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Padlet for Learning EFL Speaking: A Technology Review

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Abstract

A gradual shift in language learning toward its communicative purpose has put productive skills, such as speaking, in the spotlight. In fact, developing speaking skills is challenging for foreign-language learners due to the interplay of affective, linguistic, and sociocultural factors throughout the process. The recent innovation of a collaborative online board, Padlet, has successfully accommodated learners' needs for affection, linguistic support, and interaction in developing speaking skills. While prior research predominantly focused on students' perspectives on using Padlet, this study employs the technology review genre to examine the application itself and critically evaluate the potential benefits and challenges of Padlet for second-language speaking-skill learning, framed within the language-learning principles of Egbert and Shahrokni (2018). Adapting the technology-in-depth exploration approach proposed by Kritandani et al. (2024), the authors present a systematic and credible evaluation. The study results showed that Padlet has the potential to provide comprehensible input, support language output, facilitate learners' noticing, increase social interaction, and provide immediate input. Apart from the benefits, the potential challenges in its integration include low internet connectivity in certain rural areas, the ambiguity of picture search, and learners' uneasiness about both recording themselves and receiving feedback in public. For optimal use, learners should build trusting relationships within their learning community, which may enable them to participate actively in online speaking activities. For beginner learners, the presence of trained instructors may help prevent exposure to unrelated content. It is also advisable for learners to watch the tutorial videos provided by the platform beforehand.

Keywords: *Computer-Assisted Language Learning (CALL); EFL Speaking Development; Padlet; Technology Review.*

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INTRODUCTION

In a more globally interconnected world, the development of communicative skills, especially in English, is paramount. Without communication, people are not kept up to date about their surroundings, which can lead to isolation. Therefore, the skill on which people are judged most is the speaking skill (Amelia & Hidayat, 2023; Rao, 2019). However, most English learners reported that speaking skills are challenging because they must consider phonetics, syntax, morphemics, semantics, and pragmatic aspects spontaneously before production (Ali et al., 2025; Rao, 2019). The most effective way for learners to overcome the challenge is to engage in continuous learning and practice.

In addressing the need, the writers see Padlet's potential to enhance English-speaking skills.

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Padlet is a free, user-friendly, and engaging tool that enables participants to collaborate effectively on their mobile devices, keeping learners connected from afar (Al Momani & Abu Musa, 2022). Moreover, Padlet addresses the 21st-century challenge in technological learning that requires the development of "4Cs" skills - Critical Thinking, Creativity, Collaboration, and Communication (Ramachandiran & Mahmud, 2018). In this review, the authors aim to explore the potential benefits and challenges of Padlet for supporting the development of English-speaking skills. The literature review section will cover an overview of Padlet and the language learning principles. It is followed by the review method section, where we will describe the steps we took to do the technology review. Next, the exploration of the tool in light of the 5 language learning principles will be discussed in the findings section. Then the conclusion section will summarize the study and include suggestions to optimize the use of Padlet for English speakers. The results of the study are expected to provide English learners with insights into how they can effectively and engagingly use Padlet to improve their English-speaking skills. The following section will be on the literature review.

Padlet, accessible at https://padlet.com, is a collaborative online board that allows unlimited users to share creative content and serves as a dynamic space for language exploration (Alastal et al., 2022; Ali et al., 2024; Arouri et al., 2023; Etfita et al., 2022). Furthermore, Padlet users can upload multimedia items, documents, videos, comments, and other interesting content to Pads. Its virtual bulletin board can be viewed at any time (Arouri et al., 2023; Etfita et al., 2022). Users can also set the wall's security themselves by making it public or exclusive (Alastal et al., 2022; Ali et al., 2024). Arouri et al. (2023) added that Padlet supports features in various languages. There are 42 languages (e.g., English, Indonesian, Korean, Spanish, Arabic, Japanese) available on Padlet, enabling it to be used by people worldwide. Another interesting feature is its automatic saving when the device is connected to the internet, since Padlet is a cloud-based application. Moreover, Padlet's user-friendly navigation makes it easier for users to operate.

Comprehensible input is language that learners can understand, even if it is slightly above their current level (Krashen, 1982; Renandya, 2013). Listening or reading in English alone is not enough because learners learn only when they truly understand what they hear or read, and when they encounter this kind of input many times, rather than just once (Renandya, 2013). However, Pannell et al. (2017) argue that exposure alone is insufficient for fluent and accurate speaking because learners need opportunities to use the language.

