

The Potential of Online Bulletin Platforms for Language Teaching in Classrooms

Aini Faridah Azizul^{1*}, Munirah Izzati Ismail², Pishaza Othman³ and Wan Ainin Sofiya Wan Azlan⁴

^{1,2,3,4}Akademi Pengajian Bahasa, Universiti Teknologi MARA Shah Alam, Malaysia

*Corresponding author: ¹ainifari@uitm.edu.my

ABSTRACT

ARTICLE HISTORY

Received:
27 January 2021
Accepted:
21 March 2021
Published:
30 April 2021

KEYWORDS

E-learning
Flipgrid
Language acquisition
Online bulletin
Padlet

This study investigates the potentiality of implementing online bulletin platforms as a means of language acquisition for secondary school learners in Malaysia. Online bulletin platforms are mostly used by teachers to make their lesson plans more convenient and engaging. The research was conducted using quantitative methods by creating a survey for secondary school teachers and students. The survey evaluates the respondent's perception on the potential of online bulletin platforms as a method of teaching. The research findings found that Padlet is the most preferred online bulletin platforms. In addition, it revealed that the platforms are effective in boosting one's speaking skill, raising the confidence level among introverted students, organising and accessing teaching materials, assessing students' work, and lastly, encouraging collaborative learning. In conclusion, online bulletin platforms are the most preferred e-learning tool used by teachers and students to aid the language acquisition process. The implementation of online bulletin platforms as the main method of teaching a language in Malaysian secondary schools can be implemented if the right tools, materials, and support are provided.

1. INTRODUCTION

Ever since the Covid-19 outbreak, the Malaysian government has taken various measures to reduce the spread of the disease. One huge measure taken is the implementation of the Movement Control Order (MCO) involving a restriction on the people's movement and the shutdown of some sectors. Educational institutions are one of the sectors that have been shut down not only in Malaysia but also across the globe. According to Li and Lalani (2020), over 1.2 billion students are affected by the closure of educational institutions. This has resulted in a dramatic change in the education system where the usual learning and teaching methods are

replaced with online learning that uses technologies as a platform. Online learning, also known as e-learning is the process of knowledge acquisition that takes place through any electronic technologies and media that requires the Internet where both instructors and students can upload, access, and share their learning materials online (Tamm, 2019). Since there are many various online platforms available for teaching and learning, it is important for both students and teachers to reach a mutual consensus on the best online platform that is not only user friendly but also ensures that the teaching and learning process is carried out effectively. One of the more common methods in e-learning is via the online bulletin board, of which Padlet, and Flipboard, are among the many applications available.

As previously mentioned, an online bulletin platform enables educators to ensure the learning process is more organized, interesting, and different from the other online platforms. There are various online bulletin platforms available online and are free to access, but some of them also require users to subscribe to get the premium version which allows them to access more functions of the online bulletin platforms. The online bulletin platform that is widely used by Malaysians is Padlet. Padlet is an online application that allows users to pin their notes on a digital wall just like how they would use sticky notes and stick them on the wall or corkboard. Not only that, Padlet can also let users pin images, videos, and links instead of only pinning notes. However, Padlet has some weaknesses which require a very good internet connection to access it. Nevertheless, users can help to save the environment and the Earth by reducing the usage of papers for a better world. Therefore, the purpose of this research paper is to persuade more Malaysian especially secondary school teachers and students, to use Padlet, online bulletin platform, as a medium of learning. The importance of using this online bulletin platform is, it prepares the students for the knowledge society by enhancing their collaborative learning skills and promoting their engagement in knowledge creation. Besides, using this online bulletin platform helps to increase the students' intellectual performance and gives them the flexibility of time and space for collaborative learning. Hence, Padlet should be the number one choice from among the various bulletin online platforms.

Technology has impacted almost every aspect of our lives and education is no exception. With modern technology on the rise, teaching roles are reversed; teaching methods are redesigned as students take up more responsibility. As they embark on this flipped classroom journey, educators are in dire need of new teaching methods and materials that cater to the growing demand for a multimedia instructional package, especially in these unprecedented times. Educational institutions in Malaysia are adopting the flipped classroom strategy, in compliance with the Malaysia Education Blueprint (Siti Fatimah, Melor & Harwati, 2019) Although, not extensively implemented yet, teachers around Malaysia have been quick to adapt to modern technology to teach their students. With the reality of COVID-19 sinking in, students are struggling to find the balance between surviving the pandemic and the motivation to keep up with school; not to mention the never-ending mountain of homework that they are clueless about. Online bulletin platforms allow educators to redesign their teaching methods that grab each secondary school student's attention in an unorthodox manner.

