

The Effectiveness of Using Padlet Application in Developing Specific Education Students' EFI writing Skills

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Abstract

This study aimed at investigating the effectiveness of using Padlet application in developing writing skills of 60 third year instruction technology students at the Faculty of Specific Education, Zagazig University, who were equally divided into an experimental group and a control group. The researcher adopted the quasi-experimental design. To achieve the aim of the study, the researcher designed a pre-post writing skills test, in addition to the material of the study which was taught to the experimental group. The control group received regular instruction. The results indicated that the experimental group outperformed the control group in writing skills. Based on these results, EFL instructors need to incorporate Padlet application into their teaching of EFL writing skills

.Keywords: *Padlet application, writing skills*

فاعلية استخدام تطبيق البادلت في تطوير مهارات كتابة اللغة الانجليزية كلغة أجنبية لطلاب التربية النوعية

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الخلاصة

هدفت هذه الدراسة إلى معرفة مدى فاعلية استخدام تطبيق البادلت في تنمية مهارات الكتابة لدى ٦٠ طالباً من طلاب الفرقة الثالثة قسم التكنولوجيا بكلية التربية النوعية جامعة الزقازيق، والذين تم تقسيمهم بالتساوي إلى مجموعة تجريبية ومجموعة ضابطة. واعتمدت الباحثة التصميم شبه التجريبي. ولتحقيق هدف الدراسة قامت الباحثة بتصميم اختبار مهارات الكتابة القبلي والبعدي، بالإضافة إلى مادة الدراسة التي تم تدريسها للمجموعة التجريبية. تلقت المجموعة الضابطة تعليمات منتظمة. أشارت النتائج إلى تفوق المجموعة التجريبية على المجموعة الضابطة في مهارات الكتابة. بناءً على هذه النتائج، يحتاج مدرسو اللغة الإنجليزية كلغة أجنبية إلى دمج تطبيق البادلت في تعليمهم لمهارات الكتابة باللغة الإنجليزية كلغة أجنبية.

كلمات البحث : تطبيق البادلت، مهارات الكتابة

Introduction

Writing is one of four essential language skills: listening, writing, reading, and speaking. Writing is the process of presenting an English lesson to pupils based on resources so that they can absorb it and communicate through written. Writing is a technique to acquire control of your thoughts and put them down on paper. This technique is not strange, and with time and work, learners can learn to write effectively and confidently.

According to Riski and Ahmad (2021), writing is a method of delivering ideas and messages to readers for certain goals. In other words, writing is the process of transforming some words into meaningful sentences that form good paragraphs. According to Kartika (2017), writing is the expression of learners' thoughts in written form. Writing requires mental effort to generate ideas, consider how to communicate and organize them into paragraphs that have significance. As a result, readers can understand what the information means. Furthermore, Hadi et al. (2021) state that writing is one of the language skills covered in the English teaching-learning process. Writing requires work to produce an excellent paper, especially when writing in a foreign language.

Writing ability has now become an essential element of every student's life, from basic content to advanced writing works. students are also expected to write several types of essays and research papers. Even after they graduate from school, the majority of students do not improve their writing skills. Some factors include a lack of vocabulary, writing practice, grammar, and syntax (AbdelWahab, 2022; Abunowara, 2016). Writing skills are often a challenge for EFL learners because they are considered one of the most challenging language skills that require a lot of persistence and effort from the side of students. It has been a challenging task for EFL teachers because students, as observed in their writing samples, do not take much interest in writing either for academic or personal purposes. Some students hardly feel motivated for writing, which plays a vital role in developing any talent. One of the most significant elements contributing to Arab learners' low performance in writing projects is a lack of motivation. (Abdelwahab, 2020; Mohammad & Hazarika, 2016)

Technology has become an essential component of learners' lives, particularly in the educational sector. As a result, adopting traditional techniques of English language teaching and learning demotivates students. Such traditional methods are unlikely to help them improve their English language skills. On the other side, technology makes educational environments delightful and exciting, and at the same time, students can receive benefits, improve themselves, enhance their self-efficacy, and develop their language learning abilities.

The usage of Padlet, an individual student response system, is one option for students to boost engagement, collaborate with their peers, and receive immediate teacher feedback in the classroom. Padlet empowers students to communicate with their classmates and their teacher about class content. Furthermore, Padlet enables students to be actively engaged in a session when they might otherwise be distracted. Padlet could also be used as an FA tool for teachers. On the other side, it might be used as a bulletin board where students can share their views, ideas, questions, and replies. Students can then participate in peer discussions which allow professors to observe what their students are thinking (Fiester & Green, 2016).

Mahmud (2019) reported that Padlet as a learning tool for teaching writing is an excellent technique in improving students' skills in English writing in ESL courses. Students reported that by utilizing Padlet as a learning tool, they had gained new ideas and knowledge from the exercises, as well as shared their ideas with others, collaborated, and interacted with them. Padlet allowed them to learn anytime, anywhere, using any internet-enabled device, such as a smartphone, tablet, or computer with an online connection.

