Research Article

PADLET – AN IMPORTANT TECHNOLOGY TOOL
IN INNOVATIVE ENGLISH TEACHING METHOD
AT THE PEOPLE'S POLICE UNIVERSITIES

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ABSTRACT

Since technology plays an important role in the education sector, there is an increasing need to use technology tools in the English language teaching and learning environment. Among those, Padlet is considered a suitable and effective web-based technology tool that helps English language teachers apply inovative English teaching methods to enhance students' collaborative learning ability. The purpose of this study is to investigate students' perspectives about teachers' use of the Padlet tool in English classes. In this study, a total of 36 police students from the full-time major in economic crime prevention took part. Survey questionnaires and interviews were used to collect data on students' perspectives and comments about teachers' use of Padlet as a tool for teaching and learning English to increase students' collaboration. The results show that the students have shown positive views and reactions to the lecturer's use of Padlet and a desire to use the Padlet tool in the next modules, because it has motivated them to participate in learning and practicing English in class, encouraging interaction between students and lecturer, and enhancing their ability to collaborate in learning and practicing their language skills.

Keywords: collaborative learning; English teaching methods; Padlet

1. Introduction

Decision No. 2080/QD-TTg stated: "Create a breakthrough in the quality of foreign language teaching and learning for all levels of education; promoting the application of advanced technologies in foreign language learning and teaching; creating a foreign language learning environment in schools, families and society so that everyone can learn foreign languages together,…". This decision also clearly defined the overall goal of the National Foreign Language Project 2017-2025: "Innovate the language of the National Foreign Language Projec; innovate teaching and learning foreign languages in the national

education system; continue to implement foreign language teaching and learning programs at all levels; improve the ability to use foreign languages to meet learning and working needs; strengthening foreign language ability for human resources in the integration period, contributing to national construction and development,…". The project also sets out tasks and requires training institutions to gradually implement integrated teaching of foreign languages in some other subjects, and increase the use of technology in teaching and learning foreign languages (Government, 2017).

Meanwhile, training in higher education requires not only giving learners new knowledge, skills, creativity, qualities and attitudes to adapt to challenges, but also focus on in learning and developing foreign language skills. In order to fulfill these tasks and requirements, training institutions must gradually implement integrated teaching of foreign languages in some other subjects, and teach some specialized subjects in foreign languages (Government, 2017). To meet these requirements, the teaching staff must always innovate English teaching methods by using Web-based applications to stimulate and motivate students to collaborate. Learning aims to develop learners' foreign language ability. Especially in the higher education environment at the People's Police Universities, foreign language teachers always focus on choosing technology tools in innovative teaching methods that learners can easily adapt and enjoy learning and practice language skills.

Technology has become an important factor in innovative collaborative learning and teaching. Over the years, Web-based technology tools have allowed a common space for both faculty and students to create a positive teaching and learning environment. The virtual environment on technology tools has played an important role in allowing people to communicate in geographical distance regardless of distance or near but still feel closer and interact better with each other.

According to Hsu (2014), there are many other new web-based technology tools such as Google+, Crocodoc, Edmodo, Padlet, Prezi and Socratic. Research on how to exploit and use these tools is needed to investigate the possibility of using these tools for collaborative learning in higher education. For this purpose, one of the technological tools such as Padlet has been used by foreign language teachers to foster collaborative learning in innovative English teaching methods.

2. Literature Review

2.1. *The important values of pallets when used in innovative English teaching methods*

Padlet is a web technology tool for virtual wall interaction and has been used for simple instructional activities, as well as more complex tasks between subjects in the teaching and learning process (Weller, 2013; Padlet Blog, 2013). When used Padlet for collaborative learning and communication between students and students, students with teachers, it has been proven that it can be used for interactive teaching and collaborative learning (Dewitt,

2014). In addition, documents and multimedia files from the virtual wall on the Padlet can be saved, copied and pasted into any other application.

The using web-based technology tools, such as padlet, allows information to be accessed for knowledge acquisition and then transformed into an effective presentation by synthesizing student learning (Dalkir, 2011; Vásquez-Bravo, 2013). According to Dalkir (2011), using padlet knowledge is formed, modeled into specific and systematic knowledge. That is expressed through texts, mind maps and generalized to be published and shared with others by different tools (Dalkir, 2011; Vásquez-Bravo, Sánchez-Segura, Medina-Domínguez, & Amescua, 2013).

