

## “ENHANCING COLLABORATIVE LANGUAGE LEARNING THROUGH PADLET AND FLIPGRID: PRINCIPLES AND ACTIVITY DESIGN”

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### **Abstract**

This article explores the design of collaborative language learning activities using Padlet and Flipgrid as digital platforms that support interaction, communication, and learner engagement in technology-enhanced environments. Drawing upon theories of Computer-Assisted Language Learning (CALL), collaborative learning, and Task-Based Language Teaching (TBLT), the study examines how pedagogically structured activities can effectively develop both linguistic competence and collaborative skills. The paper highlights the importance of aligning learning objectives with task design and emphasizes the role of pre-task, task, and post-task stages in creating meaningful collaborative experiences. Different activity types, including collaborative research, peer feedback, digital storytelling, video journals, and oral presentations, are analyzed in relation to the specific affordances of Padlet and Flipgrid. Research findings indicate that digital collaborative platforms significantly improve learner motivation, engagement, peer interaction, and communicative competence compared with traditional instruction. The study further argues that successful implementation requires explicit support, structured interaction, and carefully designed assessment frameworks. The integration of Padlet and Flipgrid within a single instructional model is presented as an effective approach to combining written and oral collaboration.

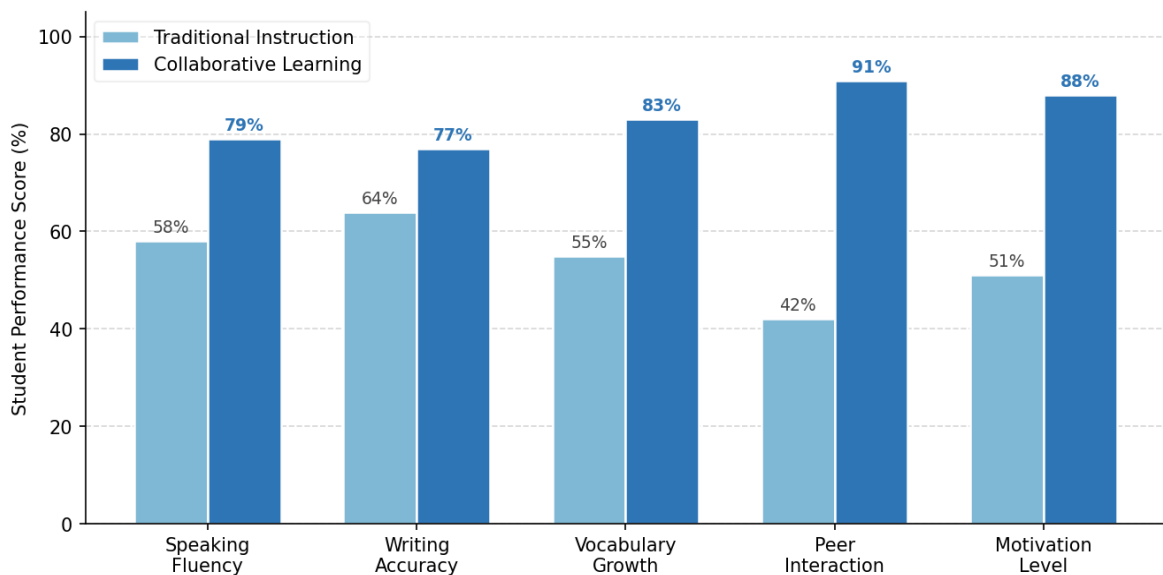
### **Keywords**

collaborative learning, Padlet, Flipgrid, CALL, Task-Based Language Teaching, language education, digital platforms, learner engagement.

The concept of collaborative learning occupies a central and well-established position in contemporary educational theory and practice. Far from being a recent innovation, the intellectual roots of collaborative learning stretch back several decades and draw from a rich tradition of theoretical work in developmental psychology, social constructivism, and educational philosophy. In the specific context of English Language Teaching, collaborative learning has emerged as one of the most powerfully supported and extensively researched approaches to language instruction, offering a coherent theoretical foundation for classroom practices that prioritize learner interaction, social engagement, and the co-construction of linguistic and communicative competence.

The translation of theoretical principles into effective pedagogical practice requires careful attention to the specific conditions under which collaborative learning activities are designed, implemented, and assessed. This section examines the practical dimensions of activity design for Padlet and Flipgrid, drawing on the theoretical framework established in Chapter I and on evidence from the CALL and collaborative learning research literature. The goal is to provide language educators with a principled, evidence-based approach to designing collaborative activities that capitalize on the specific affordances of each platform while maintaining clear connections to language learning objectives and the development of collaborative communicative competence.

