

The Effects of Using Peer Feedback through Padlet on EFL Students' Email Writing and Their Learning Motivation

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ABSTRACT: Peer feedback has been ubiquitous in language learning, especially in writing skills. With the integration of technology in English education, peer feedback through digital tools can be a replacement for traditional classroom activities. This study investigated the effects of using peer feedback through Padlet on the email writing of EFL students and their learning motivation. Two groups of participants were recruited: 32 control non-English majors and 34 experimental ones in a university in the Mekong Delta, Vietnam. Their English proficiency was homogeneous at the pre-intermediate level. Throughout six sessions of instruction, the experimental group practiced writing and giving peer feedback on the Padlet platform while the control group learned conventionally. Data were obtained through pretest and posttest; besides, semi-structured interviews were employed to gather information on students' learning motivation. The results indicated that the use of peer feedback on Padlet was a great technique that could be applied to enhance EFL students' email writing. Furthermore, students' motivation in writing was also increased due to the integration of Padlet.

KEYWORDS: peer feedback, Padlet, writing, motivation.

INTRODUCTION

Writing has been generally regarded as the most complicated skill to master among the four English language skills. Because writing is a cognitive activity, learners have to control a variety of aspects (Nunan, 1989). In order to write fluently, writers need to be proficient in basic English knowledge of vocabulary, grammatical points, and even critical thinking. In addition, to make perfect writings that are understandable to readers, it is necessary to know how to develop and organize ideas. In many English tests, to evaluate writing skills, it is common to have the task of writing an email. Besides, email writing is a form of functional language and a way of communication in daily life. In terms of language education, learning to write emails is a practical form of learning in English classes because it can involve students in course content in meaningful ways.

In order to help language learners achieve higher levels of writing skills, instructors have to apply different teaching approaches; consequently, peer feedback has come to take an important part of writing instruction. Traditionally, just teachers are enough proficient to give feedback on students' writing. But nowadays, peer feedback has been widely considered a critical technique for boosting students' writing (Bijami, 2013). This activity is usually carried out in face-to-face classrooms. However, with the prevalence of technology in education, the process of providing peer feedback has been increasingly facilitated online. Asynchronous and written peer feedback is the most widespread instance of online peer feedback. Obviously, this advancement is the result of the development of technology.

In the age of technological evolution, there has been a gradual shift from traditional classroom activities to technology-based ones. To serve this educational purpose, a plethora of software, applications, and web tools are created and used widely, and English language learning is not an exception. When CALL is invented and practiced, it is not only a mere replacement for equivalent functions that can be done with traditional tools such as pencil and paper or chalk and board; in addition, learners are offered opportunities to interact among others and computer programs more easily and regularly (Blake, 2012; Betty, 2013). Among the digital tools, the Padlet application, according to Putman (2014), is a free, accessible platform that lets individuals communicate, collaborate, and share ideas. Thus, Padlet is usually integrated into English language teaching and learning, especially in writing courses in which writing learners can upload their writings, receive feedback from their peers, and also give comments on others' posts.

Based on the significance of writing skills as well as the practicality of email writing, the effectiveness of peer feedback, and the role of technology in language learning, the purposes of this research are two-fold. Firstly, it aims to explore the effects of using peer feedback through Padlet to enhance EFL learners' email writing ability. Secondly, it investigates whether students' learning motivation is increased after the implementation of Padlet. The research aims to find out answers to the following questions: 1. To what extent does the use of peer feedback through Padlet affect students' email writing?

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2. Is students' motivation for writing learning enhanced after the implementation of Padlet?

LITERATURE REVIEW

Writing and Email Writing

Writing is an important component of EFL education. For Hyland (2003), writing is a way of expressing personal meanings; hence, writing classes place a strong emphasis on the ability of the individual to create his or her ideas on a topic. It cannot be denied that writing is one of the most challenging skills for students to pick up. According to Nunan (1989), writing is a very cognitively demanding task because the writers have to demonstrate their control of a variety of factors. It is required not only to compose and arrange ideas but also to translate these ideas into comprehensible text (Richards & Renandya, 2002).

