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(IJMOE)**[www.gaexcellence.com/ijmoe](http://www.gaexcellence.com/ijmoe)**ENHANCING ESL STUDENTS' UNDERSTANDING OF  
TEXT STRUCTURES THROUGH PADLET: A THEMATIC  
ANALYSIS OF LEARNERS' EXPERIENCES AND  
PERCEPTIONS**Norlizawati Md Tahir <sup>1\*</sup>, Nur Syazwanie Mansor <sup>2</sup>, Nadira M. Jahaya <sup>3</sup><sup>1</sup>Academy of Language Studies, Universiti Teknologi MARA (UiTM), Malaysia [lizawati@uitm.edu.my](mailto:lizawati@uitm.edu.my) <https://orcid.org/0000-0003-3124-4713><sup>2</sup>Academy of Language Studies, Universiti Teknologi MARA (UiTM), Malaysia [nursyazwanie@uitm.edu.my](mailto:nursyazwanie@uitm.edu.my) <https://orcid.org/0000-0003-4731-750X><sup>3</sup>Academy of Language Studies, Universiti Teknologi MARA (UiTM), Malaysia [nadirajahaya@uitm.edu.my](mailto:nadirajahaya@uitm.edu.my) <https://orcid.org/0009-0004-8951-8742>

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**Abstract:**

In ESL learning context, the inclusion of collaborative platforms in language learning can provide a supportive tool that can enhance learners' writing skills. Educators view this platform as additional teaching aids that elevate the learners' motivation while encouraging the learning experience. This study explores ESL students' perception of using Padlet to improve writing skills mainly in forming sentence structure and idea development. In addition, this study also adapted theories from Vygotsky's Social Constructivist Theory, Wenger's Communities of Practice, and the Technology Acceptance Model (TAM) to further assist the research. To further explore the effectiveness of Padlet in language learning, this study also examines the benefits and challenges of Padlet as collaborative tools in language learning. Students' suggestions for improving its usage in class lessons were collected to provide the maximal usage of this platform in class lessons. This research uses a qualitative descriptive approach where the data was collected from students' open-ended feedback. The data were then analyzed using thematic analysis to identify recurring patterns and themes were decided based on students' feedback. Based on the findings, four key strengths of Padlet can be identified which are its visual organization, easy to use, interactive features that lead to open group learning and discussion. Students reported that the platform became a big help in providing a better understanding on writing organization such as the development of Introductions, body paragraphs

and conclusions. However, it also comes with a few challenges that include difficulty to track large numbers of posts, unstable internet connectivity, and inconvenience to use in mobile devices. These concerns have been highlighted in Cognitive Load Theory, the excessive information at one time can hinder a learner's ability to process and organize knowledge effectively. Therefore, students recommended clearer instruction from instructors to better understand the task in Padlet. Additionally, the Padlet board should be systematically organized, and timely feedback should be given to monitor learners closely. To further use Padlet in effective ways, students also suggested instructors to provide more structured writing templates. Overall, this study concludes that Padlet is a useful digital tool for supporting the teaching and learning of text structure in ESL writing classrooms.

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**Keyword:**

ESL, Padlet, Writing, Text Structure



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## Introduction

The transformation of learning experience can be closely observed with the integration of digital technology in the classroom which serves a better learning environment to the learners. In language education, specifically ESL learning, educators have increasingly used online collaborative platforms that support learners' creative ideas development, interactive and active participation in class. Tools such as Padlet accompanied with interactive features such as virtual whiteboard that can be used to post contents, exchange views in comments section and conduct collaborative works effectively. The inclusion of this platform in language learning class has served as a catalyst to boost learners' interest and motivation in the classroom especially in writing training sessions.

Commonly, writing is viewed as one of the most challenging skills for ESL learners to develop. According to Hyland (2003), effective writing is reflected in a good control of grammar, vocabulary, coherence and organization. When it comes to developing their own introductions, body paragraphs and conclusions, many students experience difficulties in organizing their ideas into a clear and structured piece of writing. To close the gaps of these challenges, educators have incorporated digital tools into writing lessons to give additional support and encourage collaboration among learners.

