

The Use Of Asynchronous Oral Communications In Teaching Speaking To Non-English-Majored Second-Year Students At Hitc: An Experimental Study

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Abstract

Among the four macro-skills of English: reading, writing, listening and speaking, speaking skill has been paid much attention recently. Speaking skills are as fundamental as literary skill in both first-language and foreign language. Nevertheless, students seem to struggle when learning this skill. Consequently, this study was carried out to offer the proper application of Asynchronous Oral Communication (AOC) in teaching and learning speaking outside school in order to develop oral productions of non - English majored students at Ho Chi Minh City Industry and Trade College (HITC). To accomplish the stated objectives and aims, qualitative and quantitative methods were used. The quantitative data was collected through pre-test and post-test and a questionnaire at the end of the surveyed period. In addition, interviews and questionnaires for students in both groups were conducted at the same time. The findings revealed that the use of AOC on Facebook and Padlet brought great merits to students' speaking enhancement and was favored by most of them. However, due to the different features that the two forums offer, discussions on Facebook helped students better enhance their speaking skills in comparison with those on Padlet.

Keywords: *Asynchronous Oral Communication, speaking skills, non-English-majored students*

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I. Introduction

Hoang (2018) states that the fast pace of globalization in Vietnam since 1986 has motivated the significance of English. He raises a strong belief that English helps open the door to one's career advancement in a wide range of domains. Even though that is the case, students seem to struggle with speaking skills. Akkara, Anumula & Mallampalli (2020) suggest that learners cannot gain their confidence in speaking if there is a lack of interaction. While interaction is said to be the key to the success of second language speaking learning, discussion forums are considered excellent support for students' interaction through the internet as they help promote students' critical thinking, idea exchanges and information processing (Afify, 2019). For Afify (2019), AOC is among the most popular tools in learning management systems at college because it provides students with flexible time to study and more time to process ideas. In addition, Sun, Lin, You, Shen, Qi & Luo (2017) are confident that social networking sites provide students with contexts that are low-stress and learning-promoting. Accordingly, the current study aimed to employ asynchronous oral discussion forums namely Facebook and Padlet as a medium for students to practice and improve their speaking skill.

Statement of problem

Bygate (1987) believes that speaking is something so common that it is looked down on. Nevertheless, this crucial skill requires a great amount of time and effort to develop. It is undeniable that many second-year non-English-majored students at HITC encountered various difficulties in speaking skills such as lack of knowledge, confidence or communication environment. This caused students to be more and more reserved to speak English and even worse, caused failure in the course named English 3. In order to find solutions for the problem, AOC has proved to be among the best tools which offer students exciting and encouraging chances to practice their language skills after school; thus, helping students advance their oral productions and communication skills.

However, AOC on different forums may bring diverse effects to students' speaking skills. Subsequently, this study endeavors to spot the dissimilarities of AOC on Facebook and Padlet in enhancing one's speaking skills.

Aims and Objectives of the study

The purpose of this study is to discover how Asynchronous Oral Communication on different forums affects learning and teaching speaking. The objectives of the research are:

- To identify students' perceptions towards the use of Facebook and Padlet in developing speaking skills.
- To identify the diverse effects that different features of Facebook and Padlet bring to the speaking skill development of students.
- To suggest some features that bring benefits to the speaking skill development of students.

According to the objectives, this study addresses the following research questions:

- What are students' perceptions towards the use of Facebook and Padlet in developing speaking skills?
- How do the two discussion forums differ in affecting EFL students' speaking performance?

Rationale

Although several studies related to AOC have been carried out, there is limited research comparing the effects of AOC on different features of students' speaking performances. In addition, the studies did not pay much attention to the challenges that students encounter in AOC. Finally, very restricted amount of research on AOC has been done in Vietnamese context, in particular, at college. Therefore, there was an urge for the emergence of this research.

