ENHANCING ENGLISH LANGUAGE PROFICIENCY IN MALAYSIA: THE MATTFAWY PROJECT

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Abstract The discourse on English language proficiency in Malaysia represents a significant challenge for educators and industry professionals. Malaysian learners encounter a multitude of obstacles, notably psychological barriers such as anxiety and low self-confidence. These issues are exacerbated by graduates' reluctance to engage in English-speaking practices, leading to subpar oral skills. Moreover, traditional teaching methodologies that prioritise grammar and vocabulary are increasingly seen as outdated in the face of today's digital literacy demands. In response to these educational challenges, the MaTTFaWY project was developed, incorporating digital platforms - Madlipz, TikTok, Facebook, Word of Wonders, and YouTube - to create a more dynamic language learning experience. This project is a component of an Oral Communication in English course and is grounded in an integrative teaching approach, blending connectivism, which recognises the profound influence of technology on learning, with constructivism, focusing on experiential learning and peer interaction. The MaTTFaWY initiative strives to bolster English language proficiency in the classroom and in students' everyday lives. This paper explores the framework of MaTTFaWY and presents initial evidence of its success. According to students' feedback and performance assessments, MaTTFaWY has improved students' speaking skills, self-efficacy, self-esteem, creativity, confidence, and motivational levels. These enhancements suggest that MaTTFaWY is an effective strategy for navigating the complexities of the English language, marking a

progressive step towards more immersive and technologically integrated language learning environments.

Keywords: Gamification, oral communication, social media, English language proficiency, digital platform.

INTRODUCTION

The English language plays a pivotal role in the multifaceted landscape of a culturally diverse nation such as Malaysia. It is a primary communication medium across various facets of daily life, from routine activities like shopping to professional interactions in workplaces catering to international clientele. Furthermore, in today's interconnected global milieu, online communication, whether formal or informal, transcends geographical boundaries, with English being predominantly employed by platforms such as social media and e-commerce to cater to diverse demographics (Raghavan & Mary, 2023).

In Malaysia's educational discourse, teaching and learning English as a second language (ESL) has attracted substantial attention and scholarly scrutiny. Central to these deliberations is the imperative of crafting ESL classes that are not only informative but also captivating. Research by Nadesan and Shah (2020) underscores Malaysian English language learners' challenges, citing factors such as a lack of confidence and linguistic inhibitions that impede effective oral communication. Moreover, empirical observations indicate a disquieting trend among local graduates, as documented by New Strait Times Education (2019, June 19), wherein a significant proportion demonstrate subpar proficiency in spoken English, often attributed to their reluctance to engage in English-speaking activities (Kashinathan & Abdul Aziz, 2021).

Czerkawski and Berti (2020) shed light on the evolving pedagogical landscape, lamenting the prevalence of ESL classroom activities overly focused on rote vocabulary and grammatical exercises, which fail to foster critical thinking and digital literacy – skills essential for navigating contemporary complexities. Integrating innovative tools and methodologies

becomes imperative as technology revolutionises learning paradigms. Recent trends underscore the transformative potential of technology-enabled learning, with personalised and interactive experiences driving educational efficacy (Alam & Mohanty, 2023).

Against this backdrop, gamification and social media emerge as promising avenues to inject vibrancy and relevance into ESL instruction. Traditional didactic approaches in classrooms populated by digital-native learners yield interactive, technology-enhanced methods that resonate with modern sensibilities. The MaTTFaWY project, conceived to address linguistic and non-linguistic barriers, endeavours to harness these platforms to cultivate a conducive environment for English language acquisition. By leveraging gamified learning experiences and social media engagement, MaTTFaWY aspires to facilitate language acquisition and foster communicative competence, participation, and creativity among learners in educational settings and real-life contexts.

To this end, MaTTFaWY integrates a suite of applications – MadLipz, TikTok, Facebook, Words of Wonder (WoW), and YouTube – into a blended learning framework, bridging the gap between traditional instruction and contemporary learner preferences. Through strategically utilising these platforms, MaTTFaWY seeks to realise its overarching objectives of learners speaking relatively fluently in a subject (Course Learning Outcome 2), enhancing learner engagement, and nurturing a dynamic English communicative environment conducive to holistic skill development. The MaTTFaWY project is used in an Oral Communication course offered by a public university in Malaysia. Based on the course synopsis in the MQA Table 4 document, it is written that the course aims to enhance students' oral communication abilities in English and prepare them to achieve a B1+ proficiency level as defined by the CEFR. The aim of this study is to explore the learners' perceptions of using MaTTFaWY in an English classroom and to evaluate its effectiveness. These aims are addressed through the following research questions:

1. What are the learners' perceptions of the use of MaTTFaWY in their English classroom?
2. How effective is the MaTTFaWY project in the English classroom?

LITERATURE REVIEW

Digital Native and Language Acquisition

Integrating technology into everyday life has created a new generation of learners known as Digital Natives (Prensky, 2001). This demographic is characterised by their inherent understanding and familiarity with digital technologies, which fundamentally shapes their approach to language acquisition. As such, language educators are tasked with redesigning instructional strategies to align with these learners' digital proclivities.

Digital Natives' technological fluency has brought about a paradigm shift in language learning. They have a distinct preference for interactive and multimedia resources, and using technology-enhanced multimedia in language learning caters to their inclination for dynamic and interactive content (Prensky, 2001). These multimedia applications can provide immersive language experiences surpassing traditional textbooks' capabilities. Moreover, collaborative online platforms align with the collaborative nature of Digital Natives, fostering peer learning and enhancing communicative competence (Ito et al., 2009). For these learners, adapting teaching strategies involves integrating gamification, which resonates with their interactive and reward-based learning preferences (Gee, 2003), and implementing flipped classrooms complements their self-directed learning style (Bergmann & Sams, 2012).

However, despite the potential benefits of technology in language education, educators must navigate specific challenges. The digital divide presents a significant concern, necessitating acknowledging and resolving disparities in technology access to prevent the marginalisation of specific student populations (Warschauer, 2003). Furthermore, there is a delicate balance between leveraging technology and upholding pedagogical integrity. Over-reliance on digital tools may detract from developing fundamental language skills, highlighting the need for judicious technology integration with pedagogy.

Therefore, the digital native generation requires language educators to evolve teaching methodologies to incorporate technology effectively.

While this integration presents challenges, it also offers the potential for more engaging, relevant, and practical language learning experiences. Future research should continue to explore the balance between technology and pedagogy to ensure that the learning needs of Digital Natives are met without compromising educational quality.

