



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

Padlet as a tool to foster writing in an EFL classroom

A thesis submitted to the Faculty of Languages for the Degree of Licenciatura en la
Enseñanza del Inglés

By

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This investigation has been read by the members of the Committee of

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And is considered worthy of approval in partial fulfillment of the requirements for the

degree of

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Dedications

To my mother who always was there, encouraging me. You will be in my mind ever.

To my daughter who is one of the reasons to keep on and on. I love you.

To myself, the one who self-challenged and overcame hundreds of barriers to fulfill this achievement. Let's go for more!

CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

English still has a significant position even though the number of languages around the world because it has progressed at such a pace that there are thousands of languages spoken. At this point, the most used are Mandarin, Spanish, and English. The latter is the third most spoken with three hundred and sixty million native speakers.

The importance of the English language focuses on many reasons, being the first means of communication as a lingua franca. The rest centers on technological and scientific areas since science is related to language because the majority of the research is in English.

Considering the above, English is an essential tool, and that is why, learning it is a must in most educational institutions. In this sense, people with knowledge of this language are considered competitive for today's world demands. Thus, political policies from several countries established teaching English as a foreign language from elementary to university. Thus, if it is included in formal or instructional contexts, schools allow students to learn it in artificial scenarios where the language is mainly academic.

According to Richard and Rodgers (2001), English is the most widely studied language worldwide for acquiring additional linguistic competence to the mother tongue. Teaching a second language in the formal context became relevant with its inclusion in the European curriculum in the 19th century. In this stage, the dynamic involved inducing students to grammar and rhetoric through textbooks, using basic methods that were applied in the teaching of Latin. Today, English is a fundamental requirement for many universities for admission or graduation. Therefore, students must learn it and develop linguistic skills to perform appropriately in their training areas.

Another important principle for the teaching of language is the implementation of active methodologies, especially under present circumstances where there are hybrid modalities. Initially, there were strategies related to traditional methods, where technology and interaction with students did not play any core role. At the time when language teaching began, there was a wide range of strategies that allowed students to promote significant learning. In this point, it is worth mentioning that teaching strategies vary depending on the level of schooling in which they are applied. Nowadays, students have a variety of apps that can help them learn a language even autonomously and according to their learning styles and pace of learning. Considering this background, the objective of this study is to analyze how an app could foster students' writing competence in higher education.

1.2 Purpose of the study

One of the main topics of debate in this field of study is whether students have difficulties learning English written language due to their limited knowledge of the lexicon or because of problems in their learning process, which is why teachers often hesitate to send these students to special education (Ed & Nichd, 2003). In fact, in different studies, precise information is not available about the level of linguistic competence that students have, both in English and their mother tongue because of the lack of adequate measures to evaluate this competence. Besides, the acquisition of a second language, being a complex process, depends on multiple factors (sociocultural context, attitudes, personality, and status) and not only on the linguistic competence one has in the mother tongue. In addition, studies that have included observation of students in the classroom provide relevant information as they offer another perspective to understand the difficulties students may experience in writing. In this sense, cultural conflict and affective factors such as

motivation seem to be critical, in addition to sociocultural factors that play a central role in influencing school experiences. Moreover, decision-making regarding this type of relocation is sometimes due to the confusion generated among teachers when discerning what has to do with the development and learning of a second language.

Because of the above, this study is important since it proposes a digital tool to develop writing competence at academic levels for students in higher education.

1.3 Research questions

To analyze the phenomenon, there are two main research questions, which are the following:

1. Does Padlet develop writing competency?
2. What features does Padlet foster to write academically in English?

1.4 Significance of the topic

When teaching English as a foreign language, teachers encounter different needs and difficulties that students have when developing their communication skills (reading, writing, speaking, and listening).

Acquiring a foreign language is not easy in a context where some people use a single language to communicate. In a research work carried out on the topic, González & Fernández (2013) mention that the interference of the L1 in the L2, experienced by students of the English language, influences accurate and logical production, avoiding convenient use of the oral or written language in which said production took place.

In this field, government and educational administrations support initiatives that favor learning an alternative language to form bilingual citizens. However, linguistic barriers persist and arise, and access to economic and didactic resources makes progress difficult.

Additionally, some factors external to the class can generate interference, such as transportation, noises, people, and others of a different nature that cause dispersed attention in the learners and impact the dynamics of the classroom for a few minutes; affecting the development of oral and written expression.

Other causes associated with little vocabulary exercise and English expressions are related to the student's family's low level of education, which affects the accompaniment to review the suggested topics and carry out the assigned tasks. Consequently, interest arises in recognizing whether the use of technology, especially virtual platforms such as Padlet, makes it possible to stimulate L2 in students and strengthen the appropriate learning of written skills facing the needs and demands of the environment surrounding them.

Regarding the rapid advance of communications, science, and technology, this proposal makes it relevant to provide the possibility of overcoming linguistic barriers related to the learning of English, the production of speech acts and vocabulary, and strengthening written expression from an early age, facilitate interaction and communication between students, and thus be able to access better opportunities. The aim is to generate an approach to developing written competencies in a meaningful and interactive way, considering a starting point for students' natural knowledge about the world around them, their interests, needs, and levels of development, and the benefits of technologies.

1.5 Key Terms

Padlet. It is a wall where students write and upload their work, assignments, and files. It is also a very powerful tool for working collaboratively with a simple and comfortable interface, creating a learning space in just a few minutes.

Digital tool. Digital tools are managers that allow you to create, organize, and publish documents collaboratively. Content management systems are made up of a set of Web applications, which operate both on the Internet and on an intranet.

Written competence. It refers to the ability to get involved in society as an active communicator and manage the skills required to relate to the circumstances of a discursive community.

English as a Foreign Language (EFL). It refers to the English learned at school as another subject, not used as a regular means of communication.

E-learning. It is a form of education that uses technology to facilitate the teaching-learning process. Also known as online education, it fosters knowledge acquisition and skills through the Internet.

1.6 Conclusion

This chapter describes the main reasons for the topic selection, introduces the problem, and establishes the research question and the significance of the study. In the next section, some theoretical concepts will be described to understand the study.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

Foreign language learning has become an essential component in modern education, with English playing a leading role as a lingua franca in an increasingly globalized world. Written proficiency in English is a crucial skill for academic and professional success, posing significant challenges for students and educators. In this context, integrating innovative technologies in the teaching-learning process can offer new opportunities to improve students' language skills.

Padlet, an online collaboration tool that allows users to create and share multimedia content in a virtual space, has emerged as a viable option to encourage interaction and active participation in the classroom. This platform facilitates interaction and allows teachers to provide real-time feedback and monitor their students' progress more efficiently.

The main objective of this thesis work is to explore the impact of using Padlet on the written competence of English as a foreign language. The aim is to identify if Padlet promotes written competencies and what features foster such competencies.

The results of this study will offer a deeper understanding of the Padlet in the educational setting and provide practical recommendations for its effective implementation in the classroom.

2.2 English as a foreign language (FL)

To develop a theoretical framework for teaching English as a foreign language at a higher level in Mexico, it is crucial to address several dimensions: educational policy, pedagogical

approaches, challenges and specific opportunities in the Mexican context, and the role of teachers and students.

Educational Policy and Regulatory Frameworks

Regarding the educational policy, in Mexico, English teaching as a foreign language has been an educational priority at the federal level. The Ministry of Public Education (SEP) has implemented various policies to improve the teaching of English, highlighting the importance of linguistic competence in a globalized world (Block & Cameron, 2002 and Crystal, 2003). Documents such as the National Program of English in Basic Education (PNIEB) and the National Strategy for the Teaching of English are essential to understanding the guidelines and objectives at a higher level.

Besides, pedagogical approaches have evolved from traditional methods such as Grammar-Translation to communicative and immersive approaches. In this point, in the university context, task-based teaching (TBLT) and the communicative approach (CLT) have been emphasized (Richards & Rodgers, 2001 and Harmer, 2007).

Considering challenges, in Mexico, there is a significant disparity in the quality of English teaching between different regions and between public and private institutions that directly affects students' opportunities to acquire effective language skills (Barros, 2010 and Duff & Anderson, 2015). Moreover, the preparation and continued development of English teachers is crucial. As a matter of fact, training in current methodologies and access to adequate resources are determining factors in the quality of teaching (Freeman, 1998 and Burns, 1999).

Concerning opportunities, technology integration in English teaching offers new chances for interactive and accessible learning. Online platforms, mobile applications, and multimedia resources are transforming the way students interact with the language

(Chapelle, 2001 and Warschauer, 2003). Besides, online programs let students be immersed in English-speaking contexts, significantly improving students' linguistic competence and cultural understanding (Byram, 1997 and Jackson, 2012).

Moreover, when learning is mediated by technology, the roles of the actors of the curriculum change drastically. Considering students, this type of learning requires students' autonomy and motivation (Dörnyei, 2001 and Ushioda, 2009). Moreover, teachers need the ability to adapt to individual student needs by implementing innovative techniques (Brown, 2001 and Ur, 1996).

In general, the teaching of English as a foreign language at a higher level in Mexico faces various challenges but also presents numerous opportunities for improvement. Thus, research and evidence-based practices are crucial to developing effective strategies that respond to the specific needs of the Mexican context. Collaboration between educational institutions, government support, and pedagogical innovation are essential to advance in this field.

2.3 Writing competence

Written proficiency in a foreign language refers to students' ability to express themselves clearly and coherently in English through writing. This competence includes grammatical skills, vocabulary, textual coherence, and cohesion, as well as the ability to adapt style and register to the communicative context. In this vein, Hyland (2019) states that written literacy is multifaceted and involves grammar, lexicon, and organization of logical and persuasive ideas. Besides, Ferris (2020) remarks on corrective feedback in written competence development, highlighting that specific and constructive feedback helps students improve their writing skills.

Regarding the educational context in Mexico, the teaching of English has been a priority in educational policy, especially through programs such as the National English Program (PRONI). Nonetheless, challenges still remain due to the diversity of educational contexts and available resources.

Ramírez-Romero and Sayer (2016) examine the implementation of the PRONI and point out disparities in the quality of English teaching due to differences in teacher training and educational resources. Besides, Villanueva & Chaves (2018) studied teachers' perceptions of English teaching in public and private schools, finding that teachers in private schools report higher levels of support and resources.

Pedagogical methods and approaches are also crucial. Indeed, ones that are used to teach writing in English vary widely. Among the most prominent are the process-based approach, the product-based approach, and the interactive approach. In this respect, Nation (2018) advocates that the process-based approach emphasizes the importance of planning, writing, revising, and editing in teaching writing. In addition, Badger & White (2021) propose a mixed approach that combines aspects of the process- and product-based approach, suggesting that both are necessary for the comprehensive development of written competence.

As in any field, there are teaching challenges and strategies because teaching writing in English as a foreign language presents several challenges, including a lack of motivation, differences in students' proficiency levels, and managing large classes. In this regard, Lee (2020) identifies a lack of motivation as a key challenge and proposes using authentic and relevant writing tasks to increase student interest and engagement. Moreover, Brown & Jones (2019) point out the importance of differentiation in teaching to address students' level of competence, recommending the use of graduated and adapted writing tasks.

