PADLET: POST-PANDEMIC AVENUE FOR A MORE DYNAMIC LANGUAGE AND LITERATURE LEARNING THROUGH ENHANCED TECHNOLOGY INTEGRATION

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ABSTRACT

Globally unprecedented changes in the education system heightened the functions and contributions of technology. Padlet emerged as an educational tool to address challenges in the continuity of quality education after the implementation of distance learning. This study examined the impact of using Padlet on second language learners' in language and literature classes satisfaction with Padlet use. The study employed a mixed method design, which used a reliable (α=0.83) 40-item Likert scale questionnaire and five open-ended interview questions analysed thematically. Results revealed that Padlet significantly impacted (t (163) = -7.348, p<0.001) students' proficiency in language and literature. Correspondingly, the students showed a significant improvement in submitting quality outputs, accomplishing assigned exercises on time, and establishing peer learning and encouragement. In addition, the students reported high levels of satisfaction (M=3.01, SD=0.43) with Padlet use. Therefore, schools may consider expanding Padlet's use beyond language and literature classes to maximise its full potential in the teaching and learning paradigm.

Keywords: dynamic learning; high school learners; language and literature; Padlet; post-pandemic learning; technology integration

Introduction

The coronavirus 2019 (COVID-19) caused profound changes in aspects of life. Specifically, the education sector suffered a great recession. The prolonged closure of schools resulted in fluctuating academic performance (Santos et al., 2022; Villarama et al., 2022). There is also a considerable loss of motivation among students during the school closure period. For example, Mak (2021) found that 81% of students from the United Kingdom felt unmotivated during the COVID-19 pandemic. The lack of a conducive learning environment caused students' active participation to fall. Wu and Teets (2021) revealed that United States students studying in diverse, huge, and urbanised institutions were found to have a significant decline in engagement, while Villarama et al. (2022) found that learning online was more difficult for students and notably affected their mental health.

A sudden drop in students' motivation to learn and active participation challenged teachers to innovate their teaching methods to continue delivering quality education while uplifting academic interest (Suhardi et al., 2023; Villarama et al., 2022). Therefore, the Department of Education (DepEd) in the Philippines planned a whole-nation approach to bringing students back to school to address learning gaps as consequences of the school closure. DepEd developed multiple learning modalities to support remote learning, such as TV and radio programmes, short message service (SMS), paper-based self-learning modules distributed by teachers, and online platforms for schools with stable Internet connections. These online learning tools paved the way for new and creative ways to encourage dynamic learning (Villarama et al., 2023).

Padlet, an online learning application, enables users to express thoughts on concepts easily. Padlet serves as a bulletin board filled with various media, including documents, photos, videos, links, and other files, which enable educators and students to generate a safe space for collaboration (Erito, 2022). It can be publicised and used collectively with multiple groups of people. Therefore, students can add or post-academic materials while teachers are moderators of learning.

Anchored on "Assemblage Theory" and "Constructivist Learning Theory" (CLT), Padlet, as an educational tool, serves in language and literature classes as a new avenue to increase students' dynamic learning (Karaman, 2008). Because technology-integrated practices in education are essential, evaluating Padlet as a teaching and learning tool helps teachers keep up with academic advances. There is a need to find out how Padlet is integrated into the classroom to help second language learners learn and engage in class after almost three years of academic hiatus.

This study examined the impact of using Padlet on second language learners in language and literature classes satisfaction with Padlet use.

Literature Review

Integration of Technology in Language Teaching

Technology lets people immediately access information from sources. As smartphones, computers, laptops, and tablets grow mainstream, they become the

media of information. Teachers who work hard to gradually introduce tech apps into class and take advantage of technology support and availability also integrate technology into education (Rintaningrum, 2023).

Studies showed the benefits of integrating academic tools like Padlet in class. Ahmadi (2017) revealed that the adjustment of students' learning process was highly assisted by technology, giving them more flexible time and space to review lessons they missed or to access a plethora of online information to supplement instruction received from teachers.