Malaysia's Present Scenario on the Teaching and Learning of English

In Malaysia, English language proficiency is widely acknowledged as a critical skill for academic and professional progression. The country has shown a commitment to enhancing the proficiency levels of spoken English through extensive research and development efforts (Rahman & Singh, 2021). Digital technology has significantly reshaped the landscape of English language learning, offering unprecedented opportunities for improvement. The integration of digital technology, mainly through social media and online gaming, is revolutionising the methods used to teach and enhance communication skills in English (Adzhari & Din, 2021). These digital platforms provide Malaysian learners with engaging and interactive avenues to practise and refine their spoken English, thus amplifying the learning experience.

Social media platforms serve as vibrant arenas for language practice, offering informal yet immersive environments for learners to engage with English (Yunus et al., 2019). Through platforms like Facebook and Twitter, learners interact with diverse content, engage in discussions, and connect globally, experiencing authentic language use in real-time contexts. This exposure not only diversifies their understanding of English but also nurtures creativity and self-learning in an informal setting (Hamat & Hassan, 2019).

Similarly, online games have been recognised as effective instruments for language education (He, 2023). The gamification of language learning introduces a fun dimension to education, enhancing learner engagement. Role-playing games and simulations on gaming platforms offer interactive scenarios for practising spoken English, promoting collaboration and communication skills (Ishak & Abdul Aziz, 2022).

In formal educational settings, the infusion of digital tools into teaching strategies is becoming more prevalent. Teachers are leveraging online platforms and multimedia resources to provide students with interactive experiences in spoken English (Dhivya et al., 2023). Virtual classrooms and video conferencing facilitate a blended learning approach that combines traditional teaching with modern technology.

Digital technology's influence on English teaching and learning in Malaysia is profound. It offers immersive and interactive tools that enrich the learning experience. As the country embraces these technologies, educators and policymakers must facilitate equitable access and continue exploring innovative strategies to maximise the benefits of digital learning for English language proficiency (Afzal et al., 2023).

Approaches in Teaching and Learning: Connectivism and Constructivism

In educational pedagogy, connectivism and constructivism are influential theories that shape contemporary teaching and learning strategies. Both emphasise the learner's active engagement in the knowledge-construction process.

Constructivism, rooted in the cognitive developmental work of Jean Piaget and the sociocultural insights of Lev Vygotsky, posits that learners actively construct their understanding and knowledge of the world through experiences and reflection (Powell & Kalina, 2009). Emphasising the importance of learners' interactions with their social and physical environments, this approach positions teachers as facilitators, guiding learners through active discovery (Fosnot & Perry, 1996). This translates to a focus on exploration, critical thinking, and collaboration, with learners encouraged to build upon their prior knowledge and experiences.

Connectivism, articulated by George Siemens and Stephen Downes, addresses the learning needs of the digital age by considering the capacity to learn as more critical than the current state of knowing (Siemens, 2005). According to this theory, knowledge is found within an individual

and across a network of connections, with technology playing a central role in facilitating access to diverse information streams and enabling the formation of learning networks. This approach acknowledges the power of social media, online courses, and digital resources in shaping the learning process, promoting digital literacy and network fluency as fundamental competencies.

Educators often integrate connectivism and constructivist principles to develop comprehensive learning experiences that cater to learners' multifaceted nature. This integrative approach recognises that while constructivism focuses on personal knowledge construction through social interactions, connectivism expands this to include the vast, interconnected digital world (Kop & Hill, 2008).

An exemplary implementation of this integrative approach is MaTTFaWY, which is used to teach spoken discourse in an Oral Communication English course. The project combines connectivity and constructivist elements, utilising social media platforms like Facebook and TikTok alongside a gaming application, Words of Wonders, to create a diverse and dynamic learning environment. By leveraging technology for engagement and creativity, connectivism enhances the learning experience, whereas constructivism emphasises collaborative learning and teacher facilitation.

The combined application of connectivism and constructivist theories through MaTTFaWY reflects an educational landscape that is increasingly digital and networked while remaining grounded in essential social interactions and personal knowledge-building. As these theories evolve, they will continue to influence the development of effective teaching and learning methodologies that respond to the changing needs of learners in a connected world.

METHODS

To understand the MaTTFaWY project's impact, this study has gathered various data from undergraduate students who undertook the UB00202 Oral

Communication in English course. This study employed a mixed-method approach, using a survey questionnaire, academic performance results, and reflective narratives to obtain data to answer the research questions.

Population and Sampling

Purposive sampling refers to the researcher's deliberate selection of sampling criteria for a study (Creswell, 2012). This ensures that the collection of necessary data from a specific group of people. In this study, the target group comprised of the undergraduate students who took the same course, that is UB00202 Oral Communication in English, in a particular semester (i.e., Semester 2 of the 2022-2023 academic year). Therefore, purposive sampling was employed to select participants from this target group who could provide the data needed for the study.

Participants

The participants in this study were undergraduate students in their first year of study who enrolled in UB00202 Oral Communication in English course in one particular semester. However, not all students participated in the study because only two instructors included the MaTTFaWY project in their teaching and learning sessions. As a result, 69 students participated in the MaTTFaWY project that semester. These students were from three classes: Sections 18, 19, and 701.

The MaTTFaWY Project

A keen observation drove the initiation of this project: students exhibited a marked reticence when it came to oral communication in English. This phenomenon, coupled with the undeniable significance of technology in contemporary education, prompted an innovative pedagogical response. The emergent educational landscape of the 21st century, characterised by rapid technological advancement, necessitates integrating digital tools to meet the evolving needs of learners. In light of these considerations, a strategic decision was made to incorporate gamification and social media elements into the instructional paradigm.