In the era of technology, electronic mail has become an alternative means to traditional letters. Sharing the same format as paper letters, email writing is a mode of communication that can be done conveniently through Internet-based devices; moreover, it can be considered a functional language. Therefore, in English classes, learning to write emails is a practical form of learning as it can "engage students in course content in meaningful ways" (Reiss, 1995, p.8). Writing emails is a pretty clear task with well-defined requirements for content, layout, structure, and language. Therefore, in many English exams, to evaluate writing skills, it is common to have the task of writing an email.

Peer feedback

Peer feedback is a learning activity that has been given much attention by researchers in the field of English language education. Topping (2005) describes peer feedback as a process of gaining knowledge and skills through intentional support from counterparts who are matched as companions and have similar positions. In particular, in writing skills, effective peer feedback is a major component that allows newbie writers to discover how readers perceive their work. (Hyland & Hyland, 2006).

Padlet

Padlet (<https://www.padlet.com>), is a free web-based application available online. It can be accessed easily via computers or any mobile gadget with an internet connection. The application provides a wall where users are able to upload texts, pictures, recordings, files, and even videos. Anyone having the link or address to the specific wall can see and comment on others' posts. When being used in teaching and learning contexts, Padlet allows students to "work among classmates at the same time," and offers "opportunities to work cooperatively where changes and updates done by the students are saved" (Defilippi et al., 2020, p.55). With these features, Padlet can be selected as a good digital tool to be used in English writing courses.

Motivation

Motivation is a regularly used word in our daily work and study, which is seen as a vital factor that can greatly influence the gaining of learners' second language or foreign language acquisition. There are many different definitions of the concept of motivation. According to Gardner (1985), motivation is the combination of the desire to obtain the aim of acquiring the language and favorable attitudes toward learning the language. For Elliot and Convington (2021), people's behaviors, desires, and needs are originated from motivation.

In terms of writing learning, Bruning and Horn (2000, as cited in Hidi & Boscolo, 2006) claim that some conditions that determine students' motivation to write include "nurturing students' positive beliefs about writing, fostering authentic writing goals and contexts, providing students with a supportive context for writing, and creating a positive emotional classroom environment" (p.145).

Related Studies

Recently, a number of studies have been conducted concerning the use of online peer feedback to enhance students' writing performance, especially via the Padlet application. The role of using the Padlet application to enhance students' writing has been endorsed by many scholars.

Algraini (2014) researched to investigate the effectiveness of using Padlet in improving EFL writing performance in comparison with the traditional method utilized by the instructors. To gain the research's aim, two groups of participants were formed from 24 learners who were between the age of 20-21. After the pre-test was administered for both groups, the people of the experimental group received intensive training and writing exercises using Padlet while the participants of the control group were instructed through the traditional lecture-discussion instruction method. Then, both groups took the writing post-test. An Independent Sample T-Test was utilized to compare the posttests performance between the control and experimental group. The results revealed that students enhanced their writing skills when experiencing writing on Padlet. Moreover, this method helped many of the participants to be more metacognitive aware of their English writing process.

The experiment of Rashid and his colleagues (2019) shed light on how writing performance in an English course could be improved with the usage of the Padlet tool. A total of 87 participants having an average level of English proficiency took part in the researcher's classes under the following condition: students were required to complete tasks on Padlet as extra activities for weekly class sessions, in which they can upload their answers and comments. The data was collected and analyzed through three instruments: task analysis, questionnaire, and teacher observation. The findings demonstrated that Padlet inspired learners to engage in class activities, minimized anxiety, promoted communication between classmates and teacher, and enhanced language accuracy through

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peer learning. It was recommended that Padlet could be integrated into college courses to encourage collaborative writing among EFL students of low proficiency.

METHODOLOGY

Pedagogical Setting and Participants

The subjects of this study included 66 second-year students at a university in the Mekong Delta, Vietnam. They were selected based on convenience sampling (also called availability sampling) was used in the study, which was a technique where subjects were selected due to their convenient accessibility and proximity to the teacher (Fraenkel et al., 2012). The participants comes from two different classes and they were divided into two groups: the experimental group (EG) and the control group (CG); each group respectively included 34 and 32 students.