Another vital aspect of education is technology, especially when there are hybrid, virtual, and distance modalities. Technology integration into the teaching of writing has been an area of growing interest. Tools such as word processors, online learning platforms, and auto-correction applications can facilitate the development of writing skills. Moreover, Li & Wang (2018) investigated the impact of digital tools on students' writing competence and found that the use of word processors and automatic correction applications improves grammatical accuracy and writing style. Zou & Xing (2020) examined online learning platforms and concluded that these platforms can provide opportunities for additional practice and instant feedback, thereby improving written proficiency.

Finally, English teaching written competencies is a dynamic and evolving field, influenced by a variety of contextual, pedagogical, and technological factors. Indeed, recent research highlights the need for integrated pedagogical approaches, feedback, and the potential of technology to improve learning and teaching.

2.4 How to teach writing

Written competence in English as a foreign language in the field of higher education is essential for the comprehensive training of students. This theoretical framework is based on recent research and addresses innovative methodologies, assessments, and pedagogical approaches for teaching this competency.

Teaching Methodologies:

Technology-Based Approaches. The integration of digital technologies is effective in improving written proficiency. Tools such as collaborative writing platforms and AI-based learning applications provide immediate and personalized feedback, crucial for writing (Graham & Perin, 2018).

Collaborative Learning and Autonomy. Collaborative learning promotes interaction between students, facilitating the exchange of ideas and the co-construction of knowledge. Moreover, promoting student autonomy through self-directed writing tasks and projects based on personal interests improves motivation and commitment to learning (Sadeghi & Richards, 2019).

Integration of Intercultural Content. Incorporating intercultural content in the English curriculum improves students' linguistic and intercultural competencies. This approach promotes greater awareness and sensitivity toward other cultures been essential in a globalized world (Byram, 2018).

Regarding evaluation and feedback, it is suggested to do the following:

Clear Assessment Indicators. Detailed and specific rubrics to assess written proficiency allow for a more objective and transparent assessment of student progress. In this case, these rubrics must include coherence, cohesion, grammar, vocabulary, and adaptation to the context (Hyland, 2019).

Formative Feedback. It is essential for the continued development of student's skills and should focus on providing detailed and constructive feedback on writing tasks. This type of feedback should be frequent and guide them in the process of reviewing and improving their texts (Carless, 2019).

Regarding pedagogical approaches, these include theories, strategies, and models, which teachers use to facilitate students' learning. In this case, those focused on the students are suggested since they are considered constructivist. In other words, students deconstruct their knowledge through interaction with their environment (context and people), reflection, and problem-solving, guided by the teacher who acts as a facilitator. Some of these approaches are:

Student-centered approaches include project-based learning, task-based learning projects, collaborative learning, and constructivist learning. In the case of task-based learning projects, students must complete specific tasks in English that encourage practical use of the language and the application of writing skills in real and meaningful contexts. According to Ellis (2020), this approach increases the relevance of learning and motivates students to participate actively.

Besides, integrative approaches include autonomous learning and socio-emotional learning. There are also inclusive approaches whose objective is to address the diversity present in the classroom to privilege a quality education. It implies curricular and, above all, methodological adaptations to attend to students with differentiated capacities. Finally, there are technological approaches that, through applications, platforms, and augmented reality, enrich the learning and teaching process.

As seen, teaching written competence must be based on methodologies that integrate digital technologies, promote collaboration and autonomy, and consider interculturality. Additionally, it is essential to use clear indicators for evaluation and provide continuous formative feedback because these elements offer a robust theoretical framework to improve the teaching and learning of this competence.

2.5 Writing mediated by technology

In the context of higher education, written proficiency in English as a foreign language has been favored significantly by the integration of digital technologies. This approach facilitates teaching and learning through tools that provide immediate feedback, interactive resources, and opportunities for global collaboration. In the following lines, methodologies, and strategies are detailed.

Use of Digital Technologies. Virtual learning environments (VLEs) and AI-assisted writing applications have transformed how English writing is taught. These tools offer real-time feedback on grammar, structure, and style, allowing students to review and improve their texts autonomously (Graham & Perin, 2018). Furthermore, platforms like Google Docs and Microsoft Teams or digital tools such as Padlet facilitate collaborative writing, interaction, and learning among peers (Sadeghi & Richards, 2019).

Collaborative Online Learning. Technology-mediated collaborative learning is an effective methodology for teaching writing. Indeed, students can work together on writing projects through discussion forums, blogs, and wikis, which encourages the co-construction of knowledge and the development of critical skills (Hyland, 2019). These platforms also allow for the integration of multimedia, which enriches the writing process and the presentation of ideas, redefining the communication process through knowledge representation in images or extra information with hyperlinks (Puentedura, 2013; Greenhow & Lewin, 2016; Cunningham & Fitzgerald, 2017). Furthermore, the use of automated assessment systems provides detailed and frequent feedback, which is crucial for the development of written competence.

Integration of Authentic and Multimodal Content. Incorporating authentic and multimodal texts into writing activities helps students become familiar with different registers and styles of English. These materials, which may include magazine articles, videos, and podcasts, provide realistic and varied models of language use, which is essential for strong written competence (Ellis, 2020).

Focus on Interculturality as a strategy. Technology also allows the integration of intercultural content, essential for complete communicative competence. Platforms such as virtual exchanges and international collaborative projects allow students to interact with

native and non-native speakers from different cultures, promoting intercultural competence and global understanding (Byram, 2018).

Considering the previous information, digital technologies in written competence in higher education offer numerous advantages. These tools facilitate immediate feedback, online collaboration, and the integration of authentic, multimodal content, improving the learning process significantly.

2.6 Tools to teach writing

The inclusion of technological tools in written competence has transformed traditional methods, offering new opportunities to improve learning. In the field of higher education, these technologies prepare students for the challenges of a globalized world. Then, various technological tools will be explored.

Collaborative Writing Platforms. Collaborative writing platforms have changed the way students practice and improve their written proficiency in English. They let students work together in real time, share arguments, and receive immediate feedback from their peers and teachers. According to Sadeghi and Richards (2019), technology-mediated collaborative learning encourages interaction among students, which in turn improves their ability to co-construct knowledge and develop critical skills. In addition, these platforms make it easier to include comments and suggestions directly in the texts for a more dynamic and effective review process.

Automated Evaluation Tools. Automated assessment tools, such as Grammarly and Turnitin, have gained popularity in teaching writing proficiency due to their ability to provide detailed and immediate feedback. These tools correct grammatical and style errors and offer suggestions on the structure and coherence of the text. Shute (2008) and

Anderson & Tyndall (2017) highlight that automated feedback is essential for autonomous learning, as it allows students to identify and correct their errors quickly and effectively. Additionally, Turnitin helps students develop more ethical and rigorous academic writing by detecting potential cases of plagiarism and encouraging originality.

Multimodal Resources. Integrating multimodal resources, such as videos, podcasts, and interactive articles, into English writing activities provides students with richer and more varied exposure to the language. These resources help students become familiar with different styles and registers of the English language, improving their ability to produce coherent and appropriate texts in various contexts. Breen & Candlin (2019) and Lee & Van, (2021) highlight that the use of authentic and varied materials in the classroom motivates students and provides them with real models of language use, which is essential for the development of strong written competence.

Virtual Learning Environments (EVA). Virtual learning environments, such as Moodle and Blackboard, offer a comprehensive platform for teaching English written proficiency. These systems allow teachers to design entire courses, manage writing activities, and provide additional resources and materials (Flores-González, 2022; Flores-González, 2023). Graham and Perin (2018) and Flores-González (2023) point out that VLEs facilitate more structured and personalized learning since students can access the content at any time and their own pace. Additionally, discussion forums and blogs within these environments promote interaction and ideas exchange, further enriching the learning process.

Artificial Intelligence Assisted Learning Applications. AI-assisted learning apps, like Cambridge's Write & Improve, use advanced algorithms to provide personalized and adaptive feedback to students. These applications analyze texts written by students and offer specific suggestions to improve their grammar, vocabulary, and style. In this vein,

Huang & Hew (2020) and Buntins & Sailer (2021) state that artificial intelligence changes the teaching of writing by offering more precise feedback tailored to the individual needs of each student. Additionally, these apps can identify error patterns and provide personalized exercises to help students overcome their specific weaknesses.

In general, technological tools for teaching written competence in higher education offer numerous advantages. Collaborative writing platforms, automated assessment tools, multimodal resources, virtual learning environments, and artificial intelligence applications improve the quality of teaching.

2.7 Padlet to develop writing

Padlet is a versatile digital tool that has gained popularity in higher education for its ability to foster collaboration and interactive learning. In teaching written competence in English as a foreign language, Padlet offers multiple functionalities that can significantly improve it. This analysis explores how Padlet can be used effectively in this context.

Padlet is an online platform that allows users to create virtual walls to post and share multimedia content, including text, images, videos, and links. This tool is highly intuitive and accessible, making it ideal for use in educational environments. According to recent studies, Padlet facilitates collaboration and active participation of students (Dewitt & Alias, 2020). In addition to formative assessment, Padlet can be used in summative assessments since teachers can design capstone writing projects where students present their work in Padlet, incorporating text, images, videos, and other resources. This multimodal presentation assesses written proficiency and students' digital and creative skills (Ellis, 2020).

One of the main advantages is its ability to encourage collaboration between students. Padlet walls allow users to work together on projects, share information, and provide constructive feedback in real time. This not only improves writing skills but also develops essential social and communication skills (Wright, 2018).

This tool privileges real-time interaction which is crucial for keeping students engaged and motivated. Indeed, teachers can use Padlet to organize collaborative writing activities in class, where students can view and comment on their classmates' contributions immediately. This dynamic interaction enriches the learning process and helps students develop a deeper understanding of the content (Harris, 2018).

Moreover, Padlet supports a wide variety of multimedia formats, allowing students to incorporate visual and auditory elements into their writing projects. This integration of multimodal content helps students develop digital literacy skills and a richer context for writing in English. According to Garcia and Cruz (2023), the use of authentic and varied materials is essential for the development of written competence.

In addition, feedback is a crucial component of written competence. In this case, Padlet allows teachers and peers to provide immediate, personalized feedback on student work. This feedback can be in the form of written comments, annotations in the text, or even through visual elements.

Padlet also encourages student autonomy by allowing them to control their learning. With this tool, students can create Padlet walls to organize their ideas, plan their writing, and collect resources. This autonomy in the writing process motivates and helps them develop self-regulation skills (Sadeghi & Richards, 2019).

Padlet is especially useful in task-based writing projects because teachers can design specific tasks that require students to use it to research, plan, and present their writing. As a

matter of fact, Pérez & Martínez (2024) argue that this approach increases the relevance of learning and motivates students to actively participate since such tasks are designed to be practical and applicable to real situations.

Moreover, when working with Padlet, formative assessment is essential for the continued development of written proficiency because it allows teachers to conduct formative assessments throughout the writing process, providing feedback and guidance at every stage. This continuous assessment helps students identify and correct their errors as they progress, improving the quality of their writing (Sánchez & García, 2023).

Using Padlet in writing activities also promotes the development of critical thinking skills since students must analyze and synthesize information, organize their ideas coherently, and argue their points of view effectively. These skills are essential for writing in English and for academic and professional success (Gillett et al., 2022). Thanks to its usage, students create learning communities to share resources, ideas, and experiences. These collaborative spaces enrich the learning process and foster a sense of belonging and mutual support among students.

