

# The Effect of Using Padlet on Self-Regulation Skills of Omani University Students in English Classes

أثر استخدام منصة Padlet على مهارات التنظيم الذاتي لدى طلبة الجامعات العُمانية في  
حصص اللغة الإنجليزية

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Huda Abid Al-Huraibi<sup>1</sup>  
Samha Salim Al-Mashali<sup>2</sup>  
Badri Abdulhakim Mudhsh<sup>3</sup>

1,2,3 Preparatory Studies Centre, University of Technology and Applied Sciences,  
Salalah, Sultanate of Oman

## Abstract:

This quasi-experimental study investigates the cause-effect influence of Padlet, a collaborative Web-based tool on Self-Regulated Learning (SRL) behaviours among students pursuing English foundation courses in One of the public Omani universities. The study adopted pre-post-test experimental study in which an experimental group (n=21) was subjected to the use of Padlet-integrated pedagogies and a control group (n=21) was subjected to traditional instructions. Self-regulation was measured on the three dimensions of SRL which included cognitive, metacognitive and motivational. A two-way mixed-design ANOVA found statistically significant Time x Group interaction in each of the three variables, thus showing that Padlet utilisation was able to bring about quantifiable positive changes in each of the three domains of self-regulation. The estimates of effect sizes were high when it came to

cognitive skills ( $\eta^2 = 0.285$ ) and moderate when it came to motivational skills ( $\eta^2 = 0.236$ ); the metacognitive domain showed a small effect ( $\eta^2 = 0.100$ ). Nevertheless, the results strongly justify Padlet as an effective teaching tool that can promote planning, time management, and emotional resiliency. The strong difference in effect-sizes of the cognitive/motivational and the metacognitive dimensions indicates additional instructional scaffolding and practice is obligatory in the development of higher-order regulatory processes. The study thus validates the priorities as expressed in the Oman Vision 2040 in regards to the proliferation of digital literacy and learners' autonomy.

**Keywords:** Padlet, self-regulated learning, cognitive skills, metacognition, technology-enhanced learning

## أثر استخدام منصة Padlet على مهارات التنظيم الذاتي لدى طلبة الجامعات العُمانية في حصص اللغة الإنجليزية

هدى عابد الحريبي<sup>1</sup>

سامحة سالم المسهلي<sup>2</sup>

بدري عبدالحكيم مدهش<sup>3</sup>

(1)(2)(3) مركز الدراسات التحضيرية، جامعة التقنية والعلوم التطبيقية، صلالة، سلطنة عُمان

### الملخص

الثلاثة. كانت تقديرات حجم التأثير عالية فيما يتعلق بالمهارات المعرفية ( $\eta^2 = 0.285$ ) ومتوسطة فيما يتعلق بالمهارات التحفيزية ( $\eta^2 = 0.236$ ). أظهر مجال ما وراء المعرفة تأثيراً طفيفاً ( $\eta^2 = 0.100$ ). ومع ذلك، تُبرهن النتائج بقوة على فعالية Padlet كأداة تعليمية تُعزز التخطيط وإدارة الوقت والمرونة العاطفية. ويُشير التباين الكبير في حجم تأثير البُعدين المعرفي/التحفيزي وما وراء المعرفي إلى ضرورة توفير دعم تعليمي إضافي وممارسة عملية لتطوير عمليات التنظيم العليا. وبذلك، تُؤكد الدراسة على الأولويات الواردة في رؤية عُمان 2040 فيما يتعلق بنشر المعرفة الرقمية واستقلالية المتعلمين.

الكلمات المفتاحية: Padlet، التعلم المنظم ذاتياً، المهارات المعرفية، ما وراء المعرفة، التعلم المعزز بالتقنية.