Vygotsky (1978) has proposed the social constructivist theory that emphasizes that learning occurs through collaboration and social interaction with others. By integrating an online collaboration platform such as Padlet has perfectly matched with this core logic which boosts students' enthusiasm to share ideas, encourage content discussion, and engage in peer

interaction. Meanwhile, Wenger's (1998) community of practice theory further validates the rationality of this application. According to his theory, learning takes place through active participation in a community where individuals collaborate, exchange ideas and work together to construct knowledge. This is proven in the nature of Padlet where it supports in-depth interactions among learners and strengthens their writing skills while actively engaging with others.

In addition, previous studies have reported positive outcomes of the usage of Padlet in ESL classrooms. Research has shown that Padlet improves learning experience by encouraging collaborative learning, increasing excitement in learning and supporting writing development (Fuchs, 2014; Rashid et al., 2019). Moreover, Mahmud and Ching (2022) discovered that Padlet elevates learners' motivation and participation due to its interactive features and interesting visuals. Similarly, according to Zhi and Su (2015), students gained a lot of benefits from peer feedback and idea-sharing activities facilitated by Padlet. Wang and Vásquez (2012) also further highlighted that digital collaborative environments create meaningful interaction which later enhance learner autonomy. Additionally, research by Aliyev and Ismayilova (2019) found that collaborative writing activities supported by technology helped students gain confidence and eventually make them better in idea organization. Bower (2016) also noted the role of interactive digital tools in language learning has encouraged active learning by allowing learners to interact and communicate with one another. Meanwhile, Amiryousefi (2019) explained that online collaborative platforms positively influenced students' writing fluency and led to greater creativity in their writing.

Despite these benefits, some challenges can also be identified. Previous studies have listed issues such as technical difficulties, information overload, and confusion in comprehending large amounts of shared contents (Yunus & Salehi, 2012). These challenges have been addressed in Sweller's (1988) Cognitive Load Theory, which suggests that it may be overwhelming for the learners to process and digest too much information and contents at once. Learning from Padlet features and environment, students may lose focus and comprehension ability due to numerous posts, comments and resources at one time, which later reduces learners' engagement and makes it difficult to organize the information systematically. Furthermore, the Technology Acceptance Model (TAM) developed by Dravis (1989) provides a useful framework in understanding students' use of educational technology when they perceive it as a useful tool and easy to navigate.

The existing research has examined the role of Padlet in encouraging engagement, collaboration and writing performance. However, limited research has specifically studied students' experiences of using Padlet to learn text structures and writing organization. Moreover, there is a lack of research on challenges that the students face when using Padlet and how these challenges have negatively influenced their learning experience. Therefore, this study seeks to explore ESL learners' perception of using Padlet to learn text structure and writing organization. In-depth exploration will be made on the benefits and challenges students encounter, as well as their suggestions for improving their experience in using Padlet in ESL writing classrooms.

## Research Questions

1. What do ESL students like most about using Padlet for learning text structures and organization?
2. What challenges do ESL students face when using Padlet in writing lessons?
3. What suggestions do students propose to improve the use of Padlet in learning text structures?

## Literature Review

### *Digital Technology in ESL Writing Instruction*

The integration of digital technology in English as a Second Language (ESL) instruction has increased substantially due to advancements in educational technology and online learning environments. Students and educators from primary to tertiary education are widely exposed to the use of technology in the learning process. Consequently, the wide variety of educational technology tools available has benefited not only the educators, but also the learners. Moreover, digital tools and platforms have transformed language learning by promoting learner autonomy. The development of learner autonomy promotes participation in active online contact and collaborative engagement. Also, Chappelle (2003) asserted that technology-mediated language learning environments offer learners more opportunity for meaningful conversation and multimodal interaction which may promote language acquisition. In writing instruction, availability of digital platforms offers significant benefits to students and contributes positively to the development of writing skills. It allows students to generate ideas, structure content, revise drafts and receive immediate feedback.

