TABLE 2. The Percentage of Students' Attitudes towards the Usefulness of Padlet in Learning Writing Skills

Statements	Results (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. Reading the organization posts on Padlet helps me apply suitable organizations for my essays.	0	0	13.3	43.3	43.4
12. Reading the language use posts on Padlet helps me use suitable phrases for my essays.	0	0	3.3	56.7	40
13. Reading the comments on Padlet helps me be aware of the mistakes in my following essays.	0	3.3	23.3	40	33.3
14. Common error posts on Padlet help me avoid errors related to transitions when writing.	0	3.3	26.7	40	30
15. Common error posts on Padlet help me avoid errors related to grammar.	0	6.7	23.3	40	30
16. Reading my classmates' posts gives me more ideas for my essays.	0	0	13.3	40	46.7
17. Reading my classmates' posts helps me gain more vocabulary for my essays.	0	0	13.3	10	76.7
18. Reading my classmates' posts helps me organize my essays better.	0	0	13.3	53.3	33.4
19. Reading checklists posted on Padlet help me raise awareness of the main points for my essays.	0	6.7	13.3	36.7	43.3
20. The checklists posted on Padlet help check my essay organization easily.	0	0	13.3	43.3	43.3
21. Reading the checklists posted on Padlet helps me remember to include the transitions for the paragraphs.	0	3.3	10	56.7	30
22. Reading the checklists posted on Padlet helps me review my essays easily.	0	0	6.7	56.7	36.7

Table 2 presented information about students' attitude towards the usefulness factor. As can be seen from the table, a majority of the participants (more than 73%) considered Padlet a useful tool in the process of learning writing skills. More than 85% supported that reading the organization posts helped them have suitable organizations for their essay. The result was illustrated through students' feedback in the interview that *"Thanks to the organization posts, I can organize my ideas more logically and choose the relevant format for each genre of essay."* (S2); *"The organization posts on Padlet show me what to write in each paragraph, so I can be aware of those points when I write."* (S5). This finding correlated with one of the results in Musdir's study (2018) that Padlet contributed to students' improvement in writing skills in terms of organization. In terms of language use, up to 96.7% indicated that they

could apply suitable phrases when they performed writing tasks (see Table 2). This is evidently supported by S3 and S4 that language posts helped enhance their range of vocabulary, they could also employ those phrases for their essays. S7 and S8, in addition, added that *“I’m not good at paraphrasing, so I always count on the language post to get more phrases for my essays.”*; *“with the detailed posts about language use, I can quickly understand and apply the learned phrases for my writing”*. In terms of the comments, nearly three-quarters of the students approved of its assistance in being aware of the mistakes for their upcoming essays. Moreover, five of the participants (S2, S3, S5, S6, and S7) mentioned the common error posts as one of the most useful features that Padlet brought as they could be more aware of the errors not only in grammar but also in organization and cohesion (S2, S3, S6, and S7). As a result, they could have more and more standard organization in the following weeks (S5). Concerning the advantages of reading classmates’ posts which received great support from the questionnaires’ results (86.7%), seven out of twelve participants (S5, S6, S7, S9, S10, S11, S12) claimed that they could gain several benefits from reading their friends’ essays on Padlet. To be more specific, it is inserted from the students (S5, S6, S9, S10, S12) that reading friends’ essays gave them a chance to improve their ideas for their essays. This point was also clearly demonstrated in some feedback from the respondents: *“I can learn new words and how they organize their ideas.”* (S7); *“I can learn new vocabulary and learn how they apply the sentence structures in their essays. From reading my classmates’ posts, I can check whether I have any wrong parts.”* (S11). In respect of the usefulness of reading the checklists, the results showed that most of the students (more than 86%) could enhance their writing skills, which was proven by several opinions from the interviewees: *“With the checklists, I find it easy when I want to review what I had learned, or when there’s an upcoming assignment.”* (S4); *“Thanks to the checklists, I can apply correct format for my essays.”* (S9). Moreover, with the assistance of checklists, students could go over their writing in order to verify whether they included necessary points (S1, S2, S5, S6, S7, S11). The results above were in line with the study from Rashid et al. (2019) and Setiawati (2020) which indicated that the usage of Padlet in learning writing skills helped enhance students’ English writing performance and academic engagement among peers. However, since several students denied the usefulness of reading checklists, it was explained that some students were lazy and paid little attention to the presence of the checklists on Padlet (S8).

Enjoyment

TABLE 3. The Percentage of Students’ Attitudes towards the Enjoyment of Padlet in Learning Writing Skills

Statements	Results (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. Changing the colors of posts on Padlet is joyful.	0	0	3.3	36.7	60
24. Posting image feature on Padlet is boring.	40	56.7	3.3	0	0
25. Reacting feature on Padlet is fun.	0	0	3.3	56.7	40
26. Receiving writing assignments through Padlet makes me feel nervous.	23.3	60	13.3	0	3.3
27. Doing writing assignments through Padlet is boring.	46.7	36.7	16.7	0	0

