

**THE EFFECT OF FACEBOOK-BASED
E-PORTFOLIO ON UNIVERSITY STUDENTS'
ORAL COMMUNICATION COMPETENCY IN
ENGLISH, SELF-EFFICACY AND
SELF-DIRECTED LEARNING**

CHANG SIEW LEE

UNIVERSITI SAINS MALAYSIA

2025

**THE EFFECT OF FACEBOOK-BASED
E-PORTFOLIO ON UNIVERSITY STUDENTS'
ORAL COMMUNICATION COMPETENCY IN
ENGLISH, SELF-EFFICACY AND
SELF-DIRECTED LEARNING**

by

CHANG SIEW LEE

**Thesis submitted in fulfilment of the requirements
for the degree of
Doctor of Philosophy**

September 2025

ACKNOWLEDGEMENT

I am deeply grateful and humbled by the completion of this Ph.D. thesis. I thank God for the strength and guidance provided. To my late mother, I dedicate this thesis to you. This thesis is my humble attempt to make you proud. To my husband and son, I am truly grateful for your love, understanding, patience and unwavering support for me. To my supervisor, Professor Dr Muhammad Kamarul Kabilan Abdullah, thank you for being a tremendous mentor to me. Your expertise and support have been important for my achievement. I would also like to thank my institution and the Ministry of Higher Education for their support through study leave and scholarships. I am especially grateful to Dr. Azza Jauhar Ahmad Tajuddin, Ms. Nik Izyani Nik Nordin, Dr. Raihana Romly, Datin Dr. Veronica Petrus Atin, Ms. Kamsilawati Kamlun, Dr. Wendy Hiew, and Dr. Priscilla Shak for their significant contributions to my research. I also wish to thank all my family for your continuous support and encouragement throughout this journey. To my comrades, colleagues, and friends, thank you for your camaraderie and insightful exchanges. I cannot thank you enough, Dr. Josephine Chan, Dr. Khong Hou Keat, and Mr. Chuah Kee Man, for making this journey much more rewarding and enjoyable through the numerous discussions and shared experiences that have enriched my research and life. Lastly, I wish to thank the reviewers and examiners for their feedback, which further improved this thesis and my understanding of the topic. Thank you all from the bottom of my heart.

Sincerely,

Siew Lee

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF SYMBOLS	xiii
LIST OF ABBREVIATIONS	xiv
LIST OF APPENDICES	xv
ABSTRAK	xvi
ABSTRACT	xviii
CHAPTER 1 INTRODUCTION.....	1
1.1 Overview	1
1.2 Background of the Study.....	3
1.3 Statement of the Problem	7
1.4 Rationale of the Study	14
1.5 Purpose of the Study	17
1.6 Research Objectives	17
1.7 Research Questions	18
1.8 Hypotheses	19
1.9 Significance of the Study	20
1.10 Delimitations of the Study.....	22
1.11 Limitations of the Study	23
1.12 Operational Definition of Terms	24
1.13 Summary	27
CHAPTER 2 LITERATURE REVIEW.....	28
2.1 Introduction	28

2.2	Portfolio and e-Portfolio.....	28
2.3	Social Media and e-Portfolio.....	35
2.4	Facebook as an Educational Tool in HEIs	40
2.5	The Use of Facebook as a Platform for e-Portfolio in Higher Education	43
2.6	e-Portfolio Implementation in Malaysian HEIs	49
2.7	Oral Communication and English Language Teaching	53
2.8	Task-based Language Teaching (TBLT)	57
2.9	Previous Studies on TBLT and Oral Communication	61
2.10	Previous Studies of Oral Communication in Malaysian HEIs.....	63
2.11	Social Cognitive Theory and Self-efficacy	69
2.12	Self-directed Learning Theory	73
2.13	Language Learning Experiences	77
2.14	Facebook-based e-Portfolio and Social Constructivism	79
2.15	Research Gap.....	82
2.16	Theoretical Framework of the Study.....	83
2.17	Conceptual Framework of the Study.....	88
2.18	Summary	90
CHAPTER 3 METHODOLOGY.....		92
3.1	Introduction	92
3.2	Research Design.....	92
3.2.1	Mixed Methods Intervention Design.....	92
3.3	Quantitative Strand.....	94
3.3.1	Quasi-experimental Design.....	94
3.3.2	The Sample.....	96
3.3.3	Research Variables.....	100
3.3.3(a)	Dependent Variables.....	100
3.3.3(b)	Independent Variable.....	101

