



A SYSTEMATIC LITERATURE REVIEW OF THE USE OF PADLET IN EFL SPEAKING CLASSES

Dewa Ayu Ari Wiryadi Joni^{1*} and Putu Ayu Paramita Dharmayanti²

^{1,2}Universitas Mahasaraswati Denpasar

E-mail: wiryadi_joni@unmas.ac.id, ayuparamita@unmas.ac.id

ARTICLE INFORMATION

Keywords:

English as a Foreign Language
Speaking Skills;
Padlet;
Systematic Literature Review

Article history:

Received:
July 16, 2026
Revised:
September 4, 2026
Accepted:
September 14, 2026

ABSTRACT

Padlet is an emerging digital wall in classroom contexts to enhance language skills. However, studies specifically synthesizing the use of it in EFL speaking classes are limited. This systematic literature review aimed at presenting a critical overview related to the use of Padlet in EFL speaking classes. To achieve this aim, there were 9 out of 1137 empirical studies used which were retrieved from database such as Google Scholar, Scopus, Crossref, Semantic Scholar from 2018 to 2024. This study used the Preferred Reporting Items for Systematic Review Meta-analysis (PRISMA) guidelines, Publish or Perish software, and Mendeley Reference Cite software. The studies conducted in English speaking countries and non-empirical studies were excluded. The findings showed that the classroom action research and quasi-experimental designs were the most common methods used. Padlet was used as a pedagogical tool in different contexts and in integration with other digital tools. The impacts of Padlet were not only on EFL speaking skills, but also on students' internal factors including students' learning motivation, perception, attitude, willingness to communicate, and international posture. This study provided synthesis of the use of Padlet as a pedagogical tool in EFL speaking classes.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Dewa Ayu Ari Wiryadi Joni
wiryadi_joni@unmas.ac.id

INTRODUCTION

The fast advancement of technology has changed the English as a Foreign Language (EFL) teaching. The rapid advancement in digital technology has offered innovative devices to deal with typical challenges in language learning (Ramadhan, 2023). One of which is Padlet which refers to a digital platform which can be used to share information, images, audio, video files on multimedia walls. Nowadays, Padlet has become a popular choice for educators as a pedagogical tool to enhance interaction, creativity, and language skill development (Deni & Zainal, 2018). Padlet

has unique features such as multimedia integration and real-time interactions that can facilitate whole class participation among students and between teacher and students (Fuchs, 2014). Hence, Padlet can be used to facilitate asynchronous learning which can provide rooms for learners to practice and improve language skills outside the traditional classrooms.

As EFL students, speaking proficiency remains one of the most challenging skills to master. It is considered a critical skill in achieving communicative competence. As defined by Kiessling & Fabry (2021), communicative competence refers to the ability to select and apply skills in communication based on socially appropriate manner and respective context which includes verbal and non-verbal behaviors. Moreover, Celce-Murcia et al. (1995) have defined communicative competence as a concept that involves the ability to use language effectively and appropriately in social interactions which have five interconnected components such as linguistic competence, sociocultural competence, discourse competence, and interactional competence. For EFL students, this communicative competence is a must, yet it is often underdeveloped among EFL students. The students often face problems to master speaking skills which include lack of confidence, fear of making mistakes, limited classroom duration to practice speaking, feeling shy, lack of motivation, and anxiety when speaking in front of others (Anggrisia & Robah, 2023; Maji et al., 2022). These challenges are intensified especially in traditional classroom settings with large classes. Hence, technology can be used to aid the processes. Teachers can use Padlet as a pedagogical tool to provide a flexible platform where students can practice speaking at their own pace and engage in interactive activities stimulating communicative competence.

As cited in Brown (2004), speaking skills involve fluency, grammar, pronunciation, vocabulary, and comprehension. In digital classroom environment, these elements can be supported using Padlet as it has offered several benefits for effective learning including easy to use, instant collaboration, multimedia, and mobile (Zhi & Su, 2016). This tool has features such as audio and video recording which can be saved and seen anytime. These features allow students to practice fluency through extended responses in discussion or response threads. They also can enhance pronunciation and intonation by listening to and replicating model recordings. Moreover, they can develop confidence by engaging in non-threatening speaking tasks and receiving feedbacks from peers and teachers without seeing each other face to face.

