

Investigating the Impact of Padlet for Virtual Poster Exhibitions on EFL Learners' Engagement

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ABSTRACT

The transition from virtual to hybrid learning during the pandemic has decreased student engagement. This challenges educators to find innovative strategies for post-pandemic classrooms. This study investigated the impact of virtual poster exhibitions through Padlet on student engagement in EFL classes. Participants were 40 undergraduate students majoring in non-English at a private university in Indonesia. The participants were selected based on convenience sampling. Using a qualitative research design, data were collected through open-ended questionnaires and classroom observations. Thematic data analysis was then used to uncover patterns of student engagement. The results showed that virtual poster exhibitions on Padlet significantly increased student engagement across emotional, social, and cognitive dimensions. More specifically, students reported increased feelings of self-actualization, enjoyment, comfort, and motivation to actively participate in EFL learning activities. Padlet's learning-supporting features, such as opinion-based voting and peer feedback, created a constructive learning dynamic. The study concluded that Padlet facilitated virtual poster exhibitions by lowering affective filters, thereby creating a comfortable learning environment. The implications of this research are to encourage educators to maximize the use of digital collaborative platforms to build active learning environments. Recommendations for future research include exploring the use of Padlet to facilitate virtual poster exhibitions with a larger sample size to validate its impact in other learning environments.

Keywords: *Padlet; engagement; virtual; poster; EFL class.*

INTRODUCTION

Student engagement has long been believed to be a significant factor in determining the success of a learning process, particularly in English as a foreign language (EFL). This is because active student engagement through interaction, participation, and motivation significantly impact the development of students' language skills (Saad, 2022; Sadiqzade, 2025; Li & Li, 2022).

However, the COVID-19 pandemic has shifted the nature of student engagement in English classes. The crisis, which necessitated a rapid transition to online and hybrid learning, has altered the nature of student engagement in the classroom. Online learning results in reduced attention spans and limits meaningful learning interactions. Online learning also often leads to fatigue due to the need to interact with digital devices during online or hybrid learning (Skulmowski & Xu, 2022).

In the post-pandemic era, educational institutions and teachers are required to develop teaching strategies that accommodate and stimulate student engagement, which has shifted from online learning to face-to-face or blended learning. Under these conditions, teachers are expected to utilize digital platforms and applications in teaching, providing a flexible, visually rich, and interactive environment. Consequently, there is a growing need to explore appropriate pedagogical approaches and utilize appropriate digital tools to enhance student engagement in the English language learning process in this post-pandemic era (Immanuel & Hameed M A, 2024; Ju-zaveroni & Lee, 2023).

In this ever-evolving world, digital collaborative learning platforms are gaining popularity due to their positive impact on active and interactive learning processes. One widely utilized digital platform is Padlet. Padlet is a collaborative and interactive platform that allows students to post various types of multimodal information, including text, images, videos, links, and audio, in a user-friendly format (Wahidin et al., 2024). Furthermore, the Padlet platform allows users to actively participate in editing, responding to reactions, and providing comments during the learning process. Several studies have reported that the Padlet platform is increasingly used in EFL classrooms due to its accessible interface and user-friendly collaboration features.

One example of Padlet's pedagogical use in EFL learning is the virtual poster exhibition. Traditionally, poster presentations have often been used to disseminate students' ideas and learning outcomes in an engaging and publicly accessible space. In this modern era, the learning practice of poster exhibitions has been adapted to a more modern and flexible virtual format (Yovita et al., 2024). Students have the opportunity to showcase their learning outcomes to a wider audience while minimizing constraints related to space, time, and other physical conditions.

In EFL classrooms, virtual poster exhibitions can create an authentic communicative learning environment where students utilize their language skills to create and present poster content and provide peer feedback, which plays a significant role in the learning process. When these learning activities are facilitated by the Padlet platform, the virtual exhibition becomes an interactive learning space that provides students with the opportunity to view their peers' work, provide comments as peer feedback, and actively participate in reflective dialogue, which contributes to increased motivation and engagement in the learning process (Rifah & Gusdian, 2026).