To address the challenges identified and to capitalise on the potential of digital technology, the course design incorporated a blend of gamification platforms and social media applications. This integration was intended to invigorate the learning process, transforming it into an engaging and interactive journey. The platforms selected for this purpose included MadLipz, TikTok, Word of Wonder, Facebook, and YouTube. These platforms were chosen for a few reasons, one of which is that they are common social media platforms in Malaysia. As the oral communication course aims for students to reach CEFR B1+ at the end of the course, these platforms are deemed suitable. CEFR B1+ speakers are those who can understand the main points of explicit texts on familiar topics in standard language and manage most situations when travelling to places where English is used. These were not merely adjuncts to the curriculum but were woven into the weekly instructional tasks to alleviate students' apprehension and leverage digital tools for enhancing language proficiency and communication skills.
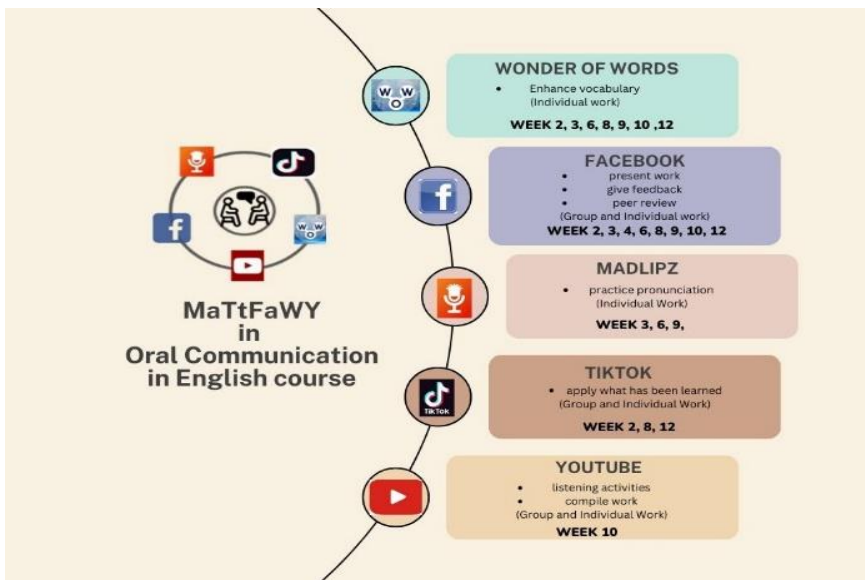

Figure 1: *MaTTFaWY Project*

Figure 1 depicts the MaTTFaWY project. The project espoused a blended learning approach, wherein traditional face-to-face instructions were harmonised with virtual interactions engendered through the

MaTTFaWY suite of applications. This approach facilitated a holistic educational experience, as face-to-face sessions were utilised for initial task briefings and presentations, while the virtual components provided a continuous and accessible platform for learner engagement. The dual-mode instructional strategy aimed to impart linguistic knowledge and foster the development of digital literacy and collaborative skills.

Within the instructional model of the UB00202 Oral Communication in English course, MaTTFaWY is pivotal. Each application within the MaTTFaWY framework enhanced specific aspects of the language learning process. For instance, Word of Wonder was systematically used throughout the semester to expand vocabulary, a foundational element for subsequent oral communication tasks. Facebook was utilised as a communal space for students to post and critique language assignments, with scaffolding provided by the instructor. MadLipz offered a focused environment for practising intonation and pronunciation, while TikTok enabled students to apply their language skills creatively in simulated real-life scenarios. YouTube functioned as both a resource for auditory learning and an archive for compiling students' work, enabling reflection and self-assessment for the semester.

Research Instruments

The integration of the MaTTFaWY project into the teaching and learning process was evaluated using various metrics, including an analysis of students' academic performance, insights from questionnaire feedback, and reflective narratives submitted by the students. The study employed three instruments: a survey questionnaire, academic performance results, and reflective narratives.

A. Survey Questionnaire

A survey questionnaire was one of the instruments utilised in this study. As the MaTTFaWY project was utilised to gather data from a specific cohort of individuals within a constrained timeframe of one semester, the questionnaire enables the researcher to efficiently obtain responses from a substantial number of individuals simultaneously, thereby saving time. This enables the researcher to discern the disparities and resemblances among the

respondents based on the questionnaire outcomes (Creswell, 2012). The questionnaire contained six sections: one section on participants' particulars and five separate sections on using the five applications (MaTTFaWY: Madlipz, TikTok, Facebook, Word of Wonder and YouTube). The questionnaire was utilised to address topics related to the use of the four social media platforms and one gamification tool. For this paper, only two questions from the questionnaire are reported, as they are the most relevant to the stated objectives. The two questions are:

1. Have you ever used this application before?
2. Does using the application help you in improving your willingness to communicate in English? Please rate the application.

With regards to question number 2, students were asked to rate each application using the following Likert scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, 5 - Strongly Agree. The questionnaire was distributed using Google Forms, and 60 out of the 69 responders completed it.

B. Academic Performance Results
Academic performance was used to determine the MaTTFaWY project's efficacy. The UB00202 course did not include a final examination but employed continuous evaluation incorporating language and technology. The students' results reflect their progress throughout the course.

C. Reflective Narratives
The third instrument is the students' reflection, which they presented at the end of the semester. The students were instructed to reflect on the course material, evaluations, and the practical implications of teaching and learning through MaTTFaWY. The data from students' reflective narratives provided significant and comprehensive insights into their perceptions of utilising MaTTFaWY in the classroom. Additionally, it further substantiates the numerical data obtained from the questionnaire.

FINDINGS AND DISCUSSION

The findings are reported in the form of descriptive analysis in response to the two research questions.

1. What are the learners' perceptions of the use of MaTTFaWY in their English classroom?

The section focuses on students' feedback, which explores their perception of using MaTTFaWY. This includes whether each application helped improve their willingness to speak English and their general perception on each application.

Students shared their feedback on their experiences in the UB00202 Oral Communication in English course during Semester 2 of the 2022-2023 academic year on Facebook. Their feedback reveals a comprehensive enhancement of both technical and linguistic skills. Students emphasised the substantial insights they gained into the technical functionalities of MaTTFaWY, particularly noting the improvement of their video editing capabilities.

Specifically, students reported a marked advancement in oral communication skills facilitated by the platform's interactive activities. Applying MaTTFaWY's tools in real-world contexts allowed for an immersive learning experience that improved linguistic proficiency and fostered confidence in verbal expression.

Moreover, there was a discernible positive impact on the affective aspects of learning, with students experiencing increased motivation, confidence, and creative expression. The engaging nature of the MaTTFaWY activities created a stimulating learning environment that encouraged active participation and self-expression.