Padlet works similarly to sticky notes, however the thoughts and responses are displayed on a wall within the application. Users can submit words, links, photographs, videos, and other related materials in this 'wall', and the contents are available by anybody with access to the link or URL to a Padlet wall (Rashid et al., 2019). Fuchs (2014) states that Padlet can be used for a variety of classroom objectives. Instead of asking questions verbally in class, teachers can put them on the wall. Students then have the option to not only submit their answers but also view and assess their classmates' responses.

Review of literature

Writing skills

Writing proficiently requires mastery of the English language. However, one of the difficult skills for students to learn is writing, according to experts. Together with speaking, reading, and listening in English as a foreign language, this ability is already regarded as one of the most crucial. By implementing creative teaching techniques that enhance students' writing performance, teachers can gain greater insight into their skills to create meaning, how they absorb information, and how many vocabulary words they know.

Writing is the art of using diverse literary styles to convey unconventional thoughts. Writing in English can be a rewarding performing if it is practiced (Pusba, 2023). Writing is the formation of language that uses words, symbols, and letters to convey and clarify ideas to the reader. Effective writing becomes essential in today's global society. For this reason, writing instruction needs to play a major part in the teaching of both foreign and second languages. Language connections become increasingly important as globalization and technology allow individuals from different countries and cultures to communicate with one another, particularly in terms of writing (Sakkir et al., 2021).

The processes of writing

Writing is a means of connecting with the world, which includes people, things, events, and ideas. Writing requires commitment to the creative process and consistent practice (Arianti, 2020). Teaching writing as a process enables students to create appropriate writing compositions because it involves a number of steps that help students recognize and learn from their own mistakes. These steps include pre-writing, drafting, editing, proofreading, evaluating, and publishing. In addition, there are other fundamental steps in the writing process that a writer must know in order to produce and publish their best writing, whether it is a single paragraph, a multi-paragraph composition (essay), or an oral presentation. These steps are pre-write, write, and revise and Edit (Mitchell et al., 2016).

- **Pre-write**

The first fundamental phase in the writing process is pre-write. Limiting a topic is the first stage in the prewrite process. To begin with, the writer should comprehend the goal of the writing endeavor in order to grasp its parameters and course. Next, ascertain the writer's goal and the target audience. Creating a thesis statement or theme sentence is the next step.

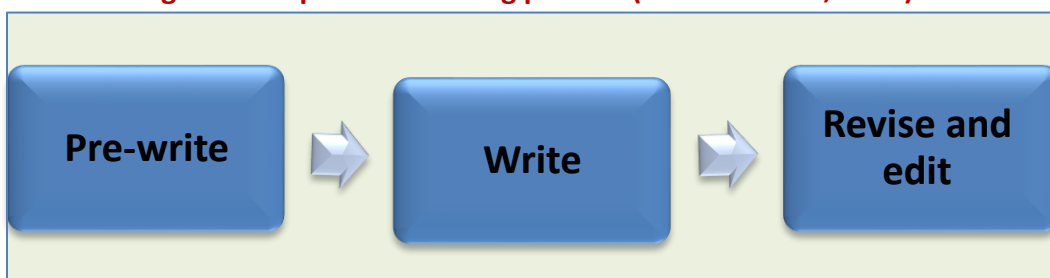
- **Write**

The initial step in writing is to generate ideas, points, and information. It can be accomplished by compiling a list of all conceivable ideas, drawing a cluster diagram with a topic in the center of a page and a circle around it, or doing a free write, which involves writing whatever that comes to mind about the issue. The next stage is to undertake research to complete the project. The internet, books, periodicals, comics, catalogs, and interviews are all used as research strategies. After collecting the necessary information, the following step is to organize concepts, points, and details into logical categories.

- **Revise and edit**

Revise and edit are the final major steps after writing a draft. In this stage, the initial step is to reread and revise the draft. These should be completed in order to achieve a smooth composition by analyzing and revising the work. Revising writing is more than just addressing spelling and grammar errors; it also includes a four-step procedure for connecting words and sentences: (1) trim, (2) use appropriate language, (3) expand, and (4) employ transitions. The second step is to review the work's mechanics, content, and style to ensure that it is correct and consistent. After revising and editing, the writer is ready to compose the final draft and reread it to guarantee it is error-free.

Figure 1: steps of the writing process (Mitchell et al., 2016).



Padlet application

Kassaie et al. (2021) emphasize that the young generation spends most of their time on their phone to surf the Internet and social media, check their email messages, have access to unlimited information, shop online, listen to music, and play games. Therefore, they believe that it is essential to take advantage of this case in the educational setting. They further state that many software and mobile applications are available to use inside and outside the classroom. One of the commonly used digital tools in educational institutions around the world is Padlet. Padlet is the cooperative content and information sharing wall. This online pin-board also functions as a discussion page where learners contribute to discussions, learn cooperatively and enrich their learning experiences (Putri & Umam, 2018, p. 101).