The use of collaborative digital tools in ESL writing instruction is closely associated with constructivist learning theories, particularly Vygotsky's (1978) sociocultural theory. Vygotsky stressed the role of social interaction and scaffolding in cognitive growth, arguing that learners generate knowledge through interaction with others. In online writing settings students can engage in peer conversations and collaborative editing. In addition, students participate in feedback-sharing activities designed to promote the co-construction of knowledge and the development of writing competencies. These collaborative practices encourage learners to become active participants in the learning process while simultaneously enhancing critical thinking and communication skills. Hence, learners become more autonomous and responsible of their own learning.

Furthermore, digital learning environments may help reduce learners' anxiety and increase confidence in expressing ideas in writing. Warschauer (2010) noted that online communication platforms create fewer intimidating spaces for language learners, enabling them to participate more actively and comfortably compared to traditional classroom settings. The flexibility and accessibility of digital interactive tools also encourage continued learning beyond the classroom, making ESL writing education more student-centered and engaging. Hence, digital technologies have been incorporated as an essential instructional instrument for the proper development of ESL writing in the contemporary education.

### ***Padlet as a Collaborative Learning Tool***

Padlet is a web-based digital platform that users may utilize to generate organized and sharing materials via virtual bulletin boards. The platform allows students to post and share text, images, videos and links and present them in a visually structured environment supporting collaborative learning. According to Fuchs (2014), Padlet facilitates classroom engagement and encourages students to participate actively in collaborative learning activities. It offers a user-friendly interface and interactive features that can be used in the language learning environment. It supports communication and sharing of ideas among the learners in collaborative learning.

Several studies have explored the educational benefits of Padlet in ESL learning contexts. The educational effects of Padlet in ESL learning environments have been studied by several studies. Rashid et al. (2019) observed that students had a positive view of Padlet, emphasizing its accessibility and interactivity. The platform offers visual organizing that lets learners better see the relationships between ideas and concepts, helping them absorb and create information. Moreover, Mahmud and Ching (2022) found that Padlet enhanced students' involvement and motivation in writing tasks due to the fact that students could see their peers' work and share ideas. Also, individuals get instant feedback in the learning process and hence learning results are more effective.

Padlet also plays an important role in promoting collaborative writing practices in ESL classrooms. According to Zainuddin et al. (2020), collaborative digital platforms encourage peer learning and assist students in refining their writing through active interaction, and continuous feedback. Previous studies have also supported that peer learning leads to multiple advantages to learners' learning environment. Through shared online spaces, learners are exposed to diverse writing styles and vocabulary usage as well as organizational techniques that contribute to the improvement of their writing competencies. Consequently, Padlet has become a valuable educational tool for fostering collaborative an interactive learning, which also promotes active participation in ESL writing instruction.

Conclusively, Padlet supports learner autonomy in writing development by allowing students to take greater responsibility for their learning process. Students can advance in their writing through independent discovery of ideas and at their own speed when contributing to shared boards with little need for direct teacher input. Constant access to peer posts is another facet of the platform that supports this liberty, enabling students to consider comments and amend their work when appropriate. Therefore, Padlet not only facilitates collaborative learning but also enhances students' self-regulation of the writing process, which is critical for long-term writing performance in ESL settings.

### ***Challenges in Using Digital Collaborative Platforms***

Despite the many educational benefits of digital collaboration platforms like Padlet, various problems have been discovered in its application in ESL classes. A major worry is technical in nature, such as unreliable Internet connectivity, limited access to digital devices, and delayed loading time, which can interrupt teaching and learning. Yunus and Salehi (2012) found that technological constraints can have a detrimental impact on students' learning experiences and lower the effectiveness of online learning environments. These problems can limit the students' active participation in collaborative activities and the effective completion of projects.

Another concern related to digital collaboration platforms is information overload. When students are inundated with a high volume of postings, comments, and multimedia resources at the same time, they may struggle to focus on the key information and to absorb ideas properly. Furthermore, excessive online interaction can sometimes create confusion and reduce learners' ability to organize and synthesize information during collaborative writing activities. As a result, students may become distracted or overwhelmed by the amount of content available on the platform. This leads to frustration and demotivates students from further engaging with digital technology.

