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Research Paper

Harnessing Multimedia for Elevating English-Speaking Proficiency in Malaysia: A Thematic Review

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Abstract

This review evaluates the present condition of multimedia integration into English language classrooms in Malaysia, focusing particularly on its influence on students' oral communication abilities. Oral proficiency and engagement are the primary foci of this study, which seeks to assess how well teachers make use of multimedia to enhance students' speaking while learning English. The research technique comprehensively examines 50 pertinent papers released from 2000 to 2023. Data extraction, analysis, and synthesis are centered on how multimedia affects and is utilized in teaching English, particularly in enhancing speaking skills. The study highlights the positive effects of multimedia technology, such as spoken podcasts, voice recognition software, and platforms like *Prezi*, on students' oral communication skills, linguistic talents, and language competency. These products allow students to engage in self-directed study and customize their language learning to their individual requirements. However, the challenges of multimedia integration, including the need for suitable content and instructor involvement, are acknowledged. To overcome these problems, it seems necessary to implement new and culturally suitable teaching practices. This study emphasizes the importance of designing educational environments

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that effectively utilize multimedia for engaging and interactive language activities, with a specific focus on improving speaking skills. Integrating multimedia into English language schools in Malaysia could greatly improve language instruction. Instructors are provided with a variety of tools to meet their students' speaking skill needs. Further study is recommended on the appropriate use of multimedia to enhance speaking skills to promote language instruction and better equip students for a globally connected society. This study could offer valuable insights, analyses the practical and policy implications, and highlight prospective areas for future research in English language education, focusing on speaking skills in Malaysia.

Keywords: Multimedia, English Language Teaching, Language learning, Speaking Skills, Malaysia

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1. Introduction

People throughout the world recognize English—sometimes called "the language of knowledge"—as the most widely spoken language (Boyinbode, 2018). According to research (Callista Anak Yunus & Kim Hua, 2021; Maasum et al., 2015), the language plays a crucial role as a medium of instruction in Malaysia and other nations where English is not the main language. While experts such as Hesan et al. (2019) and Djumanova (2020) argue in favour of a thorough English education that encompasses more than just vocabulary and grammar, there is an increasing agreement that language education should consider individuals' linguistic origins and the global environment. Globalization has broadened the domain of language instruction to provide the next generations with vital abilities for proficient communication and cooperation on an international level (Sinagatullin, 2019). Oral communication skills are essential to language competency; nevertheless, enough attention has not been given so far. Improving students' oral communication skills as part of broader language education programs is

crucial for addressing this issue. Fluency in spoken English is crucial for successful communication in personal, professional, and collaborative endeavours. According to Djumanova (2020), speaking skills in education improve global competence and cultivate a feeling of global self-identity in pupils.

The United Nations (UN) established the Sustainable Development Goals (SDGs) in 2015 to tackle global student achievement targets. These goals have 17 distinct targets (Amponsah et al., 2018; United Nations, 2020). These globally implemented goals tackle economic development and societal issues, including education. The program acknowledges ESL teachers as catalysts for societal transformation and champions of human rights, utilizing English language communication as their medium (Ait-Bouزيد, 2020; Williams, 2020). ESL instructors in Malaysia have a crucial role in promoting communication and cultural interchange, in line with the OECD/Asia Society's (2018) concept of incorporating many elements to tackle social, political, economic, and environmental issues related to the SDGs by 2030. The relationship exists between the function of ESL teachers in Malaysia and their contribution to the achievement of the SDGs through English language education. Hence, it is crucial for the Ministry of Education (MoE) in Malaysia to swiftly integrate this concept into the SDGs framework in order to synchronize educational methods with worldwide development goals (Zulkifli & Ahmad, 2021).

