

## THE INFLUENCE OF THE PADLET PLATFORM ON ADVANCING ENGLISH LANGUAGE EDUCATION IN MILITARY SETTINGS

A INFLUÊNCIA DA PLATAFORMA PADLET NO AVANÇO DO ENSINO DE LÍNGUA INGLESA NO CONTEXTO MILITAR

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**Abstract:** The present qualitative research aims to develop a comprehensive methodology grounded in digital technologies, with Padlet positioned as the central tool for enhancing English language teaching within a Brazilian Army institution. The study seeks to investigate how this platform supports the development of English language skills among military personnel. First, preliminary research will be conducted through an online digital questionnaire, seeking for specific needs and challenges faced by students in their language learning experience. This fundamental phase is essential for the development of an instructional approach personalized to the military education context. Based on these findings, a structured Didactic Sequence will be designed, focusing on the use of Padlet platform to promote interactive and collaborative learning. The design will emphasize its effectiveness in improving oral skills, such as fluency and pronunciation, through engaging activities that encourage participation and peer feedback. Also, this study not only objectives to contribute to the quality of English teaching and learning but also seeks to address existing gaps in the academic literature regarding the pedagogical application of *Padlet*. By offering an in-depth analysis of its impact, this research goals to contribute valuable insights into the effectiveness of digital tools in improving language education, eventually development greater language proficiency among military personnel.

**Keywords:** English Language; Padlet; Brazilian Army; Digital Technologies.

**Resumo:** A presente pesquisa busca desenvolver uma metodologia fundamentada em tecnologias digitais, com o Padlet como a ferramenta central para aprimorar o ensino da língua inglesa em uma instituição de ensino do Exército Brasileiro. O estudo tem como objetivo investigar como essa plataforma apoia o desenvolvimento de competências em Inglês entre os militares. Inicialmente, um questionário será administrado para realizar uma avaliação preliminar, identificando as necessidades e desafios específicos enfrentados pelos alunos em sua jornada de aprendizado da língua. Essa etapa é relevante para o desenvolvimento da abordagem instrucional que atenda ao contexto da educação militar. Com base nesses achados, uma sequência didática será criada, com foco no uso do Padlet para facilitar o aprendizado. O design irá enfatizar sua eficácia na melhoria das habilidades orais, como fluência e pronúncia, por meio de atividades envolventes que incentivam a participação e o feedback entre pares. Além disso, essa abordagem não apenas busca melhorar a qualidade do ensino de inglês, mas também visa abordar lacunas existentes na literatura acadêmica sobre a aplicação pedagógica do Padlet. Esta pesquisa tem como objetivo contribuir com insights valiosos sobre a eficácia das ferramentas digitais no aprimoramento da educação linguística, promovendo uma maior proficiência linguística entre os militares.

**Palavras-chave:** Língua Inglesa; Padlet; Exército Brasileiro; Tecnologias Digitais.

## INTRODUCTION

The English language plays an important role worldwide, mainly in the education context, culture, and employment. English proficiency is becoming increasingly relevant in the job market. Approximately 85% of people consider English an essential factor for professional achievement, and 80% believe it enhances earning potential, with estimates suggesting salary increases of up to 50% in some cases (Mondly, 2024).

Besides considering the professional setting, English language assumes a prominent position in global communication. As the lingua franca, it facilitates interaction among people from diverse cultural backgrounds. This influence also spreads to education, where English is the primary language at many leading universities, providing access to global knowledge and culture (Study International, 2024; British Council, 2024). According to these findings, mastering English continues to be an influential instrument for expanding opportunities in both the job market and cultural exchanges.

Within the context of the Brazilian Army, English Language Teaching (ELT) has become even more relevant, given the necessity to prepare military personnel for international missions.

In this way, both teachers and students in English Language Teaching (ELT) face notable difficulties. According to Gianini (2017), restricted classroom time often prevents the full development of pedagogical purposes, a challenge compounded by students' insufficient practice. To address this, it is important to consider that learners engage with the language outside the school setting, helping them overcome initial struggles and build strong familiarity with English.

Consequently, a lack of continuous contact with the language, especially in oral expression skills, such as pronunciation and fluency, creates further challenges and barriers. According to Campos (2023), it is necessary to increase oral practice and apply dynamic, interactive activities as a strategy to enhance communication skills. This is particularly significant for military personnel aiming for English certification to participate in abroad missions.

Considering these challenges, this study intends to explore how integrating digital resources, such as the Padlet platform, can help to enhance the English proficiency of Brazilian Army personnel.