Technology integration also significantly contributed to language and learning processes. Ahmadi (2017) stated that the method instructors use in their classes plays a significant role in effectively learning language and comprehending literature. As a result, new opportunities and experiences were given to students through technology integration in language and literature classes (Merzifonluoğlu & Gonulal, 2018). Additionally, technology can become a valuable factor in learning a language, primarily if technology is used to creatively solve obstacles and improve processes (Ahmadi, 2017).

Language and literature learning, with the aid of technology like Padlet, can advance student-centredness and autonomous learning (Ahmadi, 2017; Rintaningrum, 2023). Rintaningrum (2023) showed that integrating technology improves scores in English tests. Additionally, it enables learners to learn another language with opportunities to listen, write, and speak in English. An opportunity for collaborative learning through technology was also evident. Meanwhile, it also enables teachers to use multimedia presentations to demonstrate new methods of teaching language and literature lessons.

Padlet is an interactive application used for collaboration (Mehta et al., 2021) with various backgrounds, including walls, grids, canvases, maps, streams, shelves, and timelines, which help moderators organize students' outputs. Further, students submit documents, links, pictures, drawings, videos, and other files, which their classmates react to, comment on, and receive grades from teachers (Shuker & Burton, 2021). There is an option for anonymity of posting, which allows students to be more engaged without feeling insecure (Cutting et al., 2020). Padlet supports students' creativity by creating and gathering ideas, images, citations, and the like in one room (Saepuloh & Salsabila, 2020).

Aside from these, in a complex teaching environment, Padlet provides ease of use that results in student and teacher engagement (Shuker & Burton, 2021). Padlet is also practical when exchanging ideas (Dianati et al., 2020), creation and innovation (Kaya, 2015), or experiences relating to subjects delivered to assist learners in developing new knowledge through interaction (Mehta et al., 2021). The features of Padlet supports learning through sharing, modelling, receiving immediacy of feedback, and storage of answers (Deni & Zainal, 2018). Deni and Zainal (2018) also stated that Padlet allows students to learn from mistakes, provide a diversity of answers and have a convenient and accessible avenue of practice. It is a demanding task to manage students' engagement, and teacher-centred classrooms are less engaging to students (Musayaroh, 2022). This results in difficulties in involving students. As an intervention, Padlet engages students and teachers through virtual

interaction, where they instantly upload tasks and activities (Baidoo et al., 2022). Padlet also helps develop an understanding of lessons (Zainuddin et al., 2020).

Use of Padlet for a Dynamic Language and Literature Class

Padlet turns up dynamics in language and literature classes. Anwar et al. (2019) found that English language students positively appreciated the integration of Padlet in the classroom, which made them understand lessons more easily. Further, Syahrizal and Rahayu (2020) showed that Padlet enhances ESL class collaborative and independent learning, participation, and motivation. Meanwhile, Kimura (2018) found that blending Padlet in an English classroom provides better learning outcomes and motivates learners to be more responsible and accountable for their learning. The utilisation of Padlet boosts more dynamic engagement of teachers and students (Sætra, 2021) while uplifting critical thinking (Shuker & Burton, 2021) in language and literature classes.

Studies show that technology helps enhance second language learners' outputs as it supports the development of language and literature skills and makes communication, per se, authentic because of the environment it creates (Shadiev & Yang, 2020). Technology-enhanced language learning has enhanced students' flexibility to learn, increased their drive to be interested in learning a language, and their reading efficiency (Zhou & Wei, 2018). It fosters the needs of visual and auditory learners as students are given language and literature learning materials such as video lessons and online pictures. These new breeds of instructional materials develop students' knowledge as they assist them in appreciating and discerning the topic (Ahmadi, 2018).

Technology opened opportunities for digital collaborative writing in language and literature classes. Some of the tools for collaborative writing include Google Docs, Notion, and Etherpad, among others. Language and literature learners log in to these tools to edit their documents, just like Padlet. This can be done by several students either at the same or differently, regardless of whether they are together physically or collaborating remotely. Meanwhile, the tool traces students' writing. It encourages them to collaborate as they accomplish tasks while expanding their writing and speaking skills, giving them time to correct each other's grammar and suggesting better ideas to develop their group work further (Shadiev & Yang, 2020). Collaborative groups also produce more propositional content and better coherence than those groups that do not (Shadiev & Yang, 2020).