At this university, according to the curriculum for teaching general English for non-English majors, students have to complete four compulsory courses from level 1 to level 4 which integrate the four skills. At the time this research took place, the participants were taking the General English 4 course. Their English proficiency level is pre-intermediate level and they learn with the coursebook PET Objective (Hashemi & Thomas, 2010). In the midterm test and final test for non-major English students at this university, there are four main parts: listening, speaking, reading, and writing. Email writing is compulsory in the writing part.

Design of the Study

To achieve the objective, this study used a mix-method approach in which the researcher simultaneously collected both quantitative and qualitative data using pretest, posttest, and semi-structured interviews.

Email Writing Pretest and Posttest

Pretest and posttest had an identical format that required the test-takers to write an email between 100 to 120 words within 20 minutes. The writing topics of the pretest and posttest were selected from the Preliminary English Test book series because they were appropriate to the students' English proficiency level and were similar to the content from the course book (Objective PET).

The pretest and posttest were piloted to ensure the possibility of the content, clarity, and understanding before they were used for participants. Fifteen different participants were involved in the pilot tests. These participants were of a similar background and level of English proficiency as those in the official study. It was shown that the reliability coefficient of the pretest and posttest were acceptable ($\alpha_{pre} = 0.786$ and $\alpha_{post} = 0.772$).

The scoring criteria were adapted from the writing assessment scale of the Cambridge test for the B1 level. In detail, the writing is assessed in terms of four subscales: (1) Content, (2) Communicative Achievement, (3) Organization, and (4) Language. In addition, the author employed a 10-point scoring scale to mark students' tests; hence, each criterion of the scale would be worth 2.5 points and the maximum score for each email was ten. After that, these scores were subjected to SPSS version 28 for data analysis.

Semi-structured interview

With students' agreement to help, semi-structured interviews were carried out with six participants selected from the EG. After they had completed the posttests and had their results graded; based on the scores of the posttests, the researcher interviewed two students getting low scores, two students getting average scores, and two students getting high scores. The interview questions were adapted from the research of Jong and Tan (2021).

Procedure

The research was done in two English classes at the university (as mentioned above). The data were collected during six class sessions in one and a half month. To carry out the study and verify the research questions, learning conditions for the EG and CG students are presented as follows:

For the EG: at every class meeting, the teacher sent them a link to Padlet namely "First Draft" which led to a wall of Padlet; so that, each student had to write and post their email writing on this wall. The activity of writing and posting the first draft happened during class time. Then, at home, each student had to give comments using the guidelines delivered by the teacher in at least seven emails. After that, the teacher sent another link to Padlet namely "Final Draft"; students rewrite the email and submit through this second link so that the teacher could grade their email writings. For these activities, the teacher set a deadline so that students were forced to finish commenting and rewriting at home within the allotted time.

For the CG: in every class meeting, students wrote emails and submit to the teacher. Then, the teacher collected common mistakes and correct them for the whole class. At home, students revised their emails according to the teacher's comments. In the next class session, students submitted their final products.

RESULTS

Pretest and posttest

Writing performance between two groups at the pretest

An *Independent Samples T-Test* was employed to measure whether there was a difference in the email writing of participants between the two groups before the study. The mean scores of the EG and the CG respectively were 4.93 and 4.54. These scores seemed different. However, the results of the *Independent Samples T-Test* show that there was no high deviation in the email writing

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ability of the EG ($M_{preEx} = 4.93$, $SD = 0.953$) and that of the CG ($M_{preCon} = 4.54$, $SD = 0.997$) ($p = 0.107 > 0.05$). In other words, before the intervention of peer feedback on Padlet, the students in the EG shared the same level of email writing as those in the CG. Table 1 illustrates the results.

Table 1. Independent Samples T-Test of the pretest

Test	Group	Mean	SD	Sig.	t	df	Sig. (Two-Sided p)	Mean difference
Pretest	Experimental (n = 34)	4.93	.953	.951	1.635	64	.107	.393
	Control (n = 32)	4.54	.997					

Writing performance between two groups at the posttest

In the same way, the researcher conducted an *Independent Samples T-Test* on the posttest to check whether there was a statistically significant difference in email writing between the two groups after the treatment. From the data presented in Table 2 below, the mean score of the participants' email writing of the EG after the study ($M_{postEx} = 7.32$) was much higher than that of the CG ($M_{postCon} = 5.47$). In addition, there was a statistically significant difference in the mean scores on the posttest of the two groups ($p < 0.001 < 0.05$, $t = 1.660$, $df = 64$). It was inferred that after the intervention of peer feedback on Padlet, the students in the EG achieved a higher level of email writing compared to the CG ones.