In addition, usability and digital literacy issues may affect students' engagement with collaborative technologies. Hockly (2018) argued that learners who lack adequate digital literacy skills may experience difficulties navigating online platforms and participating effectively in collaborative tasks. Limited familiarity with technological tools can reduce students' confidence and willingness to engage in digital learning activities. Therefore, teachers play a crucial role in providing clear instructional and technical guidance as well as well-structured learning activities to ensure the successful integration of digital collaborative platforms in ESL instruction.

### ***Theoretical Framework***

This study is based on the theoretical framework of social constructivist theory developed by Vygotsky (1978), which suggests that learning is essentially a social process that is formed through interaction, collaboration and scaffolding. In this view, information is not passively passed from instructor to learner. Rather, knowledge is actively generated via meaningful contact with others. This approach is particularly applicable to ESL writing instruction since it emphasizes the role of peer interaction and collaborative learning in the development of language competence. Furthermore, it significantly emphasizes the beneficial effects of learner autonomy, since students assume more responsibility for their own learning and are more likely to acquire independent thinking abilities.

Padlet, as a digital tool, facilitates collaborative knowledge building by allowing students to participate, provide feedback, and co-construct comprehension of text structures in an online setting. Learners can engage in peer review activities and improve their own writing by getting comments from peers in shared digital environments. This supports the concept that social interaction is crucial in the development of higher-order thinking and writing skills. In addition, the visual and multimodal features of Padlet, which combine text, images, videos and hyperlinks on one platform, facilitate the learning process. A multimodal display of information accommodates different learning styles, leading to increased student understanding and involvement. As a result, Padlet not only facilitates collaboration but also strengthens learners' ability to organize ideas and develop coherent written texts in ESL contexts.

### **Methodology**

In this study, the qualitative descriptive research design was utilized to explore ESL students' perceptions on the use of Padlet in learning text structures and organization. The choice of qualitative research was influenced by the need to explore in depth the experiences, opinions and suggestions of the participants on the use of digital learning tools.

## ***Research Design***

The current study used a qualitative descriptive research design to explore the perceptions and experiences of ESL students in using Padlet to learn text structures and organization in writing lessons. A qualitative approach was deemed to be appropriate as it allows researchers to gain an in-depth understanding of the thoughts, experience and interpretations of the participants in real learning settings (Creswell & Poth, 2018). Specifically, the study aims to identify the recurring patterns of students' engagement, perceived benefits, challenges and suggestions for improvement for students using Padlet as a collaborative learning platform. The study was also guided by a social constructivist lens, which emphasizes that learning is a social process that occurs through interaction, collaboration, and shared meaning-making (Vygotsky, 1978). The qualitative approach was used to explore how students constructed understanding together through digital engagement, as Padlet supports collaborative participation and peer interaction.

## ***Participants and Research Context***

Participants were 22 ESL students in the fourth semester of an English Literature programme. The participants were students majoring in English studies, and they had previous experience of academic reading and writing activities and had used Padlet during writing lessons on text structures and organization. The purposive sampling method was used because the participants were purposively selected based on their participation in Padlet-based classroom activities on ESL writing instruction.

## ***Data Collection Procedures***

The data were collected through an online survey with closed and open-ended questions after the Padlet-based learning sessions. Likert-scale items were added to the survey to examine students' perceptions of Padlet with regard to usability, engagement, collaborative learning, and understanding of text structures. In addition, open-ended questions were included to gather more in-depth information about students' experiences, challenges and recommendations on the use of Padlet in ESL writing lessons. Open-ended questions were selected because they allow participants to describe their opinions and experiences in detail and in their own words (Patton, 2015). While some survey items used a Likert-scale, this study used qualitative answers to better understand students' perceptions.

In this study, qualitative analysis was mainly used to analyze the answers to three open-ended questions:

1. students liked features of Padlet,
2. challenges in the activities
3. suggestions to improve the use of Padlet in learning text structures.

