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**RESEARCH PAPER**

**Impact of Using Web 2.0 Tools on Presentation Skills of Pakistani English Language Learners**

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**ABSTRACT**

The study aimed to examine the influence of Padlet on the English presentation abilities of Pakistani university-level English Language Learners (ELLs) and understand their perceptions of Web 2.0 applications. Contemporary classrooms are equipped with digital technology, with teachers utilizing Web 2.0 tools like Padlet to achieve learning objectives in ESL and EFL contexts. The study employed a quantitative, one-shot experimental design with 25 participants from a private university, collecting data through presentations from respondents against pre- and post-tests, rubrics, and questionnaires, and practicing using Padlet for a month. The study found that Padlet, a Web 2.0 tool, enhanced the presentation skills of novices, improved grades, and increased motivation, autonomy, and interest. The study suggests English language teachers should incorporate Web 2.0 Padlet application and fast-speed internet services to enhance presentation skills and save time for learners, while also addressing connectivity issues.

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**KEYWORDS** Padlet, Pakistani English Language Learners, Presentation Skills, Speaking Skills, Technological Tools, Web 2.0

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**Introduction**

The integration of technology in education has become increasingly prevalent in the current digital age, which has not only revolutionized traditional teaching methodologies but also fostered innovative approaches to learning. This phenomenon has ushered in a new era of dynamic and immersive educational experiences. With the advent of interactive technological tools, teachers as well as novices today have access to a vast array of resources that cater to diverse learning styles and preferences. From interactive simulations to virtual labs, digital tools have enabled learners to engage with complex concepts in ways previously unimaginable. Adding to it, the shift towards online learning applications and platforms has provided equitable learning opportunities to everyone and helped improve the quality of education (Ratheeswari, 2018).

Integration of technological tools in education can be termed ICT in education. ICT stands for 'Information and Communication Technology'. It refers to technological tools that provide access to information through telecommunication. It is similar to information technology (IT) but focuses basically on communication technologies, which include the internet, wireless networks, cell phones, and other communication gadgets. In the context of education, learning has moved to web-based tools such as Web 2.0, WebCT, online courses, online journals, and iPod downloads. According to Chen, Zou,

and Xie (2020), the digital age has introduced several web-based collaborative tools to facilitate teaching and learning. These tools include blogs, Google Docs, Kahoot, and Padlet.

According to Su and Zou's (2022) review article, Web 2.0 apps are particularly popular and useful for language teaching and learning. According to Nokes-Malach et al. (2015), Web 2.0 technologies significantly improve the learning experience of EFL students. Despite the fact that there are research studies arguing that Web 2.0 tools improve L2 learners' learning practices, the research studies (Kenney & Miceli, 2013; Andujar, 2010) found that Web 2.0 tools are ineffective. Furthermore, the associated search shows that the researchers used Web 2.0 technologies to evaluate the usage of Google Docs, Moodle, Twitter, Facebook, WhatsApp, Wikispace, and Digital Storyboard Google Sites for EFL learners (Woods & Chen 2010). According to Saetra (2021), the researchers have mostly neglected Padlet for language acquisition in an EFL context.

Padlet, one of the Web 2.0 tools, stands out as a versatile digital platform offering interactive and collaborative features that facilitate knowledge-sharing and communication in educational settings. Padlet is an online web-based wall where users can share their ideas through virtual posts. It is very easy to share and see posts on this wall as it can be used through a Google email account. Musayaroh (2022) documented by Padlet has more than fifty million users and is being utilized as a learning tool in almost 200 countries around the globe. According to Fuchs (2014) Padlet ([www.Padlet.com](http://www.Padlet.com)) offers a free of cost welcoming wall that can be utilized to inspire actual whole class participation and assessment.