Overall, students' feedback regarding MaTTFaWY in the UB00202 Oral Communication in English course has underscored the platform's efficacy in fostering comprehensive skill development. Through practical engagement with the platform's tools, students have honed their oral

communication abilities and acquired vital technical skills while experiencing positive affective growth in motivation, confidence, and creativity. The following are the students' feedback categorised by application:

(a) MadLipz
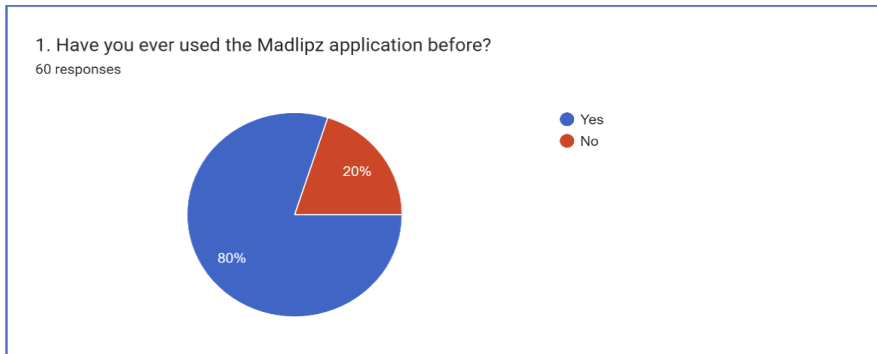
Figure 2: *The Experience of Using MadLipz*

The data presented in Figure 2 indicates that a significant majority of students, accounting for 80 per cent of the total respondents, have prior experience using the MadLipz application. This statistic underscores the widespread familiarity and usage of MadLipz among the students, highlighting its prevalence as a commonly utilised tool for language learning and entertainment purposes. The high prevalence of prior usage suggests that MadLipz is widely recognised and embraced by students as a favoured platform for engaging in creative language practice. Furthermore, the extensive familiarity with MadLipz among students suggests that it may be perceived positively and regarded as an effective means of enhancing language skills enjoyably and interactively. Overall, Figure 2 provides valuable insights into the widespread adoption of MadLipz among students, underscoring its established presence as a popular resource for language learning and creative expression.

Figure 3: *Improvement in Oral Communication by Using MadLipz*
*Note. Keys: 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, 5 - Strongly Agree.*

As depicted in Figure 3, a clear trend emerges wherein 21 students expressed a strong consensus regarding the beneficial impact of MadLipz on their oral communication skills in English. This finding underscores the perception among a notable subset of students that MadLipz significantly contributes to enhancing their English-speaking abilities. Many students strongly agree with this assertion, suggesting a widespread recognition of MadLipz as an effective tool for practising and refining oral communication skills. Additionally, Figure 3 provides compelling evidence of MadLipz's efficacy in supporting language learning endeavours, particularly in improving English-speaking proficiency. Overall, Figure 3 offers valuable insights into the positive perception of MadLipz among students and highlights its potential as a valuable resource for enhancing oral communication skills in English.

Table 1
Students' Feedback on Using MadLipz

Students' Feedback on Using MadLipz
1. Helps with pronunciation.
2. Makes learning fun.
3. Helps boost students' confidence to speak English.
4. Students can create lip-sync by adding funny or unexpected voiceovers to video clips.
5. Easy to use.

Table 1 presents a sample of student feedback regarding their experiences with MadLipz. The majority of students expressed a positive perception of MadLipz, noting its efficacy in enhancing their pronunciation skills and rendering the process of learning English more enjoyable. This observation underscores the interactive and engaging nature of MadLipz, which provides students with opportunities to practise pronunciation through dubbing videos while also enjoying the creative aspects of the activity. Additionally, students reported that using MadLipz contributes to an increase in their confidence levels when speaking English. By engaging with MadLipz, students were afforded a supportive environment to practise oral communication skills in a low-pressure setting, bolstering their self-assurance in English. Overall, the feedback highlights the beneficial impact of MadLipz in fostering pronunciation proficiency, enjoyment of language learning, and confidence in English speaking among students.
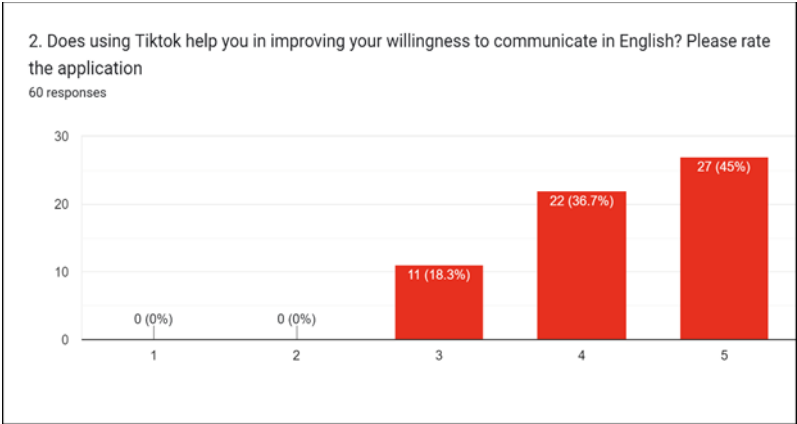
(b) TikTok
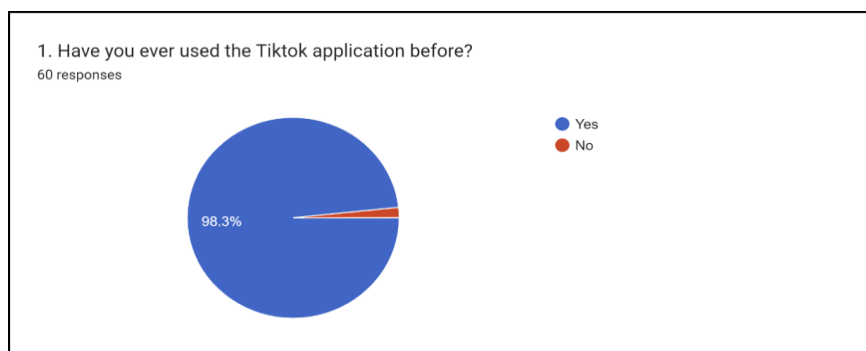
Figure 4: *The Experience of Using TikTok*

The pie chart in Figure 4 visually represents the prevalence of TikTok usage among students, indicating that an overwhelming majority, precisely 98.3 per cent of the total respondents, have prior experience with the TikTok application. This statistic underscores TikTok's widespread familiarity and usage within the student demographic, highlighting its pervasive presence as a popular social media platform. The high prevalence of prior usage suggests that TikTok is widely embraced and integrated into students' daily

lives, serving as a preferred platform for entertainment, social interaction, and content consumption. Furthermore, the extensive level of pre-existing familiarity with TikTok among students indicates its status as a widely recognised and accessible tool for engaging with multimedia content and connecting with peers. Overall, the Figure 4 offers valuable insights into the widespread adoption of TikTok among students, emphasising its ubiquitous presence as a favoured platform for social engagement and entertainment.

Figure 5: *Improvement in Oral Communication by Using TikTok*
Note. Keys: 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, 5 - Strongly Agree.

Figure 5 illustrates the distribution of responses regarding the perceived impact of TikTok on students' oral communication skills in English. Specifically, it reveals that a subset of 27 students strongly agree that TikTok enhances their English oral communication abilities. Additionally, a further 22 students indicated agreement with this assertion. This collective agreement among students underscores the positive influence of TikTok as a platform for facilitating language practice and skill development. Many students strongly agree with the statement, suggesting a widespread recognition of TikTok's effectiveness in improving oral communication proficiency. Overall, Figure 5 highlights the affirmative attitude of students towards TikTok's role in supporting their language learning endeavours and underscores its potential as a valuable supplementary resource in language education.