3.3.4	Extraneous Variables.....	102
3.3.5	Intervention.	105
3.3.6	Methods of Data Collection.	111
3.3.6(a)	Oral Test Rubric	112
3.3.6(b)	Self-efficacy Questionnaire (SEQ)	114
3.3.6(c)	Self-Directed Learning Instrument (SDLI)	115
3.3.7	Data Analysis of Quantitative Data.....	118
3.4	Qualitative Strand.....	119
3.4.1	Methods of Data Collection.	119
3.4.1(a)	Reflective Journals.....	119
3.4.1(b)	Qualitative Survey.	123
3.4.2	The Sample.....	125
3.4.3	Data Analysis of Qualitative Data.....	125
3.4.3(a)	Reflective Journals.....	125
3.4.3(b)	Qualitative Survey.	126
3.5	Validity and Reliability	127
3.6	Research Ethics	132
3.7	Pilot Study	132
3.8	The Procedure of the Study	133
3.9	Summary	137
CHAPTER 4 RESULTS AND FINDINGS		138
4.1	Introduction	138
4.2	Analysis and Results for RQ1: The Effect of the Intervention on Students' Oral Communication Competency in English.....	139
4.2.1	Checking the Assumptions of Parametric Tests for RQ1.	139
4.2.2	Mann-Whitney U Test Results for RQ1: Oral Communication Competency in English.	144

4.3	Analysis and Results for RQ2: The Effect of the Intervention on Students' Self-efficacy	147
4.3.1	Checking the Assumptions of Parametric Tests for RQ2.	147
4.3.2	Mann-Whitney U Test Results for RQ2: Self-efficacy.....	152
4.4	Analysis and Results for RQ3: The Effect of the Intervention on Students' Self-directed Learning.....	154
4.4.1	Checking the Assumptions of Parametric Tests for RQ3.	154
4.4.2	Independent-Samples t-Test Results for RQ3: Self-directed Learning.	159
4.5	Students' Language Learning Experiences with the Facebook-based e-Portfolio.....	163
4.5.1	Theme 1: Engagement with School Context.....	164
4.5.2	Theme 2: Engagement with the Syllabus and Teaching Materials.....	167
4.5.3	Theme 3: Engagement with Learning Tasks.....	176
4.5.4	Theme 4: Engagement with One's Peers.	185
4.5.5	Theme 5: Engagement with the Teacher.....	189
4.5.6	Theme 6: Engagement with the Classroom Context.....	191
4.6	Influence of Facebook-based e-Portfolio Experiences on Students' Oral Communication Competency in English, Self-efficacy and Self-directed Learning	196
4.6.1	Qualitative Survey Findings.....	197
4.6.1(a)	Effect of Facebook-based e-Portfolio on Students' Oral Communication Competency in English.....	197
4.6.1(b)	Effect of Facebook-based e-Portfolio on Students' Self-efficacy.....	203
4.6.1(c)	Effect of Facebook-based e-Portfolio on Students' Self-directed Learning.	208
4.6.2	Integration of Findings.....	212
4.6.2(a)	How did Students' Language Learning Experiences with Facebook-based e-Portfolio Impact Their Oral Communication Competency in English?	213