Mahmud (2018) stated that collaboration among students in an educational setting can help them develop competencies that include conflict resolution, problem solving, critical thinking, and negotiation skills. As such, the use of Padlet as an educational tool promotes creativity and collaborative learning among students and serves as a valuable learning resource. It is used in a variety of ways in online and face-to-face. As such, Padlet can be utilized to further engage students in the course content and learning objectives and to provide collaboration opportunities for them. Additionally, instructors can use Padlet to share best practices and collaborate with peers. It is also a Web 2.0 tool that provides instructors a means to disseminate information with members of the community or academic conference attendees.

The latest activity of each Padlet wall could be simply accessed as it appears on the dashboard. Ramadhani et al. (2023) showed that Padlet made the students enthusiastic and willing to study writing, captivated them in the class, made them feel at ease in the learning process, and helped them produce writing ideas correctly. The walls that are created in Padlet can be exported in many ways, such as a PDF or embedded into a class blog. Learners can also share their work on Facebook, email or Google+ (Haris et al., 2017).

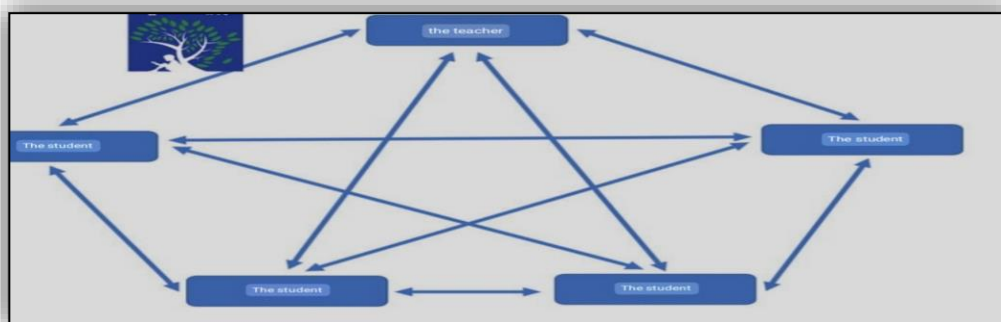
Features of Padlet application

One of the best and most user-friendly tools for creating a virtual wall on a subject, exchanging publications, and adding multimedia digital notes is the Padlet program. While using this online tool, educators need to visit the Padlet website, download the application from the Apple or Android stores, and register. After that, they need to design virtual walls with eye-catching backgrounds that display specific titles of the necessary activities or content. Next, in order to facilitate communication between the teacher and his students, they can both take part by sending each other the Padlet link. Student can also respond to the teacher by double-clicking on the padlet wall's (+) button; involvement can take the form of text messages, notes, attached multimedia items, response files, or links. After finishing this assignment, the instructor can quickly export it as a PDF, CSV, or EXCEL file and share it with students or other educators (Al-Zahrani, 2018).

Students' impressions of the language learning process were further enhanced by the usage of technology aids like Padlet. It was found that when completing their exams in Padlet, the students put their best effort forward (Jong & Tan 2021). Students can use Padlet to learn at any time, anywhere, using any internet-enabled device, including a computer, tablet, or smartphone (Wood, 2016). Padlet can be used without the need to download any software. Following that, students can post their works on Facebook, email, Google+, or even by embedding the URL into their blog (Stannard, 2015).

Padlet wall can be secret or private, which signifies that it is not visible in Google search, while the teacher can set a password and provide the link only to students. Concurrently, teachers can control what learners write, view, or moderate on the wall and check the material before it is pinned (Zainal & Deni, 2015). According to Fisher (2017), Padlet can improve student learning by replacing the traditional use of white boards to share and store information, allowing students to interact with one another and with teachers, ask questions, and request feedback, and allowing teachers to use it for activities during and after classes, such as summarizing and applying key points to lessons.

Figure 2: Students' interaction while using Padelt application (Fisher, 2017).



Context of the problem:

The problem of the current study is emphasized in the following ways:

- 1) Working as an EFL teacher, the researcher noticed a shortage of writing abilities among pupils.
- 2) Reviewing prior studies on writing skills (Ien et al 2017; Fitri, 2020; Ghabool, Mariadass, & Kashef, 2012).
- 3) Conducted a pilot study with 20 students at Zagazig University's Faculty of Specific Education. The researcher created a writing test to assess the pupils' writing ability. According to the results, the students' performance in the pilot study was below average (50%), as shown in the table.

Table 1 Results of writing skills (pilot study).