Significance of the study

This study is carried out with the expectancy that its findings would provide readers with the evidence that AOC have optimistic influences on enhancing speaking skills of second-year non-English-major students at HITC. And last but not least, these findings may disclose the appropriate forum for AOC in teaching and learning speaking at college.

II. Literature Review

Theoretical background of speaking

Speaking is among the four macro skills that require attention in order to enhance communication in the target language (Bakar, Latiff & Hamat, 2013). According to Bygate (1987), speaking skill is the abilities to present ideas, purposes, sentiments and beliefs to others, thanks to the help of oral language. Another way of saying, it is how people transfer their messages to get the understanding from others. In addition, speaking is the interaction between people and it engages cooperation in the organization of speaking turn (Thornbury, 2005). Speaking is never easy and speaking competence may require a lot of time and effort in order to develop (Luoma, 2004); therefore, teachers should put the language in authentic communication to enable students' interaction and improvement (Natalia Rahayu, 2015). According to Ur (1996), there are three complications occurring frequently in speaking activities, involving nothing to say, low participation and mother tongue use. Juhana (2012) states some more problems related to psychological factors namely fear of mistake, shyness, anxiety, lack of confidence and lack of motivation, may negatively affect students' speaking performance.

As stated by Harmer (2001), in order for students to speak English fluently, they need to possess both the knowledge of language features and the ability to handle and process information and the targeted language. To add in, Brown (2001) believed that there are six categories of speaking performance, namely imitative, intensive, responsive, transactional, interactive and extensive (monologue). Among the mentioned types of speaking performances, interactive language which involves more negotiations and interpersonal exchanges in order to maintain relationships rather than to transfer facts and information, is what the study primarily aims at.

Theoretical background of asynchronous oral communication

Wilde & Buritica (2022) believed that when information may be shared without regard to time, this is known as 'asynchronous communication'. The recipient can respond to the messages whenever it is convenient for them because it doesn't demand their immediate attention; emails, forums, and group documents are a few examples of asynchronous oral communication. These indicate that Asynchronous Oral Communication (AOC) is the transmission of information through spoken words, which doesn't demand the recipient's immediate attention and gives them the freedom to answer when it is comfortable for them.

Asynchronous Oral Communication on Facebook in teaching and learning

Facebook is an effective and up-to-date forum for academic communication, cooperation, and information sharing; therefore, it would not be easy to say Facebook is a cutting-edge tool to develop students'

languageskills and abilities (Klimova&Pikhart, 2019). Jassim &Dzakiria (2019) also cite that Facebook helpsenhancestudent-student and teacher-studentrelationships, and stimulatestudents' interaction and communication; consequently, creates a more friendly and outstandinglearningenvironment. Moreover, as cited in the research of AlSaleem (2018), the researcherhighlyrecommends Facebook activities for practicing oral communication skills in classes of English as a foreignlanguage. And last but not least, Lam (2020) wraps up in herstudythatpeer feedbacks on Facebook bringoptimisticimprovement to students' accuracy and fluency in English writing; and studentsfind Facebook an effective tool to practice theirwriting and would love to enroll in classes with the application of Facebook.

Asynchronous Oral Communication on Padlet in teaching and learning

Nadeem (2019) believesthatPadletbringspedagogicaladvantages to learning, cooperation and formative assessment by offeringenjoyablelearningexperiences. Besides, Lestari (2017) found out in the studythatPadlethelpsstudentsbettertheirwritingachievement and they come to the conclusion thatPadlet can not onlybeapplied in writing but alsootherskills. According to Nadeem (2019), applyingPadlet in teaching can help students engage more actively in class in terms of behavioural, emotional and cognitive aspects. To add in, Syahrizal&Rahayu (2020) express thatspeakingactivitieswhichinvolvecommenting on videospsted on Padletbringgreatbenefits to students such as giving the studentsflexibility to participate in speakingactivities, and providingthemwithindependentlearningwhichbringsstudents the chance to determinetheirown standards for whatconstitutes a qualityspeakingactivity.