A number of other factors that influence the efficacy of instruction show strong synergy with the pedagogical approach and style. Subhash and Cudney (2018) and Yaccob and Yunus (2021) note that traditional classroom settings have given way to digital learning environments as a result of changes in the national curriculum (Adris & Yamat, 2015; Hashim et al., 2019). There are many different approaches to teaching and learning in the

modern era due to the many ways in which pedagogy has merged with technology, automation, digitalization, and entertainment. Media in English, an understanding of other cultures and the world at large, and intentional language practice all contribute to a more complete education (Callista Anak Yunus & Kim Hua, 2021; Maasum et al., 2015). Teachers should encourage students' creative thinking in the classroom, say Mee et al. (2020). In addition, people are encouraged to take advantage of technology and make the most of digital resources in the classroom. Teaching and learning processes have been enhanced through the incorporation of technology, in line with the rapid advancements in the field of education (Callista Anak Yunus & Kim Hua, 2021; Hashim et al., 2019; Welbers et al., 2019). Despite the common perception that learning English is difficult and boring, entertaining approaches can turn the language into something that students actually look forward to (Rahmani, 2020; Rafiq et al., 2019b).

Historically, Malaysia, India, the Philippines, and Nigeria have adopted English as a second language due to the influence of the United States and the United Kingdom (Giri, 2015). English has a vital role in Malaysian society because of its historical connection to colonialism, particularly in the field of education (Mustafa, 2018). Although Malaysian graduates have dedicated years to acquiring it, they encounter difficulties in achieving fluency (Nor et al., 2019). The low use of English among students and teachers is the cause of this (Nor & Ab Rashid, 2018). Nadesan and Shah (2020) express disapproval of language programmes for their failure to prioritise oral communication skills, which are essential in English classrooms. It is recommended to take proactive steps to improve English proficiency (Shanti et al., 2019). Shanti et al. (2019) propose implementing specific interventions to tackle problems related to inadequate conversational skills. Rusreena et al. (2018) emphasise the difficulties encountered by those

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who are qualified in SPM in constructing sentences. The Cambridge Baseline Study conducted by Nadesan and Shah in 2020 highlights the shortcomings of Malaysian students, specifically in the area of oral communication. The promotion of customised strategies to tackle linguistic deficits is supported (Nadesan & Shah, 2020). Bastidas et al. (2018) highlight the importance of student-centred educational techniques in English instruction for sustaining attention. In order to enhance English training, it is crucial to acknowledge the different levels of English ability and focus on improving speaking abilities.

Form 1 learning requirements prioritize speaking skills, including pronunciation and coherent expression (KSSM, 2016). This study evaluates multimedia's effectiveness in boosting oral fluency and student participation, supported by scholars like Poonpon (2017) and Mohammed (2017). Computer technology enhances engagement and all language skills (D'Angelo, 2018; Kathirvel & Hashim, 2020; Mo, 2011). It fosters communication, collaboration, critical thinking, and digital competencies (Schindler et al., 2017). Multimedia aids non-native speakers in pronunciation (Rusmiyanto et al., 2023) and improves fluency (Shofi, 2020), indicating its suitability for speaking skill development. Malaysia continues to grapple with the persistent issue of students' deteriorating oral communication abilities, which can be ascribed to educational obstacles, limited resources (Azman, 2016), and the struggle to acquire fundamental communication skills (Mustafa, 2018). Despite limited attempts, there has been a lack of focus on improving speaking abilities, particularly through the use of multimedia. This study investigates the ways in which students in lower secondary education employ multimedia tools to enhance their public speaking skills. The objective is to comprehend the role of multimedia in tackling educational obstacles, limitations in resources, and improving

communication abilities, with the ultimate goal of developing language competency.

1.1 Objectives

- a. To assess the current state of multimedia integration in English language classrooms in Malaysia, including the extent of usage and the types of multimedia tools and resources employed by educators.
- b. In a Malaysian context, evaluate how multimedia impacts ESL outcomes, with a focus on students' motivation, engagement, and proficiency in speaking and language use.

1.2 Research Questions

1. How do teachers in Malaysia incorporate multimedia into their lessons, and how widespread is the use of such tools in English language schools at different grade levels?
2. In Malaysian classrooms, how does using multimedia to teach English affect students' language skills, particularly their ability to speak, their level of proficiency, and their level of comprehension?