## THEORETICAL BACKGROUND

### Understanding Padlet and its Functionalities

The Padlet platform (<https://www.padlet.com>) is designed for collaboration and content sharing, enabling users to create, customize, and manage virtual boards/posters for various types of content such as text, images, videos, audios and links. It is intuitive and users can use it in a friendly way, because its interface makes it particularly useful for educators, students, and professionals, promoting an interactive and dynamic learning or working environment.

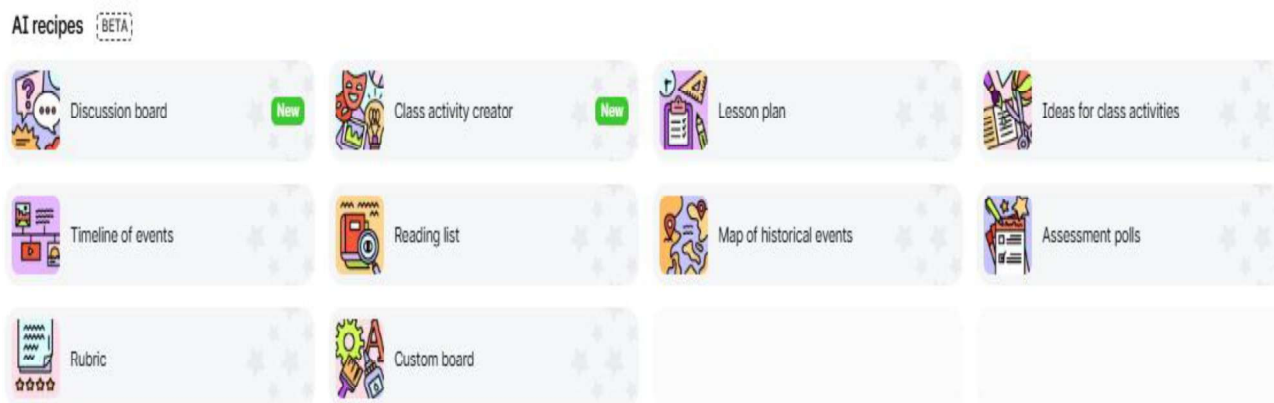
As noted by Franco et al. (2024), Padlet allows collaborative learning, creativity, and independence in education. It is an adaptable platform, which is ideal for teachers who aim to implement more interactive and learner-centered approaches in English language instruction.

Besides, Padlet aligns well with the needs of today's students, who are constantly connected and engaged with technology (Monteiro, 2020). By fostering an organized and interactive learning environment, Padlet stands out for its versatility, enabling teachers to elaborate activities to their specific objectives and the needs of their students.

Moreover, one of Padlet's key strengths is its ability to promote dynamic and collaborative activities. This encourages students to contribute their ideas and share resources, promoting a collective approach to learning and enhancing their engagement. Beyond the creation of concept maps, there are numerous collaborative activities that can be implemented using Padlet.

It is worth mentioning that, recently, this platform has incorporated Artificial Intelligence (AI) features that significantly enhance its functionalities. As illustrated in figure 1, these include tools for generating lesson plans, suggesting teaching activities, creation of images and others as illustrated in the picture below. These AI-powered features help educators personalize their material efficiently, tailoring it to their specific classroom needs.

Figure 1 – Options for boards created with the help of Artificial Intelligence



Source: <https://padlet.com/dashboard/make>. Accessed in Oct, 2024.

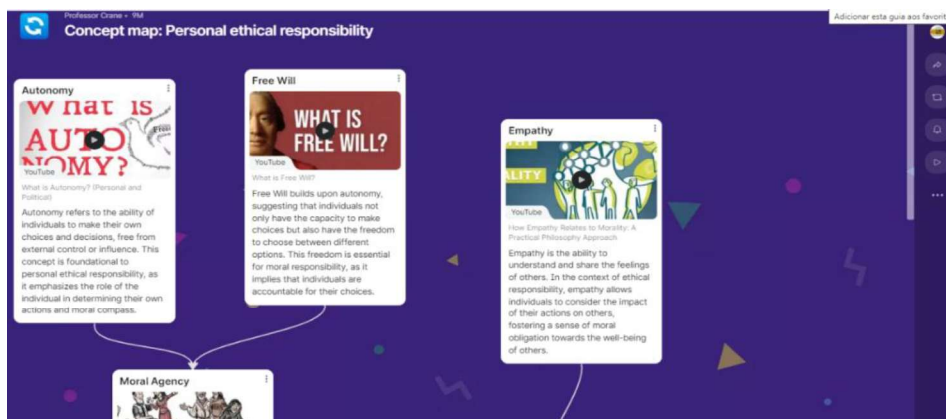
According to Menezes and De Oliveira (2023), Padlet has the potential to revolutionize traditional classroom settings, shifting away from passive teaching to a more engaging, interactive experience. In the context of English language teaching, Padlet offers extensive resources for interactive activities that foster student participation and active learning. This platform creates opportunities for a more connected and modern teaching approach, significantly contributing to the development of students' language skills. By integrating Padlet into the classroom, educators can

