Application of Padlet.com to Improve Assessment as Learning in Speaking Classes: An Action Research in Vietnam

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Abstract

Hardly could 4.0 education processes exist without digital tools, which has, particularly, been proved worldwide throughout waves of the Covid-19 pandemic. Vietnam, where remote learning, instead of blended or traditional approaches was carried out at almost all educational institutions as the last resort during this period, is not an exception. In order to support students in learning English efficiently and effectively, the research team conducted action research by applying Padlet.com in speaking lessons for 93 Business-majored students at a Vietnamese university in semester 1 of the academic year 2021-2022. A questionnaire, speaking assessment rubric, and class observations were designed to investigate the effectiveness of the interactive tool in class assessment as learning. The findings include students' positive attitudes and perceptions towards the practice and some achievements. This paper is expected to enlighten teachers and stakeholders in the domain of education in general and those of languages in particular on the ways to utilize Padlet.com so as to improve their students' online learning quality.

Keywords: *Remote learning, Padlet, speaking, online learning quality*

Introduction

The outbreak of the Covid-19 pandemic led to the essence of prompt transformation of teaching and learning styles at almost all levels of education throughout the world, and teachers of English and students in Vietnam are not an exception in response to social changes to ensure the training quality during these unprecedented times (Dau, 2021). Before the pandemic, blended learning had been applied to non-English majors at a Vietnamese university since 2015. This model means mixing classroom-based education with online learning on the internal LMS, namely eop.edu.vn. In more detail, students have to do various tasks of vocabulary, grammar, listening, reading, and writing involved in each topic with their accounts on the LMS before practicing in-class speaking activities in 2 periods per week. During the pandemic, students still learned listening, reading, writing, grammar, and vocabulary on the LMS, but the scheduled on-campus face-to-face lectures were provided for students, mainly using the video conferencing tool Zoom and others to facilitate students' digital learning such as Padlet, Ideaboardz, Nearpod, etc. However, teachers faced significant difficulties due to the relatively modest interaction between teachers and students. Some contributing factors may be related to motivational factors of learning, motivation for learning, or technological factors. The authors realized that creating a classroom that optimizes student contributions and increases student-student as well as student-teacher interactions still ensures effective class hours. Therefore, the

authors conducted action research on the use of Padlet.com when teaching speaking to non-English-majored students. The purpose of the study was to understand students' attitudes and perceptions about employing Padlet when learning speaking skills and the effectiveness of learning speaking over Zoom with the support of Padlet.com site.

Literature review

Speaking skills

Being a productive skill, speaking is regarded as a vital and difficult language aspect for learners to master (Truong & Le, 2022). As noted by Leong and Ahmadi (2017), in order to achieve specific objectives, they should have good competence in pronunciation, grammar, vocabulary, fluency, and comprehension to communicate in the target language. Le (2017) adds that speaking has two major components, including accuracy (the correct use of vocabulary, grammar, and pronunciation) and fluency (the potential to speak easily, well, and quickly). This means important elements of speaking include vocabulary, grammar, pronunciation, and the ability to keep communication going on.

The importance of speaking skills is indicated that good English speakers are more open to job opportunities and promotion (Baker & Westrup, 2003). As for Hoang and Tran (2019), about 50% of employers suppose that more time should be given to speaking practice. Speaking skills, therefore, are pivotal and draw much attention in the workplace.

Assessment

Overview of assessment

As for Stassen et al. (2001), assessment is collecting and analyzing information to give feedback about how students should improve their studies to achieve their goals. Converging with Stassen et al., Linn and Miller (2005) state that assessment is a systematic process to get information about learners' progress in accordance with learning goals. Assessment in the classroom includes all the ways in which teachers collect and use information, both qualitative and quantitative, during the teaching process to make judgments and decisions to help teachers understand the teaching-and-learning quality, from which to adjust, classify and rank students.

With regard to advantages, assessment is beneficial to both teachers and learners (Gallo et al., 2006). Students can demonstrate intellectual activities, including memorizing, summarizing, generalizing, systematizing, and applying; realize how well they complete their learning tasks as well as justify their progress; self-adjust their learning methods; and motivate themselves. Accordingly, teachers can know students' attitudes and level of task completion as well as progress, classify students and take appropriate measures to help them; and self-assess the effectiveness of their teaching in terms of content and pedagogic methods to make the necessary adjustments.

From the purpose perspective, Education (2006) states that there is assessment for learning, assessment of learning, and assessment as learning. Assessment for learning focuses on how students learn, helps them know how to improve and develops the capacity for self-and-peer assessment. It usually occurs during the teaching and learning process to clarify students' learning and understanding, so ongoing feedback is required. Assessment of learning concentrates on whether students have met the curriculum outcomes at the end of a unit, term or semester. Assessment as learning examines each student's thinking about his or her learning, what strategies they apply, and tactics they should deploy to adjust and improve their learning. While assessment for learning allows teachers to determine the next steps which should

be done for students' learning advances, assessment as learning offers each student chances to keep track of and give critical reflections on his or her own learning and identify the next steps.

