

Pre-University Students' Perceptions Towards the Usage of Padlet as a Learning Platform for Collaborative Writing

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Received: 3 September 2025

Received in revised form: 19 November 2025

Accepted: 24 November 2025

Published: 18 December 2025

ABSTRACT

The use of Padlet as a learning component has shifted the traditional teaching model from teacher-centred to student-centred. This is evident in the English language classes, where instructors incorporated Padlet into their teaching modules, especially in English writing lessons. In this study, Padlet was employed as a platform to enhance English language learning through collaborative writing activities. The purpose of this study is to understand the perceptions of pre-university students on the usage of Padlet for English language learning via collaborative writing in a tertiary education classroom. To understand the pre-university students' perceptions towards Padlet as a learning platform for a better collaborative writing, a quantitative study approach was performed. A survey questionnaire was administered to 46 pre-university students at Universiti Malaysia Sabah to gather their feedback on using Padlet for English language learning. The survey results suggest that Padlet serves as an effective platform for collaborative writing among pre-university students.

Keywords

Padlet; Collaborative Writing; Tertiary Education Classroom; ESL Learners; Digital Feedback

Introduction

The incorporation of Information and Communication Technology (ICT) into English language lessons has significantly moulded pedagogical approaches and enhanced opportunities for the implementation of interactive practices and student-centred learning. In Malaysia, ICT usage in classrooms is increasingly viewed as a main influence in enhancing English language proficiency, promoting learner autonomy, and fostering collaborative learning environments Adzhari et al. (2023). Despite these developments, English as Second Language (ESL) learners endure challenges in developing coherent, accurate, and well-structured written texts, especially when confined to traditional paper-based modes of instruction Baharudin et al. (2023). These difficulties highlight the need for digital tools that support collaboration, immediate feedback, and multimodal engagement. In response to these instructional and learner challenges, educators have adopted digital platforms such as Padlet to conduct a more interactive and collaborative writing practices.

Padlet is a web-based collaborative platform that has gained popularity as a means to promote participation, creativity, and interaction in writing classrooms. Findings from previous studies have shown that Padlet promotes brainstorming, inspires peer feedback, lessens writing anxiety, and increases motivation (Devi and Puspitasari, 2023; Rehman et al., 2025; Rashid, Yunus, and Wahi, 2019). Through its interactive features, Padlet allows student users to construct meaning collectively and engage more actively in the writing process. Although digital collaborative tools are widely explored, there is still a lack of research focused on pre-university learners, who are preparing to transition into a more demanding tertiary education setting. During this phase, providing these learners with collaborative writing activities is crucial to improve both language accuracy and critical reasoning. Despite the increasing use of Padlet in educational settings, research on pre-university students' perceptions of using this platform for collaborative writing remains limited. Gaining insights into these perceptions is crucial for educators to effectively integrate such tools into their teaching practices. This study aims to explore the perceptions of pre-university students regarding the use of Padlet as a learning platform for collaborative writing. The quantitative study was designed to measure the respondents' experiences and attitudes across five key categories: Ease of Use and Comfort with Padlet, Enjoyment and Interest in

Using Padlet, Interaction with Peers, Impact on Writing Skills, and Attitudes Toward Traditional Writing and Error Correction.

The outcome of this study offers valuable inputs for educators who wish to incorporate collaborative writing tools into their teaching strategies. By understanding students' perceptions, educators can better mould their instructional approaches to capitalize on the benefits of digital platforms like Padlet in enhancing students' writing skills.

Numerous research has emphasised the benefits of collaborative qualities in the learning process. Collaborative writing plays a vital role in academia, offering significant advantages for language learning among ESL or L2 learners. Storch (2005) observed that collaborative writing contributes to the development of text coherence, grammatical accuracy, and complexity. Lin and Maarof (2013) noted that collaborative writing increases learners' writing abilities and language proficiency. Notably, another recent study that investigated the association of collaborative writing in a Malaysian secondary school also coined that such approach is effective and feasible in enhancing 21st century's learners' writing ability (Azman & Ayub, 2021).

Literature Review

Writing Challenges in ESL Classrooms

As documented by Azmar and Razali (2024), writing remains a taxing skill for many ESL students, as they often face struggles with idea generation, content organisation, and maintaining motivation throughout the writing process among Malaysian learners in recent studies. Lecturers similarly emphasise complications in teaching academic writing, noting limitations such as inadequate instructional time, uneven levels of learner readiness, and the lack of continuous scaffolding that students require to improve themselves. Baharudin et al. (2023) further highlight that the high cognitive demand of writing process from the planning, drafting, revising, and finally editing adds an additional layer of challenge, especially for learners who have not yet internalised these processes. Collectively, these findings underscore the necessary act for innovative, technology-backed methods that provide more genuine opportunities for feedback, reflection, and collaboration.