create an enriched learning environment that is not only contemporary but also promotes engagement and enhances the overall educational experience.

Considering the versatility of Padlet, it is worth highlighting some other possibilities for interactive boards. See how it is possible to diversify pedagogical practices with innovative resources. Here are some possibilities of virtual boards that can be created:

### Mind Map

Figure 2 – Example of a Mind Map Board



Source: [https://padlet.com/sample\\_teacher/concept-map-personal-ethical-responsibility-t30hej19cxf3exbd](https://padlet.com/sample_teacher/concept-map-personal-ethical-responsibility-t30hej19cxf3exbd). Accessed in Oct 4, 2024.

### Map: Integrated to Google Maps

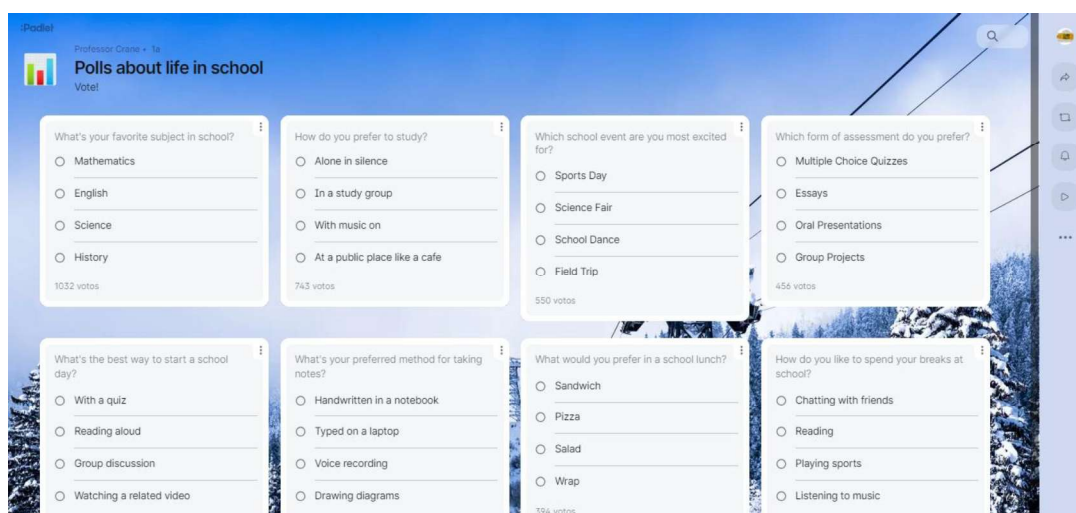
Figure 3 – Example of a Board Integrated to Google Maps



Source: <https://padlet.com/gallerytemplates/world-volcanoes-map-6klrmz9jidbeza9>. Accessed in: Oct 4, 2024.

### Poll

Figure 4 – Example of a Poll Board



Source: <https://padlet.com/gallerytemplates/polls-about-life-in-school-988n8qfbc8frqdgq>. Accessed in: Oct 4, 2024.

### Didactic Sequence

As stated by Arantes (2024), a Didactic Sequence (DS) is an essential tool in educational planning, facilitating a structured and meaningful approach to the teaching-learning process, with the potential to enrich education through the integration of digital technologies, focusing on a meaningful and contextualized learning to achieve specific educational goals.

