

The Use of Padlet to Improve the Participation of Senior High School Students in English

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ABSTRACT. This study determined the extent of participation of Grade 11 students at Mariano Marcos State University-Laboratory High School in their online English class through Padlet. Twenty-five Grade-11 students and one cooperating teacher were involved in this study. A checklist adapted from Jang (2010) was modified in order to fit to the study. In addition, observation and unstructured interview with the respondents were also conducted to validate the quantitative findings of the study. The quantitative data gathered were treated and analyzed using statistical tools such as frequency and mean while the qualitative data were analyzed and interpreted. Prior to the integration of Padlet, an observation was conducted and a pre-survey checklist was provided for the respondents to accomplish. Padlet was integrated during the demonstration teaching of the student-teacher researchers particularly during the opening motivational activity of their class. After employing Padlet in each of their three sessions, an interview was also conducted with the teacher and selected respondents to supplement the quantitative data of the study. Result showed that before integrating Padlet during online synchronous class, the mean score of the respondents is *3.23 or sometimes* while after employing Padlet it was *3.63 or often*. This result led to a significant impact on the extent of students' participation and involvement in class compared to their previous performance during their online classes where PowerPoint Presentation was used as the instructional material. Thus, it is recommended for teachers to adapt and employ digital learning tools like Padlet that provide students various and creative ways to participate and be more involved during online synchronous classes.

Keywords: collaborative learning tool, extent of participation, Padlet, synchronous class

A. INTRODUCTION

The COVID-19 pandemic has brought massive changes in every aspect of our lives to varying degrees and extents, and as the world continues to grapple with the outcomes of this infectious disease, transitioning, shifting, and adapting alternatives have become the new normal. The academic landscape is not excused in this dilemma, with the surge of the virus, schools are closed indefinitely and new modalities to deliver and further learning were implemented and among these modalities include online learning. Online learning is a form of distance education, it uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students using the internet (National Center for Education Statistics, 2019, p. 10109). One of the best features of online learning is, it is a form of live synchronous platform which allows both parties— teacher and learners to see each other and communicate real time. This is why compared to other learning modalities such as modular learning, online learning is

considered to be the most viable alternative so far in providing learners a brick-and-mortar learning experience (Alipio et al., 2020).

It is very evident that online distance learning is a very timely and useful alternative for schools to continue operating and for students to further their learning in this time of pandemic. However, it is also important to highlight the negative impacts posed by online distance learning especially to the overall development of students and to the teaching and learning process collectively. The study of Levy (2007) identified the following challenges posed by online learning; low levels of learner performance, passive participation, and higher attrition. In a similar study on the impacts of online learning Song et al., (2019) also identified low learner participation as one of the most significant issues of online learning.

It is known that low learner participation does not conform to the characteristics of learners the 21st century schools aim to develop because diminished student engagement impedes achievement of excellence (Young and Nichols, 2017). Thus, teachers are in constant pursuit in finding the best and suitable methods, strategies and tools to address the identified challenges of online learning.

B. REVIEW OF RELATED LITERATURE

Volumes of literature have been written and published emphasizing the value and importance of active. The paradigm shift from a teacher dominated classroom to a student-centered one stretches the need for learners to participate, be involved, take part and overall become an active learner. As cited in the study of Bernard (2015), active learning is attained through the active participation of students in the learning process which not only improves academic success but also increases student satisfaction, motivation and well-being.

The term participation encompasses many factors in the teaching and learning process, it is very broad and hard to define. However, in the study conducted by Ken (2006), he defined class participation as the given opportunities for students to participate during teaching and learning process, activities such as asking questions, volunteering, and offering opinions. Literature also considers it as an aspect of engagement as it is frequently used to describe students' inclination to participate in daily class activities such as regularity, timely submission of homework and following teachers' instructions in class.

Furthermore, active participation of students in the teaching and learning process is important for the purpose of achieving effective learning and plays an important role in the success of education and personal and social development of students in the future (Tatar, 2005). Participation helps students learn from each other, increasing comprehension through

cooperation and interaction, this also in turn improve relationships between the teacher and the students and the students among themselves. Petres (2006) also claimed in his study that class participation is one major vehicle towards achieving quality learning. This is because students will learn how to think critically and enhance their intellectual development if they are an active participant in the teaching and learning process (Siti Mazih, 2010).

Additionally, knowing the positive impacts of learner participation to the teaching and learning process is important but being aware of the reasons that hinders learners in participating in class is just as important. Based on the study of Megat et al., (2020), some of the perceived barriers that prevent students to participate in classroom activities include difficulty to speak, shy and fear to interact or provide comments. Moreover, Song et al., (2019) also identified in his study that poorly designed and interaction opportunities for learners' results to low participation among students.

In the context of online learning, Swan (2001) emphasized that participation is an essential element in all types of learning modality, perhaps if not more so in the online environment. Moreover, encouraging learners' active participation by providing more interaction opportunities among students, the teacher and the lesson is one effective approach that promotes success in online courses (Croxtton, 2014; Hawkins et al., 2013; Joksimović et al., 2015; Picciano, 2002; Wu, Yen, & Marek, 2011) with the different identified factors mentioned, it can be deduced that providing and creating more opportunities for learners to interact and be engaged with their peers, teachers, and the lesson helps in bettering their participation in class.