1.3 Methodology of the study

- a. Literature Search and Selection: The databases ERIC, SCOPUS, and Web of Science were scoured for relevant articles. Keywords and subject headings specific to multimedia incorporation in ELT were used in the search technique. The search was restricted to scholarly works published between the years 2000 and 2023. There were 571 items discovered in the first search.
- b. Inclusion and Exclusion Criteria: Studies that were related to the review's topic were chosen using inclusion criteria. Multimedia in English Language Teaching (ELT) articles that included documented empirical findings and were published in English were considered for inclusion. Peer-reviewed studies were included, but those that were unrelated to ELT or did not offer significant insights into multimedia integration were disregarded. Fifty papers met the review's inclusion and exclusion criteria and were chosen.
- c. Data Extraction: From the chosen papers, data was retrieved using a standardized data extraction form. Each article's focus, study design, multimedia tools, participant characteristics, major findings, and

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implications for ELT practice were documented, as were the authors' names, publication year, and abstract.

- d. Data Analysis and Synthesis: The information from the publications was analyzed using a qualitative content analysis method. The effects and applications of multimedia in English language training were analyzed, and recurring themes and patterns were synthesized. Each study's results were analyzed for clues about how multimedia can improve language learning outcomes.
- e. Quality Assessment: A quality appraisal technique was used to evaluate the high standard of the chosen articles. Research design, methodology, data collection methods, and the reliability of the results were all evaluated. In the final analysis, more weight was given to studies with superior methodological quality.
- f. Limitations: Due to its focus on English-language papers and its decision to exclude non-peer-reviewed sources, the review recognizes its limitations. The review may also miss certain important pieces of literature because it is restricted to pieces published in the selected databases during the defined time period.

The review article presents a comprehensive analysis of the role and effectiveness of multimedia integration in ELT. The findings highlight the positive impact of multimedia on language learning outcomes, student engagement, and overall ELT practice. Educators are encouraged to leverage multimedia tools to create dynamic and interactive language learning environments. The review also identifies areas for further research and suggests implications for ELT practice and policy.

1.4 Multimedia technology in teaching English: A brief outline

Munir (2020) provides a definition of multimedia technology as the incorporation of electrical and computer-related technologies, which encompasses a range of software and hardware tools like as laptops, Smart Application Creator (SAC), Canva, and Microsoft Teams. Laptops have been found to be advantageous for educators and aid in the integration of information and communication technology (ICT) into teaching, as highlighted by Moses et al. (2009) and Rutledge et al. (2007). The research

conducted by Azizah (2020) emphasises that SAC provides offline learning possibilities and incorporates interactive features to enhance student comprehension. According to Wijayanti (2022), Canva improves teaching methods by providing a user-friendly interface and a wide range of educational materials. According to Barus et al. (2021) and Fernando and Calvo (2021), Microsoft Teams promotes teamwork, communication, and project-based learning. These tools, such as Quizziz, Kahoot, Padlet, and PowerPoint, contribute to English language instruction by increasing student involvement, promoting collaboration, and improving learning results (Agustia et al., 2017; Barbara, 2016; Gordon, 1995; Lestari, 2019; Lysunets & Bogoryad, 2015; Susanti, 2017; Zuhriyah & Pratolo, 2020). The incorporation of multimedia in education enhances language training by using genuine illustrations, cultural background, and interactive activities to enhance comprehension and memory. Utilising multimedia in teaching enhances student engagement, motivation, self-directed learning, and feedback, resulting in benefits for both students and educational institutions.

2. Malaysian Secondary Schools: Challenges in English Education

According to Fortune and Tedick (2015) and Samat et al. (2019), English education in Malaysia covers primary to university levels and emphasises the development of four language skills: speaking, writing, listening, and reading. The curriculum for Form 1 and 2 places a strong emphasis on creating a positive learning experience for English, by incorporating grammar and offering ample chances for practice (Ministry of Education, 2017a). The Malaysian Ministry of Education launched a Learning Campaign for Teachers of the 21st Century, under the leadership of Maszlee Malik, aimed at promoting modern teaching techniques, including the development of English language skills (Education Performance & Delivery Unit, 2018). The campaign is in accordance with the concepts of 21st Century Learning, which