4.6.2(b)	How did Students' Language Learning Experiences with Facebook-based e-Portfolio Impact Their Self-efficacy?.....	218
4.6.2(c)	How did Students' Language Learning Experiences with Facebook-based e-Portfolio Impact Their Self-directed Learning?	222
4.7	Summary	226
CHAPTER 5 DISCUSSION AND CONCLUSION.....		228
5.1	Introduction	228
5.2	Discussion of Findings	229
5.2.1	The Effect of Using Facebook-based e-Portfolio on Students' Oral Communication Competency in English.	229
5.2.2	The Effect of Using Facebook-based e-Portfolio on Students' Self-efficacy.	233
5.2.3	The Effect of Using Facebook-based e-Portfolio on Students' Self-directed Learning.....	236
5.2.4	Students' Language Learning Experiences with the Facebook-based e-Portfolio.	238
5.2.5	How did University Students' Language Learning Experiences with Facebook-based e-Portfolio Impact Their Oral Communication Competency in English, Self-efficacy and Self-directed Learning.....	261
5.3	Implications of the Study	274
5.4	Recommendations for Future Research	280
5.5	Conclusion.....	281
REFERENCES.....		284
APPENDICES		
LIST OF PUBLICATIONS		
LIST OF CONFERENCE AND POSTER PRESENTATIONS		
LIST OF AWARDS		

LIST OF TABLES

	Page
Table 2.1 Categories of social media	36
Table 2.2 Categories and names of social media used as e-portfolios in previous studies reported in Chang and Kabilan (2024).....	39
Table 2.3 Summary of Previous Studies on Facebook-based e-Portfolio in HEIs	44
Table 2.4 Five aspects of the language learning process that learners engage with (Dörnyei, 2019, p. 25).....	78
Table 2.5 Contrasting paradigms of the Positivist and Constructivist (Paulson & Paulson, 1994).....	79
Table 2.6 Major characteristics of social media and major activities involved	81
Table 3.1 Participants’ demographics of the study	99
Table 3.2 Actions taken to control and minimise threats to internal validity ..	102
Table 3.3 Actions taken to control and minimise threats to external validity..	104
Table 3.4 Intervention of the study with theoretical mapping	108
Table 3.5 Timeline of the quasi-experimental procedure	112
Table 3.6 Pre-intervention and post-intervention oral tests	113
Table 3.7 Descriptions of rubric criteria for pre-intervention and post- intervention oral tests	113
Table 3.8 Constructs and items of Self-efficacy Questionnaire.....	115
Table 3.9 Constructs and items of Self-Directed Learning Instrument.....	116
Table 3.10 A series of specific questions in the reflective journal entry adapted from Gibbs’ (1988) reflective cycle.....	122
Table 3.11 Six phases of thematic analysis by Braun and Clarke (2006).....	126

Table 3.12	Summary of corrections and revisions made to research instruments based on expert review	128
Table 3.13	Inter-rater agreement counts (percent agreement)	131
Table 3.14	Data collection procedures of the study	135
Table 4.1	Benchmarks for Effect Size r (Plonsky & Oswald, 2014)	145
Table 4.2	Benchmarks for Effect Size d (Plonsky & Oswald, 2014)	159
Table 4.3	Summary of Theme 1 – Engagement with School Context	167
Table 4.4	Summary of Theme 2 – Engagement with the Syllabus and Teaching Materials	176
Table 4.5	Summary of Theme 3 – Engagement with Learning Tasks	185
Table 4.6	Summary of Theme 4 – Engagement with One’s Peers	189
Table 4.7	Summary of Theme 5 – Engagement with the Teacher	191
Table 4.8	Summary of Theme 6 – Engagement with the Classroom Context	195

LIST OF FIGURES

	Page
Figure 2.1	Types of portfolios (Kilbane & Milman, 2003)29
Figure 2.2	The learning portfolio model by Zubizarreta (2009)34
Figure 2.3	Communicative competence (Canale & Swain, 1980).55
Figure 2.4	Theoretical framework of the study85
Figure 2.5	Conceptual framework of the study90
Figure 3.1	The mixed methods intervention design94
Figure 3.2	The non-equivalent pre-test-post-test control-group design95
Figure 3.3	An overview of the implementation of the study 136
Figure 3.4	A summary of the data analysis process of the study 137
Figure 4.1	Results of Linear Regression Analysis for the pre-intervention and post-intervention oral test scores of the control and experimental groups..... 140
Figure 4.2	Results of the normality tests for the pre-intervention and post- intervention oral test scores of the control and experimental groups 141
Figure 4.3	Normal Q-Q plot of pre-intervention and post-intervention oral test scores of the control and experimental groups..... 141
Figure 4.4	Values of skewness and kurtosis for the pre-intervention and post- intervention oral test scores of the control and experimental groups 142
Figure 4.5	Results of Levene's test for pre-intervention and post-intervention oral test scores of the control and experimental groups 143
Figure 4.6	Results of Mann-Whitney U test for post-intervention oral test scores of the control and experimental groups..... 145