Table 2. Independent Samples T-Test of the posttest

Test	Group	Mean	SD	Sig.	t	df	Sig. (Two-Sided p)	Mean difference
Posttest	Experimental (n = 34)	7.32	.5688	.310	1.660	64	<.001	1.85
	Control (n = 32)	5.47	.824					

Writing performance of the experimental group at the pretest and posttest

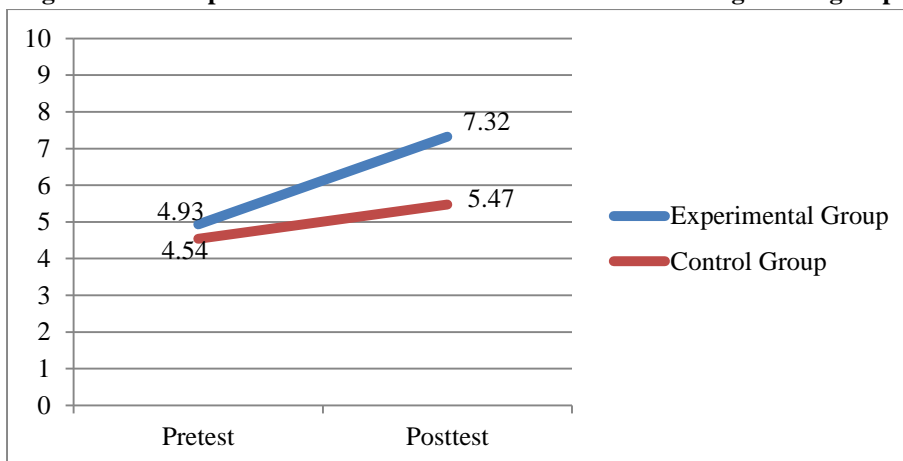
In order to check whether there were significant differences in the EG participants' achievement in email writing before and after the treatment, a *Paired-Samples T-Test* was run. It is revealed that there was a remarkable difference between the two variables ($t = -17.907$, $df = 33$, $p < 0.001$). Participants' writing performance after the treatment ($M_{post} = 7.32$, $SD = .569$) was higher than that before the treatment ($M_{pre} = 4.73$, $SD = .953$). This result proves that the intervention of peer feedback on Padlet positively affected the email writing of the participants in the EG (Table 3).

Table 3. Paired-Samples T-Test of the experimental group

Group	Test	Mean	SD	t	df	p
Experimental (N=34)	Pretest	4.93	.953	-17.907	33	<.001
	Posttest	7.32	.569			

In summary of the pretest and posttest analysis, the results showed that the students' email writing performance was initially almost similar at an average level. After the treatment, there was a statistically significant difference in the mean scores between the two groups. This led to a conclusion that through learning with peer feedback on Padlet, the EG's email writing performance obtained greater improvement than the CG did. The students' performance of the two groups shows a noteworthy distinction as presented in Figure 1.

Figure 1. The improvement in the means scores of email writing in two groups



Effects of using peer feedback through Padlet on four criteria of email writing

The previous section has generally presented the results of learners' email writing before and after using peer feedback through Padlet. Although their email writing performance developed after the treatment, there remained a question of how the four components of email writing were affected. Because the email writing was marked based on four criteria including (1) Content, (2) Communicative Achievement, (3) Organization, and (4) Language (2.5 points for each criterion on 10 points scale), this question led the researcher to find out the level of improvement for each component in email writing.