Considering these, it is then imperative for teachers to design activities, create opportunities by employing strategies and utilizing tools that improve, enhance and elevate the participation of students in the teaching and learning process particularly in the context of online learning.

Analysis of the Problem

In the conduct of our observation during the synchronous class of the Grade 11 STEM students in their Developing Reading and Writing Skills subject, we have observed that if not some, only few students were participating during the synchronous class. There were many instances during the class that whenever the teacher poses a question especially questions that require students to use their higher order thinking skills, none of the students would respond. The teacher would rephrase his question for the students or would call students to participate but more often than not students remain unresponsive and the teacher would end up answering his own questions. Throughout the one-hour period of the synchronous session, the teacher did most of the talking and student participation was very low.

On a short conference with the resource teacher, he/she reported that encouraging and fostering students to participate during class is challenging regardless of what learning modality is concerned. However, he/she added that fostering class participation during online synchronous classes poses a different kind of challenge. The concept of teacher doing all the talking during class is in direct contrast to the philosophy of student-centered learning which emphasizes the need for students to become active participants of the teaching and learning process.

As mentioned in the previous part of this paper, providing various opportunities for interaction encourages student participation. One approach in providing opportunities for learners to participate in the teaching and learning process is by employing or integrating digital instructional tools. Current literature suggests that modern learners, who have grown up in a digital context, benefit academically as well as socially from digital tools (Jain & Getis, 2003; Nam & Smith-Jackson, 2007; Neo, 2003; Wallace, 2004). The incorporation of ICT in the teaching and learning process is no longer a new trend especially in the context of online learning, integrating digital tools to aid learning and promote student participation is not just an option but rather an immediate response.

In light of this matter, we believed that utilizing Padlet, an online learning tool can improve the extent of learner participation during online synchronous class. This action is grounded on the philosophy of student-centered teaching which allows students to actively participate in their learning and encouraged to participate in a series of tasks including speaking, listening, writing, and collaboration with other students which the said digital learning tool provides and caters. An in-depth discussion of the said tool is discussed in the succeeding parts of this paper.

Statement of the Problem

This study endeavors to employ Padlet as a tool and intervention in improving the class participation of Grade 11 students during online synchronous sessions. Specifically, it sought answers to the following questions:

What is the extent of the participation of students before integrating the intervention?

What is the extent of the participation of students after integrating the intervention?

Is there a significant change on the students' extent of participation before and after integrating the intervention?

C. METHODOLOGY

Strategy or Intervention

The identified problem in this paper is the limited participation of learners during synchronous classes, in line with this, the researchers utilized an intervention which is the use of Padlet.

Padlet (padlet.com), is a free Web 2.0 collaborative learning tool, it functions as a virtual bulletin board or white board where users can pin multiple types of files like word documents, images, videos, audio recordings and even hyperlinks. It also allows real-time interaction among students and between the teacher and the students facilitating whole-class participation (Fuchs, 2014). In addition, Padlet also benefits teacher because it can serve as a storage space for teachers to house resources including links, images, text, and files (Deni & Zainal, 2018; Fisher, 2017).

Aside from it's being free, there are other features of Padlet that are worth mentioning in support as to why we selected and employed this digital learning tool to address the identified problem in this paper. Some of its best features are the following; a) accessible, intuitive, and easy to use. Figure 1, shows Padlet's homepage, it introduces to the users its main functions and features. Padlet offers a user interface (UI) that is easy to navigate, it is simple as it requires a smaller number of mouse clicks and keystrokes to accomplish task because it operates through a one click, copy and paste, and drop and drag feature. Moreover, the labels and icons are concise and cogent which makes it intuitive allowing users to not spend too much time learning how to navigate the tool. Padlet is also available as a mobile application which is available for iOS, Android, and Windows users.

