

Padlet-Based Collaborative Writing: Enhancing EFL Students' Paragraph Coherence and Engagement

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ABSTRACT

This current research scrutinized the implementation of collaborative writing on Padlet to enhance students' coherence in writing paragraph and their engagement in the learning process. This current research employed a quasi-experimental one-group pretest-posttest design and a descriptive qualitative approach to examine students' learning processes and interactions. Twenty-five first-year college students at one of the private universities in Indonesia who joined a writing paragraphs course. Quantitative data were gathered via paragraph-writing assessments and analyzed using paired-samples t-tests, whilst qualitative data were collected through observations, questionnaires, and student reflections. According to the study, students' paragraph coherence greatly improved, with mean scores rising from 68.40 to 81.24 ($p < 0.05$). Additionally, throughout the six-week intervention, engagement data showed a significant shift toward more content-focused peer criticism, as well as increased participation in posting, commenting, and editing activities. The results show that lines written in groups on Padlet are easier to understand and that students are more interested in writing in English as a second language. However, since this study employed a one-group design without a control group, the findings should be interpreted cautiously. Future studies are needed to further the effectiveness of Padlet-based collaborative writing in improving students' coherence and engagement through more rigorous experimental designs.

Keywords: Collaborative Writing, Padlet, Paragraph, Students' Engagement

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INTRODUCTION

For English as a Foreign Language students, writing becomes a complex skill that must be learned well. This talent requires advanced thinking skills, such as organizing thoughts, ensuring sentences make sense, and conveying messages clearly (Nückles et al., 2020; Sarré et al., 2021; Tjawan, 2023; Wijayatiningsih et al., 2018, 2022). However, for most Indonesian pupils, writing remains difficult. They had difficulty composing paragraphs, namely, arranging written ideas to create coherence and logic, which is a part of the problem this research addresses. Many of the students' writings were found to have ambiguous, fragmented meanings, so they did not achieve coherence worthy of being read by all readers. Around 72% of students had difficulty applying their thoughts in the form of coherent paragraph writing, which was proven by the results of class observations in one of the English Study Programs of a private university in Indonesia, where many diagnostic assessment results, especially in paragraph writing, were found to have decreased by 43%. In addition, students lacked understanding of constructive criticism and collaborative writing projects, with around 68% reporting that their writing was less understandable. There was always a repetition of ideas in each paragraph, so coherence was not achieved at the desired level.

These writing challenges align with the findings of Nindya & Widiati, (2020) and Warna et al., (2019), which identified the primary deficiencies of EFL students in Indonesia as the structure of ideas and the cohesiveness of sentences. They can write single phrases with the proper structure, but when they try to write a whole paragraph, their ideas do not flow well and lack sufficient detail. It shows that students need to practice and get help from others through constant contact and feedback to write entire texts (Hyland, 2016).

Also, in typical classes, the process of learning to write is often focused on the teacher, and feedback is often delayed, limited, and limited to grammar errors. Nevertheless, writing criticism is important for building linguistic awareness and improving writing (Jones, 2022; Sun, 2023; Tustiawati & Malini, 2023). Students often wait for their teacher to fix their mistakes, rarely revise their own work, and rarely ask their classmates for input. In a paragraph-writing class, only 24% of students actively commented on their classmates' work during peer review sessions. 56% of students said they had never given content-based criticism and only corrected spelling and grammar. These results show that we need new ways to learn that encourage active participation and peer interaction during the writing process.

The collaborative writing approach is a pedagogical solution that meets the needs of the 21st century to address these problems. Alshahrani & Storch (2025) characterize collaborative writing as a social process in which two or more writers co-create a work. In this way, students not only write, but they also become more conscious of how to think about text structure,

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meaning, and language. Many studies by [Ardiasih et al. \(2019\)](#); [Shayakhmetova et al. \(2020\)](#); [Sundari & Febriyanti \(2023\)](#); [Teng \(2021\)](#); and [Tjawan \(2023\)](#) reveal that collaborative writing scrutinizes writing quality, bolsters critical thinking skills, and develops a sense of ownership over written work. This strategy is successful in developing writing self-efficacy and engagement among Indonesian EFL students ([Fathi et al., 2019](#); [Vattoy, 2020](#); [Yabukoshi, 2021](#)).