Table 2

Students' Feedback on Using TikTok

| **Students' Feedback on Using TikTok** |
|---|
| 1. User-friendly and fun. |
| 2. TikTok has a lot of interesting content. |
| 3. TikTok helps boost self-confidence. |
| 4. It helps manage time when doing video recording. |
| 5. TikTok encourages the use of English. |

Table 2 showcases a selection of students' feedback regarding their experiences with TikTok. Students commonly expressed that TikTok is enjoyable and user-friendly, underscoring its appeal and accessibility as a social media platform. The platform's intuitive design and engaging features contributed to its widespread popularity among students, making it a favoured choice for leisure and entertainment purposes. Furthermore, students highlighted TikTok's role in promoting the use of the English language, boosting their confidence in communicating in English. By engaging with English content on TikTok, students were provided with opportunities to practise language skills in a fun and interactive manner, thereby enhancing their linguistic proficiency and self-assurance. Overall, the feedback underscores the positive impact of TikTok in facilitating enjoyable language practice and fostering students' confidence in using English.

(c) Facebook
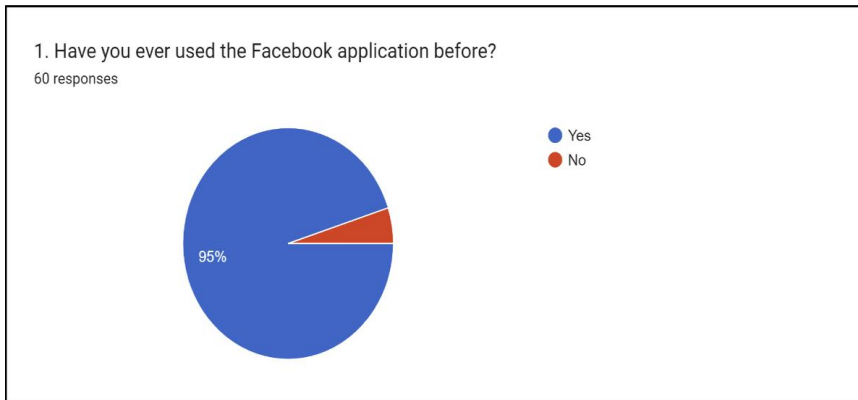
Figure 6: *The Experience of Using Facebook*

The pie chart in Figure 6 provides a visual representation indicating that an overwhelming majority of students, comprising 95 per cent of the total respondents, have prior experience using the Facebook application. This statistic highlights Facebook's widespread familiarity and usage among the students, indicating its pervasive presence as a commonly utilised social media platform. The high prevalence of prior usage suggests that Facebook is a familiar and well-established tool for most students, underscoring its status as a prominent communication and networking platform. Furthermore, the extensive familiarity with Facebook among students suggests that it may be perceived positively and regarded as a convenient and accessible means of staying connected with peers, accessing information, and engaging in social interactions. Overall, Figure 6 provides valuable insights into the prevalence of Facebook usage among students, emphasising its widespread adoption and integration into their daily lives.
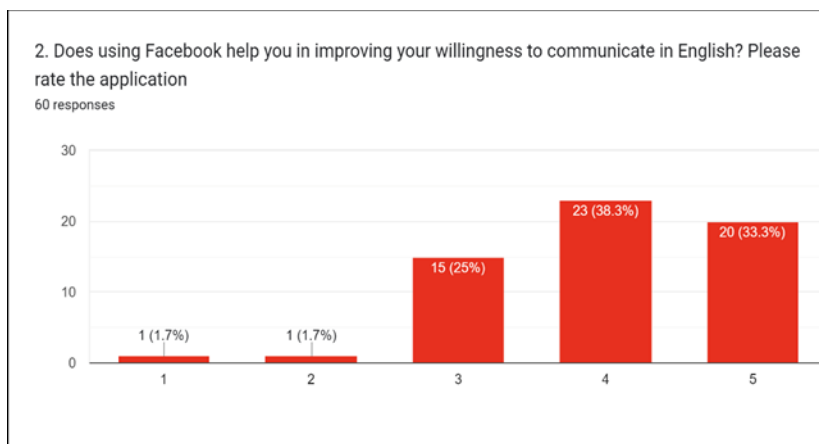
Figure 7: I*mprovement in Oral Communication by Using Facebook Note. Keys: 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, 5 - Strongly Agree.*

As illustrated in Figure 7, a collective agreement among 43 students is observed, indicating their belief that Facebook is a beneficial tool for improving their oral English communication skills. This finding underscores the perceived effectiveness of Facebook as a platform for facilitating language development and enhancing spoken language proficiency. The substantial number of students who acknowledge the positive impact of Facebook on their oral communication abilities suggests a widespread recognition of its utility as a language learning resource. Even though Facebook interactions were mainly written for this course and task, there were times when students had to insert a recording of their comment, or after watching something on Facebook, they had to discuss it in class. Sometimes, students observed and imitated ideas, words, and speaking styles, thus providing them with an authentic sample of the use of the language. Overall, Figure 7 underscores the significance of Facebook as a valuable tool for promoting oral English communication among students, emphasising its role in facilitating language learning experiences and enhancing communicative competence.

Table 3

Students' Feedback on Using Facebook

Students' Feedback on Using Facebook
1. Facebook helps students interact with other people by giving comments about their posts.
2. Easy way to communicate with people.
3. It has many interesting contents to explore.
4. Facebook allows users to read English posts, articles, and comments.
5. It is user-friendly.

Table 3 provides an overview of students' feedback regarding their experiences using Facebook as a communication tool. The responses indicate that students have found writing comments on their Facebook posts valuable for communicating with others. This observation highlights the interactive nature of Facebook, which enables students to initiate and participate in discussions, share ideas, and connect with peers and acquaintances. Additionally, students noted the user-friendly interface of Facebook, emphasising its simplicity and ease of navigation. This aspect of Facebook facilitates seamless communication, allowing students to interact with others effortlessly.

Moreover, students appreciate the diverse range of content on Facebook, including posts, articles, and comments written in English. This abundance of resources offers students opportunities to engage with authentic language materials, enhancing their reading comprehension skills and exposure to English language usage. From this, students can learn how words, sentence structure, ideas, and organisation are used in their spoken activities. As Jassim and Dzakiria (2019) mentioned, students can enhance their written and oral English abilities by using Facebook, increasing confidence and engagement within their community. Table 3 underscores the multifaceted benefits of utilising Facebook as a communication platform, highlighting its role in facilitating interactive communication, providing a user-friendly interface, and offering students access to diverse language resources.

