

Using Padlet in Secondary English Language Classroom: Perceptions and Practices

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Abstract

Article History

Submitted:

6 December 2023

Reviewed:

13 January 2024

Accepted:

30 May, 2024

QR Code:

Publisher

Research and
Innovation Committee
(RIC), Vishwa Adarsha
College, Itahari,
Sunsari, Koshi
Province, Nepal.

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The research study aimed to explore the perceptions and practices of using the Padlet application in the secondary English language classroom. The research participants of this study included ten secondary-level learners from one of the reputed schools in Itahari Sub-Metropolitan City, Nepal, out of whom five were boys and five girls. The data/narratives were collected through the help of semi-structured interviews. The Narrative inquiry was taken as the research method for the study. A purposive sampling technique was used to choose the representatives who were familiar with using the Padlet application. The data was analyzed by drawing common themes from the narratives. The findings of the study demonstrated that learners felt positive while using the Padlet application in their classroom. It showed the various significance of Padlet which could foster the level of learners in different ways. The research study explored the significance of using the Padlet application in improving writing skills, collaboration, and teamwork, raising interest, fostering digital skills and knowledge and motivation as well as developing the communication skills of the learners. The study also highlighted some of the difficulties and challenges encountered while using digital tools in the English language classroom.

Keywords: Padlet, perception, practices, writing skills, EFL classroom

Introduction

Teaching writing is one of the complex language skills for teachers in the English as a Foreign Language (EFL) context. Jong & Tan (2021) state that “English is a tough language skill for teachers to teach students how to write meaningfully and at the same time grammatically accurately” (p. 412). Various learners show the complexity in framing the sentences and paragraphs in their English writing classes. Moreover, Nunan (2001, as cited in Lestari, 2017) views that the most challenging ability for language users to acquire is writing expressively and fluently. Similarly, Ien et al. (2017) further highlights that writing seems to be a complex productive skill for students. EFL learners frequently struggle with their writing since it is one of the most difficult language skills that demands a lot of commitment and dedication on the part of the learner. Teaching writing to learners in the classroom is a difficult task for EFL teachers (Alfaqeh, S. R. A., 2022). So, it is very necessary to address the writing skills from the grassroots level in our context which can help further improve the writing skills among learners in the language classroom.

Writing is a means for expressing ideas and letting feelings and thoughts in the written form. It comes under the productive skills to construct words, sentences, and paragraphs. Mulyadi et al., (2021) express that those productive skills enable the pupil to produce the language from words and sentences and they can express things through the written text. Writing is “a skill used to convert information and develop the learners’ thinking ability in written form” (Nasser, 2018, as cited in Rony, 2021, p. 1).

Writing is one of the useful but complex skills in the English language classroom. It requires several certain skills and norms such as arranging and developing the ideas and thoughts, choosing the correct words, and practicing the various grammatical devices to be concerned with the ideas (Nik et al., 2010; Yunus et al., 2013 as cited in Ien et al., 2017). It plays one of the determining roles in the teaching and learning process and fosters several other skills like the careful selection of phrases, words, and sentences, knowledge about grammar, styles, and organizational patterns and skills (Yunus & Chien, 2016). Thus, writing is an essential skill in an English language classroom which involves demonstrating our thoughts that have the proper information flow and structure.

Due to the rapid increase in technological devices and digital educational resources, various new online platforms take place to address and facilitate the teaching and learning process. Padlet is one such application. It is a cloud-based software-as-a-service platform that facilitates online collaboration (www.Padlet.com). It is an important platform where we can create virtual bulletin walls and enable users to create, arrange, and upload the contents (images, files, documents, PDFs, links, and different videos). We can create posts, photo albums, and wallpapers, present and share, collaborate with people, and organize the ideas visually in the online platform. Fuchs (2014, as cited in Alfaqeh et al., 2022) states that Padlet helps in creating the free space that helps to encourage classroom participation and support in their assessment activities. It can be a good platform for interaction by enhancing creativity, and collaboration and even letting users place comments or responses in their colleagues' writing.