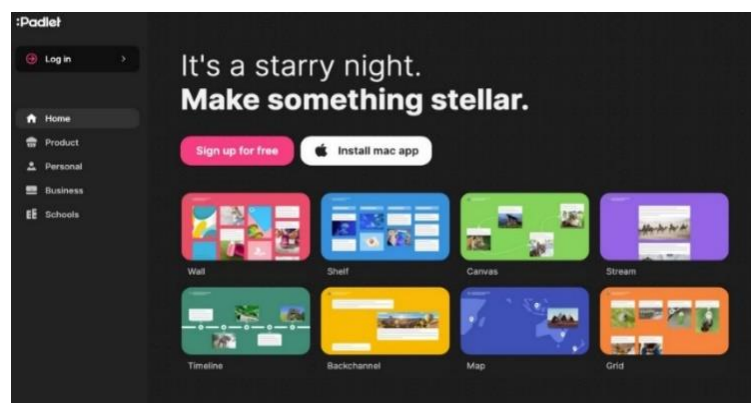


Figure 1. A photo showing the main page of Padlet

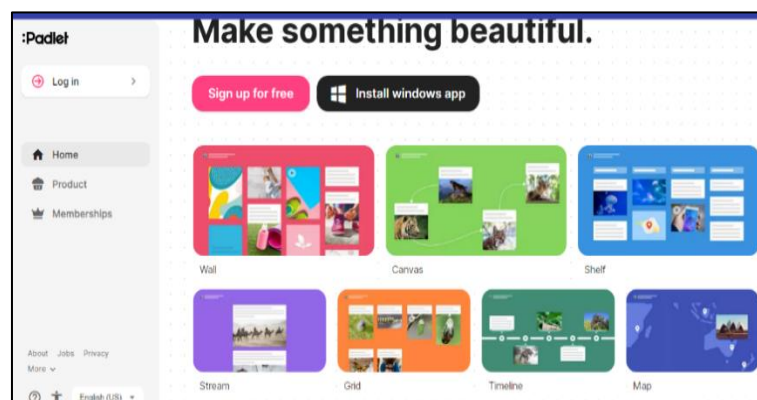
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b) it supports all types of media. Padlet as defined earlier functions as a virtual bulletin board allowing its users to create and post contents containing images, video clips, audio files, word files, and more. In addition, Padlet also allows its users to embed content from anywhere on the web like Facebook, Twitter, Instagram, TikTok, and Youtube. This feature is one of the highlights of Padlet as it provides its users more opportunities to showcase their learning. Figure 2 below shows some of the types of media Padlet supports.



Figure 2. A picture presenting the various features of Padlet
Source: <https://cdn.mos.cms.futurecdn.net/KaS7Ci43YvT5CJE3xvRRB9-970-80.jpg.webp>

c). convenient for ice breaker activities. One of the engaging features that Padlet has to offer is its usefulness in employing ice breaker activities or preliminary activities for students. Through the utilization of this tool, teachers for example, can ask the students to share what they have in common or share an image based on a prompt that he/she has given to the students at the start of the class. With this, it will help learners to warm them up in online learning spaces which cause them to engage themselves in the class. Figure 3 presents an example of how icebreakers are conducted in Padlet



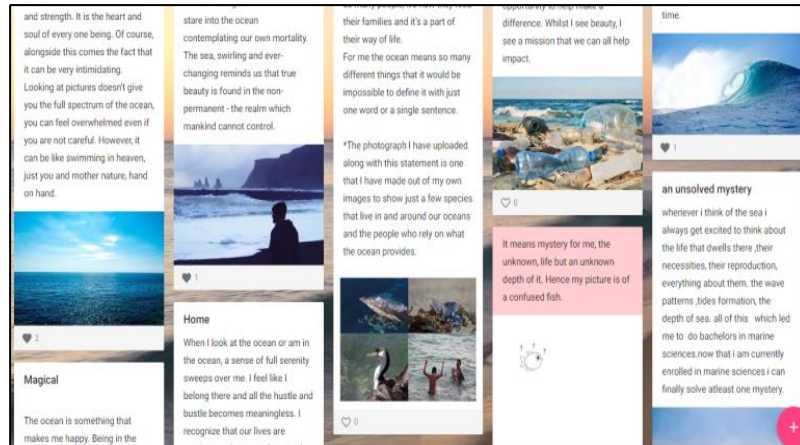


Figure 3. Teacher and Student interaction via Padlet
 Source: <https://conceptboard.com/blog/icebreakers-in-virtual-teams/>

d.) classroom communication. Padlet can also be used by communicating assignments and other important lesson resources to students by adding posts to the communication stream. It has been proven in the study of Hanifan (2022) that effective classroom communication between teacher and student has a positive impact on class participation, engagement and ultimately students’ achievements. With this feature of Padlet, it allows teachers for easy posting of assignments as well as a convenient tool for students in downloading the resources shared by their teacher.

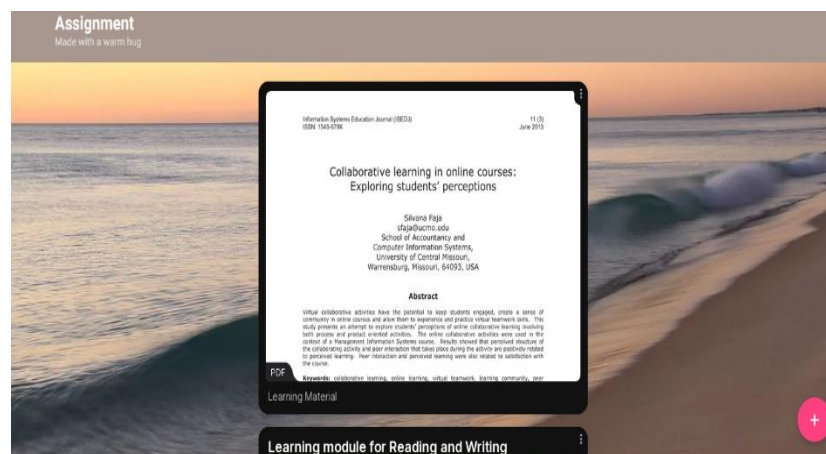


Figure 4. Teacher sharing learning material to students on the stream feature of Padlet
 Source: <https://padlet.com/bk6jfbser77fgseb>

e.) give feedbacks. Padlet is a virtual wall that allows students to interact and contribute to class discussions and at the same time provides teachers with feedback on the learning process. In light of this matter, another feature of this tool that is very much convenient in an online synchronous class is that, it allows students to reply or react to their classmates' ideas and teachers are given the opportunity to provide immediate feedback to their students' outputs and responses. Based on the study of Stenger (2014), research has confirmed that providing students with meaningful feedback can greatly enhance their learning and class participation. This feature of this online tool then gives students time to communicate, react, and contribute with their classmates as well as it gives teachers the opportunity to comment or give feedback as shown in Figure 5.