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prioritise communication, cooperation, critical thinking, creativity, values, and ethics (4C1V) as stated by the Ministry of Education. The English Language Education Reform in Malaysia, as described in the English Language Education Reform in Malaysia: The Roadmap 2015–2025 (Azman, 2016), seeks to improve students' English proficiency by implementing the Standards-Based English Language Curriculum developed by Cambridge English and the Malaysian Ministry of Education (Ministry of Education, 2017b). The focus in Form 1 is on pronunciation, fluency, and constructing well-organized sentences to effectively express emotions and descriptions (KSSM, 2016). Although traditional methods continue to be used in schools (Kashinathan & Aziz, 2021), higher education institutions are increasingly embracing communicative techniques to enhance speaking abilities (Zakaria & Shah, 2019). ESL instructors frequently employ drilling and memorising techniques, emphasising the importance of aligning their teaching methods with communicative approaches (Bahadorfar & Omidvar, 2014; Dewi et al., 2016; Rao, 2019; Ibrahim & Hasim, 2021). Inadequate English language proficiency has a negative impact on one's capacity to get employment, thus requiring the implementation of strategies to improve speaking abilities (Shanti et al., 2019; Ting et al., 2017).

Moreover, the studies conducted by Rajadurai (2006), Jalaluddin et al. (2011), Subramaniam et al. (2020), and Mohd Asikin and Ibrahim (2020) emphasise the inadequate English pronunciation skills of Malaysian students and the lack of attention given by teachers to teaching pronunciation. Rajadurai (2006) and Shah (2019) assert that inadequate pronunciation greatly impedes verbal communication. Research suggests that there is a limited ability to communicate proficiently, with a significant proportion falling below the CEFR B1 level (MOE, 2015). Concerns persist due to the presence of low grades in English oral tests, as indicated by David in 2016. In

order to tackle this issue, the Dual Language Programme (DLP) was implemented in 2016 with the objective of improving students' competence in both English and Malay (Othman et al., 2020). The programme offers pupils the option to select either English or Malay as the language of instruction for Science and Mathematics, in accordance with the government's focus on economic and technological advancement (Rosemala, 2008; MOE, 2017a, b).

3. Malaysian English Language Classroom Multimedia Resources: An Overview

The president of NUTP, recommends that English educators investigate the underlying factors contributing to students' inadequate English performance, particularly in terms of their speaking abilities, instead of merely depending on the MUET assessment (Bernama, 2019). Cilliers (2017) observes that contemporary students' inclination towards digital communication presents a chance for enhanced expression in a digital setting, which is in line with multimedia-based learning (Mayer et al., 2020). The Malaysian English curriculum incorporates ICT as a means to enhance the process of teaching and learning, in accordance with the principles of Education 4.0 (Ahmad et al., 2019). According to Zaim (2016), multimedia has the potential to improve students' oral and writing communication skills by encouraging their involvement with many forms of media, including text, speech, and visuals (Shanthi et al., 2019). According to Shofi (2020), multimedia has the ability to improve English fluency. The COVID-19 pandemic necessitated the shift to online instruction, resulting in a beneficial effect on the acquisition of the English language (Basilaia & Kvavadze, 2020; Hasan & Khan, 2020; Sivaniswary & Lubna, 2020; Solmaz, 2020). This study examines the influence of multimedia on the speaking abilities of lower secondary students and instructors in Klang, Malaysia. The research is based on cognitive learning theory, as supported by the works of Kirschner et

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al. (2017), Spencer et al. (2011), and Anmarkrud et al. (2019). Chandler (2009) and Ratnawati & Faridah (2017) discovered that multimedia is advantageous for acquiring language skills, especially in speaking classes. Ozdemir et al. (2016) propose that the utilisation of multimedia-based programmes can improve communication skills, namely speaking abilities, in comparison to conventional classroom settings.

4. English Education in Malaysia: Conceptual overview

4.1 English as a second language

According to Filippi (2020), language is a method of communication that involves using vocal sounds and their combinations to express thoughts and feelings. According to Chater & Christiansen (2018), language allows individuals to clearly communicate their thoughts, emotions, and wants. In the contemporary era of globalisation, proficient communication is important for achieving success across diverse domains. English, acknowledged as a global language, enables effective communication among many regions and countries (Hornikx & Van Meurs, 2020). The global significance of this phenomenon exemplifies the process of globalisation, but it also presents difficulties for the acquisition and instruction of second languages (Barron, 2019; Mansfield & Poppi, 2012).