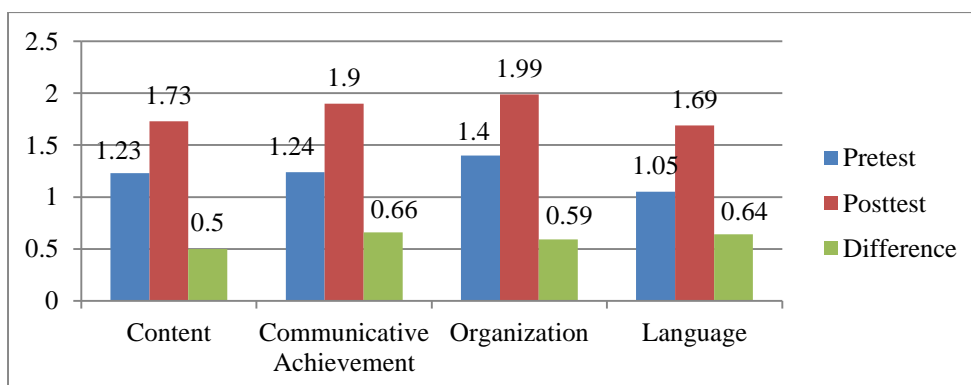
In order to see the improvement of each criterion in the email writing of students in EG, *Descriptive Statistics* was employed to describe the mean scores of the four criteria before and after the treatment (Table 4).

Table 4. Descriptive Statistics of four criteria in email writings

Scoring Criterion	Test	Mean	Mean Difference
Content	Pretest	1.23	.5
	Posttest	1.73	
Communicative Achievement	Pretest	1.24	.66
	Posttest	1.90	
Organization	Pretest	1.40	.59
	Posttest	1.99	
Language	Pretest	1.05	.64
	Posttest	1.69	

About the discrepancies between the pretest and posttest mean scores of each criterion, the Communicative Achievement criterion got the largest difference of 0.66. Secondly, the score gap for Language was 0.64, followed by Organization criterion with 0.59. The least score discrepancies belonged to the criterion of Content with 0.50. Figure 2 illustrates the differences between the means scores of four criteria in email writing of the EG.

Figure 2. The differences between the means scores of four criteria in email writing of the experimental group



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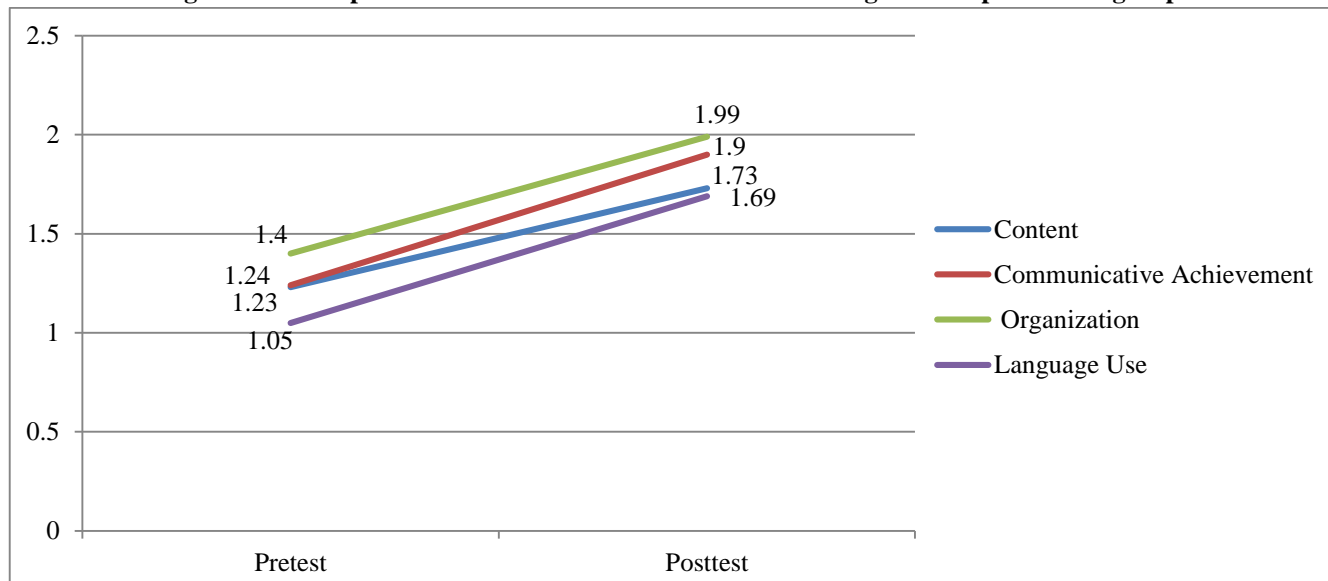
In short, after the implementation of Padlet, the mean scores of the four criteria in email writing changed for the better. Nevertheless, in order to check whether these changes in each criterion were significant or not, the *Paired-Samples T-Tests* were run. As can be seen in Table 5, the participants gained greater marks for their posttest email writing in all criteria. In addition, it was found that the differences were significant because the p-values at four criteria were smaller than 0.001 ($p < 0.05$). Together, these results suggested that the use of peer feedback on Padlet considerably improves the four components (Content, Communicative Achievement, Organization, and Language) in students' email writing.