There is a great necessity to explore online educational tools and resources like Padlet which can motivate and support learners. The research findings of Rashid et al. (2019) showed that Padlet encourages involvement in class activities among pupils. Similarly, the study of Kimura (2018) depicted that Padlet encourages learners to make the connection between technology use and classroom learning. The research carried out by Awaludin et al. (2017) found that Padlet allows students to participate in peer learning and self-evaluation, which enhances their writing skills. Using a Padlet application is significant for both educators and learners to enhance their teaching and learning process. It can bring a newness to change our traditional teaching styles.

With Padlet, students may create private or public online walls, comment on postings made by friends or teachers, exchange data, and share things including files, slideshows, and images (Suryani & Daulay, 2022). Padlet promotes a collaborative platform for the learners to foster their new ideas and thoughts and enhance their creativity level. In a similar vein, Waltemeyer et al. (2021) noted that “the use of Padlet as an educational tool promotes creativity and collaborative learning among students and serves as a valuable learning resource” (p. 94). It shows about development of some of the aspects of 21st-century skills among educators and learners.

Shy learners can motivate themselves to evoke their thoughts in the virtual space and foster their communication skills through a written form. To support this, England (2017) expressed that Padlet is a useful resource that may help students become more motivated for learning and teaching tasks. “Padlet also can raise the level of student engagement and foster a positive environment within virtual classrooms” (Deni & Zainal, 2015 as cited in Wahyuni, 2023, p. 31). By offering a variety of electronic learning opportunities to meet learning objectives, Padlet may be used in combination with other digital tools to enhance teaching-learning processes (Ali, 2021). It can thus become one of the significant tools for bringing change in teaching and learning. Padlet helps to create flexible learning environments and supportive learning communities so that students may engage with their peers less stressfully (Beitz, 2019). Thus, the learners can benefit a lot and find a unique space to improve their writing skills in the Padlet application.

This article investigates the perceptions and practices of using Padlet in the secondary level classroom in Nepal. The research questions that guide my study can be listed below:

- i. How do learners perceive the use of the Padlet application in the Secondary English language Classroom?
- ii. How does the learner benefit from the Padlet application in the Secondary English language Classroom?

Literature Review

In this section, I reviewed the concept of using the Padlet application in English writing, and its significant features linked to the Connectivism theory and highlighted some of the previous studies concerned with the Padlet application.

The Use of Padlet in English Writing

Writing is one of the forms of written communication to express our ideas and thoughts in the written means. Writing is “an outstanding communication skill that plays an important role in the learning of a foreign language” (Simin & Tavangar, 2009 as cited in Defilippi 2020, p. 54). Teachers often assign the learners a topic and the

learners write them on the paper or notebook and submit them to their teachers for the grading process. This easily reflects that there are still traditional practices in the writing process through hard copy. But nowadays, there is the availability of different writing forums and sites where students can simply join online and express their thoughts by typing in the respective sites. They can explore their colleagues' writings. The teachers can easily provide them feedback and respond to them online.