Learners can get assessments from their teachers or peers, and different scholars highly appreciate the latter. According to Liu and Carless (2006), peer assessment is good for both givers and receivers. As feedback givers, students learn how to listen and use a rubric to evaluate their peer's products effectively. Feedback receivers can accept or reject the feedback critically. Chorrojprasert (2021) indicates that in discussions and feedback sessions of the ELT programs required courses, peer assessment helps them increase students' confidence, critical thinking skills, and active involvement in the lesson. More importantly, peer review in speaking lessons enables students to improve their study results in terms of vocabulary, fluency, and pronunciation, and it can be carried out instantly or with some preparation before presenting in front of the whole class. In order to ensure the honesty and credibility of peer assessment so that it is a means to improve the learning process, formulation of evaluation criteria is essential as suggested by Elander (2004) and Marsh et al. (2008).

Speaking assessment

Speaking assessment, as to Waugh and Jollife (2008), is troublesome, difficult, and challenging. Rahmawati (2014, p.202) also claims that assessment on speaking can be 'a very judgmental issue' for educators. To ensure great objectivity, there appears a necessity to establish a set of criteria to assess learners' conversations or mono-talks. Nevertheless, the standard classification of the criteria to assess students' speaking skills has not been developed until now. Each scholar suggests his or her assessment scale, dependent upon the educational context or students' level, but in general, speaking assessment components include pronunciation (how often pronunciation errors occur and how they interfere the communication), grammar (control of sentence structures and other grammatical phenomena), vocabulary (range, precision, and usage of word choice), fluency (how well the production of speech in a conversation is delivered), comprehension (understanding the context of the conversation and able to give appropriate responses to questions) and task (completion of the question responses during the speaking test) (Brown & Abeywickrama, 2010; Nunan, 1999).

Overall, through reviewing the associated literature over the last three decades, it cannot be denied the benefits of assessment in education. Also, it is not easy for learners to satisfy all the above-mentioned assessment criteria, but it is necessary to remind language teachers as they design, administer and assess their students' speaking performance as a rubric for assessment is of true essence.

Application of digital technology in education

It is witnessed that the recent advances in technology in general and the booming of digital applications such as Padlet, Blendspace, Nearpod, Mentimeter, Kahoot, Quizlet, etc. in particular, have made significant changes in the educational field. A number of studies have been carried out to see if the technology integration could enhance active learning for students and support teaching (Bahadorfar & Omidvar, 2014; Dube & Scott, 2017; Durriyah & Zuhdi, 2018; Nguyen et al., 2021; Ozdamli, 2017; Rony, 2021; Setiawati, 2020). In detail, technology offers learners opportunities to engage in self-directed actions, a safely interactive environment where errors get corrected, and specific feedback is given (Bahadorfar & Omidvar, 2014). Dube and Scott (2017) also state that digital technology allows teachers to have advanced administration and management as well as organize interactive activities. In addition, several obstacles to time, place, student-student or teacher-student interaction and communication could be reduced, thereby developing the students' language skills like their speaking, listening, reading, and writing skills (Dube & Scott, 2017; Rony, 2021). Not only improve students' creativity and skills, but digital tools also promote their learning motivation and interest in a

certain subject (Nguyen et al., 2021; Ozdamli, 2017). Moreover, using Techtools makes students feel freer to share their thoughts and enables the teacher to get students' expectations or accessibility, which will increase the communication and understanding between the students and the teacher (Durriyah & Zuhdi, 2018). It can be found that digital technology applications have been proven beneficial to both teachers and students. This study will merely focus on one of the Web 2.0 tools – Padlet.

Overview of Padet

Padlet is a digital tool allowing users to present content in different formats, such as images, audio, videos, documents, text, and links (Holovina, 2021). It can be likened to a traditional board with contents attached to many different places on the board. The creator of a Padlet can share it so that multiple people can contribute ideas simultaneously. Because of having an eye-catching and user-friendly interface, the application is suitable for all ages. Teachers can use Padlet to give lectures and collect ideas from learners through instant interaction on computer screens or support learners with group discussions (Holovina, 2021). Particularly, they can use it to interact with students after classes. Therefore, this is a really useful teaching and learning tool.

Padlet can be signed in with Google, Microsoft, or Apple but the first two ways are more popular (Silas, 2022). Generally, there are five different plans of Palet, namely Padlet Neon, Padlet Gold, Padlet Platinum, Padlet Team Gold and Padlet Backpack, of which only the first one is free for users but limits the number of "boards" and file upload, and the last one is designed for schools. However, it is possible to free up more space in basic ones by temporarily archiving, then deleting the "boards". The basic plan allows storing up to 12 boards.

Features of Padlet

Diverse features of Padlet have been emphasized by several researchers (Anwar et al., 2019; Haris et al., 2017; Holovina, 2021; Rony, 2021), specifically as follows:

Post content in several forms

Posts can be easily shared by writing texts or by entering a data file with the available icons: click the first icon to upload files, the second to take a picture, the third to share links, and the fourth to post photos. The color of the post can be changed with the available color palette.
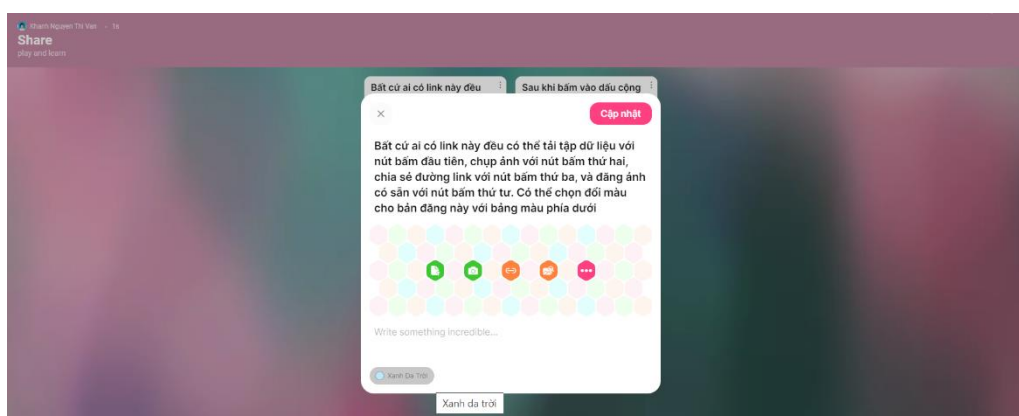