From a theoretical perspective, current collaborative writing research is fraught with unresolved concerns. The theory of collaborative writing elucidates writing development through peer interaction, including negotiation, shared accountability, and the co-construction of text ([Alshahrani & Storch, 2025](#); [Sundari & Febriyanti, 2023](#)). However, numerous studies often regard collaboration as a generic classroom strategy, neglecting to analyze how technological context influences the quality of interaction and the coherence of the resultant text ([Adiyani et al., 2025](#); [Nida, 2021](#); [Rahimi & Fathi, 2022](#); [Sholikhah & Anggraeni, 2022](#); [Su & Zou, 2022](#)). In paragraph composition, this matter is significant as coherence is not merely a language outcome but also a consequence of how writers address topic sentences, supporting details, transitions, and the logical progression of ideas during collaboration ([Chanyoo, 2018](#); [Hyland, 2019](#)). This research examines the theoretical issue of the inadequate elucidation of how digital collaborative environments facilitate the transition from peer interaction to paragraph-level coherence and engagement.

The advent of AI-assisted writing further complicates this theoretical discourse. Instruments such as grammar checkers, automatic paraphrase tools, and intelligent writing assistants may facilitate superficial corrections and concept enhancement, but their unregulated use may diminish the prominence of peer negotiation and reflective revision processes ([Jones, 2022](#); [Wiethof et al., 2021](#)). Consequently, AI-assisted writing was not designated as the primary variable in this study. Rather, it was regarded as an element of the extensive digital writing ecosystem that necessitates critical recognition. The emphasis was on Padlet-facilitated human cooperation, as the study aimed to understand how students negotiate meaning, respond to peer comments, and rewrite their paragraphs through a communal online platform. This orientation enables the study to address contemporary AI-related issues while maintaining alignment with its foundational domain EFL collaborative paragraph writing.

However, the greatest impact on collaborative writing lies in the digital tools students use and how they use them, in line with the instructions and stages of the collaborative writing process. Currently, Web 2.0 tools such as Google Docs and Edmodo are widely used to support collaborative writing and to provide feedback during group co-creation. Previous research has examined the impact of text-based platforms, focusing on document-based writing, on student engagement and collaborative writing quality. Padlet, a popular graphic-focused application, has received less attention in EFL

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academic writing, particularly regarding paragraph-level coherence and multidimensional student engagement. This distinction is noteworthy because Padlet offers unique features such as visual concept structure, asynchronous interaction, and multimodal feedback, which can influence how students develop and update their writing products.

Addressing this gap is crucial because varying technical capabilities can impact not only the written product but also the learning process itself. Therefore, this study aims to extend existing research by investigating how Padlet-based collaborative writing promotes paragraph coherence and student engagement in an EFL environment, and to provide a more nuanced view of how digital platforms influence collaborative writing practices. Padlet facilitates bidirectional, community-oriented interactions and offers a collaborative environment for students to compose, critique, and edit material in real time (Yeh, 2021). Most previous studies have focused on platforms such as Google Docs (Kitjaroonchai & Suppasetseree, 2021; Nasri et al., 2022; Seyyedrezaie et al., 2016; Shahidan et al., 2022; Yeh, 2021) and Edmodo (Miftah & Cahyono, 2022; Prasatyo & Gustary, 2023; Ulfa et al., 2022). Padlet, on the other hand, is still not very well known as a tool for teaching academic writing in Indonesian universities.

Padlet is an application in the Web 2.0 ecosystem with significant potential to boost collaborative writing because it is visual, easy to use, and accessible on many devices. Students can actively connect with their peers and teachers through features such as uploading, commenting, reactions (like/dislike), and real-time editing. (Lam & Chiu, 2018) report that using interactive media such as Padlet can boost student engagement and participation by up to 40% compared to traditional approaches. So, it makes the learning environment more open, adaptable, and community-based. Similar findings were reported by Bozatzi (2021), who demonstrated that students who participated in collaborative writing activities mediated by wikis or Padlet showed considerable improvements in the organization and content development of their work.