Features that Facebook and Padlet do not have in common

While Facebook is a totally free platform, whichallows users to post unlimitedly, Padletis free to someextent. If the teacherwants to create more groups to manage classes, a smallamount of feeisrequired. However, Padletis more like a learningtoolcompared to Facebook as itworks like a digital message board, where web links, short video/audio files, and various document formats can besummarized/explained and shared (Ferro, 2018). Moreover, anyone can open a Padletaccount and create a "wall" using a widevariety of templates and backgrounds provided and document formats such as MS Word, PDFs, PowerPoint, and Excel can belinked or uploadedeasily to a Padletwall. The mostnoticeablefeaturethatonlyPadletpossessesisthat 'sharing information on a walldoes not requireeveryone to have a Padletaccount' (Ferro, 2018). This alsomeansthatuserscannotgetany notifications fromPadletwhile Facebook users can beupdated to new posts or comments.

III. Methodology

Research design

A mixed method design collecting quantitative and qualitative data wasemployed in this 6-week study. This studyusedpretest, post-test, a questionnaire and an interview that can beconsidered as an experimentalstudy. The target of thisexperimentalresearchwas to investigate the diverse effectsthat AOC on Facebook and Padletbrings to students'speakingskills and students' perceptions towards the use of the two forums.

Data collection methods

In thisexperimentalstudy, pre-test and post-test wercarried out at the beginning and the end of the studywhichlasted for four weeks. The pre-test and post-test had the same format, but the prompts weredifferent. To make sure that the levels of the pretest and posttest weresimilar to eachother, practice test numberthree in the book named B1 Preliminary for Schools Trainer 1 for the Revised 2020 Exam (2nd ed.) (Cambridge UniversityPress, 2019) waschosen for pretest and practice test number four in the same book wasselected for posttest. In order to make sure the inter-rater reliability, the researcherwas the only rater for bothpretest and posttest for all students. Moreover, to ensure intra-rater reliability, the researcherusedrubrics of Premilinary English Test (PET) whenassessing the students' speakingskills.

In order to ensure the reliability and validity of the research, the first questionnaire whichaskedstudentswhethertheylearnt English elsewhere or used English regularlyafterschool. The studentswhoansweredthattheyattendedany English classes or used English on a frequent basis wereliminatedfrom the research. This helpedmake sure thatstudentswerefrom the same background and thattheirspeakingimprovementwas not fromother sources of English learningratherthan AOC.

The othertwoquestionairescontainednineteenstatements about students' views of usingPadlet or Facebook in learningspeakingskills, seekingstudents' responses in theform of a 5-point Likert scale. The questionnaires wereadoptedfrom the research of Nadeem (2019) and the research of Arif, Noah, Affendi& Yunus (2020). Questionnaires werhanded to studentsduring class time at the end of the lessons, and students are given 15 minutes to complete the questionnaire. At the same time, a semi-structuredform of one-on-one interview wasalsoused to collect the information in depth.

Participants

The participants of this research were non-English-major students from various domains at HITC. All of the participants were in their second-year of college and were familiar with online learning and testing. They were all in the same General English Class, English 3 and their English level was B1. This is the fourth level of English for non-major English students at HITC, and the course concentrates primarily on speaking and listening skills.

Data analysis

In this study, the researcher employed a range of data collection methods, including speaking pre-test and post-test with the same format and scoring scale, to examine the effects of various AOC on students' speaking skills. To compare the speaking abilities of the students before and after the treatment, descriptive statistics were used to evaluate the data from both tests because these provide a simple and clear summary of the data (Mackey & Gass, 2005).

First, the Statistical Package for the Social Sciences (SPSS, version 20.0) was used to evaluate the data from the pre-test and post-test. Descriptive statistics were carried out to analyze the learners' speaking abilities in general as well as in each of its component parts, including Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication, both before and after the intervention. Additionally, descriptive statistics and a pair samples T-test were employed to evaluate the data in order to compare the Mean scores before and after therapy within each group.