Figure 4.7	Results of Mann-Whitney U test for each construct of post-intervention oral test scores of the control and experimental groups	147
Figure 4.8	Results of Linear Regression Analysis for the pre-intervention and post-intervention self-efficacy scores of the control and experimental groups	148
Figure 4.9	Results of normality tests for the pre-intervention and post-intervention self-efficacy scores of the control and experimental groups.....	149
Figure 4.10	Normal Q-Q plot of pre-intervention and post-intervention self-efficacy scores of the control and experimental groups.....	149
Figure 4.11	Values of skewness and kurtosis for the pre-intervention and post-intervention self-efficacy scores of the control and experimental groups.....	150
Figure 4.12	Results of Levene's test for pre-intervention and post-intervention self-efficacy scores of the control and experimental groups.....	151
Figure 4.13	Results of Mann-Whitney U test for post-intervention self-efficacy scores of the control and experimental groups.....	152
Figure 4.14	Results of Mann-Whitney U test for each construct of post-intervention self-efficacy scores of the control and experimental groups.....	154
Figure 4.15	Results of Linear Regression Analysis for the pre-intervention and post-intervention self-directed learning scores of the control and experimental groups	155
Figure 4.16	Results of normality tests for the pre-intervention and post-intervention self-directed learning scores of the control and experimental groups	156
Figure 4.17	Normal Q-Q plot of pre-intervention and post-intervention self-directed learning scores of the control and experimental groups.....	156

Figure 4.18	Values of skewness and kurtosis for the pre-intervention and post-intervention self-directed learning scores of the control and experimental groups	157
Figure 4.19	Results of Levene's test for pre-intervention and post-intervention self-directed learning scores of the control and experimental groups.....	158
Figure 4.20	Results of Independent Samples t-Test for post-intervention self-directed learning scores of the control and experimental groups.....	160
Figure 4.21	Results of Independent Samples t-Test for each construct of post-intervention self-directed learning scores of the control and experimental groups	162
Figure 4.22	Language learning experience with Facebook-based e-portfolio	164

LIST OF SYMBOLS

d	Cohen's d (effect size measure)
M	Mean
SE	Standard Error
SD	Standard Deviation
p	p-value (probability value)
r	effect size for Mann-Whitney U test
t	t-value (in t-tests)

LIST OF ABBREVIATIONS

AAC&U	Association of American Colleges and Universities
CA	Communication apprehension
CAL	Computer-Aided Learning
CLO	course learning outcome
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
FG	Facebook Group
HEI	higher education institution
HTML	HyperText Markup Language
ICT	Information and Communication Technology
ISE	Institute of Student Employers
JISC	Joint Information Systems Committee
L2	second language
MUET	Malaysian English University Test
OCS	oral communication strategies
PPP	Presentation-Practice-Production approach
QUAN	quantitative
QS	Quacquarelli Symonds
SDL	Self-directed Learning
SDLI	Self-directed Learning Instrument
SEQ	Self-efficacy Questionnaire
SLA	second language acquisition
SM	social media
SNS	social networking sites
TBL	Task-based Learning
TBLT	Task-based Language Teaching
UGC	user-generated content
ZPD	Zone of Proximal Development

LIST OF APPENDICES

Appendix A	Instructor Information Sheet and Consent Form
Appendix B	Participant Information Sheet and Consent Form
Appendix C	Student e-Portfolio Guideline
Appendix D	Reflective Journal Entry Form
Appendix E	Qualitative Survey Questionnaire
Appendix F	Table of Reference for Reflective Journal Entries
Appendix G	Student e-Portfolio Guideline Review Form
Appendix H	Reflective Journal Entry Review Form
Appendix I	Qualitative Survey Questionnaire Review Form
Appendix J	Ethical Approval from the Human Research Ethics Committee of Universiti Sains Malaysia