The survey was digitally distributed after students had completed the learning activities with Padlet to make it more accessible and convenient for the participants. All responses were anonymized to protect confidentiality and to promote honest feedback.

## ***Data Analysis***

The collected data were analyzed using thematic analysis, following Braun and Clarke's (2006) six phases. Thematic analysis was chosen because it allows researchers to systematically identify, analyze and report patterns (themes) within qualitative data.

The analysis involved the following stages:

1. to become familiar with the data by re-reading the answers
2. to generate initial codes,
3. to identify the recurring themes,
4. to review and refine themes,
5. to define and name themes, and
6. to give final interpretation and reporting of findings.

Similar meaning responses were combined into categories and higher-level themes. The themes were then discussed in reference to the current research on collaborative digital learning and ESL writing training.

## ***Trustworthiness of the Study***

The researcher examined the coding procedure multiple times to ensure consistency in theme development, increasing the legitimacy and dependability of the findings. Themes were refined through repeated comparison of the participants' responses and supporting evidence. Recurring patterns in the dataset were used to develop themes which were iteratively refined to ensure they aligned with participants' perspectives. Representative quotations were provided to support the interpretation of findings and to provide authentic evidence of the themes identified.

## ***Ethical Considerations***

Ethical considerations were taken into account during the whole study. The participation was voluntary, and the students were informed about the research purpose prior to the administration of the survey. All participants remained anonymous, and all data collected was used only for academic purposes.

## **Findings and Discussion**

### ***Theme 1: Visual Organization and Clarity***

Students frequently noted that Padlet helped them to see the structure of texts more clearly as the information was laid out in a visual and ordered manner. Participants noted the platform helped organize introductions, body paragraphs, supporting details and conclusions. Students could more easily see the relationships between parts of writing with the visual arrangement of information.

This finding is consistent with Fuchs (2014) who mentioned that visual collaborative platforms enhance the understanding of concepts and boost student engagement. The findings also indicate that visual learning environments can be used to support ESL learners who often have difficulty organizing their ideas in coherent ways in academic writing. Moreover, the visual

structure of ideas corresponds to the principles of multimodal learning, which improve students' comprehension and memorization of information. Table 1 shows representative student responses related to this theme.

**Table 1: Visual Organization and Clarity**

Description of Findings	Sample Student Quotes
Students reported that Padlet helped them arrange concepts graphically and better grasp text structures. The platform helped them find components like introduction, body paragraphs and conclusions.	<i>"Padlet made the text structure easier to understand because everything was organized clearly." "I can easily compare the introduction, body and conclusion using Padlet." "The visual arrangement helped me understand how to organize my writing better."</i>

### ***Theme 2: Ease of Use and Simplicity***

Many of the respondents rated Padlet as simple, user friendly, intuitive and easy to manage in classroom activities. Students liked how easy it was to use the platform and said they felt comfortable using it to complete writing assignments and to have collaborative discussions. Students' remarks also revealed that the familiarity with digital learning tools led to positive learning experiences, which meant that students could engage in the activities without many technical problems.

This finding is in line with the finding of Rashid et al. (2019) who found students perceived Padlet positively due to its user-friendly interface and accessibility on multiple devices. Findings also hint to the potential of userfriendly digital platforms in reducing technical anxiety in ESL learners and fostering more classroom engagement.

The easier the platform is to use, the more likely students will focus on their learning activities rather than technical concerns.

The ease of Padlet also tends to enhance learner autonomy and confidence in doing writing assignments independently. Students found it easy to use the access and simple design to engage with learning materials, exchange ideas and contribute more actively to collaborative assignments. Table 2 displays representative student responses linked to this theme.

**Table 2: Ease of Use and Simplicity**

Description of Findings	Sample Student Quotes
Many respondents found Padlet easy to use and accessible. Familiarity with digital platforms contributed to positive learning experiences.	<i>"Padlet is simple and easy to use." "I like it because it is user-friendly and not complicated." "The platform is easy to understand even for beginners."</i>

### ***Theme 3: Interactivity and Engagement***

Students remarked that Padlet made learning more interactive, engaging and fun than standard classroom techniques. The collaboration aspects of the website encouraged students to participate actively, to talk and share ideas while doing their writing exercises. The usage of Padlet has created a more dynamic learning environment, which has enhanced the interest and involvement of many participants in classroom exercises.