<i>Writing skills</i>	<i>Percentage of learners.</i>
▪ <i>Vocabulary</i>	<i>20 %</i>
▪ <i>Mechanics</i>	<i>30 %</i>
▪ <i>Sentences structure</i>	<i>40 %</i>
▪ <i>Content</i>	<i>30 %</i>

Statement of the problem:

The current study's concern is that the writing skills of Faculty of Specific Education, Zagazig University students are low. Previous studies and the results of the researcher's pilot study confirmed this concern. Third year Instruction technology students appear to be inefficient in their English writing since they do not reap significant benefits from the traditional way because they believe they should study only to pass their exam at the end of the semester. To address this issue, the current study proposes using the padlet application to improve students' English writing skills.

Questions of the Study:

This problem can be stated in the following main question: "What is the effectiveness of the Padlet application in developing specific education students' EFL writing skills?"

This main question can be sub-divided into the following:

- 1) What are the EFL writing skills required to specific education students?
- 2) How far are these skills successfully performed by these students?
- 3) How can padlet application be utilized to develop EFL writing skills?
- 4) How far the padlet application can be effective to develop specific education students' writing skills?

Delimitation of the study:

This study is delimited to:

- 1- A sample of the third year Instruction Technology students at the Faculty of Specific Education.

- 2- Some writing skills required for EFL students.
- 3- The first semester of the academic year 2023/2024.

Instruments:

For the purpose of the current study, the following instruments will be designed:

- 1) An EFL writing skills questionnaire.
- 2) An EFL writing skills test.

The test will be used to identify how far the study groups (the experimental and the control) master the writing skills.

- 3) An EFL rubric to score the writing skills test.

Hypotheses of the study:

- 1) There is a statistically significant difference between the mean scores of the experimental group and the control one on the writing skills post-test results in favor of the experimental group.
- 2) There is a statistically significant difference between the mean scores of the experimental group in the pre- and post- results of the writing test in favor of the post- results.
- 3) Padlet application is effective in enhancing writing skills.

Significance of the study:

This study aims to improve writing skills for instruction technology students by implementing a Padlet-based teaching technique.

1- This study also provides the experimental group with the overall benefits of peer contact and collaborative writing via using Padlet. Meanwhile, this research can help validate and test new writing instruction techniques.

2- EFL teachers and curriculum developers: it introduces them to a simple approach to bring the microcomputer represented by Padlet into writing lessons, encouraging EFL learners' writing talents and group work.

3. Researchers interested in incorporating technology into education: It provides them with contemporary literature on another pedagogical online forum that allows its participants to gain new experiences that can be easily applied to their daily lives.

Study procedures:

The following procedures will be carried out:

1. Reviewing relevant literature and previous studies related to: (a) writing skills to crystallize the skills required to the participants, (b) Padlet application to establish the theoretical framework of the study.

2. Specifying a list of writing skills through a questionnaire to be submitted to EFL experts to judge them.

3. Designing the writing test to be submitted to the jury members to determine its validity.

4. Choosing the study participants from the technology section at the Faculty of Specific Education and determining the experimental and the control groups.

5. Pre-administering the writing test to both the experimental and control groups to determine their pre-level.

6. Designing the study material based on padlet application intended for enhancing the identified writing skills.

7. Teaching the experimental group using padlet application.
8. Post-administering the test to both the experimental and control groups to measure the writing skill improvement, if there is.
9. Using suitable statistical methods to measure the effect of padlet on developing the writing skills.
10. Analyzing and discussing the results.
11. Providing conclusions, recommendations and suggestions for further research.

Definitions of terms:

For the purposes of this study, below is a list of the operational definitions of the central terms that have been adopted in this research:

Writing skills

Writing skill is an essential ability. Writing is regarded as the most important skill in the teaching and learning of English as a Second Language (ESL), because it helps in 'strengthening the vocabulary, grammar, thinking skill, planning, editing, revising and other elements in writing'. Writing proficiency is a useful talent. Writing is regarded as the most important skill in the teaching and learning of English as a Second Language (ESL), because it helps in 'strengthening the vocabulary, grammar, thinking skill, planning, editing, revising and other elements in writing' (Ien et al., 2017).

Writing is not just a means of expressing thoughts and sentiments, exchanging information, or expressing oneself via words, but it is also a social activity in which people engage with their partners (Taki & Fardafshari, 2012).

Based on these definitions, the researcher defined writing skills as the abilities that students utilize to communicate effectively and clearly. Writing is the process of transforming some words into meaningful sentences, resulting in good paragraphs. Writing is the transmission of our thoughts into written form. A

competent writer is someone who can convey their message to their audience without using unneeded details and in a way that the other person can understand.

Padlet application

Padlet is a Web 2.0 tool; web 2.0 technologies give a platform for students to engage in their studies by forming a learning network, collaborating, and sharing knowledge (Taufikurohman, 2018).