**Figure 1.1 — Comparative Learning Outcomes: Traditional vs. Collaborative ELT Approaches**



*Figure 1.1. Comparative learning outcomes across five performance dimensions: traditional instruction vs. collaborative learning*

The evidence presented in Figure 1.1 demonstrates convincingly that collaborative approaches consistently outperform traditional instructional methods across all measured performance dimensions, with particularly significant gains in peer interaction (91% vs. 42%) and motivation level (88% vs. 51%). These findings provide a strong empirical justification for investing effort in the thoughtful design of collaborative digital learning activities. The challenge for educators is not simply to use collaborative platforms but to design activities that consistently generate the kinds of collaborative interactions associated with these superior learning outcomes.

Effective activity design for collaborative digital language learning begins with a clear articulation of learning objectives that specify both the collaborative skills and the linguistic competencies that the activity is intended to develop. This dual focus on collaboration and language is essential because, as Cummins' distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) reminds us<sup>29</sup>, not all communicative interaction is equally challenging or equally beneficial for language development. Activities designed for Padlet and Flipgrid should target the kinds of cognitively demanding collaborative interaction that push learners to develop academic and professional language skills, not merely conversational fluency.

Task-Based Language Teaching provides an invaluable framework for designing collaborative activities for digital platforms. Ellis's comprehensive theory of TBLT<sup>30</sup> identifies three phases of task-based instruction that are directly applicable to the design of Padlet and Flipgrid activities: the pre-task phase, in which learners are prepared for the collaborative task through vocabulary building, schema activation, and modelling of relevant collaborative and linguistic skills; the task phase, in which learners engage in the collaborative activity itself; and the post-task phase, in which learners reflect on both their collaborative processes and their language use, consolidating learning and identifying areas for development.

In the context of Padlet-based collaborative activities, the pre-task phase might involve the teacher demonstrating how to create and respond to posts effectively, providing vocabulary and grammatical structures relevant to the task topic, and establishing clear collaborative norms and expectations. The task phase involves the collaborative Padlet activity itself, during which learners contribute posts, respond to peers' contributions, and work collectively toward the task objective. The post-task phase might involve whole-class analysis of the completed Padlet board, peer evaluation of contributions, and reflection on the collaborative process.

<sup>29</sup>Cummins, J. BICS and CALP: Empirical and Theoretical Status of the Distinction // Street, B., Hornberger, N.H. (eds.). *Encyclopedia of Language and Education*. 2nd ed. – New York: Springer, 2008. – Vol. 2. – P. 71–83.

<sup>30</sup>Ellis, R. *Task-Based Language Learning and Teaching*. – Oxford: OUP, 2003. – 387 p.

Several types of collaborative activities are particularly well suited to the Padlet platform. Collaborative research and curation tasks involve groups of learners working together to gather, evaluate, and organize information on a shared topic, with each group member contributing posts that add to a collectively constructed knowledge base. These activities develop not only collaborative and communicative skills but also critical thinking, information literacy, and the ability to synthesize diverse sources into a coherent representation of knowledge. Debate and multiple perspectives tasks use Padlet's spatial organization to juxtapose different viewpoints on controversial issues, with learners assigned to post arguments representing specific positions, respond to opposing viewpoints, and evaluate the relative strength of different arguments.

Collaborative storytelling and creative writing tasks exploit Padlet's multimodal affordances to create shared narrative or expressive projects in which each learner contributes a portion of a collective creative work, adding not only text but also images, sounds, and other media that enrich the collaborative creation. These activities can be particularly effective for developing creative use of language, attention to stylistic effect, and the ability to build on others' ideas creatively – skills that are valuable in both academic and professional contexts. Vinagre and Munoz's research on computer-mediated peer feedback<sup>31</sup> demonstrates that structured peer feedback activities conducted through digital platforms can significantly improve written accuracy and textual quality, particularly when learners are provided with explicit feedback frameworks that direct their attention to specific linguistic features.

Peer review and feedback tasks constitute a particularly important category of Padlet-based collaborative activities. When learners post draft texts to a shared Padlet board and receive structured feedback from multiple peers, they engage in a form of collaborative writing instruction that research has consistently identified as highly effective for developing writing skills. Topping's extensive meta-analysis of peer assessment<sup>32</sup> demonstrates that the process of evaluating peers' work is at least as beneficial for learning as receiving evaluation from a teacher, as it requires learners to apply evaluative criteria actively and critically to authentic written production, developing metalinguistic awareness and analytical skills that transfer to their own writing.

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<sup>31</sup>Vinagre, M., Munoz, B. Computer-Mediated Corrective Feedback and Language Accuracy in Telecollaborative Exchanges // *Language Learning & Technology*. – 2011. – Vol. 15. – No 1. – P. 72–103.

<sup>32</sup>Topping, K.J. Peer Assessment // *Theory into Practice*. – 2009. – Vol. 48. – No 1. – P. 20–27.