Despite the potential benefits of using the Padlet platform to support learning in EFL classrooms, much research has focused on general perceptions, benefits, and outcomes of its use (Etfita et al., 2022; Roozafzai, 2025; Situmorang et al., 2025). Furthermore, previous research investigating the use of Padlet for EFL learning has focused on its potential as a discussion and collaborative learning tool. Empirical

evidence remains scarce on the impact of Padlet on supporting EFL learning activities through virtual exhibitions. To address this gap, this study investigates the impact of a Padlet-assisted virtual exhibition on increasing student engagement in EFL classrooms. Specifically, this study seeks to answer the following research questions:

1. How does a virtual exhibition on Padlet affect student engagement in EFL classes?

Literature Review

TPACK

TPACK (Technological Pedagogical Content Knowledge) in the EFL learning process provides a foundation for practicing effective technology integration in the context of foreign language teaching (Darsih et al., 2023). TPACK highlights the collaborative interaction between scientific content, pedagogical approaches, and the use of technology. In the realm of EFL teaching, TPACK plays a significant role because it enables English language learning to focus not solely on linguistic exposure but also provides opportunities to practice language skills in meaningful situations (Kristiawan et al., 2022).

Previous research has shown that EFL teachers with adequate knowledge of TPACK are more skilled at designing and managing classroom learning dynamics supported by technology (Chen et al., 2022). This creates an authentic, collaborative learning environment that stimulates students to maximize their learning autonomy. Proportional use of digital technology, combined with appropriate collaborative pedagogical approaches, can maximize English language teaching. This emphasizes that a balanced blend of pedagogical approaches, technology utilization, and language content is essential for successful English language learning.

PADLET

Padlet is a popular platform used in academic settings due to its ability to provide flexible, multimodal, and collaborative learning. As an interactive virtual whiteboard, Padlet provides opportunities for language learners to practice their language skills in the form of accessible posts of text, images, audio, video, and links. Many previous studies have reported the positive impact of Padlet on language learning, particularly in increasing learning motivation and reducing the anxiety experienced by some students in English (Rehman et al., 2025; Sari, 2022; Wahyuni, 2023). Furthermore, Padlet also stimulates learning by empowering peers in collaborative learning and providing peer feedback. However, several studies have positioned Padlet as a supplementary tool for short-term learning. Therefore, teachers' understanding of how to utilize Padlet to support more comprehensive learning needs to be improved over time.

Virtual Poster Exhibition

Virtual poster exhibitions are an English language teaching strategy widely practiced by EFL teachers. These activities have been proven to stimulate critical thinking and language practice in authentic and meaningful situations. In EFL learning, poster assignments provide students with the opportunity to develop their linguistic

insights, present their ideas creatively and engagingly, and receive feedback from the audience (Sujiatmoko et al., 2024). With the help of technology, virtual poster exhibitions become more flexible and interactive, allowing them to reach a wider audience.

Learning through virtual poster exhibitions aligns with the concept of student-centered learning, as the learning process centers on student involvement in producing engaging posters, encompassing content, language, and technological presentation (Azalia & Srikandi, 2025). The support of an appropriate digital platform, in this case Padlet, makes these learning activities more engaging. The interactive space provided by Padlet provides students with opportunities for active engagement, both synchronously and asynchronously. Furthermore, these digital poster exhibitions provide opportunities for reflective learning, fostering deep learning.

METHOD

Research Design

This research design is qualitative. The purpose of this study is to explore how a virtual poster exhibition, implemented in an EFL classroom and facilitated by the Padlet platform, impacts student engagement in the English language learning process. This qualitative research design was chosen by the researcher because it was deemed appropriate for examining students' experiences, perceptions, and behaviors during the learning process, based on qualitative measurements (Kaeedi et al., 2023). This study highlights the understanding of student engagement, which includes behavioral and emotional aspects in the context of the English language classroom that cannot be fully captured through quantitative measurements.

Research Participants

The research participants in this study involved 40 undergraduate students from non-English majors at a private university in Indonesia. These students were taking a compulsory English as a Foreign Language (EFL) course. Respondents were selected using a convenience sampling technique because they were easily accessible to the researcher. Furthermore, these research participants were also actively involved in the learning intervention conducted by the researcher. These non-English majors represent typical EFL learners in the foreign language learning context in Indonesia.

Research Setting and Instructional Procedure

The research location and instructional procedures for this study were conducted in a face-to-face EFL classroom. In the initial phase of the research, students were instructed to create a poster with a theme relevant to the material being studied. This poster-making assignment encouraged students to synthesize information, formulate ideas, and present them in an attractive and organized poster using English. Students worked in groups. The resulting digital posters were then uploaded and displayed on the

Padlet platform. The students' posters became a virtual exhibition where classmates could view, rate, and provide comments through the Padlet platform.