Figure1. How to post various contents

It is convenient for teachers to upload listening files with the first button so that students can download to their devices and listen directly, avoiding being affected by poor internet connection. Speaking activities can also be done easily by clicking on the "..." pink icon, then selecting Audio Recorder to make recorded audios.
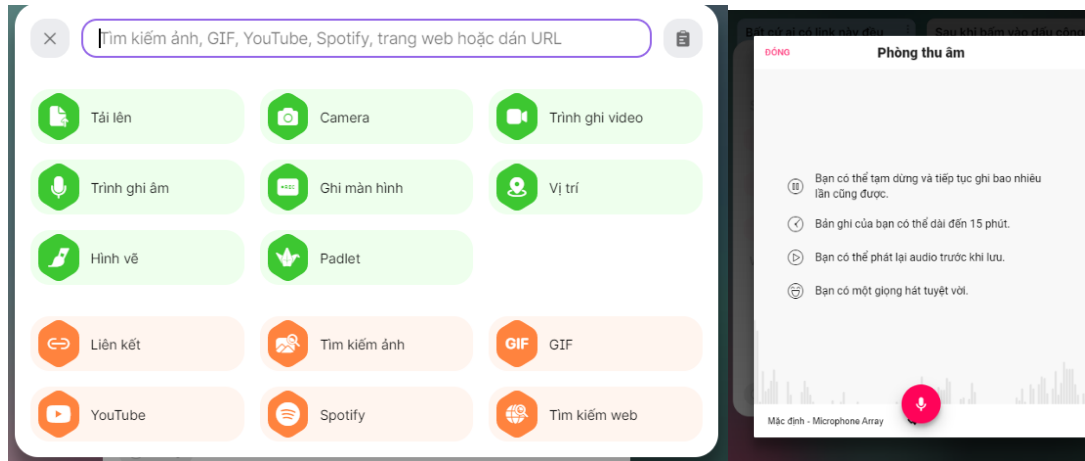
Figure 2. How to record audio/ videos

To keep class hours appealing and inspiring, teachers can ask students to record videos using available 'video recorders'. However, students may be less confident when they have to appear in the video while the recording time is limited to only up to 5 minutes per video, the video capacity is quite heavy, and students will take longer to submit, so teachers need to consider before using this feature.

Increase interactions

Apart from allowing teachers to get students' ideas synchronously and asynchronously in the form of texts, images, audio, videos or documents, Padlet enables students to do a task such as discussing, brainstorming together, giving their comments, feedback or voting on the posts, encouraging collaborative work. It can be said that Padlet is a wonderful tool for peer feedback. Interestingly, students' interactions as well as their participation in the lesson, can be observed by the teacher.

Share content via various sites

A Padlet creator can then share a Padlet board with other sites such as Facebook and Google classroom or save pdf files as options in the image below.
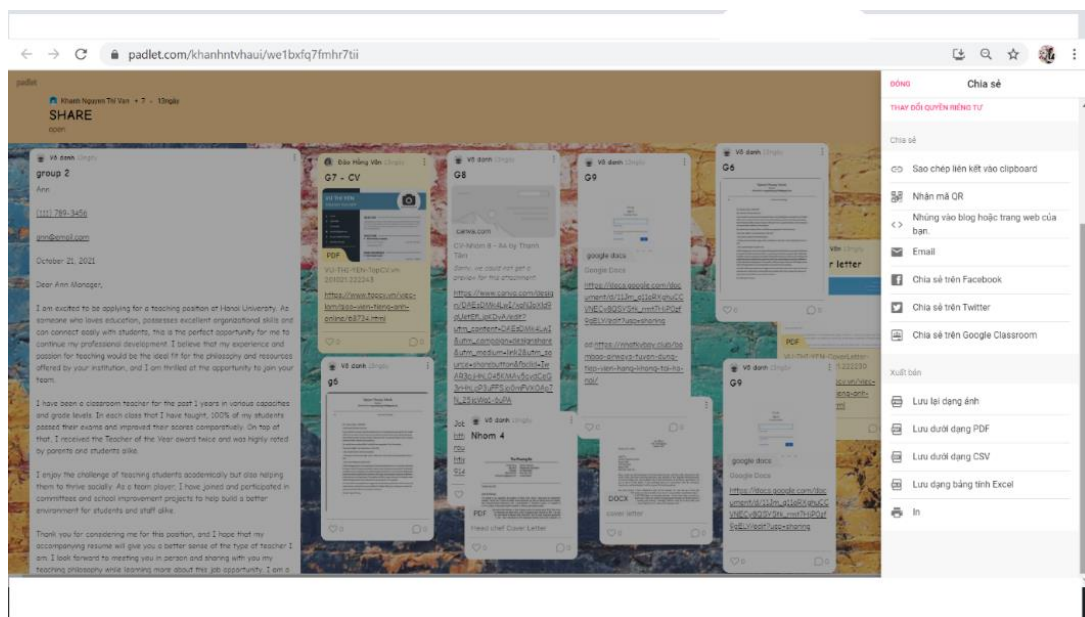

Figure 3. Sharing content via different sites

In short, being a powerful digital tool, Padlet brings learners a handful of benefits. Not only is it easy to use, but it also allows students to post different types of files, have more teacher-student and student-student interactions, as well as sharing of content via various sites. That is the reason why Padlet has become one of the most popular tools to aid online teaching and learning, especially in times of lockdown and social distancing due to the coronavirus pandemic.