Although technology enhances dynamics, there are still some drawbacks. Carstens et al. (2021) also revealed that technology integration in language and literature classes could be hindered by barriers such as a lack of resources and insufficient computer knowledge and skills. Further, some faculty cannot adequately include technology in courses (Yilmaz, 2021). Similarly, Bangladesh schools encountered problems in technology-enhanced language and literature classes, such as insufficient technological facilities, lack of knowledge and awareness on the application of technological tools, financial constraints, lack of computers and training, and problems with internet access (Hashemi et al., 2022). Additionally, access to a

reliable Internet connection can make the benefits of online learning debatable (Villarama et al., 2022).

Methodology

This study employed a mixed method explanatory sequential research design. First, the data were collected through questionnaires to determine the impact of Padlet use on second language learners' dynamics in language and literature classes and their satisfaction with using Padlet. This was followed by the semi-structured interview method to validate the data.

Through a non-probability sampling technique, 164 (82 Grade 8 and 82 Grade 10) second language and literature learners from a provincial laboratory Science High School in Central Luzon, Philippines, were purposefully selected as the participants in this study. They were enrolled in a language and literature class during the Academic Year of 2022-2023. Table 1 shows the respondents' profile.

Table 1
Respondents' Profile

Variables	Category	Count	Per cent
Sex	Male	69	42.07
	Female	95	57.93
Age	13	34	20.73
	14	47	28.66
	15	28	17.07
	16	48	29.27
	17	7	4.27
Grade Level	Grade 8	82	50.00
	Grade 10	82	50.00

The study used a validated self-constructed 45-item questionnaire with a 0.83 Cronbach α value, indicating a high internal consistency value. The questionnaire consists of four parts: (1) Profile of respondents; (2) Student dynamics in using Padlet; (3) Student satisfaction in using Padlet; and (4) Interview questions. The 40-item questions were measured on a four-point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree), and the remaining five open-ended questions were validated by five professionals, consisting of language and literature professors, statisticians, and curriculum experts.

The questionnaire data were collected from 164 (82 Grade 8 and 82 Grade 10) students from Central Luzon, Philippines. On the procedures of using Padlet, the researcher-instructors sent the URL of Padlet to the class messenger group chat. The researcher-instructors used Padlet to publicise important information such as announcements, readings, activities, and assignments. A submission bin in the Padlet wall where students submitted their projects, activities, and assignments was also set. Meanwhile, the semi-structured interviews were scheduled after securing approval from the Central Luzon State University Ethics Review Committee (CLSU-ERC Code 2023-327, dated 18 May 2023) and the participants' consent forms.

This study quantitatively utilised descriptive and inferential statistics to describe and analyse the gathered numerical data. Kolmogorov-Smirnov and Levene's tests were utilised to secure the normality and homogeneity of groups. In describing and summarising the impact of Padlet use and satisfaction of second language learners in language and literature classes, descriptive statistics (frequency, mean, and standard deviation) were utilised. A series of paired-sample t-tests determined the impact of Padlet use on students' dynamics in language and literature class. The students' Quarters 3 and 4 grades in English 8 and 10 were treated as pre-intervention and post-intervention data of their language and literature performance. This study used the Thematic Approach (Clarke & Braun, 2013) to analyse students' responses via semi-structured interviews concerning the impact and satisfaction of Padlet's use in language and literature class.

The present study did not cover areas such as the differences among genders, the comparison between public and private institutions, and the state of educators who used Padlet or any other technological apps integrated into their language and literature classes or any other classes for that matter.

Results and Discussion

Table 2 shows the overall results on students' dynamics in learning language and literature and their satisfaction in utilising Padlet. To provide a specific view of the data, Tables 3 and 4 present statements with the highest average ratings on student dynamics in language and literature classes and their satisfaction with using Padlet, respectively.

