

Padlet Mobile Training Model for Novice Omani EFL In-service Teachers

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Abstract

In Oman, novice in-service primary English teachers struggle with the theoretical content of professional training programs, which impedes knowledge acquisition and transfer into teaching practices. This research stems from the benefits of continuous professional development, communities of practice, and practical and reflective learning on teachers' exposure to teaching methods resulting in improved teaching skills and techniques. Considering the affordances of mobile learning, Padlet training was designed as an alternative to face-to-face programs during the Covid-19 pandemic to support in-service primary teachers with online synchronous teaching. The objectives were to improve participation, content acquisition, and knowledge transfer into teaching practices. Six novice Omani in-service English primary teachers participated in training for seven months. The data from semi-structured interviews, observations, interactions, peer feedback, and teaching e-portfolios were analysed with a systematic grounded theory three-step coding, which were performed until model emergence and saturation. The findings confirmed the contributions of the Padlet training to the enhancement of content acquisition and transfer due to ubiquitous access, simplified multimedia content, hands-on practice, instructor-peer feedback, and digital self-reflective e-portfolios. The teachers were enthusiastic about the program, which led to a virtual circle. Participants viewed Padlet as an engaging platform to host a community, access, create, and share content. Ubiquitous access and support within a peer community resulted in regular attendance, engaged participation, and increased confidence, which led to improved content acquisition and content transfer. The resulting Padlet training model presented in this article could be replicated to design mobile professional development training programs in similar contexts.

Keywords: Communities of practice, educational technology, English teacher education, Novice Omani EFL in-service teachers, Padlet mobile training model, Professional development, reflective practices, Teaching English to Speakers of Other Languages

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Introduction

The goal of Professional Development (PD) programs is to enhance teachers' knowledge and skills to enhance their teaching practices. However, in Oman, supervisors, and senior teachers noticed that novice English as a Foreign Language (EFL) in-service teachers were still struggling in their daily practices to transfer PD content into their teaching practices. In the context of the present study, the teachers perceived the training programs as incompatible with their schedule, as too theoretical and unrelated to their immediate classroom needs. They suffered from information overload, became lost, and progressively disengaged from the training. Moreover, teachers regretted the limited opportunities for hands-on training among peers during the workshops. This is congruent with Al Shabibi (2013) and Al-Bulushi (2016), who mentioned insufficient opportunities to apply training content to real situations with novice EFL teachers' professional development in Oman. According to these authors, practical sessions guided the acquisition of training content and the development of teaching skills under instructor guidance and peer feedback. A comprehensive study from the World Bank (2012), in which 150 teachers participated from five regions of Oman, pointed to insufficient practical classroom applications as the main issue. Other challenges were classroom management, class time management, and work pressure. Continuous and comprehensive opportunities to build expertise need to go beyond the conventional training methods that are frequently used in the educational sector (DiPaola & Hoy, 2014). Walsh and Mann (2015) stated that "one of the challenges facing both teacher educators and practitioners is to identify, formulate, and share tools that promote dialogic, engaged, and evidence-based practice" (p. 360). In the present study, the researchers identified the following characteristics in developing the Padlet PD training. These were the need for focused content, opportunities for active learning, and access to continuous professional assistance.

In response to this problem, the researchers developed a Padlet mobile PD training for novice EFL teachers as an alternative to conventional PD training programs (See Figure one). The researchers designed the Padlet PD training as mobile based on the noted benefits of online PD training for teachers regarding enhanced language teachers' content knowledge and instructional skills, and improved methods. Therefore, the Padlet mobile PD training program comprises multimedia training content delivery, scaffolded knowledge transfer through hands-on practices, a CoP, and the construction of reflective e-portfolios.

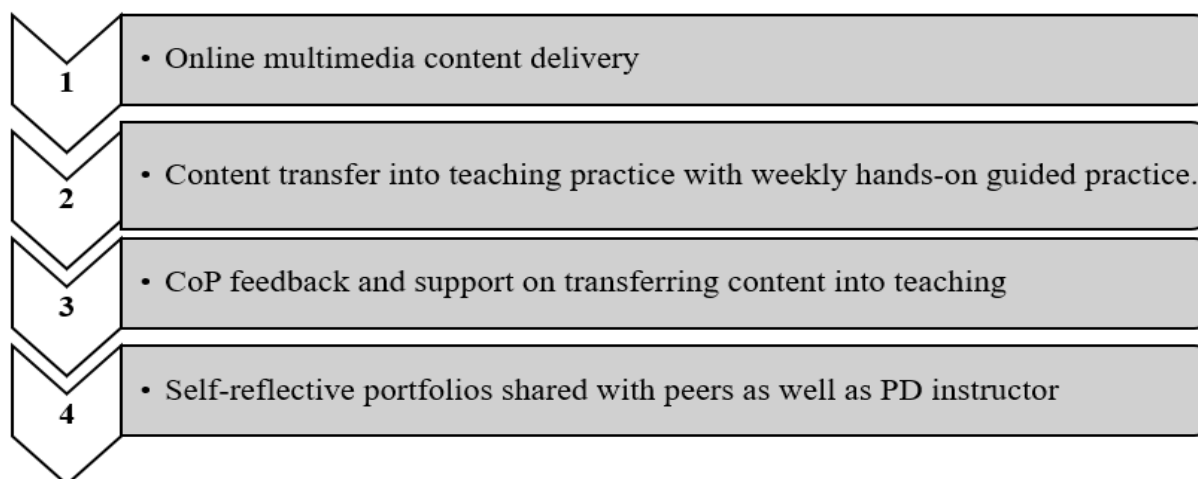


Figure 1. Dimensions of the Padlet Mobile PD designed for novice EFL teachers

The significance of this research lies in developing the PD training model suitable to enhance transferring training content into effective teaching practices. The model's novelty is the combination of the four dimensions described in Figure 1, targeting just-in-time access to content and community support, peer and instructor-guided practical transfer into real situations. All the dimensions can facilitate community building, knowledge acquisition, and content transfer and thus help enhance teaching practices. The flexibility of the Padlet training model can contribute to reducing teachers' resistance towards PD programs and provide continuous professional development opportunities for EFL teachers with peer feedback and reflective practices. Moreover, this research highlighted mobile PD training potentials as economically viable. To the best of the researcher's knowledge, this research is the first qualitative grounded action research that explored Mobile PD Model for novice EFL in-service primary school teachers as an alternative to face-to-face PD training programs in the Arab world.

The aim was to evaluate the potential of the Padlet PD training in enhancing transferring training content into novice EFL teachers' classroom practices. Three research objectives (ROs) were derived from the purpose.

RO1: Identification of the benefits of Padlet as a training delivery environment.

RO2: Investigation of the contributions of the Padlet CoP to enhancing novice EFL in-service teachers' engagement in the PD training program.