Next, the results from questionnaires were entered and then calculated with SPSS to turn students' responses into percentage (Connolly, 2007). The percentages of respondents who agreed or disagreed with the statements provided some basis on students' perceptions towards using AOC on Facebook or Padlet. After that, the researcher comes to analysis of interviews with students. According to Crabtree & Miller (1992), in order to examine the interviews, researcher can identify text segments and give them codes. After the separate analysis, both quantitative and qualitative results were put together to compare students' perceptions towards teachers' use of AOC, as well as the challenges they faced and their recommendations.

IV. Results And Discussion

This section is a comparative or descriptive analysis of the study based on the study results, previously literature, etc. The results should be offered in a logical sequence, given the most important findings first and addressing the stated objectives. The author should deal only with new or important aspects of the results obtained. The relevance of the findings in the context of existing literature or contemporary practice should be addressed.

Results from pre-test and post-test

Table 4. 1 Descriptive Statistic of mean scores of Facebook participants and the Padlet participants in the pre-test

Descriptive Statistics								
	N	Min	Max	Mean	Std. Deviation	t	df	Sig.(2-tailed)
PP	18	1.0	3.5	2.35	.80959	0.000	34	1.000
FB	18	1.0	3.75	2.35	.90805			

Note: PP = Padlet participants; FP= Facebook participants

Table 4.1 showed that the total mean score of the Facebook participants and Padlet ones are the same, at M = 2.35, these mean scores were slightly below the average (2.5/5) which indicated that the participants had an underaverage ability in speaking skills before the treatment. Furthermore, the mean difference between two groups was very low (MD= 0.0), which indicated that speaking skills of two groups were at the same initial level.

Table 4. 2 Mean scores Descriptive Statistics within the Facebook participants and Padlet participants before and after the treatment

Descriptive Statistics									
		N	Mean	Mean Difference	Std. Deviation	Sts. Error Mean	t	df	Sig. (2-tailed)
PP	Pre-test	18	2.3472	-.5000	.29704	.07001	-7.141	17	.000
	Post-test		2.8472						
FB	Pre-test	18	2.3472	-.84722	.36520	.08608	-9.842	17	.000
	Post-test		3.1944						

Note: PP = Padlet participants; FP= Facebook participants

From these tests, it can be shown that after the treatment, the results of post-test in speaking skills of the Facebook participants and the Padlet participants increased compared to the pre-test. When considering the values of mean between the Facebook participants and the Padlet participants, the mean score of the Facebook participants after the treatment was considerably developed compared to that of Padlet participants.

Table 4. 3 Mean scores Descriptive Statistics of the Facebook participants and Padlet participants before and after the treatment regarding Grammar and Vocabulary

Descriptive Statistics									
		N	Mean	Mean Difference	Std. Deviation	Sts. Error Mean	t	df	Sig. (2-tailed)
PP	Pre-test	18	2.6111	-.33333	.48507	.11433	-2.915	17	.010
	Post-test		2.9444						
FB	Pre-test	18	2.5556	-.50000	.51450	.12127	-4.123	17	.001
	Post-test		3.0556						

Note: FP= Facebook participants; PP = Padlet participants

When considering the values of Grammar and Vocabulary mean scores between the Facebook participants and the Padlet participants, the mean score of the Facebook participants after the treatment was developed more significantly than that of Padlet participants.

Table 4. 4 Mean scores Descriptive Statistics of the Facebook participants and Padlet participants before and after the treatment regarding Discourse Management

Descriptive Statistics									
		N	Mean	Mean Difference	Std. Deviation	Sts. Error Mean	t	df	Sig. (2-tailed)
PP	Pre-test	18	2.2222	-.44444	.51131	.12052	-3.688	17	.002
	Post-test		2.6667						
FB	Pre-test	18	2.2222	-.77778	.64676	.15244	-5.102	17	.000
	Post-test		3.0000						

Note: FP= Facebook participants; PP = Padlet participants

When it came to the values of mean in Discourse Management between the Facebook participants and the Padlet participants, the mean score of the Facebook participants after the treatment was significantly developed in comparison with that of Padlet participants.