According to Rogers (2012), Padlet is a web tool that enables interaction and collaboration. Therefore, Padlet is a good alternative to reduce the communication gap between lecturers and students. The use of web tools can really facilitate communication and interaction among students. Padlets can also be a tool that provides a foundation for the construction of new knowledge (So & Bonk, 2010; So, Tan, & Tay, 2012). It is further demonstration that cooperative learning encourages cognitive processes during interaction when learners absorb new ideas from shared knowledge in padlet tools (DeWitt, 2014; Rogers, 2012; So, Tan, & Tay, 2012).

According to Dalkir (2011), padlet is an online board that teachers and students can use to collaborate, manage, and share digital documents. The padlet works simply and easily: the user creates a Padlet and posts; others interact with publicly shared posts (for example, through comments and critiques) or contribute by adding more great ideas and other material. Files can contain various types of digital files such as text, videos, sound recordings, television videos, web links, graphs, images, GIFs, and more.

Padlet offers a lot of interactive and collaborative features, making it a great learning platform for learners. Instructors can create public boards for their classes and invite students to join. As instructors and moderators, they have access to a number of admin privileges to help you make padlet a learner-centered and friendly environment for students where everyone are all involved in building and sharing knowledge (Dalkir, 2011).

2.2. *The role of collaboration learning in innovative teaching methods*

According to Dillebourg (1999), collaborative learning is a situation in which two or more people learn or try to learn something together. Participants in collaborative learning utilize each other's resources and skills such as asking each other for information, evaluating each other's ideas, monitoring each other's work, etc. (Chiu, 2008; Chui, 2000). Through collaborative learning, students work in pairs or small groups to discuss concepts or find solutions to problems whereby students help and learn from each other by solving specific learning tasks. When they understand and clarify concepts and in the process the learner engages in a common task for which each individual depends and is responsible for each other. Specifically, colaborative learning is based on a model which knowledge can be

generated in a population that all members actively interact by sharing experiences and taking on different roles (Mitnik et al., 2009)

Thus, collaborative learning is often demonstrated when groups of students work together to seek understanding, meaning, solution, or to create a product of their learning. Furthermore, collaborative learning re-establishes the communicative relationship between students and teachers in the classroom, leading to active discussion all content in class (Chiu, 2004).

Collaborative learning occurs when knowledge, skills and attitudes are acquired through group interaction (Johnson, 2004). In addition, cooperative learning seems to improve memory, reduce errors, and motivate learners (Bligh, 2000). Discussions to collaboratively solve learning tasks have allowed learners to form a learning community with a shared goal of knowledge formation (Johnson, 2004; Kuo, 2012).

Cognitive interactive learning in Padlet online learning platforms will be able all learners to form knowledge, and to form concepts and principles in learning. The collaborative learning process engages and motivates learners in all learning activities (DeWitt, 2014).

The use of web-based technology tools such as padlet, allows information to be accessed for acquisition of knowledge and then transformed into an effective representation in the minds of learners through contentization (Dalkir, 2011; Vásquez-Bravo, 2013). Knowledge is drawn from experience, it wil be modeled into more formal and systematic knowledge, and expressed through texts, mind maps, and published or shared throughout the class using different tools (Dalkir, 2011; Vásquez-Bravo, 2013).

The collaboration and interaction enables the application and transfer of knowledge through the sharing of experiences among community members (Vásquez-Bravo, 2013). The building of new knowledge occurs when the individual knowledge of members is combined with the general knowledge of the community and the organization by categorizing and synthesizing knowledge (Vásquez-Bravo, 2013)

3. Research design, Results and Discussion

3.1. Research design

Research method: Using questionnaire and interview to survey with the aim to draw out objective assessments, accurate and reliable data on the effectiveness of teachers using Padlet to innovate English teaching methods at the People's Police Universities.

Survey instruments and methods: These are surveys built with closed questions to collect opinions of 36 full-time students who are learning English with Padlet at People's Police University in Vietnam to investigate the current factors affecting the management of innovative English teaching methods at the People's Police Universities in Vietnam.

Participants: A class of 36 full-time students who are learninging English with padlet at the People's Police University in Vietnam.