Padlet offers a large number of benefits along with few limitations to the academic world. In the classroom ambiance, it can be used for activities such as brainstorming, discussion, projects, and presentation work (Stannard, 2015). According to Haris et al. (2017), students can learn anything, anywhere, anytime, with internet-enabled devices such as smart phones, tablets, and computers with internet connectivity. Padlet is an excellent way to collect, share, and then alter the ideas later. It can be used by educators and learners alike to share ideas or add educational resources to the website (Kaya, 2015).

### **Contextual Background**

Pakistan, like many other non-native English-speaking countries, faces challenges in imparting effective English language education due to various socio-cultural and linguistic factors. Despite the significant emphasis on English language learning in Pakistani educational institutions, students often encounter difficulties in mastering the language, particularly in oral communication and presentation skills (Shamim, 2011). This deficiency not only affects academic performance but also hampers professional and personal development in an increasingly globalized world.

### **Literature Review**

Ramachandiran and Mahmud (2018) assessed 21<sup>st</sup> century 4Cs learning skills (i.e., creativity, critical thinking, collaboration, and communication) using Padlet. The researchers collected data from 31 Malaysian undergraduates studying at a private higher education institution. The novices were involved in teaching with the assistance of Padlet. The outcomes of the study indicated that a virtual bulletin board promoted creativity and collaborative learning in the classroom. The data also suggested that Padlet-aided teaching optimized classroom performance.

Alabbad and Huwamel (2020) investigated how successfully Saudi female EFL students learned English vocabulary through the digital learning platform Padlet. The study involved fifty level eight students from Al-Imam Muhammad Ibn Saud Islamic University in Riyadh, Saudi Arabia. The participants attended seven Padlet-based training sessions and a pretest, all in the name of communicative language education. Their knowledge and attitudes were assessed using an online survey and a post-test. The learners positively rated the instrument, and the outcomes showed that the vocabulary training offered by Padlet improved their lexical grasp of English. The study concluded that adopting Padlet for communicative language teaching is critical for boosting vocabulary in English.

Namin et al. (2021) made an effort to improve the presentation skills of business education novices through an asynchronous video-based learning project. The researchers created a course project involving American learners to create video presentations through collaboration. The performance of the learners through this new approach and the traditional presentation approach was gauged and compared with each other. The results reflected marked improvement in novices' presentation skills.

Sirisrimangkorn (2021) attempted to improve the presentation speaking skills of Thai EFL undergraduates with the assistance of a project-based learning approach. To conduct the mixed-method design study, the researcher selected 31 second year Business English undergraduate novices as samples of the study. Among different research instruments at his disposal, he utilized speaking tests, project-based learning instructions, close-ended questionnaires, and interviews. The analyzed data suggested that project-based learning instructions cast a significant impact on the presentation skills of the target population. The qualitative data from the interviews reflected the positive attitude of the participants towards project-based learning.

Alastal et al. (2022) did a study on 30 pupils at Deer Al Balah Prep Boys C School in Gaza, Palestine. The quantitative technique included pre- and post-application speaking and logical ability tests, with full results obtained using SPSS software. The findings revealed that Padlet efficiently taught English-speaking skills and increased logical skills. To improve students' 21st-century talents, the researchers advocate employing emerging technology in speech instruction as well as deductive reasoning skills.

Mahdi (2022) evaluated the relationship between the interactive multimedia-based classroom environment and presentation and speaking skills. In order to realize the objective of the study, 46 Saudi Arabic-speaking novices from the English Undergraduate Program (B.A. Program) were selected and assigned to two groups. The pre- and post-tests of the samples in the study were based on video-recorded presentations. In order to glean the perception and opinion of the samples of the experimental group about the multimedia-based classroom ambiance, the researcher audio-recorded the semi-structured interviews. The multimedia group, i.e., the experimental group, outscored the control group in the verbal presentations. The data from the interviews indicated the positive impact of the multimedia environment on the development of presentation and speaking skills in the learners.