Table 5. Paired-Samples T-Test of the four criteria

Criterion	Test	Mean	SD	Mean Difference	t	p
Content	Pretest	1.23	.326	.50	9.213	<.001
	Posttest	1.73	.216			
Communicative Achievement	Pretest	1.24	.411	.66	1.112	<.001
	Posttest	1.90	.165			
Organization	Pretest	1.40	.173	.59	17.741	<.001
	Posttest	1.99	.128			
Language	Pretest	1.05	.330	.64	1.834	<.001
	Posttest	1.69	.233			

In summary of the four criteria analysis, it led to a conclusion that after the intervention, students in EG could enhance their email writing performance in general as well as improve the four components of email writing in particular. In other words, the implementation of peer feedback on Padlet had significant effects on the four criteria including Content, Communicative Achievement, Organization, and Language of email writing of EFL students. The improvement is demonstrated in Figure 3.

Figure 3. The improvement in the four criteria of email writing in the experimental groups



Interview

This section summarizes the main results of semi-structured interviews. With six students chosen based on their scores on the posttests, the interviews aimed to investigate whether students' motivation in writing is enhanced after the implementation of Padlet.

Students' opinions about using peer feedback on Padlet

All the interviewees reported that it was easy to use Padlet. They agreed that Padlet had a user-friendly interface so they could access and use it fluently after first being instructed by the teacher. They also expressed their preference for writing on Padlet to writing on paper because of the convenience and speediness. One student reported:

"It is faster and more convenient. I can write anytime, anywhere. When I have an idea, I can write it right away, I don't need to write it on paper. It is faster than writing on paper."

In terms of the perceptions of using Padlet to give peer feedback, six interviewees expressed their positive attitudes toward this technique. According to the students, Padlet allowed them to interact, discuss, and learn more from their friends. Besides, some

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students considered Padlet as a simple version of a social network where they could demonstrate their English ability. Also, they could make their writings more attractive by decorating the posts such as choosing background colors or fonts. In addition, the implementation of Padlet helped students feel less bored than in traditional classes, engage in lessons actively and increase interaction among class members. The following statements were heard from the interviewees:

"Padlet allows me to share interactively. I received comments from my friends to correct my email post. At the same time, I can also give feedback to my friends when they make mistakes."

"It is like a miniature social networking site where I can talk in English. I find it interesting and learn a lot from it. I can discover more new vocabulary to write."

Regarding at benefits that students got from peer feedback on Padlet, all of the students realized that it was a useful technique and brought to them some effects on their writing skills. Their email writing ability was improved in terms of language, such as grammar, vocabulary, and spelling. Furthermore, some students admitted that there was also development in the content, length, and organization of their email writings.

"I have improved in all aspects: grammar, vocabulary, email length, and email structure. In each aspect, I developed a little bit. Although it is not too much, when I read others' writings, through each, I can learn a little from different areas"

Students' motivation in writing after the use of peer feedback on Padlet

In terms of motivation in learning after the implementation of Padlet, all the interviewees declared that this technique effectively enhanced their motivation in writing classes. The respondents showed many reasons that stimulated them to write. Firstly, being corrected by classmates made them could feel more confident and not afraid of making mistakes in writing. Therefore, they want to write more. One student further explained that she was no longer unwilling to write as she was before; at present, she feels free to express her ideas through writing.