Output refers to learners' active use of the language, such as speaking or writing. When learners produce language, they need to consider word choice, grammar, and message clarity. As Pannell et al. (2017) explain, producing language supports development by encouraging learners to focus on accuracy and form rather than on understanding meaning. To develop fluent and accurate language use, learners also need to produce language themselves, as speaking can help them identify knowledge gaps and express their ideas more clearly and accurately. Conscious attention during the learning process will further scaffold learners.

Noticing is a crucial process in language learning. In 1990, Schmidt introduced the Noticing Hypothesis, which held that language learning did not merely involve a subconscious process, as previously hypothesized by Krashen (1982), but also required conscious attention. Noticing is paying conscious attention to the form of input. Schmidt (2001) believed that learners grasp more of what they attend to and learn little about what they do not attend to. Practical classroom applications for integrating the noticing process include focus-on-form exercises and consciousness-raising activities (Zhang, 2022). However, important aspects of the input may go unnoticed due to blind spots unless revealed through social interaction.

Social interaction is the fifth foundation of language learning. Derived from Vygotsky, (1978) Sociocultural theory holds that meaningful interaction is central to language learning. In other words, language acquisition occurs when there is consistent, meaningful input and output throughout the

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process (Zappa et al., 2025). Furthermore, input and output are meaningful when they occur in real-life interaction. Li and Jeong (2020) defined social interaction in L2 learning as a real-life environment or its representation that enables learners to interact with both people and objects, involving multi-sensory reception processes to support learning and communication. A social interaction may provide learners with precious feedback on their performances. For example, an interlocutor may ask for clarification of an unfamiliar pronunciation during conversation.

Lastly, feedback must support language learning. The behavioristic view of L2 acquisition holds that language learning is a matter of habit formation. Undeniably, interference in language learning often affects acquisition due to differences between the L1 and the target language. Therefore, mistakes must be corrected immediately before they become ingrained (Li et al., 2025; Lina, 2023). Gass et al. (2013) argued that feedback is an important source of information for learners because it provides them with information about the success or failure of their performance. Practically, feedback may be delivered explicitly (by stating that there is a problem) or implicitly (through feedback during an interaction). Interference in language learning is inevitable due to differences between L1 and the target language; this fact has therefore strengthened the importance of immediate feedback. Within the framework of the five language-learning principles, the authors aim to evaluate Padlet's effectiveness for L2 speaking.

METHOD

This study aims to review the benefits and challenges of using Padlet in EFL speaking development. Furthermore, the authors adapted the approach from Kritandani et al. (2024) for a technology review, focusing on an in-depth exploration of the technology's features, without providing empirical data to support the authors' analysis of the technology tool. This technology review genre consists of four main components: an introduction to the technology, its utilization, potential benefits and challenges to consider when applying the technology, and suggestions. The language-learning principles by Egbert and Shahrokni (2018) were used as the theoretical framework to measure Padlet effectiveness in enhancing EFL speaking skills. The features to review were thoughtfully selected by the authors, considering their potential to support EFL teaching and learning purposes.

To ensure the review's validity, the authors conducted a peer debriefing (by Ary et al., 2010), which was successfully done by previous studies (i.e., Kritandani et al., 2024; Yuntiawati et al., 2026), to assess the quality of the results. In the initial step, each writer chose one language-learning principle. Then, in light of the chosen principle, each writer (M as the 1st writer, T as the 2nd writer, S as the 3rd writer, A as the 4th writer, and E as the 5th writer) spent a week exploring potential features of Padlet to support EFL speaking learning (see step 1), and drafted a rough report draft in Google Docs for convenient online collaboration. Afterward, M reviewed the exploration results (see step 2), followed by 1-hour Zoom discussions on February 23, 27, and March 2. Revisions by all authors were completed (see step 4). The same steps were repeated when exploring Padlet's potential challenges (Steps 4-6). Finally, M conducted the final check.