RO3: Exploration of the contribution of self-reflective e-portfolios to teachers' transfer of training content to their teaching practices.

As a result, this research mainly focused on answering three essential research questions (RQs):

RQ1: What are the benefits of using Padlet as a training delivery environment?

RQ2: How does integrating the Padlet CoP contribute to enhancing novice EFL in-service teachers' engagement in a PD training program?

RQ3: How do self-reflective e-portfolios contribute to enhancing teachers' transfer of training content to their teaching practices?

Literature Review

The advancement of technology has significantly impacted instruction, particularly in foreign language classes, and the expanding practice of using educational technology to support instructors' instruction and learning points has contributed to the technology's rising power in academic settings (Zhang, 2022). As a result of incorporating technology into daily life, it is time to reevaluate the idea of incorporating it into educational programs and concentrate on how it may support learning (Boonmoh, Jumpakate, & Karpklon, 2021). In addition, technology has become a vital part of the learning experience and a significant challenge for instructors from the beginning of the learning experience to the instruction process (Altun & Khurshid, 2021).

Few studies have emphasized the significance of using Padlet in EFL teaching contexts. However, there is a shortage of research investigating community mobile training programs for EFL primary school teachers in the Arab world and Oman. Padlet provides a ubiquitous, attractive, and rich environment. Furthermore, Suryani and Daulay (2022) and Baidoo, Ameyaw, and Annan (2022), stated that Padlet's virtual wall was used as a discussion board to lead teachers to engage in self-reflection and peer review. Additionally, Zhi and Su (2015) concluded that using the Padlet platform facilitates and encourages communication and cooperation between teachers, colleagues, and coordinators, and allows peer feedback and coordinators' feedback on instructional practice.

Moreover, teachers' PD has a considerable impact on raising teaching standards,

particularly regarding the quality of instructional activities conducted in class. Online training can increase teachers' chances for PD (Pan & Gan, 2020). In addition, mobile PD training increases coping processes due to greater flexibility and availability (AlTameemy, 2017). Padlet is a mobile device-friendly platform (Fisher, 2017) whose multimedia content uploading features and embedded forums could help facilitate the delivery of training sessions, facilitate the interactions within a community of practice, and host teaching professional e-portfolios. Han (2019) stated that combining multimedia and mobile learning improved participants' engagement in the learning process, resulting in knowledge sharing between peers and enhanced training content acquisition and transfer into teaching practices. For this purpose, in the current study, Padlet was selected as the mobile training platform to deliver training content and to host a CoP.

Notably, online Communities of Practice (CoP) can provide ubiquitous support to novice teachers (Germain, 2015). Additionally, these communities can promote shared reflection on performance, which can be stimulated by constructing teaching e-portfolios and using multimedia. Xerri and Campbell (2016) defined e-portfolios as a "collection of documents that charts professional development," which "provides a means by which an individual can reflect on beliefs and practices and seek further development" (p. 392) with the "potential to be a meaningful and supportive tool that fosters the creation of teachers who can bridge theoretical learning and actual classroom practices" (p. 394). E-portfolios might aid teachers' acquisition and transfer of PD content in manners that involve, among others, technological competence and cooperative learning, improving teachers' knowledge of pedagogy and enhancing their abilities. Walsh and Man stressed the importance of a "more collaborative, dialogic approach to reflection" through "stimulated recall procedures, video interaction and guidance, and peer observation of teaching" (p.153).

Method

A grounded action research was conducted to attain the research objectives (Butterfield, 2009). The action research design aimed to cyclically monitor and enhance Padlet Mobile PD training for novice EFL teachers and enhance the subsequent knowledge transfer into their teaching practices (Leat, Reid, & Lofthouse, 2015). To quote Lewin (1890–1947), who is one of the most influential psychologists, there is "no action without research; no research without action" (Marrow, 1969, p. 163). Consequently, the research purpose of seeking to improve a situation with a cyclical intervention, and the researchers' active involvement, supports the choice of action research as a method. A grounded theory approach to data collection and analysis was used to monitor and assess the investigation. The researchers adapted a three-stage coding scheme from Corbin and Strauss's (2008) systematic grounded theory for the cyclical data collection and analytical phases. Additionally, the grounded action research design was used to gain a rich understanding of the examined issue for improving Padlet Mobile PD training for novice teachers. A three-step coding procedure was applied, from open to axial coding until selective coding.

Participants

Purposeful sampling was conducted, seeking the truth from participants experiencing Padlet Mobile training in their professional lives (Corbin & Strauss, 2008; Gabarre, C & Gabarre, S, 2020). All participants were novice EFL teachers willing to participate in the study. This study was approved by the institutional ethical review board (HREC/06/2020). This research was conducted during the academic year of 2020-2021.

The first author was involved as an active participant in her quality as a senior teacher in the primary school where the Padlet PD training was implemented. Her involvement was as a senior teacher, researcher, and PD instructor. Therefore, throughout the implementation and data collection, some steps were done to minimize the distance and power relations that might exist with participants due to the instructor's position in the school as a senior teacher and subsequent supervisor role. The instructor established partnership and trust with the member participants and referred to her position as an English coordinator throughout the training (Cannella, 2015; Karnieli-Miller, Strier, & Pessach, 2009).

The participants were six novice female EFL in-service teachers from a basic education school in the Al Sharqyia North Governorate of the Sultanate of Oman. Including only women teachers as participants was because all basic education primary teachers in Oman are women. They were teaching in a primary school starting from grade one to grade four at the elementary level, and their students' ages were between seven and ten years old. The teachers were aged between thirty and thirty-four years old. and their experience in teaching ranged from one to two years. All six teachers graduated from colleges and universities in Oman, except one from a university in the United Arab Emirates (UAE). All held bachelor's degree in teaching EFL, and their teaching load was nine hours per week in distance e-learning. None of these teachers had ever joined an online training program, none had used the Padlet platform and e-portfolio before the current research, and almost none had experienced engaging in self-reflection. Only novice teachers were chosen as participants because they needed more guidance and support due to their lack of experience in teaching (Smith & Ingersoll, 2004). For novice teachers, their first years of education are crucial since the process will shape their classroom practices and attitudes for the remainder of their professional lives. Notably, the researchers noted that many novices Omani EFL in-service teachers in Cycle One schools in AL Sharqyia North Governorate struggled to transform the theoretical aspects of their training programs into practical knowledge in their classes. This problem was noticed during regular class visits, communication with regional supervisors, weekly meetings, and discussions.

The direct benefits from their participation in the PD training were clearly stated regarding the PD training content, acquisition, and transferrable objectives in the research information sheet distributed. In addition, the researchers mentioned the expected contributions to the field of TESOL and the Omani EFL teachers' community. A certificate of participation and appreciation as professional recognition was issued. The research received approval from the Institutional Review Board, and from the school director. A consent form was completed and signed by the teachers. The participants were guaranteed that their privacy would be protected and that the data collected would be confidential. Participants' names were replaced with aliases to protect their anonymity. CoP netiquette was built upon acceptance of mutual responsibility, values, and respect.