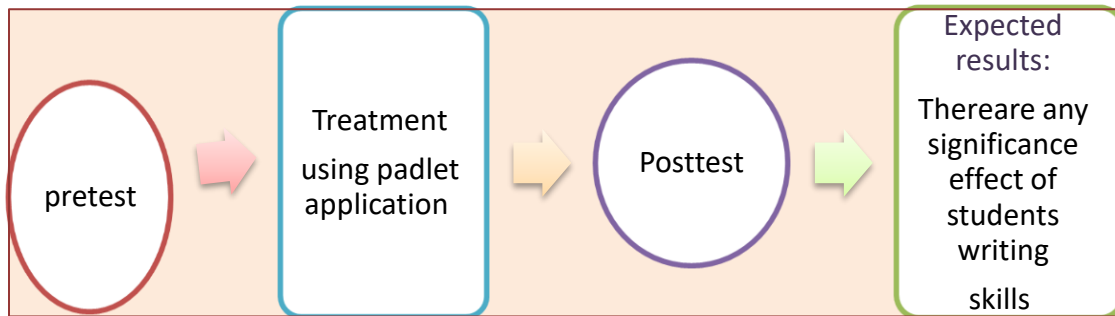
"Padlet is a free program that allows learners to construct an online bulletin board and show information on any topic. Padlet is an excellent web tool for encouraging collaborative learning among our students. It's similar to a sheet of paper, but online. Padlet is a web application that allows users to share notes on a digital wall. The possibilities for using this site in the classroom are nearly limitless" (Sangeetha, 2016).

The researcher defined the padlet application operationally as one of the Web 2.0 tools. It is a virtual wall with numerous elements that enhance communication between individuals, such as the ability to insert photographs and videos, comment on others' posts, and share interests with others. It is similar to an online sheet paper, with several elements that make the writing process more enjoyable. These engaging aspects can pique pupils' interest in writing and help them improve their composition skills. It provides walls for collaboration and knowledge sharing to keep students interested in their education.

The Study Design

This study used a quasi-experimental approach, with participants assigned to experimental and control groups. The experimental group was taught to improve their EFL writing skills using the Padlet program. In contrast, the control group was given regular instruction. The Padlet application was thought to enhance the learning process.

Figure(3) The Study Design



Participants

The participants of the study were 60 students from the technology section at the Faculty of Specific Education, Zagazig University during the first semester of the academic year 2023-2024, in Sharqia Governorate, Egypt. They were divided into two groups, experimental (30) students and control (30) students. It was assumed that the participants formed a similar group as they were randomly chosen. So, they were predicted to have a lot in common and would not differ much regarding the quality of experience and their age. In order to confirm that the development of students' writing skills was attributed only to the effect of Padlet application, the researcher controlled the variables to make both the two groups equivalent.

Results of the study:

- 1-The experimental group outperformed the control group in post-test scores for overall writing and sub-skills.
- 2- The experimental group performed much better on the post-test of the overall writing test and its sub-skills compared to the pre-test.
- 3-The experimental group's mean scores for the EFL writing Skills test and its sub-skills did not alter significantly between the post-test and follow-up administration.
- 4-Padlet application improves writing skills and sub-skills.

The findings of this study are consistent with those of Novianto et al. (2024), Ofianto (2024), Yulistia (2024), Fuchs (2014), Pirantina & Erwin (2016), Istianah (2019), and Algraini (2014), who demonstrated the impact of implementing the Padlet application as a media tool in improving EFL writing skills, as well as

Padlet's ability to improve student writing achievement. Furthermore, the findings of some researchers, such as Nguyen (2023), Olives(2023), Kaya (2015), Rofiah et al. (2023), Deni and Zainal (2015), and Jabar and Ali (2016), emphasized the use of the Padlet application as a technological tool to enrich the classroom environment and increase student collaboration and creativity.

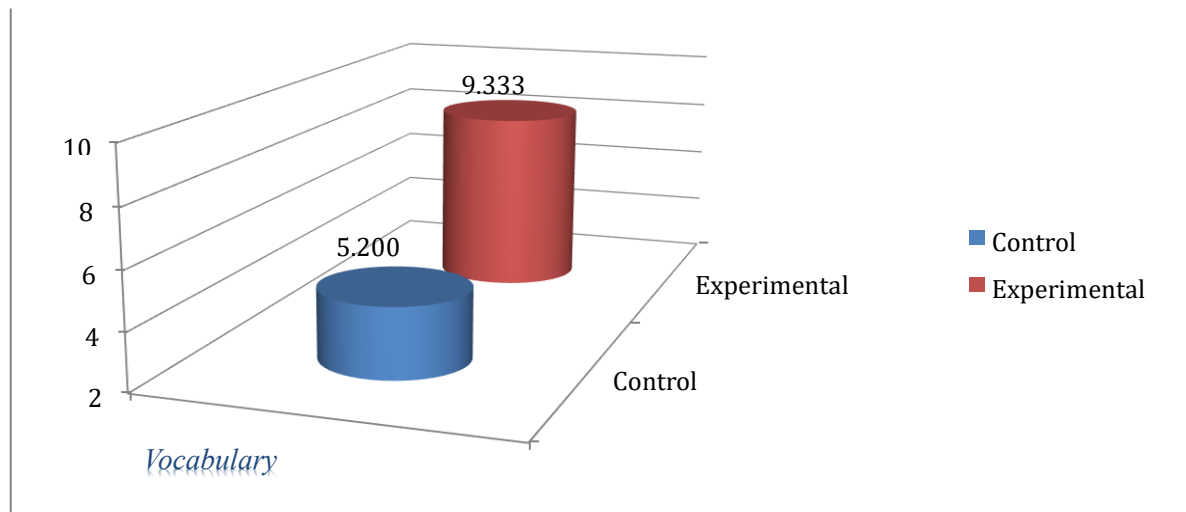
The findings were also consistent with Ananda and Abdurakhimovna (2024), Khairul et al. (2023), Dollah et al. (2021), Haris, Yunus, and Badusah (2017), and Alabbad and Huwamel (2020), who demonstrated the value of utilizing Padlet to teach grammar and vocabulary skills. Other studies conducted by Makrypodis (2018) demonstrated that utilizing the Padlet application helps the writing process. Furthermore, Awaludin et al. (2017), Lestari and Kurniawan (2018), and Arif, Noah, Affendi, and Yunus (2020) demonstrated the importance of utilizing Padlet to teach writing skills, improve writing performance, and improve students' performance on writing skills assessments.