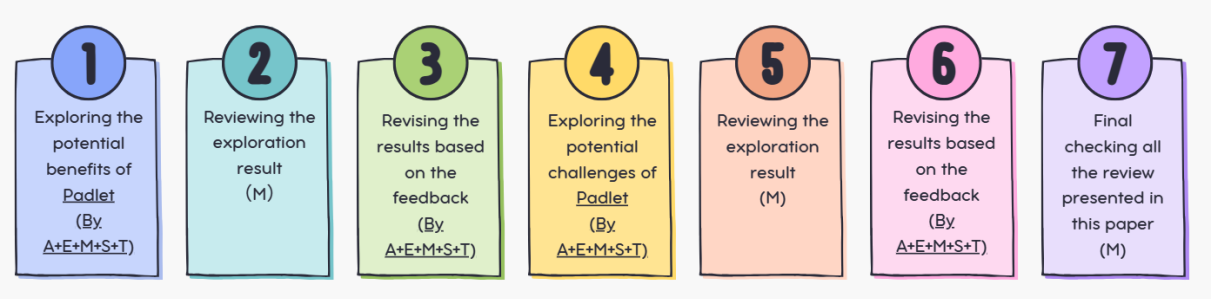


Figure 1. The Peer Debriefing Stages

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FINDINGS

The section below presents the results of our analysis. The writers will begin by reviewing the potential benefits of Padlet and then move on to its challenges.

Potential Benefits of Using Padlet in the Learning of L2 Speaking

This section will discuss the potential benefits of using Padlet for L2 speaking, from the perspective of language-learning principles.

Comprehensible Input

Padlet is beneficial for providing comprehensible input. It enables users to upload pictures, thereby improving their understanding of unfamiliar words. Moreover, learners may use AI to generate images that clarify the meanings of words or sentences. These features have helped learners to really understand what they hear and read, which, in turn, supports their autonomy by enabling them to manage their own learning (Syahrizal & Rahayu, 2020). Furthermore, sufficient exposure to vocabulary may enable learners to increase their output, as vocabulary is the foundation of utterance (Nation & Meara, 2020; Renandya, 2013). A previous study by Masykuri and Alekseevna (2024) found that students' vocabulary learning was facilitated by Padlet's features, which allow for visibility.

Figure 1 shows the first line of a story with the word 'forest' in a different color to help learners connect the noun to the picture on the right side. Figure 2 illustrates how learners can use AI to generate an image that clarifies the meaning of an utterance.



Figure 1. Padlet Storybook Feature with Embedded Picture

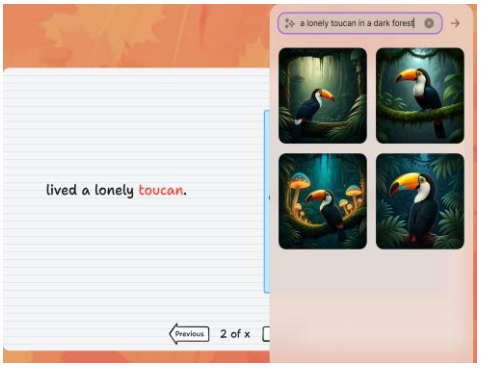


Figure 2. Padlet AI-Generated Picture

Output

Padlet supports the principles of output by allowing learners to record and upload their spoken responses on the board. Through this process, learners can practice speaking and focus on the clarity and accuracy of their messages, supporting language development (Pannell et al., 2017). In the quantitative study by Ta et al. (2023) it was reported that 90% of the participants were interested in recording their voices on the *Padlet* wall, 80% said their speaking skills were improving due to continual practice through *Padlet*, 70% were gaining confidence in speaking English, 2% denied their progress, and none said that *Padlet* failed to help them actively participate in speaking activities.

Figure 3 illustrates a self-recording that a learner posted on the Padlet wall to practice oral production. Figure 4 shows that a conversation can continue, with other participants replying to or commenting on the recording.

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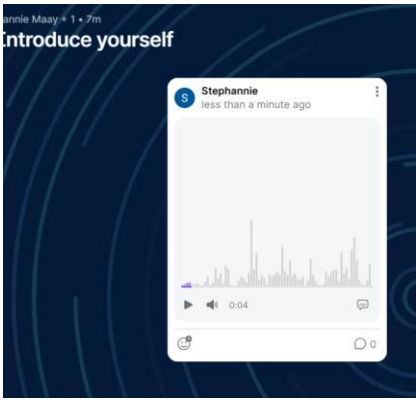