Research Instruments

The data consisted of transcripts from one-one semi-structured interviews, structured observation reports from Padlet posts and interactions, and teaching e-portfolios content analysis. Before the research, all participants were informed about the research, and of their rights as participants. All six participants signed the consent form. The data collection was conducted until the saturation of categories and relationships in the selective coding stage.

Rounds of one-one semi-structured interviews provide a rare opportunity to explore an individual's rich and complicated knowledge, and they are valuable instruments for collecting data (Ahmad, 2017). Furthermore, interviews allow flexibility to adapt interview protocols based on the

participants' answers, allowing the researchers to delve in-depth into emerging aspects. Follow-up interviews provide opportunities to clarify answers and gather (Creswell, 2013).

Artifacts from the training were analysed to assess teachers' transfer of training content into their practices. Artifacts consisted of teachers' self-reflection, peer feedback, synchronous lesson materials and recordings, and samples of assessments, as uploaded in their Padlet e-portfolios.

Structured observations included monitoring of participants' Padlet involvement and participation throughout the training. Monitoring Padlet interactions provided a means to triangulate the data collected from semi-structured interviews. For example, participants might not report in the semi-structured interviews all the challenges they faced while using Padlet-based e-portfolios for self-reflection. Thus, the researcher-coordinator observed their activities closely to provide the necessary assistance and find out what challenges they were facing. For instance, participants might not admit their actual responses when their peers provide constructive feedback. Therefore, the researcher-coordinator observed their activities in the Padlet e-portfolios to see whether they were welcoming peer feedback and whether they were taking into consideration their peers' feedback when applying content from the training. In addition, the teacher's ability to recall the lesson, reflect on it, conclude, and plan for future work was monitored. How participants constructed their self-reflection was observed to analyse the teachers' improvement in engaging in self-reflection about implementing the training and how they improved their teaching practices throughout the study period.

Data Collection and Analysis

The Padlet PD training implementation comprised five cycles, as displayed in Figure Two. Each cycle was designed to progressively guide the participants throughout each training objective, thus providing scaffolding from one stage to the next. Following recommendations from Xerri and Campbell (2016), the participants received guided hands-on training on Padlet, such as connecting, accessing training content, interacting features, sharing content, interacting with others, and providing constructive and supportive feedback. From the third cycle onwards, participants were progressively trained to interact within the Padlet CoP, by producing and sharing documentation related to their classroom practices and self-reflections, and developing the content of their e-portfolio (Tanner, Longayroux, Beijaard, & Verloop, 2000; Walsh & Mann, 2015).

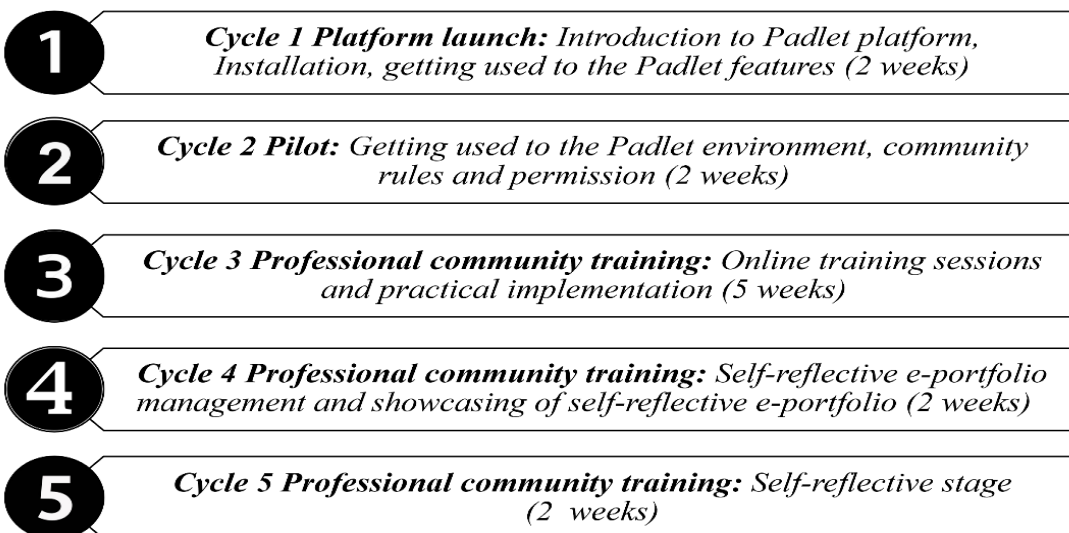


Figure 2. Padlet Mobile PD progressive scaffolding cycles

Throughout the cyclical implementation, data were collected using semi-structured interviews with each participant, an analysis of documents, and structured observations of the participants' activities in Padlet. A systematic grounded theory research method was chosen to conduct the investigation, where the researcher adapted the three-stage coding scheme from Corbin and Strauss' (2008) grounded theory for cyclical data collection and analytical phases. Systematic grounded theory data collection and analysis procedures were conducted throughout the design, piloting, and refining of the intervention stages until the stabilizing phase and model development was reached, as revealed in Figure three.