Table 4. 5 Mean scores Descriptive Statistics of the within the Facebook participants and Padlet participants before and after the treatment regarding Pronunciation

Descriptive Statistics									
		N	Mean	Mean Difference	Std. Deviation	Sts. Error Mean	t	df	Sig. (2-tailed)
PP	Pre-test	18	2.5000	-.50000	.51450	.12127	-4.123	17	.001
	Post-test		3.0000						
FB	Pre-test	18	2.5000	-.83333	.61835	.14575	-5.718	17	.000
	Post-test		3.3333						

Note: FP= Facebook participants; PP = Padlet participants

When considering the values of mean between the Facebook participants and the Padlet participants, the mean score of the Facebook participants after the treatment was considerably more developed than Padlet participants.

Table 4. 6 Mean scores Descriptive Statistics of the within the Facebook participants and Padlet participants before and after the treatment regarding Interactive Communication

Descriptive Statistics									
		N	Mean	Mean Difference	Std. Deviation	Sts. Error Mean	t	df	Sig. (2-tailed)
PP	Pre-test	18	2.0556	-.72222	.46089	.10863	-6.648	17	.000
	Post-test		2.7778						

FB	Pre-test	18	2.1111	-1.16667	.51450	.12127	-9.621	17	.000
	Post-test		3.2778						

Note: FP= Facebook participants; PP = Padlet participants

When considering the values of mean between the Facebook participants and the Padlet participants, the mean score of the Facebook participants after the treatment was significantly more developed than that of the Padlet participants.

Results from questionnaires

100% of the participants (36 students) chose ‘No’ for the first questionnaire ‘Do you attend any courses after school?’. Besides, none of them watched English movies or listened to English music on a regular basis. And last but not least, no respondents used English regularly after class. Due to the results, all students in the class were qualified for their participation in the research.

Table 4. 7 Students’ Perceptions of AOC on Padlet

	1	2	3	4	5
I look forward to the time using Padlet after class	22%	56%	22%	0%	0%
I look forward to attending the class in which Padlet is used.	22%	56%	22%	0%	0%
I find English speaking easier after discussing on Padlet.	56%	28%	16%	0%	0%
I think Padlet discussion makes speaking fun and interesting.	56%	28%	16%	0%	0%
I feel encouraged and motivated to learn English speaking while discussing on Padlet.	50%	34%	16%	0%	0%

Strongly agree; (2) Agree; (3) Neutral; (4) Disagree; (5) Strongly disagree

Table 4. 8 Students’ Perceptions of AOC on Facebook

	1	2	3	4	5
I look forward to the time using Facebook after class	40%	44%	16%	0%	0%
I look forward to attending the class in which Facebook is used.	40%	44%	16%	0%	0%
I find English speaking easier after discussing on Facebook.	56%	38%	6%	0%	0%
I think Facebook discussion makes speaking fun and interesting.	50%	44%	6%	0%	0%
I feel encouraged and motivated to learn English speaking while discussing on Facebook.	50%	34%	16%	0%	0%

Strongly agree; (2) Agree; (3) Neutral; (4) Disagree; (5) Strongly disagree

A great number of the students expressed strong agreement with the benefits that Padlet brings to English-speaking learning. It is shown that some students were still concerned about the position of Facebook in a professional learning environment, yet, most of them still gave a positive evaluation of the value of it. To sum up, students using Facebook had a tendency to look forward to the time of AOC more than those using Padlet.