However, the implementation of Padlet in EFL speaking classes holds several challenges for both teachers and students. Beside the hindrance of technical issue that both may encounter, the teachers may face difficulties in designing effective speaking tasks, managing large groups, provide personalized feedback, and using it for low-level students (Chen & Goh, 2011). Particularly when using digital technology, such as Padlet, teachers may struggle to balance the time between technical management and actual instructional delivery which often leads to cognitive overload and reduced student engagement (Sari, 2019). It means that teachers spend more time on providing feedback in digital settings, rather than monitoring a live classroom setting. This creates an evaluation block that can reduce the immediacy and efficiency of the feedback. Besides, without proper scaffolding, Padlet wall can intensify student anxiety, especially for lower students (Situmorang et al., 2025). At the same hand, when using Padlet, students may feel reluctant to speak or participate in collaborative activities, face distraction, unfamiliarity with technology, and lack digital literacy (Do et al., 2023). This may lead to feelings of isolation which strengthen their anxiety and a tendency to stay passive rather than actively participate. It means that Padlet can encourage free-riding, especially during collaborative work, where less confident students can copy the responses of previous students before posting their owns. Hence, both teachers and students must understand these challenges to optimize the use of Padlet into teaching-learning processes.

Studies on the use of Padlet in classroom contexts have consistently shown its significances. The study from Lyn (2022) found that Padlet when integrated with simulation approach was perceived favorable in business communication class. It was also seen effective to increase students' writing performance and participation in class as found by Muniandy & Yunus (2022). Besides, Selvia et al. (2025) found that Padlet as a medium was effectively significant in enhancing students' writing quality and their engagement. It was also noted that when students uploaded essays in Padlet walls, the ability to write was significantly better compared to traditional writing classes as found by (Novianto et al., 2024). Besides writing classes, it was also seen effective in improving students' reading skills when combined with KWL strategy as found by (Hapsari & Lolita, 2026). These studies focus on the use of Padlet in writing skills, reading skills, and business communication skills with an objective to solve students' problems in those skills. It offers advantages as the students have time to check their work and edit their answers before uploading them in Padlet walls. However, in speaking classes, the use of Padlet is not yet clear because speaking is

hard and spontaneous which can make students feel anxious when they need to upload and share their voice recordings.

Even though, prior studies have highlighted the use of Padlet in lesson creativity and delivery to encourage students' writing skills, reading skills, business communication skills, participation, and engagement which create opportunities for effective learning, the studies specifically synthesize the use of Padlet in supporting EFL speaking skills are limited. Therefore, a systematic literature review on the use of Padlet in EFL speaking classes is crucial to provide valuable insights into current practices and outcomes. This study aims at synthesizing existing research on Padlet in EFL speaking context in non-English native speaking countries. The research question formulated is how is Padlet implemented to improve EFL speaking skills? This review helps identifying Padlet to promote EFL speaking skills. Additionally, it shows best practices to address challenges in using Padlet such as how teachers use Padlet to support learning needs to become proficient in EFL speaking skills. Hence, it is expected that by understanding the use of Padlet in EFL speaking classes, this review will contribute to the development of EFL students as active participants in their language learning.

METHODS

The method used to gather the data in this study was literature search. The research articles found were collected from database such as Google Scholar, Scopus, Crossref, Semantic Scholar from 2018 to 2024. All articles were published in English language. They all were related to Padlet and speaking skills, communication skills and oral skills. To search the articles, the researcher used Publish or Perish software. The search terms used were "speaking skills", "padlet", "communication skills", "oral skills", and "padlet AND speaking skills". There were 1137 titles found from the database. They were all then screened based on their language, titles, abstracts, and research questions and found 9 usable articles. The Preferred Reporting Items for Systematic Review Meta-Analysis (PRISMA) guidelines were used to select relevant studies which can be seen in the following chart 01.

