

## The Padlet Power: Exposing the Success of Writing Learning in University Non-English Basic Classes

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### ABSTRACT

This study seeks to assess the effectiveness of Padlet as a tool for teaching writing in classrooms where English is not the primary language. The research adopts a qualitative case study approach. Data were collected through classroom observations, semi-structured interviews, samples of student writing, and documentation of Padlet usage during writing activities. The findings indicate that Padlet increases student engagement, encourages collaboration, and supports the development of writing skills. The interactive and collaborative features of the platform help students generate ideas, reflect on their writing, and respond to feedback from peers and instructors. In addition, the variety of feedback options available on Padlet allows students to better understand their mistakes and improve their writing through revision. Padlet also provides opportunities for teachers to adapt instruction according to students' learning needs. These findings highlight the potential of collaborative digital platforms to create more interactive and supportive writing environments, offering practical insights for integrating technology into writing instruction in non-English language classrooms

**Keywords:** Differentiation of Instruction; Multimodal Feedback; Padlet; Student Engagement; Media of Teaching

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### INTRODUCTION

The challenges of teaching writing in non-English language classrooms are multifaceted. Students often struggle with generating ideas, organizing their thoughts, and adhering to genre conventions. Additionally, the lack of immediate and constructive feedback can hinder their progress and motivation. Effective writing instruction should involve multiple drafts, continuous feedback, and a clear understanding of genre conventions. This is where Padlet can play a transformative role by providing a platform for real-time collaboration, feedback, and idea generation (Sivakami & Gunasekaran, 2025).

Teaching writing in non-English language classrooms poses significant challenges, including difficulties with generating ideas, organizing thoughts, and adhering to genre conventions (Ghafar, 2023). The lack of immediate and constructive feedback can further hinder student progress and motivation (Rashid & Hui, 2021). Effective writing instruction should involve multiple drafts, continuous feedback, and a clear understanding of genre conventions, areas where Padlet can play a transformative role by providing a platform for real-time collaboration, feedback, and idea generation (Bhowmik, 2023).

Sociocultural theory emphasizes the importance of social interaction in learning, suggesting that learning is most effective within a social context where students can interact and learn from each other (Hedgcock, 2006). Padlet's collaborative features support this theory by enabling students to engage in peer feedback, collaborative writing tasks, and discussions, creating

a virtual discourse community that enhances writing skills and fosters a sense of community and belonging (Amalia et al., 2021; Wahidin et al., 2024).

While Padlet has shown promise in enhancing writing instruction, there is a notable lack of empirical research examining its effectiveness in non-English language classrooms. Most studies have focused on its use in English-speaking contexts, creating a gap in understanding its impact on students learning to write in a second language (Hidayati, 2018). This gap underscores the need for further research to explore how Padlet can address the specific challenges faced by non-English language learners (Adam et al., 2021)

The primary objective of this study is to investigate the effectiveness of Padlet as a tool for enhancing writing instruction in non-English language classrooms. This research aims to answer the following questions: How does Padlet support the cognitive processes involved in writing? In what ways does Padlet facilitate peer and instructor feedback? How does the students' perceptions of implementing Padlet of their writing classroom?

The effectiveness of Padlet in enhancing writing instruction has been documented in various studies. Research shows that Padlet supports cognitive processes in writing by allowing students to organize and present their ideas visually, which aids in the planning and drafting stages of writing (Al Momani & Abu Musa, 2022; Ramadhani et al., 2023) Additionally, Padlet facilitates peer and instructor feedback by providing a platform for real-time comments and suggestions, enhancing the revision process (D. M. T. Nguyen & Trang, 2023) Studies also indicate that the use of Padlet positively influences students' perceptions of writing and increases their engagement in the writing process (Fadillah, 2021).

The potential of Padlet to enhance writing instruction has been supported by research demonstrating its ability to increase student engagement and collaboration (Baidoo et al., 2022). For instance, studies have shown that Padlet can improve students' writing skills by providing a collaborative platform where they can receive immediate feedback and interact with peers and instructors (Lestari, 2017). Additionally, the use of Padlet has been found to enhance the motivation and confidence of students in their writing abilities (Mulyadi et al., 2021). These findings can inform educators and policymakers about effective strategies for integrating technology into writing instruction in non-English language classrooms, leading to better learning outcomes for students (Alzahrani, 2021).