تبحث هذه الدراسة شبه التجريبية في التأثير السببي لاستخدام منصة Padlet، بوصفها أداة تعاونية عبر الإنترنت، في سلوكيات التعلم المنظم ذاتياً لدى الطلبة الملتحقين ببرامج السنة التأسيسية في اللغة الإنجليزية بإحدى الجامعات الحكومية في سلطنة عُمان. اعتمدت الدراسة تصميماً تجريبياً قائماً على الاختبارين القبلي والبعدي؛ حيث خضعت مجموعة تجريبية ( $n=21$ ) لاستخدام أساليب تعليمية متكاملة مع Padlet، بينما خضعت مجموعة ضابطة ( $n=21$ ) للتعليم التقليدي. تم قياس التنظيم الذاتي على ثلاثة أبعاد للتعلم الذاتي المنظم، وهي: المعرفي، وما وراء المعرفي، والتحفيزي. أظهر تحليل التباين ثنائي الاتجاه ذو التصميم المختلط وجود تفاعل ذي دلالة إحصائية بين الوقت والمجموعة في كل متغير من المتغيرات الثلاثة، مما يدل على أن استخدام Padlet قادر على إحداث تغييرات إيجابية قابلة للقياس في كل مجال من مجالات التنظيم الذاتي

## Introduction

Teacher-centered methods are being gradually replaced by learner-centered ones, and the Self-Regulated Learning (SRL) becomes a major factor in academic and professional achievement (Zimmerman, 2002). SRL is a cycling process that is dynamic and in which learners shape cognition, behaviour and affect proactively towards the attainment of scholarly goals (Pintrich, 2004). In English as a Foreign Language (EFL), and the higher education context, such self-governing capabilities can assist learners to overcome time-consuming, strategically-timed and emotionally-challenging impediments (Al-Yafaei et al., 2025; Sarfaraj et al., 2025).

The Web 2.0 technologies proliferation has changed the instructional practise, which has afforded the students opportunities to collaborate, create content and obtain instant feedback, which all contribute to active learning approaches (Hadwin et al., 2018). Padlet is a free online collaborative bulletin board that has increasingly been penetrating into classrooms to be used in brainstorming and peer-reviewing. The existing literature testifies to the ability of Padlet to increase student engagement (Zainuddin et al., 2020); nevertheless, most of these studies are descriptive or correlational, which use surveys or primitive pre-post designs without control groups (Martin, 2019; Amer et al., 2024). These studies highlight the fact that better and more methodologically sound studies are required to identify causal relationships between the use of Padlet and the occurrence of SRL.

In line with this, this study fills in said gap by adopting a quasi-experimental study design to determine whether Padlet-based teaching can supplement the cognitive, metacognitive, and motivational SRL capabilities of undergraduate students in one of the universities in Oman. The topicality of such a question is enhanced by the fact that the 2040 Vision of Oman includes the prospects of digital literacy, learner autonomy, and the development of self-directed learners as the foundation of a knowledge-based economy. The combination of theory and method provides empirical data in the study that supports the knowledgeable deployment of technology-based learning in accordance with the national education needs.

1. Does the use of Padlet significantly improve overall self-regulated learning (SRL) among Omani EFL foundation students compared to traditional instruction?
2. What effect does Padlet have on the cognitive, metacognitive, and motivational dimensions of SRL?
3. How do the effect sizes of Padlet differ across the three SRL dimensions, and what do these differences imply for instructional support?

## Literature Review

### The Theoretical Foundations of Self-Regulated Learning

Self-Regulated Learning construct is based on Social Cognitive Theory, according to which the learning process is also seen as the interaction between behaviour, environment and individual characteristics (Bandura, 1997). In this study, Zimmerman cyclical model of SRL will be the main analytical tool which will divide the process into three consecutive stages: Forethought, Performance and Self-Reflection (Zimmerman, 2002). The SRL process can be perceived as a multidimensional construct consisting of three mutually complementary dimensions that occur throughout the learning cycle (Pintrich, 2004):

A) Cognitive Self-regulation -Intentional use of learning strategies to promote encoding, storage and retrieval of information. Planning (Setting goals and organising tasks), time management, and the use of particular strategies (summarising, elaborating and critical thinking) are all possible key cognitive regulatory skills. Proper cognitive control will prepare the students to handle difficult academic tasks.

B) Metacognitive Self-Regulation: The consciousness and the control of cognitive functions in the reflective stage. This dimension includes Monitoring (ensuring the understanding and reviewing the progress) and Evaluation (assessing the strategy effectiveness and learning the lesson). The relevance of metacognitive skills is especially in responding to changing learning demands and development of most effective learners (Schraw and Moshman, 1995).