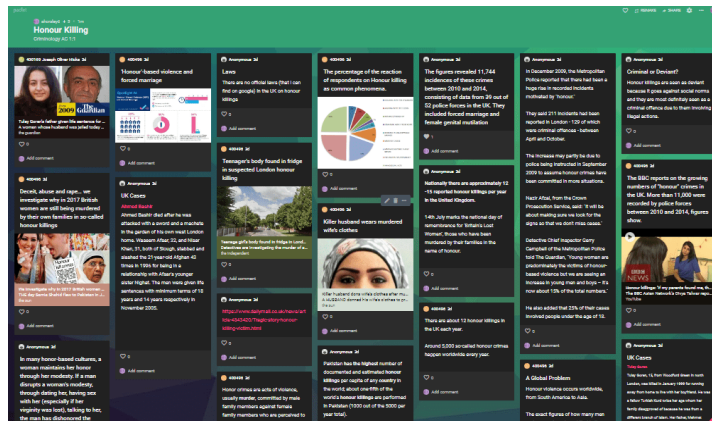


Figure 5. Teacher giving feedback to students' responses about a particular task
 Source: <https://twoteacherspodcast.com/wp-content/uploads/2019/11/Feedback-Example-Padlet-Screenshot-1024x490.png>

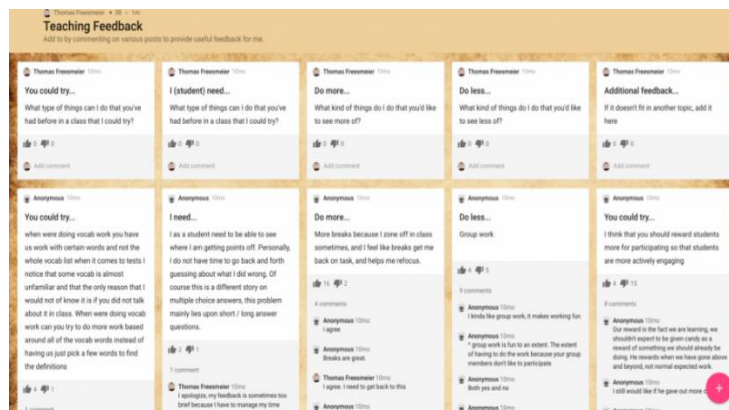


Figure 6. Student collaboration using Padlet
 Source: <https://ithinkthereforeiteach.com/social-distance-group-work-padlet/#jp-carousel-22758>

f.) collaboration. It is no denying that Padlet is considered as a tool that highly and greatly promotes collaboration among students. It is an easy-to-learn app that can be used to gather ideas and information from other people. Aside from giving the avenue for both teachers and students to post links, audios, videos etc., this tool caters learners to work on their given tasks or activities with their groups collaboratively which can also transpire in a real-time experience. Such engagement in peer conversations allows teachers to see what their students are thinking. Figure 6 presents the collaborative work done by the students.

With all the specified features of the online tool called Padlet, it can be understood that the tool's very aim is to simply provide and create opportunities primarily to the students to help them engage and actively participate in the teaching and learning process. Furthermore, Padlet was incorporated in our Detailed Lesson Plans specifically on the opening motivational activity part of the teaching and learning process.

Through the employment of the intervention, we believed that it would help improve the extent of students' participation specifically in an online learning context as Padlet provides opportunities and at the same time an avenue for learners to participate and become active learners.

Research Instrument

In obtaining the data for this study, we utilized the following instruments:

Checklist. We adapted a checklist from Jang (2010) and was modified in order to fit to the study and to answer the identified questions in the Statement of the Problem. The checklist is divided into two parts; the first part contains the demographic profile of the respondents while the second part presents statements surveying the extent of student participation during online synchronous class with the use of Google Meet and Padlet. The checklist was designed via Google Form, it is composed of twenty statements and for each statement there was a range of options provided to choose from a five-point Likert Scale: *always, often, sometimes, rarely, and never.*

Interview. An unstructured interview with selected students and the resource teacher was also conducted to identify their observation and over all experience on the application of the intervention which is the Padlet during the synchronous sessions.

Observation. An observation was conducted before the employment of the intervention.

Sources of Data

The respondents of the study are the Grade 11-STEM students from the Mariano Marcos State University- Laboratory High School (Batac Campus). They are our chosen participants based on our online classroom observations in our Field Study 1 (FS 01) subject. The age of the participants ranges from 16-17 years old.



Figure 7. An image showing the Laboratory High School Batac Campus
https://m.facebook.com/pg/MMSULHSBATAC/photos/?ref=page_internal

Data were drawn from the results of the pre-survey and post-survey checklists, interview, and observation.