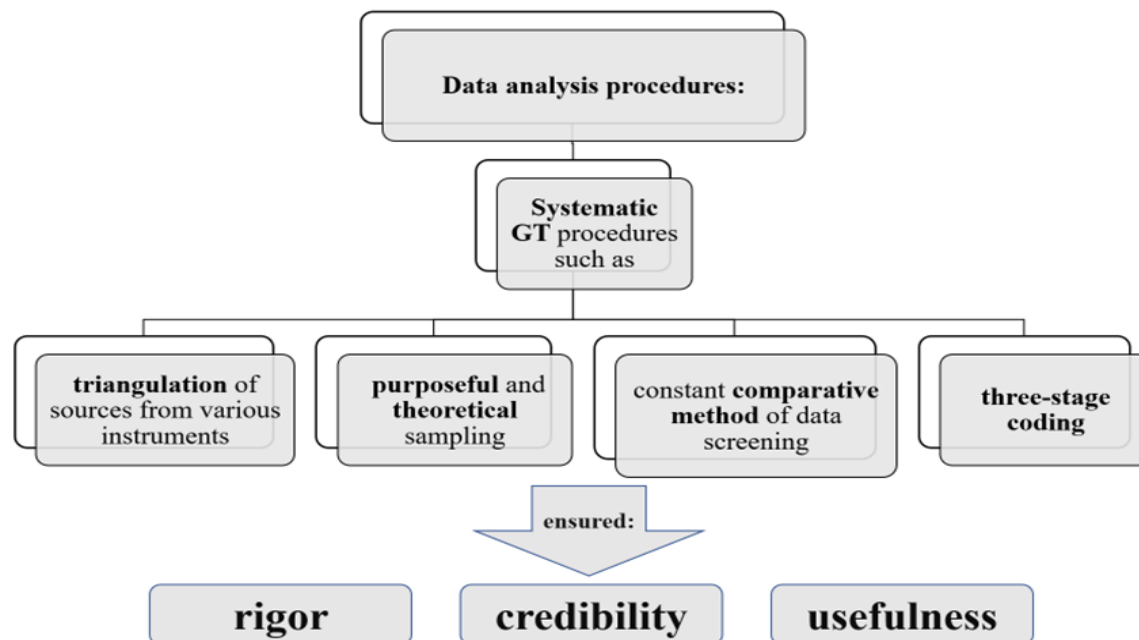


Figure 3. Systematic grounded theory data analysis procedures

Open coding is the first stage from the initial coding of the data by segmenting the data into codes. In this stage, initial categories emerged from grouping codes into categories and subcategories. Axial coding is the second stage, where categories from the open coding are analysed to identify a core category from which relationships emerge with the other categories, identified as causal conditions, contextual and intervening conditions, adaptive strategies and reactions, and consequences to the adaptive strategies. In this stage, the interrelationship of causal conditions, strategies, contextual and intervening conditions, and consequences is represented in a diagram with a coding paradigm. Finally, relationships are investigated during the selective coding stage to create a working theoretical model that offers an abstract explanation of the process under investigation, specifically the processes involved in the successful integration of Padlet PD training into classroom practices (Corbin & Strauss, 2008). This stage involves testing relationships as hypotheses, sifting through all the data sets, and using diagramming and coding stages to reveal the relationships. The emerging Padlet Mobile PD training Model was verified using the data sets, categories, and diagrams produced with ATLAS.ti software (Lewins & Silver, 2014).

The Technological Pedagogical Content Knowledge (TPACK) model was used to facilitate and monitor transferring theoretical and technological knowledge of the Padlet Mobile PD training content into teachers' practices (Yu & Franz, 2017). The TPACK model was used alongside with

the Ministry of Education's standards and criteria for teachers' classroom visits. The researcher stopped collecting data when the saturation of categories and relationships was achieved.

Research Procedures

Padlet PD training content and delivery

The PD training content focused on transitioning from face-to-face teaching to e-learning during the COVID-19 pandemic. Teachers needed training and guidance to cope with the transition to distance learning. PD training was done to refresh and deepen teachers' technological and pedagogical knowledge of online EFL teaching. The PD training content covered four topics: designing a teaching plan for distance e-learning, designing synchronous online lessons, delivering online courses, and assessing learners in the online classroom. Table one details Padlet training delivery sequencing.

Table 1. *Padlet mobile PD training transfer sequencing*

1	Individually: Construction of knowledge - Watch the recorded training session on Padlet.
2	Padlet CoP: Co-construction of knowledge - Discuss the content of the training session in the Padlet online discussion forums (PODFs).
3	In pairs: Hands-on practice – Knowledge transfer into teaching practice -Design lesson plans, PowerPoint presentations for synchronous lessons, online class tests, etc. - Upload a sample to the PODFs to be shared with the Padlet community of practice (CoP).
4	Padlet CoP: Co-construction of knowledge - Self-reflection - Receive feedback from the Padlet CoP. - Apply feedback to enhance their lesson, delivery, and assessment plans.
5	Individually: Knowledge transfer into practice - Plan, deliver and record a synchronous lesson with their students - Upload teaching materials to their Padlet Reflective E-portfolio - Upload the recording to their Padlet Reflective E-portfolio - Share portfolio with the CoP
6	Padlet CoP: Co-construction of knowledge - Receive feedback from the CoP Individually: Self-reflection - Write their self-reflection. - Upload their self-reflection to their Padlet Reflective E-portfolios

The participants could work individually and collaboratively to apply the PD content discussed in training. Throughout the training, participants were assisted in producing samples for implementing the training. Hands-on sessions involved the participants designing their online lessons, implementing them in their classroom, and uploading them in their Padlet reflective e-portfolios (PRE-Ps). In the third sequence, hands-on practice sessions involved the participants in pairs, thus providing peer scaffolding for transferring PD training content into actual tasks, such as designing online lessons and assessment plans. In the fourth sequence, the teachers shared their sample lesson and assessment plans with the Padlet CoP through forums to receive feedback for

improvement from all the participants. Subsequently, in the fifth and sixth sequences, the teachers implemented improved lesson plans in their online synchronous classrooms. Teachers recorded the lessons and shared their Recorded Synchronous Lessons (RSLs) with the Padlet training community, targeting the co-construction of knowledge through peer feedback. Throughout the training, the PD instructor monitored, facilitated, and analysed the interactions in the Padlet online discussion forums, as shown in Figure Four.

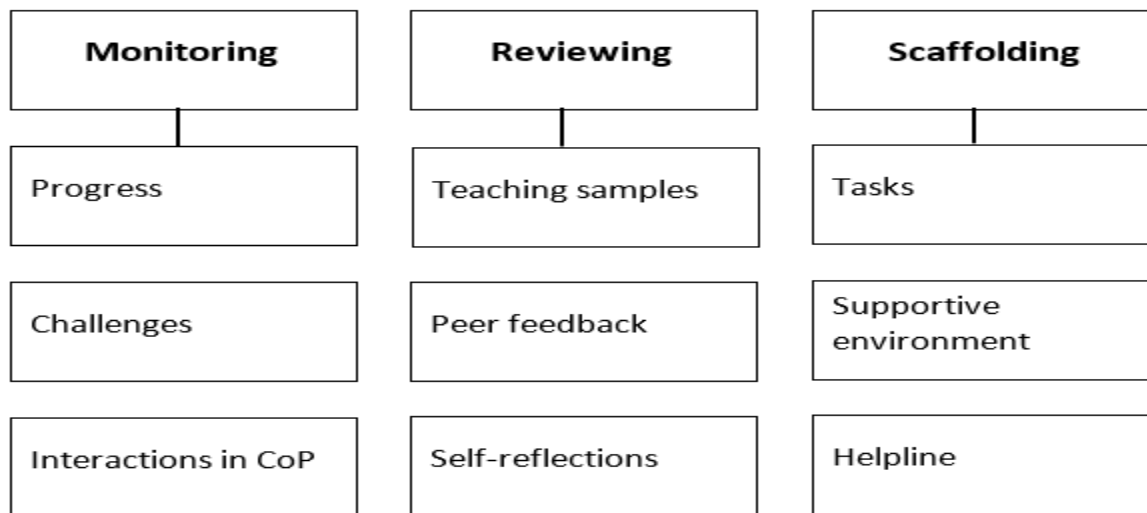


Figure 4. Instructor’s presence in the CoP

The participants created their Padlet self-reflective portfolios enriched with teaching materials produced during the training, and Recorded Synchronous Lessons (RSLs), as detailed in Figure five. The researchers reviewed and analysed the content of the Padlet e-portfolios (PRE-Ps) to monitor, facilitate, and assess the acquisition and transfer of the Padlet PD training content into teaching practices.