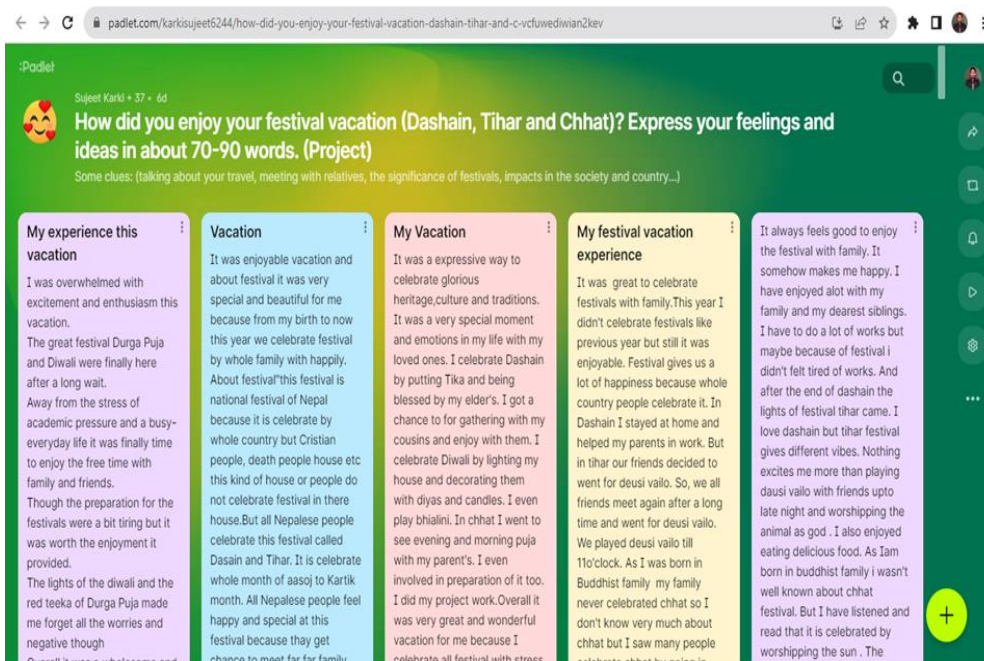
Padlet has been one of the significant pedagogical tools to support learners in their learning process. The results from Suparmi (2023) have revealed that Padlet is helpful in English writing. Moreover, Jong & Tran (2021) portrayed Padlet as one of the important tools for the writing assessment to the learners. Mahmud (2019) conveyed that Padlet would assist the learners in enhancing their English writing instruction. Furthermore, writing can be made more engaging and effective with the aid of Padlet (Effendi et al., 2020). This research showed that the Padlet application is significant in supporting English writing and improving writing skills among learners. It has further enhanced the writing performance of the learners in the English language classroom.

The Features of Padlet

Padlet is a virtual platform in which we can designate one or more walls to hold and add the content we want to share. Padlet, “which is formerly known as Wall Wisher, is a free web-based application that allows teachers and students to create an online bulletin-like board” (Sangeetha, 2016, as cited in Jong & Tan, 2021, p. 414). It is like an online board or sticky notes where we can design and create beautiful projects and posts on our own (see Figure 1). Padlet is an online site where learners can post their content such as images, documents, videos, and texts from anywhere on the respective page (Fadillah, 2021). There are multiple options available on the Padlet site like uploading files, attaching links, location, web search, polling, audio, and video recorder which are beneficial for us.

Figure 1

Learners' assignments made with Padlet



(Source: Screenshots taken from: <https://Padlet.com/karkisujeet6244/how-did-you-enjoy-your-festival-vacation-dashain-tihar-and-c-vcfuwediwian2kev>)

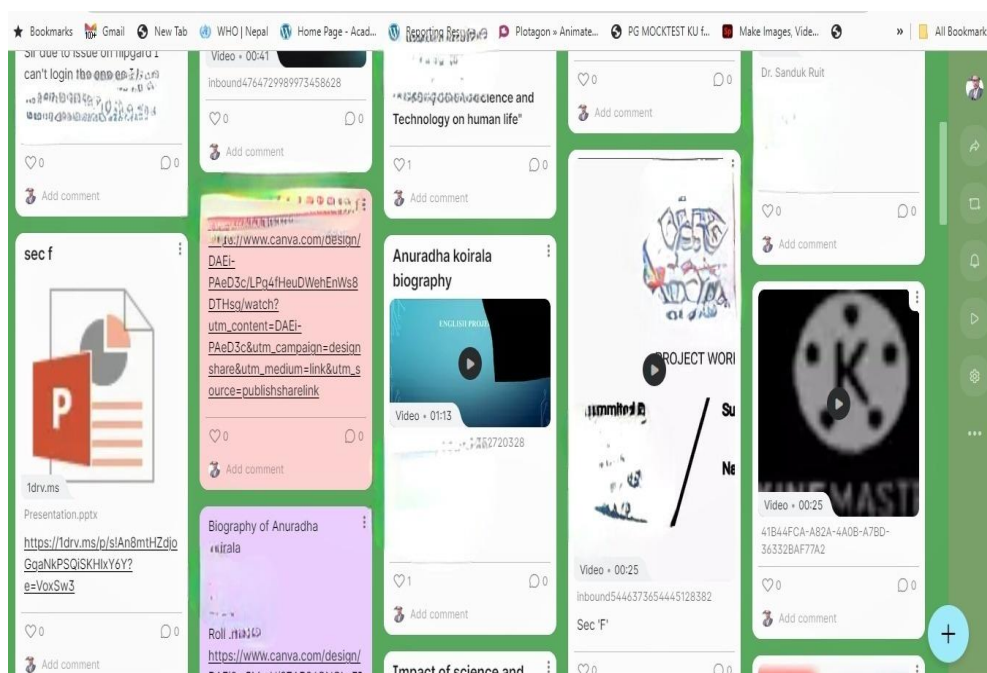
Aneros and Herniwati (2020) state that the use of Padlet is possible via the official website or the Padlet apps that are accessible with iOS and Android smartphones. To start with the Padlet, at first, we have to click on the plus (+) button or double-click anywhere to write and make our posts. In the free version, we can only create three walls per account, whereas- in the premium (paid) version, we can build and store several walls. Padlet facilitates the learners to engage in both the physical and online means so, it can be taken as an important tool in the teaching and learning process (Fisher, 2017 as cited in Waltemeyer et al., 2021). We can post comments, click the reactions (star, vote, like, grade) button, give questions, insert valuable resources and materials in the Padlet, get real-time updates, and even create collaborative activities.