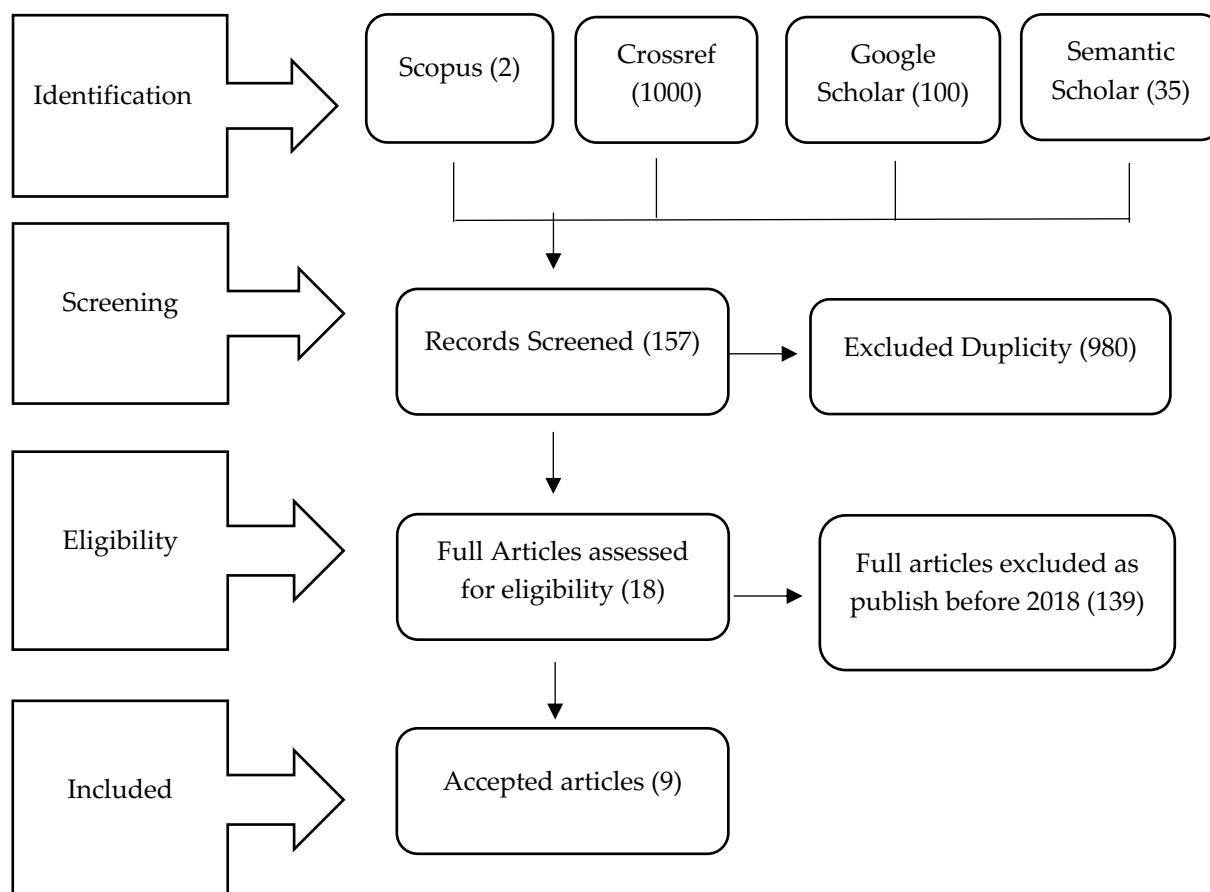


Figure 01. Prisma Chart

After the articles were decided, it was continued to preparation phase. Here, all articles were imported to Mendeley Reference Cite software to make reference database for the studies. The imported articles were then analyzed to answer the SLR question. These articles elaborated the use of Padlet in EFL speaking classes.

FINDINGS AND DISCUSSION

The findings of this study were the analysis and summary of the 9 studies related to the use of Padlet in English speaking classes which can be seen in the following table 01.