Covenant processing data: The data obtained after the surveys are processed by SPSS statistical 20 software. Data was process by using mathematical statistics. The data and statistics used in the study are descriptive statistical analysis and inferential statistical analysis.

Descriptive statistical analysis using indicators such as: Mean; Standardized deviation; Frequency and percentage index of choices. Inferential statistical analyses were used statistics such as analysis, comparison and bivariate correlation analysis.

To evaluate the reliability of the scales in this study, the research uses Cronbach's Coefficient Alpha. This model evaluates the reliability of the measurement based on the calculation of the variance of each data item in each scale, the entire measurement, and the correlation between the score of each item with the scores of the remaining items on each scale.

Scale: Is divided into 5 levels, the distance between the levels of measurement is calculated by the formula:

$$L = \frac{n-1}{n} = \frac{5-1}{5} = 0,8$$

Table1. *Scale of variables in the questionnaire*

Mean	Target level
From 5,00 → 4,21	Very good
From 4,20 → 3,41	Good
From 3,40 → 2,61	Normal
From 2,60 → 1.81	Weak
From 1,80 → 1,00	Poor

Process: Determining the research sample (State the purpose of the research for classes studying English - so that students can volunteer to participate) at People's Police University; Guide students to install Padlet application on mobile phone or personal Labtop; Teachers design lessons using Padlet technology in all learning tasks; teachers select and prepare appropriate teaching content and tasks to put on Padlet, guide students to discuss, present their points of views and findings on the Padlet platform to share knowledge;

Use the Padlet in each learning task (all language skills) to promote student collaborative learning in a 3-step process:

- tasks, and language skills on the padlet interface. This can be as simple as instructing students to discuss their views with their peers and group members to discuss or debate a topic. Give students enough time to participate in the task. The teacher walks around the class and answers any questions as needed.

- All students or individual will share their ideas, opinions, and issues discussed on the Padlet. Students will observe, listen to their partners and continue to discuss and express their point of views.

Teachers will use the views of students put on the Padlet to summarize the important content and conclusions of students and can clarify any content that students do not understand.

Time to perform: 3 sessions in 1 week (equivalent to 15 periods per a week), done in 3 weeks; Observing and randomly interviewing 18 students to evaluate the effectiveness of teachers using the padlet tool in the implementation process; Send questionair to investigate students' opinions and evaluations after teachers use padlet in innovative English teaching methods. Collect data and analyze.

3.2. Results and discussion

The results of testing the reliability of Cronbach's Alpha scale of the group of variables that affect the innovation English teaching methods are as follows:

Table 2. Reliability Statistics

Cronbach's Alpha		N of Items	
.868		11	
Item-Total Statistics			
Items	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
Item 1.	24.35	42.137	**.827**	.968
Item 2.	24.36	41.826	**.785**	.978
Item 3.	24.35	42.179	**.819**	.957
Item 4.	24.22	45.457	**.648**	.925
Item 5.	24.37	40.789	**.768**	.939
Item 6.	24.35	42.866	**.815**	.939
Item 7.	24.23	41.683	**.883**	.939
Item 8.	24.13	41.120	**.816**	.947
Item 9.	24.17	42.713	**.746**	.968
Item 10.	24.23	44.214	**.739**	.963
Item 11.	24.35	43.186	**.806**	.963

Testing the reliability of the Cronbach's Alpha scale for the observed variables, it is necessary to compare the Item-Total Correlation ≥ 0.3 and the Cronbach's Alpha coefficient ≥ 0.6. So, those variables ensure reliability (Hoang & Chu, 2008; Hair, 2009).

Table 2 shows that 11 variables on factors affecting the management of innovative English teaching methods in the planning stage all have an appropriate Corrected Item-Total Correlation coefficient, ranges from 0.648 to 0.827 (>0.3). Cronbach's Alpha coefficient = 0.868 > 0.6, so this shows that the reliability of all observed variables is at a high level of confidence.