Table (2): Post t-test results of the control and the experimental groups in overall EFL writing test and its sub-skills:

<i>Skill</i>	<i>Group</i>	<i>N</i>	<i>M</i>	<i>S. D</i>	<i>D. f</i>	<i>t-value</i>	<i>Sig</i>
<i>1-Vocabulary</i>	<i>Experimental</i>	30	9.333	0.758	58	17.334	0.000
	<i>Control</i>	30	5.200	1.063			
<i>2-Mechanics</i>	<i>Experimental</i>	30	8.833	0.833		13.698	0.000
	<i>Control</i>	30	5.167	1.206			
<i>3-Sentence structure</i>	<i>Experimental</i>	30	9.267	0.691		15.660	0.000
	<i>Control</i>	30	5.200	1.242			
<i>4.Content</i>	<i>Experimental</i>	30	9.000	0.784		21.948	0.000
	<i>Control</i>	30	4.933	0.643			
<i>Overall EFL Writing Skills</i>	<i>Experimental</i>	30	36.433	2.555		19.466	0.000
	<i>Control</i>	30	20.500	3.683			

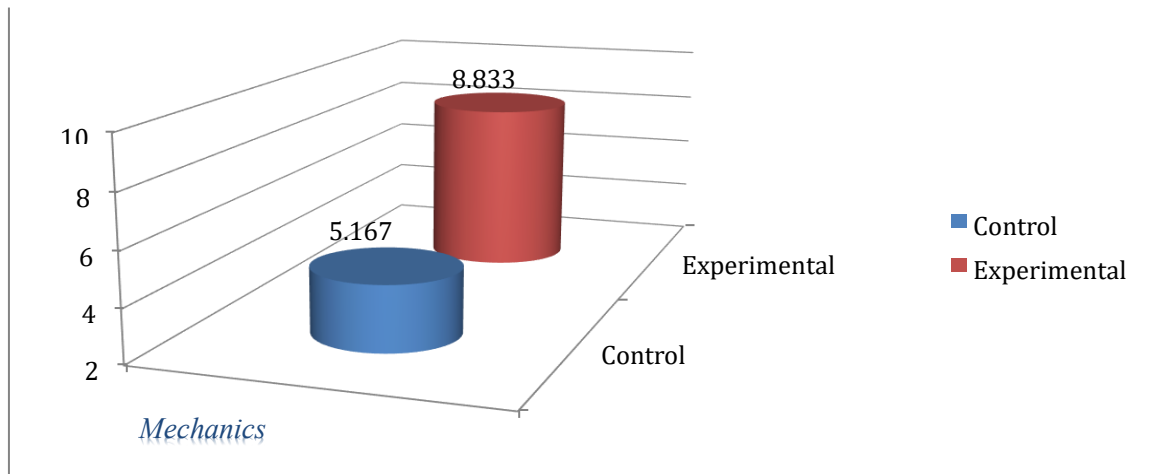
Table (2) shows that the mean scores of the experimental group students are higher than those of the control group in Overall EFL Writing Skills and its sub-skills, where t-value is, (19.466) for overall writing skills, (17.334) for Vocabulary skills, (13.698) for Mechanics skills, (15.660) for Sentence Structure, and (21.948) for Content skills, which is significant at 0, 01 level. Therefore, this hypothesis was accepted. These differences can be attributed to using padlet application in teaching EFL Writing.

Figure (4): Means for the study groups of the post the skill of vocabulary.