Table 01. The Analysis and Summary

No	Researcher and year of publication	Research Titles	Research Methods	Research Findings
1	Ta et al. (2023)	Application of Action Padlet.com to research Improve Assessment as Learning in Speaking Classes:		The students showed improvement in speaking skills as well as positive attitudes and

		An Action Research in Vietnam		perceptions toward the use of Padlet
2	Naja & Dangin (2024)	Optimizing Students' Speaking Ability Using Padlet in Giving Opinion at Indonesian Junior High School: A Classroom Action Research	Classroom Action research	Padlet had a positive impact on students' speaking ability in giving opinions
3	Indratama et al. (2023)	Improving Students' Speaking Skill through the Use of Dubbing and Padlet	Classroom Action research	The students' speaking skills, attitude toward speaking lessons, and participation were improved
4	Hikmah et al. (2022)	Podcast and Padlet and Its Effectiveness in ELT class for Pesantren Students	Quasi-experimental research	The students' speaking and writing skills were higher in Podcast and Padlet classes
5	Ali et al. (2024)	From Interaction to Expression: the Influence of Padlet on Saudi EFL Learners' Speaking Competence	Quasi-experimental research	The learners' speaking proficiency when treated using Padlet outperformed those treated using the traditional methods
6	Lestari & Chasanatun (2018)	Applying Technology in Teaching English: Padlet, Animoto, and Sway	Descriptive qualitative research	The students' motivation and speaking ability were improved from basic level A1 to A2 based on CEFR assessment
7	Kobayashi (2024)	Enhancing ICT-based International Interactions: Impact of Zoom and Padlet on Willingness to communicate, International Posture, and Speaking Proficiency	Qualitative research	ICT-based interactions using Zoom and Padlet improved the students' WTC, IP, and speaking proficiency, and learning motivation
8	(Zambrano Lopez, 2023)	Improving Linguistic and Communicative Competences Using the Online Tool	Mixed-methods research	Padlet improved the students' linguistic and EFL communicative competence with a positive perception

		Padlet at Eighth Grade of General Basic Education		
9	Alastal et al. (2022)	The Impact of Using the Padlet Application on Improving 7 th Graders' English Speaking and Deductive Thinking Skills	Quasi-experimental research	Padlet improved EFL students' speaking skills and deductive thinking skills

Based on the table 01 above, it could be seen that there were 9 empirical research articles that have published studies related to the use of Padlet in EFL speaking classes from 2018 to 2024. Methodologically, the data included 3 quasi-experimental studies, 1 mixed-methods study, 1 descriptive qualitative study, 1 qualitative study, and 3 classroom action research studies. The classroom action research and quasi-experimental designs were the most common methods used to measure changes in students' speaking skills. The studies found mostly used qualitative research design to find out the use of Padlet in EFL speaking classes.

Based on the summary above, the studies show that Padlet improves students' EFL speaking skills across different contexts and educational levels. To answer the research question, these findings can be divided into two main categories, namely Padlet as a standalone tool, and Padlet combined with other digital tools.

1. Padlet as a Standalone Tool

When used as the primary tool in speaking lessons, Padlet showed positive results across various grade levels. For junior high school learners, it improved the linguistic and communicative competence of the eighth-grade students in Ecuador ([Zambrano & Lopez, 2023](#)), the seventh-grade students in Palestine ([Alastal et al., 2022](#)), and junior high school students in Indonesia ([Naja & Dangin, 2024](#)) when practicing giving opinions. Interestingly, it was noted that this tool could foster students' deductive thinking skills ([Alastal et al., 2022](#)). The students also showed a positive perception toward the use of Padlet as a pedagogical tool.

In higher education contexts, Vietnamese university students show improvement in speaking skills by applying Padlet in English speaking lessons ([Ta et al., 2023](#)). They also showed positive attitudes and perceptions toward the use of Padlet in learning speaking skills. The same result found in Saudi Arabian educational settings where Padlet also affected the learners' speaking proficiency. It was found

that the high school graduates' speaking proficiency was better when treated using Padlet than those treated using the traditional methods (Ali et al., 2024).

These studies show that when Padlet is implemented by itself, teachers primarily use it as an asynchronous audio/video assessment tool rather than a tool for live conversation for speaking practices. Practically, this is done by using its built-in feature such as voice and/or video recording tools (Naja & Dangin, 2024; Ta et al., 2023). This may alter students' cognitive load of the speaking tasks. It means that the students are given a time buffer, instead of facing immediate burden of having face-to-face communication. Hence, they can construct their ideas in writing first, practice their pronunciation, and re-record their speaking responses until they are satisfied before publishing it to the wall. This is advantageous for students as compared to traditional speaking classes, they are required to give immediate responses which often cause them to freeze due to high cognitive load. Thus, the use of Padlet as an asynchronous tool gives them time buffer for preparing themselves to give oral responses.