The focus of research on the potential of online learning in Malaysia has traditionally been constricted as an auxiliary means to support traditional teaching methods. However, this study attempts to uncover the potential of online learning through the usage of online bulletin platforms as the main method of teaching. To maintain students' attitude towards learning, conventional teaching methods need to be re-evaluated to capture students' interest during these uncertain times, as irregular school closures impact conventional teaching methods. Thus, this study aims to examine the relationship between the effectiveness of online bulletin platforms as the main method for teachers teaching secondary school students and the

likelihood for the method to be practised and maintained after the COVID-19 pandemic. The study aims to answer the following questions:

- i. Which online bulletin platforms can benefit both teachers and learners?
- ii. What is the relationship between the effectiveness of online bulletin platforms as the main method of teaching secondary school students and will this method of teaching be maintained and adapted once schools are back in session?

2. LITERATURE REVIEW

2.1 Online Bulletin as a Viable Teaching Method

The concept of bulletin boards is no stranger in Malaysian classrooms. Most classrooms these days have a bulletin board where they post informational materials on every subject on the board. With the integration of technology in education, educators can collaborate with learners in live discussions, as long as they both have an internet connection (Mohd Zaidi, 2019). Platforms like Padlet and Flipgrid, allow students and teachers to interact with one another in an interactive grid layout where they can share videos, pictures, notes, etc. These platforms are versatile and flexible and can be organized according to the requirements of the subject, to maximise the potential of e-learning (Dhawan, 2020). In a recent study, teachers were able to identify which students were struggling to understand the topics that they taught. With the usage of Padlet where students' answers were visible to all, teachers were able to scrutinise their teaching methods to ensure its suitability for each student (Ann Rosnida & Zainor, 2018). Online bulletin platforms are highly simulative; it encourages and stimulates learners' motivation to take up more responsibility and be more proactive in their studies, as claimed by Mahmoud (2014). However, the usage of e-learning is not free from criticism, there are also limitations to consider. For those who use the platform for language learning, they will face a lack of social interaction. According to Rahmawati (2016), students expressed that their communication skills decreased due to the lack of direct interaction between their classmates. Not just that, technical limitations such as internet stability, internet connectivity and the cost of subscribing to an internet service provider are some of the drawbacks that need to be considered by researchers (Farideh, Neda, & Vahid, 2011).

2.2 The Effectiveness of Online Bulletin Platforms

An online bulletin board is a platform which makes the learning process more organized, interesting and different from the other online platforms. Flipgrid and Padlet are an example of an online virtual bulletin board. Using online bulletin as a platform in the language acquisition process has been proven effective. According to McLain and Terrill (2018), Flipgrid has proven to be effective as it increases the students' English-speaking time. Not only that, but it also encourages students to reflect on their performance of their oral presentation as one of the Flipgrid features allow the students to view their oral presentation video (Miskam, Aminabibi & Saidalvi, 2019). With this, the students can identify their strengths and weaknesses which can help them to improve their oral presentation skills in the future. The influences of the Flipgrid app on Vietnamese EFL high school learners' speaking anxiety also shows positive results on reducing their speaking anxiety (Tuyet & Khang, 2020). Online bulletin platform once again shows its effectiveness as it is proven that it can increase an English language learners' oral fluency (Annelise, 2020). Munirah, Melor, and Jamaludin, (2017) stated that students of English as a second language (ESL) classroom's performance in learning grammar shows a significant improvement when using Padlet as their learning acquisition platform. Unlike other platforms like online video conferences where the

learning is usually one-way, online bulletin platforms like Padlet encourages the students and instructors to have two-way learning as Padlet allows its users to collaborate. Aida, Melor, and Wahiza (2019) mentioned in the research of using Padlet for collaborative writing among ESL learners that the collaborative learning in Padlet allows the learners to improve their language accuracy as it is like a peer-assisted learning method. This will also help the students with lower proficiency to increase their confidence and have a more positive perception towards language learning. In the context of ESL students' writing skills, an online bulletin platform is the best tool to improve their writing tasks as it exposes them to new vocabularies and knowledge (Kamilia, Arif, Noah, Affendi & Md, 2020). In the research it also stated that the use of Padlet as a platform of language acquisition allows the students to map their ideas visually, which is a good pre-writing strategy.

3. METHOD

For this research paper, the types of survey questions used were Multiple Choice Questions (MCQs), Likert Scale and also Dichotomous Questions (yes/no questions). The survey was made using Google Form and it was divided into 3 sections which are the first section was respondent's background, the second section was bulletin boards as a means of teaching language where in this section the participants were asked on their knowledge about the online bulletin and bulletin board concept and the last section was the potential of implementing Online Bulletin as the main method of teaching in Malaysian secondary school classrooms where the participants were asked about the relevance of online bulletins as the main method of teaching language for secondary school students in Malaysia.

This research focuses on which online bulletin platforms that can give benefits to the teachers and students. Second, it also focuses on the effectiveness of the online bulletin platforms as the main teaching method and its relevance even when the schools are back in session. A quantitative research method was employed in order to answer the aforementioned research questions. The participants in this study were 17 teachers and 103 secondary school students and the participants have to answer questions through Google Form. Once the participants have submitted their responses, it will be analysed, and the results will be discussed in the findings. This research method is used because answering questionnaire is the most convenient way to collect data since face-to-face interviews cannot be conducted because of the pandemic. Moreover, answering questionnaires through Google Form is the most convenient way for the participants because they are familiar with Google Forms features.