Furthermore, there is the availability of a variety of options like backgrounds, headings, descriptions, icons, appearance, layouts, posts, content, and formats to make arrangements for the walls (which are available in the settings options) in the Padlet.

Learners can work together on projects and other assignments in the classroom or at home by using Padlet (Toti, 2018) which can enhance their learning process and further motivate them to complete their assigned tasks and projects through the colourful walls and boards.

Figure 2

Learners' Resources/Projects in Padlet



(Source: Screenshots taken from: <https://Padlet.com/Sujeet2051/project-presentation-by-students-from-vishwa-adarsha-college-hd1faolnl21lsoi>)

Some Previous Studies

The goal of Suparmi's research (2023), "Students' Perception and Acceptance of Using Padlet as a Digital Tool for English Writing Skills," is to find out what the students think about and how accepting they are of utilizing Padlet as a tool for learning English writing. Seventy students participated, and ten were interviewed in addition to a questionnaire helping to gather data. The results demonstrated how Padlet helps and inspires students to learn English writing while also enhancing their writing abilities. The goal of Olives and Llerena's research project, "Use of Padlet for the implementation of the writing process," (2023) was to improve English language learners' writing skills by implementing the writing process through the cooperative use of the technological

tool, Padlet. Forty high school students were included in the study sample. The findings showed that using Padlet collaboratively helped to boost students' self-esteem and inspire them to complete writing assignments. Similarly, Fadillah (2021) attempted to investigate the views of the students and their interest in writing activities following their use of Padlet in her study. The data was collected through interviews with twenty-five students. The outcomes of the study showed that students felt positively about using Padlet for writing assignments.

Moreover, the goal of Rony's (2021) research was to learn what the students thought about the use of Padlet in the EFL writing classroom. Purposive sampling was used to gather data through questionnaires and interviews, with a total of 82 people making up the study sample. The outcomes demonstrated that Padlet was a useful tool and made a big difference in the EFL writing classroom. Likewise, Nurramdaeni et al. (2021) examined how students utilize Padlet to help them write descriptive texts and outlined their thoughts on the application of Padlet as a teaching tool for descriptive writing. The participants of the study included three learners and semi-structured interviews were conducted to collect the data from the participants. The study's conclusions indicate that group members may utilize Padlet to create descriptive writings together.