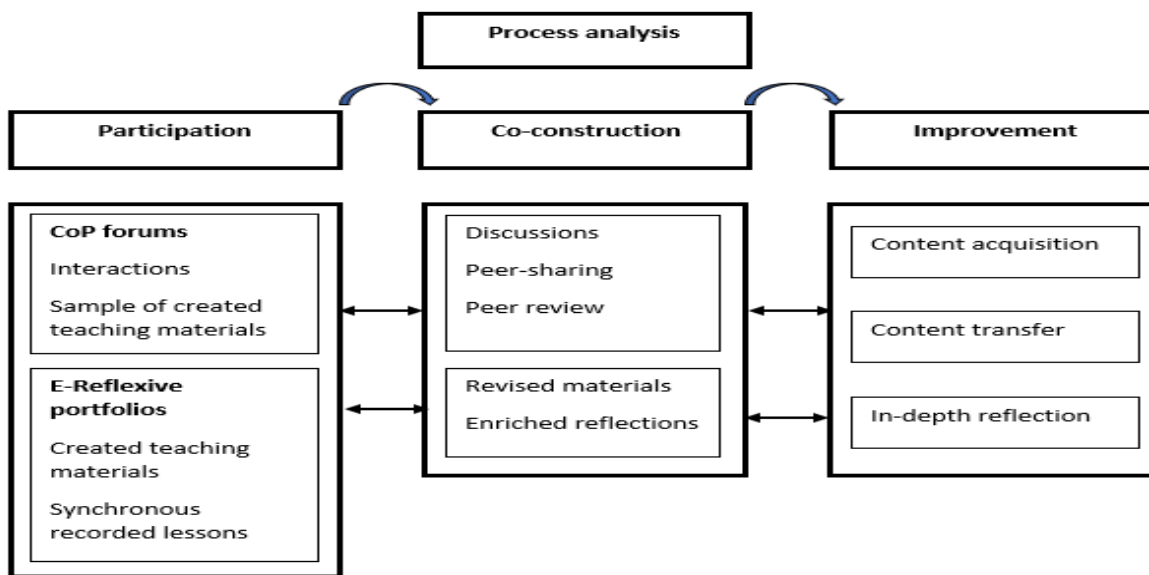


Figure 5. Analysis of content acquisition, transfer, and reflective processes

Findings

The cyclical implementation and continuous analysis allowed the researcher identify the benefits and drawbacks of using Padlet as a training delivery platform. Each cycle refined the implementation to solve the issues encountered during Padlet PD training. This perfected framework is reflected in the emergence of the **Padlet Mobile PD Model for novice EFL in-service teachers**, as shown in Figure six. The model that emerged at the selective coding stage demonstrates how to design a Padlet PD training model to enhance novice EFL in-service teachers’ PD regarding regular participation, active participation, acquisition of content of training, and content transfer into teaching practices. The Padlet Mobile PD model for novice teachers comprises three main components. These are the use of Padlet as a training delivery platform, the Padlet CoP, and reflective e-portfolios.

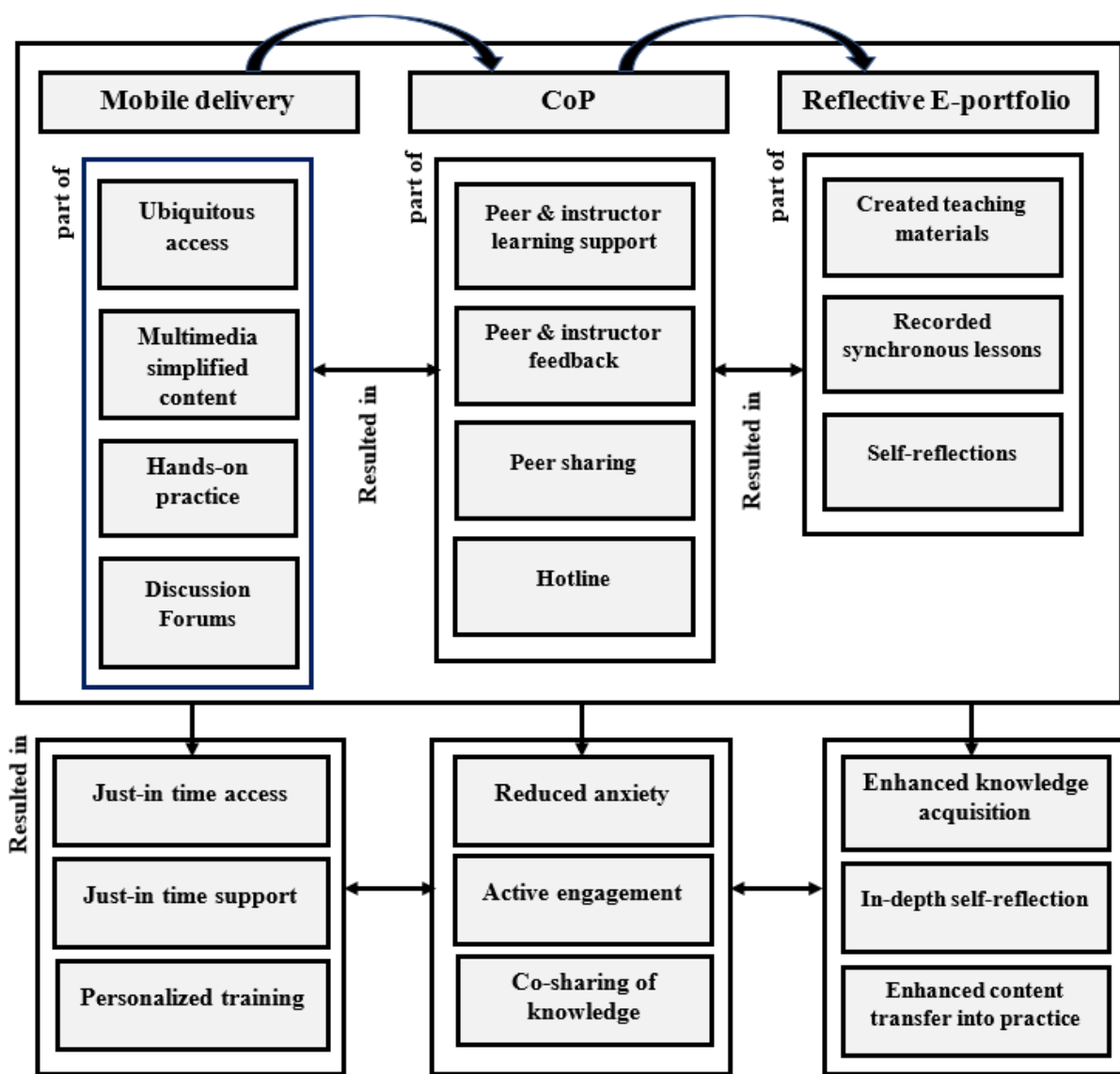


Figure 6. The Padlet Mobile PD Model for novice EFL in-service teachers

Padlet as a training delivery platform

To answer the first research question, the essential benefits highlighted were that the instructor provided authentic examples of how to apply theoretical knowledge in class, and multimedia simplified content. Rimas said: “When I see **examples...**, I understand **clearly**, and that is what I **like** in the Padlet workshops.” Aya highlighted: “The instructor used **multimedia**, which made it **easier** for us to **understand** the **training information**.”