Table 3 illustrated that most of the students (more than 80%) expressed enjoyment when applying Padlet in learning writing. It could be obviously observed that roughly most of the participants (96.7%) thought the Padlet application provided a fun learning atmosphere with changing colors of posts and posting image features. This result was supported by some feedback from the interview: *“The changing colors of posts feature makes the learning more enjoyable compared to writing down on paper. Moreover, I can upload images when I write, which makes the lesson more joyful.”* (S2); and *“The changing color of posts feature helps define my personality, and we can show our creativeness through the feature*

uploading images.” (S3). S1, S5, and S9 also expressed their favor for changing the colors of their posts and regarded it as an interesting feature that allowed them to choose their favorite for the windows. It is further explained that the learning atmosphere became more dynamic thanks to the posting image feature (S7). Students also approved that reacting features made the learning environment more fun, the collected data reached its zenith at 96.7%. The results were validated by the responses in the interview: “*I can interact with my friends through Padlet, I can like or vote their posts and I find it very fun.*” (S1); “*Padlet allows me to rate or like my friends’ posts, I think it is very interesting.*” (S7). Some students (S2, S3, S4, S11) explained that they felt motivated and cheerful when their posts received reactions from friends. The results obtained in this section correlated with the results from Vo and Nguyen (2022) who also agreed that Padlet is a fun activity for learning writing which enhanced students’ performances and interaction with peers.

Behavior

TABLE 4. *The Percentage of Students’ Attitudes towards their Behavior in learning writing skills via Padlet*

Statements	Results (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28. I am always looking forward to reading the organization posts on Padlet.	0	3.3	20	53.3	23.4
29. I am never looking forward to reading the teacher’s notes about language uses on Padlet.	53.4	43.3	3.3	0	0
30. I feel motivated to interact with my friends when doing writing tasks through Padlet.	0	3.3	16.7	56.7	23.3
31. I feel lazy to complete writing tasks with my friends through Padlet.	36.7	46.7	13.3	3.3	0
32. I feel motivated to submit the assignments on time through Padlet.	0	0	16.7	53.3	30
33. I would like to use Padlet in my future writing learning.	0	0	10	53.3	36.7
34. I would like to recommend Padlet to my friends.	0	0	10	40	50

From the behavior component (see Table 4), it was reported that a major part of students had a favorable opinion on the idea of using Padlet. Up to 96.7% of students indicated they were looking forward to reading the language use post (see Table 4), which was clarified by S11 that language posts were favorable to her since she could gain more suitable phrases and collocations for her writing and by S1, S3 and S8 that these posts helped them raise awareness of the role of using a variety of language and structures while writing and also review the language use more easily “Just get back to the link and everything is there, arranged logically with colors. In addition, S9 supported that Padlet motivated him to interact with many classmates in class since they could react to each other’s posts to express their agreement with other ideas or even give some comments written below other friends’ posts (S5). Furthermore, the results from Table 4 illustrated that most students (90%) agreed to apply Padlet in learning writing in the future. This result was proven through students’ opinions: “*Padlet should be used in the future because it is a useful tool, and it is easy to use. It helps me to learn from other people.*” (S1); “*absolutely yes, Padlet makes learning writing more interesting.*” (S5); “*Padlet should be used in the writing future course because it is easy to use and save me from boredom when learning writing.*” (S6); “*Yes, Padlet helps increase our creativeness when learning writing.*” (S7). This finding is in line with the study of Harris et al. (2017) which concluded that the participants confirmed to use Padlet in the future thanks to its effectiveness. However, there were responses from the interview that needed to be considered when conducting future research. One student (S4) mentioned that the capability to operate files in Padlet depended much on the quality of the network, so sometimes he had to wait.

In addition, even though many students like the comfort of posting many kinds of files including typing the responses directly or using Google Docs link or uploading a Word file, or even writing by hand can capture the pieces of writing, some students (S1, S7 and S9) preferred using Google Docs to improve more interaction among students.

CONCLUSION

It can be detected that Vietnamese students always found it difficult to master writing skills. However, the application of Padlet has been identified as a valuable tool that can enhance the learning process. The results collected via questionnaires and interviews revealed that students' attitudes towards Padlet were predominantly positive, as they found it user-friendly, useful, enjoyable, and suitable for future courses. They believed that Padlet facilitated writing quality, increased engagement, and promoted learning from their classmate. With the available supporting features, Padlet was believed to create an encouraging and fun classroom atmosphere.

Overall, this research leaves room for more investigation into several aspects. In terms of theoretical aspect, this study shed light on the importance of applying Padlet in learning writing skills in general, so other researchers can benefit from the findings of this study to conduct research focusing solely on the effect of Padlet's application on improving students' writing performance in a specific type of writing. Regarding the practical aspect, it is suggested that in the future experimental studies or more studies about students' perceptions at different levels should be conducted. Then, International University lecturers can consider incorporating the Padlet application into the writing classroom for different levels of students to increase engagement of students and create an encouraged learning environment. However, some opposing opinions should also be considered when conducting experimental research to test the effectiveness of the treatment or applying Padlet to teach real EFL writing classes in the future.

Despite the positive attitudes of the students toward the application of Padlet in learning writing skills, several limitations need to be discussed in this research. Firstly, the small number of participants restricts the generalizability of the findings and may not fully represent all Vietnamese students. Secondly, the voluntary nature of the interview section prevented obtaining insights from individuals who chose not to participate, potentially leading to an incomplete understanding of dissenting views. Thirdly, the reliance on internet connectivity for accessing Padlet in the classroom poses a risk of negative impacts on students' experience if there are issues with the internet connection. This could influence students' subjective opinions of the application. Lastly, the inability to find suitable classes for conducting experimental studies hinders the investigation of Padlet's effectiveness in improving students' writing skills. To reduce the limitations, future studies should choose a larger sample size and use experimental research with t-tests.

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