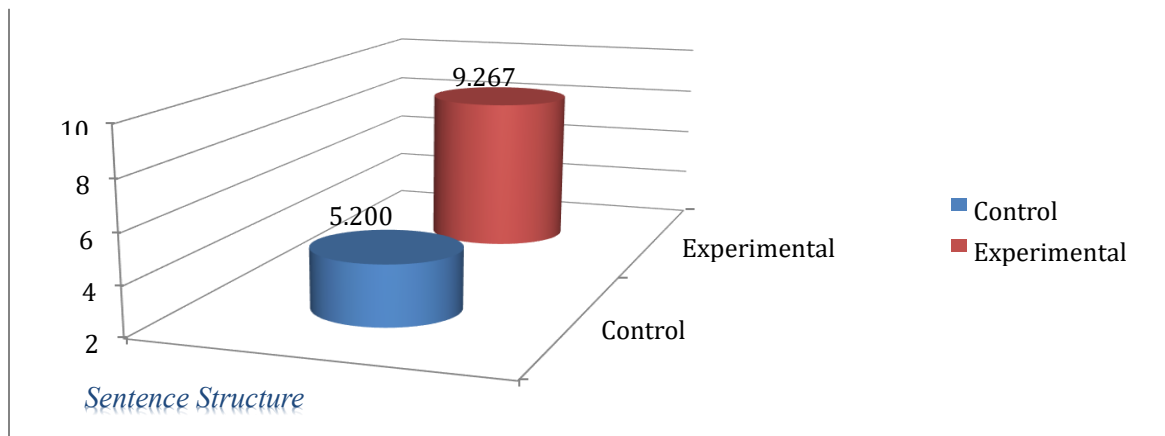
From Figure (4), there was a statistically significant difference at 0.01 level between the mean scores of the experimental group and that of the control one in the post administration of the *vocabulary* as a sub-skill of writing in favor of the experimental group. The mean scores of the experimental group is (M=9.333) while that of the control group is (M=5.200).

Figure (5): Means for the study groups of the post the skill of mechanics.



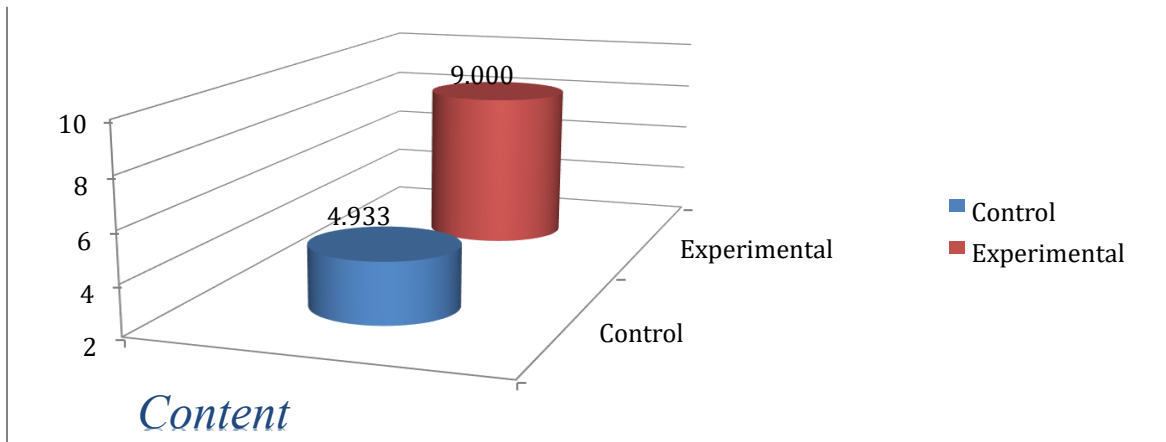
From Figure (5), there was a statistically significant difference at 0.01 level between the mean scores of the experimental group and that of the control one in the post administration of the *mechanics* as a sub-skill of writing in favor of the experimental group. The mean scores of the experimental group is (M=8.833) while that of the control group is (M=5.167).

Figure (6): Means for the study groups of the post the skill of Sentence Structure



From Figure (6), there was a statistically significant difference at 0.01 level between the mean scores of the experimental group and that of the control one in the post administration of the sentence structure as a sub-skill of writing in favor of the experimental group. The mean scores of the experimental group is (M=9.267) while that of the control group is (M=5.200).

Figure (7): Means for the study groups of the post the skill of content.



From Figure (7), there was a statistically significant difference at 0.01 level between the mean scores of the experimental group and that of the control one in the post administration of the content as a sub-skill of writing in favor of the experimental group. The mean scores of the experimental group is (M=900) while that of the control group is (M=4.933).