Table 2
Overall Results on Student Dynamics and Satisfaction in Using Padlet

Parameters	Mean	SD	Description
Student Dynamics in Learning Using Padlet	2.98	0.31	Agree
Student Satisfaction in Using Padlet	3.01	0.43	Agree

Note: 1.00–1.74=Strongly Disagree; 1.75–2.49=Disagree; 2.50–3.24=Agree; 3.25–4.00=Strongly Agree

Table 2 shows that most respondents agreed that Padlet influenced their language and literature class dynamics (M=2.98, SD=0.31) and satisfaction (M=3.01, SD=0.43). This implies that, on average, students find themselves proactive and interactive in learning language and literature with the aid of Padlet. Zainuddin et al. (2020) supported this finding, as the results of the present study showed that Padlet increased students' participation, encouraged more interaction among class members and instructors, and improved language accuracy through learning from their peers. Additionally, students reflected and embarked on self-correction because of the immediate availability of comments in their Padlet class and corrections provided by their instructor and classmates (Wang, 2023).

Table 3

Means and Rank for Student Dynamics in Learning Language and Literature Using Padlet

Student Dynamics in Learning Language and Literature Using Padlet	Mean	SD	Description	Rank
Statements with Highest Average Ratings				
Statement 5: The Padlet encourages me to proofread my activities before submitting them because my classmates see my work.	3.42	0.75	Strongly Agree	1
Statement 19: With the use of Padlet, I learn and understand further about language and literature lessons based on the exercises given by the instructors.	3.24	0.63	Agree	2
Statement 10: With the use of Padlet, I am having fun watching our presentations/outputs in class.	3.23	0.83	Agree	3.5
Statement 3: With the use of Padlet, I learned added information from my classmates through reading and viewing their posts and comments on our class Padlet wall.	3.23	0.75	Agree	3.5
Statements with the Lowest Average Ratings				
Statement 17: The Padlet did not help me enhance my collaborative skills in doing our outputs.	1.93	0.70	Disagree	18

Statement 4: The Padlet does not encourage more dynamic language and literature learning.	1.80	0.63	Disagree	19
Statement 15: The Padlet does not excite me to participate in class because I feel bored using Padlet.	1.77	0.68	Disagree	20

Note: 1.00–1.74=Strongly Disagree; 1.75–2.49=Disagree; 2.50–3.24=Agree; 3.25–4.00=Strongly Agree

In Table 3, most students agreed that through Padlet, students found themselves motivated to be aware of the quality of their class outputs, which has led to constructing high-quality class outputs. The students reported that they had fun watching their presentations and outputs in class in Padlet (M=3.42, SD=0.83). They also reported that with the use of Padlet, they learned added information from their classmates through reading and viewing their posts and comments on their class Padlet wall (M=3.42, SD=0.75). Zainuddin et al. (2020) also discovered that most respondents agreed that Padlet allowed them to learn from their classmates when posting or commenting, enhancing their understanding of the topic, which led students to create finer outputs.

Furthermore, most students also agreed that the Padlet is effective in serving as a learning platform for teachers to provide learning exercises (M=3.24, SD=0.63). The mean for this item ranked second. This is possible because it is easy to set up, access, and use Padlet (Deni & Zainal, 2018).

Meanwhile, the students marginally agreed with the positive impact of Padlet on students' emotions and communication while learning language and literature (M=3.23, SD=0.75). Similarly, Dianati et al. (2022) found that Padlet became a platform for students to let their voices be heard, breaking the monotony of traditional classrooms.

In contrast, Table 3 shows that students strongly disagreed with the negative aspects of using Padlet. Majority of students disagreed that the Padlet did not excite them (M=1.77, SD=0.68), did not enhance their collaborative skills (M=1.80, SD=0.63), and did not encourage them to be more dynamic in language and literature learning (M=1.93, SD=0.70). In point of fact, students were more encouraged by their peers through Padlet's support, which enabled them to work on tasks together and exchange ideas with classmates and instructors (Zainuddin et al., 2020).