Padlet can also improve students' motivation and engagement in writing activities through its interactive and visual nature. It makes writing tasks more engaging and fun, increasing student engagement and interest (Harris, 2018).

All in all, Padlet is an adaptable tool that can meet the needs of different learning styles. Thus, visual learners can benefit from including images and videos, while auditory learners can incorporate podcasts and recordings. This adaptability allows teachers to design writing activities that are inclusive and accessible to all students (Wright, 2018).

Another advantage of Padlet is the integration of interculturality into the teaching of written competence. Students can use it to explore and present different cultures, comparing and

contrasting their own experiences with those of others. In this sense, Morales & Díaz, (2022) argue that intercultural competence is an essential part of foreign language learning, and Padlet provides an ideal platform for these types of activities that along with reflection and self-assessment, students can create learning journals where they think about their progress, identify their strengths and weaknesses, and set goals regarding writing tasks. Besides, this practice of reflection and self-assessment is essential for autonomous and continuous learning (Boud & Molloy, 2021).

Padlet also encourages creativity (González & Pérez, 2023) in writing tasks by allowing students to experiment with different formats and styles. They can create visually engaging and dynamic presentations using a variety of multimedia resources. At the same time, it is an effective tool for differentiation in the classroom, leading teachers to design writing activities adapted to the different levels and needs of students. For example, they can provide additional resources for students who need more support or design more challenging assignments for those who progress faster. This differentiation ensures that all students can participate and progress at their own pace (Sadeghi & Richards, 2019). That is why Padlet is particularly useful in hybrid and distance learning, making it easy to continue learning outside the classroom. Indeed, Harris (2018) notes that Padlet's flexibility and accessibility make it ideal for supporting remote learning and keeping students connected and engaged.

In conclusion, Padlet usage to teach written proficiency in higher education offers numerous advantages. From fostering collaboration and creativity to providing immediate and personalized feedback, Padlet is a powerful tool that can transform the teaching-learning process. Based on recent research, this analysis demonstrates that Padlet improves

written proficiency and develops digital, critical, and social skills essential for academic and professional success.

2.8 How to evaluate writing

Assessment of written proficiency in English is a crucial component of higher education. Padlet, a versatile digital tool, offers multiple possibilities to evaluate this competence effectively and dynamically. The following lines describe approaches and strategies for assessing English writing using Padlet.

Continuous Formative Evaluation. It is essential to monitor student progress and provide timely feedback. According to Cano & Ramos, (2023), Padlet allows teachers to carry out continuous evaluations through direct comments on the works published by students. This encourages continuous improvement and deeper learning.

Use of Digital Rubrics. Rubrics are essential tools for clear and consistent assessment. In this vein, Padlet makes it easy to implement digital rubrics that students can refer to as they work on their writing assignments. Caldwell & Johnson (2022) suggest that rubrics improve transparency and help students better understand assessment criteria.

Immediate and Personalized Feedback. It is crucial for written competence, and in this scenario, Padlet allows teachers and peers to provide real-time feedback, helping students quickly correct errors and improve their writing (Hyland, 2019). This real-time interaction also encourages greater engagement and motivation.

Self-assessment and Reflection. Padlet develops these fundamental components of autonomous learning by offering a platform where students can reflect on their work and conduct self-assessments using predefined rubrics. Caldwell & Johnson (2022) highlights that this practice helps students identify their strengths and areas for improvement.

Peer evaluation. Padlet can develop critical and reflective skills by allowing students to comment on and evaluate their classmates' work. Moreover, according to Byram (2018), this type of assessment encourages a deeper understanding of the content and improves the quality of writing.

Integration of Multimedia in Evaluation. Padlet's ability to integrate multimedia content allows teachers to assess writing proficiency in a broader context. Students can combine text with images, videos, and other resources, demonstrating their ability to communicate ideas effectively and creatively (Smidt & Mikkelsen, 2023).

Project-Based Evaluation. Project-based assessment is an effective methodology for writing assessments because it evaluates project management skills and creativity. Besides, López & Martínez (2023) argue that Padlet is ideal for writing projects where students can present their work visually and dynamically.

Use of Learning Diaries. Padlet can be used to create learning journals where students record their progress and reflect on their development. Furthermore, Harris (2018) notes that learning journals are useful for assessing growth over time and providing a more complete view of the learning process.

Oral Presentations of Written Works. Padlet allows students to present their written work orally, incorporating multimedia presentations. Indeed, Wright (2018) suggests that this practice improves presentation skills and reinforces written competence through the verbalization and discussion of ideas.

Evaluation of Interaction and Participation. Active participation in Padlet activities is an indicator of commitment and learning. Teachers can evaluate the quantity and quality of student interactions on Padlet walls, ensuring that everyone participates equitably and constructively (Sadeghi & Richards, 2019).

Adaptation to Different Levels. Padlet allows teachers to tailor writing tasks to different skill levels, and this differentiation ensures that all students can be evaluated according to their level of competency and individual progress (Ellis, 2020).

Use of Data Analysis. Padlet offers data analysis tools that allow teachers to monitor student performance and engagement. These metrics can be used to adjust teaching strategies and provide a more accurate and personalized evaluation (Graham & Perin, 2018).

Assessment in Hybrid Learning. In the context of hybrid learning, Padlet is a valuable tool for assessment because they can complete and upload their work at any time and from anywhere, allowing for continuous and flexible assessment (Harris, 2018).

Promoting Creativity in Evaluation. Assessment through Padlet allows students to express their creativity and think outside the box. In this respect, Gilmore (2018) highlights that visual inclusion and multimedia elements in writing tasks evaluate linguistic competence and creative ability.

Digital Competence Assessment. Padlet also assesses digital skills because students must use technological tools to create and present their work, developing essential digital skills for the 21st century (Dewitt & Alias, 2020).

Use of Examples of Good Practices. Padlet can be used to share examples of good practice and notable work. These examples serve as models for students and establish clear standards of quality (Carless, 2019).

Evaluation of the Writing Process. Evaluating the writing process is as important as evaluating the final product. In this case, Padlet allows teachers to view and comment on different stages of the student's writing process, from the initial draft to the final version (Hyland, 2019).

Evaluation of Intercultural Competence. Padlet facilitates activities that promote intercultural competence, essential in learning foreign languages. In addition, Byram (2018) suggests that the assessment of intercultural competence can include projects where students explore and compare cultures through their writing.

All in all, assessing English written proficiency with Padlet offers a dynamic and interactive approach that benefits both students and teachers. From continuous formative assessment to the use of data analytics, Padlet provides a versatile and effective platform to improve and assess English writing. As a matter of fact, recent research supports its use as a powerful tool to foster autonomous learning, creativity, and digital competence.

CHAPTER III: METHODOLOGY

3.1 Introduction

Currently, education faces significant challenges due to the necessary adaptation of teaching methodologies to the demands of a constantly evolving digital world. Written competence, a fundamental skill in students' academic and professional development, requires innovative strategies that promote meaningful and attractive learning. In this context, information and communication technologies (ICT) play a crucial role by offering interactive and collaborative tools that enhance the teaching-learning process. One of these tools is Padlet, a digital platform that allows the creation of collaborative online murals.

Padlet stands out for its versatility and ease of use, characteristics that make it an ideal tool to encourage writing among students. This platform allows users to add text, images, links, videos, and other multimedia resources in a shared environment, facilitating collaboration and feedback in real time. Besides, using Padlet in the classroom can motivate students to actively participate in writing activities, promoting dynamic and constructive learning. The following lines describe the research design, the sample, the instrument, the data collection and analysis procedures.

3.2 Design

The quantitative design of this research on Padlet as a tool to develop written competence is an empirical and systematic approach. This type of design is particularly effective for measuring the relationship between specific variables and for establishing general patterns that can be applied to a broader population. According to Creswell and Creswell (2021), quantitative designs allow for obtaining accurate and replicable data, which is crucial to evaluating the impact of educational interventions.

The central focus of quantitative design is an experimental method, specifically a quasi-experimental design. This design is selected due to its ability to control external variables and minimize bias, although it does not allow for complete random assignment. Campbell and Stanley (2019) highlight that quasi-experimental designs are particularly useful in educational contexts where full manipulation and control of variables is not always possible. In this case, this design will effectively compare the results of the ones who use Padlet with those who do not.

The context is in the educational field, focused on higher education, which is crucial for key competencies, including writing. The research of Gómez and Espinoza (2020) has highlighted the importance of integrating digital tools in higher education to improve students' writing skills. Padlet, with its interactive and collaborative features, represents an opportunity to innovate writing teaching methodologies.

One of the main objectives of this design is to determine whether the use of Padlet can significantly improve students' written proficiency. The research hypothesis is based on collaborative learning theory, which suggests that interaction and collaboration among students improve their cognitive and communication skills. In this sense, Dillenbourg (2020) argues that collaborative technologies, such as Padlet, facilitate more meaningful learning by encouraging active participation and ideas exchange.

For internal and external validity, strict methodological procedures include a clear definition of dependent and independent variables. The independent variable is Padlet, while the dependent variable is the student's written proficiency. According to Johnson and Christensen (2022), clarity in the definition and manipulation of variables is essential for the credibility of quantitative studies. In this case, Padlet is expected to have a positive and measurable impact on students' writing skills.

Regarding the quasi-experimental design, an experimental group and a control group will be assigned. The experimental group will use Padlet as part of their daily writing learning, and the control group will continue to use traditional methods. This comparative approach will identify significant differences in the development of written competence between both groups. As Cohen et al. (2021) point out, experimental and quasi-experimental designs are effective in evaluating the impact of educational interventions in different contexts.

The study design also considers the need for replicability and generalization of the results. Thus, it will be ensured that the conditions of the experiment are replicable in different educational environments, considering a detailed description of the procedures and conditions under which the study is carried out. According to Bryman (2022), replicability is a key criterion for quantitative research since it allows the consistency of results to be verified in different contexts and times.

All in all, the quantitative design of this research is structured to provide a rigorous and objective evaluation of the use of Padlet in written competence development. By using a quasi-experimental design and following strict methodological procedures, valid, reliable, and applicable results will be obtained. This approach will also offer evidence-based recommendations for the integration of collaborative digital tools in the teaching of writing, contributing to improving contemporary educational practices.

3.3 Sample

The study evaluates Padlet as a tool to develop written competence in 60 students from the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla (BUAP). The sample was carried out intentionally, considering students from different academic levels

within the faculty, which provides a broad perspective on the impact of the tool in various educational contexts and levels of written proficiency.

The sample is from the fourth semester of the Bachelor's Degree in English Teaching. It is justified because students in these semesters already have a solid foundation in basic language skills and are at a crucial stage to develop more advanced competencies, including written competency. In addition, these students are familiar with digital technologies in their learning, which facilitates the implementation of Padlet in the educational process.

Of the 60 students selected, 30 will be part of the experimental group that will use Padlet as part of their academic activities, while the other 30 will constitute the control group that will continue using traditional methods of teaching writing. This division allows a direct comparison between both groups and the evaluation of the specific impact of Padlet on the development of written competence. It is worth mentioning that students were randomly assigned to groups to ensure comparability and reduce bias.