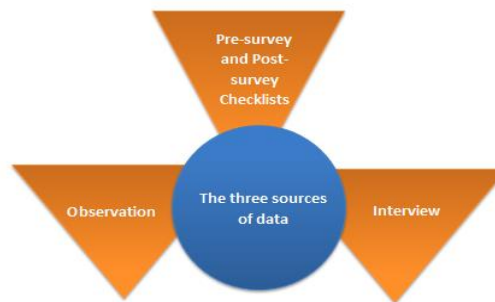


Figure 8. Sources of Data

Data Gathering Procedure

The study was conducted for four weeks. The initial action was to secure permission from the principal and the teacher-in-charge of the respondents through a letter signed by our group and our research adviser. For the first two weeks, we observed the respondents during their online synchronous sessions particularly on how they participate and how involved they are during class. The platform used by the resource teacher was Google Meet and the instructional aid used was PowerPoint Presentation. Moreover, a week after we have also conducted a demo teaching using the same platform and instructional material.

After the two-week class observation, the respondents were provided a checklist composed of twenty statements to accomplish surveying the extent of their involvement and participation before the integration of the intervention in their class. The checklist was made via Google Form and was posted on the Google Classroom of the respondents.

For the succeeding weeks, we incorporated the use of Padlet in our Daily Lesson Plans specifically in the motivation part. Padlet was used as the platform for the teacher to conduct the motivational opening activity for the class. It is known that warm up activities or preliminary activities are very critical parts of the teaching and learning process as it stimulates the students' interest that will later on sustain their attention, focus, motivation and participation as the class go on.

Moreover, in the employment of Padlet, the pedagogical purpose of utilizing the said application was discussed and explained to the respondents. The respondents were informed about its basic features and we demonstrated how to navigate the said application. During the synchronous sessions, we observed again the respondents in terms of their involvement and participation in class.

After the employment of the intervention, we provided the respondents another checklist to accomplish to measure their extent of participation when Padlet was employed during their online synchronous sessions via Google Form. In addition, the researchers conducted an unstructured interview with the resource teacher and selected students to further supplement the numerical findings of the study.

Lastly, the collected data was subjected for analysis and interpretation using statistical tools; relative frequency and mean.

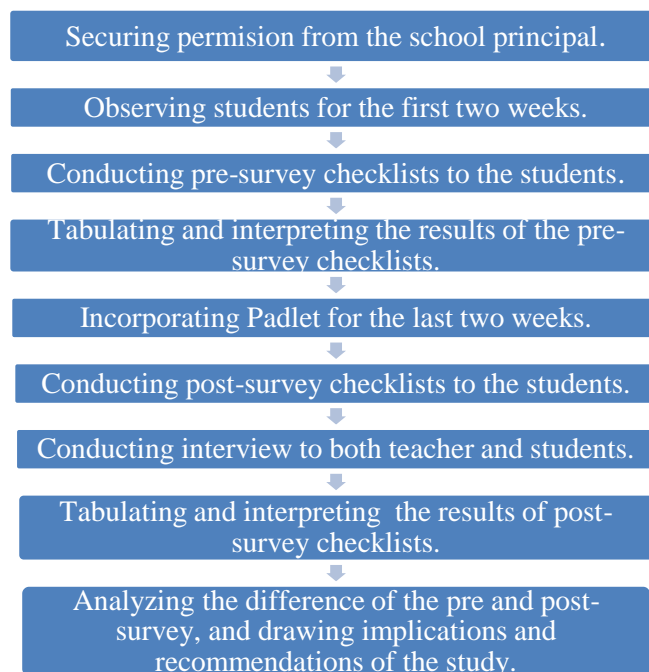


Figure 9. A flowchart showing the steps taken in gathering data for the study.

Data

This study used the following statistical tools; mean and frequency. The formula used for the treatment of data are discussed as follows;

First, the mean descriptive interpretation is solved with the following formula taken from a measurement technique by Likert (1932):

$$Mean = \frac{\sum(Numerical\ Value \times Number\ of\ Responses)}{Number\ of\ Respondents}$$

In addition to the mean, we further validated the accuracy of data collection and organization by using the relative frequency, denoted as Rf (Franzese & Iuliano, 2018). This is the percentage of each statement with the number of respondents as its denominator, in formula:

$$Rf = \frac{Subgroup\ frequency\ or\ mode}{Total\ frequency\ or\ number\ of\ respondents}$$

This study used the Likert Scale which contains different levels categorized as ordinal data that does not have definite intervals. We have decided to place a corresponding number for all five (5) descriptive interpretation, namely:

Numerical Rating	Descriptive Interpretation
4.21 – 5	Always
3.41 – 4.20	Often
2.61 – 3.40	Sometimes
1.81 – 2.60	Rarely
1 – 1.80	Never

This is used for better interpretation without affecting its ordinal value. Moreover, the data was presented in tables and was organized through simple statistics, mostly frequency and mean.

D. RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study. The interpretation and analysis of the data gathered are presented following the problem under investigation.

It should be noticed that the pre-survey and post-survey checklists contain Likert Scale statements which are expected to obtain opinions with negative or positive attitudes. For example, one statement reads, “I take part in sharing ideas during English class.” With this sort, we expect for positive responses above the scale. In contrary, another statement reads, “I am

unresponsive when I get called during English class.” The subjects are expected to respond with a negative attitude or values below the scale.