Table 4. 9 Advantages of AOC on Padlet

	1	2	3	4	5
Padlet helps me show my speaking learning.	56%	33%	10%	0%	0%
Padlet helps me catch up with my speaking class easier.	61%	28%	11%	0%	0%
I can express my ideas in speaking better while using Padlet.	39%	45%	16%	0%	0%
I can organise my thoughts better by discussing on Padlet.	28%	56%	16%	0%	0%
I get more and better ideas for speaking from my friends’ discussion on Padlet.	34%	50%	16%	0%	0%
I often think deeply about the content of the lesson before I contribute on Padlet.	72%	22%	6%	0%	0%
I remember the points to include in my talk better after discussing on Padlet.	6%	67%	27%	0%	0%
I learn new vocabularies from Padlet discussion.	16%	56%	28%	0%	0%
My talk is more fluent after joining discussion on Padlet.	22%	50%	28%	0%	0%
I can interact better with my peers after joining discussion on Padlet.	28%	39%	33%	0%	0%

Strongly agree; (2) Agree; (3) Neutral; (4) Disagree; (5) Strongly disagree

Table 4.10 Advantages of AOC on Facebook

	1	2	3	4	5
Facebook helps me show my speaking learning.	50%	50%	0%	0%	0%
Facebook helps me catch up with my speaking class easier.	61%	33%	6%	0%	0%
I can express my ideas in speaking better while using Facebook.	33%	50%	17%	0%	0%
I can organise my thoughts better by discussing on Facebook.	28%	61%	11%	0%	0%
I get more and better ideas for speaking from my friends’ discussion on Facebook.	33%	56%	11%	0%	0%

I oftenthinkdeeply about the content of the lessonbefore I contribute on Facebook.	67%	33%		0%	0%
I remember the points to include in my talk betterafterdiscussing on Facebook.	17%	61%	22%	0%	0%
I learn new vocabulariesfrom Facebook discussion.	27%	56%	17%	0%	0%
My talk is more fluent afterjoining discussion on Facebook.	39%	44%	17%	0%	0%
I can interactbetterwithmypeersafterjoining discussion on Facebook.	56%	33%	11%	0%	0%

Stronglyagree; (2) Agree; (3) Neutral; (4) Disagree; (5) Stronglydisagree

It issaidthatstudentsgenerallythoughtthat discussions on Padletbroughtthemmerits to someextent,althoughsomesstudentsstillcould not decidewhethertheyagreed or disagreed. There was not muchdifference in the advantanges of AOC on Facebook and Padlet;however, studentsusing Facebook showedbetterpreferencesforfluency and interaction after the intervention.

Table 4. 11 Challenges in AOC on Padlet

	1	2	3	4	5
I finditdifficult to find a secure Internet connection.	0%	0%	6%	50%	44%
I do not have a device (smart phone, computer...) that can support discussion on Padlet.	0%	0%	0%	50%	50%
I cannot use Padletverywell.	0%	0%	28%	28%	44%
I tend to bedistracted by otherfeatures of Padlet.	6%	27%	23%	33%	44%

Stronglyagree; (2) Agree; (3) Neutral; (4) Disagree; (5) Stronglydisagree

Table 4. 12 Challenges in AOC on Facebook

	1	2	3	4	5
I finditdifficult to find a secure Internet connection.	0%	0%	11%	50%	39%
I do not have a device (smart phone, computer...) that can support discussion on Facebook.	0%	0%	0%	56%	44%
I cannot use Facebook verywell.	0%	0%	0%	44%	56%
I tend to bedistracted by otherfeatures of Facebook.	6%	27%	33%	27%	6%

Stronglyagree; (2) Agree; (3) Neutral; (4) Disagree; (5) Stronglydisagree

Studentsgenerallydid not get in somuch trouble whendiscussingPadlet, despite the uncertainty of a few students. While more studentscould not getused to AOC on Padlet, a numberofstudentsgot in trouble with distractions on Facebook.