Additionally, the Padlet has been a useful tool to help students communicate their ideas and get encouragement during their learning process. Similarly, Abdelrahman (2014) conducted a study aimed to investigate the effect of using Padlet on enhancing female Saudi EFL learners' writing performance. The study sample consisted of twenty-four students (randomly selected) divided into a control group and an experimental group. The outcomes demonstrated how well the Padlet helped the participants' writing abilities. Thus, the past studies reviewed here expressed that Padlet plays a crucial role in enhancing writing skills and activities. There is a great significance of digital tools and resources in bringing the new change in the language classroom. The studies carried out by several researchers such as Suparmi (2013), Fadillah (2021), Nurramdaeni et al. (2021), and Olives and Llerena (2023) have revealed and emphasized the results that Padlet assists and motivates learners to improve their writing skills. So, this study is more relevant to know the significance of

Journal of Vishwa Adarsha College (JOVAC), Vol. 1, No. 1, June 2024
ISSN: 3059-9083 (Online) ISSN: 3059-9083 (Print)

the Padlet application in the English language classroom so that we can engage our learners to write in the virtual place.

Connectivism Theory

Connectivism theory was introduced by two prominent theorists, George Siemens and Stephen Downes in 2005. It is a relatively new surface in reaction to how education is evolving in the digital era (Alam, 2023). It is concerned with the role of internet technologies like browsers, wikis, videos, blogs, online discussions, and social networking sites to bring new changes in the learning process. To support this, Alam (2023) states, “Connectivism posits that knowledge is not only acquired through traditional means such as textbooks or lectures but also online communities, social media, and other technological platforms” (p. 2). The idea that people establish connections as a way of processing information and learning is the cornerstone of the connectivism theory of learning (WGU, 2020). Connectivism “elucidates how the internet has generated different and varied chances for human beings to learn from the internet and each other” (Bharucha, 2018 as cited in Dziubaniuk et al., 2023, p. 6).

Similarly, WGU (2020) expressed that this paradigm has emphasized the creative approaches to learning through the use of technology at the beginning of the digital era. Dziubaniuk et al. (2023) state that, “Connectivism embraces knowledge as a network where the learner, with the help of digital technologies, develops mental connections between pieces of information during interaction with various information sources” (p. 1). Siemens (2005 as cited in Mampota et al., 2023) highlights that connectivism may encourage learners' independence and self-directed learning since it gives them the freedom to move via different networks to create their knowledge. Technology has also been a key concern in connectivism theory. By utilizing Padlet in the classroom, educators may expand their pedagogical approaches beyond what is achievable in traditional virtual learning environments (Waltemeyer, 2021). This theory is applicable and significant for the research to explore how Padlet plays a determining role in bringing new changes in the learning process in the present time. This also incorporates the necessity of learning digital skills and knowledge to enhance our growth and connection in the digital period.

Methodology of the Study

Research Design and Paradigm

The research study followed the qualitative research design intended to explore the perceptions and practices of using the Padlet application in the English language classroom. I used the narrative inquiry as a method to examine the perceptions of secondary-level learners in using the Padlet in their classrooms. Narrative inquiry is a method of considering and analyzing experience (Clandinin, & Huber, 2010). Narrative inquiry allows the researcher to more precisely define experiences and maintain context, which results in a deeper analysis of the data (Kerwin-Boudreau & Butler-Kisber, 2016). With narrative inquiry, the questions are meant to help the researcher feel and understand the participant's world rather than to try to explain or predict the participant's reality (Wang & Geale, 2015). Narrative scholars code the data from the stories into categories or themes and the reader can better comprehend the story's complexities and the characters' experiences by being aware of the topics (Pandey, 2022). So, I chose this method which can be significant for collecting the narratives (data) from the participants based on their experience and practices of using the application in their classroom and to reach the major findings of the study.

Research Participants and Study Site

The research participants of the study included ten secondary-level learners (5 boys and 5 girls) from one of the reputed schools in Itahari Sub-Metropolitan City (Sunsari district). The learners were from two different class sections. The participants were selected through the purposive sampling technique. This type of sampling is simple, flexible, and facilitates the purpose of the study. I had chosen the participants to be part of the sample with a specific purpose i.e., they can be the representatives of the population and it can be relevant to my research study. I chose those learners who had already been familiar with completing their assignments in the Padlet application. Moreover, they are aware of key features and options available in Padlet.

Research Instrument

To investigate the perceptions of using Padlet and its practices in the English language classroom, the data were collected through semi-structured interviews following some of the specific guidelines. The interview was recorded on a laptop after the proper consent from the participants.