Using Padlet can not only help students write better but also get them more involved in their learning. It includes behavioral, emotional, and cognitive engagement. Arifin & As'ad (2019); Govindarajan (2021); Huang et al. (2022); Tusino et al. (2019); & Wang et al. (2022) elucidate that actively engaged students are not merely physically present; they also exhibit emotional investment and cognitive effort in learning activities. In the realm of digital writing, behavioral engagement is quantified by the frequency of posts or comments on Padlet; emotional engagement is indicated by the enthusiasm displayed in responding to feedback; and cognitive engagement is demonstrated through the depth of revision and the capacity for independent reflection on errors. A recent study by Tang & Hew (2022) & Yeh (2021) demonstrated that student engagement levels can rise by as much as 63% when they are provided with opportunities for interaction on online platforms such as Padlet, especially in the emotional and cognitive

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dimensions.

Padlet also lets peers provide each other constructive and ongoing comments. When students write and receive criticism online, they not only learn how to judge others' work, but also what good writing looks like (Hyland, 2019). Situmorang et al. (2025) found that using Padlet with a gamification strategy increased students' likelihood of both giving and receiving comments by 58% compared with standard peer-review methods. Moreover, the writing process in Padlet fosters self-regulated learning, enabling students to track their progress via peer feedback, reassess their writing, and cultivate a practice of ongoing revision (Pakaja et al., 2024).

In Indonesia, the use of Padlet aligns with higher education curriculum, which emphasizes digital literacy, collaboration, and independent learning. Students are no longer seen as passive recipients of information; instead, they are seen as active participants in creating knowledge. Padlet provides the Text-Based Instruction (TBI) writing learning model a place to grow in a more dynamic, contextual way. Students can work together to write coherent academic papers using interactive technology at different levels of learning about the topic: modeling, joint construction, and independent construction (Rahimi & Fathi, 2022).

All in all, this current research found that Padlet can systematically assess the quality of EFL students' writing, particularly in terms of paragraph coherence and the degree of learning engagement. This study aims to enhance understanding of the integration between the Collaborative Writing and Text-Based Instruction methodologies, facilitated by Web 2.0 technology. This study has two main goals: (1) to find out how well Padlet helps EFL students write paragraphs that make sense, and (2) to find out how much digital collaboration through Padlet can make students more interested in writing in the Indonesian university context.

METHOD

The current study employed a mixed-methods approach with a concurrent embedded design, prioritizing quantitative data and using qualitative data to support and explain the findings. The primary design was a quasi-experimental one-group pretest–posttest, aimed at examining changes in students' paragraph coherence following the implementation of Padlet-based collaborative writing. In this approach, quantitative data were used to capture measurable improvement in writing performance. In contrast, qualitative data provided complementary insights into students' engagement, interaction patterns, and learning experiences throughout the intervention. The combination of these two forms of data was intended to offer a more complete picture of both outcomes and processes in EFL writing development.

This design was selected for its practicality in conducting research in an authentic classroom context. In this setting, all students were required to

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participate in the same instructional activities, making random assignment to control and experimental groups impractical (Cresswell & Plano, 2018)^[8]. Although the absence of a control group represents a methodological limitation, it reflects the natural conditions of classroom-based research. To address this limitation, the study used pretest–posttest comparisons to assess changes in writing performance over time. In addition, qualitative data were incorporated to provide contextual explanations for these changes, particularly in understanding how students interacted, responded to feedback, and engaged in the collaborative writing process. By integrating both data types concurrently, the study sought to strengthen the validity of the findings through complementary evidence rather than relying on a single data source. The study was grounded in two main theoretical perspectives. First, it adopted the collaborative writing framework proposed by [Alshahrani & Storch\(2025\)](#), which views writing as a socially mediated activity in which learners co-construct meaning through interaction, negotiation, and feedback. This perspective emphasizes that writing development is not solely an individual cognitive process but also a collaborative practice shaped by peer engagement. Second, the study incorporated a multidimensional engagement framework ([Situmorang et al., 2025](#)), which conceptualizes student engagement as comprising behavioral, emotional, and cognitive dimensions. Behavioral engagement refers to observable participation in activities, emotional engagement relates to students' attitudes and responses toward learning tasks, and cognitive engagement involves deeper processing, reflection, and idea development. These frameworks were combined to examine how Padlet, as a digital collaborative tool, influences both the quality of writing and the nature of student participation.