"I feel free to write based on the way I understand. For the errors, my friends will help me to correct them."

I prefer to write for my friends to read because I will not be shy. In contrast, when teachers read, I am afraid of being wrong

Secondly, the improvement in writing ability was a foundation that increased their motivation. Due to being corrected by friends, students realized that they could over these mistakes and that their writing skills had been developed. This made them pay more attention in the lesson and were motivated to write better. Besides, after spending time reading others' posts as well as exchanging peer feedback together, students were able to learn from their friends. Afterward, they could make use of these experiences to brainstorm ideas and start writing quickly and easily.

"If I make a mistake, my friends will correct me. I pay attention and memorize this so that I will not repeat the mistakes later. This increases my attention and motivates me to write better"

Thirdly, face-saving is one of the factors that enhanced students' motivation in writing after the implementation of Padlet. Students were aware of their reputations when publishing writings on Padlet. On the one hand, they had to write carefully and accurately as much as possible because many people were reading. On the other hand, if the students saw good pieces of writings from others, they would have motivation to produce writing as well as their peers'. The followings are extracts from the interviewees:

"Showing my work to classmates makes me write carefully because many people are able to read."

"On Padlet, I will read a lot of writings. If I find other friends' posts good, I will be motivated to make my writing as good as my friends."

Lastly, using Padlet brought a fun and interactive learning environment that attracted students to writing classes. Students shared that:

"In lessons applying Padlet, everyone works together to create a comfortable and fun learning environment, so I feel like I want to write more."

DISCUSSION

Research question 1: To what extent does the use of peer feedback through Padlet affect students' email writing?

In light of indicating the effects of giving peer feedback on Padlet on students' email writing, there was a considerable improvement in the quality of their writing performance. These findings were supported by the increase of mean scores from the pretest to the posttest in the experimental group after the intervention, which signified that under the given treatment, participants in the EG outperformed those in the CG. In particular, the mean scores of the four components of email writing (Content, Communicative Achievement, Organization, and Language) all increased. The finding was similar to most of the other empirical studies. To illustrate, Algraini (2014) presented that students who received intensive training and writing exercises using Padlet advanced their writing skills. In particular, the participants in his research were able to learn some new vocabulary, correct ungrammatical sentences, and enhance their writing styles. Another researcher Taufikurohman (2018) provided a similar finding in the study which examined the effects of Padlet on students' descriptive text writing. The results of this study revealed that after being given treatments, the students in the EG showed a remarkable improvement in their writing performance between the pretest and posttest. This led to the conclusion that if the students were trained with peer feedback on Padlet - a shared-writing platform, their descriptive texts would change for

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the better. As a result, for the current study, it could be concluded that the intervention in the EG using Padlet to give peer feedback provided a positive impact on boosting non-English major students' email writing performance.

Research question 2: Is students' motivation for writing learning enhanced after the implementation of Padlet?

The findings from the semi-structured interviews revealed that students' motivation was enhanced significantly after the implementation of peer feedback on Padlet.

Concerning the attitude of students towards this technique, all of them expressed their positive opinions. It is steady with the claims from Thai and Nguyen (2022), Suryani and Daulay (2022), and Fadillah (2021). Since Padlet is an online tool that is also mobile-friendly, it can be accessed virtually anywhere and anytime, making the classroom experience truly borderless, and at the same time appealing to the new generation of learners. Students described the use of Padlet in writing classes as "interesting, helpful, and attractive". This technique brings a new learning environment, engages students in the lessons, and stimulates interaction among them. What is more, the attractive layout and multi-functions of the platform are factors that attract students to writing tasks more than the pencil-paper method. This is also in accordance with the previous study of Taufikurohman (2018), showing that applying Padlet in writing classes was more interesting than using the traditional way. Technology is very popular and can turn the traditional way of practicing writing which is boring into a new and fun learning activity.