Collaborative Writing and Pedagogical Benefits

Collaborative writing includes learners working together to construct a text, assign meaning, and provide mutual scaffolding. This process reinforces grammatical accuracy, content development, and overall writing quality (Storch (2005); Lin & Maarof (2013)). Aligned with the Malaysian education reforms in the 21st century, peer learning is an essential component in an effective classroom management with collaborative tasks shown to enrich learners' critical thinking skills, confidence and engagement (Seng et al. (2020); Azman & Ayub (2021)). By highlighting the importance of shared responsibility and accountability, collaborative writing supports both linguistic development and vital soft skills such as communication and teamwork.

Padlet as a Tool for Collaborative Writing

Padlet is recognized as an effective digital platform to support interaction, creativity, and collaborative creation of written texts. Research shows that Padlet allows learners to brainstorm ideas collectively, upload drafts, and provide synchronous or asynchronous peer comments, forming a dynamic and supportive writing ecosystem (Devi and Puspitasari, 2023). Several previous studies highlight Padlet's role in the improvement of motivation, reduction of writing anxiety, and vocabulary development, and also nurturing richer peer feedback (Rehman et al. (2025); Rashid et al. (2019a)). Additionally, Padlet's multimodal features support creativity and encourage experimentation in writing tasks (Devi and Puspitasari, 2023; Esteban and Mejía, 2024).

Padlet Compared to Traditional Writing Practices

Despite Padlet's functionality to provide interactive and collaborative opportunities, traditional and conventional writing approach remain valued for their familiarity and perceived cognitive advantages. Some learners still opt for handwritten drafting as it helps them think more analytically, organise ideas, or reduce distractions (Elboshi, 2021).

At the same time, other studies on Padlet underline that digital collaborative platforms foster greater participation, more frequent revision, and meaningful peer interaction, especially when learners exchange ideas and feedback in an online space (Devi and Puspitasari, 2023; Rashid et al., 2019). These findings suggest that combining both traditional writing practices and digital tools such as Padlet can provide a more comprehensive and meaningful learning experience, especially for pre-university students developing the academic writing skills needed for higher education.

Methods

For this study, a quantitative approach was employed, involving an online survey designed to understand students' perceptions of using Padlet as a platform for collaborative writing in an English language classroom. The survey, adopted from a study by Zaidi Mahmud (2019), aimed to discover students' experiences and attitudes across five main categories: Ease of Use and Comfort with Padlet, Enjoyment and Interest in Using Padlet, Interaction with Peers, Impact on Writing Skills, and Attitudes Toward Traditional Writing and Error Correction. This research was held at Universiti Malaysia Sabah, with 46 pre-university students participating through the Microsoft Forms platform. The respondents, chosen through convenience sampling, included 32 females and 14 males, aged between 17 and 18 years old. The compilation of data was completed through online survey which consisted of 22 primary 5-Point Likert scale statements (Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)).

To ensure content validity, the questionnaire was evaluated by two English language instructors who assessed the wording, alignment, and appropriateness of each item for pre-university learners. Reliability was established using Cronbach's Alpha, yielding a coefficient of 0.90, indicating high internal consistency across the questionnaire items.

Ease of Use with Padlet: *To capture the students' perceptions of how user-friendly and accessible they found the platform.*

Enjoyment and Interest in Using Padlet: *To understand their engagement and motivation when using Padlet for English writing activities.*

Interaction with Peers: *To explore the extent to which students participated in and benefited from peer feedback and collaboration on the platform.*

The Impact on Writing Skills: *To assess whether the use of Padlet contributed to the improvement of their writing abilities.*

Attitudes Towards Traditional Writing and Error Correction: *To understand their preferences and behaviours related to conventional writing practices and how they compared to the digital experience on Padlet.*

Implementation of Collaborative Writing Activities

To support the integration of Padlet as a collaborative writing tool, a series of structured writing tasks was implemented over a nine-week period. Throughout the sessions, students were required to take part in both individual and group writing tasks on Padlet, which included brainstorming, drafting, responding to peers' posts, and revising their own work. These activities were incorporated into regular classroom lessons to ensure authentic and continuous engagement with the platform. During selected lessons, the instructor evaluated students' written work submitted on Padlet as well as their handwritten drafts produced during in-class activities. Feedback was provided through both digital comments on Padlet and traditional written remarks, allowing students to experience multiple modes of feedback and compare their effectiveness. This dual-mode feedback approach aimed to boost learners' writing accuracy, promote reflective revision, and nurture meaningful peer interaction throughout the collaborative writing process.