4. DATA ANALYSIS AND RESULTS

4.1 Demographics of Respondents

The data was collected through the distribution of Google Forms to secondary school teachers and students. Google Forms are a convenient tool that can be used to make an online survey or questionnaire. In addition, questionnaire or online survey is considered as the best method to gather all the data from a big number of subjects to measure the behavioural patterns of respondents. From the distribution of the survey on Online Bulletin Platforms as a means of aiding language acquisition in Malaysian high school classrooms, the total number of respondents who responded to the questionnaire was 120 in total. This comprised 17 teachers and 103 students from across Malaysia. In this section, the respondents were required to provide details of their demographic background.

Table 1. Respondents' Profile

Demographic info	Category	Number of Respondents	Percentage
Gender	Male	93	77.5
	Female	27	22.5
Occupation	Student	103	85.8
	Teacher	17	14.2
Student's Age	Lower secondary	45	23.3
	Upper secondary	75	62.5
Form's that you are teaching	Lower secondary	7	13.3
	Upper secondary	32	26.7
Teacher's years of teaching	1 to 20 years	84	70
	20 years and above	3	5.8
Location	West Malaysia	86	79.1
	East Malaysia	22	20.9
Home area	Rural area	41	34.2
	Urban area	79	65.8
Type of internet connection	Wi-Fi	84	70
	Mobile data	65	54.2
Internet accessibility in home area	Good	23	19.2
	Moderate	41	34.2
	Poor	48	0.8
Device used for online classes	Smartphone	100	83.3
	Laptop	75	62.5
	Tablet	17	14.2
	Computer	11	9.2
Do respondents have their own device?	Personal	101	84.2
	Sharing	19	15.8

Based on the response from the respondents, the data on Table 1 shows that the internet accessibility is no longer the main issue because even the respondents from the rural areas had Wi-Fi connection at home. Thus, engaging an online bulletin as their main platform to teach and learn a language is no longer a problem. Besides that, the data shows that all of the respondent possess devices to join online classes, and hence were able to join the classes online. Even though not all of the respondents have laptops and computers, the smartphone itself is enough to download online bulletins applications such as Padlet and Flipgrid.

4.2. Bulletin Boards as a Means for Teaching

In this section, the participants' existing knowledge and attitude towards the application of bulletin boards in their physical classrooms were examined. The participants were asked if their classroom had a bulletin board where information on each subject was posted on it. They were then asked how often the information on the subject was updated. The result indicated that out of the 120 responses, five students did not have any informative board in their classroom. The five students were living in urban areas but were located in different states.

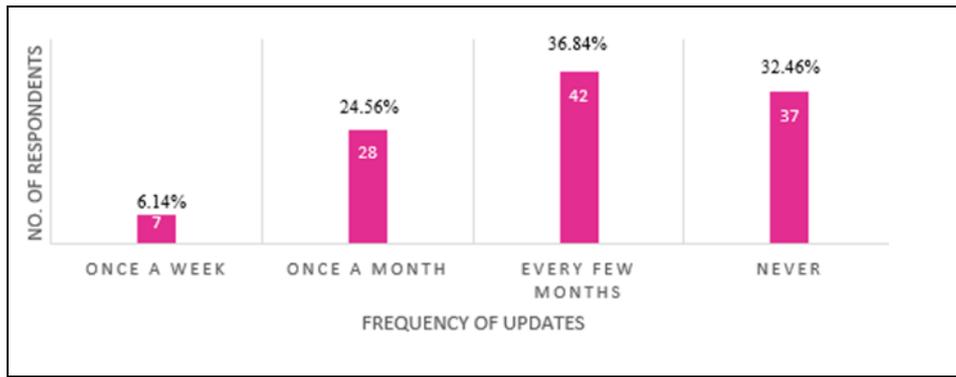


Figure 1. Frequency of Teachers and Students Updating their Informative Board

The respondents were then asked about the frequency of updates for the bulletin board. Figure 1 shows the frequency of teachers and students updating their bulletin boards in their classrooms. The results were divided into four categories, namely: once a week, once a month, every few months, and never. Based on the figure, only a handful of respondents updated the information on their bulletin board regularly. 6.14 percent of the respondents reported that their board was updated once a week, while 24.56 percent of them reported the board was updated once a month. In contrast with that, the majority of the respondents reported that their bulletin boards were updated every few months or have never been updated. This shows that 69.3 percent of the respondents were not utilizing their bulletin boards in their classrooms. As mentioned earlier, the number of respondents living in urban areas exceed those who live in rural areas. Based on the selection bias, it is not conclusive whether the students' geographical location had any influence on the results.

The respondent's perception of the effectiveness and relevance of a physical bulletin board was evaluated. The respondents were required to answer two questions using the Likert scale in order to evaluate their attitude on the said topic. The scale was divided into 5 points, each labelled with 1-5. The numbers on the scale represent their level of agreement with the questions that were asked in the questionnaire. (1) represents how respondents strongly disagree with the statement, and (5) represents how they strongly agreed with the statement.