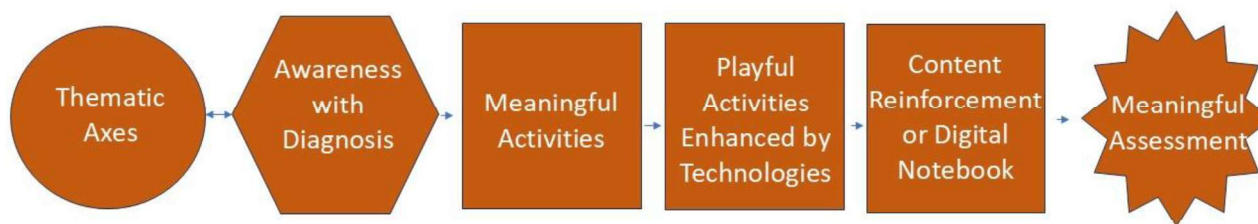
Furthermore, Didactic Sequences engage and serve a multifaceted, interconnected audience, seeking innovation in the process of learning. It is possible to design didactic materials based on playful and innovative activities that contribute to motivate student engagement, and promote learning, as long as these activities are meaningful (Arantes, 2024). According to Zabala (1998), didactic sequences consist of a set of activities organized in an orderly, structured and articulated manner, aimed at achieving educational objectives known to both teachers and students.

The term "framework", used in computer science to optimize time, also known as a template system, can be applied repeatedly, saving both time and effort (Arantes, 2022). Similarly, when applied to a didactic sequence, the framework standardizes and ensures the completion of necessary steps for the development of meaningful activities.

The Didactic Sequence (DS) developed in this research will be applied into three days, with activities designed using the Padlet platform to foster an engaging and collaborative learning environment. Each day focuses on a key component of the framework, with detailed explanations provided for each step to guide its implementation. The flowchart below illustrates the framework used as a reference for creating the DS. Flowchart of the Didactic Sequence:

Fluxogram 1 - Framework





Source: (Arantes, 2022, p.73 )

### Multiliteracies in Language Education

The concept of Pedagogy of Multiliteracies highlights the importance to incorporate different types of texts into educational practices. Nowadays, literacy encompasses much more than just reading and writing. It includes the ability to interpret and create information across diverse methods, such as visual, audial, and digital formats. This broad perspective acknowledges that learners must develop a wide range of competencies to navigate the complexities of our interconnected, technology-driven society (New London Group, 1996).

In this context, when we integrate platforms like Padlet into language teaching, it can significantly enhance students' multiliteracies. As this platform is an interactive digital tool, it enables users to create collaborative boards for sharing and discussing content in real time. By utilizing Padlet in the classroom, educators can promote a dynamic learning environment that encourages students to engage with various media and digital resources.

For instance, during an activity through a poster on Padlet, students can collaborate on projects that require them to analyze visual texts, produce audio recordings, or develop multimedia presentations. This experiential learning approach not only fosters creativity but also enhances critical thinking skills, allowing students to evaluate diverse types of information and articulate their ideas effectively (Kress, 2010).

Additionally, it is possible to use diverse resources through Padlet, making it an inclusive tool for all students. By offering multiple possibilities, such as written texts, videos, images, and audios, Padlet promotes active participation and engagement in the educational process (Hockly, 2020).

Thus, the combination of the Pedagogy of Multiliteracies concept with digital tools like Padlet has the potential to enrich language education. It prepares students with the essential skills needed to thrive in a complex communication landscape, enabling them to effectively navigate and engage with the diverse information they will encounter in their academic and professional lives (Gee, 2015).

### RESEARCH METHODOLOGY: ENHANCING ENGLISH TEACHING WITH PADLET INTEGRATION

The methodology for this research was designed to explore the use of Padlet as a support tool to enhance English language teaching. The study focuses on developing and implementing a Padlet-supported pedagogical approach with the aim of improving English learning outcomes. To achieve this,

a qualitative research framework was employed, involving 21 students from The Electronic Warfare Training Center (CIGE, in Portuguese), an educational Center within the Brazilian Army based in Brasília, Brazil. The research is organized into four distinct phases:

### **Phase One: Preliminary Survey and Data Collection.**

This initial phase focus on gathering perceptions into the students' experiences with digital tools, particularly in relation to the use of the Padlet platform. An online survey, created using Google Forms, serves as the primary tool for data collection. The survey incorporates both open- and closed-ended questions to capture a general view of the participants' interaction with technology in language learning. Specifically, the survey investigates:

- **Section 1:** Collects students' background information, including their age, education level, and prior experience with digital platforms in educational contexts.
- **Section 2:** Focuses on how familiar the participants are with using digital tools for English learning, asking about frequency of use, preferences, and overall satisfaction with these tools.
- **Section 3:** Explores the participants' direct experience with Padlet. It addresses how they've utilized the platform, any difficulties encountered, and the perceived impact on their learning journey.
- **Section 4:** Gathers information on obstacles students face when using digital tools for language learning, and collects feedback on how these tools, especially Padlet, could be improved.
- **Section 5:** Explores into what students hope to achieve through the integration of Padlet in their English lessons, focusing on specific skills they aim to improve.