Mahmud et al. (2023) investigated the impact of Web 2.0 tools such as Padlet on the communication and collaboration skills of L2 Pakistani learners. The objectives of the study were realized with the assistance of a quasi-experimental, non-equivalent pre- and post-test research design. The participants (n = 80) of the study, selected through the random sampling method, were equally distributed into the control group (n = 40) and

the treatment group (n = 40). The data were collected via three instruments: the collaboration skills level scale, the communication skills level scale, and the Padlet perception survey. The collected data were analyzed descriptively. The results indicated that Padlet had a marked influence on the collaboration and communication skills of the target subjects. Moreover, the learners had a positive perception of using Padlet in a collaborative learning ambiance.

Besides experimental investigations, the literature concerning Padlet abounds with perception-based research studies. Deni and Zainal (2018) detail an academic's investigation on using Padlet to assist in teaching second-year Malaysian students' communication skills. Using virtual barriers, Padlet is a web 2.0 application that facilitates the sharing of data, photos, audio, and video files. The influence of educational strategies while using Padlet to enhance learning is reported in the study. The study's data gathering methods included qualitative surveys, assessments of students' comments on Padlet activities and instructor evaluations, and student behavior monitoring during Padlet use in the classroom. The study discovered that, in spite of their best efforts, several of the educational strategies have hindered students' ability to learn, even if they had a minimal impact on how they used Padlet. It is advised to use other educational strategies while utilizing Padlet in the classroom.

Syahrizal and Rahayu (2020) ascertained the pros and cons of the use of Padlet during speaking activities. The researchers collected data from 35 university-level Indonesian students by using research tools like observation and open-ended interviews. The data suggested that Padlet is collaborative and flexible. It promotes autonomous learning. However, the data claimed that the use of Padlet has some technical issues and psychological elements.

Andrews et al. (2020) conducted a survey and determined that using Padlet provided a collaborative and engaging environment for language learning. It facilitated L2 Australian learners' improving their communication and critical academic abilities. The research outcomes suggested that the use of Padlet promoted students' engagement and communication between students, which led to a profound comprehension of the material at hand.

Reshad (2022) gleaned the perspectives of Afghan EFL learners regarding the use of Padlet for learning purposes. The study was quantitative in nature. It surveyed 80 randomly selected Afghan EFL undergraduates studying at Balkh University who were exposed to the use of Padlet in their English courses' classes. The data analyzed through SPSS reflected that Afghan EFL novices had positive and favorable perceptions towards the use of Padlet in their classes, and it assisted them in various ways, such as working cooperatively, sharing viewpoints independently and participating equally, finding classroom material anytime, anywhere, showcasing presentations easily, etc. However, the results also revealed some factors that hinder their use of Padlet as a digital learning tool.

In light of the literature reviewed, it may be suggested that action research along with a perception-based study investigating the impact of Padlet on the speaking skills of Pakistani English learners in the Pakistani context is deemed essential because previous research studies (such as Alabbad & Huwamel 2020; Alastal et al. 2022; Mahdi 2022; Namin et al. 2021; Sirisrimangkorn 2021; Ramachandiran & Mahmud 2018) conducted action research on Malaysian, Thai, American, Palestinian, and Saudi contexts and on different populations. The search for related literature furnished only one study by Mahmud et al. (2023) conducted in a Pakistani context. The researchers (like Andrews

et al. 2020; Deni & Zainal 2018; Reshad 2022; Syahrizal & Rahayu 2020) gleaned the perceptions of Indonesian, Malaysian, Australian, and Afghani participants towards the use of Padlet as a learning tool. There are hardly any perception-based Pakistani research studies. Hence, this research endeavors to investigate the impact of the Padlet application on the presentation skills of Pakistani English language learners. It also endeavors to ascertain the perceptions of Pakistani university-level students regarding Web 2.0 application Padlet.