Results of the Pre-Survey Checklist

The table below shows the mean obtained from each statement, the first thirteen statements are categorized as positive leaning statements and the remaining seven statements are negative leaning statements. The overall mean is also provided on the table.

Table 1

Mean scores of the respondents in their pre- survey checklists

Indicators	Mean	Descriptive Interpretation
I participate during English class.	2.48	Sometimes
I pay attention during English class.	2.68	Sometimes
I accomplish assigned tasks.	3.12	Sometimes
I attend English class regularly.	3.76	Often
I interact with the teacher during English class.	2.6	Rarely
I interact with my classmates during English class.	3.08	Sometimes
I take part in asking questions during English class.	2.96	Sometimes
I take part in sharing ideas during English class.	2.84	Sometimes
I am motivated with the instructional material (PowerPoint Presentation used by the teacher).	3.04	Sometimes
I work well with my classmates in accomplishing the task.	2.84	Sometimes
I am responsive when I get called during English class.	3.2	Sometimes
I raise my hand to answer a question/volunteer information.	2.44	Rarely
I do not display disruptive behavior during English class.	2.8	Rarely
I am unresponsive when I get called during English class.	4.76	Always
I get discouraged and stop trying when I encounter a problem in doing my school works.	4.36	Always
I am withdrawn and uncommunicative during English class.	4.4	Often
I do not recite during English class unless my teacher calls me.	3.36	Often
I do not initiate working on my tasks alone.	2.84	Sometimes
I do not take independent initiative and I must get help to get started with my work.	3.16	Sometimes
I get bored easily during English class.	4.04	Often
Total Mean	64.76	
Overall Weighted Mean	3.23	Sometimes

Legend:

Numerical Rating	Descriptive Interpretation
4.21 – 5.00	Always
3.41 – 4.20	Often
2.61 – 3.40	Sometimes
1.81 – 2.60	Rarely
1.00 – 1.80	Never

The overall mean score obtained from the checklists before integrating Padlet during the online synchronous class is 3.23 or *sometimes*. The result suggests that learners do participate during online sessions but by limited means only, the figures also reflect in our observation before the integration of Padlet wherein the students are passive most of the time. They displayed limited participation in class reflected on how seldom they answer or respond to what the teacher was sharing, in the same way that they do not take part in asking questions and sharing their ideas in class. Their evident participation in class is only manifested in reading the PowerPoint Presentation of the teacher and responding to questions that are only answerable by “yes” and “no.” The same behavior was displayed by the students when one of our group members delivered her demo teaching using the same platform and instructional material. The students refused to answer questions posed by the student teacher even if they get called, they are very unresponsive. Only a few students would respond and they preferred using the chat feature of the Google Meet instead of turning their device microphones on and verbally state their answers or questions.

Moreover, based on the results, it can be inferred that the intermittent participation of learners during online synchronous classes could be relatively caused by platform used to deliver learning which is Google Meet along with the instructional material used, PowerPoint. Google Meet is one of the most used online interactive tools to deliver online synchronous learning. It is a video-communication service that enables users to join meetings virtually via audio and video aside from these, its other features include chat and screen sharing (UA Rock, 2020). Google Meet is free as long as a user has a Google Account and it is also easier to use compared to other video-communication services. These features presented may justify as to why Google Meet is one of the most used mediums in delivering online learning.

However, in the study of Aznam et al., (2020), they concluded that Google Meet is an effective media aid in lecture method only because the features of the said site can only accommodate limited student involvement and participation. For example, the share screen

feature of Google Meet is limited to one participant only and more often than not it is the teacher who uses this feature in to share his/her PowerPoint Presentation. It is known that lecture method is frowned upon by 21st century learning which emphasizes the pressing need for students to be active participants of the teaching and learning process. It is also worth mentioning that since 21st century learners must acquire skills in collaboration and communication it is imperative for teachers to create and provide opportunities for them to do so.

Moving on, the instructional material used during class which is PowerPoint Presentation is also relatively related to the results obtained from the checklist. PowerPoint slideshow or better known as PowerPoint Presentation (PPT), is a type of digital tool created through a software called Microsoft where it allows users to add audio, visual, and audio/visual features to a specific presentation. Furthermore, this type of tool is considered to be one of the most useful and most accessible tools to create and present visual aids this is why teachers at most times use this as their instructional material during class may it be during face-to-face classes or online synchronous learning. However, although it is believed that slideshows can be a useful part of online instruction, it should not be the main or the sole instructional material used in online classes as it also pose negative impacts to the teaching and learning process particularly student participation.

It has been observed in the study conducted by (Mansour, 2019) that PowerPoint Presentation may be the source of overload information that may let students feel confused, bored and anxious. This in return may reduce the chance of student participation as it limits and impedes the opportunity for creative thinking since it may drive the instruction. In another study administered by Timmerman & Kruepke (2006), they have reported that students who learn from traditional ways such as the use of plain PowerPoint Presentation in class have a greater possibility to have low participation and marks than those who learn using the modern learning tools like Padlet. Having said that, it is really important for teachers to understand the significance of using or integrating digital learning tools that provide students an avenue to participate, collaborate, and ultimately promote active learning. Interestingly, in the paper of Uzun & Kilis (2019), they highlighted that verbatim reading of PowerPoint Presentation slides provide results to passiveness of students during lecturing, and it hinders the spontaneity of classroom interaction and discussions. The said findings correspond to our observation wherein evidence of student participation is only seen when they read the PowerPoint Presentation. In addition, this also adheres to the observation of (Hopper & Waugh, 2014), that PowerPoint

encourages more of a teacher-centered and less of a student-centered approach since the teacher is seen as the primary knowledge source.