4.2 English as a second language in Malaysia

English became the primary language in Malaysia during British colonization (Hashim & Yunus, 2018), serving as the lingua franca for business and academia. Malay was later designated as the national language post-independence in 1957. Despite this, English remained a compulsory subject in Malaysian education, spanning at least eleven years of formal instruction (Hashim & Yunus, 2018). The Malaysian government mandates English proficiency for university admission and secondary school national exams (Pillai & Ong, 2018). Rashid et al. (2017) emphasize English's pivotal

role in Malaysia's educational system, which has adapted to globalization through curriculum reforms since 2000 (Curriculum Development Centre).

4.3 Learning English as a Second Language

The field of language acquisition has seen substantial changes since the mid-20th century, with a shift in emphasis from grammar and memorization to the development of practical language skills and cultural understanding (Eaton, 2010; Pathan et al., 2018). Technology enables worldwide connection, with a focus on personalised instruction and student-centric learning (Keiler, 2018). Collaborative techniques are replacing outdated, authoritarian educational methods (Che Musa et al., 2012). Although English is taught in Malaysian elementary schools, achieving mastery in the language continues to be a difficulty across the country. Examinations place more emphasis on grammatical knowledge rather than communication abilities (Powzi & Yamat, 2017). Memorization-based learning and a focus on exams impede the development of proficient English skills, enabling students to advance without truly understanding the language.

4.4 Speaking skills in English language classroom

Speaking, as a fundamental language ability, entails the verbal expression of ideas (Cahyono & Indah, 2012; Ullah et al., 2020). Contrary to passive abilities such as listening or reading, speaking necessitates active engagement and interaction (Mohtar et al., 2015; Jalaluddin et al., 2015). Proficiency in oral communication is essential for productive discourse, with the ability to articulate words accurately and speak smoothly serving as important benchmarks (Markos & Himmel, 2016; Gilakjani, 2011). The Malaysian Form 1 English curriculum places significant emphasis on the mastery of pronunciation, intonation, rhythm, stress patterns, and fluency, as outlined in the KSSM (2016) guidelines. The disregard of these factors has resulted in a diminished proficiency in oral communication within Malaysian ESL classes

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(Mohd Nordin & Yunus 2020; Maarroof & Munusamy, 2015). Accurate pronunciation is crucial for effective communication and leaving a favourable impression (Seidlhofer, 2001; Shak et al., 2016). Fluency is crucial for seamless and uninterrupted communication, and it serves as a significant indicator of language proficiency (Pham, 2018; Shahini & Shahamirian, 2017). The objective of this study is to tackle these essential areas of English oral communication abilities.

Table 1.*Most Cited References with Their Findings Related to Speaking Skills*

Reference	Year	Major Findings
Cahyono and Indah	2012	Speaking is defined as expressing ideas, opinions, or messages with oral language.
Hamidova & Ganiyeva	2020	Speaking is an essential form of communication and one of the four productive skills in learning a foreign language.
Djahimo et al., as cited in Brown et al. (1983)	2018	In real-life environments, pupils are judged mainly on their speaking ability.
Paneerselvam & Mohamad	2019	Students who have mastered speaking use English effectively to convey ideas or provide knowledge in the classroom.
Nushi Kochaksaraie and Makiabadi	2018	Success in speaking is not only functional effectiveness but also the acceptability of the forms used.
KSSM Curriculum	2016	The Form 1 English language curriculum in Malaysia emphasizes pronunciation and fluency in speaking skills.
Almaqrn and Alshabeb	2017	Pronunciation is vital for effective communication, and good L2 learners should focus on it.
Gilakjani	2011	Good pronunciation allows students to participate in discussions and interact with others.
Shak et al.	2016	Good pronunciation indicates whether speakers can express intended meaning effectively.
Nordin & Yunus	2020	Malaysian students should master proper pronunciation, stress, rhythm, and intonation in English.
Shahini & Shahamirian	2017	Fluency is a primary criterion of verbal communicative skill.
Pham	2018	Fluency is an important aspect in the development of language learning and is used to assess student progress.