Additionally, Padlet also improved deductive thinking skills (Alastal et al., 2022). It is due to the nature of Padlet which does not force the students to speak instantly. They can use it to look at general language structures provided by the teacher and map their arguments logically, and produce their spoken texts. Besides, this implementation of Padlet causes the students to outperform traditional face-to-face classroom method (Ali et al., 2024; Zambrano & Lopez, 2023). This is due to reasons that Padlet allows unlimited re-recordings opportunities. It means that students could record their voice, listen to their pronunciation errors, delete the bad recording, and re-record again until it is correct. Hence, Padlet acts as a tool that focuses on linguistic accuracy and self-correction before the final product is published.

Padlet also offers layout which fosters visual scaffolding as its wall allows students' posts to be visible to the entire class. In speaking tasks, such as giving opinions, lower proficiency students often do not know how to start speaking (Naja & Dangin, 2024). By using the open grid layout, these students could listen to the voice uploaded by their higher peers before recording their own. This type of visual feature allows them to check their peers' voices openly. They can also give opinions, comments, reactions "like" which can be seen by the entire class. Besides, this Padlet visual also eases teachers to check and document the students' voices to give feedbacks and scores. Compared to traditional classes where the teacher is often the sole commentator, Padlet shifts the dynamic by turning the wall into an interactive peer-review board where every student is asked to give comments and reactions on

their peer's recordings (Ta et al., 2023). Hence, by having both teacher and students to give comments and feedbacks simultaneously, the time allotment is shorter and efficient.

Padlet as a pedagogical tool has been widely used in different EFL learning contexts focusing on learning speaking skills. Its interactive features could encourage student engagement, participation, and communication which could lead to improved language proficiency (Anwar et al., 2019; Villanueva et al., 2023). Moreover, the implementation relies on peer-modelling as a form of scaffolding. In lower-proficiency classes, the nature of Padlet grid allows less-confident students to listen to the audio from higher-proficiency students before recording and uploading their own (Zambrano & Lopez, 2023). It means that this type of scaffolding helps the lower-proficiency students and reduce their anxiety while providing vocabulary support. Overall, the reviewed studies suggest that Padlet has potential as a supportive tool for EFL speaking classes.

2. Padlet combined with other digital tools

Padlet when combined with other digital tool such as Dubbing could improve the Indonesian vocational high school students' speaking skills as found by Indratama et al. (2023). It was also found that the students' attitude toward the speaking lessons and their participation were also improved. Similarly, Padlet when combined with Podcast could also be used to improve productive skills such as speaking skills and writing skills as found by Hikmah et al. (2022) who revealed that the Indonesian Islamic Pesantren students' speaking and writing skills were significantly higher in Padlet combined with Podcast class compared to those in traditional class. Likewise, Lestari & Chasanatun (2018) found that Padlet assisted with several digital tools such as Animoto, and Sway could improve the university students' motivation and speaking ability from basic level A1 to A2 based on CEFR assessment. In addition, in Japanese context, ICT-based interactions using Padlet combined with Zoom could improve the students' affective factors including willingness to communicate and international posture, learning motivation, and speaking proficiency as found by (Kobayashi, 2024).

These studies show that Padlet could also be applied by combining it with varied digital tools. Padlet is a digital wall which cannot create podcasts, edit videos, or host live video chats, but it can serve as a permanent digital wall where all students' recordings are stored and reviewed. By this nature, it can act as a central repository. When teachers combine it with other tools, they create a multi-layered learning

environment. Thus, by combining it with other tools, students can be more prepared to produce their language inputs before showing the final results. This combination functions as both visual and structural scaffolding which allows students to create their speaking products in other tools like Animoto, and Sway and then publish them in Padlet wall ([Lestari & Chasanatun, 2018](#)). Furthermore, the students can also create creative speaking tasks like podcasts or video dubbing using other tools and publish them in Padlet ([Hikmah et al., 2022](#)). This can reduce students' anxiety when speaking without preparation because they do not speak spontaneously. It means that the students could write scripts, practice audio editing, record multiple times using recording software in other tools, and post the results in Padlet wall. Hence, this process could improve their attitudes toward speaking because it shifts the focus from public performance to a creative process.