Previous related studies

There have been a lot of studies about applying Padlet in teaching and learning. Here are some typical Vietnamese and international studies.

Harris et al. (2017) conducted an experimental study on the effectiveness of using Padlet in English classrooms for 30 first-year students majoring in Islamic Finance, Islamic Studies, and Business at Sains Islam University (Malaysia). Research data were collected from pre-and-post tests after using Padlet in English grammar teaching and student survey questionnaires at the end of the post-tests. The results of the study showed that there was a significant improvement in student learning outcomes when teachers incorporated Padlet in grammar teaching and learning (60% of students achieved higher test scores than before the Padlet application); learners' high preference and positive attitude towards the use of Padlet as a means of learning grammar.

Similarly, another quasi-experimental study on the use of Padlet as a tool for teaching English writing skills was also carried out by Ismawardani and Sulistyanto (2019). 73 grade 10 students at a school in Kediri City, Indonesia, participated in the study. Teachers used Padlet in teaching writing skills to the experimental class (36 students), while no interventions or Edtech tools were provided for the control class (37 students). The data collected from the written tests of both groups were analyzed using the T-test method. The results showed that the written test scores of the experimental class were higher than those of the control class, and it can be concluded that Padlet is considered an effective means of teaching writing skills.

In the context of Vietnam, author Bui (2019) also implemented a study entitled Using Padlet to develop students' autonomous learning in modern world history in grade 11 at Hoa Lu A - Ninh Binh High School. The author applied Padlet in teaching lesson 3 "China" to 44 grade-11 C students of Hoa Lu A High School within 4 weeks. The lesson 3 teaching plan is prepared in accordance with the latest regulations of the Ministry of Education and Training oriented towards capacity development plans for students. Four instruments were used in her study, namely observations along with assessment criteria sheets, survey questionnaires and interviews before and after employing Padlet. In terms of research instruments, the author selected and designed a rating scale of learners' autonomy and conducted surveys and interviews for grade 11C students before and after using Padlet to teach Modern World History. The findings indicated positive changes in students' knowledge, skills, and attitudes towards history in general and modern world history in particular. Another most recent study related to Padlet done by Dang and Tran in 2021 also once again determined that Padlet is highly effective for English pronunciation training for students of Bac Kan College.

It can be seen that there are quite a lot of Vietnamese and foreign studies that have proven the effectiveness of applying Padlet in teaching and learning in general and teaching-learning English in particular. This is the basis for the research team to decide to carry out research on the application of Padlet in business English speaking lessons for business-majored students at a Vietnamese university. Despite being trained and fostered in the application of IT in teaching, teachers just adopt Padlet from personal sharing and experience. So far, no formal studies in

Vietnam have been systematically conducted to investigate the current state of Padlet, learners' perceptions, and assess the effectiveness of the application. To fill part of this research gap, this study is vital for improvement in the online learning quality in ESP for non-English-majored students at the research site in particular and developing countries in general.

Research questions

In order to fulfill the study objectives, the following research questions are raised:

a) What are the third-year non-English major students' attitudes and perceptions on using Padlet in learning speaking skills?
b) What are the students' perceptions on utilizing Padlet in making and receiving feedback on their speaking performance?
c) How do students perceive the effectiveness of applying Padlet in learning speaking skills?

Methods

Pedagogical setting and participants

To address the research questions, the researchers conducted a study with 3rd-year non-English majors in semester 1 of the academic year 2021-2022, HaUI, when they taught Business English 5. The module lasts 10 weeks. The number of students in each class ranges from 31-32 and each teacher is in charge of one class, so the total number of student participants in the study is 93. At the end of the course, students are expected to reach level 3 in the 6-level foreign language proficiency framework of VSTEP (equivalent to B1 level of CEFR). Their speaking scores are assessed based on progress (30%) and final (70%) tests. In terms of speaking output standards, students need to be able to imitate the pronunciation and intonation of native speakers related to the topics included in the curriculum and produce conversations as well as individual topic talk.

Design of the study

The authors applied an action research approach in 8 weeks for this study because, according to Burns (2010), it not only brings positive change to the classroom but also is a part of teaching.

During the teaching process, the authors found that teaching speaking skills simply via Zoom was not effective because using the breakout room feature is time-consuming. Students can be kicked out of the room in the middle due to poor internet quality while teachers have to join each room to control students' practice, making it difficult to complete the lesson and achieve lesson objectives. In addition, interactions among students and between teachers and students are limited by both objective and subjective factors. It is hard for students to hear and give comments on their friends' speaking performances or talks. In fact, although teachers ask some students to speak directly in class, only a little distraction or poor internet connection can prevent students from hearing their friends' answers. Much worse, even students who have given answers may not remember what they just said. This means that their chances of speaking practice and mistake correction are significantly reduced.

