

Exploring the Use of Technology in ESL Learning: Use of Padlet Concurrently with Peer Learning to Enhance Writing Skills in Tertiary Level English as Second Language (ESL) Students

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Abstract – The Covid-19 virus has resulted in the closure of educational institutions all across the world and the students are out of the physical classroom whereby education has changed remarkably with the emergence of online learning. This study aims to explore the feasibility of the Padlet—online web tool as a powerful stimulus to enhance writing skills together with peer learning. For this purpose, a pre-post essay was given with and without Padlet and qualitative interviews were conducted with selected students in order to assess the feasibility of using Padlet in language learning. 125 students who were enrolled in the English Intensive course at the University of Ruhuna participated in the essay writing task. The same essay topic was used in pre-test and post-test both in order to see their performance and to reflect the importance of using Padlet. The results show that the Padlet is more effective in enhancing their writing skills while engaging in the activity interactively and effectively rather than writing an essay independently. The findings indicate that Padlet can improve writing skills of the students in task achievement, coherence, cohesion, lexical resource, grammatical range and accuracy through peer learning with interaction, engagement and collaboration by making learning process more effective and engaging in which conforms to 21st century learning.

Keywords: Padlet, Writing Skill, Peer learning