In addition, the hybrid implementation of Padlet with platform such as Zoom could foster not only speaking skills, but also learning motivation, international posture, and willingness to communicate ([Kobayashi, 2024](#)). It means that during live sessions in Zoom, students are required to have real-time speaking interactions which may make them feel pressure by having spontaneous spoken interactions. However, when the sessions are moved to Padlet as a reflective wall, the students are able to see and give feedbacks on peer contributions which ease the burden and enhance their motivation and willingness to communicate. By typing feedbacks on others, they also could practice their writing skills. Thus, Padlet acts a hub that preserves the speaking learning progresses which also benefits their writing skills and motivation.

This combination of Padlet with other tools could also create dynamic learning environments by promoting teamwork, literacy abilities, creativity, and personalization in EFL education that address diverse students' needs ([Nawawi & Utami, 2024](#); [Yutthapirut et al., 2024](#)). Additionally, Padlet could be seen simultaneously effective in improving students' speaking skills and deductive thinking skills. It is potentially due to the Padlet as a technological tool can encourage collaborative learning and promote multiple skills ([Alhadi & Mugaddam, 2024](#)). The students can post video/audio recordings or written comments of their responses to encourage practice in a low stress environment and foster conversational fluency. This tool also hosts problem solving activities and cause-effect analysis. Its feature also proposes anonymity that can offer convenience for shy students to be honest in giving and receiving feedbacks without worrying their friends' emotion ([Bayu & Sari, 2019](#)). Moreover, the students' affective factors were seen positive as they showed positive perception, increased learning motivation, willingness to communicate, international

posture, and positive attitude toward speaking lessons through Padlet. It is potentially due to the features in Padlet which are attractive and fun, leading to joyful activities. These would help increase students' motivation which can create meaningful learning (Kurniawati et al., 2024; Okmawati & Tiarina, 2022).

CONCLUSION

This study highlights the use of Padlet in EFL speaking classes, giving a view that Padlet as a pedagogical tool can innovate instructions to improve students' speaking skills. Padlet can also enhance students' affective factors such as learning motivation, participation, perception, and attitude toward speaking lessons. This tool can be used either as a standalone tool or can be combined with other digital tools. As a standalone tool, it provides an asynchronous time buffer that reduces cognitive load and allow students to focus on self-correction, deductive thinking skills, and linguistic accuracy. Its layout also creates visual scaffolding through peer-modeling which allows lower proficiency students to learn from their peers' published products. As a collaborative tool, it serves as a hub for one tool to others. It transforms stressful speaking tasks to creative ones. Therefore, by using Padlet, teachers can prepare a holistic learning experience that motivates, challenges, and supports students at all educational levels.

SUGGESTION

Based on the findings and discussion, it can be suggested that teachers can use Padlet to teach EFL speaking skills, either as a standalone tool or combined it with other tools. They can use the layout to provide vocabulary lists or materials, examples videos, and sentence starters at the top columns to support scaffolding. They can also encourage students to use "like" buttons to do peer-reviews. Besides, the students can practice speaking skills by watching the examples or others' videos before recording their own. They can use the open layout system to learn anywhere. Moreover, other researchers can conduct research of Padlet use in different skills, scope, and contexts.

ACKNOWLEDGEMENT

The authors would like to thank Universitas Mahasaraswati Denpasar for providing access to the digital libraries and research databases necessary to complete this research.