Figure 3. Audio Recording on the Board

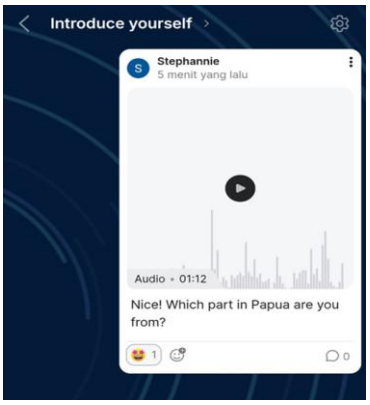


Figure 4. Learner's Response to a Classmate's Audio

Noticing

Padlet supports language learning by helping learners pay conscious attention to the form of input. Learners may record their voices and upload them to Padlet walls for teachers to comment on. Through these comments, learners can notice errors in their speech and correct erroneous patterns. Besides, learners can easily imitate pronunciation from the videos that teachers upload to the wall. By recognizing and identifying their speaking errors, learners are trained not to repeat them. In addition, they will increase their conscious attention to the language they produce (Navidinia et al., 2019; Ta et al., 2023).

Figure 5 shows a teacher's comment highlighting the improvement a student should make after posting the recording. Figure 6 shows the video tutorial embedded in the comment to further clarify the instructions.

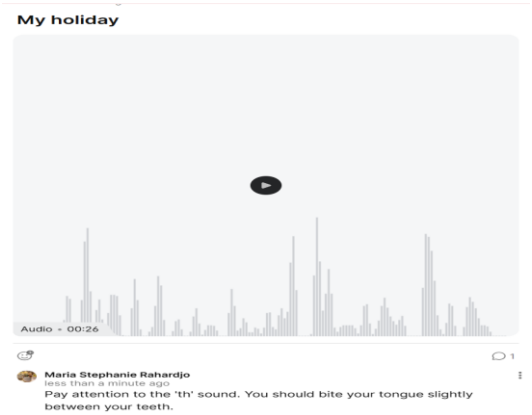


Figure 5. Teacher's Comment to Help Students Notice Tutorial

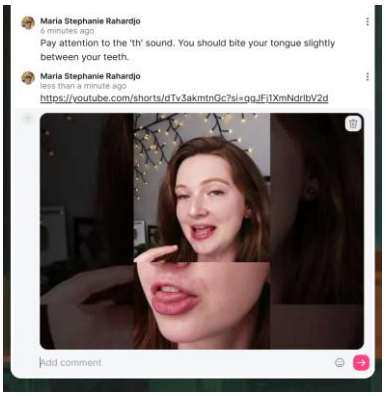
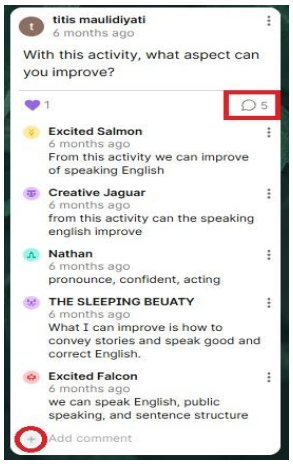


Figure 6. Embedded Pronunciation Video

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Social Interaction

Another potential benefit of *Padlet* comes from its social interaction aspect. *Padlet* is a collaborative online board that enables connections with people around the world (Arouri et al., 2023).



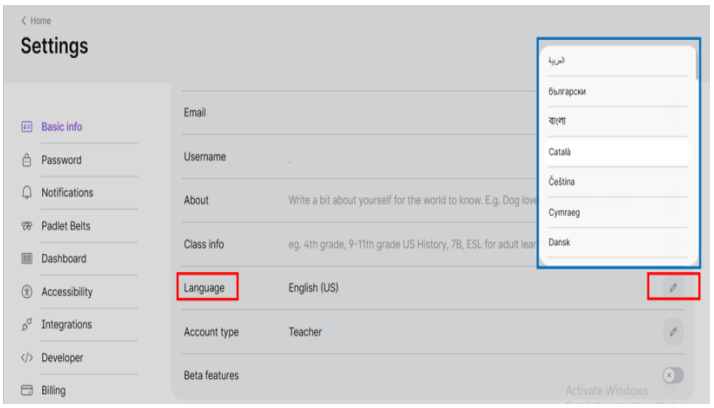


Figure 7. Padlet Discussion Room

Figure 8. Padlet Language Setting

Padlet is a web-based application that allows students to communicate with people all over the world by leaving and replying to comments. This real-world communication on Pads (virtual bulletin boards) has proven to foster the development of speaking skills (Ali et al.,2024; Arouri et al., 2023; Li & Jeong, 2020).