The participants were 25 third-semester students enrolled in a paragraph writing course in the English Language Education program at a private university in Semarang, Central Java. The participants were aged 19-22 years, with 20% male and 80% female students. Purposive sampling was applied based on several considerations. First, all participants were actively enrolled in the course where the intervention was implemented. Second, they had stable internet connectivity, which was necessary to participate in online collaborative writing activities. Third, they had prior familiarity with digital platforms such as Google Docs or similar tools. This criterion was particularly important to ensure that students could engage effectively with Padlet without being hindered by technical challenges. By minimizing technological barriers, the study was able to focus more directly on writing development and collaborative processes rather than on digital adaptation. Finally, participants were selected based on their willingness to engage consistently throughout the six-week intervention period.

Data were collected using four main instruments to capture both performance-based outcomes and process-oriented insights. First, a paragraph writing test (pretest and posttest) was used to assess students' writing performance. In both tests, students were asked to write a 150–200-

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word argumentative paragraph on a general academic topic. Their writing was evaluated using a coherence rubric adapted from [Chanyoo \(2018\)](#), which focused on four key aspects: logical organization of ideas, sentence connectivity, use of coherence strategies, and alignment between topic sentences and supporting details. These criteria were selected to reflect the essential components of paragraph coherence in EFL writing. A five-point Likert scale (1 = poor to 5 = excellent) was used for scoring, allowing for consistent evaluation across students. To ensure reliability, two raters independently assessed the writing, and inter-rater reliability was calculated using Cronbach's Alpha ($\alpha = 0.87$), indicating high consistency in scoring.

Second, [an engagement observation](#) sheet was used to document students' participation during Padlet-based activities. Engagement was categorized into three dimensions. Behavioral engagement was reflected in students' visible actions, such as posting drafts, commenting on peers' work, and revising their own writing. Emotional engagement was observed through students' responsiveness, including expressions of encouragement, interest, and enthusiasm during interactions with peers. Cognitive engagement was identified by the quality of students' contributions, particularly their ability to provide meaningful feedback, elaborate on ideas, and revise content in response to suggestions. Each dimension was rated using a five-point scale across six instructional sessions, enabling the researcher to track changes in participation over time.

Third, a student engagement [questionnaire](#) consisting of 15 items was administered at the end of the intervention. The questionnaire was adapted from [Arisman \(2025\)](#) and [Ryan & Deci \(2020\)](#), focusing on students' motivation, peer interaction, and perceptions of Padlet as a learning tool. The purpose of this instrument was to complement observational data by capturing students' subjective experiences, particularly aspects that may not be fully visible through observation alone, such as perceived confidence and comfort in participating.

Finally, qualitative data were collected from students' written reflections and peer feedback comments on Padlet. Students were encouraged to reflect on their learning experiences, challenges, and perceptions of collaborative writing throughout the intervention. In addition, peer feedback comments were analyzed to identify patterns of interaction, including corrective feedback (focused on errors), suggestive feedback (offering improvements), and elaborative feedback (expanding ideas). These qualitative data provided deeper insights into how students engaged with the writing process and how collaboration influenced their learning.

The study was conducted over six weeks and followed a structured sequence of activities. It began with a pretest to establish baseline writing performance, followed by an orientation session introducing students to Padlet and collaborative writing procedures. Students were then organized into small groups, and each group worked within a shared Padlet space. During the intervention phase, students drafted paragraphs, exchanged

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feedback, and revised their work iteratively. The teacher facilitated the process by guiding discussions and providing additional feedback when necessary. Reflection activities were incorporated throughout the process to encourage students to evaluate their own progress and learning strategies. The study concluded with a posttest to assess improvements in paragraph coherence. In addition, Padlet activity logs were analyzed to quantify behavioral engagement, including post, comment, and revision frequencies.