Table 4

Student Satisfaction in Using Padlet

Student Satisfaction in Using Padlet	Mean	SD	Description	Rank
Statements with Highest Average Ratings				
Statement 33: I believe that Padlet can also be utilized and integrated into other courses, not just in language and literature.	3.41	0.61	Strongly Agree	1
Statement 21: I am satisfied with the use of Padlet because it is manageable and user-friendly.	3.35	0.69	Strongly Agree	2
Statement 37: I am more responsible and more independent in learning language and literature because Padlet allows me to track my output submissions.	3.07	0.70	Agree	3
Statements with the Lowest Average Ratings				
Statement 36: I could not engage in class Padlet because I feel it is limited to smart and tech-savvy students only.	1.80	0.78	Disagree	18
Statement 28: I struggled to navigate the features of Padlet because it is not user-friendly.	1.78	0.78	Disagree	19
Statement 32: I don't recommend the use of Padlet because it does not help learners to love literature class, and it gives more preparation for language teachers.	1.71	0.72	Strongly Disagree	20

Note: 1.00–1.74=Strongly Disagree; 1.75–2.49=Disagree; 2.50–3.24=Agree; 3.25–4.00=Strongly Agree

On the topic of students' satisfaction, while using Padlet in language and literature class, the students perceived Padlet as offering user-friendly features, which makes learning language and literature more efficient, integrative, and self-paced. The flexibility of Padlet use in different subjects is because its features were designed to increase students' involvement in their respective classes (Bugawa & Mirzal, 2018). Deni and Zainal (2018) showed that Padlet increased collaboration in entrepreneurship courses. Additionally, Padlet allowed students to be autonomous

with their learning as it improved the submission of their outputs (Deni & Zainal, 2018) and allowed the students to work at their own pace (Zainuddin et al., 2020).

Meanwhile, most of the respondents strongly disagreed that Padlet was not recommendable because it did not help them to love literature class, and it gave more teaching preparations for language teachers (M=1.71, SD=0.72). This result shows that students who utilised Padlet strongly disproved the belief that Padlet put a burden on learners and teachers. For example, its file compiler utility made it easier for teachers and students to do their respective tasks (Yilmaz, 2021).

Further, students disagree on the idea that Padlet usage is only beneficial for technologically savvy students (M=1.80, SD=0.78) and cannot be used by everyone (M=1.78, SD=0.78). Deni and Zainal (2018) stated that various functions of Padlet, such as its sharing functions, helped academically challenged students by providing immediate feedback while serving as a platform for practice, convenience, and accessibility. These reject the idea that Padlet burdens teachers and learners. Instead, they supported students' learning experiences and teachers' teaching practices.

Table 5
t-test Results Comparing Quarters 3 and 4 Grades in Language and Literature

Grades	n	Mean	SD	t	df	p
Quarter 3	164	92.29	2.24	-7.348	163	0.000*
Quarter 4	164	93.52	3.32			

*Significant at 0.001 level (2-tailed)

A paired-sample t-test was conducted to compare the students' language and literature performance before and after utilizing Padlet. The test used their grades in Quarter 3 (before, without using Padlet) and Quarter 4 (after, with the use of Padlet). Table 5 shows that there was a significant increase in their grades in Quarter 4 (M=93.52, SD=3.32) compared with Quarter 3 (M=92.29, SD=2.24); t (163) = -7.348, p<0.001. There is significant improvement in the student's proficiency in language and literature after employing Padlet as a teaching and learning tool. Similarly, Anwar et al. (2019) showed that using Padlet in learning linguistic courses effectively improved students' understanding of a topic. Additionally, students shared that using Padlet let them pour their ideas freely on its walls (Anwar et al., 2019).

To further confirm the second language learners' responses on the impact and satisfaction of using Padlet in their language and literature class, the data from the semi-structured interviews were thematically analysed, as suggested by Clarke and Braun (2013). The data were coded and combined into five main themes: (1) Sense of Validation, Inspiration, and Encouragement; (2) Sense of Motivation, Responsibility, and Comfortability; (3) Skills Enhanced through Padlet; (4) Difficulties Encountered in Using Padlet; and (5) Perspectives on the Use of Padlet. Table 6 shows the themes from the semi-structured interviews.