The integration of technology in education, such as the use of Padlet, presents significant opportunities to improve writing instruction. Despite the positive outcomes associated with its use, there is a lack of research specifically examining its effectiveness in non-English language classrooms (Ismawardani & Sulistyanto, 2019). This study aims to fill this gap by providing a detailed analysis of how Padlet can enhance the writing skills of non-English language learners (AbdAlgane & Ali, 2023). By addressing the limitations of traditional writing instruction and utilizing the benefits of interactive and collaborative learning, Padlet can significantly improve writing education, helping students to become more confident and proficient writers (Saepuloh & Salsabila, 2020).

The significance of this study lies in its potential to provide educators with evidence-based strategies for integrating Padlet into their writing instruction practices. By exploring how Padlet can enhance student engagement, collaboration, and writing skills, this research aims to contribute to the development of more effective and inclusive teaching methods. The findings of this study can inform educators and policymakers about the practical applications of Padlet in non-English language classrooms, ultimately leading to improved learning outcomes for students. This study also seeks to explore EFL students' perceptions of using Padlet in collaborative academic writing (Fu & Liu, 2025). It aims to uncover students' experiences, attitudes, and reflections regarding the platform's effectiveness in supporting co-authored writing tasks.

## **METHOD**

### ***Research Design***

This study used a descriptive qualitative research approach to explore how EFL students perceive the use of Padlet in collaborative academic writing. This method is rooted in the principles of naturalistic inquiry, focusing on understanding phenomena within real-life contexts. In this approach, the researcher acts as the main tool for gathering and interpreting data (Bogdan & Biklen, 2003). Descriptive qualitative research is especially effective in capturing the lived experiences of participants, as it allows for detailed and contextually rich descriptions based on verbal expressions, written reflections, and observable actions (Miles et al., 2019). Unlike methods that involve manipulating variables, this approach seeks to understand the meanings that individuals construct in their everyday lives, which aligns with the constructivist perspective that emphasizes subjective interpretation and acknowledges multiple realities.

### ***Participants of the Research***

The participants in this study were fourth-semester students from the non-English class at Universitas Hasyim Asy'ari in Tebuireng, Jombang. A purposive sampling method was used to select students who had previously used Padlet in at least one collaborative academic writing activity. This group was intentionally chosen to allow for a focused examination of students' views, based on their common experience with the digital platform. All participants had prior knowledge of academic writing tasks and had used Padlet as part of their classroom activities guided by their lecturer.

### ***Data Collection Techniques***

Participants' attitudes and experiences regarding collaborative writing with Padlet were thoroughly examined through semi-structured interviews and classroom observations. Semi-structured interviews, serving as the primary data source, were conducted individually after the collaborative writing task to explore students' reflections on the benefits, challenges, motivational factors, and perceived impact of using Padlet. The flexible yet guided format enabled the researcher to ensure thematic consistency while allowing participants to elaborate on their personal insights (Creswell & Creswell, 2023). Further, classroom observations complemented the interviews as a secondary data source, by providing contextual information on learner interaction and engagement during the collaborative writing process.

### ***Data Analysis Techniques***

A three-stage procedure was employed to analyze the data obtained from semi-structured interviews and observations, as per Ary et al. (2010). The first stage, familiarizing and organizing, involved transcribing the interview recordings and observation notes, followed by repeated readings to gain a comprehensive understanding and to sort the data for clarity. In the second stage, coding and reducing, emerging themes and categories such as motivation, usability, anxiety, and peer feedback, were identified, while irrelevant or redundant data were systematically removed. The final stage, interpreting and representing, entailed connecting the findings to relevant theoretical constructs, including sociocultural theory and collaborative writing frameworks. The results were then presented through narrative descriptions, thematic tables, and visual diagrams to ensure both analytical transparency and interpretive depth.

Additionally, the cross-validation of observational findings with interview data was implemented to guarantee trustworthiness and triangulation. Member checking involved asking selected participants to review and confirm the accuracy of emerging interpretations. In addition, peer debriefing was conducted with two external EFL teaching colleagues to confirm coding reliability and enhance the credibility of the analysis.