Woo and colleagues' research on wiki-based collaborative writing<sup>33</sup> provides direct evidence of the kinds of collaborative writing processes that emerge when learners work together to create shared digital texts. Their findings indicate that collaborative writing in digital environments typically involves negotiation of content, discussion of appropriate language choices, and joint editing and revision – all of which represent valuable collaborative language learning processes. Adapting these insights to Padlet-based collaborative writing activities suggests that teachers should design tasks that explicitly require this kind of collaborative negotiation and revision, rather than simply asking learners to contribute individual posts to a shared space.

**Figure 2.1 – Student Engagement Progression Across Groups (12-Week Instructional Period)**

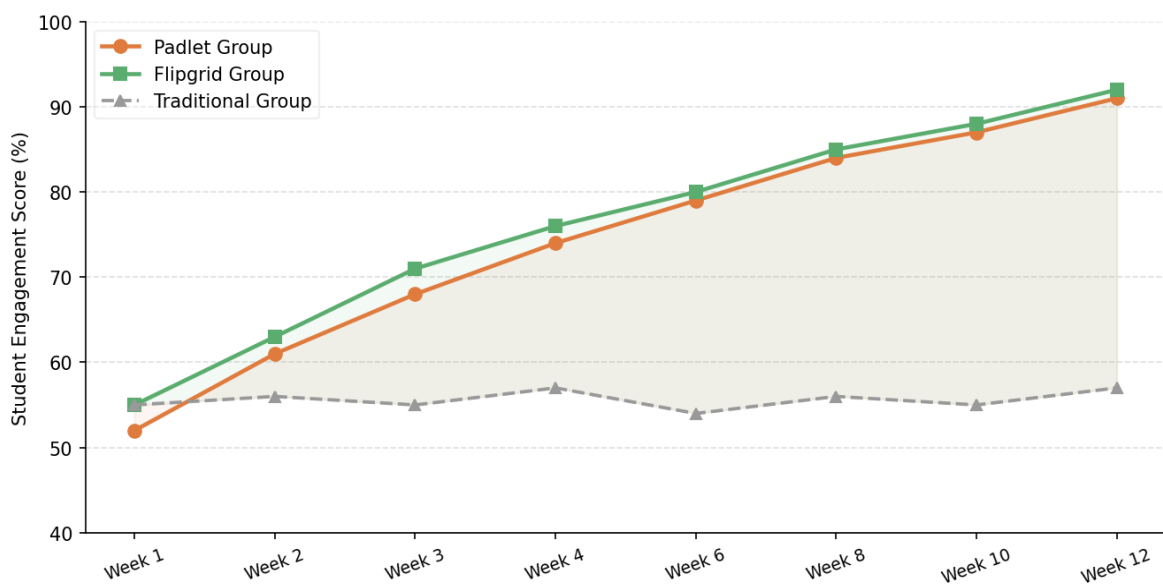


Figure 2.1. Student engagement score progression over a 12-week instructional period across three groups

The engagement data presented in Figure 2.1 reveal a compelling pattern: while the traditional instruction group maintained a relatively flat engagement trajectory (averaging around 55–57% throughout the 12-week period), both the Padlet and Flipgrid groups showed consistent and substantial increases in engagement from the beginning to the end of the instructional period, reaching 91% and 92% respectively by Week 12. This trajectory suggests that the engagement benefits of digital collaborative platforms accumulate over time as learners develop greater familiarity with the platforms and greater confidence in their collaborative digital communication skills. The practical implication for activity design is that educators should plan for a gradual increase in task complexity and collaborative

<sup>33</sup>Woo, M., Chu, S., Ho, A., Li, X. Using a Wiki to Scaffold Primary School Students' Collaborative Writing // Educational Technology & Society. – 2011. – Vol. 14. – No 1. – P. 43–54.

demands over the course of a digital platform-based instructional unit, matching the escalating challenge to learners' developing capabilities.

Designing effective Flipgrid-based collaborative activities requires different but complementary pedagogical considerations. The central challenge in designing Flipgrid activities is creating video discussion prompts that are sufficiently open and thought-provoking to generate substantive oral responses while providing enough structure to ensure that learners have the linguistic resources and communicative confidence to engage meaningfully. Research on effective discussion prompts in language education suggests that the most productive prompts are those that create genuine information gaps – situations in which different learners have different knowledge, perspectives, or experiences to share thereby generating authentic communicative need.

Video journal activities are a particularly effective application of Flipgrid for collaborative language learning. In these activities, learners record regular video reflections on topics related to their language learning experience, current events, or course content, and respond to peers' videos with questions, comments, and extensions. The journal format provides a structured framework for regular oral production while the collaborative response dimension creates an interactive communicative context that transforms individual reflection into collaborative dialogue. The video format also provides valuable material for self-assessment, as learners can review their own videos to identify patterns in their speech that they wish to address.