FINDINGS AND DISCUSSION

Enhancement of the Students' Overall Coherence in Paragraphs

The pretest and posttest results show a clear improvement in students' paragraph coherence following the Padlet-based collaborative writing intervention. The mean score increased from 68.40 (SD = 6.32), categorized as *adequate*, to 81.24 (SD = 5.27), categorized as *good*. This reflects a gain of 12.84 points, indicating a substantial improvement in writing performance.

A paired-sample t-test confirmed that this difference was statistically significant ($p < 0.05$). To assess the magnitude of the improvement, Cohen's d was calculated, yielding a value of $d = 2.20$, which indicates a very strong effect. This suggests that the improvement is not only statistically reliable but also meaningful in practical terms.

To explore variation in outcomes, students were grouped into lower- and higher-performing categories based on their pretest scores. The results indicate that lower-performing students showed a larger gain ($M = 15.85$) compared to higher-performing students ($M = 9.40$). This difference suggests that the intervention had a stronger impact on students who initially experienced more difficulty in organizing their ideas.

The improvement in paragraph coherence appears closely related to how interaction and feedback were facilitated during the collaborative writing process. Padlet enabled students to make their writing visible to peers, creating opportunities for immediate and context-specific feedback. This visibility encouraged students to reflect on how their ideas were organized and to revise their writing accordingly.

From a collaborative writing perspective, this finding highlights the role of interaction in shaping writing development. Coherence in this context was not constructed individually, but developed through negotiation and shared input. The stronger gains among lower-performing students suggest that peer interaction may serve as scaffolding, helping them develop a clearer sense of structure and organization.

At the same time, the more moderate improvement among higher-performing students suggests that collaborative writing may not benefit all learners equally. These students may require more advanced or targeted feedback to refine their writing further. This variation suggests that the

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effectiveness of collaborative writing depends partly on learners' initial proficiency.

Students' reflections support this interpretation. For instance, one student noted:

"What I have learnt is that every phrase needs to have some connection to the topic sentence. I frequently wrote down random ideas before I started using Padlet. Since then, I have been working on making my paragraphs flow more effortlessly." (Student 8, reflection on the fifth week)

Similarly, another student explained:

"The comments from my friends helped me realize when my ideas were not connected," said the student who was in the eighth week of the reflection section. My transitions were revised as a result." (Student 14, reflection on the fourth week)

These responses suggest that peer feedback did not merely function as correction, but also encouraged students to reconsider how their ideas were structured. In this sense, the improvement in coherence can be linked to increased metacognitive awareness, where students became more conscious of how their writing was organized and how it could be improved.

From a theoretical perspective, this finding aligns with the collaborative writing framework ([Alshahrani & Storch, 2025](#)), which emphasizes the role of interaction and shared knowledge construction in improving writing quality. The results are also consistent with [Rahimi & Fathi \(2022\)](#), who found that digitally mediated collaboration can enhance text organization through continuous feedback and revision.

In addition, Padlet's interface may have contributed to this process. The visual arrangement of posts and comments allows students to see both their writing and the feedback in a structured way, making it easier to track revisions and understand how ideas are connected. This supports previous findings by [Su & Zou \(2022\)](#) and [Wiethof et al. \(2021\)](#), suggesting that digital collaborative tools can promote more balanced participation and facilitate deeper engagement in writing tasks.

Overall, the improvement in students' paragraph coherence seems to result not only from repeated practice but also from the interactive, feedback-rich environment created through Padlet. This environment encourages students to engage more actively with their own writing as well as with their peers', leading to more meaningful learning experiences.

Collaborative Activity and Student Engagement on Padlet

Student engagement during the six-week intervention was recorded through Padlet activity logs. All students (100%) contributed posts, 92% provided at least three comments, and 88% revised their writing based on peer feedback. In total, 365 posts and 427 comments were recorded.