Data Gathering Procedures and Analysis

I first transcribed the collected data from the participants. Then, I organized the data systematically. I coded the transcription of data to generate the common themes. Then, the common themes were categorized into different sections after reading them several times to answer my research questions. Then, I combined the obtained data to draw the major findings. I analyzed the narratives (data) obtained descriptively.

Major Findings and Discussion

I have collected the data through the semi-structured interviews. The data were analyzed descriptively. The obtained data were interpreted through the common themes, as presented in the sections to follow:

Fostering Collaboration Skills among the Learners

Padlet is one of the most important resources for helping students improve their teamwork. Padlets can be used by teachers and learners in the classroom which can show their independent and collaborative work (Algraini, 2014). Padlet has served as a forum for students to exchange their invaluable concepts and materials. In support of this, Participant 'E' said that Padlet "*... helps me in fostering a dynamic learning environment and encourages interaction and group discussion*". The students made an effort to work on the shared platform so they could discuss related assignments while sharing experiences. Padlet facilitates the introduction of fresh concepts and promotes group learning. With the Padlet tool, educators and learners may work together on writing assignments, access resources from the classroom, provide comments and do research-related activities (Zhi & Su, 2015). Students can add their thoughts and comments to Padlet's shared space. In the students' posts, teachers have the opportunity

to provide constructive criticism. It may distinctly show how well educators and pupils work together. We can engage in the discussion process from which we were able to see the diverse perspectives of the learners on the same topics.

Using the Padlet application in the classroom fosters more cooperation and collaboration among learners because learners can access the virtual walls or posts at any time and from any location on the online platform. (Ali Mahmud Diab, 2019). Participant- 'F' said, "*Due to its interactive and collaborative nature, Padlet allows me to engage in various activities like posting thoughts, and sharing resources which helps in the means of exchanging and cooperating... I used to interact with my colleagues*". Moreover, Participant- 'C' said, "*Padlet involves teamwork... through the online platform as I used to share the resources with my friends as well as it helps to me to facilitate critical thinking*". This indicates that Padlet supports team building and we can think from multiple perspectives about the topics. It can further help to improve the learning process.

Improving Interactions among Learners

In the virtual platform, we can exchange textual messages with each other. We can discuss thoughts and viewpoints on the topic at hand as well as our experiences utilizing Padlet. In daily tasks, it could lead to an insightful discussion. Learners can engage in virtual walls to discuss basic to complex educational challenges with professionals (Weller, 2013 & Jaganathan, 2016 as cited in Fadillah, 2021). It plays a crucial part in improving communication skills and enables users to express their thoughts and receive immediate responses from instructors.

To support this, Participant- 'C' said, "*... It can help in improving our communication skills...*" The learners can reflect their experiences in the written form which is also a means of communicating with our thoughts. Stannard (2015 as cited in Ali Mahmud Diab, 2019) emphasized how well the Padlet application works as a tool for brainstorming, project work, and class discussions in the language classroom. To quote Participant - 'D', "*In Padlet, communication is in the form of written form... we can understand each other's views... and we can communicate through writing*". Putman

(2014) asserts that Padlet can facilitate easy communication and teamwork, and learners can express their thoughts easily. Padlet gives learners easy access to a variety of responses from their colleagues during the writing process, enabling them to participate and enhance their peer learning and self-evaluation. Padlet also boosts motivation and maintains the interactions between teachers and students. (Suryani & Daulay, 2022). According to Zainal and Deni (2015), Padlet supports the development of a virtual classroom community by allowing students to connect and communicate with several people on the online platform. The importance of Padlet in the communication process helps to facilitate further in their learning process.

Arouse the Motivation

Padlet has emerged as a popular tool for inspiring students' motivation. To support this, Suparmi (2023) stated that Padlet has motivated and created an interesting environment for learners in their English writing. Learners are encouraged to finish their work by staying on the online platform rather than completing assignments and tasks on paper. Participant- D stated, "I think *writing digitally is more interesting for me than writing in copy*". With a Padlet, we may investigate a wide range of topics in the English language, which inspires us. In a similar vein, participant "J" commented, "*Some people are introverts, so for them, Padlet is the most powerful weapon...Even, I used to share the ideas freely and post my thoughts there... it motivates and supports in my learning and English writing*". As students may leave comments and receive feedback from their professors, Padlet encourages them to write in the online forum, as the narrative illustrates.