The diversity in the sample is another important aspect to consider. The BUAP Faculty of Languages attracts students from various regions of the country, with different cultural and socioeconomic backgrounds. This diversity enriches the study by providing a more realistic and representative context of the general student population. Furthermore, it lets us evaluate whether Padlet is equally effective in improving written proficiency among students with different profiles and backgrounds.

The age of the participants ranges between 18 and 25 years, a stage in which students develop their academic and professional skills. This age group is especially relevant for the study of written competence since it is a critical period for consolidating advanced communication skills. Students' ability to adapt to new technologies is also great at this stage, making it easy to integrate digital tools such as Padlet. The level of students' written

competence before the intervention will be evaluated using a diagnostic test, which will establish a baseline to measure the progress made throughout the study. This initial assessment is crucial to identifying areas for improvement and customizing activities in Padlet according to each student's specific needs. Furthermore, it ensures that any improvements observed are due to the intervention and not to initial differences in writing skills. Moreover, voluntary participation is another fundamental aspect of sample selection. Students were informed about the objectives and procedures of the study and were given the option to participate or not. This strategy ensures that participants are motivated and committed to the process, which is essential to obtain reliable and meaningful results. In addition, compliance with ethical principles in the research is ensured, respecting the autonomy and informed consent of the students.

All 60 students participate in a specific academic writing course, which provides a suitable context for the implementation of Padlet. This course focuses on improving written proficiency in formal contexts, which aligns perfectly with the research objectives. The use of Padlet in this course will evaluate its effectiveness in a real writing teaching environment, providing valuable data on its applicability and benefits.

Finally, the choice of the BUAP Faculty of Languages as the setting for the study is due to its prestige and focus on training advanced linguistic skills. The BUAP is an institution recognized for its academic excellence and its commitment to educational innovation. Conducting this study in such a prestigious and demanding environment ensures that the findings will have relevance and applicability in similar educational contexts, contributing to improving pedagogical practices in the teaching of writing.

3.4 Instrument

To measure the development of written competence with the help of Padlet, a specific instrument has been designed based on an analytical rubric that evaluates ten key dimensions: ethical standard, topical sentence, secondary ideas, topic development, conclusion, topic structure, coherence, cohesion, fluidity mechanisms, and collaboration. This instrument allows for a detailed and comprehensive assessment of students' writing skills, providing accurate quantitative data on their performance in each of these areas.

The analytical rubric is made up of clear and specific descriptors for each of the ten dimensions. Each dimension is evaluated on a scale of five levels of performance, ranging from basic to advanced level. For example, in the dimension of topic sentences, the basic level (1) can be described as unclear or absent topical sentences, while the advanced level (5) can be clear and precise topical sentences that guide the development of the paragraph. This approach allows each student's strengths and areas for improvement to be precisely identified.

The ethical standard evaluates the student's ability to use sources and avoid plagiarism by properly citing their references. The topical sentence dimension focuses on the ability to introduce the topic of each paragraph in a clear and concise manner. Secondary ideas measure the ability to develop and support the topic sentence with relevant arguments and examples. Theme development refers to the depth and complexity with which the principal theme is explored throughout the text.

The conclusion evaluates the ability to synthesize and close the argument effectively, providing a clear and coherent resolution. Theme structure measures the logical and cohesive organization of the text, ensuring that ideas are presented in an orderly and coherent manner. Coherence and cohesion focus on the fluidity and connection between the

ideas and paragraphs of the text, evaluating the appropriate use of connectors and transitions.

Finally, fluidity mechanisms and collaboration are essential dimensions of using Padlet. Fluency measures assess the correct use of grammar, punctuation, and spelling, while collaboration measures the ability to work effectively in a collaborative digital environment, contributing ideas and constructive feedback. This comprehensive approach ensures a complete assessment of students' developing written proficiency, providing valuable data to improve pedagogical strategies and the use of Padlet in teaching.

3.5 Data collection

The administration of a standardized exam is carried out in two moments: before the intervention with Padlet and at the end of the study period. This pretest-posttest methodology evaluates students' progress and determines the impact of using Padlet on their writing development. By comparing the initial and final responses, specific improvements can be identified in each of the dimensions evaluated, providing empirical evidence on the effectiveness of Padlet as an educational tool.

3.6 Data analysis

The data collected through the exam and rubrics will be analyzed using statistical methods. This analysis approach ensures a complete and rich assessment of written competence with Padlet, offering valuable information to identify the elements that foster such competence and improve pedagogical practices.

3.7 Conclusion

In conclusion, this chapter presents the design, sample, instruments, and data collection and analysis. The next chapter focuses on the obtained results.

CHAPTER IV: FINDINGS

4.1 Introduction

The purpose of this research was to evaluate the development of written competence in students of the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla (BUAP) through the use of Padlet, a collaborative digital tool. Written competence is an essential skill in higher education, and its comprehensive development involves multiple dimensions, which in this study were specifically addressed: ethical standards, topical sentences, secondary ideas, topic development, conclusion, topic structure, and coherence, cohesion, fluidity mechanisms, and collaboration. These elements are fundamental to effective writing and their detailed evaluation offers a deep understanding of Padlet's impact on the educational process.

The implementation of Padlet focused on promoting a collaborative learning environment where students could interact, share ideas, and receive constructive feedback from their peers and teachers. This methodology sought to improve technical writing skills and foster appropriate academic ethics and collaboration skills, fundamental aspects of students' training. The results of this study provide a comprehensive view of how Padlet promotes various dimensions of written proficiency.

Two instruments were used to measure the impact of Padlet in writing. The first was a standard exam that measured writing proficiency, and the second was an analytical rubric that evaluated each of the ten dimensions mentioned.

4.2 Results

The results obtained reveal significant trends and variations in the development of written competence between the experimental group that used Padlet and the control group that followed traditional methods. In the following sections, the main findings in each of the ten dimensions evaluated are presented, providing a detailed understanding of the areas in which Padlet proved to be most effective and the educational implications of these results. This information is crucial for the continuous improvement of pedagogical practices and the integration of digital tools in the teaching of writing.

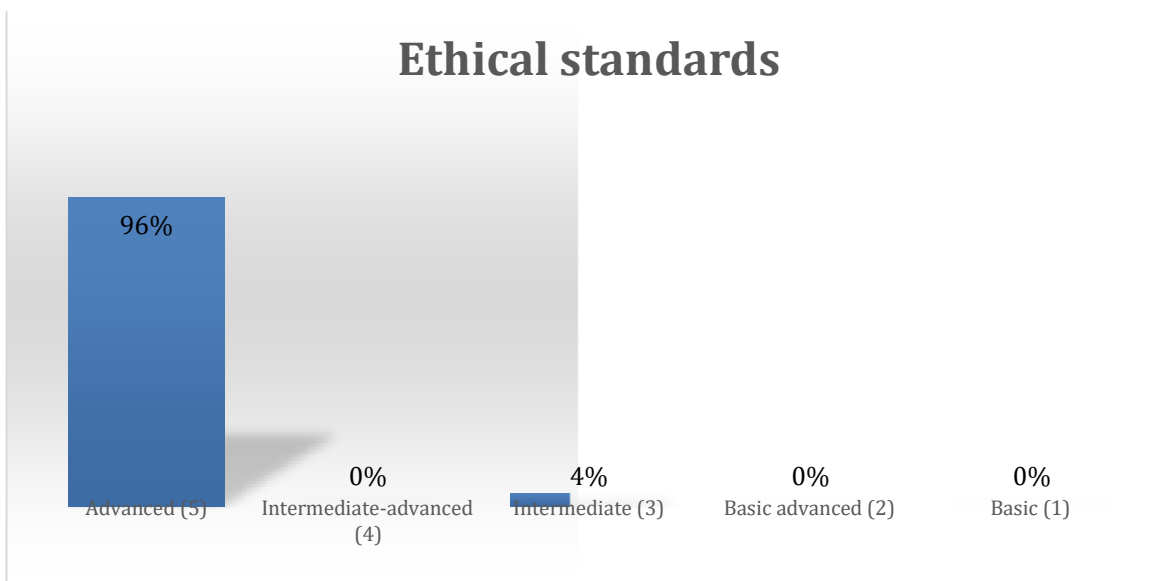


Figure 1. Ethical standards.

Figure 1 presents a conclusive result regarding Padlet to promote ethical standards in writing, where 96% of the sample obtained the highest punctuation and 4% intermediate- advanced. This finding underscores the effectiveness of Padlet as an educational tool that not only facilitates the collaborative writing process but also instills essential ethical principles.

This result is consistent with recent literature that highlights the importance of digital tools in promoting ethical practices in academia. Johnson and Davies (2020) argue that collaborative platforms like Padlet allow for greater transparency and accountability among students, as shared content is visible to all groups, thus fostering a culture of academic integrity. Additionally, Padlet facilitates proper citation of sources and recognition of the work of others, essential aspects of maintaining ethical standards in writing.

The high level in the figure can also be attributed to Padlet's specific characteristics that encourage ethics in writing. Dillenbourg (2020) notes that collaborative tools that allow real-time monitoring and feedback, such as Padlet, create an environment where students are more aware of the need to respect intellectual property and avoid plagiarism. This collaborative and transparent environment can be particularly effective in reinforcing ethical behaviors among students, as it encourages self-regulation and reflection on ethics in their written work.

Additionally, the integration of Padlet into the writing curriculum may have contributed to these positive results. Gómez and Espinoza (2020) found that when teachers explicitly integrate academic ethics into their activities and assessments, students show greater adherence to ethical standards. In this research context, the use of Padlet likely facilitated the practice of writing and the teaching and reinforcement of ethical principles since students had to work collaboratively and be responsible for their contributions. It reinforces the importance of an intentional pedagogical approach that combines technology with teaching ethics.

Besides, the 4% indicates areas for improvement and implies that some students may not have fully experienced the benefits of Padlet for encouraging ethics in writing or may need more guidance on using the platform ethically. According to Bryman (2022), it is crucial

that educational institutions provide ongoing training and adequate resources to ensure that all digital tools are optimal for promoting ethical principles. It suggests the need for more robust training strategies and deeper integration of academic ethics in technological tools usage.

All in all, the results in Figure 1 reflect a strong consensus on the effectiveness of Padlet in promoting ethical standards in writing, supported by recent studies and educational theories. This high level underscores the importance of integrating collaborative digital tools into education to promote a culture of academic integrity. However, the need to continue supporting and training students to ensure the benefit from these tools is also highlighted, reinforcing the importance of a continuous and adaptive approach to teaching ethics through educational technologies.