(d) Words of Wonder (WoW)
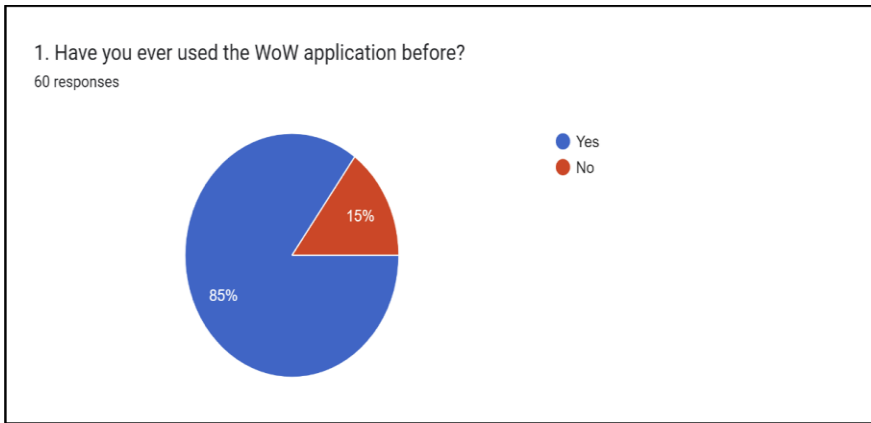
Figure 8: *The Experience of Using WoW*

According to the findings illustrated in Figure 8, a substantial proportion of students, accounting for 85 per cent of the total respondents, have prior experience with Words of Wonder (WoW). This statistic highlights the widespread familiarity and usage of WoW among the students, underscoring its established presence as a popular and well-utilised educational resource. The high prevalence of prior usage suggests that WoW is a familiar tool for most students, indicating its widespread adoption and acceptance as a valuable aid in language learning. Furthermore, the considerable level of pre-existing familiarity with WoW among students suggests that it may be perceived positively and regarded as an effective tool for supporting language acquisition and skill development. Overall, Figure 8 emphasises the pervasive nature of WoW within the student community and its potential to serve as a valuable asset in facilitating language learning experiences.

Figure 9: *Improvement in Oral Communication by Using WoW*
Note. Keys: 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, 5 - Strongly Agree.

As indicated by the data depicted in Figure 9, a noteworthy proportion of 31 students, constituting 51.7 per cent of the total respondents, expressed a high level of agreement regarding the efficacy of WoW in enhancing their English oral communication skills. This finding underscores the perceived effectiveness of WoW as a beneficial tool for bolstering students' ability to communicate effectively in English. The high agreement rate among students suggests a consensus regarding the positive impact of WoW on oral communication proficiency. Furthermore, this observation highlights WoW's potential to serve as a valuable resource for language learning, particularly in spoken language skills development. By engaging with WoW, students can practise and refine their oral communication abilities interactively and engagingly, contributing to their overall language proficiency and communicative competence. Overall, Figure 9 underscores the instrumental role of WoW in facilitating improvements in English oral communication skills among students, affirming its value as a practical supplementary resource in language education.

Table 4

Students' Feedback on Using WoW

| **Students' Feedback on Using WoW** |
| --- |
| 1. Learn new vocabulary. |
| 2. Learn to spell correctly. |
| 3. Use new words to communicate with other people. |
| 4. Learn the definitions of new words. |
| 5. Fill students free time. |
| 6. Able to play a beneficial game. |

Table 4 presents a selection of students' feedback regarding their experiences with utilising WoW, with a predominant theme emerging from the responses. Most students acknowledge the significant benefits of WoW in expanding their vocabulary and improving their spelling accuracy. This observation underscores the effectiveness of WoW as a tool for language acquisition, providing students with engaging opportunities to encounter and practise new words within a contextually relevant framework. Besides that, students highlighted WoW's ability to utilise their free time productively. By offering an enjoyable and intellectually stimulating gaming experience, WoW is a valuable resource for students to engage in meaningful language practice outside formal learning settings. This dual functionality of WoW, both as an educational tool and a leisure activity, underscores its versatility and appeals to students as a supplementary resource for language learning.

(e) YouTube
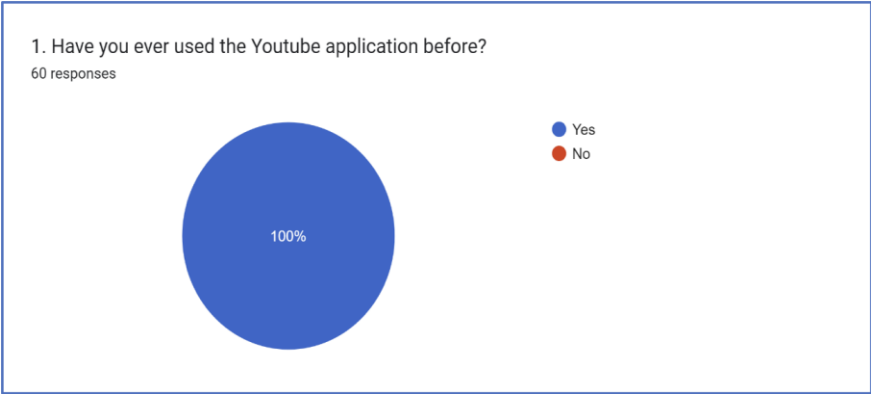
Figure 10: *The Experience of Using YouTube*