Being aware of the amazing features and effectiveness proven by many previous studies (as presented above), the research team decided to choose Padlet to increase the quality of online teaching and learning speaking skills for non-English majors. In each lesson, from week 3 to week 7, after warm-up activities, students practiced speaking individually or in pairs, depending on the content and activities of each lesson, and are required to record their talk or conversation

using an audio recorder on Padlet. With in-pair speaking activity, teachers divided the room randomly, limited the time allowance for practice and recording (15 minutes on average) and asked students to listen and comment on each other's work within 10 minutes. Simultaneously, teachers also listened to and commented on their work.

Data collection and analysis

In order to address the research questions, data collection tools are a speaking assessment rubric, class observations, and a survey questionnaire. The data collection procedure was done as follows:

First, in the 1st and 2nd weeks of the semester, the research team conducted a two-week pre-test based on pair speaking practice activities designed in the course book via Zoom with breakout rooms which ensured that each student was tested at least once. This pre-test was evaluated by the teachers with the rubrics based on Brown and Abeywickrama (2010). The researchers used rubrics because, according to Suskie (2009), it is advantageous to both teachers and students. It makes scoring easier, faster, more accurate, unbiased, and consistent. Teachers' grading of students' work is, therefore, more efficient. Also, it makes the marking process sound transparent, reliable, and fair to students. More importantly, thanks to marking rubrics, students can understand their teacher's expectations, perform better and get their self- and peer assessment facilitated.

Then from the 3rd to the 7th week of the course, Padlet application was undertaken. During these five weeks, students' speaking performances were commented on and evaluated by both their teachers and peers with the given rubric. Students were assigned to practice speaking in pairs randomly via Zoom. In addition, students were encouraged to listen to their own recording at home again, then made self-assessments and self-correction depending on the rubric. After that, a post-test selected from the progress test bank of Business English 5 was done on the 8th week of the semester. The teachers used the rubric to grade students' work. Specifically, during the teaching process, from week 3 to week 8, the research team observed and evaluated the effectiveness of the speaking practice using Padlet based on the designed rubric.

Finally, in the last lesson of each class, a survey questionnaire adapted from Chu (2013) and Anwar et al. (2019) was sent to the students through online Google form to get an insight into their attitudes/ perceptions towards the Padlet application in speaking lessons as well as how effective it is in learning English speaking thanks to receiving teacher correction and peer correction with the rubric. The questionnaire consists of 4 parts: Personal information (2 questions), Students' attitudes and perceptions on using Padlet in learning speaking skills (2 questions), Students' perceptions on utilizing Padlet in making and receiving feedback on their speaking performance (6 questions), Students' perception on the effectiveness of utilizing Padlet in learning speaking skills (4 questions). Most questions were designed with multiple choice questions and Likert's five-point scale from Strongly disagree, Disagree, Neutral, Agree, and Strongly agree. Of the total participants in this study, there were only 89 respondents.

The results of the tests were analyzed with the help of the T-test tool pack in Excel and displayed in the form of statistics to show students' differences or changes before and after the Padlet application. The collected data from the student questionnaire were analyzed in theme-based approaches like students' perceptions towards employing Padlet in online speaking lessons, use of peer feedback and rubrics for speaking assessment.

Findings and discussion

After data analysis, findings from the student survey questionnaire, class observations, and speaking assessment rubric are relatively similar, specifically as follows.

Students' attitudes and perceptions on using Padlet in learning speaking skills

Overall, almost all students hold positive attitudes towards employing Padlet in learning speaking skills.
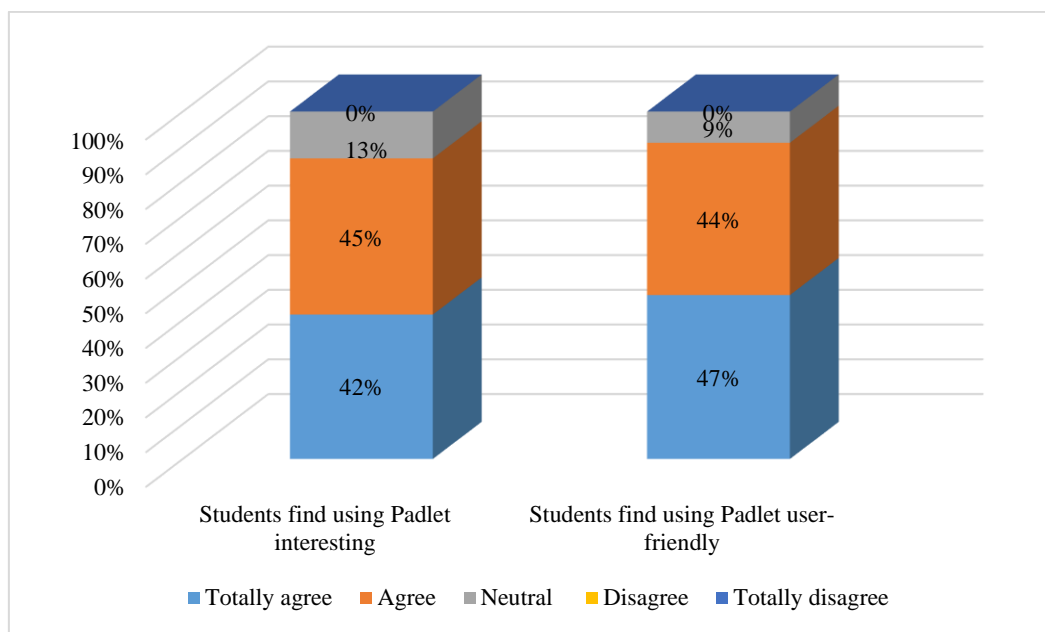