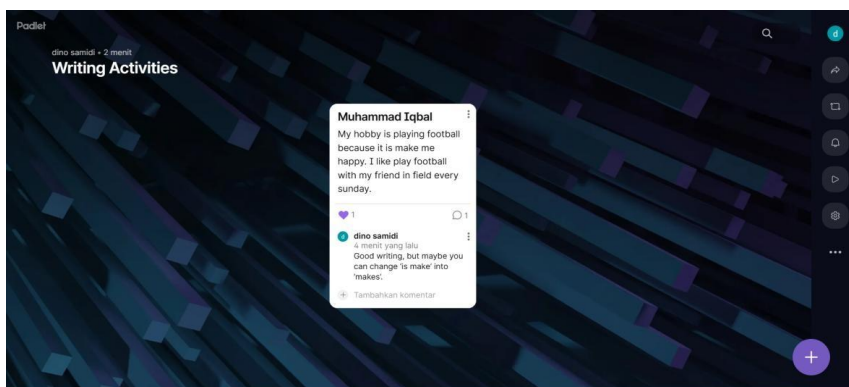
## **RESULTS AND DISCUSSION**

### ***Interactive Features of Padlet for Writing Class***

One of the major strengths of Padlet as a digital learning tool lies in its wide range of interactive features that allow both teachers and students to communicate and collaborate in meaningful ways. Unlike conventional writing activities that typically involve students submitting individual assignments to the teacher, Padlet transforms writing into a shared process of knowledge construction. The platform offers features such as posting notes, leaving comments, uploading multimedia content, and organizing collaborative boards, all of which enhance the interactivity of classroom writing activities. This subsection analyzes the use of these features in the writing classroom, with a focus on how they foster peer-to-peer and teacher-to-student interaction, thereby improving the overall quality of the learning experience.

The first and most essential feature of Padlet is the ability to post short notes or entries (Rohman et al., 2025). This allows students to upload their writing assignments directly onto the platform, creating a shared digital board where everyone's work is visible (Baidoo et al., 2022). For example, students can write short paragraphs on assigned topics, such as hobbies, daily routines, or personal experiences. Once posted, these notes become part of a collective writing wall that is accessible to the entire class. This visibility fosters a sense of community and accountability, as students realize that their work will be read not only by the teacher but also by their peers. As a result, they are often more motivated to make an effort in their writing (Darling-Hammond et al., 2020). Moreover, the process of publishing their work on a shared platform mirrors authentic digital communication, similar to posting on social media, which resonates with the digital habits of today's learners.

Another key feature that greatly enhances interactivity is the commenting function. Unlike traditional methods where feedback is usually limited to the teacher's corrections, Padlet enables both teachers and students to provide comments directly on each posted writing sample. This creates a dynamic environment where feedback is no longer a one-directional process but instead becomes a dialogue. For instance, in one of the observed writing tasks, a student posted the following text:



**Figure 1.** Writing Posts where Teacher Reply to Each Other or Give Simple Comments

*“My hobby is playing football because it is make me happy. I like play football with my friend in field every sunday.”*

In response, a peer provided the following comment: *“Good writing, but maybe you can change ‘is make’ into ‘makes’.”* This simple interaction demonstrates the pedagogical value of Padlet’s commenting feature. The student received immediate, constructive feedback that directly addressed a specific grammatical error while also offering encouragement. Unlike corrections written on paper, which are often seen only by the teacher and student involved, comments on Padlet are visible to the entire class, turning each feedback exchange into a collective learning opportunity. Students can observe their classmates’ mistakes and corrections, thereby reinforcing their own understanding of grammar and writing conventions.

The ability to provide multimodal input is another interactive feature that distinguishes Padlet from traditional writing activities. Students and teachers can not only write comments but also use emojis, images, links, or even audio recordings to support their feedback. While this study focused primarily on textual feedback, the availability of multimodal tools provides opportunities for more creative engagement in the future. For instance, teachers could upload images to inspire descriptive writing, or students might use emojis to indicate their reactions to a peer’s writing. This variety of input types caters to different learning styles and makes the process of giving and receiving feedback more engaging (Zainuddin et al., 2020). Collaborative boards are also central to Padlet’s interactivity. The platform allows for different organizational formats, such as timelines, grids, or walls, which can be tailored to specific pedagogical goals. In the writing classroom, collaborative boards were used to group student work by topic, making it easier to compare and contrast different pieces of writing.