4.5 Multimedia in learning of English as a second language

The significance of English speaking has been heightened in the digital era, particularly with the advent of Industry 4.0, which is characterised by cyber-physical systems and big data (Hussin, 2018). In order to adjust to these changes, English teachers need to embrace professional development strategies and integrate blended learning methodologies (Liza & Andriyanti, 2020). Education 4.0, propelled by technology-driven tools, accommodates the learning preferences of Generation Z and Generation Alpha (Ahmad et al., 2019). Multimedia technology is essential for improving English speaking skills since it offers interactive, captivating, and immersive learning experiences (Fajar Masyitoh et al., 2019; Liu, et al., 2018; Rachman & Pradita, 2019). According to Gunu and Babacan (2017), it enhances students' inquisitiveness, efficiency, and contentment in their classes. In addition, multimedia facilitates an advantageous learning environment, enhances communication proficiency, and optimises both learning time and material (Halwani, 2017; Young & West, 2018). By utilising multimedia, students can actively interact with English language materials, resulting in improved language acquisition and cultural comprehension (Fani et al., 2020; Erizar et al., 2019).

Table 2.

Summary of the Major Research And their Findings in ESL and Use of Multimedia

Reference	Year	Major Findings
Hussin	2018	English speaking is crucial in the digital era and the rise of Industry 4.0.
Liza & Andriyanti	2020	Classroom practices through blended learning led to beneficial results in the learning process.
Halili	2019	Education 4.0 uses technology-based tools and resources to drive learning in non-traditional ways.
Ahmad et al.	2019	Generation Z and Generation Alpha are more comfortable with multimedia in learning, including English.
Rachman &	2019	Multimedia technology in English speaking skills

Pradita		creates an opportune environment for reforming and exploring new models in the digital era.
Matkasimova & Makhmudov	2020	Multimedia technology has a positive impact on students' activities and enhances class effectiveness.
Amin et al.	2018	Multimedia education offers more opportunities for language learning and exploring English culture.
Wazeema & Kareema	2017	Multimedia education is more vibrant and fosters students' learning interest compared to traditional learning.
Fani et al.	2020	Multimedia learning enhances students' communicative competence and creates a harmonious atmosphere in the classroom.
Erizar et al.	2019	Multimedia technology improves students' communicative competence and creates a harmonious learning environment.
Halwani	2017	Incorporating technical interactivity through multimedia technology optimizes language classrooms and promotes student engagement.
Young & West (2018)	2018	Multimedia technology provides a practical English language teaching environment, better use of learning time, and student engagement.

4.6 Teaching approaches using multimedia in English speaking skills classroom

With the rise of information technology, English has emerged as a universal language (Rojo, 2018), highlighting the importance of proficient communication skills, specifically in speaking (Syafii et al., 2019). The integration of multimedia in education improves learning results by actively involving students and addressing various learning preferences (Alharbi, 2015). Utilising multimedia facilitates adaptable learning and provides equitable possibilities for individuals with different learning styles, including visual, auditory, and kinaesthetic learners (Atsari, 2020; Coman et al., 2020). Speech recognition, Prezi, and podcasts are multimedia technologies that help augment the English-speaking proficiency of ESL students (Yumnam, 2021). Research confirms that multimedia plays a significant role in enhancing English speaking abilities through the use of several modes of practice, personalised learning, project-based instruction, and enjoyable activities (Amin et al., 2018; Borges, 2014). Audio-visual materials, as

demonstrated by Sofyan & Tarigan (2019) and Butler-Pascoe (2011), enhance vocabulary acquisition and pronunciation. Nevertheless, there may be obstacles such as scarce resources and repetitive instructional techniques (Meinawati et al., 2020). The incorporation of multimedia into traditional face-to-face instruction can enhance self-directed learning and promote the development of skills (Muslem & Abbas, 2017). Although multimedia offers advantages, it is important to take into account the obstacles it provides, such as resource constraints and boredom (Shofi, 2020). To achieve effective implementation, teachers must provide training to students on how to comprehend multimedia messages and establish explicit objectives to improve their speaking fluency (Shofi, 2020).

Table 3.