Table 6

Themes from the Semi-structured Interviews

Master Themes	Core Ideas from Supporting Quotes
Sense of Validation, Inspiration, and Encouragement	benefited learning caught interest exerted effort polished output
Sense of Motivation, Responsibility, and Comfortability	checked outputs felt comfortable using Padlet motivated to study sustained quality of work
Skills Enhanced through Padlet	allowed to show tech-skills developed presentation skills enhanced creativity
Difficulties Encountered in Using Padlet	contained limited file size exhibited reliance on the Internet showed inhibition
Perspectives on the Use of Padlet	displayed organized interface experienced fun and thrill monitored submissions efficiently

Theme 1. Sense of Validation, Inspiration, and Encouragement

The features of Padlet allowed students to see their classmates' outputs. They gave them a sense of validation, inspiration, and encouragement to finish and enhance the quality of their outputs. It also helped them practise their speaking and creative skills through collaborative effort. Excerpt 1 shows that the student became more interested and put in more effort to look up information.

(1) It has caught my interest since it has elements that benefited me. I was able to freely perfect my output to my satisfaction before sharing it to [with] the class, which made me exert more effort in researching information.

Additionally, the results showed that assigned tasks in Padlet encouraged more dynamic learning in class. This speaks true to the "Assemblage Theory," which suggests that the functions of technology, teachers, pedagogy, and students should be intertwined to achieve the target educational goals (Karaman, 2008). Thus, students should be the doer of their learning, anchored on the Constructivist Learning Theory (Karaman, 2008). Excerpt 2 shows that the student became more dynamic in language and literature class.

> (2) In my experience, Padlet boosted my dynamics in language and literature learning through the assigned tasks, which acted as a medium in which I, the student, improved my abilities and learning through practice.

Similarly, Anwar et al. (2019) showed that using Padlet heightened student engagement, cultivated active learning, and extended positive assessment experiences. The effectiveness of Padlet was then said to be grounded in its features that significantly promoted students' collaboration (Albarqi, 2023), supported students' agency (AbdAlgane & Ali, 2023), and enhanced positive assessment experiences (Erito, 2022).

Theme 2. Sense of Motivation, Responsibility, and Comfortability

Padlet significantly inspired and motivated students in language and literature classes because they viewed and read classmates' outputs and gave comments and reactions as part of the application's features and process of boosting dynamic learning. This encouraged students to exert more effort into their outputs (Wang, 2023), hence underscoring the drive for excellence while instigating their desire to study and learn more. Excerpt 3 shows that the student became more motivated and responsible in learning.

> (3) I take my time to study the lesson well to make as few mistakes as possible.

Learners were encouraged to pass their assigned tasks on time because each deadline was indicated in the folder designated for output submission. The fact that their classmates could see if they submitted or not added to their motivation to submit punctually. Furthermore, students preferred using Padlet rather than nosing through a pile of textbooks. The ability to open their modules using their gadgets anytime and anywhere gives them ample time to study lessons and review for upcoming quizzes or examinations as long as there is an Internet-enabled device and stable connection (Alastal et al., 2022). Additionally, all the learning materials were uploaded in designated folders that students could access quickly and conveniently.

Theme 3. Skills Enhanced through Padlet

The respondents, being digital natives, were technologically adept. Padlet allowed them to showcase and utilise various technological skills and their creativity, artistry, analysis, and speaking and writing skills. Excerpt 4 shows that the student's skill was boosted through the use of Padlet.

> (4) I can say that my strength is being a technologically smart person, as it was easier for me to utilise the Padlet and its potential while fulfilling my duty as a student.

Padlet developed students' confidence in presenting outputs. They also enhanced their time management skills by tracking the deadline of assignments, which motivated them to finish each on time. Zainuddin et al. (2020) proved that applying Padlet in the education process enhanced learners' macro skills through self, peer, and teacher feedback and rectification via its features. Moreover, learners transformed into active learners with increased interaction and motivation using Padlet (Kara, 2023; Ta et al., 2023). Undeniably, Padlet helped students develop soft skills expected of them as digital native learners, including communication, collaboration, creativity, and critical thinking skills.