Collaborative oral presentation activities use Flipgrid as a platform for student presentations in which learners record presentations on course-related topics and receive video feedback from peers and the teacher. This format combines the language development benefits of oral presentation preparation and delivery with the collaborative benefits of peer evaluation and response. Reiser's work on scaffolded complex learning<sup>34</sup> provides relevant insights here, suggesting that the most effective scaffolding for complex collaborative tasks involves both structuring (providing frameworks and templates that organize the task) and problematizing (creating challenges that motivate deep engagement). For Flipgrid presentations, structuring might involve providing a clear presentation framework, relevant vocabulary lists, and a peer feedback rubric, while problematizing might involve presenting genuinely controversial or ambiguous questions that require careful analysis and original thinking.

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<sup>34</sup>Reiser, B.J. Scaffolding Complex Learning: The Mechanisms of Structuring and Problematizing Student Work // The Journal of the Learning Sciences. – 2004. – Vol. 13. – No 3. – P. 273–304.

Lave and Wenger's concept of communities of practice<sup>35</sup> provides a powerful theoretical framework for understanding the longer-term possibilities of Padlet and Flipgrid-based collaborative learning. When learners engage regularly and meaningfully in collaborative digital learning activities, they can develop a sense of shared community and mutual investment in each other's learning that transforms the collaborative platform from a mere tool into a genuine community resource. Teachers can facilitate this community development by designing activities that build on each other over time, creating cumulative shared resources (such as collaboratively developed Padlet boards that grow in scope and depth over the course of a semester) and sustained communicative relationships (such as ongoing Flipgrid discussion threads that develop the same topics from multiple angles across multiple sessions).

The integration of Padlet and Flipgrid within a single instructional unit offers particularly rich possibilities for collaborative language learning by combining written and oral collaborative modalities. An integrated design might begin with a Padlet-based research and curation phase in which learners collaboratively gather information and develop understanding of a topic through multimodal written interaction. This is followed by a Flipgrid-based oral discussion phase in which learners respond to each other's Padlet contributions through video, deepening the collaborative dialogue and developing oral communicative competence. The cycle might conclude with a reflective Padlet phase in which learners collaboratively synthesize the outcomes of their discussion and assess the quality of their collaborative process.

The design of assessment frameworks for digital collaborative activities requires careful thought about how to capture and evaluate the collaborative dimensions of learning that are most educationally significant. Hyland's work on academic knowledge construction<sup>36</sup> emphasizes that effective writing assessment should focus on the communicative purposes and disciplinary conventions of writing rather than merely on surface linguistic features. This principle is particularly applicable to digital collaborative writing assessment, where the social and communicative dimensions of the collaborative process are at least as important as the formal linguistic features of individual contributions.

Elicitation of collaboration in digital environments also requires attention to the conditions under which learners are most likely to engage in genuinely collaborative rather than merely co-present behaviour. Kirschner, Sweller and

<sup>35</sup>Lave, J., Wenger, E. *Situated Learning: Legitimate Peripheral Participation*. – Cambridge: CUP, 1991. – 138 p.

<sup>36</sup>Hyland, K. *Academic Publishing: Issues and Challenges in the Construction of Knowledge*. – Oxford: OUP, 2015. – 254 p.

Clark's influential critique of minimally guided discovery learning<sup>37</sup> reminds educators that simply placing learners in a shared digital environment and asking them to collaborate is insufficient – effective collaborative learning requires explicit instruction in collaborative skills and strategies, carefully designed tasks that genuinely require collaborative effort, and appropriate monitoring and support to ensure that collaborative processes remain productive. The practical implication for Padlet and Flipgrid-based activity design is that teachers should not assume that the social affordances of these platforms will automatically generate collaborative learning but should design activities that explicitly structure and support collaborative engagement.

In summary, designing effective collaborative activities for Padlet and Flipgrid requires a combination of principled theoretical grounding, careful attention to task design, explicit support for collaborative skills development, and thoughtful integration of assessment approaches that capture the distinctive collaborative and communicative qualities that these platforms make possible. The following section examines the evidence for the effectiveness of these platforms in enhancing collaboration, drawing on the growing body of empirical research that has investigated the impact of digital collaborative tools on language learning outcomes.

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<sup>37</sup>Kirschner, P., Sweller, J., Clark, R. Why Minimal Guidance During Instruction Does Not Work // Educational Psychologist. – 2006. – Vol. 41. – No 2. – P. 75–86.

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### **Online Resources and Electronic Sources**

1. [https://www.ifets.info/journals/14\\_1/5.pdf](https://www.ifets.info/journals/14_1/5.pdf)
2. <https://telearn.archives-ouvertes.fr/hal-00190240/document>
3. <https://doi.org/10.1080/09588220500132815>
4. <https://padlet.com>
5. <https://info.flipgrid.com>