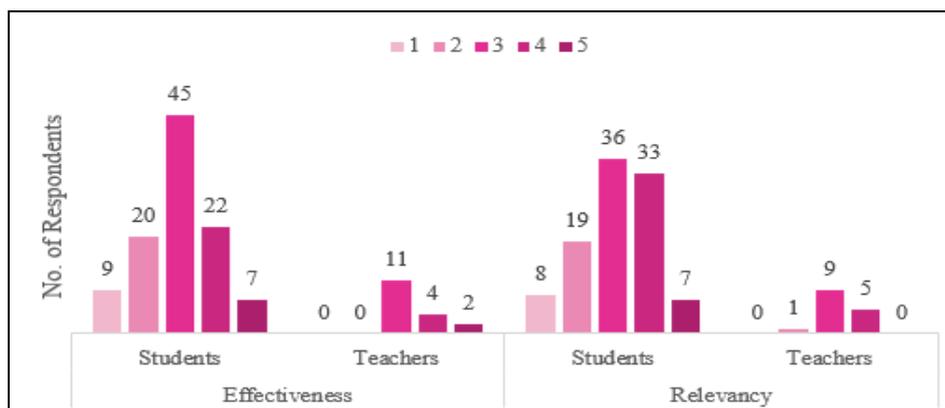


Figure 2. The Effectiveness and Relevancy of using a Bulletin Board in a Physical Classroom

Figure 2 shows that the majority of the students have neutral views on the effectiveness of bulletin boards in their classroom. The number of respondents who agreed and disagreed were surprisingly equal. These students had different demographic backgrounds as well. In contrast with the students, none of the teachers doubted the effectiveness of the bulletin board.

However, it is worth noting that majority of the teachers had neutral views on its effectiveness.

Similarly, the majority of the students had neutral views on the relevance of bulletin boards in their studies. Thirty three of the students agreed that bulletin boards were relevant, while 7 of them strongly agreed with the statement. Likewise, the majority of the teachers had neutral views on the relevance of bulletin boards for the teaching process. Five of the teachers agreed that bulletin boards were relevant, while one of the teachers disagreed on the relevance of it. Lastly, the results of a yes-no question, investigated the respondents' knowledge of any existing online bulletin platform are shown in the Table 2 below:

Table 2. Awareness of Online Bulletin Platform

No	Questions	Yes (%)	No (%)
1.	Are you aware of any online bulletin board websites that allow you to post a variety of multimedia functions such as pictures, videos, short notes, etc.?	71.7	28.3

71.7 percent of the participants knew at least one online bulletin platform which enabled them to utilise multimedia tools to create any content. Additionally, there was no significant relationship between the demographic of the respondents and the result of the question.

4.3. *The Potential of Implementing Online Bulletin as the Main Method of Teaching*

In the last section of the questionnaire, respondents were given questions in regard to the potential of implementing online bulletin as the main method of teaching in Malaysian secondary school classroom. Selected online bulletin platforms such as Flipgrid and Padlet in image form were attached to the questions to assist the respondents in understanding the questions and make a precise response.

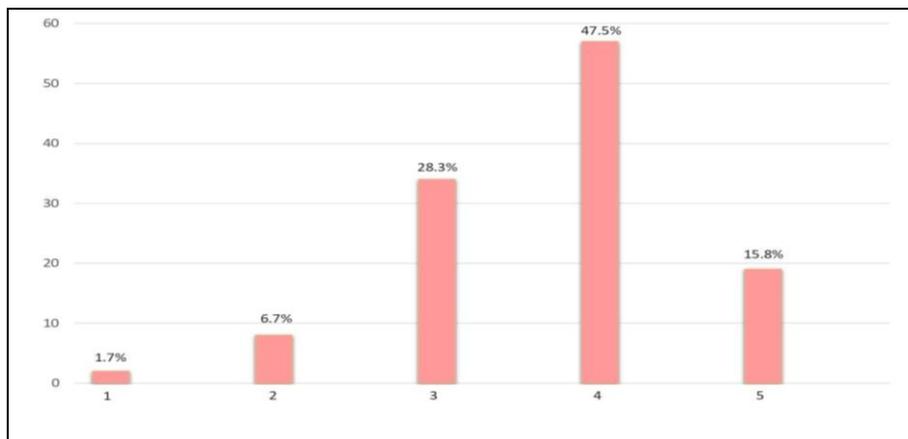


Figure 3. The Likelihood of Flipgrid in Improving the Students' Speaking Skills

In the first question, respondents were given an image of a discussion segment of a class in Flipgrid. As the discussion segment is filled with videos from students, the respondents were then asked on the likeliness of Flipgrid in improving the students' speaking skills in a language acquisition process. The Likert scale was used to evaluate the respondents' opinion of the statement. Figure 3 reveals that more than a quarter of the respondents had neutral views on it. Although two respondents answered, 'very unlikely' on it, almost half of the respondents answered that Flipgrid is likely to help in improving students' speaking skills and

even 15.8 percent of the respondents answered, ‘very likely’. This shows that the responses were mostly positive in improving the students’ speaking skills using Flipgrid.