The findings illustrated in Figure 10 confirms that students are already familiar with and have prior experience using YouTube, indicating that this platform is not new or unfamiliar to them. This observation underscores YouTube's widespread popularity and ubiquitous nature among students, highlighting its established position as a widely used and accessible resource for various purposes, including educational activities. The familiarity with YouTube among students suggests that they are comfortable navigating its interface and utilising its features, making it a convenient and readily available tool for incorporating into educational practices. Moreover, the pre-existing familiarity with YouTube among students may facilitate seamless integration of the platform into learning environments, enabling educators to leverage its benefits effectively to support student's academic and language learning needs. Overall, Figure 10 reinforces that YouTube is a familiar and well-utilised resource among students, suggesting its potential as a valuable asset in educational settings.
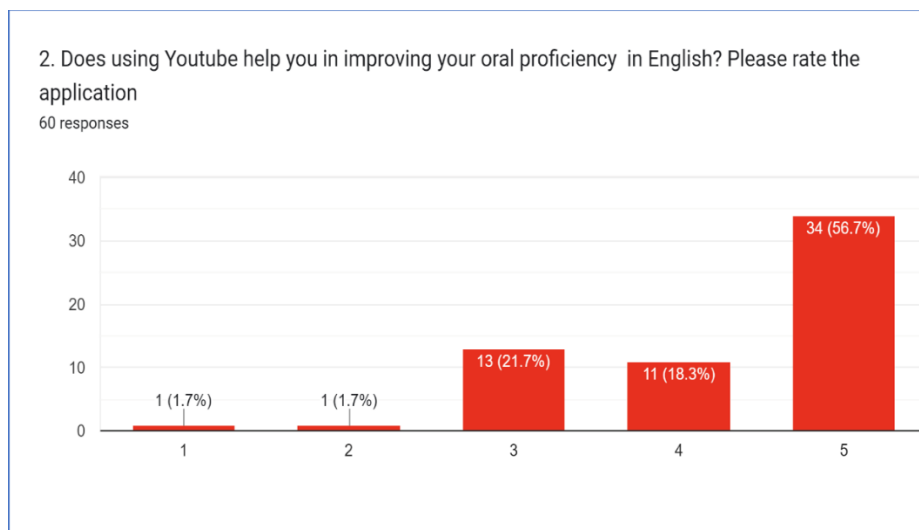
Figure 11: *Improvement in Oral Communication by Using YouTube*
Note. Keys: 1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, 5 - Strongly Agree.

As depicted in Figure 11, a substantial majority of 34 students, constituting 56.7 per cent of the total respondents, attest to the beneficial impact of YouTube on their oral communication proficiency. These findings underscore the significant role of YouTube in aiding students' development of spoken language abilities. Through the diverse range of content available on the platform, students have found ample opportunities to practics and refine their oral communication skills. The accessibility and flexibility afforded by YouTube enable learners to engage with English language videos at their own pace and convenience, thereby facilitating continuous improvement in their speaking abilities. These findings align with those of Mohamad Yusof et al. (2023), who "determined that the majority of the participants agreed on the beneficial use of YouTube as a platform in learning the English language alongside developing the speaking skills among undergraduates in Malaysia and that this platform has a great potential to be extensively integrated within the curriculum" (p. 10). This congruence reinforces the potential of the Youtube platform to be extensively integrated into the curriculum. Furthermore, the interactive nature of YouTube content allows students to actively participate in

language learning activities, fostering a dynamic and engaging learning experience. Overall, these insights highlight the instrumental role of YouTube in enhancing students' oral communication skills and its potential to serve as a practical supplementary resource in language education.

Table 5

Students' Feedback on Using YouTube

Students' Feedback on Using YouTube
1.   Able to watch videos in English to improve communication skills.
2.   Able to watch videos anywhere at any time.
3.   Many resources are available to learn English.
4.   Easy to use, and it is free.
5.   It helps with completing assignments as a lot of information is found on YouTube.

Table 5 presents a list of students' feedback regarding their experience with utilising YouTube as a learning tool. Many students have expressed appreciation for the flexibility afforded by YouTube, noting its accessibility and convenience in allowing them to access English videos at their convenience and from various locations. This accessibility has been instrumental in facilitating their improvement in communication skills. Additionally, students have highlighted the vast array of English learning materials available on YouTube, which have proven invaluable in supplementing their language learning journey. Furthermore, students have lauded the user-friendly interface of YouTube, emphasising its simplicity and ease of navigation, contributing to its widespread adoption among language learners. Moreover, the cost-free nature of YouTube has been particularly advantageous for students, eliminating financial barriers and ensuring equal access to educational resources. Lastly, students have noted the utility of YouTube in assisting them with their academic assignments, serving as a reliable source of information and supplementary materials.

2.   How effective is the MaTTFaWY project in the English classroom?

This section examines student's involvement, which serves as an indicator of the MaTTFaWY project's effectiveness. It also presents students' academic performance results, aiming to prove that the use of MaTTFaWY has helped in the learning of the course.

(a) Students' Involvement

The implementation of MaTTFaWY within the educational framework has yielded significant results across three domains of learning:

Cognitive Domain: MaTTFaWY has been instrumental in enhancing students' oral communication skills in the cognitive realm. The active engagement with the platform facilitated an experiential learning process, allowing students to practise and refine their English language abilities. This practical approach supported a more profound comprehension of linguistic constructs and contributed to elevated confidence levels in verbal communication among the learners.

Affective Domain: From an affective perspective, MaTTFaWY has played a fundamental role in cultivating a positive and dynamic educational ambience. This environment has been pivotal in bolstering students' motivation for language acquisition. The platform's integration into learning activities provided multifaceted opportunities for linguistic engagement, thereby driving heightened participation and commitment to the learning process. Additionally, the collaborative essence of MaTTFaWY's tasks fostered a supportive community, enhancing creativity and peer-to-peer interaction, which are essential components for developing interpersonal and cognitive competencies in second language (L2) learners (Vygotsky, 1978).

Psychomotor Domain: Regarding the psychomotor domain, the project facilitated the development of practical video-editing skills. Through applying MaTTFaWY tools, students acquired proficiency in video editing, which is valuable in various academic and professional settings. This acquisition of technical skills complemented the language learning

objectives, enriching the educational experience and extending linguistic and digital proficiencies.

To support the findings of this study, Taha and Salim (2023) conducted a study in Saudi Arabia on the impact of technology on students' psychological and educational performance. Their study showed that technology have a positive impact on students' cognitive and affective learning domains. Their findings coincide with and further supports the findings of the MaTTFaWY project.

(b) Students' Academic Performance Results

There were three sections with 69 students involved in the MaTTFaWY project: Sections 18, 19 and 701. Based on the end-of-course results of the three sections which participated in this study, the MaTTFaWY project was a success. The impacts are reflected in students' academic performance results, with all students from all sections obtaining good passing grades of A, A-, B+, B, or B-. In Section 18, two students scored A and B+ with 6.9 per cent, fifteen obtained a B with 51.72 per cent, and ten gained a B- with 34.48 per cent. One student obtained an X because of an incomplete assessment. For Section 19, one student earned an A- with 3.33 per cent, eight students received a B+ with 26.67 per cent, nineteen students achieved a B with 63.33 per cent, and two students obtained a B- with 6.67 per cent. As for Section 701, two students got an A with 22.22 per cent; one scored an A- with 11.11 per cent, and six achieved a B+ with 66.67 per cent.