The research done by Suryani & Daulay (2022) highlighted that "... Padlet has unique features that make learning and teaching more enjoyable. The implementation of Padlet in writing class resulted in increased students' motivation" (p. 186). This can also clearly show the significance of using the Padlet in the English language classroom. In a similar vein, Participants - 'E' and 'I' agreed that Padlet "*motivates in learning English... helps in English writing because Padlet gives a lot of platforms for me... it helps me to get the digital support, inserting images, videos, gifs, visualizing the things*

and providing the diverse contexts like images, links...". This demonstrates how learners found the Padlet application to be more engaging and how it inspired them to expand their digital knowledge and abilities even more due to its variety of alternatives. Rather than writing the appropriate assignments in a second instance, they attempted to participate in the many activities offered on the website, which attracted their attention. *"They can further investigate the many facets of a topic and even in the larger sense"* as Participant - "G" said. This demonstrates how important Padlet is in captivating people's interests and inspiring them to write online in today's digital age.

Developing and Strengthening English Writing Proficiency

Padlet is one of the important educational resources which helps to improve the writing abilities of the learners. Fadillah (2021) states that "Padlet builds students' interest in writing activities as the students could be more creative and confident in the learning process" (p. 58). The learners can develop their unique thoughts and ideas and become confident to take charge of their learning process. The majority of the respondents felt that using Padlet for writing assessment was easier and simpler than using traditional methods in writing (Jong & Tan, 2021). The students' writing organization can be improved as a result of the teachers' prompt criticism. Padlet *"collaborates..., is multimedia friendly... and beneficial for improving my writing skills,"* according to Participant- 'E'. Similarly, as noted by Participant-"H", *"Padlet improves my writing skills... It is important in today's world. Padlet helps students... improve in academic writing assignments..."* This shows that Padlet can enhance writing skills like framing the answers, organizing and making the writing structure as well as choosing the appropriate words and sentences to complete the assigned tasks given by their teacher. This also shows the significant value of Padlet for the learners.

The research of Awaludin et al. (2017) discovered that Padlet promotes group learning and increases the writing skills of the learners through self-evaluation. Students have the option to revise their work in response to comments from teachers and peers through peer and teacher correction and feedback. The research of Etfita & Wahyuni (2020) is concerned with the idea that the learners' writing abilities can ultimately be

enhanced by using the Padlet application, as it teaches them how to develop efficient writing skills. There is a significant impact of digital tools in developing the 21st-century skills of learners (Thaha Abdullateef, 2021). Padlet can be used as a tool to help students improve their 21st-century abilities. The research conducted by Ramachandiran & Mahmud (2018) has revealed the significant role of Padlet assessment in supporting the use of the 4Cs (creativity, critical thinking, collaboration and communication). The use of a “virtual bulletin board promotes creativity and collaborative learning in the classroom and optimizes the class performance” (Ramachandiran & Mahmud, 2018, p. 101). Moreover, Mahmud (2023) showed the potentiality of using the Padlet to foster the 21st-century skills of the learners.

Learners may manage and organize their writing and become more enthusiastic and curious about learning languages through technology by using the Padlet application to better their English writing skills (Wiangsima, 2013, as cited in Ali Mahmud Diab, 2019). The majority of interviewees said that using Padlet enhanced their ability to write in English and facilitated the reflection of their thoughts and ideas on a shared platform. To quote, Participant - ‘A’ stated, “... *it can help in English writing skills... we can have language practice*”. Similarly, Participant - ‘B’ said, “*Padlet has increased my creativity... provided feedback in writing which helps to progress in my new work... encourage me to write creatively...*”. It shows that Padlet fosters creativity in students and is especially helpful for shy and hesitant students who want to share their ideas and experiences in new ways. Participant- ‘D’ further noted: “*We can even anonymously, share our views as well...*”. The identity of the author can be made confidential on the Padlet site. Furthermore, Participant- ‘C’ expressed that “*Padlet can also improve writing skills... share our experiences through it...*”. All of this demonstrated clearly how Padlet assists students with their English writing and leads to future improvement.