Data Collection

Data for this study were collected through an open-ended questionnaire distributed to students who had participated in the English language learning process through the Virtual Exhibition activity through Padlet. The questionnaire was designed to elicit students' reflections during their active involvement in the creation, arrangement, and virtual exhibition of the posters. To enhance the credibility of the questionnaire data, additional data were also collected through classroom observations conducted during the preparation and virtual exhibition process.

Data Analysis

After the data were collected, the researchers used thematic data analysis to synthesize the data. The analysis employed a systematic process that included data recognition, initial coding, pattern identification, and theme development related to student engagement (Braun & Clarke, 2023). Thematic categorization was conducted inductively based on keywords from each data set, resulting in dimensions for each category. The application of Braun & Clarke's approach provided researchers with the opportunity to understand the affective domain of student engagement in the Padlet virtual exhibition.

Trustworthiness and Validity

The data from the open-ended questionnaire in this study were validated using triangulation techniques. Findings from the open-ended questionnaire were cross-checked with findings from classroom observations and teacher interviews. Triangulation in this study strengthened the credibility of the thematic data analysis.

FINDINGS AND DISCUSSION

Findings

This section describes the research findings obtained from an open-ended questionnaire distributed to 40 students actively involved in EFL classes and participating in learning activities using virtual posters. The data obtained were classified into two thematic categories formulated based on the research questions.

Learners' Perspectives on Padlet as a Virtual Exhibition Platform

The findings based on the first research question indicate that the majority of EFL students consider Padlet a medium that has a positive influence on presenting their learning outcomes in class. Of the 40 respondents, 26 students (65%) felt that Padlet was a platform that accommodated students' needs for self-actualization. This was evident in the students' enthusiasm and pride when their posters were displayed in front of the class via an LCD projector, displayed through the Padlet platform. These findings were obtained through classroom observations, which provided data on classroom dynamics during the virtual exhibition learning activities on Padlet in EFL classes. The second

theme that emerged frequently was the students' enjoyment of the learning process. The data shows that 9 students (22%) stated that the transition from conventional learning methods to the Padlet virtual whiteboard made classroom activities, such as virtual exhibitions, more engaging and enjoyable. Furthermore, 3 students (8 %) stated that the Padlet platform helped stimulate their creativity in designing posters and the visual content of their posters. Finally, the data shows that a small percentage, 2 students (5%), highlighted the digital literacy aspect. These students emphasized that using the Padlet platform improved their digital literacy skills and made them more familiar with technology, especially for English language learning.