Resultsfrom interviews

Tenstudentsparticipated in the interviews with the researcher. Thesestudentsvolunteered to join the interviews by providingtheirnames and contact by the end of the survey. The intervieweesinvolvedboth male and female non-English-majoredstudents, and all of themtook part in the study; five studentswerefromtheFacebook group and the other five werefrom thePadlet group.

Resultsfrom interviews of studentsusingPadlet

Question 1: Do youthinkPadletenhancedyourspeakingskills? Why or why not?

All studentsmentioned the possible benefitsthatPadlet discussion brought to speakingskills. Three of themstatedthattheycouldlisten to and retape their talk carefullybeforeposting, andanother saidhecould “figure out mymistakes and correct thembeforeposting” (Student 4). Student 1 alsosuggestedthattheyhad a chance to review the lessons.

Question 2: How do youevaluate the use of Padlet as a speakinglearningtool?

None of thesestudentshadnegativereactions or feelings towards the use of Padlet as a speakinglearningtool. In general, they all believedthatPadlet’s discussion wasgreat or veryhelpful.

Question 3: In yourexpriencewithPadlet, whatdidyou like best?

Two of the studentscitedthatPadletis not onlyeasy to use but veryconvenient, ‘I can use iteverywhere and whenever I like’ (Student 1) and ‘itdoesn’tlimit the numbers of posts. Besides, the audio qualityis good.’ Another showed the interest in usingPadlet to discuss as ‘I can hear the differences in myfriends’ talk’ (Student 2). The othersmentionedbenefitthatPadletbrought to theirspeakinglearningprogress.

Question 4: In yourexprience, what are the main drawbacks of Padlet?

Three students complained that they did not get notices about their friends' comments and missed a lot of good information. Student 5 added that 'I often got in trouble when posting and sometimes, posts are hidden under others, so it was very hard to see.'

Question 5: What do you recommend to make discussions on Padlet more effective?

Student 1 put forward an interesting suggestion: 'Padlet should give notices for new comments', meanwhile, Student 4 suggested the solution by saying that Padlet could 'connect with users' email to provide notice for feedbacks or new comments.'

Results from interviews of students using Facebook

Question 1: Do you think Facebook enhanced your speaking skills? Why or why not?

All of the interviewed students responded that AOC on Facebook helped them with their speaking skills. It is interesting to know that three out of five students mentioned the key role of others' feedback in boosting their speaking skills 'everyone discussed and gave feedbacks on others' mistakes. This helped correct pronunciation mistakes' (Student 3).

Question 2: How do you evaluate the use of Facebook as a speaking learning tool?

Same as for Padlet discussion, none of these students had negative reactions or detrimental feelings towards the use of Facebook as a speaking learning tool.

Question 3: In your experience with Facebook, what did you like best?

While all students showed interest in reading their friends' and teachers' ideas and feedbacks. Three of the students outlined the benefit of notifications on Facebook in getting them involved more in the practising.

Question 4: In your experience, what are the main drawbacks of Facebook?

None of the problems came from Facebook discussion itself, rather, some students suffered from internet disconnection.

Question 5: What do you recommend to make discussions on Facebook more effective?

It is worth noticing that Student 5 cited that making Facebook discussions compulsory and offering students bonus marks could help them concentrate better and be more responsible for on the discussion.

Discussion

The contribution of this study is significant in research on how AOC on different forums may alter students' enhancement in English speaking skills. Although there was research about AOC, this is the first study to compare the effectiveness of two different forums and students' perceptions of AOC. The findings of this study provide empirical proof and justified suggestions and arguments regarding the use of AOC on Forums with different features for enhancing students' speaking skills. They confirm previous findings about the effectiveness that AOC brings to English speaking learning progress, and offer valuable insights on how to use AOC effectively in teaching speaking to non-English-major students.

What are students' perceptions towards the use of Facebook and Padlet in developing speaking skills?