Table 3. *Summary of student survey results*

Goals	Student		
	Mean	**Std. Deviation**	**Range**
1. Develop higher thinking, new ideas from activities on Padlet	4.10	.500	2
2. Increase communication ability, form leadership skills among class members to reach consensus	4.07	.540	2
3. Promote the interaction between students and students, students with teachers	4.26	.539	1
4. Increased ability to demonstrate responsibility and passion for learning	4.27	.498	1
5. Interacting and enhancing understanding of multi-dimensional perspectives, students increase the ability to share ideas with their classmates	4.06	.537	2
6. Provide opportunities for students to develop group relationships and cohesion through comments posted on the Padlet	4.25	.499	1
7. Assign roles to members of each group and change roles cyclically	4.05	.480	3
8. Allow students to assess the quality and quantity of each other's contributions	4.18	.502	2
9. Acquire and form new knowledge easily.	4.11	.533	2
10. Share digital resources easily and knowledgement	4.37	.502	1
11. Sharing and applying knowledge	4.09	.495	3
Total	4.15	0.511	

Table 3 shows that the results of students' evaluation of the effectiveness of using the teacher's Padlet technology tool in innovating teaching methods in learning towards goals are all at a good level with the Mean = 4.15, stdanard. deviation = 0.511. There are goals that students evaluate they have achieved at "Very good" such as "Promoting interaction between students and students, students with teachers" with Mean = 4.26; stdanard deviation = 0.539; "Increasing the ability to show responsibility and passion for learning" has an Mean = 4.27, stdanard deviation = 0.498; "Creating opportunities for students to develop relationships and group cohesion through comments posted on the Padlet" has Mean = 4.25, stdanard deviation = 0.499; "Share digital resources easily and contentize knowledge." There is Mean = 4.37, stdanard deviation = 0.495.

Through interview with students via the question "How would you like to share your opinion when the teacher uses the Padlet in class? How does it affect your learning?" There are 10/18 students (S1, S2, S4, S5, S7, S8, 10, S11, S16, S18) all have answers with implication: We have to be very focused on the lesson, focus on each learning task to develop

ideas and share on Padlet. That has been shown when teachers use Padlet to help students train their minds to think quickly and accurately. Through interviews, many students also shared their point of views like S13: "When the teacher guides to complete a learning task, we know how to assign roles to each person in the group to get ideas as soon as possible that were put them on Padlet, created competition with other groups." S9 also shared, "The ideas shared by many friends on Padlet have helped me build new knowledge, get a positive motivation in my study, and help me be more confident in learning."

For the question "How would you describe your level of interaction and communication with your partners and teachers in class?" There were 12/18 students (S11, S12, S14, S15, S3, S9, S4, S6, S17, S18) all answered with the implication: "Our level of interaction migh be in high frequency, communicate with friends and teachers in a relaxed and confident manner, not as shy as before"; "We shared our ideas openly and positively with our friends", "Shared ideas better and stronge in class"; "A lot of information is quickly shared directly with the group in the whole class"; "With Padlet, I can learn to think fast, we look forward to continuing to maintain the class on this Padlet tool platform"; "Sharing point of views with friends helps me understand issues from different perspectives"; "I can connect all the information from my friends that posted on Padlet to find the important information" And these processes have led to the internalization and application of knowledge.

Further analysis of the interviews showed that the students had gained useful knowledge: "Students learned useful new knowledge", "Many things students did not know, until friends shared on Padlet. helped them find out".
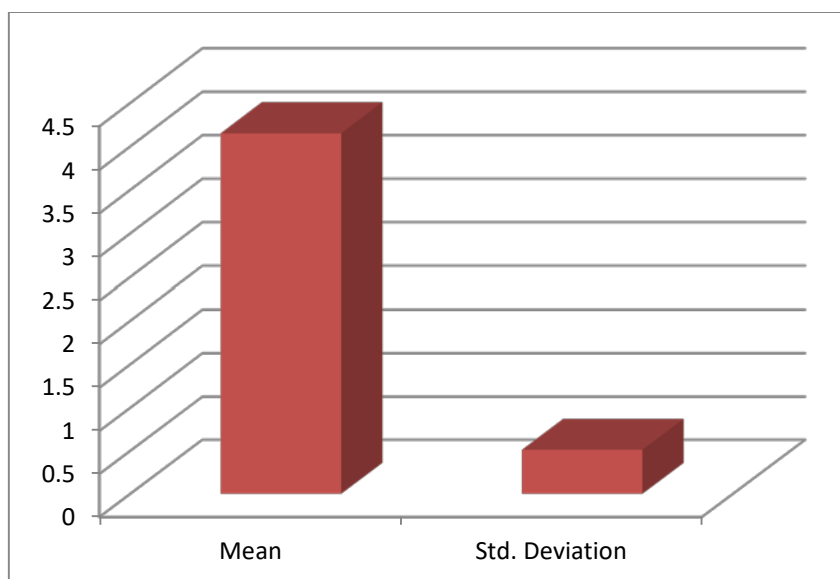