C) Motivational Self-regulation: This is the combination of beliefs, attitudes, and emotional conditions that trigger and maintain learning behaviour. It consists of Self-efficacy, Intrinsic Motivation, Value Perception and Emotional Control. The motivation regulation is a strong factor to maintain the effort needed to accomplish the long-time or strenuous tasks (Schunk and Zimmerman, 2008).

Through effective self-regulations in learning, students are able to build all the three elements in the cyclical styles of planning, execution, and adaptation.

### The Role of Web 2.0 Tools in Fostering SRL

SRL processes are externalised and scaffolded to provide interactive, collaborative platforms by Web 2.0 technologies (Hadwin et al., 2018). These tools allow the instructors to teach SRL explicitly and peers model the SRL process by making previously invisible SRL processes visible. Web 2.0 tools also facilitate the growth of the SRL through the ability to visually structure cognitive planning in visual organisation capabilities, facilitate metacognitive growth in peer review and version tracking, and support motivation in peer interaction and instant feedback.

## Padlet in Educational Contexts

Padlet, which is collaborative online bulletin board, is an example of how Web 2.0 tools can be used in accordance with the principles of SRL. The asynchronous text, image, link, and video sharing interface of Padlet can be used in various ways of instruction. Empirical studies show that Padlet enhances the engagement, communication, and collaboration of students on a variety of subjects (Zainuddin et al., 2020; Budiarsa & Sulistyani, 2023). Its user-friendly interface also reduces the barriers to entry compared with other tools and encourages the participation of less vocal students (Khoiriyah & Hidayat, 2024).

Studies are underway to examine how Padlet supports certain processes of SRL. As an example, Padlet involvement into e-portfolio practices has been associated with a higher level of motivation and reflective practice (Meletiadou, 2021); moreover, peer and instructor feedback provided through Padlet has been found to improve the self-reflection aspect of SRL (Kaldarova et al., 2024). The majority of study that has been conducted is descriptive or correlational; thus, the methodologically sound quasi-experimental study is justified to determine the existence of the causal relationship between Padlet utilisation and the evolution of SRL.

## Contextual Relevance: Oman Vision 2040.

The present study is placed in the context of Oman Vision 2040, that is highlighted through education, learning, scientific inquiry, and national capabilities. It is seen in the vision that it will move to a knowledge-based economy, with educational priorities being digital literacy, learner independence, and innovation (Mudhsh et al., 2025). The given study proposes the study of the causal association between a digital tool (Padlet) and one of the central competencies (SRL) providing a direct contribution to the quantity of the existing empirical evidence needed to adopt the effective execution of these national educational priorities.

## Methodology

### Research Design

This effect test was a quasi-experimental study with a pre-test-posts test method that had a control group and experimental group of non-equivalent subjects. This design was selected as opposed to other methodologies that are based on randomized sampling because of ethical reasons and practical limitations based on the institutional time schedule of the academic programmes. Particularly, the randomly selected group of students, who would be assigned to the instructional conditions, would go against the timetables that are already in place at the campus and such a solution would not be possible. A quasi-experimental design, therefore, will allow the evaluation of causal effect of Padlet used in the current study with the consideration of limitations inherent in non-random assignment. Use of pre-test

control group design further addresses the possible confounds like maturation or historical effects thus improving internal validity of the findings.

## Participants and Context

The sample included first-year students who are enrolled in the Foundation Program at the University of Technology and Applied Sciences (UTAS) Salalah in the 2024-2025 academic year. Two undisturbed English classes were sampled to come up with 42 students. The experimental (n=21) and the control (n=21) groups were instructed by the same curriculum, but with additions of Padlet-based instructional activities specifically aimed at developing Self-Regulated Learning (SRL) skills. In order to ascertain whether all students went through the pre-test, intact classes were used hence enabling statistical dissociation of the pre-existing score differentials between groups before the intervention.