**Table 1.** Interactive Features of Padlet in Writing Classes

| Feature              | Function in Writing Class                             | Example from Data   |
|----------------------|---|---|
| Posting notes        | Allows students to publish their writing publicly     | Student posted: <i>“My hobby is playing football...”</i>                              |
| Commenting           | Enables feedback from peers and teachers              | Peer comment: <i>“Good writing, but maybe you can change ‘is make’ into ‘makes’.”</i> |
| Multimodal feedback  | Supports diverse input (text, emojis, images, audio)  | Potential use of emojis or pictures to react to posts                                 |
| Collaborative boards | Organizes writing tasks for comparison and discussion | Posts grouped by topic (e.g., hobbies)  |

This feature supports peer learning by encouraging students to analyze not only their own writing but also the writing of others. For example, when several students wrote about their hobbies, the teacher organized their posts on the same column of the Padlet board. This made it easier for students to read each other’s texts, notice common errors, and share suggestions for

improvement. Such collaboration contributes to the development of critical reading and editing skills, which are essential for effective writing. Padlet’s interactive features also strengthen teacher-student interaction. Teachers can use the platform to provide immediate feedback on individual posts while also addressing the whole class by highlighting common mistakes or exemplary sentences. The visibility of these comments helps all students, not just the author of the original post, to learn from the feedback. In the example above, when the teacher reinforced the peer comment about verb agreement, other students became more aware of the correct usage of “makes” in the third-person singular form. This dual-level feedback personal and collective maximizes the impact of the teacher’s guidance.

Furthermore, the interactive nature of Padlet helps cultivate a positive classroom atmosphere. Students expressed appreciation for the fact that their peers’ comments were often encouraging rather than critical, making them feel supported rather than judged (Darling-Hammond et al., 2020). This sense of community reduced anxiety about writing in English and increased students’ willingness to experiment with new vocabulary and structures (Khairul & Indriani, 2023). By transforming writing into a collaborative effort, Padlet shifted the classroom dynamic from a teacher-centered model to a more student-centered one. The analysis of Padlet’s interactive features also suggests implications for long-term learning (Rehman et al., 2025). Through repeated cycles of writing, posting, receiving feedback, and revising, students gradually develop greater autonomy in their writing. The feedback loop created by the platform encourages them to reflect on their mistakes, monitor their progress, and take ownership of their learning. Over time, this fosters not only technical improvement in grammar and vocabulary but also higher-order skills such as self-editing and peer assessment (H. T. V Nguyen & Pham, 2025).

In summary, Padlet’s interactive features (posting, commenting, uploading multimedia, and collaborative boards) are highly effective in facilitating classroom interaction. The evidence from the writing activity, in which a peer provided corrective feedback on a classmate’s grammatical error, highlights the platform’s ability to create a dynamic, supportive, and collaborative learning environment (Olives & Llerena, 2023). By making writing tasks more engaging, visible, and interactive, Padlet addresses many of the challenges faced by non-English major students, particularly their reluctance to write and their fear of making mistakes. The platform not only improves teacher-student communication but also empowers students to support one another in the writing process.

### 1.2 Student’s perceptions and experiences in using Padlet for collaborative academic writing.

**Table 2.** Themes, Subthemes, and Representative Quotes on Students’ Perceptions of Using Padlet in Collaborative Writing

| Theme                              | Subtheme                    | Representative Quote   |
|------------------------------------|-----------------------------|--|
| Enhanced Engagement and Confidence | Increased Motivation        | <i>“When I see my friends’ writing, I get inspired and want to write more without fear.”</i> |
|                                    | Confidence in Participation | <i>“Padlet makes me brave to share my opinion because it looks fun and not too formal.”</i>  |
| Support for Writing Process        | Collaborative Brainstorming | <i>“We can write our ideas together and organize them easily.”</i>                           |
|                                    | Peer feedback               | <i>“Reading others’ comments helped me know how to fix my writing.”</i>                      |
|                                    | Time Flexibility            | <i>“I can think more and write better when I’m not rushed in class.”</i>                     |

The study’s results highlighted three key areas related to how EFL students viewed using Padlet for collaborative academic writing: increased engagement and confidence, support for the writing process, and challenges related to technology and interactions, as well as emotional and cognitive effects. Many participants noted that Padlet greatly boosted their willingness to take part in writing activities. The visual and interactive nature of Padlet enabled

them to share their thoughts more openly and created a safe space where they felt comfortable expressing their views.

## DISCUSSION

The results of the study show that the use of Padlet in collaborative academic writing activities produced three main findings, namely an increase in student engagement and confidence in writing activities, support for the stages of the academic writing process, and the formation of a collaborative feedback mechanism through student interaction.

The first finding relates to increased student engagement in writing activities. The Padlet platform provides a digital space that allows students to publish their writing on a shared board that can be accessed by all class members. This creates a more open learning environment because each student can read, respond to, and learn from their peers' writing. Several students stated that the presence of their friends' writing on the Padlet board motivated them to participate and produce better writing. Exposure to various ideas and writing styles also encouraged confidence in expressing opinions in writing. This open learning environment reduced the fear of making mistakes that often arises in foreign language writing learning.