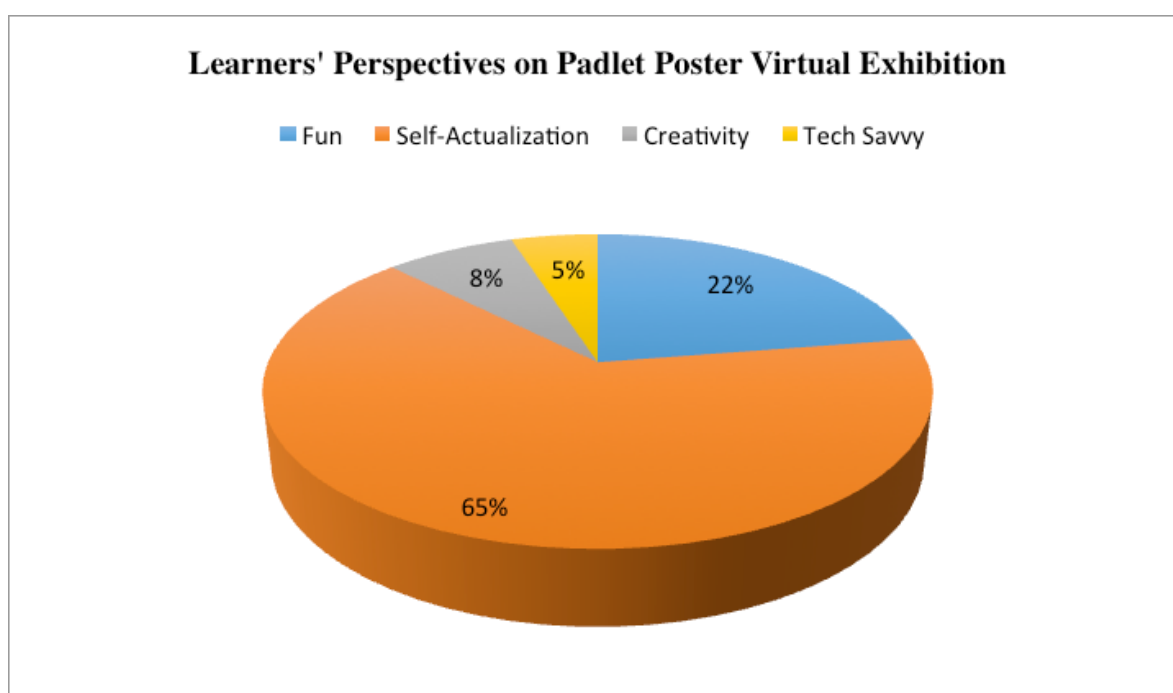


Figure 1. Learners' Perspectives on Padlet Poster Virtual Exhibition

Learners' Perspectives on the Comment-based Voting System

Regarding Padlet's interactive features, which accommodate student comments, the results indicated a strong preference, increasing engagement in the English learning process. The most prominent finding was the enjoyable characteristic, recognized by 18 students (45%). This was reflected in the enjoyable activity of giving and receiving like emoticons for their posters and those of their peers, which facilitated appreciation for their posters. Furthermore, 13 students (32%) considered that the Padlet platform was able to effectively accommodate peer-feedback provided by their friends compared to traditional methods. The data also showed that 7 students (18%) felt the benefits of using the Padlet platform which was able to provide insight into other people's perspectives, diverse interpretations that were evident from the comments presented on the Padlet platform. A small portion of the research respondents, namely 2 students (5%), liked the anonymity offered by the Padlet platform in interacting. This provided a space for

students to express their ideas through comments without any social pressure and identified participation.

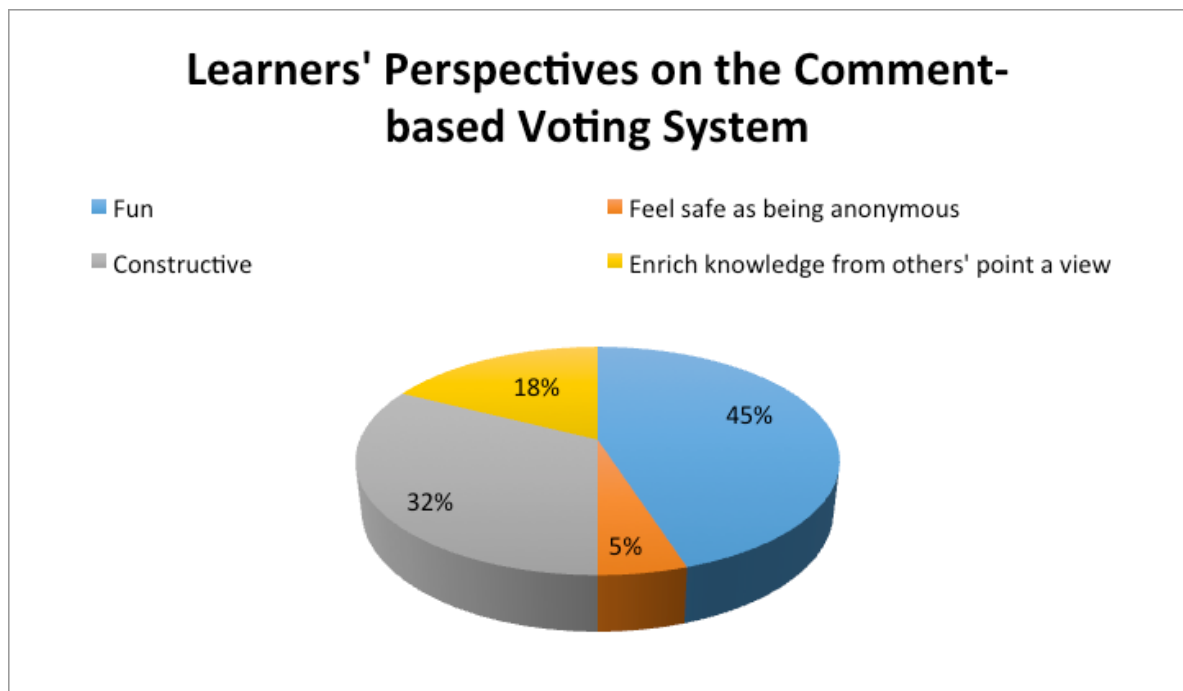


Figure 2. Learners' Perspectives on the Comment-based Voting System

Discussion

The analysis of this study demonstrates empirical findings that the integration of Padlet into a virtual poster exhibition significantly strengthened student engagement in EGL classes across the emotional, social, and cognitive dimensions.