**KESAN E-PORTFOLIO BERASASKAN FACEBOOK TERHADAP
KECEKAPAN KOMUNIKASI LISAN DALAM BAHASA INGGERIS,
EFIKASI KENDIRI DAN PEMBELAJARAN TERARAH KENDIRI
PELAJAR UNIVERSITI**

ABSTRAK

Kemahiran bahasa Inggeris adalah salah satu kemahiran yang sangat dicari oleh majikan di seluruh dunia, tetapi ia masih tidak memenuhi apa yang mereka harapkan. Kajian-kajian terdahulu telah melaporkan bahawa kebimbangan komunikasi merupakan satu faktor signifikan yang menghalang pelajar daripada menyampaikan komunikasi lisan yang berkesan. Untuk menangani isu ini, adalah penting untuk meningkatkan efikasi sendiri dan pembelajaran terarah sendiri pelajar kerana komunikasi lisan yang berkesan berlaku apabila terdapat asas efikasi sendiri yang kukuh dan budaya pembelajaran terarah sendiri. Oleh itu, matlamat kajian ini adalah untuk mengkaji bagaimana penggunaan e-portfolio berasaskan Facebook memberi kesan kepada kecekapan komunikasi lisan dalam bahasa Inggeris, efikasi sendiri dan pembelajaran terarah sendiri pelajar universiti. Lima (5) soalan kajian telah digubal sebagai panduan penyelidikan. Seramai 74 orang pelajar prasiswazah dari sebuah universiti awam di Malaysia terlibat dalam kajian ini. Kajian ini mengaplikasikan reka bentuk eksperimen kaedah campuran, di mana data kualitatif diintegrasikan dalam eksperimen intervensi. Reka bentuk kuasi eksperimen digunakan untuk mengkaji kesan intervensi e-portfolio berasaskan Facebook terhadap kecekapan komunikasi lisan dalam bahasa Inggeris, efikasi sendiri dan pembelajaran terarah sendiri dalam kumpulan eksperimen berbanding dengan kumpulan kawalan. Ujian pra dan ujian pasca telah dilaksanakan dalam kedua-dua kumpulan kawalan dan eksperimen untuk

menilai kecekapan komunikasi lisan dalam bahasa Inggeris, efikasi sendiri dan pembelajaran terarah sendiri mereka. Pengumpulan data kualitatif dijalankan semasa dan selepas eksperimen kuantitatif untuk menambah dapatan kajian. Pengumpulan data menggunakan jurnal reflektif dilakukan semasa eksperimen untuk mengkaji proses pembelajaran yang dialami oleh kumpulan eksperimen, manakala tinjauan kualitatif dijalankan selepas eksperimen untuk mendapatkan hasil bagi menjelaskan keputusan eksperimen. Keputusan ujian Mann-Whitney U menunjukkan bahawa terdapat perbezaan yang signifikan secara statistik dalam kecekapan komunikasi lisan dalam bahasa Inggeris dan efikasi sendiri pelajar antara kedua-dua kumpulan, di mana kumpulan eksperimen menunjukkan kecekapan komunikasi lisan dalam bahasa Inggeris yang lebih baik dan tahap efikasi sendiri yang lebih tinggi berbanding kumpulan kawalan. Keputusan Ujian-t Sampel Bebas pula menunjukkan bahawa terdapat perbezaan yang signifikan secara statistik dalam pembelajaran terarah sendiri pelajar antara kedua-dua kumpulan, di mana kumpulan eksperimen menunjukkan tahap pembelajaran terarah sendiri yang lebih tinggi daripada kumpulan kawalan. Secara keseluruhannya, dapatan kualitatif menyokong keputusan kuantitatif. Kajian ini mendapati enam (6) cara e-portfolio berasaskan Facebook memberi kesan kepada kecekapan komunikasi lisan pelajar dalam bahasa Inggeris, sembilan (9) cara intervensi tersebut memberi kesan kepada efikasi sendiri pelajar, dan enam (6) cara ia menyumbang kepada pembelajaran terarah sendiri pelajar.