## Distribution of the Sample

Group	Number of Students	Description
Control Group	21	Received standard English instruction using traditional, non-digital methods
Experimental Group	21	Received same instruction with Padlet-integrated activities targeting SRL

## Instrument: Self-regulation Skills Questionnaire (SRSQ).

A Self-regulation Skills Questionnaire (SRSQ) with twenty questions was used to collect data because it was developed by the study experts based on the existing literature related to SRL (Zimmerman, 2002; Pintrich, 2004). The answers were measured on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to measure three dimensions of SRL, namely cognitive, metacognitive and motivational.

The psychometric properties were developed based on a pilot test with fifteen representative students. This pilot provided a judgment of item clarity, cultural relevance and congruence with SRL constructs. Additionally, the questionnaire was checked by a group of specialists in the field of educational psychology, EFL teaching, and the methodology of study and provided with some linguistic modifications. The consistency of the internal consistency was tested using Cronbach alpha with the range of values between 0.747 and 0.855, all of which were higher than the recommended and accepted level of 0.70 (Pintrich et al., 1993), which proved that the internal consistency was adequate between different time points and groups.

**Table 2: Cronbach's Alpha of Self-Regulation Skills Questionnaire (Pre-test)**

Group	Number of Dimensions	Cronbach's Alpha
Control Group	3	0.847
Experimental Group	3	0.824

**Table 3: Cronbach's Alpha of Self-Regulation Skills Questionnaire (Post-test)**

Group	Number of Dimensions	Cronbach's Alpha
Control Group	3	0.881
Experimental Group	3	0.855

Analysis of pre-test data of the experimental cohort showed that the difficulty indices were in the range of 0.679 to 0.774 and discrimination indices were greater than 0.65 indicating that the instrument has discriminative ability at varying levels of self-regulatory ability.

**Table 4: Difficulty and Discrimination Indices of Self-Regulation Questionnaire (Experimental Group, Pre-test)**

Dimension	Difficulty Index	Discrimination Index
Motivational Skills	0.755	0.763
Cognitive Skills	0.774	0.808
Metacognitive Skills	0.679	0.653

### Statistical Power Analysis

An analysis based on post hoc power analysis using G Power showed power of 99 per cent to find large effect size on Cognitive SRL ( $\eta^2 = 0.285$ ,  $f = 0.63$ ) thus supporting the strength of the conclusions despite the small sample.

### Intervention Procedures

The 13 weeks intervention was divided into two phases.

Phase One (Weeks 1-4 Familiarisation): The students within the experimental group were provided with the training that was supposed to equip them with the necessary skills required to navigate Padlet and deploy it successfully, with the teachings related to the basic functional skills, such as posting, commenting, and organising the content.

Phase Two (Weeks 5-13 -Integration and Active Use): Padlet was integrated into the English curriculum in a systematic manner using activities that would correspond to all three dimensions of SRL. Task Mapping Boards enabled the planning and organisational strategy to be developed through building mind maps and flowcharts on major assignments. Time Management Posts stimulated the development of weekly schedules of studying to be checked by peers and instructors. The activities of Goal-Setting and Tracking made the student progress seeable as regular weekly posts with status indicators. Reflective Feedback method encourages critical self-reflection through planned reflection entries after drafting assignments. Motivation and self-confidence were encouraged by having to make positive feedback about the work of peers, which was a requirement of Peer Encouragement Boards. Emotional Check-ins offered students a chance to describe the difficulties and coping strategies. The control group was also equally instructed using non-digital methods thus maintaining internal validity.

**Table 5: SRL Dimensions, Padlet Activities, and Targeted Mechanisms**

SRL Dimension	Padlet Activity	SRL Mechanism Targeted
Cognitive SRL	Task Mapping Boards	Planning & Organization
Cognitive SRL	Time Management Posts	Time Management
Metacognitive SRL	Goal-Setting & Tracking	Goal Setting & Monitoring
Metacognitive SRL	Reflective Feedback	Self-Evaluation
Motivational SRL	Peer Encouragement Boards	Persistence & Self-Efficacy
Motivational SRL	Emotional Check-ins	Emotional Control

### Data Analysis

All the analytic processes were performed with SPSS (Version 26). Both the independent samples t-test and the two-way mixed- design ANOVA assumption of normality ( $p > 0.05$ ) and homogeneity of variance ( $p > 0.05$ ) were met. A large Time x Group interaction effect was showed in the latter. As a measure of effect size, partial eta squared ( $\eta^2$ ) was reported, and it was interpreted using Cohen's conventions of small (0.01), medium (0.06), and large (0.14).