REFERENCE

- Alastal, M., Aladini, A., Jalambo, M., & Alattal, H. (2022). The impact of using the Padlet application on improving 7th graders' English speaking and deductive thinking skills. *European Journal of English Language Teaching*, 7(2), 153 - 169. <https://doi.org/10.46827/ejel.v7i2.4233>
- Alhadi, A. K., & Mugaddam, A. H. (2024). Use of Padlet application in Saudi context: Students' perception and classroom application. *Eurasian Journal of Applied Linguistics*, 10(2), 215–225. <https://doi.org/10.32601/ejal.10218>
- Ali, M. M., Saleem, T., Anwar, N., Alharbi, W., & Hanif, F. (2024). From interaction to expression: the influence of Padlet on Saudi EFL learners' speaking competence. *Revista Amazonia Investiga*, 13(82), 366–377. <https://doi.org/10.34069/AI/2024.82.10.29>
- Anggrisia, N. F., & Robah, A. (2023). Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM university. *Englisia: Journal of Language, Education, and Humanities*, 11(1), 55 – 74. <https://doi.org/10.22373/ej.v11i1.19156>
- Anwar, C., Kurniawan, ;, Nugroho, Y., & Nurhamidah, I. (2019). Students' perception at the use of Padlet in linguistics class. *Journal of Linguistics, Literature, and Culture*, 1(1), 35 – 41.
- Bayu, A., & Sari, P. (2019). EFL peer feedback through the chatroom in Padlet. *Journal: A Journal on Language and Language Teaching*, 22(1), 46–57. <https://doi.org/10.24071/llt.2019.220105>
- Brown, H. D. (2004). *Language assessment. Principles and Classroom Practices*. Pearson Education.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Applied Linguistics*, 6(2), 5–35.
- Chen, Z., & Goh, C. (2011). Teaching oral English in higher education: Challenges to EFL teachers. *Teaching in Higher Education*, 16(3), 333–345. <https://doi.org/10.1080/13562517.2010.546527>
- Deni, A. R., & Zainal, Z. I. (2018). Padlet as an educational tool: Pedagogical considerations and lessons learnt. *ACM International Conference Proceeding Series*, 156–162. <https://doi.org/10.1145/3290511.3290512>
- Do, N. D., Nguyen, H. M., Chu, T. A., & Nguyen, H. T. (2023). The use of Padlet in EFL writing classes in Vietnam: From teachers' perspective. *Proceedings of the 19th International Conference of the Asia Association of Computer-Assisted Language*

- Learning* (pp. 167–176). Atlantis Press. https://doi.org/10.2991/978-2-38476-042-8_15
- Fuchs, B. (2014). The writing is on the wall: using Padlet for whole-class engagement. *Loex Quarterly*, 40(4), 4.
- Hapsari, T. F., & Lolita, Y. (2026). The effect of Padlet-based KWL reading strategy on senior high school students' reading comprehension in report text. *English Education: Journal of English Teaching and Research*, 11(1), 139 – 150. <https://doi.org/10.29407/jetar.v11i1.28360>
- Hikmah, H., Azmi, U., & Nugroho, W. (2022). Podcast and Padlet and its' effectiveness in ELT class for pesantren students. *Ethical Lingua*, 9(1), 190 – 196. <https://doi.org/10.30605/25409190.361>
- Indratama, F., Sukmaningrum, R., & Yuniati Akbariah, B. (2023). Improving students' speaking skill through the use of Dubbing and Padlet. *Prosiding Seminar Nasional Pendidikan Profesi Guru*, 1(1), 678 – 686.
- Kiessling, C., & Fabry, G. (2021). What is communicative competence and how can it be acquired. *GMS Journal for Medical Education*, 38(3), 1–8. <https://doi.org/10.3205/zma001445>
- Kobayashi, S. (2024). Enhancing ICT-based international interactions. *Technology in Language Teaching & Learning*, 6(2), 1–18. <https://doi.org/10.29140/tltl.v6n2.1248>
- Kurniawati, A. E., Rohmah, Z., & Kurniawati1, A. E. (2024). Teaching multimodal texts in an ESP class using interacty and Padlet. *Jurnal Sains Insani*, 9(2), 304 – 317. <https://doi.org/10.33102/sainsinsani.vol9no2.634>
- Lestari, S., & Chasanatun, T. W. (2018). Applying technology in teaching English: Padlet, Animoto, and Sway. Proceedings of the 2nd Social Sciences, Humanities and Education Conference: Establishing Identities through Language, Culture, and Education, (pp. 77 – 80). Atlantis Press. <https://doi.org/10.2991/soshec-18.2018.16>
- Lyn, J. C. I. (2022). Using Padlet as a learning space for simulating real-life business communication. *Tesl-Ej*, 26(3), 1 – 12. <https://doi.org/10.55593/ej.26103a14>
- Maji, E., Samanhudi, U., & Mokoagouw, M. E. (2022). Students' difficulties in speaking English: (A case study in SMKN 3 sorong). *Soscied*, 5(1), 95-109. <https://doi.org/10.32531/jsoscied.v5i1.416>
- Muniandy, M., & Yunus, M. M. (2022). Through a rural lens: Sustaining the use of Padlet in improving writing and active learning. *International Journal of Academic Research in Progressive Education and Development*, 11(2), 1071–1094.