Table (3): Post t-test results of the experimental group in post and follow up overall EFL writing Skills test and its sub-skills:

Skill	Group	N	M	S. D	D. f	t-value
1- Vocabulary skills	Post-test	30	9.333	0.833	29	0.501
	Follow up test	30	9.333	0.784		
2- Mechanics skills	Post-test	30	8.833	0.833		0.501
	Follow up test	30	8.933	0.784		
3- Sentence Structure skills.	Post-test	30	9.266	0.691		0.348
	Follow up test	30	9.200	0.664		
4- Content skills	Post-test	30	9.000	0.643		1.000
	Follow up test	30	9.133	0.628		
Overall EFL Writing skills	Post-test	30	36.433	2.555	0.276	
	Follow up test	30	36.600	2.429		

—Non-Significant”

Table (3) indicates that t-value is (0.276) for overall writing skills, (0.501) for vocabulary skills, (0.501) for mechanics skills, (0.348) for sentence structure skills and (1.000) for content skills, which is not significant. Therefore, this hypothesis was verified. These results can be attributed to using padlet application in teaching EFL writing skill.

Discussion of the study:

Students' perspectives of the language learning process were also enhanced by the usage of technology aids like Padlet. It was found that the students completed their evaluations in Padlet with the utmost effort (Jong & Tan 2021). Students' cooperative efforts in both small and large groups were aided by Padlet. Teachers did not have to spend much time on initial training because Padlet is an extremely intuitive technology that students could use right away (Beltrán-Martín, 2019). Students responded well to the use of Padlet as a digital writing instruction tool. The study's findings demonstrate that using Padlet enhances students' writing skills as it is simple to use and allowed them to learn how to write in English. Furthermore, Padlet offered advantages to students by effectively facilitating access to features and other resources that enhanced their writing abilities. Based on comments from peers and teachers, students could share ideas and experiences with friends from different courses on Padlet, which helped them become successful writers. This study further demonstrates the usefulness of Padlet as a collaborative writing learning tool. Accordingly, the study suggests that Padlet is a helpful digital tool that can effectively impact students' writing instruction.

Conclusions:

According to the study's findings, students' mean post-test writing skills scores were higher than their pre-test scores. This showed that the students' levels improved after being treated with the Padlet program. The findings demonstrated that the students improved their writing skills as a result to the successful use of Padlet as a platform for writing in EFL classes; Padlet engaged students, helped

them come up with writing ideas quickly, and made them feel comfortable using the platform when studying writing.

Recommendations:

The present study recommended the following:

- 1- Writing skills should receive appropriate attention in order to be developed especially at university years.
- 2- Padlet application should be integrated in the curriculum for students and in the classroom teaching.
- 3- Not only should writing skills be tackled, but it also should be evaluated regularly in order to identify students' needs and problems.
- 4- Padlet application is proved to be effective in large number classrooms so it is recommended to be used to achieve the students' engagement.
- 5- New technology tools and strategies should be utilized to fill the gap between what students experience inside and outside the classroom.

Recommendations for EFL students:

- a Students should be aware of modern technology in general and Padlet application in particular.
- b Students should realize that they are responsible for their English learning. Instead of being passive in the class, they are expected to participate in all the activities conducted by teachers actively.
- c Students should pay more attention to vocabulary and grammar. They should know that many vocabulary knowledge and correct grammatical sentences will solve the problem in writing skills.

- d writing activities should be regularly used in EFL classrooms and students should be given more opportunities to practice writing skills in class.
- e Group work is recommended in EFL classrooms as it helps students communicate, interact, gain confidence, and get rid of any reluctance to write.

Recommendations for teachers:

1. Padlet application should be used by teachers to find new teaching techniques and solve writing English problems.
2. Padlet application may offer new strategies of teaching writing skills for teachers. It may also open the gate in front of the teachers to enhance their skills and find new resources of their career development.
3. It is better for EFL teachers to adopt new roles that involve more than just providing information; these roles should include facilitator, participant, motivator, organizer, observer, and feedback giver.
4. When teaching EFL writing skills, EFL teachers should try to keep their own speak time to a minimum and encourage their students to talk for as long as possible.

Recommendations for curriculum designers and supervisors:

Curriculum designers and supervisors should:

1. Pay more attention to technology, especially Padlet application as it proved its important role in developing EFL writing skills.
2. Take advantage of new education theories; collaboration, self-evaluation and variation of learning based on learning styles, individual differences, critical thinking and creativity.
3. Include more writing assignments in school textbooks.

4. Utilize technology programs and applications in the classroom and train teachers to implement them.

Recommendations for teaching process:

Padlet applications should be used to support teaching English language skills with different technologies for creating a better learning environment. They are associated with the cooperative learning and collaborative methodologies. They can create the active atmosphere of learning. They can motivate students to participate in digital writing activities. They can help students judge their values and adopt new useful values. Padlet applications support the learning environment. They offer the learning environment of actual interaction.

Suggestions for further research

Based on the present study, the following topics seem worth attempting:

1. Investigating the effect of Padlet application on exploring university students' reflective writing.
2. Investigating the effect of using Padlet application on enhancing university students' creative writing.
3. Further research is needed to investigate the effect of using Padlet application on students' academic writing skills and writing self-efficacy.
4. Exploring the impact of using Padlet application on enhancing EFL reading skills.
5. A case study is needed to investigate EFL teachers' beliefs about the use of Padlet application in teaching writing.

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