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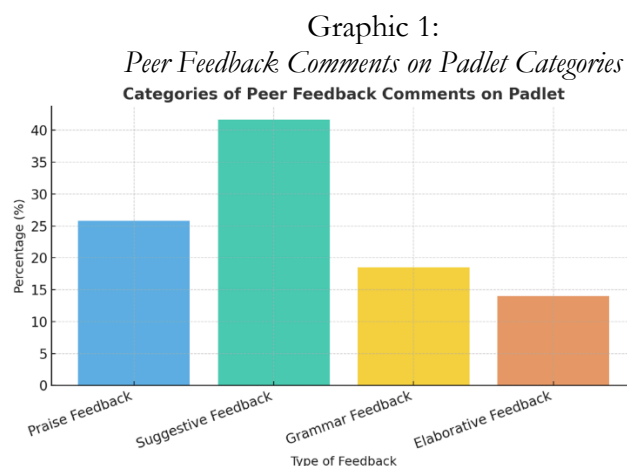
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Participation increased over time. During Weeks 1–2, activity was relatively low, with 65 posts and 34 comments. This increased significantly in Weeks 3–4 (142 posts and 210 comments), and remained high in Weeks 5–6 (158 posts and 183 comments), accompanied by an increase in revisions.

The analysis of feedback types shows that suggestive feedback (41.7%) was the most dominant, followed by praise feedback (25.8%). Grammar-focused feedback and elaborative feedback were less frequent. This indicates a shift toward more content-oriented interaction. This data supports [Tang & Hew's \(2022\)](#) assertion that behavioral engagement increases with greater ownership of the learning process.

The increase in engagement appears to be gradual rather than immediate. In the early stages, students showed limited participation, which may reflect initial uncertainty about the collaborative process. However, as the activity progressed, participation became more consistent and self-directed. More importantly, the nature of engagement has evolved. The dominance of suggestive feedback indicates that students moved beyond surface-level corrections and began engaging with the content of their peers' writing. This shift reflects an increase in cognitive engagement, with students actively evaluating and developing ideas rather than simply completing tasks. This result aligns with [Ryan & Deci \(2020\)](#), who argue that collaborative media such as Padlet boost intrinsic motivation by meeting three learning needs: autonomy, relatedness, and competence. Students are socially linked, in control of their learning, and can demonstrate their competency through published work.

From an engagement theory perspective, this pattern suggests an interaction between behavioral and cognitive dimensions. Increased participation (posting and commenting) appears to create opportunities for deeper engagement with content. However, the variation in feedback types also indicates that not all students reached the same level of engagement. Some remained focused on grammatical corrections, suggesting differences in readiness or confidence. The results are shown in Graphic 1.



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All in all, in this context, Padlet functions as an environment that supports engagement, but does not guarantee it (Mafulah & Cahyono, 2023^[16]). The platform's effectiveness depends on how students interact with it and how they respond to peer input.

Student Reflections on Padlet Use

Students' reflections collected through Google Forms generally showed positive responses toward the use of Padlet in the writing class. Most students felt the platform helped them organize their ideas more clearly, with 88% reporting improvements in structuring their paragraphs. In addition, 84% reported that reading their peers' work encouraged them to write more actively, while 80% stated that giving and receiving feedback helped them better understand their own mistakes.

Some of the reflections also reveal how students' attitudes toward writing began to change. For example:

"Writing on Padlet made me feel more responsible because others could read my work. I did not want to post something messy."

(Student 2)

"Seeing my friends' paragraphs encouraged me to strengthen my topic phrases." The wall was reminiscent of a sprawling gallery in a classroom.

(Student 9)

"I used to think feedback was criticism, but through Padlet I see it as a way to learn and improve together."

(Student 15)

These responses suggest that students were not only improving their writing skills but also beginning to view writing as a more collaborative and interactive process.

A closer analysis of students' reflections reveals three key patterns: increased responsibility, evolving perceptions of feedback, and greater confidence in participation.