Results

Table 1 presents students' perceived ease of use of Padlet. The mean scores for this category ranged from 4.09 to 4.30, showing that students generally found that Padlet is easy to use for English writing. The highest-rated statement was "It is fast and convenient to update information on the Padlet" (Mean = 4.30), while the lowest was "I feel it is quite easy to create and publish my own Padlet" (Mean = 4.09). Overall, students feel confident in using Padlet, implying that the platform is user-friendly and accessible for pre-university students.

Table 1. Ease of Use with Padlet

No.	Statement	Mean	Standard Deviation
EU1	I feel it is quite easy to create and publish my own Padlet.	4.09	0.94
EU2	I think I have no difficulty in using my Padlet.	4.20	0.86
EU3	I feel comfortable using the Padlet for English writing.	4.26	0.83
EU4	It is fast and convenient to update information on the Padlet.	4.30	0.92

Next, table 2 summarises students' perceptions on enjoyment and interest in using Padlet. Scores in this category were consistently high, with means ranging from 4.02 to 4.46. The most appreciated item was "I am glad that I have my own English class Padlet" (Mean = 4.46), while "I like posting many articles and photos or clips of films on the Padlet" had a slightly lower average (Mean = 4.02). Students generally found the Padlet platform enjoyable and engaging, which likely heightens their motivation to join in collaborative writing activities.

Table 2. Enjoyment and Interest in Using Padlet

No.	Statement	Mean	Standard Deviation
EI1	Writing in English on Padlet was enjoyable and interesting.	4.26	0.83
EI2	I like posting many articles and photos or clips of films on the Padlet.	4.02	0.86
EI3	I am glad that I have my own English class Padlet.	4.46	0.72

Table 3 shows the interaction with peers in Padlet. The mean scores in this category varied more widely, from 3.70 to 4.41. "Reading the comments and entries of my peers on the Padlet helped me to learn and improve my own English writing" received the highest average score (Mean = 4.41), denoting that peer interaction is perceived as valuable. "I like making comments on my classmates' posts" was the lowest-rated statement (Mean = 3.70). While students appreciate feedback from their peers, they are less enthusiastic about actively commenting on other students' posts, suggesting that this is an area where further encouragement might be needed.

Table 3. Interaction with Peers

No.	Statement	Mean	Standard Deviation
IP1	I like to invite my classmates to read my postings.	3.98	0.83
IP2	Reading the comments and entries of my peers on the Padlet helped me to learn and improve my own English writing	4.41	0.58
IP3	I like making comments on my classmates' posts.	3.70	0.87
IP4	Responding to the comments received on my postings improves my English writing.	4.37	0.64
IP5	I found it's not difficult to comment on the postings of my peers.	4.13	0.78
IP6	I like having classmates make comments on my posts.	4.26	0.74

Next, table 4 presents the impact of Padlet on writing skills. This category had some of the highest average scores, with means ranging from 3.98 to 4.65. The statement "I learn more new words when reading my friends' postings"

received the highest rating (Mean = 4.65), demonstrating a strong perceived impression on vocabulary acquisition. Students believe that using Padlet positively affects their writing skills, particularly in terms of vocabulary and careful writing, which highlights the educational benefits of Padlet as an educational tool.

Table 4. Impact on Writing Skills

No.	Statement	Mean	Standard Deviation
IWS1	I am more careful with my English writing when involved with the Padlet activities.	4.30	0.66
IWS2	In general, I feel that my English grammar has somewhat improved since I involved with the Padlet activities	3.98	0.61
IWS3	I learn more new words when reading my friends' postings.	4.65	0.48
IWS4	I think it is a good idea to use Padlet to practice writing skills in English.	4.30	0.79
IWS5	I always check my sentences before I post my writing on the Padlet.	4.43	0.69

Next table 5 presents attitudes toward traditional writing and error correction in using Padlet. This category showed the lowest average scores, with means ranging from 2.78 to 4.26. "I don't like to check my English writing when I write on paper" and "When I write on the Padlet, I don't worry about mistakes" had the lowest scores (Means = 2.85 and 2.78, respectively), indicating a preference for digital over traditional methods.