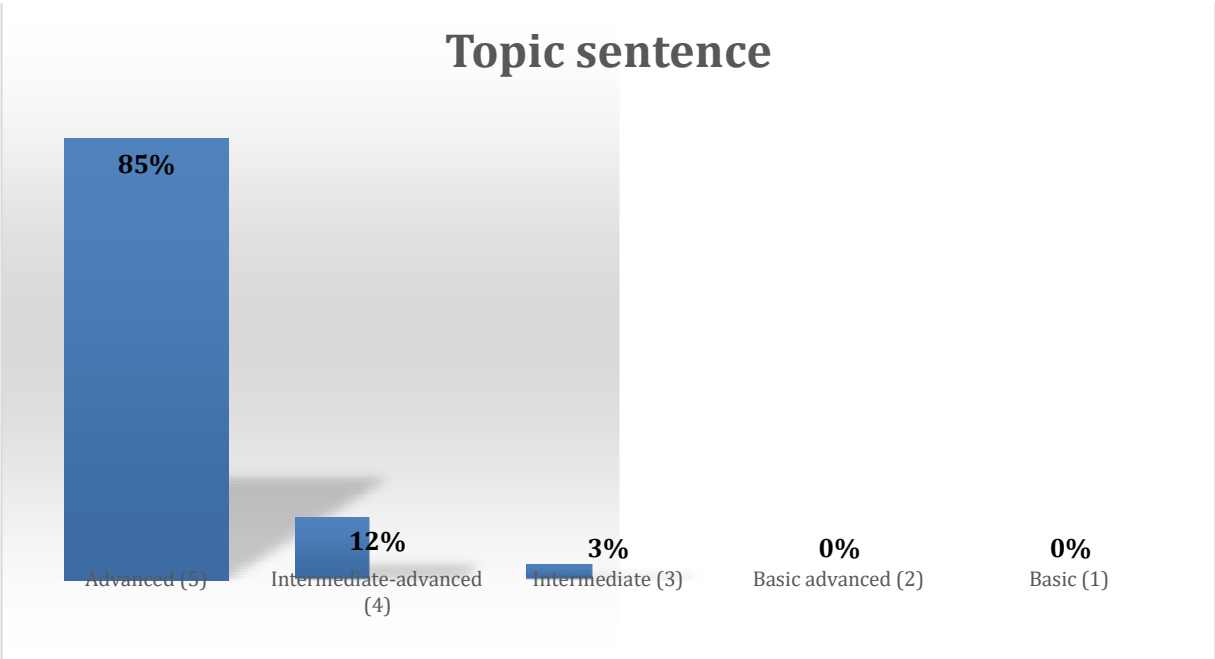


Figure 2. Topic sentence.

Figure 2 illustrates that Padlet has been highly effective in topical sentences in English writing (85% advanced, 12% intermediate-advanced, and 3% intermediate). These results underscore Padlet's ability to improve the clarity and initial structure of paragraphs in student-written texts, which is critical for written proficiency.

The high percentage regarding this feature (85%) suggests that Padlet significantly facilitates the creation of clear and effective topic sentences. According to Smith and Wrigley (2020), digital tools that allow immediate and collaborative feedback, such as Padlet, help students identify and correct errors in formulating topical sentences. Thus, the ability to review and edit one's own and peers' work fosters a deeper understanding of how to structure a topic sentence to guide paragraph development.

The 12% means that although they find Padlet useful, they may still experience difficulties or require more time and practice to fully master the skill of creating topical sentences. García and López (2021) state that continuous training and exposure to well-crafted examples are essential to developing written proficiency in a second language. Therefore, Padlet, by providing a collaborative space and accessible resources, can be a valuable tool to support this continuous learning process.

The 3% could indicate a need for more personalized guidance or adjustments in teaching methodology. According to Brown and Jones (2019), some students may need more individualized approaches and additional support to benefit from digital tools. Integrating Padlet with personalized tutoring activities and additional resources could help these students improve their understanding and application of topical sentences in writing.

These results are in light of educational theories that emphasize collaborative learning. At this point, Bandura (1977) states that learning takes place while interacting with others. In this context, Padlet acts as a facilitator of learning, allowing students to observe examples

from their peers, receive feedback, and collaborate on improving their writing skills. Such an interaction is crucial for specific skills like topical sentence formulation.

All in all, the results in Figure 2 indicate that Padlet is an effective tool for topical sentence development in English writing, supported by students' grades. Recent literature supports these findings, highlighting the importance of digital tools in improving academic writing through collaborative feedback and continuous practice. However, it is also essential to consider the need for additional support for some students to maximize the benefits of Padlet and ensure equitable development of writing skills.

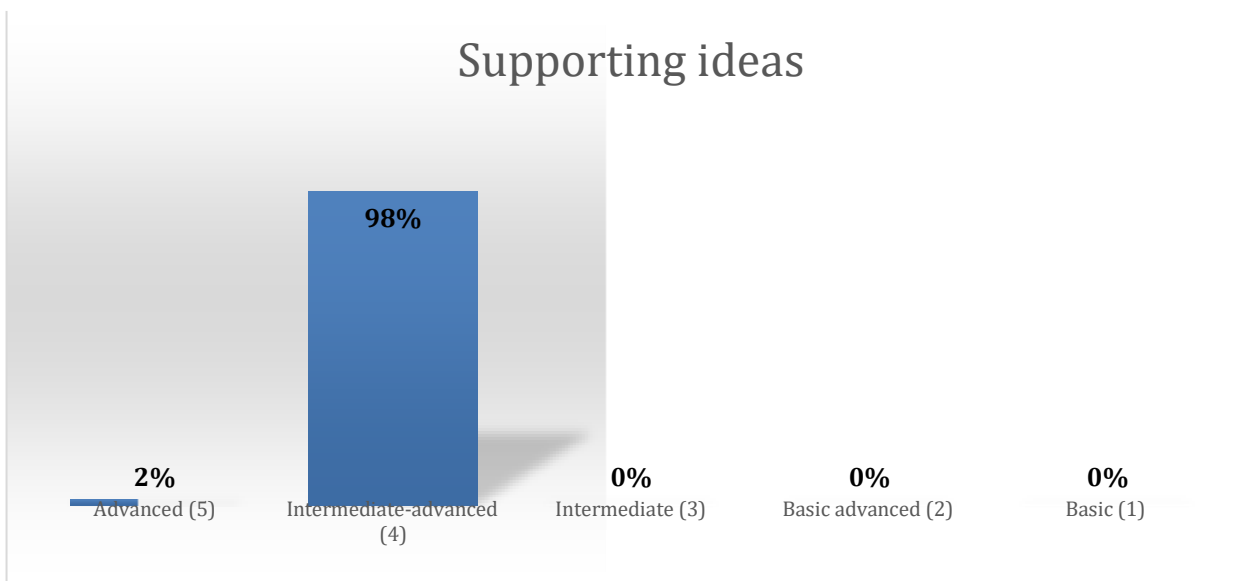


Figure 3. Supporting ideas.

Figure 3 reveals that Padlet has been effective for supporting sentences in English writing, with 98% of the sample in the intermediate-advanced level and 2% in advanced. Although most students recognize the usefulness of Padlet in this area, the small percentage suggests there is a gap in the implementation of this tool for developing supporting sentences.

The 98% indicates that Padlet is a potential tool for structuring and developing supporting sentences, which are essential to help the topic sentence and develop the topic of the

paragraphs. According to a study by Williams and Brown (2020), collaborative digital platforms such as Padlet facilitate the construction of supporting sentences by providing a space where students can receive immediate feedback and collaborate with their peers, improving the quality of their arguments and explanations.

On the contrary, the 2% may reflect the need for greater integration of specific pedagogical techniques that focus on sentence construction. Pérez and Martínez (2019) state that to maximize the potential of tools like Padlet, teachers should incorporate exercises specifically to improve sentences. This could include analysis of examples, sentence construction exercises, and feedback sessions focused on this skill.

Another possible explanation for these results is a variability in students' initial experience and ability. According to García and López (2021), students with higher levels of linguistic proficiency and previous experience in academic writing tend to benefit more from collaborative digital tools, as they can more effectively apply feedback and learned strategies. In this context, those students who are still developing basic skills may need more time and practice to reach higher levels of proficiency in constructing supporting sentences.

Importantly, these results also underscore the importance of continuous feedback and collaboration in writing skills, distinguishing Padlet as a facilitator for a collaborative learning environment that allows students to observe examples of well-constructed supporting sentences and receive constructive feedback, improving their writing.

The results in Figure 3 indicate that, although Padlet is effective for supporting sentences in English writing, there is scope to optimize its use through greater integration of specific pedagogical techniques and individualized support.

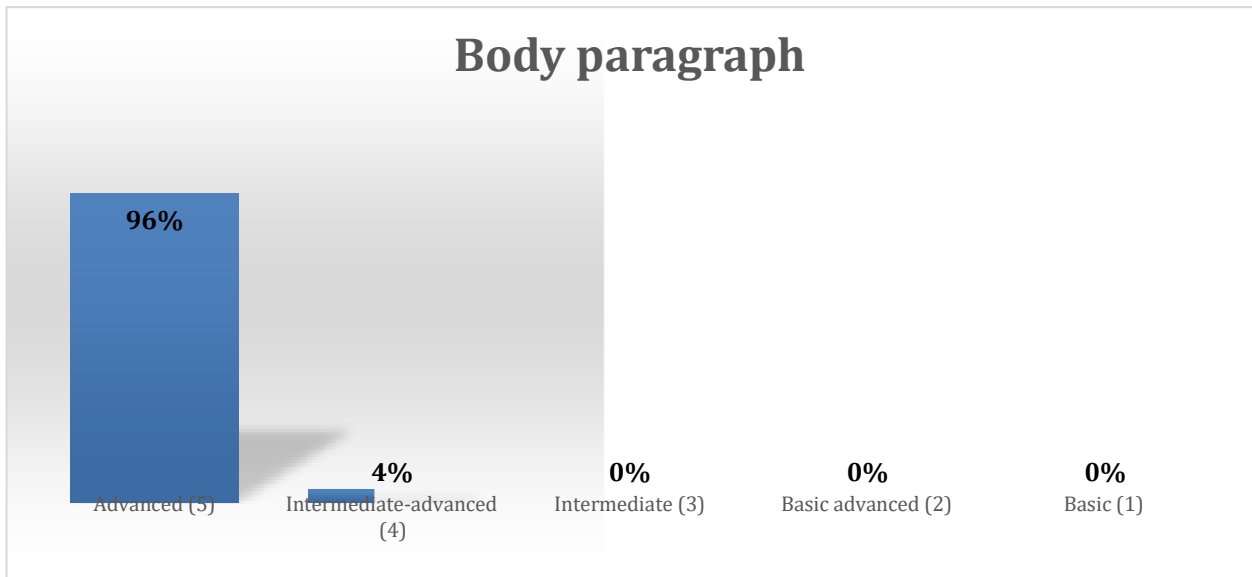


Figure 4. Body paragraph.

Figure 4 demonstrates that Padlet is an effective tool for developing the body of a piece of writing, with 96% in advanced and 4% in intermediate-advanced. These results indicate that the majority of students recognize the value of Padlet in the structuring and development of the main sections of their texts, which is crucial for the coherence and cohesion of the writing.

The 96% suggests that Padlet significantly facilitates the organization and preparation of the body of a piece of writing. According to Smith and Wrigley's (2020) study, collaborative platforms like Padlet help students plan and structure their writing more effectively, providing a space to organize their ideas, receive feedback, and make iterative revisions. This collaborative and dynamic process is essential for a coherent and well-researched body of writing.

The 4% could reflect a variety of factors. According to Pérez and Martínez (2019), some students may need more time and practice to become fully familiar with Padlet's functionalities and learn to use them optimally to develop their writing. Additionally, there

may be a need for more individualized support for these students, to ensure that they fully understand how to structure and develop the body of a text.