First, the sense of shared visibility appears to play an important role in shaping students' behavior. As their writing was publicly accessible within the group, students became more careful and deliberate in organizing their ideas before posting. This indicates that visibility functions as a form of social regulation, encouraging students to take greater responsibility for the quality of their work. In this sense, Padlet does not merely facilitate writing but also introduces an audience dimension that influences how students approach the task.

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Second, students' perceptions of feedback shifted from viewing it as correction to recognizing it as a collaborative learning process. This change suggests the development of feedback literacy, in which students begin to interpret feedback as a resource for improvement rather than an evaluation. This aligns with (Hyland, (2019), who emphasizes that effective writing development involves learners' ability to engage with and act upon feedback, not simply receive it.

Third, the reflections indicate increased confidence in participation, particularly among students who were previously less active in face-to-face settings. The asynchronous nature of Padlet allows students more time to think before responding, which may reduce anxiety and encourage more balanced participation. This supports the idea that digital environments can redistribute participation opportunities, enabling quieter students to engage more actively.

From a theoretical perspective, these findings can be understood through sociocultural and engagement frameworks. The collaborative interaction observed in Padlet reflects the role of social mediation in learning, where knowledge is co-constructed through dialogue and feedback (Rababah et al. (2023) . At the same time, the changes in responsibility, perception, and participation suggest the activation of emotional and cognitive engagement, which are essential for meaningful learning (Mafulah & Cahyono 2023); Rahimi & Fathi (2022); and Samosa et al. (2021).

Importantly, these results indicate that the value of Padlet lies not only in its technical features but in how it reshapes the learning environment. By making writing visible, interactive, and iterative, the platform supports a shift from individual task completion to a more collaborative, reflective writing process. This perspective provides a more nuanced understanding of how digital tools contribute to writing development, beyond simply improving performance outcomes.

Building upon the quantitative findings showing significant improvement in students' paragraph coherence and participation, the qualitative analysis further revealed how collaborative interaction on Padlet gradually shaped student's behavioural, cognitive, and emotional engagement throughout the intervention. The findings indicate that engagement in Padlet-based collaborative writing did not emerge immediately but developed progressively through repeated exposure to collaborative routines and guided interaction. During the initial stages of the intervention, most students primarily used Padlet as a space for uploading assignments rather than as an environment for meaningful interaction. Their comments were generally short, surface-level, and focused mainly on simple approval or grammatical corrections. However, after the teacher introduced models of constructive peer feedback and revision strategies, students gradually became more active in responding to peers' writing. The increase in comments from 34 interactions during weeks 1-2 to 210 during weeks 3-4 demonstrates that behavioral engagement was strongly influenced by instructional scaffolding,

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task familiarity, and collaborative practice. This finding supports the collaborative writing theory proposed by [Alshahrani & Storch \(2025\)](#), which emphasizes that writing development emerges through social interaction, negotiation, and guided participation rather than through isolated individual work. Therefore, behavioral engagement in this study should not merely be interpreted as the quantity of participation, but also as students' increased readiness to engage within a visible digital writing community.

The evolution of peer feedback quality also became one of the most significant findings of this study. Initially, students tended to focus mainly on grammar correction, spelling, and simple praise because they felt more confident identifying surface-level language errors than discussing idea development or paragraph organization. Similar tendencies have been reported in EFL writing contexts where students often associate feedback primarily with language correction ([Hyland, 2019](#)). Nevertheless, the quality of feedback gradually shifted toward more suggestive and content-oriented interaction. Students began commenting on whether supporting details were relevant to topic sentences, whether transitions between ideas were sufficiently clear, and whether examples effectively strengthened paragraph unity. This shift is theoretically important because paragraph coherence is closely related to logical organization and meaningful connections among ideas rather than grammatical accuracy alone ([Chanyoo, 2018](#)). The dominant type of suggestive feedback (41.7%) indicates that students increasingly functioned not only as proofreaders but also as co-constructors of meaning. However, elaborative feedback remained relatively limited, suggesting that students still required additional guidance to engage in deeper critical responses. This finding aligns with [Rahimi & Fathi \(2022\)](#), who argue that collaborative writing environments become pedagogically meaningful when peer interaction extends beyond linguistic correction into discourse-level revision and idea negotiation.