Challenges Experienced While Using the Padlet Application

Padlet is an internet application that can be accessed through an online platform. Naturally, utilizing the program in online mode may give rise to several technical problems. As indicated by the majority of participants, issues with the internet

connection, technical difficulties, and low student involvement are all possible. Padlet requires a stable or secure internet connection (Kharis et al., 2020; Arif et al., 2020; Anwar et al., 2019). Learners face a great problem in getting access to a secure internet connection (Nurramdaeni et al., 2021) which seems to be true in our Nepalese context. The difficulty with the digital competency was caused by students' lack of exposure to and familiarity with Padlet and it takes time for them to get comfortable with the Padlet application (Ab Hamid et al., 2019). According to Zainal and Deni (2015), students who continuously struggle with internal issues or problems like anxiety and low self-esteem as well as external issues or problems like hardware, connectivity, and the content being taught, would not benefit from using the Padlet application. This can be one of the challenges while using the Padlet application in the language classroom.

In a similar vein, learners may be confused when utilizing the application's features and settings if they do not receive adequate instruction on how to utilize the Padlet. To support this,

Participant - 'G' stated, *"I found no proper guidelines... I faced problems with the devices and due to the limited access to the Internet in my area, I found it challenging to work online..."*. Participant - 'B' expressed a similar reality in her narratives, *"I was a little bit confused... in using the colours, highlights, and features of the Padlet"*. Sometimes, Padlet can be challenging and problematic for those who have limited digital skills and knowledge. Participant- 'C' further noted that *"... Padlet may have limitations on free plans as I guess..."*. This indicates that instructors and students utilizing the Padlet free plan are unable to access the post walls (more than three) or the broader contents. It might be considered one of the difficulties in utilizing the Padlet application freely.

Switching from a Paper and Pencil to an Online Writing Platform

A lot of things are shifting from being done in physical form to being done online because of the development of educational technology and digital resources. One of the benefits of using the Padlet application for learners is that it allows them to study from a distance without having to worry about physical space constraints (Nurramdaeni

et al., 2021). One of the newest digital platforms that gives students a place to work online and improve their digital abilities is the Padlet. Additionally, they may share their thoughts and experiences about the specific digital tools that might help them learn. Participant- D stated, “I was interested to write the things online... than writing in copy...”. They are interested in writing things in the online platform and they were interested in getting the online assessment.

Additionally, this site provides a stimulating environment for students to improve their writing abilities. Even those who are hesitant or introverted can benefit from using the internet platform to express their thoughts and opinions openly and without reservation through the support of the Padlet application. So, the writing has shifted from the traditional modes into the virtual space which further arouses the interest and curiosity of the learners to write online.

Conclusion and Implications

The main conclusions and the discussion that followed made clear the various perceptions of learners and their practices of using the Padlet application in secondary English language classrooms. The study also showed how important it is to use Padlet in several ways, including increasing student motivation, fostering an engaging atmosphere, and improving teamwork, communication, and writing abilities. It also looked at potential obstacles while utilizing digital tools and resources. The use of Padlet appeared to be beneficial and successful in improving students' writing abilities. Additionally, it improved students' academic performance and inspired them to finish the assignments that professors provided. Students discovered that using online resources and tools, such as Padlet, further encouraged sharing and learning by fostering an interactive atmosphere.

Nevertheless, it is important to take into account the obstacles and problems encountered when utilizing digital platforms. Appropriate instructions should be provided to help the students navigate and overcome their confusion. Using the Padlet app, teachers may set ahead enough time for students to do their homework. Additionally, I recommend an experimental study to see how the improvement of

writing abilities differs between experimental and control groups. To improve the learners' 21st-century abilities, comparisons and contrasts may be performed utilizing Padlet and other digitally accessible tools and resources.

Acknowledgment

The author expresses heartfelt appreciation to the anonymous reviewers for their insightful feedback. Sincere thanks are extended to all contributors and supporters for their invaluable assistance in the completion of this research.

Conflict of Interest

The author declares no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

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