These teachers concluded that having hands-on practice and examining each other’s prepared teaching materials during the training allowed them better understand the training topics. According to Saba, participants “**understood** the content **better** because these workshops were **about practicing** in the classroom.”

Moreover, the primary goal of installing Padlet on the participants’ mobile devices was to facilitate their attendance in PD training sessions. The participants highlighted the usefulness of Padlet as a PD training delivery platform because it enables just-in-time and ubiquitous access to workshop content. Rimas said: “With **Padlet**, you can **watch** the workshops on your **phone**, and you can see it **many times**.”

Providing authentic examples illustrating how to apply information was beneficial as it was triangulated with the data obtained from overall self-reflection and the observation protocol of the first and second training sessions. The benefits of these examples were expressed by some of the participants, such as Rimas and Zina, in their overall self-reflection, highlighted in the observation protocol of Cycle 1 Week 2 and the observation protocol of the third training session. These examples allowed the participants understand the workshop content and allowed them to recall the steps required in applying these sessions while producing their teaching materials, and assisting them to implement the content of the workshops in their classrooms. Importantly, providing examples of successful practices helps make PD training more effective.

The benefits of providing simplified content supported by multimedia were demonstrated in the observation protocol of the first training session, in addition to mentioning it by some of the participants in their overall written self-reflection.

Having hands-on practice and using mobile devices to access the training materials facilitated transferring training content into teaching practices. This feature was highlighted by some participants, such as Khadija, in the overall written self-reflection. This contributed to effectively acquiring the content of these training sessions.

Padlet CoP

In answering the second research question, participants viewed the CoP as a community where they could work together and gain peer assistance and feedback through the Padlet online discussion forums (PODFs) accessible from their mobile devices. These forums were convenient places where participants could discuss the training content and collaborate with colleagues. These forums facilitated the interchange of ideas and systematic implementation of the training content. As Zina noted, “It was **easier** to **remember how** to **apply what I learned** in workshops in **my class** because we did **practice with friends**.”

Critically, in the current study, knowing each other resulted in a greater acceptance of peers’ viewpoints and feedback, which allowed participants enhance their academic accomplishments. Saba disclosed that “In the Padlet workshops, we **could express** our **opinions freely** when offering **feedback** because **we knew our colleagues**. This allowed us to work **collaboratively** to **develop** ourselves **professionally**.” Moreover, participants could access their

colleagues’ Recorded Synchronous Lessons (RSLs) and the teaching materials posted in these forums, showcasing how they transferred the workshop content into their classrooms.

Interaction and collaboration among the participants were beneficial for creating knowledge and improving the participants’ teaching techniques. According to Zina, “**Reviewing** the work of other **colleagues** allowed us to **benefit** from their **ideas** and the **strategies** they use.” Khadija disclosed: “It **helps me a lot to be better** because your **colleagues** are like a **third eye** for you. They can see things you cannot see in your work and your teaching.”

Notably, participants noted that the Recorded Synchronous Lessons (RSLs) provided increased accessibility and increased the frequency of attending these lessons. Specifically, mobile access increased peer observation attendance due to the flexibility of participation. Crucially, peer observation was more beneficial, as it allowed the participants to pay more attention to detail due to a lack of distractions. Similarly, Rimas said, “I **liked** the idea that I could **attend** these RSLs **more frequently** from my phone. **Watching** these RSLs **benefited me more** because I could **focus** more as I felt **more comfortable**.”

Throughout the journey, participants metaphorically took each other’s hands and learned together while assisting, encouraging, and supporting each other in addressing problems encountered during training. Participants in the CoP showed their appreciation through comments, which contributed to this positive attitude, as did the fact that working with peers made complex training tasks more manageable. For instance, Zina disclosed: “My **colleagues** were **encouraging** me to **do better** next time, and they **made me work harder** to improve,” and Mira explained, “The **content** is **simple**, and when you **work with friends**, it becomes **simpler**.” The contribution of the Padlet CoP is presented in the axial coding model in Figure seven.

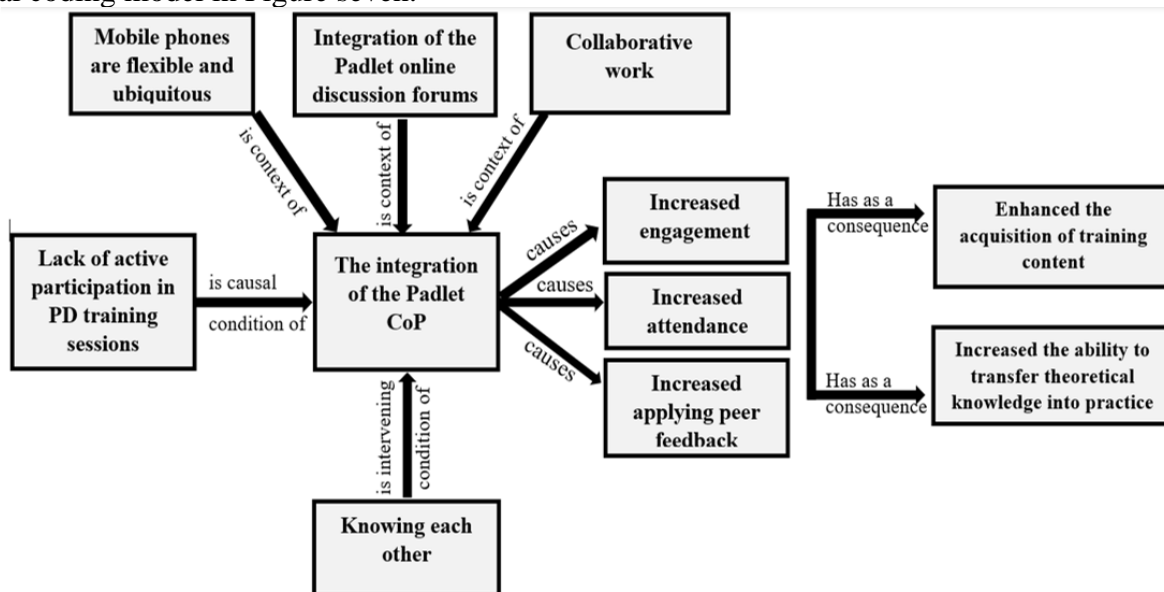


Figure 7. Padlet CoP axial coding model.