### **Material and Methods**

The study utilized a quantitative, one-shot experimental design with pre- and post-tests to explore the effect of the experiment procedure in the research. This research approach relies on participants as their own controls, eliminating the necessity for a control group design. This design is also known as a repeated measures design since participants are measured or observed twice for the dependent variable. The fundamental advantage of this design is that it may control various unrelated factors that impair the uniformity of individuals when more than one group is used. (Seliger & Shohamy, 2008). The researchers undertook the study at a private-sector university located in the city of Lahore, the capital of Punjab Province, Pakistan. The samples of the study were BS English novices selected from the same semester and same class so that uniformity and homogeneity might be ensured. Before and after the treatment, the experimental group was pre-tested and post-tested to determine the impact of the treatment. Immediately after the treatment, a closed-ended questionnaire was administered to obtain the participants' perceptions regarding the treatment through the Padlet Web 2.0 application.

### **Sampling**

The participants of the study were BS English students ( $n = 25$ ), who were selected through a random sampling technique. The learners' ages ranged between 18 and 20 years. The samples consisted of 19 female students and 6 male students. Besides student participants, the researchers also selected the instructor ( $n = 1$ ) to assist them in the treatment procedure. The instructor, chosen randomly out of the faculty of the same institute, provided the input through Padlet. The evaluators ( $n = 2$ ) were assigned the responsibility of grading the presentations of the novices.

### **Instruments**

During the experimental process, three instruments were used to collect data. The first instrument was presentations, taken against pre- and post-tests. The second instrument was presentation rubrics for evaluating the presentations of the learners. The rubrics were adapted from the Oral Communication Value Rubric developed by the Association of American Colleges and Universities. The third research tool used to gather data was a closed-ended questionnaire. The questionnaire was utilized to measure the perception of the treatment group towards Padlet as a tool to improve presentation skills.

### **Procedure**

Prior to the experimentation and data collection, permission to carry out this study at the Riphah Institute of Language and Literature (RILL), Riphah International University, Gulberg, Lahore, Punjab, Pakistan, was sought from the Head of the Department. The samples for the study, selected through random sampling techniques,

were pre-tested. The researchers organized the presentations of the samples while the evaluator graded them according to the VALUE rubric. After that, the instructor involved them in a Padlet-based one-month's training, whereby efforts were made to enhance their English presentation skills. Immediately after the treatment, the samples were post-tested. The post-test was again conducted by organizing the presentations, and the instructor graded the presentations. Subsequent to the post-test, the researchers made the subjects fill out a closed-ended questionnaire.

### Data Analysis

The data of the study collected through pre- and post-tests along with a questionnaire were analyzed quantitatively. The mean scores of the students' grades in the pre- and post-tests were compared by applying a t-test to find the difference between their performances before and after treatment. The responses collected from the closed-ended questionnaire were analyzed by percentage to show the subjects' perceptions of the Padlet application.

### Results and Discussion

The first objective of the study was to investigate the impact of the Web 2.0 Padlet application on the presentation skills of Pakistani English language learners. In order to meet the objective of the study, the researchers employed a one-shot experimental pre- and post-test research design. Presentations on various topics were graded as pre- and post-tests. In order to record the performance of the samples, the evaluators graded the presentations with the assistance of a rubric adapted from the VALUE rubric. Adding to it, the data that had been obtained was analyzed and evaluated using paired sample statistics. The findings are as follows:

**Table 1**  
**Pre and Post Test Scores (Paired Sample Statistics)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Score	9.3600	25	1.38082	.27616
	Post-Test Score	14.5200	25	1.04563	.20913

Table 1 represents the statistical results of the performance of the samples against pre- and post-tests. The mean score of the pre-test of the experimental group was 9.3600, while the mean score of the post-test of the same group was 14.5200. The difference between the mean scores of the pre- and post-tests reflects the improvement in grades. In order to record the extent of the difference, a paired sample t-test was applied. The students' performance with regard to percentage has been represented below:

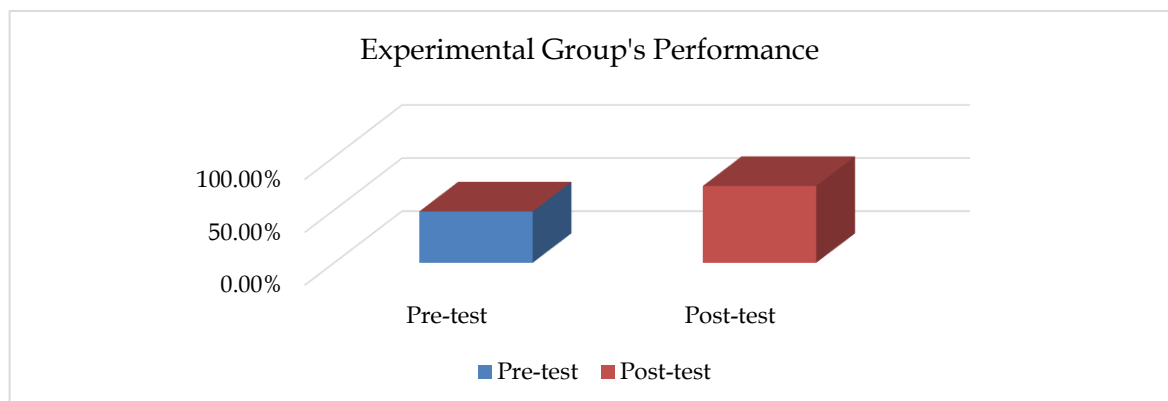


Figure 1: Pre- and Post-test Performance of Experimental Group

Figure 1 reflects the performance of the samples in percentage. The overall percentage of the students in the pre-test was 48.60%, while in the post-test it stood at 78.60%. The difference between the percentages of performances in the pre- and post-test indicates that Padlet is an effective web-based application for improving the presentation skills of Pakistani English language learners. The outcomes of the results were as follows:

**Table 2**  
**Paired Sample T-Test**

Pair 1	Pre-Test Score - Post-Test Score	Paired Differences Mean	T	Df	Sig. (2-tailed)
		-5.16000	-30.335	24	0.000

Table 2 reflects that there is a significant difference between the scores of pre- and post-tests with test statistics ( $t = -30.335$ ) and a corresponding p-value ( $0.000 < 0.05$ ). Since the mean difference is -5.1600, it indicates the post-test scores are higher than the pre-test scores.

The second objective of the study was to ascertain the perceptions of Pakistani English language learners about the Padlet Web 2.0 application. To realize this objective, a closed-ended questionnaire was administered to the samples of the study immediately after the treatment. The data collected through the questionnaire were calculated in percentages. The results of the data analysis are as follows:

**Table 3**  
**Learners' perception of using Padlet Web 2.0 application in classroom**

Items	SA	A	N	D	SDA
Padlet facilitated in improving my presentation skills	44%	52%	4%	0%	0%
Padlet promoted collaborative learning in my class	36%	60%	4%	0%	0%
Padlet promoted student to student interaction	36%	56%	8%	0%	0%
Padlet promoted student to teacher interaction	40%	48%	4%	4%	4%
Improving presentation skills through Padlet increased my motivation level	24%	64%	8%	4%	0%
Improving presentation skills through Padlet made me autonomous learner	40%	48%	8%	4%	0%
Learning presentation skills through Padlet is very interesting/exciting	56%	36%	4%	4%	0%
Learning presentation skills through Padlet is not time consuming	4%	12%	16%	48%	20%
Learning presentation skills through Padlet has no connectivity issue	4%	8%	12%	44%	32%

Note: SA-Strongly Agree, A-Agree, N-Neutral, DA-Disagree Agree, SDA-Strongly Disagree

Table 3 reflects novices' perceptions of Padlet. As per the data, 96% of students feel that Padlet facilitated their improvement in English presentation skills. The results indicate that 96% of students believe Padlet encourages collaborative learning in the classroom. In a similar vein, 92% of respondents believe that Padlet improved communication between students. Similarly, 88% of beginners think that Padlet improved communication between students and teachers. When asked how they felt about the Padlet application, 88% of students said it was inspiring, 88% said it helped them become more autonomous, and 92% said it was extremely interesting and exciting. But 76% of students believe that developing presentation skills using Padlet entails connectivity problems, and 68% of beginners blame it for wasting time.