**THE EFFECT OF FACEBOOK-BASED E-PORTFOLIO ON
UNIVERSITY STUDENTS' ORAL COMMUNICATION COMPETENCY IN
ENGLISH, SELF-EFFICACY AND SELF-DIRECTED LEARNING**

ABSTRACT

English language proficiency is one of the highly sought-after skills among employers worldwide, yet it still does not meet their expectations. Previous studies have reported that communication apprehension is a significant obstacle that hinders students from delivering effective oral communication. To address this issue, it is important to develop students' self-efficacy and self-directed learning because effective oral communication occurs when there is a strong foundation of self-efficacy and a culture of self-directed learning. Therefore, the aim of this study is to determine how utilising a Facebook-based e-portfolio affects university students' oral communication in English, self-efficacy and self-directed learning. Five (5) research questions were formulated to guide the investigation. A total of 74 undergraduate students from a Malaysian public university were involved in this study. This study employed a mixed methods intervention design in which qualitative data were embedded within an intervention trial. The quasi-experimental design was utilised to examine the effect of the Facebook-based e-portfolio intervention on the oral communication competency in English, self-efficacy and self-directed learning of the experimental group as compared to the control group. A pre-test and a post-test were administered in both the control and experimental groups on their oral communication competency in English, self-efficacy and self-directed learning. The qualitative data were collected during and after the quantitative experiment to add to its results. The reflective journals were collected during the experiment for examining the learning

process experienced by the experimental group, and the qualitative survey was conducted after the experiment to help explain the results of the experiment. The Mann-Whitney U test results revealed that there is a statistically significant difference in students' oral communication competency in English and self-efficacy between the two groups, with the experimental group showing better oral communication competency in English and higher levels of self-efficacy than the control group. The Independent-Samples t-Test results demonstrated that there is a statistically significant difference in students' self-directed learning between the two groups, with the experimental group showing higher levels of self-directed learning than the control group. Overall, the qualitative findings supported the quantitative results. The study discovered six (6) ways the Facebook-based e-portfolio impacted students' oral communication competency in English, nine (9) ways the intervention influenced students' self-efficacy, and six (6) ways it contributed to students' self-directed learning.

CHAPTER 1

INTRODUCTION

1.1 Overview

Oral communication is an interactive process of meaning making in which communicators simultaneously send and receive messages with the goal of conveying accurate meaning (Young & Travis, 2018). It is fundamentally based on language, as it involves speaking and listening through on a phonetic symbol system to transmit and comprehend meaning (Mead, 1980). It is a complex and multifaceted language process that comprises three reciprocally interdependent components – speaking, listening and pronunciation – that work together to ensure effective message delivery and understanding (Murphy, 1991). The ability to communicate effectively in English is especially crucial for ESL learners, as it influences both their academic performance and future employability (Zainuddin et al., 2019).

Oral communication plays a significant role in the workplace (Brink & Costigan, 2014; Crosling & Ward, 2002; Krishnan et al., 2024; Rabiul et al., 2023) because strong oral communication skills can enhance employability prospects (Idrus, Salleh & Lim Abdullah, 2011). For instance, performance in job interviews often determines whether candidates are offered the job. Furthermore, effective oral communication can motivate employees and contribute to positive organisational outcomes (Rabiul et al., 2023). Moreover, good communication within both internal and external networks is vital for organisational success, whereas communication breakdowns may negatively impact organisational performance (Humburg, Van der Velden & Verhagen, 2013). In the digital age, English functions as a key medium of communication (Halliday, 2019), and employers place significant importance on graduates' English language proficiency during the recruitment process (Cheong, Hill,

Leong, & Zhang, 2018). English is listed as a primary or secondary language requirement by almost all recruitment advertisements (Cheong, Hill, Fernandez-Chung, & Leong, 2016). This clearly shows that English language proficiency is one of the top priorities for industries when hiring employees.

Despite the acknowledged importance of oral communication in English, many English as a Second Language (ESL) learners continue to struggle with developing this competence effectively. Studies have identified that low self-efficacy and poor self-directed learning (SDL) habits as common challenges faced by ESL learners and both are strongly associated with weak oral communication performance (Du, 2013; Idrus et al., 2011; Kamaruddin & Zawawi, 2017; Knowles, 1975). Low self-efficacy often results in communication apprehension or anxiety when speaking (Al-Tamimi & Shuib, 2016; Benraghda, Radzuan & Ali, 2017; Hasni, Ismail & Abdullah, 2019), while poor SDL habits indicate a lack of initiative to practise speaking due to reliance on teacher guidance, low confidence, or a preference for structured learning environments (Du, 2013; Merriam & Bierema, 2014), reducing opportunities to practise and improve oral communication in English.