Based on the observation protocol and as found in the analysis of artifacts such as the analysis of the peer feedback, because of this favourable impression, there was an improvement in participation, better use of peer critique, and increased involvement during the sessions. This increased engagement led to a more effective learning of content and a more effortless transfer of

theoretical information from training sessions to practical knowledge in their lessons.

Padlet Reflective E-Portfolios

Establishing the e-portfolio in the Padlet online platform installed on the participants' mobile devices was helpful to these novice teachers. Padlet on mobile devices provided every participant instant and continuous access to the content of their e-portfolios, including recorded synchronous lessons and self-reflection. This made it easier for them to attend each other's RSLs, which boosted the impact of these peer observations on their professional progress.

The Padlet e-portfolio emerged as a secure place to save and retrieve their work and showcase their professional abilities because the utilization of Padlet facilitated the addition and organization of content in the participants' portfolios as it supports multimedia. Rimas illustrated: "I find it a **safe** place because in the e-portfolio your **teaching materials** will be **there for you when you want them**. You **only** need to open the **link** and find all your work."

These components inspired and motivated the participants to grow professionally. Saba explained: "**Constructing an e-portfolio** was a **new experience** for me. Thus, I was **excited** to **create** it because I can **save** my work and **show my achievements** as **evidence** of my **improvement**."

When the participants reflected on their teaching techniques, the PRE-P was a valuable tool. It facilitated reviewing the videos of their RSLs more effectively, leading to producing self-reflections in a more efficient and systematic approach due to multimedia. Zina explained: "**Going through** the lesson **recording** in the e-portfolio **allowed** me to write a **self-reflection easily, quickly, and orderly**."

Additionally, participants disclosed that examining their RSLs increased their awareness of the efficacy of their strategies. This resulted in teachers' competence and expertise improving. Similarly, Mira explained: "When I **revise my lessons** and videos in my **e-portfolio**, I can see that some points **need** more **improvement** in my **teaching**." Additionally, Khadija said: "**Reviewing** each other e-portfolio, **allowed** us to **think critically** about **how we can improve** our lessons because we **see the work of different teachers**."

Furthermore, the findings showed that the commenting function in PRE-P made the feedback easier to perform. Padlet encouraged receiving constructive feedback from Padlet CoP. Similarly, Saba stated, "**Padlet** is a **good** program to **get comments** from others to **improve ourselves**." This benefited the participants' improvement in teaching and fostered self-reflection in their teaching practice. Moreover, they disclosed that they loved reading comments on their work provided by the members of the Padlet CoP. Notably, the participants expressed their satisfaction and gratitude for overcoming the challenges they encountered and for encouragement through the CoP to continue progressing. Aya disclosed: "I **appreciate peer comments** because they gave me **ideas** on **improving my teaching practices** in RSLs and **allowed** me **understand the information** in these **workshops**."

As can be inferred from the analysis of artifacts and observations, there was a significant contribution resulting from integrating PRE-P into teachers' TPACK. Therefore, transferring training content to teaching practices is easier and more effective.

Padlet PD Training Challenges Reduced within the CoP

Participants noted that they encountered some challenges while participating in the current study. However, the CoP helped lessen their negative influence, as shown in Figure eight. For

instance, some participants disclosed that due to poor internet connection, accessing links for Padlet workshop content was sometimes tricky. As a result, the researcher provided them with other options, such as using QR codes and downloading these sessions to be accessed offline when they faced an unstable connection.

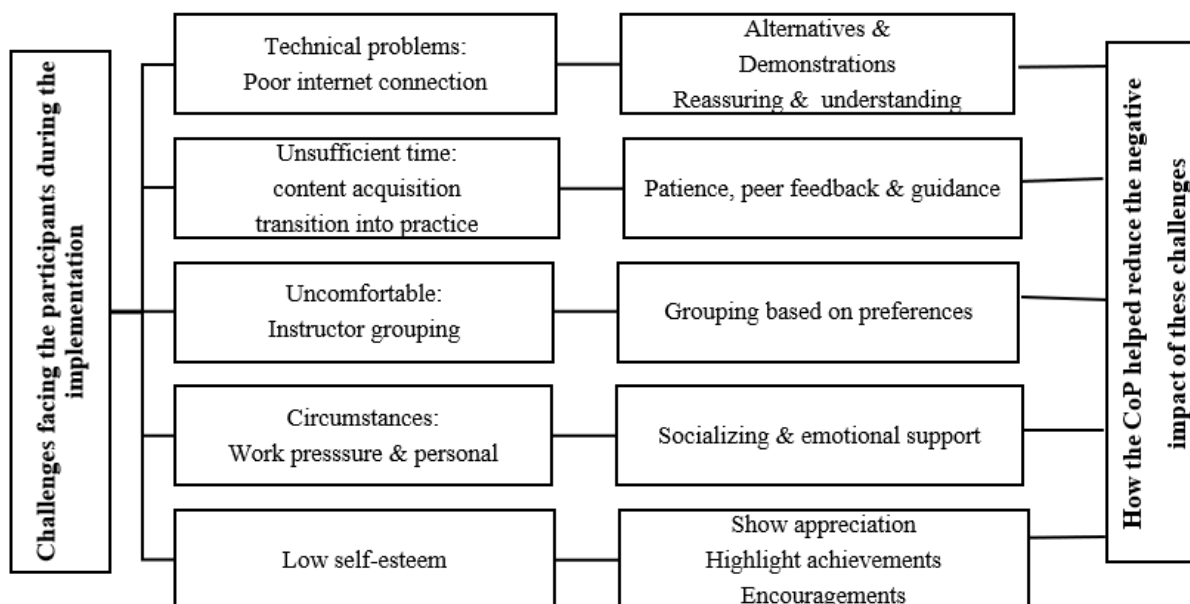


Figure 8. Challenges and coping strategies to reduce the negative impact

Notably, grouping during the training sessions was left to the teachers' selection, as some teams did not feel at ease working with colleagues picked up by the researcher during the previous sessions. Significantly, when individual participants experienced negative emotions, members of the Padlet CoP offered supportive comments, encouragement, and reassurance to the participants through the hardships they encountered.