Figure 4. How students find using Padlet

As can be seen from figure 4, approximately 90% of students find using Padlet for speaking practice interesting and user-friendly. Only a small proportion of students have a neutral opinion, and no one does not like this application. This is consistent with the findings from previous studies by Harris et al. (2017) and Bui (2019) that Padlet is an effective tool for improving students' attitudes toward learning. The researchers also found that students were more interested in recording their mono-talks or conversations on Padlet than being asked to present normally, and they could submit their audio as well as give comments on their classmates skillfully just with the teacher's one-time guidance.

Students' perceptions on utilizing Padlet in making and receiving feedback on their speaking performance

Employing Padlet in making and receiving feedback in learning speaking skills has also shown positive results (Figure 5 and Table 1)
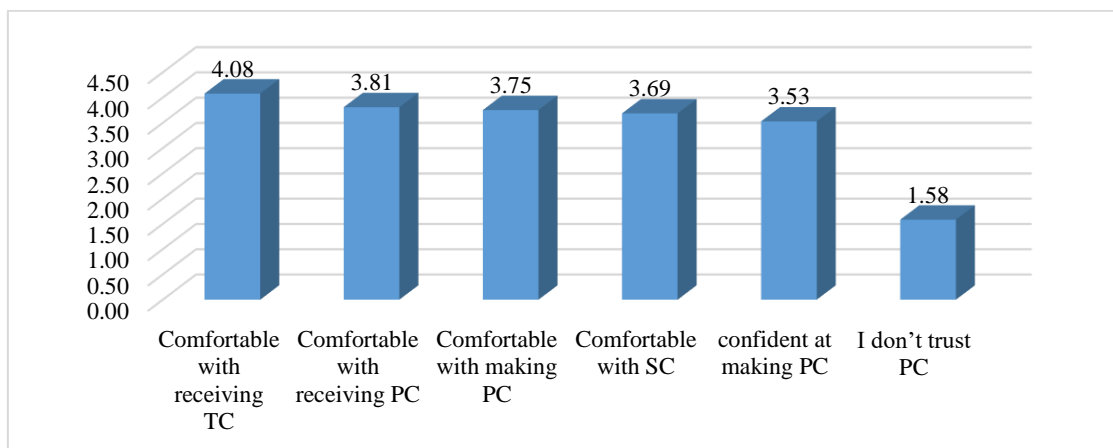
Figure 5. How students perceive feedback

As shown in Figure 5 and Table 1, students highly appreciated using Padlet to give and receive feedback. Getting feedback from teachers (TC) via Padlet sounded most comfortable with them (mean = 4.08). They also felt confident and comfortable with making as well as receiving peer correction (PC) thanks to the support of the digital tool (mean > 3.5). This type of feedback, perhaps because of the given rubric with detailed evaluative criteria, seemed reliable to them. They might be more aware of the standards or criteria for judging their partners' speaking performance as well as theirs. Therefore, self-correction (SC) was also appealing to them (mean = 3.69).

Table 1. Range of average and scales

Mean	Opinion
1-1.8	Totally disagree
1.8-2.6	Disagree
2.6-3.4	Neutral
3.4-4.2	Agree
4.2-5	Totally Agree

Findings from observations, generally, match questionnaire results. The researchers discovered that not only strong but also so-called weak students were eager to make self-assessments, and give and get peer correction though competent students tended to give feedback with their name while the latter and timid students were more likely to make it anonymous.

Those results are in favor of the opinion of Liu and Carless (2006) and Chorrojprasert (2021) on the benefits of peer assessment in developing students' confidence and active participation in the lesson.

Students' perceptions on the effectiveness of applying Padlet in learning speaking skills

Collected data from student survey questionnaires, class observations, and comparison between pre- and post-tests using T-test tools also indicated good results of Padlet exploitation in learning speaking skills. (Figures 6 & 7, Table 2)
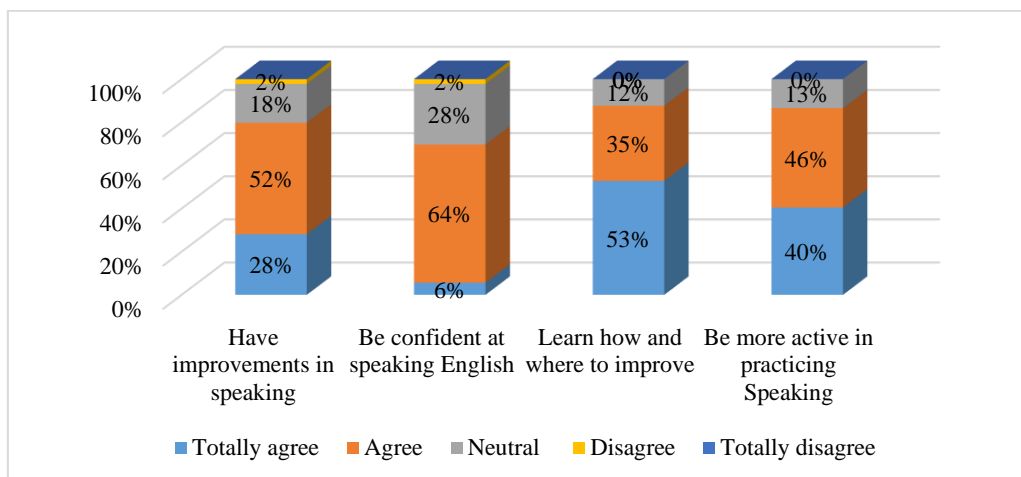
Figure 6. How students perceive the effects