Figure 1. *Student assessment of using Padlet to foster collaborative learning*

Figure 1 about the students' evaluation level and through the data as well as the information recorded from the interviews, it can be seen that the Padlet has had a positive impact on the learners and strongly influence to learners in the collaborative learning. Most students find the Padlet to be an appropriate tool for learning and wish to continue to use the Padlet in every lesson.

4.   Conclusion

Research results on using Padlet to foster collaborative learning in the innovation of English teaching methods at the People's Police Universities show that learners basically have a high appreciation for the effective use of technology tools in the innovative English teaching methods. The findings show that discussions and interactions when teachers use Padlet are high and create mutual learning. Provide opportunities for students to develop relationships and have a connection with each other through their comments posted to the Padlet. Students seem to agree that there is learning and sharing of information as they receive new knowledge in the acquiring, sharing, internalizing, and applying knowledge.

Thus, the Padlet is a useful Web tool that allows teachers and learners to interact and collaborate effectively in learning. Using the Padlet technology tool is a good solution to increase the effectiveness of innovative English teaching methods. The use of these tools on the Web has really facilitated communication and interaction among students and has given students the creativities and understanding that helps them to have higher level thinking skills. Therefore, using Padlet technology tools should be used by teachers in the teaching process to further promote collaborative learning of students. Since then, the effectiveness in innovation teaching methods of all teachers has been shown through the quality of English language training for students, meeting the training goals of each higher education institution.

❖ *Conflict of Interest: Author have no conflict of interest to declare.*

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PADLET – MỘT CÔNG CỤ CÔNG NGHỆ QUAN TRỌNG TRONG HOẠT ĐỘNG ĐỔI MỚI PHƯƠNG PHÁP DẠY HỌC MÔN TIẾNG ANH TẠI CÁC TRƯỜNG ĐẠI HỌC THUỘC LỰC LƯỢNG CÔNG AN NHÂN DÂN

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TÓM TẮT

Hiện nay công nghệ đóng vai trò quan trọng trong giáo dục, ngày càng có nhiều nhu cầu sử dụng các công cụ công nghệ trong môi trường dạy và học tiếng Anh. Trong số đó, Padlet được coi là công cụ công nghệ phù hợp và hiệu quả dựa trên nền tảng web hữu ích giúp giảng viên môn tiếng Anh có thể vận dụng trong đổi mới phương pháp dạy học nhằm thúc đẩy khả năng học tập hợp tác của sinh viên. Mục đích của nghiên cứu này là điều tra quan điểm, nhận xét của sinh viên về việc giảng viên sử dụng công cụ Padlet trong các lớp học tiếng Anh để thúc đẩy học tập hợp tác. Nghiên cứu này có sự tham gia của 36 sinh viên lớp Cảnh sát kinh tế, hệ liên thông chính quy. Bảng câu hỏi khảo sát và phỏng vấn được sử dụng để thu thập dữ liệu về quan điểm, nhận xét của sinh viên đối với việc giảng viên sử dụng Padlet như một công cụ dạy và học tiếng Anh nhằm tăng khả năng hợp tác học tập cho sinh viên. Kết quả nghiên cứu cho thấy các sinh viên đã thể hiện những quan điểm và phản ứng tích cực đối với việc giảng viên sử dụng Padlet trong mỗi tiết học và mong muốn sử dụng công cụ Padlet trong các học phần tiếp theo do nền tảng này thúc đẩy họ tham gia vào các hoạt động học và luyện tập tiếng Anh trong lớp, kích khích sự tương tác giữa các thành viên trong lớp với giảng viên, đồng thời nâng cao năng lực hợp tác học tập và thực hành những kĩ năng ngôn ngữ của sinh viên.

__Từ khóa:__ học tập hợp tác; dạy học tiếng Anh; Padlet