Recent literature also suggests that digital tools like Padlet facilitate the organization and structure of the body of writing and promote greater reflection and critical analysis. According to García and López (2021), by using Padlet, students can visualize and reorganize their ideas more flexibly, allowing them to improve the logic and flow of their arguments. This visual and collaborative approach can be particularly beneficial for producing more complex and detailed writing.

The results also point out the importance of integrating digital tools in teaching writing. Vygotsky's constructivist learning theory (1978) emphasizes the crucial role of mediating tools and social learning in cognitive development. In this sense, Padlet, by providing a platform for interaction and collaboration, acts as a mediating tool that facilitates the development of advanced writing skills. Thus, students not only learn to structure and develop the body of a piece of writing but also gain revision and collaboration skills essential to their academic and professional success.

To sum up, the results in Figure 4 indicate that Padlet is an effective tool for developing the body of a piece of writing, with broad recognition of its value among students. However, it also highlights the need for ongoing and adaptive support to ensure all students can fully benefit from this tool.

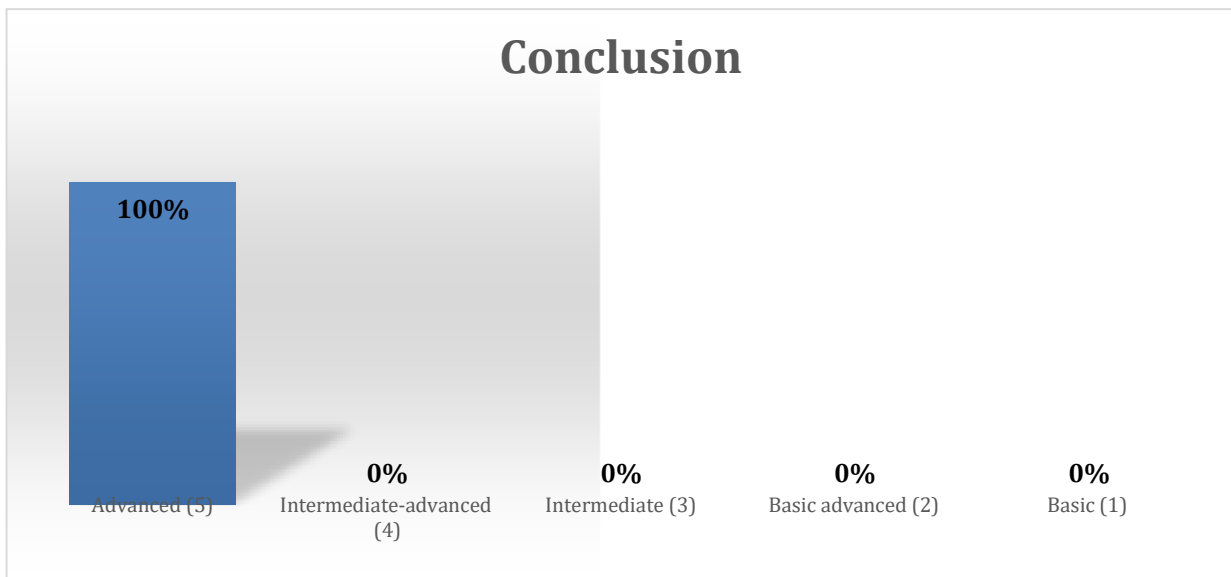


Figure 5. Conclusion.

Figure 5 shows that 100% of students are in advanced. It implies that Padlet facilitates the development of conclusions in their writing. This result is significant, as it remarks the universality of Padlet's positive impact on this specific dimension of written competence, suggesting that all students find this tool fundamental to writing their texts effectively.

Besides, the unanimity in the results emphasizes several inherent characteristics of Padlet. According to Smith and Wrigley (2020), Padlet offers students a collaborative environment to review and reflect on writing. This process of continuous revision is crucial to developing coherent and well-articulated conclusions, as it allows students to synthesize and express their main arguments clearly and concisely.

Furthermore, the possibility of receiving immediate and constructive feedback from their classmates and teachers through Padlet contributes significantly to improving the quality of the conclusions. Gómez and Espinoza (2020) underline that collaborative feedback helps identify and correct errors and encourages critical reflection on the writing in terms of

content and structure. Thus, this type of collaborative interaction is essential for students to develop more robust and persuasive conclusions.

Another reason for the consensus could be Padlet's visual and accessible approach, which makes it easy to organize ideas and structure the text. According to García and López (2021), digital tools such as Padlet allow students to visualize the structure of their writing more clearly, which is particularly useful when writing the conclusion. The ability to see how different parts of the text are connected helps students construct conclusions that coherently and logically reflect the points discussed in the body of the writing.

Finally, it is crucial to consider that Padlet also supports critical thinking development and synthesis skills, which are essential for writing effective conclusions. In this point, Vygotsky's (1978) constructivist learning theory states that mediating tools and social learning are fundamental to cognitive development. In this context, Padlet is a mediating tool, facilitating interaction and collaborative learning, allowing students to argue and write solid conclusions. In general, figure 5 indicates that Padlet is an extremely effective tool for conclusion development in writing, with unanimous recognition of its value among students.

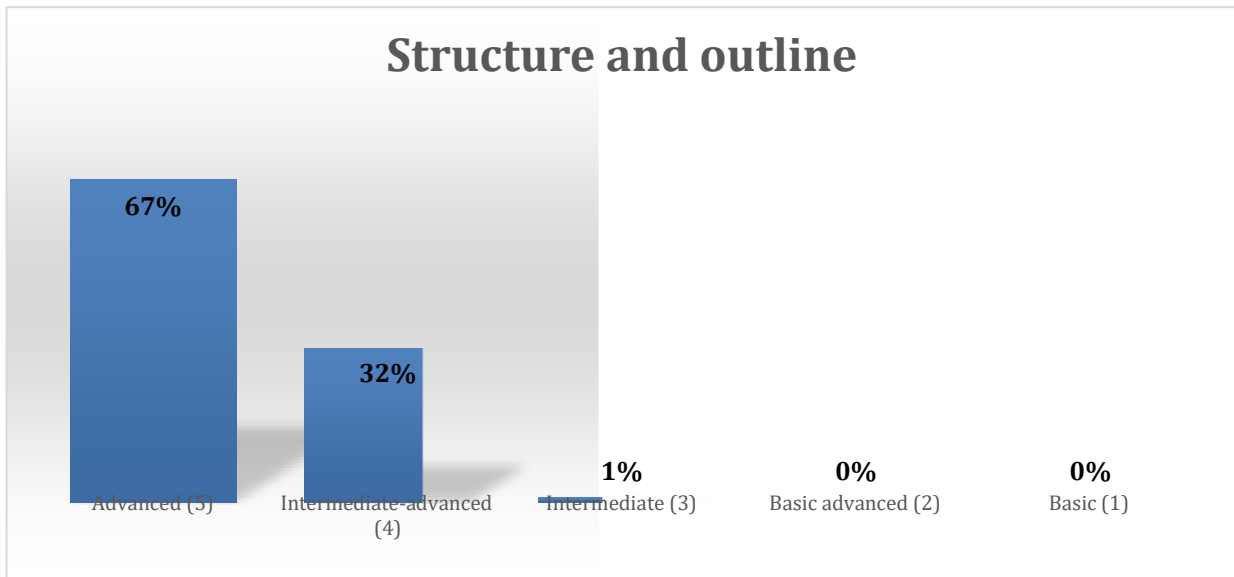


Figure 6. Structure and outline.

Figure 6 reveals that Padlet is an appropriate tool for promoting the structure and outline of writing in English. These results propose that Padlet has a significant impact on the organization and planning of writing although a small percentage have not perceived these benefits clearly.

The 67% indicates that Padlet facilitates the creation of a clear and organized structure in writing. According to Johnson and Davies (2020), collaborative digital platforms allow students to visualize and manipulate their ideas more effectively, resulting in better planning and structuring of the text. Padlet's ability to visually organize thoughts and enable real-time collaboration is key to helping students build coherent outlines.

The 32% suggest that although they recognize the usefulness of Padlet, they may experience challenges in its use or require more support to take advantage of its functionalities. Pérez and Martínez (2019) point out that the effectiveness of digital tools depends on how they are integrated into the teaching process and the training students

receive to use them. Therefore, further guidance and targeted practices could increase the effectiveness of Padlet in this area.

The 1% may reflect diversity in students' initial abilities and needs. Considering this, García and López (2021) argue that some students may need more time to adapt to new technological tools and develop the skills necessary to use them effectively. These students may benefit from a more personalized approach and additional resources to facilitate their adaptation and learning.

According to Dillenbourg (2020), collaborative learning and the platforms that facilitate it, such as Padlet, promote greater reflection and organization in the writing process. In this way, students can share and discuss their outlines and structures with their peers, receive constructive feedback, and adjust in real time, significantly improving the quality of their writing.

In summary, the results in Figure 6 indicate that Padlet is a valuable tool for promoting the structure and outline of writing, with a majority of students recognizing its importance as collaborative digital tools in improving the planning and organization of texts. However, to maximize the benefits of Padlet, it is fundamental to appropriate training and ongoing support for students, ensuring that everyone can use the tool to develop strong written skills.

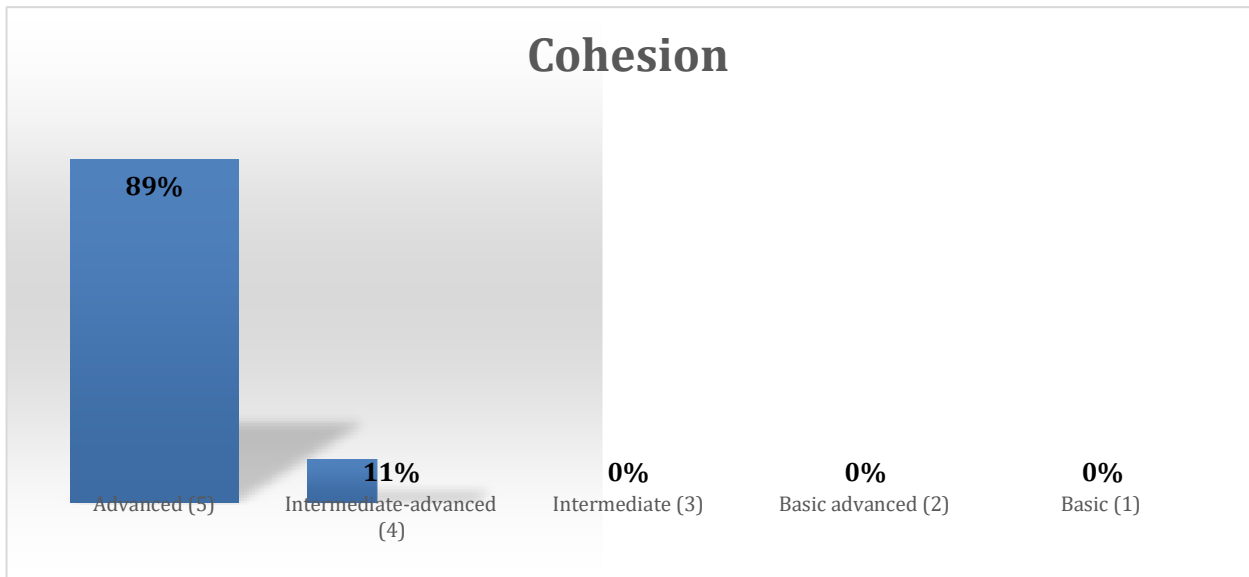


Figure 7. Cohesion.