This is consistent with the findings of Mahmud and Ching (2022) that interactive digital platforms increase motivation and participation of students in ESL classroom settings. The results show that the social aspect of Padlet can improve active learning by motivating students to contribute ideas, interact with their classmates and take part in discussions more confidently. The platform appeared to provide a more student-centred learning environment than the conventional teacher-centred approaches.

Moreover, the collaborative and interactive setting further boosted the learner engagement, making the writing assignments more pleasurable and less stressful for the pupils. Writing comments, seeing what other students said and joining in online forums was beneficial for kids to get ideas and learn. These findings further support social constructivist viewpoints, highlighting that learning is constructed through interaction, communication and collaborative engagement. Representative student responses related to this theme are shown in Table 3.

**Table 3: Interactivity and Engagement**

Description of Findings	Sample Student Quotes
Students enjoyed the interactive and engaging learning environment created by Padlet. They considered it more enjoyable than conventional teaching methods.	<i>“Learning using Padlet was fun and interactive.” “It made the lesson more interesting compared to normal classroom activities.” “I enjoyed posting and reading my friends’ ideas.”</i>

### ***Theme 4: Collaborative Learning and Shared Examples***

Students liked the chance to see ideas, examples, and reactions from peers in a shared digital learning environment. Padlet’s cooperation allows students to discuss ideas, explore diverse writing styles and develop a wider sense of how to structure writing by interacting with each other. Many students reported reading the writings of their peers helped them grasp better the openers, supporting facts and conclusions in essay writing.

These findings are consistent with the social constructivist hypothesis of Vygotsky (1978) that learning takes place through social interaction and joint creation of knowledge. Students gained knowledge from each other’s collaborative engagement, broadened their viewpoints and deepened their comprehension of writing patterns. Peer scaffolding was present in the shared learning environment, and students benefited from seeing and comparing work with their classmates.

The results are also in line with Zainuddin et al. (2020) that collaborative digital platforms facilitate peer learning, stimulating students to enhance their writing through engagement and feedback. The use of several examples on one platform appears to boost students' confidence and awareness of good writing organization. Additionally, collaborative learning via Padlet helped foster student engagement and decreased their reliance on teacher direction. Illustrative student responses related to this theme are presented in Table 4.

**Table 4: Collaborative Learning and Shared Examples**

Description of Findings	Sample Student Quotes
Students appreciated the opportunity to view peers' work, exchange ideas, and learn collaboratively through shared examples and feedback.	<i>"I could learn from my classmates' examples and ideas."</i> <i>"Seeing everyone's work in one place helped me improve my writing."</i> <i>"The collaborative learning environment made it easier to understand text organization."</i>

### ***Theme 5: Organizational and Technical Challenges***

Despite some benefits from Padlet, students encountered several organizational and technical issues in the learning activities. One of the most common problems reported was the difficulty of managing and focusing on the content when there were too many posts at the same time on the Padlet board. Participants reported that crowded boards made it difficult to locate information and follow classroom discussions. This implies that the overabundance of information on the internet could lead to cognitive overload that may hinder students' capacity to process and organize information in a meaningful way.

These results also lend support to Sweller's (1988) Cognitive Load Theory which posits that an overload of information presented simultaneously can overwhelm the cognitive processing capacity of learners and inhibit effective learning. This could be reflected in the fact that many participants mentioned that they had difficulty to concentrate on the discussion when many posts appeared on the Padlet board at the same time.

In addition, several students faced problems with internet connectivity and technical constraints that made it impossible for them to take part in the events. Some participants felt the slow internet, loading delays and difficulty uploading responses were a distraction. The results are in agreement with the study of Yunus and Salehi (2012) that revealed that the efficiency of online collaboration platforms in education may be influenced by technology limitations and issues in managing digital learning.