Ogeyik (2017) elucidated that students and teachers experience difficulties in starting conversation like sharing of thoughts and ideas by plainly using PowerPoint Presentation as the instructional material during class for it does not stimulate student interest nor does it provide opportunities for participation. Plotinsky (2020) also emphasized that reliance on slides not only stifles participation but it may also remove student voices and critical thinking processes from the lesson. It can also be said that using PowerPoint Presentation alone during online synchronous class is not sufficient to meet the pressing needs of students to become active learners. For this reason, it is then imperative to not rely on a single instructional material or digital learning tool alone like the PowerPoint Presentation.

Results of the Post-Survey Checklist

The table below presents the mean and the overall mean obtained from the post-survey checklist which was accomplished by the respondents after Padlet was integrated during their online synchronous sessions. Similarly, to the pre-survey checklist it is composed of thirteen positive leaning statements and seven negative leaning statements. It can be seen that the mean obtained from each positive leaning statements correspond to the interpretation *always*. On the other hand, the negative leaning statements obtained *sometimes* and *never*.

Table 2

Mean scores of the respondents in their post-survey checklists

Indicator	Mean	Descriptive Interpretation
I participate during English class.	4.12	Always
I pay attention during English class.	4.72	Always
I accomplish assigned tasks.	4.60	Always
I attend English class regularly.	4.64	Always
I interact with the teacher during English class.	4.20	Always
I interact with my classmates during English class.	4.92	Always
I take part in asking questions during English class.	4.52	Always
I take part in sharing ideas during English class.	4.44	Always
I am motivated with the instructional material (Padlet is used by the teacher).	4.72	Always
I work well with my classmate in accomplishing the task.	4.44	Always
I am responsive when I get called during English class.	4.44	Often
I raise my hand to answer a question/volunteer information.	3.12	Sometimes

I do not display disruptive behavior during English class.	4.88	Always
I am unresponsive when I get called during English class.	1.32	Never
I get discouraged and stop trying when I encounter a problem in doing my school works.	1.36	Never
I am withdrawn and uncommunicative during English class.	1.32	Never
I do not recite during English class unless my teacher calls me.	1.64	Never
I do not initiate working on my tasks alone.	1.44	Never
I do not take independent initiative and I must get help to get started with my work.	1.56	Never
I get bored easily during English class.	1.48	Never
Total Mean	72.6	
Overall Weighted Mean	3.63	Often

Legend:

Numerical Rating	Descriptive Interpretation
4.21 – 5.00	Always
3.41 – 4.20	Often
2.61 – 3.40	Sometimes
1.81 – 2.60	Rarely
1.00 – 1.80	Never

In terms of the overall mean, the post-survey checklist obtains 3.63 or *often* evident on the table shown above. The figures suggest that with the use of Padlet during online synchronous class, the learners’ extent of participation is more remarkable and evident as it ascended from *sometimes* to *often*. The findings also reflect our observation during the integration of the intervention during the online synchronous class of the students wherein Padlet was used during the warm up or opening motivational activity of the class. Upon the observation, we have noted that they responded to questions posed by the teacher more frequent when Padlet was integrated, which they did through posting their responses on the wall. Moreover, student to student interaction was also apparent during the activity as students react and comment on each other’s posts.

Padlet as discussed in chapter 2 showcases features that allow learners to take part and participate in class in various and creative ways. As reported in the study of Rashid et al., (2019), the features of Padlet has been a significant contributing factor to the motivation of learners and ultimately to their active participation in class activities and communication. For example,

when one of the student teachers in charge employed Padlet in class he/she utilized it as question bank. The student teacher tasked the learners to post their questions on Padlet in connection to their lesson, the student teacher also allowed the learners to answer the questions posted by their classmates or react to the comments. Students were more engaged and participative because Padlet provides a refreshing new environment for learning. In a similar study Nadeem (2019) also claimed that the perceive effectiveness of Padlet in supporting collaboration and participation that helps students in creating a positive learning atmosphere was mainly due to its features. It can be said then that providing more opportunities and ways for learners to participate during class motivates them to take part even more.

Additionally, unlike Google Meet where the teacher only uses its feature at most, Padlet allows the whole class to access its features all at the same time, thus, students no longer need to wait to share their outputs or presentation in turns. Through the use of Padlet, students may all at once share and post their outputs and questions all at the same time making the class more interactive. The said application benefits both teacher and learners for it serves many purposes depending on how the teacher wants to utilize it for his/her class. Padlet can be used as a student-response system, an online student portfolio, question bank, brainstorming platform and among many other activities that allow students to interact and communicate.