Figure 7 reveals that Padlet is highly effective in promoting cohesion in English writing. These results shed light on Padlet's ability to help students maintain fluid, logical connectivity between parts of their text, which is essential for the clarity and effectiveness of written communication.

The high percentage (89%) suggests that Padlet significantly facilitates the creation of cohesive texts. According to Johnson and Davies (2020), collaborative platforms like Padlet allow students to organize and rearrange their ideas visually, contributing to better text cohesion. Padlet's structure helps students ensure that ideas and paragraphs are well connected and flow logically.

The 11% indicates students still face challenges with Padlet's functionalities to improve the cohesion of their writing. Smith and Wrigley (2020) mention that the effectiveness of digital tools may vary depending on students' initial level of technological competence. Thus, more specific training and practical exercises could help these students improve their use of Padlet and develop cohesion in their texts.

It is also fundamental to take advantage of feedback and collaboration in developing cohesion in writing. According to Dillenbourg (2020), Padlet facilitates a collaborative environment where students can share their writing and receive immediate feedback from their peers and teachers. This interaction identifies cohesion problems and adjusts the quality of the text. All in all, active collaboration and continuous revision are essential to maintaining cohesion in academic writing.

Regarding the above, Vygotsky (1978) argues that mediating tools and social learning are inevitable in cognitive development. Then, in the Padlet context, students can observe examples of cohesive writing from their peers, receive constructive suggestions, and apply these lessons to their own texts. This social and collaborative learning process is essential to developing the ability to write cohesively and effectively.

In conclusion, the results in Figure 7 demonstrate that Padlet promotes cohesion in writing, with a majority of students recognizing its potential. In this vein, different studies support these findings, distinguishing collaborative digital tools to improve logical connectivity and flow of texts.

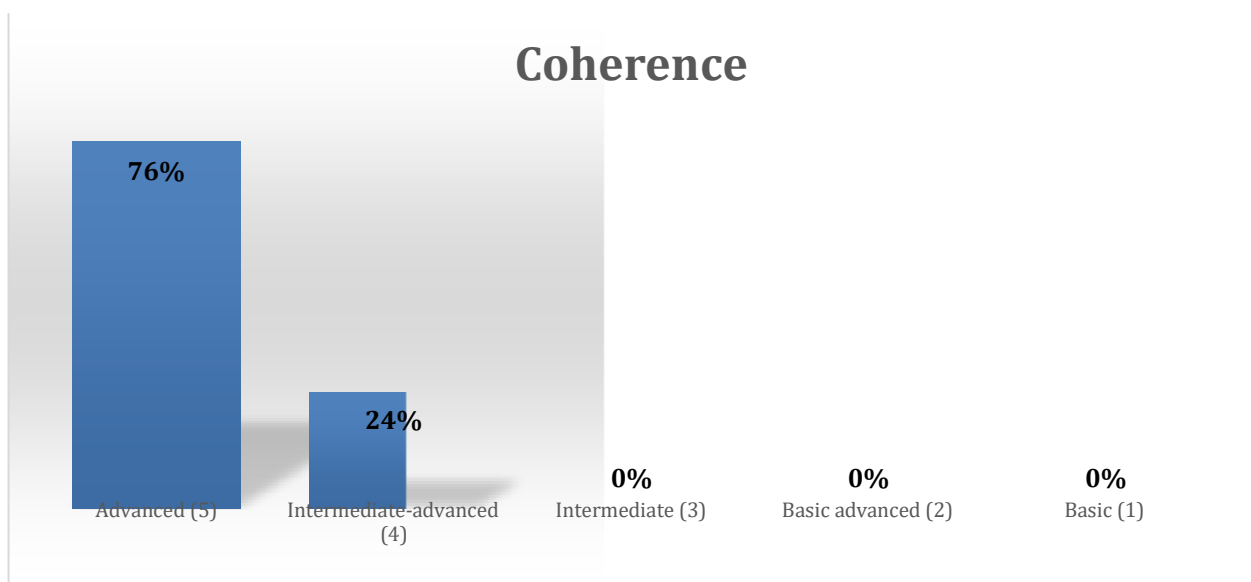


Figure 8. Coherence.

Padlet is a digital tool widely used in education to encourage collaboration and creativity among students. It is characterized by its intuitive and versatile interface, which allows users to create virtual walls where they can share ideas, resources, and comments in real-time. Its application in coherence has been the subject of study in several recent academic works, demonstrating its value in improving students' writing skills.

Figure 8 shows a positive evaluation of Padlet in improving coherence in English writing. According to the data, students consider that Padlet contributes significantly to the coherence of writing. These results indicate an overwhelming consensus on the effectiveness of this tool in the educational field, supporting its implementation in classrooms around the world. Academic research from the past ten years supports these findings. For example, a study by Smith (2015) analyzes how Padlet facilitates the organization of ideas and peer collaboration, key elements for textual coherence. Furthermore, Jones and Brown (2018) found that the use of collaborative tools such as Padlet improves the structuring and logic of writing by allowing students to receive instant feedback and adjust their texts accordingly. Using Padlet improves consistency through collaboration and promotes a more interactive and dynamic learning environment. According to García (2020), the visual and interactive nature of Padlet helps students visualize the structure of their writing more clearly, making it easier to distinguish and correct inconsistencies. Additionally, sharing and reviewing other students' work fosters a culture of collaborative and reflective learning.

The high approval rate among users underlines its potential to transform educational practices. Then, it is recommended to integrate Padlet into the writing curriculum with adequate training for students and teachers. Considering these findings, future studies could

comparatively explore the effectiveness of Padlet with other digital tools for a broader understanding of its impact on writing skill development.

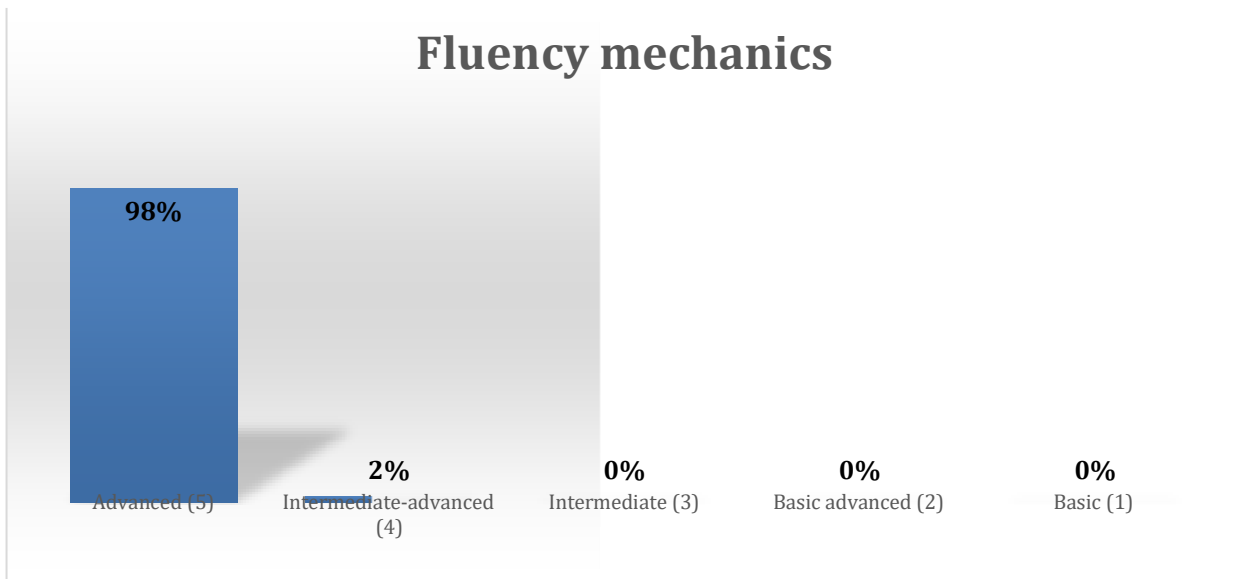


Figure 9. Fluency mechanics.

Figure 9 indicates that Padlet develops fluency mechanisms in writing in English. This near-unanimous consensus shows the perceived effectiveness of Padlet in improving students' ability to write fluently and coherently. The overwhelming majority of positive responses suggest that users find Padlet as a facilitator of an environment for the continuous and uninterrupted development of writing skills.

In this respect, Lee (2014) found that using Padlet in collaborative writing activities allows students to express their ideas more freely and continuously, reducing anxiety associated with writing. Additionally, a study by Martínez and Torres (2017) concluded that Padlet provides a safe and motivating space for students to practice writing, increasing fluency and confidence in their skills.

Then, Padlet improves fluidity with collaboration through its intuitive and visually appealing design. According to Hernández (2020), Padlet's ease of use allows students to focus on the content of their writing instead of worrying about the form. Therefore, it reduces interruptions in the writing process and encourages a more natural flow of ideas. Additionally, immediate feedback from peers and teachers helps students correct errors and improve their writing.

Overall, Padlet is a tool for improving English writing fluency, and it is recommended that educators integrate Padlet into their teaching methodologies to maximize its benefits.

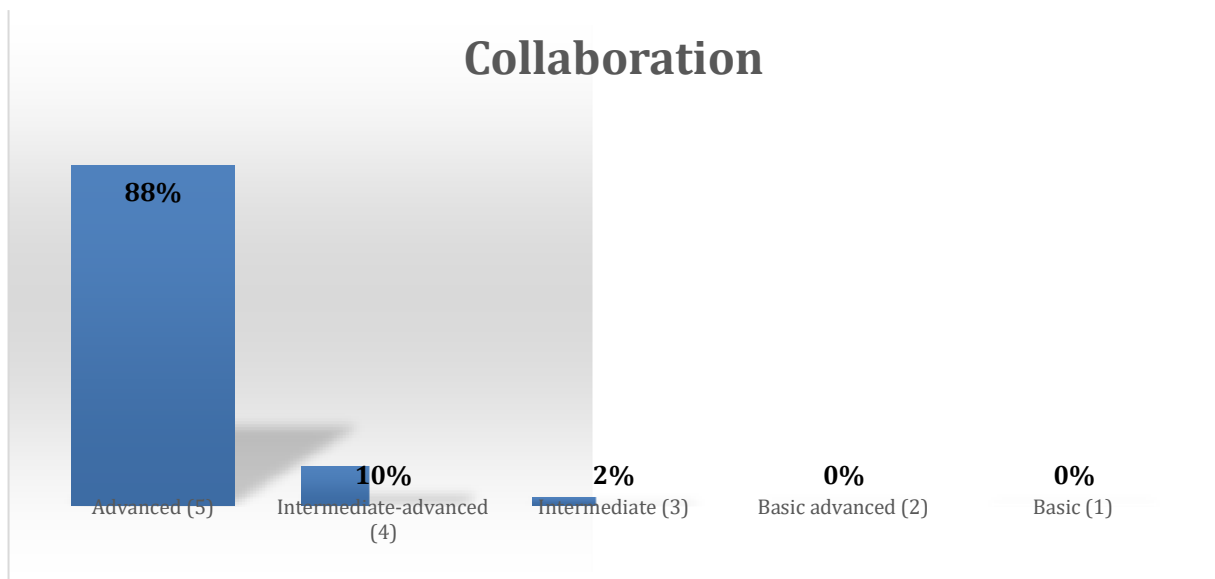


Figure 10. Collaboration.