Figure 7 shows that learners can join an online discussion about the Pads content while practicing their communication skills. Furthermore, Figure 8 shows that Padlet supports 42 languages (e.g., Indonesian, English, French, Japanese, Korean, etc.), making interactions easier and more comfortable (Arouri et al., 2023).

Feedback

Regarding feedback, Padlet is a useful tool for learners to receive immediate feedback. As participants upload their responses online using the "Audio Recording" feature, they may receive multiple responses from both teachers and peers (Syahrizal & Rahayu, 2020). Consistent feedback provides learners with information on what has been done well and guidance on how to revise errors before they become fossilized (Gass et al., 2013; Li et al., 2025; Ta et al.,2023).

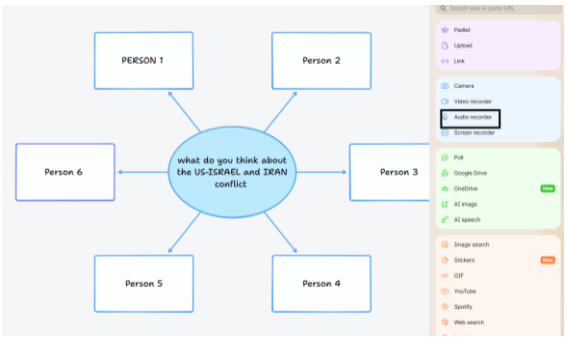


Figure 9. Audio Recording Tool Bar

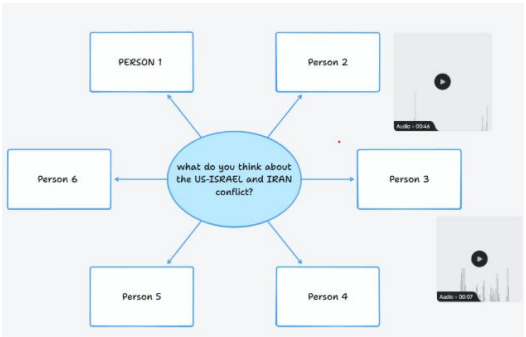


Figure 10. Audio Recording File Uploaded to Pad

Challenges of Using *Padlet* in the Learning of L2 Speaking

As with the potential benefits, this section will discuss the challenges of using Padlet for L2 speaking from the perspective of language-learning principles.

Comprehensible Input

The accuracy of pictures produced by *Padlet's* image search is limited only to simple nouns and verbs. While searches for adjectives may return some pictures that may confuse the meaning. For example, a picture search for the word 'lonely' may return images of a sad boy sitting in the dark, a dark road, or a singer's album cover. Furthermore, some images contain inappropriate content for young learners because they draw on an unlimited range of sources. For example, a search for the word "sway" may return an adult-appropriate movie cover.

Output

Although Padlet offers opportunities for students to produce oral responses, some challenges may arise when using it for speaking activities. In Padlet-based assignments, students record their audio responses and upload them asynchronously to the whiteboard. However, uploading audio recordings requires stable internet access, which may be difficult for some students. Studies found that students reported technical issues, such as limited access, which caused discomfort for some and demotivated others from completing the speaking activity. Additionally, because others can see students' recordings on the board, some students may feel uncomfortable sharing their speaking responses publicly.

Noticing

Uploading a voice recording to the public domain for assessment may be psychologically threatening for beginner learners. They may fear making mistakes, losing face, and being judged by their friends. Furthermore, technical issues such as internet connection problems, limited access, file upload issues, and issues with alternate links may disrupt the learning flow. This idea aligns with the arguments of Kaldarova et al. (2024), Pratolo (2019), and Syahrizal and Rahayu (2020) regarding the use of *Padlet* to develop speaking skills.

Social Interaction

Some interaction challenges may arise when using Padlet. Because of varying levels of confidence, some learners may feel uncomfortable and insecure when their Pads or posts are published. Students who are highly anxious about their posts, especially video content, tend to "script and edit" rather than speak spontaneously and interact naturally. Another challenge of using Padlet for speaking practice is that students are less able to improve their spontaneous speaking and practice real conversational flow, since Padlet is an asynchronous application. In addition, learners need a stable internet connection to upload audio files to Padlet. A low internet connection may interrupt the flow of interaction, which aligns with findings by Alastal et al. (2022), Ali et al. (2024), and Arouri et al. (2023) in their review of Padlet use.