The survey is elaborated to be anonymous in order to ensure students provide honest, reflective responses. Data from closed-ended questions (for instance: frequency of tool usage) will be quantitatively analyzed using descriptive statistics to identify patterns in preferences and challenges. Open-ended responses will undergo thematic analysis to highlight common experiences and suggestions, providing qualitative understandings into students' engagement with Padlet.

### **Phase Two: Development of Teaching Materials**

It involves the creation of didactic resources that integrate Padlet into the syllabus. A comprehensive Didactic Sequence will be designed to align with Padlet's collaborative capabilities. In addition, an E-Book will be developed to offer theoretical support for the Didactic Sequence. These materials are structured to encourage interaction and collaboration among students, ensuring that *Padlet* is interlaced into the learning process. The Didactic Sequence will include tasks that promote both individual and group activities, allowing students to actively engage with course content through Padlet's digital environment.

### **Phase Three: Classroom Implementation**

The third phase consists of the implementation of the Didactic Sequence. It will be applied to 21 military students from CIGE. During this period, data on student engagement, participation, and the effectiveness of the instructional activities will be collected. Observations will be made on how

students interact with Padlet, including their use of its collaborative features such as posting, commenting, and group discussions. It will also involve continuous adjustments to the teaching materials based on real-time feedback, ensuring the methodology is responsive to students' needs. For example, if students struggle with particular Padlet tasks, modifications will be made to enhance clarity and ease of use.

#### Phase Four: Evaluation and Analysis

This last step focuses on evaluating the effectiveness of the applied methodology. A combination of questionnaires, surveys, and classroom observations will be used to assess student performance and engagement. Class diaries will be kept after each lesson, recording qualitative observations about student interactions, participation levels, and responses to the Padlet-integrated activities. During speaking tasks, it will be paid special attention to students' oral skills. For example, audio recordings uploaded to Padlet will be reviewed to analyze students' fluency, pronunciation, and overall willingness to engage in oral exercises. Screenshots of student activities on Padlet, gathered with consent, will supplement the observational data.

This phase will also evaluate how effectively students collaborate using Padlet's features, such as commenting on their peers' posts, engaging in discussions, and working on shared tasks. Feedback from students on their overall learning experience and the specific role of Padlet will be crucial in determining the success of the methodology. The research aims to document improvements in both linguistic skills and collaborative capabilities, providing valuable insights into the potential of digital tools in modern language teaching

## RESULTS AND DISCUSSION

This research is still in the planning stages, but the anticipated outcomes will provide valuable insights into the most effective strategies for incorporating Padlet into English language teaching. The results from the preliminary survey will play an important role in conducting the next phases of the study, as they will help identify students' specific needs, challenges, and preferences in using digital tools. This data will be instrumental in designing tailored educational materials and activities, ensuring that the methodology aligns with the learners' realities and fosters their engagement. One of the main objectives of this research is to establish best practices for integrating Padlet into English Language education within the context of a Brazilian Army educational institution. By focusing on this setting, the study aims to explore how digital platforms like Padlet can support the development of language skills among military personnel, enhancing not only their language proficiency but also their digital literacy.

Furthermore, this research intends to contribute to a broader understanding of how digital tools can be effectively integrated into language education. It seeks to provide educators with practical



resources and adaptable strategies that can be implemented in diverse teaching environments. The findings are expected to facilitate the adoption of innovative practices, promoting continuous improvement in language teaching through the use of digital technologies. Ultimately, this study seeks to offer valuable insights into how to refine and elevate teaching methods, enhancing the overall quality of education.

## CONCLUSION

Finally, the integration of Padlet may offer a dynamic, interactive approach to language education, aligning with modern educational needs by fostering collaboration, engagement, and practical language use. In this way, this research intends to increase the relevance of digital tools like Padlet in enhancing English language teaching, especially within the Brazilian Army context, establishing best practices that not only improve English language proficiency but also contribute to the development of digital literacy among military personnel.

It is worth mentioning that, the insights gained from this study can have broad implications for language education, offering adaptable strategies that educators in various contexts can implement.

To sum up, this study seeks to demonstrate how Padlet can transform traditional English language teaching methods, fostering a more engaging, collaborative, and effective learning environment. The findings are expected to promote the continuous improvement of language education, benefiting both educators and learners in the military context.

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