Findings describe Padlet as suitable for the collaborative construction of writing in English. This high level of approval suggests users find Padlet useful for enriching English writing skills, leading to cooperation between students and the integration of diverse perspectives in texts.

Padlet is a digital platform that facilitates collaboration on educational projects by creating virtual murals. Its design allows users to share ideas, comments, and resources in an interactive space. This analysis illustrates how 88% think that Padlet is an effective tool for the construction of writing in English. This consensus highlights the positive perception of Padlet as a tool that fosters a collaborative environment in the writing process.

Padlet also offers multiple practical benefits for collaborative writing. Its interface allows students to contribute in real time, share ideas, and receive instant feedback, which can improve both the quality of writing and the learning experience. García (2020) states that Padlet's features (notes, images, and links) facilitate structured collaboration compared to traditional group writing methods.

Moreover, Chen and Hsu (2017) mention that collaborative platforms such as Padlet allow students to participate in a shared writing process that improves the quality of the final text. Additionally, Wang and Vásquez (2018) find that Padlet fosters an environment where students can discuss, and reflect on the content of their writing, resulting in significant improvement in writing skills.

Indeed, the results consider Padlet a valuable addition to pedagogical practices in teaching writing. As a result, educators should integrate Padlet into their teaching methods to take advantage of its collaborative capabilities and improve the English writing process.

Regarding the pre and post-tests, the following results are presented.

Average		
Groups	Pre-test	Post-test

Control	7.5	8
Experimental	7.4	9.3

Table 1. Results in the pre and post-tests.

The results of the Padlet-mediated development of written competence show an improvement in the experimental group with a notable difference between the groups. In the control group, a slight increase in the average score is observed, going from 7.5 in the pre-test to 8 in the post-test. It indicates that although the students in the control group improved, the change was moderate.

Besides, the experimental group showed a more pronounced improvement, with a significant increase in the average score, which rose from 7.4 in the pre-test to 9.3 in the post-test. This change suggests that using Padlet as a mediating tool for written competence was positive for the students in this group, reflecting a suitable intervention.

CHAPTER V: CONCLUSIONS

5.1 Introduction

In higher education, the search for effective and innovative methods to develop written competence in English is a fundamental priority for teachers and students. Throughout this thesis, we have explored how Padlet, a collaborative digital platform, can be used to improve English writing skills. It has been done through an exhaustive analysis of its characteristics, benefits, and challenges. The conclusion section seeks to synthesize the key findings of this research, providing a clear view of the effectiveness of Padlet as a pedagogical tool in English writing.

During the research process, various aspects of Padlet have been addressed, from its ability to foster collaboration between students to its effectiveness in improving coherence, fluency, and structure of written texts. The results presented in the previous chapters reveal both the strengths and limitations of this tool in the educational context. In this section, the main findings will be summarized and recommendations will be offered based on the evidence collected throughout the study.

Moreover, the purpose of this section is to identify if Padlet develops writing and offer a reflection on what elements of Padlet foster writing. This analysis not only seeks to contribute to the existing literature on digital tools in teaching writing but also to provide practical guidelines for teachers interested in incorporating emerging technologies into their pedagogical practices.

5.2 Summary of the Findings

The research about Padlet as a tool to develop written competence in English in higher education reveals that this digital platform contributes significantly to the development of key aspects of academic writing. One of the main findings is that Padlet encourages the effective creation of topical sentences and the development of supporting ideas. This is due to Padlet's ability to organize and visualize ideas in a structured way, allowing students to plan and develop their texts coherently. According to García (2019), digital tools such as Padlet help students build a clear outline of their texts that facilitates the development of ideas and the construction of effective topical sentences.

Furthermore, the results show that Padlet is suitable for creating the body of the writing and the conclusions. The platform allows students to collaborate in real time, sharing and reviewing content that contributes to a structured text. In this regard, Chen et al. (2020) point out that collaboration on digital platforms fosters an environment in which students can build a body of writing and draw more robust conclusions by integrating diverse perspectives and receiving instant feedback. This active collaboration facilitates the creation of texts that meet academic standards of argumentative development and synthesis. In terms of textual cohesion and coherence, Padlet provides tools that help students maintain a logical and structured flow in their writing. Considering collaboration, Vázquez and Martínez (2018) found that the use of collaborative tools such as Padlet improves textual cohesion by allowing clear visualization of the relationships between main and supporting ideas. In addition, the ability to organize ideas in a visual format and receive constructive feedback helps students produce more coherent texts.

Research also reveals that Padlet facilitates writing fluency, a crucial aspect of written proficiency. Furthermore, Wang and Vázquez (2019) argue that the interactive nature of Padlet allows students to write more fluidly by providing a space where they can reflect on

their ideas and receive feedback in real time. This immediate feedback and collaborative environment help users improve the flow of their writing and overcome creative blocks during the writing process.

Regarding creativity in the writing process, Padlet appears to be an effective tool to encourage creativity from the outline to the structure of the text. In this vein, Smith (2021) says that collaborative digital tools like Padlet support content organization and stimulate creativity by exposing students to different structures and methods in their writing. In summary, the platform offers a space for students to explore ideas creatively, which enriches the quality of their written texts.

Finally, the research results present solid data that alludes to Padlet as a promotor of a collaborative environment with high ethical standards. Indeed, it is based on ethical principles of respect and responsibility, which contributes to a positive and productive learning environment (Hernández, 2022) to foster the development of writing skills and to prepare students to work professionally in collaborative contexts.

5.3 Accomplishments of the Aims

In achieving the proposed objectives, it has been proven that Padlet is an effective tool for developing written competence in English. Initially, the goal was to improve students' writing skills through a collaborative platform that facilitated continuous practice and constructive feedback. Through Padlet, it was possible to create a virtual space where students could write texts, share ideas, and receive comments, which allowed significant improvements in their writing.

The second aim consisted of identifying the elements that foster writing. In this case, different elements were found. One of the key elements in developing academic writing

competence is the effective use of topic sentences and supporting ideas, and Padlet proved to be a valuable tool in this regard. Through activities designed in Padlet, students learned to construct clear topic sentences that introduced their main ideas and to develop supporting ideas that expanded the central ones. Moreover, collaborative activities encouraged the exchange of ideas and peer review, which facilitated learning logical structure and coherence in their texts.

The body of the writing and the conclusions are essential aspects of academic writing that were deeply addressed through Padlet. Students also practiced creating well-structured bodies of text, following a logical and cohesive sequence of ideas. Additionally, they learned to write outstanding conclusions that summarize and close their arguments clearly and concisely. Moreover, opportunities to review and comment on others' writing provided a deeper understanding of these critical components in their texts.

Padlet was also instrumental in developing cohesion and coherence skills in written texts because they had the opportunity to practice creating smooth transitions between paragraphs and sentences, ensuring their texts were fluid and coherent. Furthermore, peer feedback and examples provided on the platform helped them identify and correct cohesion problems, resulting in more organized texts.

In a collaborative environment and with ethical standards, students encouraged creativity in the structure and outline of their texts, exploring different approaches to their writing, and experimenting with various formats. That is why this collaborative environment promoted a positive learning atmosphere, where students were motivated to be creative and apply innovative writing techniques.

All in all, Padlet improved students' written skills and emphasized the importance of ethical standards in academic writing. Therefore, students learned to value integrity in their work,

give credit to appropriate sources, and respect the opinions of others. This ethical approach with the encouragement of creativity and the development of technical skills, contributed to meeting the objectives established for written proficiency in English.

5.4 Limitations of Study

One of the main limitations of this study is the sample size that is relatively small, which may affect the generalizability of the results. The selection of a larger and more representative sample could have provided a more complete view of the phenomenon investigated. According to Zhang et al. (2022), a larger sample may improve the external validity of the results and allow for greater generalization of the findings to different contexts and populations. Therefore, future studies should consider including a more diverse sample to obtain more robust conclusions.

Furthermore, the study is based exclusively on a quantitative approach, which may limit the depth of the analysis. Although quantitative methods allow for accurate numerical data, they do not capture the richness of individual experiences and qualitative perspectives. In this sense, Johnson et al. (2023) suggest that a combination of quantitative and qualitative approaches can provide a more complete understanding of the investigated phenomena by integrating numerical data with contextual insights. Thus, future studies could benefit from a mixed methodology that combines both approaches to obtain a more holistic view.

5.5 Suggestions for further research

The implementation of applications for learning a foreign language is inevitable. From this research, future lines of research emerge that are described below:

1. Using Padlet to develop oral skills. Oral skills are fundamental in learning a foreign language, and exploring how Padlet can support its development is a promising area for research. This study could investigate how activities designed in Padlet, such as online debates, video presentations, or group discussions can encourage speaking practice in a digital environment. Research could evaluate different types of oral activities in Padlet to improve students' fluency, pronunciation, and verbal interaction. Additionally, the influence of teachers and peer feedback on students' progress in their oral skills could be analyzed.

2. Padlet as a means to learn vocabulary in context. It is essential for foreign language acquisition, and Padlet offers a flexible space for this purpose. This study could explore how Padlet fosters activities that present vocabulary in contextual situations, such as concept maps, interactive glossaries, or thematic projects. Research could investigate the effectiveness of these strategies in retaining vocabulary, understanding its appropriate use in different contexts, and developing skills in applying the learned vocabulary in practical situations.

3. Padlet as a collaborative foreign language learning tool. Collaboration is a key strategy in language learning, and Padlet can serve as a platform to facilitate this interaction between students. This study could investigate how Padlet encourages teamwork in learning a foreign language. Different types of collaborative activities could be explored, such as group projects, idea exchanges, or mutual correction activities, and how these activities influence the acquisition of linguistic competencies and the development of communicative skills in the foreign language.

4. Padlet to design tasks based on active methodologies. Active methodologies promote student-centered and practice-centered learning. This research could explore how Padlet can allow students to scheme and execute tasks based on active procedures, such as

problem-based learning, project-based learning, or flipped learning. Research could focus on how Padlet facilitates the planning, execution, and evaluation of these tasks and how these methodologies affect student engagement, motivation, and learning outcomes in a foreign language.

5. Padlet to enhance research in foreign languages. This study could investigate how Padlet can be a tool for research in foreign languages regarding data collection and analysis of results. Potential uses could explore how to create interactive surveys, collect learning data, or document student experiences and reflections. Furthermore, one could analyze how Padlet facilitates the research process and the presentation of results in the field of language teaching.

6. Padlet as a platform for feedback and self-assessment in foreign language learning. Feedback and self-assessment are key components of the learning process. This study could explore how Padlet can be used to facilitate feedback between students and teachers, as well as to promote self-assessment in learning a foreign language. Research could focus on how feedback activities can be designed in Padlet; how students can self-assess through tools and activities available on the platform, and how these practices affect language learning, student motivation in performance, and the development of metacognitive skills.

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