Feedback

Teachers' or peers' feedback is mostly written, which can make it difficult for beginner language learners to understand and may even lead to misunderstandings. For certain learners, moreover, receiving feedback is a face-threatening situation, especially when it occurs in public. Thus, being unable to perceive the responder's facial expressions and intonation may influence learners' affective responses after receiving feedback. This finding is consistent with the study by Cahyani et al. (2023), which posits that classroom language in traditional classrooms differs from that used in online classrooms.

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Regarding technical issues, some participants reported difficulties with internet connectivity, especially in rural areas, making it hard for them to receive immediate feedback. Furthermore, without guidance, some first-time participants reported feeling confused about how to record themselves.

DISCUSSION

This study aims to review the potential benefits and challenges of using Padlet in learning EFL speaking. While the findings communicate various things, the authors would like to discuss some important points and commonalities. First, Padlet supports digital learning in modern age. Classroom is no longer limited by walls, which in turn provides more opportunities for learners to virtually meet other learners from all around the world (Ali et al., 2023; Arouri et al., 2023). Second, the collaborative nature of interactions in Padlet has directly influenced learners' motivation. The studies by Ta et al. (2023), Ali et al. (2024), Arouri et al. (2023), Li & Jeong (2020) have indicated the increase of learners' motivation to keep on practicing their speaking as they can post their voice recordings on the Pad and receive response from the other learners or teachers. Third, Padlet provides scaffolding for learners, such as AI-generated pictures to enhance meaning-making (Masykuri & Alekseevna, 2024), the availability of 42 languages setting (e.g., Indonesian, English, French, Japanese, Korean, etc.) to make navigation easier and more comfortable (Arouri et al., 2023), and the asynchronous communication may scaffold more introvert learners. Fourth, the unavoidable challenges of the use of digital learning tools requires more attention such as, inappropriate contents, internet and technical problems, learners' misunderstanding feedbacks, and learners' psychological uneasiness.

The findings carry several practical implications to use Padlet effectively for practicing L2 speaking. First, the results imply that learners should choose trustworthy, reliable learning communities that can build their confidence to participate actively and without fear in every activity posted on the *Pads.* Second, the study suggests developing resilience is important, especially when receiving asynchronous feedback from both teachers and peers. Third, beginner learners or non-adult learners should use this platform under a teacher's guidance, as it may help them understand the learning tasks and avoid unrelated content. To overcome frustration due to technical challenges (e.g., recording voices, uploading files, using AI image search, etc.), learners should watch the tutorial videos provided by the platform.

The present study is subject to limitations. First, the technology review approach adopted in this research, while suitable for mapping the functionality of *Padlet* in supporting language learning, inherently precludes the inclusion of empirical data, such as students' and teachers' authentic perspectives on the benefits and challenges of the platform. As a result, the analysis and findings were predominantly shaped by the researchers' exploration of the platform, synthesis and interpretation of existing literatures, which may not fully picture the nuanced realities of classroom practice. The limitation is unavoidable, however, given the explanatory nature of this study and its aim to establish foundational understanding of *Padlet* use before undertaking primary data collection. It is important to note, despite this constraint, that the study offers valuable insights by categorizing findings under the framework of five principles of language learning. To address this gap, future empirical research should adopt mixed-methods approach to comprehensively explore students' and teachers' experience over the use of *Padlet* in the light of five language learning principles.

CONCLUSION

Framed within the language-learning principles of Egbert and Shahrokni (2018), this review highlights the potential benefits of *Padlet* in supporting L2 speaking development. To sum up, the platform provides learners with comprehensible input through pictures and AI-generated images, helping them understand vocabulary and meaning. When using *Padlet*, students can also produce spoken output by recording and uploading their responses and feedback, which helps them focus on

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accuracy and clarity in their speech. In addition, *Padlet* supports noticing by allowing students to review their recorded speech and identify language errors, which can help them improve their accuracy (Navidinia et al., 2019). Finally, *Padlet* supports social interaction and feedback by allowing students to join discussions and respond to each other's posts.

Despite these benefits, learners may face some challenges when using *Padlet* for L2 speaking practice. Some images from *Padlet*'s image search may not accurately convey the meaning of words and may sometimes contain inappropriate content. Not to mention, technical problems, especially unstable internet connections, may make it difficult for learners to record or upload their spoken responses. Also, some learners may feel nervous about posting their recordings publicly, and they may participate less in speaking activities. Since *Padlet* is asynchronous, learners may have limited opportunities for spontaneous speaking and natural conversation during speaking activities.

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