Discussion

Just-in-time Access

As can be seen from the answer to the first research question in the Findings section, there are some benefits of Padlet as a training delivery platform. The mobile Padlet PD training environment met novice EFL teachers' needs for just-in-time learning, accessibility, and attendance flexibility. Papadakis, Kalogiannakis, Sifaki, and Vidakis (2018), La Hanisi, Risdiany, Dwi Utami, and Sulisworo (2018), and Healy, Block, and Kelly (2020) noted similar benefits from mobile and multiplatform training environments. Consequently, heightened attendance and participation contribute to increased access to training materials and community support. Moreover, just-in-time access to simplified multimedia theoretical content and practical content demonstrating the application of theoretical knowledge in real contexts enhanced novice EFL teachers' engagement in PD training. This finding concurs with Peeples, Hirsch, Gardner, Keeley, Sherrow, McKenzie, and Kennedy (2019), who highlighted the effectiveness of multimedia training in facilitating learning and acquisition. Hands-on online lesson planning, practical delivery sessions, and peer feedback further contributed to the training participants' learning, acquisition,

and transfer of PD content, as triangulated with Sadeghi and Richards (2021). They stated that when teachers are engaged in the planning and implementing PD training content in their classrooms, they gain ownership of the learning, which facilitates the acquisition of content knowledge. This is likely to result in transferring training content into effective teaching practices, thus improving students' opportunities for learning. As a result, hands-on practice within the CoP aided the acquisition and transfer of theoretical training content from the workshops into practical teaching strategies directly transferable in their classrooms.

Ubiquitous support from CoP

As can be inferred from the answer to the second research question in the Findings section, there are some significant contributions to the integration of the Padlet CoP. Interaction and collaboration among peers resulted in a dynamic co-construction of knowledge, where participants confronted their views and discussed training content sometimes at odds with their opinion. This is consistent with Nami, Marandi, and Sotoudehnama's (2018) findings. Collaborating with peers and reviewing peer-produced teaching resources has contributed to successfully transfer of training content into teaching practices. For example, joint reflective discussions within the community led to shared problem-solving, such as classroom and time management. This finding resonates with Alabbad and Bin Huwamel (2020) and Chen (2021). A favorable learning community led to a virtual circle of engagement, where increased engagement led to effective content acquisition. In turn, it facilitated transferring the theoretical content into EFL novice teachers' practices, which agrees with Ellis's (2015) findings. In addition, knowing their colleagues was beneficial to the participants, which put more emphasis on the benefits of the Padlet CoP. These findings contradict the results of a study conducted by Sari (2019), in which the researcher stated that in the Padlet chatroom, anonymity became one of the most significant aspects, as participants were more comfortable giving and receiving feedback anonymously.

Multimedia E-reflective portfolios

As can be seen from the answer to the third research question in the Findings section, the Padlet mobile and multimedia e-portfolios emerged as a secure place to save, retrieve, reflect, and showcase professional development. These components inspired novel EFL teachers to grow professionally by documenting their teaching and displaying their accomplishments. Such findings concur with Basken (2008), who noted that using e-portfolios allowed enhance teaching skills, and Alzouebi (2020), who noted that using e-portfolios to document and display teachers' accomplishments allowed enhance their teaching techniques. The e-portfolios led to a systematic approach to self-reflection, with participants disclosing the documenting and reflecting, increasing their awareness of effective teaching strategies and the need for improvement. Likewise, according to Gugino (2018), multimedia in e-portfolios allowed enhance teachers' reflective practices and technological competence (Eissa, 2019).

The current study resulted in the active involvement of novice teachers throughout implementing the Padlet Mobile PD framework such as sharing their ideas and their teaching practices by using PODFs and the PRE-P. Mainly, implementing this study assisted teachers in grasping the training materials and better relating theory to practice. Thus, it resulted in an enhanced transfer of training content into their daily classrooms. The Padlet mobile CoP reflective training allowed enhance teachers' teaching methods and allowed in assisting them in becoming better teachers.

Crucially, the effectiveness of collaborative work and interaction among participants, which occurred significantly in the current study, is vital for structuring knowledge by working with peers. This supports the principle of the dialogic and collaborative approach mentioned by Walsh and Mann (2015). The Padlet CoP allowed support novice EFL teachers as they had easy and constant access to training information. Delivering mobile PD programs reduces commuting and time constraints. Furthermore, the flexibility in attendance enhanced teaching and learning processes.

Moreover, such a model could benefit supervisors and senior teachers (SETs) since Padlet makes it easier for them to organize and conduct training sessions without finding a suitable time due to the busy schedules of all parties. In addition, supervisors and SETs may deliver these workshops to teachers from other schools as supplementary materials. In addition, it could benefit PD trainers replicating and adapting the model within their context, adapting multimedia content delivery to trainees' needs. Significantly, stakeholders could use the Padlet Mobile PD Model to enhance PD transfer into teaching practices owing to the flexibility and convenience of mobile delivery. Currently, only a limited number of teachers can be involved in face-to-face PD programs because of the considerable budget costs and organizational issues. Applying this model could facilitate the organization of mobile PD training programs for teachers. The resulting model provides EFL professional development instructors with a framework to design the Padlet PD training model to enhance novice EFL teachers' PD regarding regular participation, active participation, acquisition of training content, and content transfer into teaching practices.

Conclusion

The researchers aimed to design, implement, and investigate an alternative PD environment specifically designed to support novice in-service Omani EFL teachers in a primary school because novice EFL in-service teachers often struggle to transfer theoretical knowledge into practice. To investigate this issue, the researchers selected six novice EFL in-service teachers as part of an alternative Mobile PD program delivered through the Padlet platform. This study enhanced the PD content transfer into the teachers' teaching practices because of how the training was prepared and implemented. The findings highlighted three essential elements within mobile Padlet training, which are Padlet as a multimedia content delivery platform, Padlet CoP, and Padlet reflective e-portfolio, and strategies PD trainers can use to foresee and address difficulties that may arise while conducting Padlet Mobile PD training. Consequently, the resulting Padlet Mobile PD Model for novice EFL in-service teachers represents a considerable contribution to the future of novice teachers' training because of the novelty of the three-dimensional components of the model. Notably, the Padlet PD training is expected to benefit teachers, students, supervisors, senior teachers, researchers, trainers ready to adapt and replicate the intervention, and stakeholders willing to use the model to enhance PD training in their respective contexts. To summarize, the alternative Padlet professional training was perceived as a novelty by teachers who had never been exposed to mobile online training, the Padlet platform, the CoP, or a reflective e-portfolio. Most importantly, novelty, flexibility, and usefulness produced feelings of enjoyment and motivation for the teachers engaged in the current study. Consequently, enjoyment led to participatory engagement and, thus, to more successful content acquisition, and a more effective transition into teaching practice. This is congruent with the findings of Nadeem (2021), who noted Padlet's qualities in fostering a positive learning environment. Significantly, according to the researchers' best knowledge, this grounded action research study represents a novel venture into investigating

the Padlet mobile PD training program for novice EFL teachers. As such, future research is needed to expand implementing the Padlet Mobile PD training model to other EFL contexts and subjects. A quantitative investigation could measure teachers' perceptions of their improvements using the Technological Pedagogical Content Knowledge (TPACK) model.

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