Summary of Literature Related to Teaching Approaches Related to Multimedia In ESL

Reference	Year	Major Findings
Rojo	2018	English is considered a global language in the era of information technology.
Syafii et al.	2019	Speech is crucial for communication and students should master it for language proficiency.
Alharbi	2015	Efficient teaching strategies and technology-enhanced learning tools can increase motivation and success in learning objectives.
Coman et al.	2020	Multimedia provides flexible approaches to learning and appeals to various learning styles, enhancing language acquisition.
Atsari	2020	The incorporation of multimedia in the curriculum ensures equal opportunities for all students in language learning.
Cárdenas Gómez	2019	Multimedia plays a significant role in learning English speaking skills.
Sundari	2018	Use of appropriate audio-visual equipment enhances language program effectiveness based on authentic materials.
Amin et al.	2018	Advantages of incorporating multimedia in English language speaking skills include multimodal practice, individualization, and fun factor.
Borges	2014	Multimedia integration in language education reduces focus on grammar, contextualizes learning with graphics, audio, and video.

Young & West (2018)	2018	Multimedia encourages independent learning, improves vocabulary acquisition, and provides access to diverse learning materials.
Sofyan & Tarigan	2019	Multimedia resources, such as podcasts, videos, and presentations, enhance ESL students' speaking skills, pronunciation, and fluency.
Butler-Pascoe	2011	Multimedia increases interaction and enhances students' vocabulary and language skills.
Contreras et al.	2016	Multimedia motivates students and improves their performance in speaking skills.
Muslem & Abbas	2017	Face-to-face traditional English language teaching combined with multimedia enhances learning outcomes.
Meinawati et al.	2020	Multimedia-based programs provide access to diverse instructional resources for learning English as a second language speaking skills.
Shofi	2020	Multimedia-based program in English language speaking skill environments provides pedagogically sound practices and improves fluency.

4.7 Multimedia tools in English speaking skills classroom

Proficiency in the English language is essential for effective worldwide communication (Subramaniam et al., 2020). Podcasts, Speech Recognition Software, and Prezi are utilised as multimedia tools to improve speaking proficiency (Fauzi, 2016). Podcasts provide a flexible and cost-free learning tool that is available to users (Rosell-Aguilar & Fernando, 2015). They enable the improvement of speaking skills and provide students with the opportunity to get feedback on their performance (Abdulrahman et al., 2018; Abdulrahman et al., 2020). Podcasts can also enhance pronunciation, fluency, grammar, and vocabulary skills (Bustari et al., 2018; Chan et al., 2011). Speech recognition software identifies and rectifies mistakes in pronunciation, encouraging individuals to actively engage (Kim & Seltzer, 2018; Li et al., 2017; Fathi & Jelani, 2017). It allows students to promptly obtain feedback and enhance their non-native speech (Ruiter, 2018; Sidgi & Shaari, 2017). Prezi improves students' academic speaking abilities by actively involving them in expressive presentations (Korpaš, 2021; Yang & Cornelius, 2004). It facilitates the creation of dynamic and visually

captivating presentations, which enhance the intelligibility of lessons and increase student participation (Lina, 2018).

5. Conclusion

The use of multimedia in Malaysian English schools holds potential for improving language acquisition results and fostering more captivating learning settings. This investigation showcases the efficacy of multimedia resources, including podcasts, speech recognition software, and Prezi, in augmenting students' proficiency in oral communication and linguistic abilities. These technologies enable individualised instruction and the ability to learn at one's own speed. Podcasts facilitate the enhancement of listening skills, pronunciation accuracy, fluency, vocabulary acquisition, and grammar proficiency. Speech recognition software allows users to actively engage and receive instant feedback on their pronunciation. Prezi enables the development of captivating educational resources, improving student involvement and academic achievements through the use of multimedia presentations.

Although the integration of multimedia in English instruction has demonstrated its effectiveness, it can also present obstacles such as a lack of materials and teacher involvement. It is essential to employ new teaching methods to overcome these problems and fully exploit the advantages of multimedia. The research review highlights the significant impact that multimedia may have in ESL contexts, emphasising the need to create educational settings that are both engaging and participatory. In short, the utilisation of multimedia in Malaysian English schools shows potential for enhancing language instruction. By utilising a range of materials such as podcasts, speech recognition software, and Prezi, educators may effectively cater to the individual needs of students and cultivate their abilities in communication. Continued advancement in language education

and helping students in an interconnected society requires further study on effectively integrating multimedia into language training.

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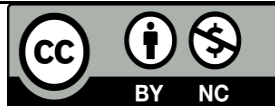
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