The second finding shows that Padlet plays a role in supporting the stages of the writing process, particularly in the phases of idea development, draft preparation, and writing revision. Students use Padlet boards to jot down initial ideas before developing more structured paragraphs. Writing displayed simultaneously on a single board provides students with the opportunity to observe various ways of developing ideas, sentence structure, and vocabulary usage. This activity helps students build awareness of language forms and writing organization. After the initial writing stage, students can improve their writing based on comments received from friends and lecturers. The revision process shows that Padlet not only functions as a medium for collecting assignments, but also as a tool that supports thinking and reflection in writing activities.

The third finding relates to the emergence of collaborative feedback practices through the comment feature available on the Padlet platform. This feature allows students to respond directly to their friends' writing in the form of suggestions, corrections, or appreciation. One example that emerged in class activities showed that a student wrote the sentence "My hobby is playing football because it makes me happy." Another student then commented, suggesting a change from "is make" to "makes." This interaction shows that the correction process is not only carried out by the lecturer, but also takes place through discussions among students. This pattern of interaction helps students identify language errors, understand more appropriate sentence structures, and increase their awareness of the linguistic aspects of their writing.

In addition to the interactions that occur on discussion boards, Padlet's asynchronous accessibility also gives students space to manage their thinking time before writing or commenting. Students do not have to respond immediately as they would in a classroom discussion. The more flexible time frame helps students who need more time to process ideas in a second language. This contributes to more reflective responses and more mature writing.

The results of this study are in line with several previous studies that show that the use of Padlet provides pedagogical benefits in writing learning. (Meletiadou, 2021) explains that Padlet can support important stages in the writing process while increasing student motivation and confidence. In this study, Padlet was used as a digital space that allowed students to store and display their writing in an organized manner, thereby facilitating the process of reflection and improvement of their writing. These findings indicate that an open digital learning environment can encourage students to participate more actively in writing activities and be more confident in expressing their ideas in a second language.

Padlet's features, which include a visual display of discussion boards, asynchronous access, and ease of commenting, also help students manage their ideas during the writing process. These features allow students to develop their ideas gradually, from the brainstorming stage to the revision stage. Walker (2015) emphasizes that an effective writing process involves several important stages, namely idea development, draft preparation, and continuous feedback. The structure of activities facilitated by Padlet allows these stages to take place in a

more organized manner because students can read their friends' writing, provide feedback, and improve their writing based on the input they receive.

These findings are also in line with the research by Teng et al. (2020), which shows that collaborative writing activities can increase student engagement with language structure and writing content. This engagement occurs when students not only act as writers but also as readers and providers of feedback on their peers' writing. The process of reading each other's work and providing comments helps students understand common mistakes in writing and learn writing strategies used by their classmates. These activities encourage the development of linguistic awareness and better revision skills during the writing process.

In addition to providing benefits in writing learning, the use of digital platforms such as Padlet also presents several challenges related to technical aspects and group work dynamics. Research by Yundayani & Ardiasih (2021) shows that the use of technology in language learning can be influenced by students' digital readiness and their ability to manage technology-based learning activities. Another challenge relates to the level of participation, which is not always evenly distributed in collaborative activities. Some students express hesitation when providing feedback on their peers' writing due to social and cultural considerations in interacting with fellow learners. This phenomenon is also discussed in Cheng & Liu (2021) study, which explains that social norms and interpersonal relationships can influence how students provide criticism or suggestions in academic activities.

The use of Padlet continues to provide opportunities to build a more participatory and collaborative writing learning experience. Olives & Llerena (2023) show that digital learning environments that encourage interaction among students can increase engagement in the academic community and help students develop confidence in writing. Interactions that occur through the process of reading, commenting, and revising writing allow students to develop a deeper understanding of language structure, writing organization, and how to convey ideas more effectively in English.

The findings of this study indicate that the use of Padlet in collaborative academic writing activities can increase student engagement, strengthen interactions between students, and support various stages in the writing process, from idea development and draft preparation to revision. Students actively publish their writing on digital boards, read their peers' writing, and provide comments containing suggestions and corrections regarding sentence structure and language use. These activities create an interactive learning process, in which the development of writing skills is influenced not only by the instructor's guidance, but also by the exchange of ideas and feedback among students. This open learning environment encourages students to be more confident in expressing their ideas and developing their ability to reflect on their own writing.