The study was set to answer the question of whether the Padlet Web 2.0 application has any impact on the presentation skills of Pakistani English language learners. In order to answer the query, the researchers utilized a one-shot experimental research design whereby the samples of the study were pre-tested and post-tested before and after the treatment. The statistical analysis of the performances of pre- and post-tests revealed that the mean score of the pre-test was 9.36, while the mean score of the post-tests was 14.52. The difference between mean scores indicated that Padlet proved a beneficial tool for learning presentation skills. The results of the present study advance the outcomes of previous research studies (like Alabbad & Huwamel 2020; Alastal et al. 2022; Mahdi 2022; Namin et al. 2021; Sirisrimangkorn 2021; Ramachandiran & Mahmud 2018), the majority of which claim the advantageous effects of social networking sites, particularly Padlet. The main reason behind the improvement in the performance of the novices may be the active use of Padlet, a technological tool. Pakistani public-sector EFL classrooms hardly witness the use of technology.

The study was also conducted to answer the question of whether Pakistani English language learners, taught through Web 2.0 application called Padlet, perceived this technological tool positively or not. The researchers answered this question by collecting data from a closed-ended questionnaire from the samples of the study immediately after the treatment period was over. The statistical analysis of the data suggested that Pakistani English learners had a positive perception of the Padlet Web 2.0 application. They perceived Padlet as a beneficial tool as it not only improved their presentation skills but also promoted collaborative learning, student-to-student interaction, and teacher-to-student interaction. The samples of the study thought that it also increased their interest, motivation, and autonomy in learning presentation skills. However, they shared that learning presentation skills through Padlet is somewhat time-consuming, and sometimes they have connectivity issues too. The results of this section are in agreement with past research (such as Andrews et al. 2020; Deni & Zainal 2018; Mahmud et al. 2023; Reshad 2022; Syahrizal & Rahayu 2020), which claim the positive perception of Padlet as a learning instrument. Pakistani English language learners welcomed Padlet applications because it might have provided them some novelty in learning; otherwise, they had been taught in a traditional mode where there is hardly any use of technology.

## **Conclusion**

The study investigated the effectiveness of using web 2.0 application Padlet on the presentation skills of Pakistani English language learners. The study also attempted to seek the perceptions of the samples regarding the use of Padlet for learning presentation skills. In light of the analyzed data against pre- and post-tests, it could be claimed that Padlet has been an effective technological tool in enhancing learners' performance in presentation skills. Padlet improved the performance of the subjects of the study as they achieved better grades against post-tests. The participants, after experiencing Padlet application in learning presentation skills, shared their perceptions of it through a questionnaire. They also asserted that Padlet improved their presentation skills. Moreover, they also found Padlet collaborative and interactive. According to them, the use of Padlet Web 2.0 application increased their interest, motivation, and autonomy. They also pointed out some of the issues concerning Padlet, i.e., learning through it is time-consuming and has connectivity issues.

The findings of the study had instructional implication for both EFL/ESL teachers and students. Teachers may employ such activities to satisfy students' learning requirements. They should give students opportunities to communicate and express



their ideas using cutting-edge technical tools in order to boost their confidence, autonomy, and motivation. Future researchers can investigate the effect and perception of Padlet Web 2.0 application on learning listening skills in either a university- or college-level setting. They can also replicate the study at the school level by following an experimental research design where they can make experimental and control groups to study the impact of Web 2.0 Padlet application.

### **Recommendations**

Based on the outcomes of the study, the researchers recommend that English language teachers integrate technological tools like Web 2.0 Padlet application into their teaching because these tools are considered helpful and facilitate teaching language skills in general and presentation skills in particular. Besides, the Higher Education Commission is recommended to provide the higher educational institutions with fast-speed internet services to save the precious time of the learners and resolve connectivity issues.

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