Table 3. Opinions on the Effectiveness of Online Bulletin Platforms

No.	Questions	Yes (%)	No (%)
1.	Do you think the usage of Flipgrid will help the introverted students to actively participate in class activities and improve their confidence level?	82	18
2.	This is an example of a classroom in Padlet, which is one of the Online Bulletin platforms. Based on the "shelf" feature, do you think information is more organized than other platforms such as Google Classroom or Telegram for online classes?	87	13
3.	The wall feature on Padlet allows its users to comment on the author's post. As both teachers and students, will the usage of Padlet encourage collaborative learning that helps in the exchange of ideas?	92	8

Next, the respondents’ opinions on the effectiveness of online bulletin platforms were evaluated. The respondents were given questions based on the two online bulletin platforms, namely, Flipgrid and Padlet. The question that was asked on Flipgrid was on the students’ confidence level. Included in the question was an image of a Flipgrid classroom filled with students’ videos in it. The respondents' opinions were asked based on the yes-no questions to simplify the evaluation. As shown in the Table 3 above, 82 percent of the respondents answered ‘yes’ when being asked if the usage of Flipgrid will help the introverted students to participate more in-class activities and improve their confidence level. For Padlet, respondents were asked on its organization based on the shelf feature. With examples included in the questions, 87 percent of the respondents agreed that information in Padlet was more organized compared to other platforms. It can be seen that the shelf feature on Padlet is an important key in keeping information organised.

The other question was to evaluate the respondents’ opinion of Padlet’s wall feature. The wall feature on Padlet enables the students and teachers to reply and interact with each other’s posts. A picture of the wall feature in a Padlet classroom was attached and respondents were asked if the usage of Padlet encourages collaborative learning that helps in the exchange of ideas from both students and teachers. Most all of the students agreed on the usage of Padlet to encourage collaborative learning that helps in the exchange of ideas and only 10 out of 120 respondents disagreed. Among the 10 respondents who disagreed, one of them was a teacher with 20 years of teaching experience. This respondent had also disagreed in the previous question about the organization of information in Padlet and has never heard of any online bulletin platform which reported negative reaction towards online bulletin. It can be concluded that the learning acquisition process will be helpful with Padlet if the teachers and students have knowledge in collaborative learning that helps in the exchange of ideas.

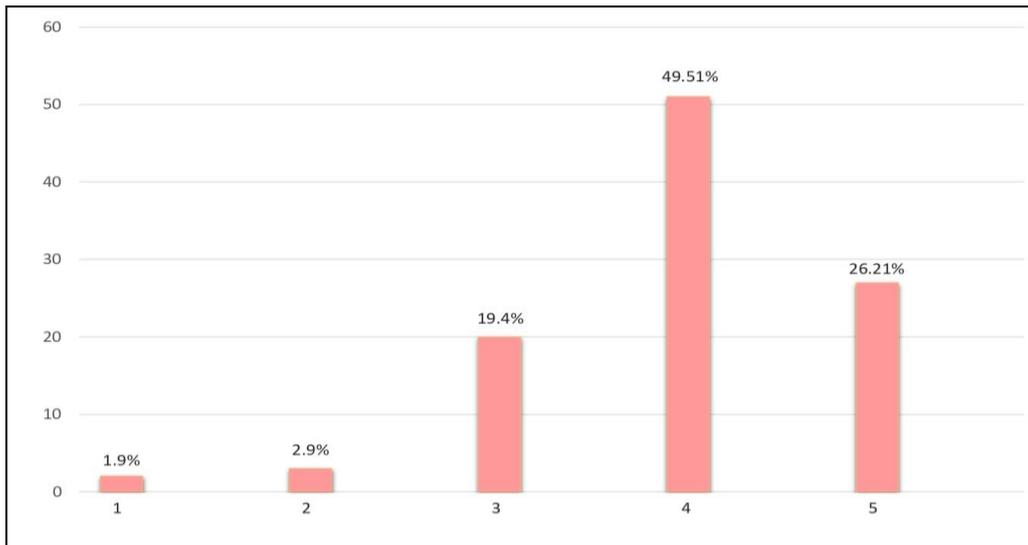


Figure 4. The Likeliness of Padlet's Layout in Helping Student's Learning Process

The following question, which was aimed at students only, was on the layout of Padlet. With the Likert scale, students were asked; from 'very unhelpful' to 'very helpful', how helpful Padlet's layout is, in their language learning process. Through providing students with steps on how to write an essay using a flow chart in Padlet, Figure 4 shows that almost half of the students answered four as they think it is helpful and the second-highest answer is 'very helpful', by 26.21 percent. Only five students answered 'unhelpful' and 'very unhelpful' on the layout of Padlet in assisting them in their language acquisition process and the rest are neutral. This shows that most students find it easier to learn a language using Padlet with the help of its flow chart feature.