In this study, oral communication competency, self-efficacy, and SDL are conceptualised as dependent variables, as they represent important learning outcomes that are critical to successful English language learning. Given these challenges, there is a need for innovative strategies that can target these variables simultaneously. One potential approach is the use of a Facebook-based e-portfolio that integrates Task-based Language Teaching (TBLT) tasks. This study investigates the impact of a Facebook-based e-portfolio that integrates TBLT tasks as an intervention. By providing opportunities for authentic communication, self-reflection, peer

engagement, and encouraging self-directed engagement, this intervention aims to simultaneously enhance oral communication competency strengthen self-efficacy and foster greater self-directed learning habits.

1.2 Background of the Study

English has become a world language – both as an international and a global language (Halliday, 2019). It is an international language as it is a medium of literary and culture in (mainly) countries of the former British Empire and also a global language as it is the medium of communication in the information age (Halliday, 2019). Inherited from the colonial days, English is too deeply ingrained that it has become the language of convenience in so many international contexts (Halliday, 2019) and in economy (Darmi & Albion, 2013). As a result, those who can make use of the language wield a considerable power and it comes as a bonus for corporations but, those who are deprived of the chance of learning the language are at a disadvantage (Halliday, 2019).

The use of English in Malaysia can be traced to the British presence in the Malay Peninsula in the eighteenth century, and in Sabah and Sarawak in the nineteenth century (Pillai & Ong, 2018). During the colonial period, English was used in the government administration and public education (Pillai & Ong, 2018). Upon Malaysia's independence in 1963, Malay language was made the national and official language to replace English (Pillai & Ong, 2018). Nonetheless, English language is still one of the compulsory subjects at the primary and secondary levels of education today (Darmi & Albion, 2013; Pillai & Ong, 2018). At the university level, English language is a requirement for graduation (Abdul Hamid, Islam & Noor Hazilah, 2014). On top of that, English is also extensively applied in business, the media, private sector

and private education (Pillai & Ong, 2018). The abovementioned points indicate the importance of English language proficiency for academic and professional success.

For many years, communication skills and English language proficiency have gained increased attention in the context of employability (Krishnan et al., 2024; TalentCrop, 2019; Ting, Marzuki, Chuah, Misieng & Jerome, 2017). Insights from the 2022 QS Global Employer Survey reveal that communication skills remain the top priority among employability skills (QS, 2022, August). The lack of English proficiency has been identified as a major barrier that prevents graduates from communicating effectively (Krishnan et al., 2021; Ting, Marzuki, et al., 2017), especially during job interviews. Graduates are expected to communicate clearly and confidently to perform effectively in the workplace, enabling them to establish connections with colleagues, and become considerably more independent (QS, 2022, August). In line with this, the Malaysia Education Blueprint 2015-2025 (Higher Education) highlights the need to produce graduates who are able to communicate effectively in English (Ministry of Higher Education Malaysia, 2012b). The use of English is essential in the Malaysian workplace as it facilitates communication with a diverse workforce, enabling effective interaction with foreign employees and partners and supports business operations in international markets (Teoh, et al., 2023). However, despite the emphasis placed on oral communication in English, Shashikala (2018) notes that developing this skill remains a major challenge in English language teaching and learning. Many teachers have sought for new methods to make a difference in the learning process to improve students' oral communication competency in English, indicating the need for more effective strategies to address this issue (Shashikala, 2018).

In the context of Malaysian higher education, English language proficiency remains a major concern, particularly in oral communication (Abdul Hamid et al., 2014; Hanapi & Nordin, 2014; Krishnan et al., 2021; Krishnan et al., 2024; Ministry of Education Malaysia, 2015b; Ting, Marzuki, et al., 2017; Zainuddin et al., 2019). The participants of this study are undergraduate students enrolled in an English for professional communication course. Many of these students have had limited English exposure, mostly confined to classroom instruction, with minimal opportunities for authentic speaking practice. Consequently, they often enter university with low confidence in oral English, tend to be overdependent on their instructors for guidance, and hesitate to participate actively in discussions, presentations, or spontaneous conversations.