Previous studies have shown similar findings regarding the effectiveness of Padlet in supporting writing and collaborative activities. Research conducted by Devi & Puspitasari (2023) shows that the use of Padlet in collaborative essay writing can improve the quality of students' argumentative writing through peer feedback mechanisms. Research by Manipatruni et al. (2024) also found that the integration of Padlet in peer review activities helps students correct language errors and improve their writing performance through a continuous revision process. The results of research by Al-Fitrie et al. (2023) show that the use of Padlet in a collaborative learning approach provides opportunities for students to exchange ideas and build a common understanding in writing activities. Similar findings were also reported by Anuyahong (2024), who found that Padlet based on a social constructivism approach can improve English writing skills through a collaborative knowledge construction process. The similarity in these research results is likely influenced by the characteristics of Padlet as a digital platform that provides an open space for interaction, allows students to see their friends' writing directly, and facilitates quick and continuous feedback. This feature supports the formation of a social learning process that allows students to learn from their mistakes and from the writing strategies used by their classmates.

Although it shows similarities with previous studies, there are several important differences that distinguish this study from previous studies. Many previous studies used

experimental or quasi-experimental designs that focused on measuring improvements in writing scores after using Padlet in learning (Artanti et al., 2025; Manipatruni et al., 2024). Other studies also integrated Padlet with specific learning models, such as the use of animated video media in writing learning (Artanti et al., 2025) or the application of a flipped classroom supported by peer instruction technology (Zou & Xie, 2018). These differences in methodological approaches influenced the focus of the analysis conducted in the study. Previous studies have emphasized the measurement of quantitative improvements in learning outcomes, while this study uses a qualitative approach with a case study design to understand students' learning experiences while using Padlet in collaborative academic writing activities. In addition to methodological factors, differences can also be influenced by the learning context and participant characteristics. Previous studies were conducted on elementary or middle school students with a focus on improving specific writing skills, while this study involved non-English major college students who had different academic needs and learning experiences. Variations in education level, learning objectives, and writing activity design have the potential to produce different findings in each study.

The novelty of this study lies in its attempt to explore Padlet as a collaborative learning environment that supports the development of writing skills through social interaction among non-English major students at the university level. This study provides an overview of how students utilize shared digital spaces to share their writing, read their peers' work, provide feedback, and revise their writing based on the feedback received. Analysis of student experiences and interaction patterns that emerged during the writing process shows that Padlet not only functions as a digital medium for collecting assignments, but also as an academic space that encourages active participation, reflection on the writing process, and collaborative learning in the development of academic writing skills.

This study contributes to the study of technology-based writing learning by showing how Padlet can be used as a collaborative learning space in developing the academic writing skills of non-English major students. This study not only looks at the improvement in students' writing results, but also pays attention to how the interaction process occurs during collaborative academic writing activities. Students use digital boards to share their writing, read their peers' work, and provide comments containing suggestions and corrections. The process of reading each other's work and providing feedback helps students understand the language errors that appear in their writing while developing their ideas in a more focused manner. This learning experience shows that the use of digital platforms can create a more open learning space and encourage student participation in the writing process.

This study also has several limitations that need to be considered. This study uses a qualitative approach with a case study design that focuses on a group of non-English major students at one higher education institution. This condition makes the research results more descriptive of the learning experiences of a particular group and cannot yet represent all different learning contexts. The research data was also obtained through classroom observation and student interviews, so the findings of the study emphasize the participants' experiences and perceptions of using Padlet in collaborative writing activities. This study also did not specifically measure the improvement in students' writing skills through quantitative analysis.

Further research could develop studies on the use of Padlet in writing instruction by involving a larger number of participants and more diverse learning contexts. Quantitative approaches or mixed methods could also be used to examine the impact of Padlet use on improving students' writing skills in a more measurable way. In addition, future research can explore the use of Padlet in various types of academic writing tasks, such as argumentative essay writing, research reports, or collaborative writing projects in larger groups. Further studies can also examine how feedback strategies through digital platforms affect the development of students' critical thinking skills and writing revision skills.

## CONCLUSION

In summary, this investigation investigated the perspectives of EFL students on the incorporation of Padlet into collaborative academic writing. The findings illustrate that Padlet

not only enhanced student engagement and reduced writing anxiety, but also supported key stages of the writing process such as brainstorming, drafting, and peer revision. Despite technical and social challenges, learners expressed a generally positive attitude toward collaborative writing on the Padlet platform. The platform facilitated a sense of community, increased learners' motivation, and fostered more confidence in writing tasks, especially for those who typically struggle in traditional classroom settings.

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