## Results

### Descriptive Statistics

Table six presents means and Standard Deviations of the pre-test and post-test scores of the self-regulation skills. The experimental group showed significant enhancement in all the dimensions, with Cognitive SRL growing by 1.191, Metacognitive SRL growing by 0.804 and Motivational SRL growing by 1.198 points and the total SRL improvement of the group was 1.065. On the other hand, the control group only recorded significant improvements in the margin of 0.042 to 0.143 points only.

**Table 6: Descriptive Statistics (Mean and Standard Deviation) for Self-Regulation Skills**

Dimension	Group	Pre-test Mean (SD)	Post-test Mean (SD)	Change
Cognitive SRL	Experimental	3.095 (0.45)	4.286 (0.38)	+1.191
	Control	2.343 (0.51)	2.486 (0.49)	+0.143
Metacognitive SRL	Experimental	3.397 (0.41)	4.201 (0.35)	+0.804
	Control	2.450 (0.48)	2.500 (0.46)	+0.050
Motivational SRL	Experimental	3.151 (0.43)	4.349 (0.36)	+1.198
	Control	2.214 (0.52)	2.256 (0.50)	+0.042
Total SRL	Experimental	3.214 (0.39)	4.279 (0.33)	+1.065
	Control	2.336 (0.47)	2.414 (0.45)	+0.078

### Inferential Statistics

The ANOVA that was used was a Mixed Design ANOVA to ascertain the existence of significant time interactions x group interactions at all dimensions. Significant interactions were observed in all the dimensions, and this suggests that the Padlet intervention led to visible changes. Cognitive SRL had the largest effect size ( $F(1, 40) = 15.978, p < 0.001, \eta^2 = 0.285$ ), then followed by Motivational SRL ( $F(1, 40) = 12.335, p = 0.001, \eta^2 = 0.236$ ). The effect size of metacognitive SRL was moderate ( $F(1, 40) = 4.450, p = .041, \eta^2 = .100$ ).

**Table 7: Mixed-Design ANOVA Results for Self-Regulation Skills (Time × Group Interaction)**

Dimension	F-statistic	df	p-value	Partial $\eta^2$	Effect Size
Cognitive SRL	F(1,40) = 15.978	1, 40	< 0.001	0.285	Large
Metacognitive SRL	F(1,40) = 4.450	1, 40	0.041	0.100	Moderate
Motivational SRL	F(1,40) = 12.335	1, 40	0.001	0.236	Large

## Discussion

The statistical evidence supports Padlet as an effective instrument in promoting Self-Regulated Learning beyond any doubt among Omani university students. All the null hypotheses were rejected with significant differences, which supported the idea that Padlet-based teaching provoked significantly greater SRL improvements in the experimental group compared to the control group.

The significant effect sizes of both cognitive and motivational SRL elements may be ascribed to structural features and pedagogical concept of Padlet. The visual sticky-note interface of the platform forced learners to make their planning and organisation strategies visible and made their mental processes transparent and visible to analysis. This externalisation is a powerful scaffolding mechanism of the development of planning competencies—a necessary substrate of cognitive SRL (Zimmerman, 2002). Furthermore, the collaborative capabilities of Padlet resulted in instant peer and teacher feedback and served as low-stakes motivation in effect. This immediate positive feedback has a direct positive effect on motivational control and enhancing the self-efficacy and perseverance of students (Schunk and Zimmerman, 2008).

The observed difference effect, which presents itself in the form of stronger performance improvements in cognitive and motivational SRL compared to the relatively weak performance improvement in metacognitive SRL, has its salient theoretical implications. Metacognition involves abstract and higher-order processes including assessment of strategic effectiveness. Despite the fact that Padlet provides room to practice a reflective nature, the space in itself does not necessarily cultivate the critical self-awareness that is a prerequisite to affect deep metacognitive development. As a result, explicit and systematic scaffolding of metacognitive abilities should be included in the interventions, using systematic prompts and modelling of processes of expert self-evaluation.