- Naja, A. L., & Dangin, D. (2024). Optimizing students' speaking ability using Padlet in giving opinion at Indonesian junior high school: A classroom action research. *Linguistic, English Education and Art (LEEA) Journal*, 7(2), 373–382. <https://doi.org/10.31539/leea.v7i2.8887>
- Nawawi, M., & Utami, C. P. (2024). Students' perspectives on the use of Padlet wall in writing classes. *IJLHE: International Journal of Language, Humanities, and Education*, 7(2), 159–168. <https://doi.org/10.52217/ijlhe.v7i2.1593>
- Novianto, A., Rohayati, D., & Faridah, D. (2024). Padlet as learning media to improve students' writing skills: EFL teacher's and students' perspective. *Journal of English Education Program (JEEP)*, 11(1), 73–84. [http://dx.doi.org/10.25157/\(jeep\).v11i1.13563](http://dx.doi.org/10.25157/(jeep).v11i1.13563)
- Okmawati, M., & Tiarina, Y. (2022). A comparative study on the implementation of Padlet and Jamboard toward students' motivation. In *Proceedings of the 5th International Conference on Language, Literature, and Education (ICLLE-5 2022)* (pp. 367–375). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-85-5_39
- Ramadhan, R. (2023). Technology's role in language teaching. *Connecting the World through Technology*, 14(1), 14–22. <https://doi.org/10.32534/nacolet.v2i1>
- Sari, A. B. P. (2019). EFL peer feedback through the chatroom in Padlet. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 46–57. <https://doi.org/10.24071/llt.2019.220105>
- Selvia, D., Siagiyanto, B. E., Latif, A., & Faliyanti, E. (2025). The effect of using Padlet on eleventh-grade students' personal letter writing skills. *Premise: Journal of English Education and Applied Linguistics*, 14(2), 268–286. <https://doi.org/10.24127/pj.v14i2.11003>
- Situmorang, K., Pramusita, S. M., & Saputra, B. A. (2025). Enhancing EFL learner engagement in large classrooms through Padlet. *AL-ISHLAH: Jurnal Pendidikan*, 17(3), 4578–4587. <https://doi.org/10.35445/alishlah.v17i3.7714>
- Ta, T. B. L., Nguyen, T. V. K., & Nguyen, T. H. (2023). Application of Padlet.com to improve assessment as learning in speaking classes: An action research in Vietnam. *AsiaCALL Online Journal*, 14(1), 1–17. <https://doi.org/10.54855/acoj.231411>
- Villanueva, L. B., Corpuz, J., Shanne, M., Corpuz, P., Mae, E., Galicinao, C., Alfred, L., Espejo, R., & Empleo, H. G. (2023). The use of Padlet to improve the participation of senior high school students in English. *Eternal*, 9(1), 109 – 132. <https://doi.org/10.24252/Eternal.V9i1.2023.A7>

- Yutthapirut, S., Sertpunya, S., & Ekwarangkoon, P. (2024). The use of Padlet application for the integration of reading and writing of the students at a private university in Pathum Thani Province. *International Journal of Sociologies and Anthropologies Science Reviews*, 4(5), 635–652. <https://doi.org/10.60027/ijasar.2024.5172>
- Zambrano, J., B., L., & Lopez, J., E. (2023). Improving linguistic and communicative competences using the online tool Padlet at eighth grade of general basic education. *Revista Científica Arbitrada Multidisciplinaria PENTACIENCIAS*, 5(4), 611–622. <https://doi.org/10.59169/pentaciencias.v5i4.703>
- Zhi, Q., & Su, M. (2016). Enhance collaborative learning by visualizing process of knowledge building with Padlet. *Proceedings - 2015 International Conference of Educational Innovation Through Technology, EITT 2015*, (pp. 221–225). <https://doi.org/10.1109/EITT.2015.54>