As illustrated from the chart above, 80% of the students who responded to the survey said that there were improvements in their speaking skills; 70% were confident at speaking English; nearly 90% knew how and where they should be improved and felt more proactive in practicing their speaking skills. Only 2% of students denied their progress after using Padlet to learn speaking skills, and none of them said that Padlet failed to help them actively participate in speaking activities or recognize what and how needs to be improved. This is entirely understandable because students provided or got detailed feedback on why and where they need improvement for or from their peers, thanks to the given rubric.

In addition, it was noted from the observations that recording files made giving feedback much easier because it allowed repeated listening and teachers could let students listen and comment on their own recording or their classmates' or turn on the file for the whole class to listen to. Speaking learning, therefore, became more flexible because it was possible for students to listen to their talks after class and for teachers to respond to their performance even when the lesson was over. In particular, the opportunity for students' practice and interactions among students as well as between teachers and students increased greatly. Students could actively practice, then record and choose the most satisfying recording to submit. On average, in each lesson, a third of the class, instead of just 1-2 pairs of students as before, got mistake corrections from their teacher. As a result, their speaking ability was significantly improved in terms of a louder voice, greater fluency, better last consonant pronunciation, more mono-talk or conversation completions. Here are some pictures illustrating students' recordings with their peers' and teachers 'comments.
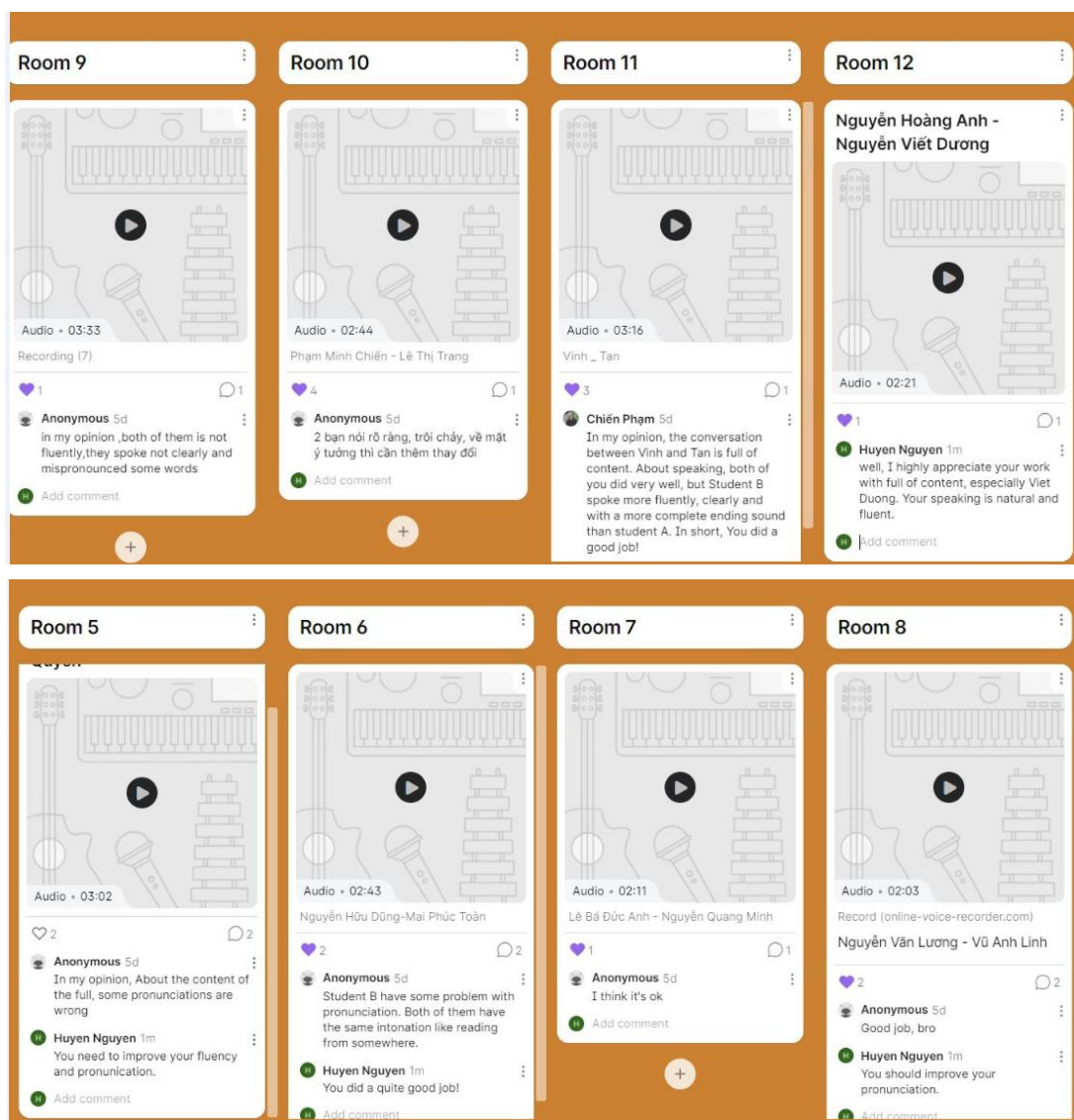
Figure 7. Business English Performance