Cognitive engagement became particularly visible in students' revision process. Students did not simply accept peer comments mechanically; instead, they evaluated the relevance of suggestions and reconsidered the relationships among topic sentences, supporting details, transitions, and concluding statements. This process reflects deeper cognitive processing because students needed to compare their intentions as writers with peers' interpretations as readers. Furthermore, the visual archive provided by Padlet enabled students to revisit previous drafts, monitor revisions, and reflect on their own progress across writing stages. Such practices indicate the emergence of metacognitive awareness, in which students become more conscious that coherence is achieved through unity, logical sequencing, and clear transitions. These findings support self-regulated writing theory, which emphasizes reflection and monitoring as essential elements of writing development ([Nückles et al., 2020](#)).

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Another important aspect concerns Padlet's visual design in shaping collaborative interaction. Unlike linear document-based platforms, Padlet presents drafts, comments, and peer responses in a wall-like arrangement that makes texts highly visible and easily comparable. This visual structure enabled students to observe different paragraph organizations simultaneously and reflect on their own writing in relation to peers' work. The visibility of writing also fostered a stronger sense of audience awareness, encouraging students to organize their ideas more carefully before publishing. Consequently, Padlet functioned not only as a submission platform but also as a mediating environment that shaped how the students interpreted feedback and made revision decisions. This finding supports [Su & Zou's \(2022\)](#) argument that digital collaborative technologies influence both interaction patterns and cognitive organization during writing activities.

Finally, the findings suggest that Padlet contributed to more inclusive participation in the EFL writing classroom. In conventional face-to-face peer review sessions, highly confident students often dominate discussions, while quieter learners hesitate to participate. The asynchronous nature of Padlet provided students with additional time to read, reflect, and formulate responses, thereby reducing communicative pressure and encouraging broader participation. However, equity in digital collaboration should not be assumed; students with stronger language proficiency or technological confidence still tended to participate more actively. Therefore, teacher facilitation remained essential in ensuring balanced interaction and meaningful feedback distribution. Overall, the findings demonstrate that Padlet-based collaborative writing improved paragraph coherence not only through repeated practice but also through repeated practice but also through visible drafting, peer negotiation, reflective revision, and digitally mediated engagement processes supported by collaborative writing theory and digital learning research ([Alshahrani & Storch, 2025](#); [Rahimi & Fathi, 2022](#); [Su & Zou, 2022](#)).

CONCLUSION

This study found that collaborative writing using Padlet leads to significant improvement in EFL students' paragraph coherence, as evidenced by a rise in mean writing scores from 68.40 to 81.24. The results show that students not only improved their scores but also became better at organizing their ideas and making their sentences clearer. The results also suggest that using Padlet makes students more active in all three areas of behavior, emotion, and thought. Students not only engaged more often in writing and feedback activities, but also showed a shift towards peer interactions and revision methods that were more content-focused. A significant contribution of this study is its emphasis on how the features of a digital collaborative platform,

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such as draft visibility, asynchronous feedback, and interactive commenting, can influence the writing process and student involvement. The data indicate that improvement is not a direct consequence of the tool itself, but rather a result of the interactional processes enabled by Padlet that foster writing development. From an educational standpoint, these findings suggest that incorporating collaborative digital tools into writing instruction can foster more interactive, feedback-oriented learning environments, especially in EFL contexts where opportunities for peer engagement are frequently constrained. However, the lack of a control group must be taken into account when interpreting the results, and subsequent research should use more stringent experimental designs to further investigate the efficacy of this methodology.

CRediT AUTHOR STATEMENT

Yusak Suharno: Conceptualization, Methodology, and Validation. **Testiana Deni Wijayatiningsih:** Creating Instruments, Writing Original draft and Revising draft, and Investigation the Data. **Eko Andy Purnomo:** Data analysis using SPSS and Interpretation. **Raqib Chowdhury:** Reviewing and Editing.

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