More so, it has been observed that Web 2.0 tools such as Padlet are designed to enhance student engagement, interaction with peers, and collaboration and participation (Bugawa and Mirzal, 2018). This also conforms to the study of Fuchs (2014) claiming that Padlet allows students to be engaged at the same time, and to collaborate simultaneously. As such, the use of Padlet as an educational tool in the online synchronous class promotes creativity and collaborative learning where students are engaged and involved. As per the study of Spilker et al. (2020), he also asserted that there is a need to move away from the traditional conference platforms such as Google Meet or Zoom and integrate a hybrid approach that includes other technology learning tools. Teachers then can utilize Padlet as an interactive online learning tool to increase students' class involvement and participation.

Result of the difference between Pre-Survey and Post-Survey Checklists

In addition to the mean, the frequency was also calculated from both the pre-survey and post-survey checklists. A comparative table below is provided showing the difference between the two checklists used to survey the students' extent of participation before and after the integration of Padlet in their online synchronous sessions.

Table 3

Difference between Pre-Survey and Post-Survey Checklists

	Overall Mean	Frequency	Descriptive Interpretation
Extent of participation of students before integrating Padlet	3.23	64.6%	Sometimes
Extent of participation of students after integrating Padlet	3.63	72.6%	Often

It can be seen that the calculated frequency on the pre-survey checklist is 67.6% which is lower than the frequency obtained from the post-survey checklist that is 72.6% which was accomplished by the respondents after Padlet was integrated during their online synchronous classes. From these results, the inferences stated above are further validated that students' extent of participation has improved with the use of Padlet.

Furthermore, we conducted an interview with selected students and asked for their feedback regarding their experience in using Padlet during their online synchronous class. Here are some student feedbacks:

Student 1: "It's my first time to use Padlet and I really enjoyed using it. As an introvert, I seldom recite in class and it worries me that it might reflect on my grades that I have poor class involvement. Using Padlet allows me to interact and participate without pressure."

-JRS

Student 2: "Padlet is very interesting to use, it's like Facebook and Twitter because we can like and comment on each other's posts. We can also post and share images and videos."

-FMC

Student 3: "I had fun using Padlet because it is not complicated to use it. What I like about Padlet is it makes our class more fun and interesting because it allows me to express myself in different ways."

-LF

Student 4: "Sometimes I get bored in class easily especially when all the teacher does is talk during the period because our class is scheduled at 1:00 PM, I feel very sleepy. When they used Padlet in class, it became a little more engaging because it was new to us and it has very interesting features. Communication using Padlet is also better because we can reply to each other's post unlike in GMeet because sometimes we have to deal with unclear audio."

-AMB

Student 5: "Compared to using Google Meet all the time, Padlet provides a new avenue for us to interact with each other as well as collaborate. Now, doing group works is more fun because it feels like we are just communicating via Fb."

-MJS

With the given feedback by students, it can be deduced that they enjoyed and favored the use of Padlet in their online synchronous class which also corroborates with the results obtained

as their participation improved during the integration of the intervention. In addition, we also interviewed the resource teacher to know his observation and comments about the use of Padlet. He shared,

“Compared to face-to-face class, encouraging students to participate and speak during online synchronous class is more challenging for me.” He also added that, *“students easily lose interest especially if the teacher employs the same scheme every session or use the same platform or tools to deliver instruction.”* Moreover, he also emphasized *“It is very important for teachers to spice things up from time to time so students will have something exciting or new to look forward to. There is an improvement seen within the participation of learners during the conduct of your classes when you incorporated Padlet. I have observed some students who were not so much participative were involved when Padlet was used. I am also interested to know more about this application, it is my first time to encounter this app. I might use it one day in my other classes in the Junior High School.”*

The given feedbacks of the selected students and comments of the resource teacher conform to the numerical findings of the data gathered wherein students are more reserved, have limited participation, and involvement during online synchronous class when usual digital learning tools are employed in this case the PowerPoint Presentation. More so, the interview responses from the students and the resource teacher also correspond to the numerical findings of the study showing that there is an improvement in terms of learner participation when Padlet was employed in their online synchronous classes as noted by the student teachers during their observation.

E. CONCLUSION

The primary aim of the study was to improve the extent of participation of Grade- 11 students in English online class through Padlet. To answer the stated problems of this study, data were gathered using pre and post-survey checklist adapted from (Jang 2010) that we modified to fit the study. In addition, we have also conducted an observation prior and during the integration of Padlet and an unstructured interview with the resource teacher and the respondents was also conducted to further validate the inferences made using the quantitative data.

Based on the findings of the study, after integrating Padlet in the motivational part during their online synchronous English classes, the respondents exhibited a more participative behavior during their scheduled sessions against utilizing a plain PowerPoint presentation only. In addition, the responses of the selected respondents corroborated with the result of the study as they also claimed that integrating the online tool, Padlet for their online English class in the preliminary activity part has made it more interactive and engaging because it offered distinct features that allowed them to be participative in various and creative ways.

In like manner, the resource teacher affirmed that the utilization of Padlet in online synchronous class has made a significant impact on the extent of students' participation during their scheduled sessions.

Moreover, its result offered considerable insight on how similar applications or digital learning tools could have positive implication on learners' participation and involvement.

Recommendations

In the light of findings and conclusions, we recommend the following:

1. Teachers should employ and incorporate Web 2.0 learning tools like Padlet in conducting online synchronous classes as it provides opportunities for students to interact and participate in class.
2. Future researchers should also conduct a similar study for a concrete validation of the intervention for students' participation

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