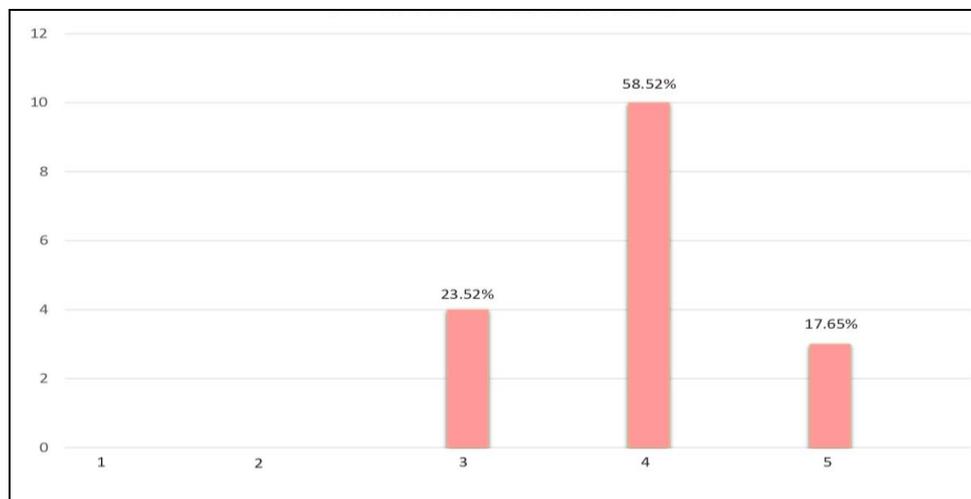


Figure 5. The Likeliness of Padlet's Layout in the Marking Process of Students' Assessments

Next, is a question made specifically for teachers. Teachers were asked to give their point of view on the question of how helpful the layout of Padlet in the marking process of students' assessments is. A picture of a classroom post on Padlet was also included as a reference. Figure 5 above shows a very positive result as none of the teachers responded with 'unhelpful' or 'very unhelpful'. In fact, most of them think that Padlet is helpful in assessing students' marks.

Table 4. Preferred Online Bulletin Platforms

No.	Questions	Padlet (%)	Flipgrid (%)
1.	Which one of these platforms do you prefer to use as a language acquisition online class?	59	41

After the respondents were provided with the examples of online bulletin platforms which are Flipgrid and Padlet, the respondents were then asked to choose which platform they prefer more to be used in a language acquisition class. Although the result is almost close with only 18 percent difference, Padlet has the most vote, by 59 percent (refer Table 4). Thus, it is proven that both teachers and students prefer Padlet to be used as a language acquisition online class.

Table 5. Online Bulletin in Classroom

No.	Questions	Yes, as the main method of teaching and learning a language.	Yes, as the secondary support method of teaching and learning a language.	No
1.	Do you think the usage of Online Bulletin should be applied in the classroom?	20	75	5

The respondents were then asked to choose if any online bulletin platforms should be applied in the classroom or not and three-quarters of the respondents chose yes, but as the secondary support method of teaching and learning a language. While 20 percent of the respondents agreed on it to be the main method of teaching and learning a language, six out of 120 respondents disagreed on the application of online bulletin in the classroom (refer Table 5). These six students are located in rural areas and do not have good Internet connection, which might explain why they disagreed with using online bulletin platforms in the classroom. Hence, the use of an online bulletin platform should be applied in the classroom as a secondary support method of teaching and learning a language.

Table 6. The Potential of Implementing Online Bulletin as the Main Method of Teaching

No.	Questions	Yes (%)	No (%)	Maybe (%)
1.	Are you interested in using any platforms of Online Bulletin (Flipgrid or Padlet), when you are back at school?	49	7	44
2.	Do you think it is possible to replace the traditional teaching method with the usage of online bulletin in learning a language?	29	16	55

To determine the potential of implementing online bulletin as the main method of teaching in Malaysian secondary school classrooms, two questions were asked. Firstly, the respondents were asked on their interest in using any platforms of online bulletin, either Flipgrid or Padlet when they are back at school. Table 6 shows that eight respondents were not interested in using any online bulletin platforms when they were back at school while almost half of the respondents confidently agreed with it and 44 percent of them answered 'maybe'. It can be observed that the responses towards online bulletin are largely positive compared to the

responses when they were asked on the effectiveness and relevancy of bulletin boards in students' studies. Due to the exposure on online bulletin platforms in the questionnaire, students and teachers showed interest towards its use.