These results are echoed by the priorities identified in Vision 2040 in Oman and demonstrate the ways how digital tools may support the national education objectives (Mudhsh et al., 2025). Planned assimilation of Padlet is a potential solution to increasing the digital literacy and autonomy of learners, discrete tasks are projected onto the SRL skills development. The findings hence support the inclusion of Padlet as an integrated element of curriculum.

## Conclusion

The present quasi-experimental study explored the impact of Padlet, a collaborative web application on Self-Regulated Learning (SRL) strategies among various levels of university students studying in English foundation courses in Oman. It was designed with a pre-post-test experimental ( $n=21$ ) and control ( $n=21$ ) group, respectively Padlet- integrated-methods and traditional instruction. The study highlighted that there is a strong, positive, and causal relationship between Padlet use and cognitive and motivational self-regulation ability of Omani university students attending English foundation courses. The high sizes of effects substantiate Padlet as a teaching tool that can be used to instruct Self-Regulated Learning skills. However, the comparatively lesser impact on metacognitive SRL highlights the importance of a lengthy time span of explicit training to develop higher-order regulatory operations. The study was conducted using a pre-post-test experimental model including an experimental group ( $n=21$ ) for whom Padlet integrated pedagogies were used and a control group ( $n = 21$ ) who received traditional training processes. Self-regulation was examined in terms of cognitive, metacognitive, and motivational components. Two-way mixed-design ANOVAs also indicated significant Time x Group interactions for all three variables, demonstrating Padlet's positive influence on self-regulation. The effect size for cognitive skills was large ( $\eta^2 = 0.285$ ) and moderate for motivational skills ( $\eta^2 = 0.236$ ), whereas the metacognitive domain had a small effect ( $\eta^2 = 0.100$ ). These results suggest that Padlet provides an effective teaching tool for improving planning, time management and emotional resiliency in significant proportion of children, although additional instructional support may be required to promote higher-level regulatory processes.

## Limitations and Future Directions.

The main limitations of the study are that the sample size ( $N = 42$ ) is small, the treatment period (13 weeks) is short, and the participants were not randomly assigned. Longitudinal designs, mixed-method designs that include the qualitative data, and bigger and more varied samples would improve the extrapolation and complexity of our knowledge about the impact of Padlet on the development of SRL.

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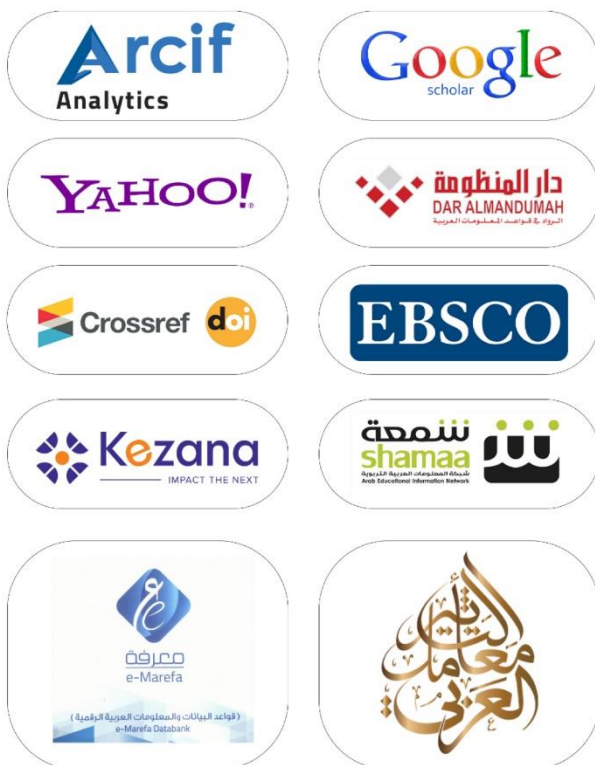
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2025	2024	2023	2022	2021	العام
0.5978	0.3068	0.3759	0.1954	0.2692	معامل أرسيف
1.59	1.55	1.25	1.73	1.60	معامل التأثير العربي