Table 5. Attitudes Toward Traditional Writing and Error Correction

No.	Statement	Mean	Standard Deviation
EC1	I do not think to learn to write in English on Padlet is a waste of time.	4.26	0.68
EC2	I don't like to check my English writing when I write on paper.	2.85	1.11
EC3	When I write on the Padlet, I don't worry about mistakes.	2.78	1.01
EC4	I am more active in checking up meaning of difficult words in the dictionary when involved with the Padlet activities.	4.15	0.87

Students seem to prefer writing on Padlet to traditional paper-based methods, but there is a moderate concern about making errors, which proposes that while digital platforms are favoured, there might be a need for more robust error-correction tools or strategies within Padlet.

Based on table 6, the highest average score was recorded in the "Impact on Writing Skills" category (4.33), indicating that students strongly believe Padlet positively influences their writing abilities, particularly in vocabulary acquisition and careful writing.

Table 6. Category Averages

Statement	Average Mean Score
Ease of Use and Comfort with Padlet	4.21
Enjoyment and Interest in Using Padlet	4.25
Interaction with Peers	4.14
Impact on Writing Skills	4.33

Attitudes Toward Traditional Writing and Error Correction	3.51
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The "Enjoyment and Interest in Using Padlet" category also recorded a high average score (4.25), reflecting the students' overall enthusiasm and engagement with the platform. "Ease of Use and Comfort with Padlet" scored marginally lower (4.21) yet still demonstrates a solid level of satisfaction with the platform's usability. Interaction with peers, though generally positive, had a slightly lower average (4.14), suggesting that while students appreciate the collaborative aspect, there is room for increment in participation in peer feedback. Different with the other category, the "Attitudes Toward Traditional Writing and Error Correction" category obtained the lowest average score (3.51), indicating that students may still feel indifferent about transitioning entirely from traditional writing methods to digital platforms like Padlet.

Discussions

The results of this study reveal imperative positive perceptions of Padlet as a collaborative writing platform which is consistent with previous studies that highlights Padlet's user-friendly interface and ability to support student-centered learning (Rashid et al., 2019; Devi and Puspitasari, 2023). The respondents of this study agreed that Padlet was easy to use, convenient for updating posts, and supportive of active participation, aligning with earlier findings that digital tools decrease writing anxiety and promote engagement (Esteban & Mejía (2024). The results highlight the importance of peer engagement, with many students explaining that reviewing peers' posts and receiving feedback helped improve their writing performance. This reflects the collaborative learning benefits described by Storch (2005) and by Lin and Maarof (2013), who discovered that collaboration strengthens idea development and language accuracy. The results support Padlet's role as a facilitator of social learning, nurturing a safe space for peer scaffolding and iterative revision.

Students reported that Padlet helped sharpen their awareness of grammar and vocabulary as well as writing standards. These findings are consistent with previous studies showing that interactive platform such as Padlet motivates users to revise more actively and engage more deeply with their writing (Göçer Demirel et al., 2023). Its compatibility with mobile devices is also associated with the growing global emphasis on mobile-facilitated language learning. While Padlet offers many benefits, traditional writing remains valuable for some learners. A minority of students still favoured writing on paper, claiming it helped them organise their thoughts more effectively, which aligns with findings on the cognitive benefits of tactile writing (Elboshi, 2021). This suggests that introducing Padlet as a supplementary tool may prove to be the most balanced writing instruction to promote ESL lessons.

Conclusion

This study establishes that pre-university students perceive highly positive perceptions toward the usage of Padlet as a collaborative writing platform. The tool's accessibility, visual interface, and capability for peer interaction substantially add to the improvement of engagement and writing development. From the students' point of view, Padlet is valued as a mediating platform that enable them to read and comment on peers' work, revise their own writing, and at the same time, empower their vocabulary knowledge through the exposure of other students' posts. These findings are parallel to the established literature highlighting that Padlet promotes participation, motivation, and writing quality in ESL contexts.

While a small number of students expressed inclination towards traditional writing, the results of the study propose progress that Padlet can effectively complement paper-based tasks by expanding opportunities for collaboration, feedback, and revision. In the attempt to bridge gaps between writing preparedness and encouraging meaningful learning experience, the integration of Padlet into pre-university writing instruction may therefore be advantageous. Future research shall explore hybrid models of digital and handwritten writing, the long-term impact of Padlet on writing proficiency, and Padlet's effectiveness across different language levels. Overall, the present study underpins the value of integrating Padlet as part of a holistic, hybrid writing pedagogy that prepares pre-university learners for the literacy demands of tertiary education setting.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper.

Acknowledgment

I wish to express my sincerest gratitude to my wife, Liyana Khalisa binti Kula for her relentless support and words of encouragement in my academic journey. Also, I would like to extend my thanks to my colleagues for without their valuable insights and constructive discussions, which have contributed to the completion of this work.

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