The last question to determine the potential of implementing online bulletin as the main method of teaching in Malaysian secondary school classrooms was by asking the possibility of replacing traditional teaching methods with online bulletin. Based on the data in table 6 above, it can be seen that most respondents answered 'maybe'. More than a quarter of the respondents agreed on it but 19 respondents believed it is impossible to replace it. Almost all teachers gave positive responses by answering either 'yes' or 'maybe' except one who has been teaching for 26 years and lives in a rural area of Selangor. The negative response towards the possibility of replacing traditional teaching methods with online bulletin might have been caused by the factor of experience as she has been teaching traditionally for 26 years and changing it to an online bulletin platform which requires the ability to work with technology effectively will be burdensome and time-consuming. Not only that, the weak internet connection at the respondent's location might also hinder teaching her students if it is replaced with an online bulletin platform. The same applies to other students who live in rural areas and answered 'no' when being asked about the possibility of the replacement. Thus, it can be concluded that the traditional teaching method can be replaced by online bulletin with further improvements on these aspects.

5. DISCUSSION AND CONCLUSION

In order to answer the research questions, the findings were analysed and the relationship between the research questions and the findings are discussed below. First, which online bulletin platforms can be benefited by both teachers and learners? From the short discussion above, key findings of the research show that Padlet is preferred by 59.2 percent of the respondents. The results of the survey indicated that the respondents believed that Padlet is more organised than other platforms such as Google Classroom or Telegram. Moreover, they consider Padlet's layout to be effective in terms of facilitating students and teacher, in the learning process and in assessing the students. Lastly, the respondents viewed Padlet as a platform that encourages collaborative learning. The results confirm that Padlet can be benefitted by both teachers and learners as an e-learning method which can be applied in the secondary schools in Malaysia.

Secondly, what is the relationship between the effectiveness of online bulletin platforms as the main method of teaching secondary school students and will this method of teaching be adopted and maintained once schools are back in session? The first six-question in the third part of the questionnaire measures the effectiveness of two online bulletin platforms in language acquisition. Based on the results, a high percentage of the respondents believed that the platforms are effective in boosting one's speaking skill, raising the confidence level among introverted students, organising and accessing teaching materials, assessing student's work, and lastly, encouraging collaborative learning. Next, in order to measure the likeability of this teaching method to be implemented in secondary school classrooms, the last three questions were analysed. Moreover, 95 percent of the respondents believed that online bulletin platforms can be implemented as a teaching method. From the results, 20 percent of the respondents believed that it should be implemented as the main method of teaching and learning a language. Similarly, 75 percent of the respondents believed that it could be implemented as the secondary support method instead.

There is a mixed response in their interest towards using the e-learning method. Firstly, before the question was asked, they were previously questioned if they were aware of any online bulletin platforms. Only 28.3 percent of the respondents answered no, thus they might still be sceptical about this new platform which they have never heard of. However, 29 percent of the respondents answered yes, while 55 percent of the respondents answered maybe when they were asked if they think it is possible to replace the traditional teaching method, with e-learning instead. This shows that the respondents are willing to implement this e-learning method. However, they might not have the appropriate materials or tools to do so. Hence, the respondents might be more open in utilising this e-learning method as the main method of teaching, if they were supplied with the right materials, tools, and support which will enable them to. Due to the small sample size, the relationship between the teacher's years of experience and their willingness to adopt this e-learning method could not be accurately measured. As a result, it is uncertain if the teacher's years of experience will hinder their willingness to switch to any e-learning platforms if prompted by the Ministry of Education.

Padlet is found to be the most preferred online bulletin platform by Malaysian secondary school students and teachers. This suggests great potential for the implementation of an online bulletin platform as the main method of teaching in Malaysian secondary schools in the language acquisition class. However, some factors should be taken into consideration in the usage of online bulletin in a language acquisition class. Using the right tools and materials is important in ensuring that the students' learning needs are met. Hence, using the same materials and tools as the traditional classroom should be avoided. In this paper, Padlet's features that are effective to students and lecturers are also presented as it is the most organized platform compared to other platforms like Telegram and Google Classroom. It also boosts speaking skills and raises the confidence level of introverted students, eases the organizing and the assessing of teaching materials and makes assessing students work easier. Not only that, Padlet also encourages collaborative learning of teachers and students. Hence, it can be concluded that the implementation of online bulletin platforms as the main method of teaching a language in Malaysian secondary schools can be implemented if the right tools, materials and support are provided.

One concern about the findings of the result was that the sample size was limited. The survey conducted in this research did not yield statistically significant results. The number of teachers who responded was only 17, out of the 120 respondents that participated in the survey. The results that we obtained are biased as it focuses on the student's perspective more than the teachers' responses. Thus, the relationship between the teacher's years of experience and how willing they were to switch to using online bulletin platforms could not be investigated. Likewise, the relationship between the demographic of the respondents and the receptivity of the respondents towards online bulletin platforms as the main method of teaching could not be proven due to the small sample size.

Regarding the limitations of the existing literature, it could be argued that there are not many studies on online bulletin platforms as a means of aiding language acquisition. The scope of literature in this article is not exhaustive, and a systematic literature review should be performed to ensure there is enough data to support the hypothesis. The findings suggest the need for further research in order to implement online bulletin as the main method of teaching in Malaysian secondary school classrooms due to the fast-paced nature of modern technology. As modern technology is always evolving, it is important for everyone, especially the teachers to keep up with the latest developments in technology so that they can fully utilize the technology. Future research needs to look into the teachers' capabilities in using technologies to enable the government to plan and prepare specialised training programmes

for the teachers to implement online bulletin as the main method of teaching in Malaysian secondary school classrooms. This research should give teachers some ideas about how to create e-learning materials based on their capabilities to utilize the online bulletin platform. Hence, the findings discussed may be used as points of reference for future research on the implementation of online bulletin as the main method of teaching in Malaysian secondary school classrooms.