Emotional Engagement and the Affective Filter

Study respondents, with a frequency of 65% in the "self-actualization" category and 22% in the "enjoyment" category, reported that learners experienced emotional comfort when engaged in the learning process using Padlet. These findings demonstrate that Padlet is an effective learning tool for reducing psychological barriers in the English language learning process. This is supported by the theory proposed by Krashen in the Affective Filter Hypothesis as cited in Khan (2023) and Zhang (2023), which highlights that learners experience the most effective learning process when they are motivated, confident, and experience the lowest levels of anxiety. By providing a digital space for self-expression, Padlet lowers the affective filter, encouraging students to focus on their creative output without the immediate pressure of a face-to-face oral presentation. Padlet provides a space for self-actualization, a fundamental human need. Maslow stated that self-actualization is a fundamental need that can serve as both a goal and a motivator for students in learning English (Fadaei & Dashtestani, 2023). Furthermore, the element of "fun" in this study is not merely entertainment; it is a crucial pedagogical component

that fosters a positive emotional state conducive to linguistic risk-taking. This element of fun becomes a catalyst that positively impacts the success of the learning process in EFL classes.



Figure 3. Students' Excitement during Padlet Poster Virtual Exhibition in EFL Class

Social Presence and the Community of Inquiry

Analysis of the second research question highlighted data findings indicating student preferences. They appreciated the Padlet platform's ability to help them "understand others' perspectives," and they also considered the Padlet commenting system "effective" for the EFL learning process. These findings align with Garrison's (2000) Community of Inquiry (CoI) framework as cited in (Armah et al., 2023). Specifically, Padlet accommodates Social Presence, defined as the ability of participants to identify with a community and expand interpersonal relationships in a virtual context. The voting and commenting features transformed the poster exhibition activity from a static display into a dynamic social interaction. When students actively engage with their peers' work, they move beyond passive observation to active participation, thus establishing a collaborative learning environment that is crucial for successful second language acquisition in the digital age (Wu & Schunn, 2023).

The Power of Feedback and Visible Learning

The student perceptions categorized as "good and effective" (32%) underscore the crucial role of peer feedback in the learning process. John Hattie in her Visible Learning study, emphasized that feedback is one of the strongest influences on student learning outcomes (Anderson, 2011). In this study, Padlet facilitated the peer feedback process to

be "visible" and immediate. This contrasts with traditional assignments, which are often only seen by the teacher. In virtual poster exhibitions, students had the opportunity to receive and provide "peer to peer" feedback. This transparency stimulated students to create higher-quality work, knowing that their work would be judged by a real audience, fostering engagement and accountability for their behavior.

Inclusivity through Anonymity and Digital Literacy

The emergence of student preferences for the categories "anonymity" (5%) and the value of "technological sophistication" (5%), although small in frequency, carries crucial pedagogical implications. For EFL learners in contexts where "maintaining self-esteem" is a cultural priority, the option of anonymous interaction on Padlet provides a "safe space" that motivates participation from marginalized students or those who feel anxious about their language skills (Nguyễn & Pham, 2025). Furthermore, the development of digital creativity through technological sophistication, reflected in this virtual poster activity, reflects a shift toward multimodal literacy. As students navigate the technical aspects of Padlet, they not only hone their English skills but also deepen their 21st-century skills needed for global communication (Mahmud et al., 2023).

CONCLUSION

This study concludes that the use of Padlet for virtual poster exhibitions significantly fosters EFL learner engagement by stimulating a dynamic learning environment. This, in turn, motivates students' self-actualization, creativity, and social interaction in EFL classrooms. The findings demonstrate that Padlet serves as an effective platform for lowering affective filters through its "fun" and inclusive nature. Furthermore, virtual poster activities through Padlet provide a "safe space" that accommodates diverse learner profiles, including those who prefer anonymous learning. This learning activity not only fosters emotional and social engagement but also equips students with the digital and multimodal literacy skills they need in the workplace. However, this study is limited by its relatively small sample size of 40 participants and its limited use of qualitative thematic analysis, which may not be able to analyze long-term linguistic improvement. Therefore, future research should consider using larger and more diverse samples and employing mixed-methods approaches or experimental designs to quantitatively measure the direct impact of virtual exhibitions on specific language skills, such as writing or speaking, over a longer period.

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