Some participants also reported bewilderment with the platform's interface and layout, especially when using Padlet on mobile devices or when it was the first time, they were using it. Students' familiarity with online learning tools could be a function of their digital literacy levels. This is shown in issues with traversing columns, arranging postings and comprehending the board layout. Students' lack of experience with digital platforms can hinder engagement and reduce the efficiency of technology-enhanced learning settings (Hockly, 2018).

The results show that Padlet is a good tool for collaborative learning, but the successful usage of the application depends on proper classroom management, well-organized content and technological assistance. Lecturers therefore need to deliver clear instructions, well-organised board layouts and technical guidance to prevent confusion and improve students' learning experiences. A sample of student responses related to this theme is presented in Table 5.

**Table 5: Organizational and Technical Challenges**

Description of Findings	Sample Student Quotes
Some students experienced difficulty managing and focusing on content when too many posts appeared on the Padlet board simultaneously.	<i>"Too many posts at the same time made it difficult to focus." "Sometimes it was hard to find specific information because the board became crowded." "I got confused when many students posted together."</i>
Internet problems and technical limitations affected some students' experiences when using Padlet.	<i>"Slow internet connection made uploading difficult." "Padlet sometimes loaded very slowly because of weak signal." "I faced connectivity issues during the activity."</i>
A few students reported confusion with the interface and layout, particularly when using mobile devices or during first-time use.	<i>"The layout was confusing during my first time using Padlet." "The mobile version was too big and difficult to manage." "I had difficulty placing notes in the correct column."</i>

### **Theme 6: Suggestions for Improvement**

Students gave several recommendations for the improvement of the use of Padlet in ESL writing lessons. Some of the participants suggested that there is a need for better directions by lecturers, better organization of boards and structured templates to help learning activities more efficiently. Students felt that additional description of the anticipated format of writing prior to the tasks, with more examples would mean less uncertainty and better understanding.

Findings indicate that adequate instructional scaffolding is necessary to achieve the pedagogical benefits of collaborative digital platforms. Vygotsky's (1978) social constructivist theory implies that learners need the support and supervision of teachers to gain knowledge and succeed in the tasks. This research implies that students need to have access to digital resources as well as structured assistance to properly work through learning tasks.

Participants also proposed improved classification and organization of Padlet boards to enhance readability and accessibility. Students considered structured sections, columns and categories to be essential qualities that helped them to focus more successfully on conversations and learning materials. This result emphasizes the importance of designing digital learning environments that are effective in supporting student learning and engagement.

Students also highlighted the need for greater feedback from teachers and engagement with peers during the learning process. The value of feedback from professors and peers in boosting the quality of writing, increased engagement and motivation in collaborative activities were also acknowledged. These findings are in line with other research which suggests that

interaction and feedback are key components of successful technology-enhanced language learning environments.

This result is in line with the study of Rashid et al. (2019) who underlined the significance of providing explicit instructional guidance and planned learning activities to optimize the effectiveness of digital collaboration platforms in ESL learning situations. Participants in this study also mentioned they needed more precise instructions, examples of models and well-organized learning spaces to assist them understand text structures.

The data reveal that overall, Padlet has a lot of advantages for collaborative ESL learning, but its success is mostly shaped by teachers' lesson planning, classroom management, and active facilitation. Table 6 shows student responses that are representative of this theme.

**Table 6: Suggestions for Improvement**

Description of Findings	Sample Student Quotes
Students suggested that lecturers provide clearer guidance, templates, and model examples before activities begin.	<i>"The lecturer should provide clearer instructions before posting." "A simple template would help students organize ideas better." "More examples should be given so students understand the expected structure."</i>
Respondents recommended creating clearer sections, categories, or columns to improve readability and organization.	<i>"Padlet should have clearer sections for different text types." "The board would be easier to follow if posts were arranged into categories." "Better organization would make reading and understanding easier."</i>
Students expressed the need for more teacher feedback and peer interaction to strengthen learning engagement.	<i>"The teacher should give direct feedback on our posts." "More peer comments would make the activity more engaging." "Highlighting good examples could help students improve."</i>

### **Pedagogical Implications**

The findings of this study have various pedagogical implications for ESL teachers. Padlet can be a great tool to integrate into writing teaching to assist students visualize text structures, engage in collaborative learning and interaction with texts. The best way educators can help this is to provide clear guidelines, standardized templates, and organized conversation places. Furthermore, students need constant feedback from their teachers and controlled peer interaction to promote meaningful engagement and improve their development as writers. There is also a need to carefully organize the content online in order to prevent information overload and to ensure learner focus during collaborative activities.