Theme 4. Difficulties Encountered in Using Padlet

While Padlet exhibits beneficial features, students also encounter several difficulties using it. Padlet is not accessible without an Internet data connection and has a limited file size for non-subscribers, which hinders creativity and the quality of outputs. Some students were conscious of Padlet's "free wall" feature because they were self-conscious and media-shy. Excerpts 5 and 6 show that the students found it challenging to process large files in Padlet and they expressed being sentient about themselves and how others might perceive them.

(5) It could not process heavy files, which I found inconvenient. I also have this fear of my output being seen by my classmates, which I thought they may judge harshly.

(6) I am very camera-shy and introverted. I am not particularly good at any of oral and video performances.

In these cases, it is necessary to stabilise the goals of Padlet use between enhancing learners' participation and securing a safe "open" environment for them to interact and learn (Mobida et al., 2022; Deni & Zainal, 2018).

Theme 5. Perspectives on the Use of Padlet

After implementing Padlet in language and literature classes, students could utilise it regularly in submitting assignments and other activities. Meanwhile, teachers also used Padlet to post announcements and learning materials. Padlet as the tool is fun and easy to use with its refreshing design and convenient features for learning. Its organizational system made it possible for students to quickly view modules posted by teachers. Also, they can easily track outputs as each task is designated to a folder. Excerpt 7 shows that the student positively perceived Padlet as an enjoyable learning platform.

(7) Padlet gives me fun and thrilling experience because it is a new avenue for us, students, to learn online but with a more organized interface.

Zainuddin et al. (2020) also showed positive feedback on using Padlet, as participants agreed that Padlet made them feel more associated with the topics discussed. Additionally, Padlet obtained a high satisfaction rate because of its usefulness and practicality in accomplishing assigned tasks (Zainuddin et al., 2020). Moreover, Alastal et al. (2022) emphasised that animation and images that can be posted on the wall piqued students' interest and invigorated interaction with the content uploaded. Overall, Padlet is found to be helpful by students, and they also support the use of Padlet even in other courses aside from language and literature.

Conclusion

Technology allows teachers and students to overcome physical limitations in classrooms. The seismic shift in education methodology increases the role of technology; therefore, educators must keep up. This mixed method explanatory sequential research design study revealed that Padlet contributed to students' dynamic learning in terms of motivation to submit quality outputs, learning through exercises given in Padlet, and peer learning and encouragement through classmates' posts and comments on Padlet Wall. Integrating technology tools such as Padlet can boost students' learning experience, especially after a three-year hiatus brought on by the pandemic. Moreover, there were high levels of satisfaction with Padlet use among students as this tool is user-friendly and manageable, significantly revealing its high academic potential for teachers and learners alike. The questionnaire results showed that the students believed that Padlet could serve its educational purposes on other subjects. Thus, other subject teachers may also integrate technology applications into their class activities and lessons to enhance the quality of education. Finally, Padlet allowed the students to track their submissions in language and literature classes, which increased their self-responsibility and learning autonomy. Padlet use enhances students' dynamic learning and induces high and positive usage satisfaction among students. These are relevant grounds to back up the efficiency and effectiveness of Padlet use in the classroom, specifically in language and literature classes.

While the study focused on the laboratory high school students in language and literature classes alone, future research may explore the effectiveness of Padlet use in public and private junior and senior high schools and colleges and with other courses beyond language and literature. Studies on gender spectra and technology integration in educator classes across curricula may also be conducted. Uploading extra videos and discussions like YouTube links and making announcements are ways to use Padlet in classrooms. To explore its purpose and give students new ways to evaluate the app, further research on Padlet use in other disciplines may reveal other ways to maximise this learning tool for students' overall academic development. It is highly recommended that institutions support Padlet account funding to boost subscription rights and maximise its potential since some respondents observed that the subscription had limited the implementation and effectiveness of Padlet. Hence, removing subscription restrictions might improve students' Padlet learning experience.

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