ACKNOWLEDGEMENT

We would like to express our sincere appreciation and deep gratitude to all respondents for their support and willingness to spend some time to fill in the questionnaire.

REFERENCES

- Aida, A. R., Melor, M. Y., & Wahiza, W. (2019). Using Padlet for collaborative writing among ESL Learners. *Creative Education, 10*(03), 610–620. Scientific Research. <https://doi.org/10.4236/ce.2019.103044>
- Annelise, D.-P. (2020). Flipgrid and second language acquisition using Flipgrid to promote speaking skills for English language learners [Master's Theses and Projects]. In *Flipgrid and Second Language Acquisition* (pp. 39–43). <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=1075&context=theses>
- Ann Rosnida Md Deni & Zainor Izat Zainal. (2018). Padlet as an educational tool: pedagogical considerations and lessons learnt. *10th International Conference on Education Technology and Computer*. <https://doi.org/10.1145/3290511.3290512>
- Dhawan, S. (2020). Online learning: a panacea in the time of COVID-19 crisis. *Journal of Education Technology Systems, 49*(1). <https://doi.org/10.1177/0047239520934018>
- Farideh Hamidi, Neda Mohamadi & Vahid Ghorbani. (2011) Effects of e-learning on language learning. *Procedia Computer Science, 3*, 464-468. 10.1016/j.procs.2010.12.078
- Kamilia, F., Arif, M., Noah, J., Affendi, R., & Md, M. (2020). Paddle your way into writing: Integrating Padlet for ESL learners. *International Journal of Scientific & Technology Research, 9*(3), 5409. <http://www.ijstr.org/final-print/mar2020/Paddle-Your-Way-Into-Writing-Integrating-Padlet-For-Esl-Learners.pdf>
- Li, C., & Lalani, F. (2020, April 29). The COVID-19 pandemic has changed education forever. this is how. *World Economic Forum*. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning>
- Mahmoud Ahmed Thabet Al-Maqtri. (2014) How effective is e-learning in teaching English? : A case study. *Journal of Education and Human Development. 3*(2), 647-669. https://www.researchgate.net/publication/316158487_How_Effective_is_E-learning_in_Teaching_English_A_Case_Study
- McLain, & Terrill. (2018). Integration of the video response app FlipGrid in the business writing classroom. *International Journal of Educational Technology and Learning, 4*(2), 65-75. https://www.researchgate.net/publication/328448121_Integration_of_the_Video_Response_App_FlipGrid_in_the_Business_Writing_Classroom
- Miskam, N. N., Aminabibi, & Saidalvi. (2019). The use of Flipgrid for teaching oral presentation skills to engineering students. *International Journal of Recent Technology and Engineering, 8*(1C2), 540. <https://www.ijrte.org/wp-content/uploads/papers/v8i1C2/A10880581C219.pdf>

- Mohd Zaidi Mahmud. (2019). Students' perceptions of using Padlet as a Learning Tool for English Writing. *Journal of Creative Practices in Language Learning and Teaching*, 7(2).
https://www.researchgate.net/publication/333671479_Students'_Perceptions_of_Using_Padlet_as_a_Learning_Tool_for_English_Writing
- Munirah, H., Melor, Y., & Jamaludin, H. B. (2017). The effectiveness of using Padlet in Esl classroom. *International Journal of Advanced Research*, 5(2), 787.
<https://doi.org/0.21474/IJAR01/3214>
- Northwestern Medicine. (2020). *Health Benefits of Having a Routine*. Northwestern Medicine. <https://www.nm.org/healthbeat/healthy-tips/health-benefits-of-having-a-routine>.
- Rahmawati, F. (2016) E-Learning implementation: its opportunities and drawbacks perceived by EFL students. *Journal of Foreign Language Teaching & Learning*, 1(1)
<https://journal.umy.ac.id/index.php/FTL/article/view/2022>
- Siti Fatimah Abd Rahman, Melor Md Yunus, & Harwati Hashim. (2019). An overview of flipped learning studies in Malaysia. *Arab World English Journal*, 10(4), 194-203.
<https://doi.org/10.24093/awej/vol10no4.15>
- Tamm, S. (2019, December 21). *What is the definition of e-learning?* E-Student.org?
<https://e-student.org/what-is-e-learning/>
- Tuyet, T. T. B., & Khang, N. D. (2020). The influences of the Flipgrid app on Vietnamese efl high school learners' speaking anxiety. *European Journal of Foreign Language Teaching*, 5(1), 142. <https://oapub.org/edu/index.php/ejfl/article/view/3264/5900>