Table 7 summarizes the major themes and key findings identified from the thematic analysis.

**Table 7: Summary of Themes and Key Findings**

<b>Research Area</b>	<b>Themes Identified</b>	<b>Key Findings</b>
<b>Positive Experiences</b>	Visual Organization and Clarity	Padlet helped students understand text structures visually and systematically
<b>Positive Experiences</b>	Ease of Use and Simplicity	Students found Padlet user-friendly and accessible
<b>Positive Experiences</b>	Interactivity and Engagement	Learning became more enjoyable and interactive
<b>Positive Experiences</b>	Collaborative Learning	Students benefited from peer examples and shared learning
<b>Challenges</b>	Organizational Difficulties	Too many posts caused confusion and difficulty focusing
<b>Challenges</b>	Technical Issues	Internet connectivity problems affected participation
<b>Challenges</b>	Platform Usability	Some students struggled with the interface and mobile layout
<b>Suggestions</b>	Clearer Instructions	Students requested better guidance and examples
<b>Suggestions</b>	Better Organization	Participants recommended clearer sections and categories
<b>Suggestions</b>	Enhanced Feedback	Students wanted more teacher and peer feedback

## **Conclusion**

Digital collaborative settings have largely changed the nature of interaction and teaching paradigms in ESL classes today. The aim of this study was to investigate the experiences and views of ESL students using Padlet to learn about text structures and organization in writing courses. The qualitative theme analysis indicated that, from Vygotsky's social constructivist perspective, Padlet is a very successful instructional tool to promote collaborative knowledge building, especially in understanding text structures and organization.

The results show that Padlet has several pedagogical benefits. Above important, it is visually organized and clear, encouraging a more methodical conceptualization of the structural relationships of introductions, body paragraphs and conclusions for learners. So, it allows them to organize ideas logically and to compose better structured compositions. Moreover, the basic design of the platform and its ease-of-use aid to mitigate tech anxiety, which in turn supports student autonomy and classroom participation. These elements encourage motivation and engagement, and they also promote continued contact outside of the restrictions of traditional classroom learning. This makes students more responsible for their own learning process and

active participants of a peer-supported learning environment. Padlet is a shared digital platform that facilitates dynamic, student-centered participation, where students can benefit from peer scaffolding and rapid sharing examples.

The study, however, also highlights that the usage of digital collaborative platforms is not without its challenges. One crucial issue is cognitive overload, where learners are overwhelmed by the amount of material and postings on shared boards, which decreases their capacity to focus on critical writing structures. This can negatively affect students' motivation and their willingness to continue using digital technology in learning. Moreover, technical limitations, such as unstable Internet connection, device incompatibility and restricted functionality of mobile interfaces, may disturb the continuity of learning and prevent the students' full involvement in learning activities. Another important difficulty is the absence of digital literacy skills among some students, which might influence their confidence and ability to use the site effectively. Students also find it difficult to understand assignments if they are not given adequate assistance, especially if the instructions are not effectively structured, leading to off-task conduct or superficial participation with learning activities.

To overcome these issues, the students recommended that instructors use Padlet in a more deliberate and purposeful way to teach writing. Instructors should provide more direct instructional scaffolding and highly structured board layouts prior to the activities. Students also want better-organized feedback from teachers and greater interaction with their peers to improve the quality of their work. Digital learning platforms are designed to promote learner autonomy but the collaborative support from teachers and peers is crucial in optimising learning outcomes. In the end, Padlet is an important tool for reinforcing text structures in the ESL setting, but its performance is heavily dependent on the teacher's thorough instructional design and active facilitation.

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