However, there were also some students failing to complete their recordings within the time allowance. Fortunately, this limitation did not happen to the same students in different lessons and was mainly caused by external/technical factors such as power outages, internet connection quality, wearing headphones while recording, etc. Uploading videos instead of audio was also encountered by the students due to heavy file capacity and more limited recording time. In addition, teachers would face difficulty in creating and managing multiple Padlets for more than 4 classes with Neon subscription tier, which is free of charge and allows 4 active Padlets at a time. Therefore, it was quite difficult for teachers with more than 4 classes to save students' lessons for a long time, and eventually, all teachers managed to run 1 Padlet/class when they used the archive function. Despite such matters, the benefits that Padlet brings to teachers and learners in teaching and learning English in general and speaking skills, in particular, are undeniable as analyzed above.

The effectiveness of Padlet application in learning English speaking skills is not only proven by the findings from student survey questionnaires and class observations but also by the sign of improvement in tests. Week 8 finished with the final observation of 93 students by the teachers, then the average results were compared with those of week 2. The data were analyzed with a t-test tool in an Excel worksheet, with set $\alpha = 0.05$.

Table 2. Summary of T-test comparing week 2 and week 8 scores
Observation of 93. Alpha = 0.05

Marking Criteria	Mean by Week 2	Mean by Week 8	P(T<=t) two-tail	Significant difference (P<0.05)
Addressing questions	3.98	4.01	0.37	no
Richness of ideas	1.28	1.65	0.00	yes
Vocabulary range: Use of appropriate words and phrases to make meaning clear	2.81	3.04	0.00	yes
Grammar range: Control of basic grammar (tenses, subject-verb agreement); use of sentence patterns (simple and complex) and connectors to make meaning clear	3.05	3.08	0.11	no
Fluency	2.12	2.28	0.02	yes
Pronunciation	1.45	1.67	0.00	yes
Self-correction	0.11	0.11	0.57	no
Ability to ask for repetition/clarification/ confirmation	0.20	0.22	0.66	no
Maintaining eye-contact	0.49	0.61	0.00	yes
Volume	0.56	0.88	0.00	yes
Total	**5.35**	**5.85**	**0.00**	**yes**

The data from Table 2 shows that the majority of calculated Ps is smaller than α and is up to what the authors expected. According to this table, despite higher mean scores in terms of answering questions, grammar structure used, self-correction, and questioning the teacher for repetition/clarification, it can be concluded that the practice applied in those classes hardly made changes to these criteria in speaking. However, it demonstrates expected results that there were significant differences in certain aspects of speaking, namely providing more ideas, using relevant vocabulary, fluency and pronunciation, maintaining eye contact, and appropriate volume. Most importantly, the practice contributed to meaningfully higher speaking scores (the total) by week 8. This finding is in the same line with those reported by Harris et al. (2017), and Ismawardani and Sulistyanto (2019) in terms of students' better scores after the Padlet application. Also, it is suggested that there is still room for improvement in the use of varied grammar structures. Therefore, in the next classes, teachers may ask students to focus more on this aspect.

Conclusion

In summary, it can be said that the adoption of Padlet in English-speaking lessons for 3rd-year non-business majors at HaUI was proven efficient and highly appreciated by students with

positive feedback during the Covid-19 pandemic. With this digital tool, not only did students become more interested in English lessons but also achieved significant progress in speaking skills thanks to increasing opportunities for practice and interactions among students and between students and teachers, so it deserves the attention of language teachers in general. Currently, the worst time of the Covid-19 pandemic seems to be over, yet it is necessary to apply educational technology tools in online teaching and learning in case of disadvantaged circumstances like war, natural disasters or the outbreak of some other diseases for quality assurance in online learning as well as continuity in education.

Based on the study results, the researchers have a few suggestions as follows:

- For students: Students need to know how to make full use of Padlet's benefits to practice English skills, and collaboration skills, and promote autonomous learning because Padlet is easily accessible, learners can review themselves, use classmates' posts as references to improve their talks as well as writings.

- For teachers: Teachers need to actively study modern educational approaches through learning communities such as Microsoft Educator Center, Teachthought Professional Development, MIE Vietnam, etc., as well as enhance collaborating and sharing in teaching groups to be able to exploit the features of online Edtech tools fully. In addition, it is important for them to use statistical tools to collect data and feedback from learners to measure and evaluate the effectiveness, thereby making further adjustments and improvements to the quality of online learning. Even in the case of face-to-face or offline classes, peer feedback should be encouraged, and if students have smart devices with internet access availability, Padlet should be taken advantage of as an alternative solution when the time for constructing good English speaking is limited.

- For educational institutions: The researchers hold a belief that if teachers are provided with pro packages for teachers, the quality of online teaching and learning of English in general and speaking skills, in particular, will be more effective. Therefore, financial support for copyrighted applications is very meaningful. In addition, educational institutions and organizations need to offer teachers a number of training courses to improve their knowledge of technology applications or Edtech tools for online education.

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