The impacts of the MaTTFaWY model are further underscored by these positive outcomes observed in student performance and achievement. Analysis of student results reveals a consistent pattern of success across all participating sections, with most students attaining commendable passing grades. This evidence of academic achievement serves as a testament to the efficacy and effectiveness of the MaTTFaWY model in facilitating meaningful learning outcomes and fostering student success.

Based on the aforementioned findings on students' involvement and academic performance results, it is clear that the effects of the MaTTFaWY model are diverse and span multiple aspects of student learning and growth.

First, the model has been helpful in fostering a heightened willingness among students to communicate in English, marking a significant shift in their language use patterns and attitudes towards linguistic expression. This increased willingness to communicate in English can be attributed to the dynamic and interactive nature of the MaTTFaWY platform, which provides students with opportunities for authentic language practice and meaningful interaction.

Furthermore, the MaTTFaWY model has facilitated notable advancements in students' cognitive, affective, and psychomotor skills, contributing to their overall language proficiency and communicative competence. Specifically, students have demonstrated marked improvements in their cognitive skills, particularly speaking competency. Through regular engagement with the MaTTFaWY platform, students have honed their oral communication skills, demonstrating enhanced fluency, accuracy, and coherence in spoken English.

In addition to cognitive gains, students have also experienced notable enhancements in their affective skills, including motivation, confidence, and creativity. The interactive and collaborative nature of the MaTTFaWY model has nurtured a supportive and encouraging learning environment wherein students feel empowered to take risks, express themselves creatively, and explore new linguistic territories. As a result, students have reported increased confidence in their language abilities and a heightened sense of motivation and enthusiasm towards English language learning.

Moreover, the MaTTFaWY model has allowed students to develop their psychomotor skills, particularly in video editing. Students have acquired valuable technical skills related to video production, editing, and presentation through engaging with the platform's multimedia features. These hands-on experiences have expanded students' digital literacy and technological proficiency and fostered creativity and innovation in utilising digital tools for language learning.

CONCLUSION

In conclusion, the MaTTFaWY model has emerged as a transformative pedagogical approach with immense potential for enhancing English language education. Through its innovative integration of digital platforms and interactive learning experiences, MaTTFaWY has revolutionised the landscape of language learning, offering students diverse and engaging avenues for improving their communicative competence. The Oral Communication in English course (UB00202), which aims for the students to obtain at least a B1+ CEFR speaking level, MaTTFaWY has provided opportunities for the students to be exposed to daily English communication and for them to practise using the language based on the tasks given. The model's emphasis on fostering creativity, collaboration, and active learning has enabled students to develop their linguistic, cognitive, affective, and psychomotor abilities, thereby fostering a holistic approach to language acquisition.

MaTTFaWY is beneficial and impactful in increasing learning experience to achieve the course learning outcome of speaking relatively fluently (CLO2). MaTTFaWY significantly enhances students' oral communication skills in English by fostering enhanced communication and promoting engagement and interaction. This model provides a convenient platform for students and teachers to communicate effectively outside of traditional classroom settings. It facilitates the exchange of questions, clarifications, and discussions related to assignments and deadlines, thereby improving students' ability to communicate appropriately in real-life situations. Moreover, MaTTFaWY serves as a dynamic space where students and teachers interact, collaborate, and share ideas and resources. This fosters active discussion engagement and promotes collaborative learning experiences essential for achieving course learning outcomes. Students actively participate in real-life communication scenarios, enhancing their ability to effectively discuss, collaborate, and share ideas.

MaTTFaWY incorporates MadLipz, TikTok, Facebook, Word of Wonders, and YouTube as well as various strategies to enhance students' oral communication skills by promoting sustainable and active learner involvement. MadLipz engages students in interactive language practice,

refining pronunciation, intonation, and fluency through voice recordings over video clips. Collaborative content creation on TikTok and YouTube prompts students to produce and share educational videos, enhancing their ability to speak English confidently and effectively in diverse contexts. Facebook is a vital social engagement tool, facilitating discussions, assignment postings, and feedback exchange among peers and instructors, fostering a supportive learning community. Word of Wonders gamifies vocabulary and language skills, helping students expand vocabulary and apply new words contextually, bolstering overall language fluency. MaTTFaWY's blended learning approach integrates face-to-face instruction with online activities, accommodating varied learning styles. Reflective learning and self-assessment encourage students to evaluate progress, identify areas for improvement, and set language development goals, promoting autonomy and continuous improvement.

Based on students' feedback from the UB00202 Oral Communication in English course, participants reported high satisfaction, increased confidence, and enthusiasm for speaking English. The MaTTFaWY project's emphasis on cooperative task creation, creativity, and peer learning cultivates a supportive and flexible learning environment. Students appreciated gaining technical skills such as video editing, which enhanced their speaking abilities and motivational levels. In conclusion, MaTTFaWY enhances students' cognitive skills by improving their speaking proficiency and enriches their psychomotor and affective domains. It equips students with valuable communication skills necessary for success in academic and professional contexts, fostering confidence, motivation, and creativity throughout their learning journey. It enables them to practise the language outside the classroom at their convenience. Platforms like TikTok and YouTube allow students to reach a broader audience, which helps build their confidence as they engage in oral tasks. Over time, MaTTFaWY can support students in sustaining their use of the English language, even after completing their English courses, as they can continue learning and practising through these platforms.

Even though MaTTFaWY has shown great success in achieving the learning outcome of the course and helping the students with oral proficiency, there are limitations to this study. This study was conducted

with students proficient in MUET (Malaysian University Entrance Test) below Band 4. Thus, it cannot be generalised for all levels of English learners from another level of competency. The study was also limited to students from a public university in East Malaysia and may not be suitable with students from West Malaysia. With this limitation, future studies can be conducted with other English learners from different oral competency levels and tested in other universities in other states.

Looking ahead, the continued exploration and implementation of the MaTTFaWY model hold promise for further advancing English language education and empowering students to thrive in today's globalised world. As educators continue to harness the potential of digital technologies and innovative pedagogical approaches, MaTTFaWY stands as a beacon of innovation and inspiration, offering a blueprint for creating dynamic, engaging, and compelling language learning experiences. By embracing the principles of creativity, collaboration, and active learning embodied by the MaTTFaWY model, educators can pave the way for a future where all students have the opportunity to develop the language skills and competencies needed to succeed in an increasingly interconnected and multicultural world.

AUTHOR CONTRIBUTIONS

Wan Hurani Osman is the main author of this paper and the project stated in this paper was conducted together with Anna Lynn Abu Bakar; AND has approved the submitted version; AND agrees to be personally accountable for the author's own contributions and to ensure that questions related to the accuracy or integrity of any part of the work, are appropriately investigated, resolved, and documented in the literature.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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196