The answer to this research question is based on the results from both the questionnaires and the interviews with students. Through the questionnaire results, most students using both Padlet and Facebook showed their eagerness to discuss online and take part in classes with the application of the forum. A majority of students believed that they could benefit a lot from AOC on the two forums such as getting positive feelings towards learning, practicing English speaking effectively after class, showing their speaking learning, catching up with speaking class, expressing ideas, organising thoughts and thinking deeply of the contents. Another positive point that worth noticing was that students felt the need to listen to their own talk several times and make changes to their talk before posting because they did not want to lose face in front of others or they wanted others to understand them easier. Some students even showed their love of using the two forums by recommending making AOC mandatory at school.

When it comes to difficulties that students faced when using the two forums, their answers were recorded unexpectedly. It was shown that students did not get much trouble to find a secure Internet connection or a reliable device to learn. However, up to 5 out of (18 students) stated that they could not use Padlet proficiently while 100% students believed that they got used to Facebook discussion. One thing worth noting was that while none of the students using Padlet agreed that they were distracted by other features,

one third of students discussing on Facebook forum suffered from distractions on Facebook. Nonetheless, Padlet lacked one of the major advantages that only Facebook had – the notifications. One of the students using Facebook appreciated the continuous notices and urged that Facebook gave in order to encourage him to participate in the oral communication.

All in all, both discussion forums were beneficial to students, which was proved by students' agreement to the statements and clear explanations. However, to some extent, Facebook discussion could be a greater way to practice English speaking after class, as students preferred Facebook to Padlet due to its notification feature which could stop students from messing around and come back to their learning.

How do the two discussion forums differ in affecting EFL students' speaking performance?

It is clear that students from both groups got their speaking skills enhanced quite a lot after the application of AOC, which was proved by the results of pre-test and post-test. Improvement of participants' speaking skills in general, and other aspects such as Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication in both Padlet and Facebook groups displays the vital role of AOC for students' speaking learning. Nevertheless, it is clear that AOC on Facebook helps students get more improvement not only in the speaking skills in general, but also in every aspect of speaking skills, compared to Padlet discussion. Remarkably, students discussing on Facebook improved Pronunciation much more than those using Padlet, with the gap between the two Mean Difference at 1.49998. Interactive Communication experienced the second position in the gap between the two forums, at 0.44445. The third and fourth positions came to Discourse Management and Grammar and Vocabulary, at 0.33334 and 0.16667, respectively.

V. Conclusion

This research was conducted to examine students' perceptions towards the use of Facebook and Padlet in developing speaking skills and also to figure out how the two forums (Facebook and Padlet) differ in affecting EFL students' speaking performance. The findings revealed that the discussions generally brought great merits to students' speaking enhancement and were favored by most of them. The study also identified some challenges that students encountered and their recommendations for better application in the future. However, with empirical evidence, discussion on Facebook helped students better enhance their speaking skills compared to that on Padlet. Therefore, Padlet should be taken under serious consideration before the application of the forum in teaching speaking because up to 80% of the participants loved to see their friends' comments in the discussions; however, without the notification feature, Padlet could not let users know when to come back and enjoy others' feedbacks and ideas, which means that users have to have high autonomy in order to get back and check sometimes by themselves.

Limitations of the study

Similar to any research study, the present study has some limitations. The first limitation was the fact that due to the COVID-19 pandemic, the number of participants in the study is limited; therefore, findings from the questionnaires, interviews, pre-tests, and post-tests may not represent all students. Research with larger participants from colleges and universities, or even at lower levels, namely high schools, secondary schools, and primary ones, can provide a clearer picture of Facebook and Padlet features' differences in students' speaking competencies. Second, the research time was not long because the colleges shortened the course length due to the COVID-19 pandemic. Therefore, research with a longer period should be carried out. Lastly, the study was conducted in Ho Chi Minh City, a metropolitan city in Vietnam, where teachers and students have more chances to learn English and expose themselves to the Internet than in most regional towns. Research in research sites and participants with various socio-economic conditions can increase the results' reliability and generalizability.

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