In terms of the effects of peer feedback on Padlet on students' motivation, the findings demonstrated that students' motivation in writing was significantly enhanced. There were three main reasons which stimulated students to learn this skill. **First of all**, students felt more confident to write after receiving feedback from their peers and stopped being hesitant to make writing mistakes. Although they made some errors in the posts, the instructors views this as a learning opportunity and provide language feedback; moreover, errors would not be highlighted on the wall for fear of demotivating them. This is consistent with the findings by Mulyadi et al. (2020) indicating that technology promoted students learning independently and helped them build their confidence in learning English writing skills. **Secondly**, students had an awareness of their improved writing skills, which resulted in a higher level of learning motivation. It appeared that learners determined the effects of peer feedback on Padlet on their writing ability because they get many benefits for their writing performance. This result supported the study of Okmawati and Tiarina (2022). They stated that participating in peer feedback activity made students aware of their process in the learning process, this will boost their confidence and they tend to be more self-sustaining as EFL students. Thirdly, when posting works on Padlet, students were conscious of face-saving. In other words, posting on the class wall means making it public for the rest of the class to read. Therefore, Padlet encourages students to self-editing before posting as well as to be independent in their language learning. Furthermore, if pupils were exposed to excellent writing from others, they would be inspired to attain the level of their peers. Last but not least, students found the lesson utilized with Padlet more fun and interactive. This brought enjoyment and created a comfortable learning atmosphere for students to learn. Students were energized because they were now placed in the roles of active participants in the learning process instead of passive recipients of information. This result is appreciated with the conclusion from Susanti and Ayuni (2018) that the interesting learning activity can enhance students' willingness to practice writing. The interaction among students makes the learning process more active and fun.

In summary, the findings about students' motivation concur with the finding of the previous study by Rashid et al. (2019) revealing that peer feedback on Padlet motivates students to participate in class activities, lower anxiety, improves language accuracy through learning from peers and encourages interaction among class members.

CONCLUSION

The findings in this study reveal that through peer feedback on Padlet, students could improve their email writing ability. Especially, all aspects of email writing assessment including Content, Communicative Achievement, Organization, and Language were found to be improved. Besides, students' motivation in writing was increased after the treatment. Most of them expressed their preference for the activity of giving and receiving peer feedback through this platform and found the activity interesting and useful. Some factors motivating students in writing included (1) confidence, (2) awareness of the learning process, (3) face-saving feeling, and (4) a fun learning environment.

LIMITATIONS

Although this experimental research provides some insights into the effects of using Padlet as a learning tool to give feedback on students' email writing, there were some unavoidable limitations. Firstly, the participants of the study were limited to 66 students for both control and experimental groups as such reduces the generalization of the results. If there were more participants in the research, the results could be more reliable. Besides, convenience sampling has its disadvantages which lead to the little credibility of the study. Secondly, some technology-related factors were occurring during the treatment time. The Internet condition at the school sometimes was not good and some students had problems when accessing Padlet. These matters interrupted students' learning process and made the activity a bit time-consuming.

FURTHER RESEARCH

For further researchers who want to carry out a study on the same field, it is recommended for them to figure out some variations of peer feedback through Padlet which can lead to the betterment of students' writing ability. Moreover, it is also suggested that further researchers can include students with various characteristics (such as proficiency levels and learning styles) to consider whether this technique will work effectively on students with certain characteristics. This is expected to widen the body of knowledge, especially in the learning of writing.

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The Effects of Using Peer Feedback through Padlet on EFL Students' Email Writing and Their Learning Motivation

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APPENDICES

Pretest

PRETEST

Time allotted: 20 minutes

You have spent the weekend staying with an English friend, Linda. Write an email to Linda. In your email, you should:

- Thank her for the weekend
- Say what you most enjoyed about the weekend
- Invite her to stay with you
- Write about 100-120 words.

Posttest

POSTTEST

Time allotted: 20 minutes

You want to invite Maria, your English-speaking friend, to go out tonight with you and your friends. Write an email to Maria. In your email, you should:

- Invite her to go out with you all tonight
- Say where you plan to spend the evening
- Suggesting what time she should be ready
- Write 100-120 words

Interview Questions

1. Is it easy to use Padlet?
2. Is Padlet interesting to be used for peer feedback? Explain.
3. Is Padlet suitable and practical to be used in writing class? Explain.
4. Does the use of Padlet increase your motivation during writing class? Explain.



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