The Malaysia Education Blueprint 2015–2025 (Higher Education) highlights the Ministry of Education’s aims to “focus on outcomes over inputs and to actively pursue technologies and innovations that address students’ needs and enable greater personalisation of the learning experience” (Ministry of Education Malaysia, 2015b, p. 1-11). Moving away from a traditional mass production delivery model, the policy encourages higher learning institutions in the country to integrate technology-enabled innovations in teaching and learning to create more personalised and flexible learning experiences to cater to diverse student needs. It emphasizes online learning as an integral element of higher education and lifelong learning, with a strong push for blended learning models, the launch of Massive Open Online Courses (MOOCs), and the development of robust digital infrastructure to support technology-enabled education. This transformation aims to enhance teaching and learning quality, increase student engagement, and equip graduates with 21st-century skills essential for success in the global economy (Ministry of Education Malaysia, 2015b). Emphasising

technology integration also promotes student-centred approaches, enabling students to exercise greater autonomy and flexibility in their learning.

Despite the emphasis of the Malaysia Education Blueprint 2015–2025 (Higher Education) on leveraging technology to create more personalised, student-centred and flexible learning environments, its impact on improving students' essential 21st century skills – especially oral communication competency in English – remains limited. Many Malaysian graduates continue to demonstrate weak oral communication skills in English and low confidence in using the language (Krishnan et al., 2024; Nadarajah, 2021), despite these competencies being essential for success in the 21st century workplace. As reported by Teoh et al. (2023), employers in Malaysia rank English communication skills as one of the most critical employability requirements, yet graduates often fall short of these expectations. This mismatch between workplace demands and graduates' English communication abilities limits their employability, particularly in globalised industries where English is the dominant language of communication. The success of graduates in the 21st-century workplace depends not only on academic qualifications but also on personal skills such as English communication, self-efficacy, and self-directed learning (SDL). Teoh et al. (2023) argue that while universities can facilitate learning and encourage skill development, it is ultimately up to students to actively improve their skills, particularly oral communication in English, which is difficult to teach and master formally. However, the absence of strong self-efficacy and the spirit of lifelong learning in SDL prevents many graduates from improving their English communication proficiency (Teoh, et al., 2023).

1.3 Statement of the Problem

While communication is regarded as one of the most important skills by employers worldwide, it receives the second-highest level of dissatisfaction for not meeting employers' expectations (QS, 2022, August). Similarly, in Malaysia, employers have expressed concern over fresh graduates' lack of communication skills (World Bank, 2014). In particular, poor oral communication competency in English remains a major cause of graduate unemployment in the country (Abdul Hamid et al., 2014; Hanapi & Nordin, 2014; Krishnan et al., 2024), and is also linked to underemployment (Abdul Hamid et al., 2014) where graduates are only able to secure temporary jobs below their qualifications (Salina, Nurazariah, Noraina & Rajadurai, 2011). A study in the Malaysian Graduate Employability Blueprint (2012-2017) reported that employers have identified graduates' poor command of English as a major issue (Ministry of Higher Education Malaysia, 2012a).

While the English language has been taught for 11 or 12 years in Malaysia's formal education system (Darmi & Albion, 2013), the English language proficiency in the country continues to be of concern and being accentuated as one of the key factors for unemployment, in particular fresh graduate unemployment country (Abdul Hamid et al., 2014; Hanapi & Nordin, 2014; Krishnan et al., 2024). Malaysian graduates still lack oral communication competency in English required for success in the 21st century, as highlighted in the Malaysia Education Blueprint 2015-2025 (Ministry of Education Malaysia, 2015b). Employers are less satisfied with the abilities of the graduates to speak English fluently, to present effectively, and to express own ideas clearly, effectively and with confidence (Abdul Hamid et al., 2014). An employer shared that six (6) out of 10 Malaysian graduates struggle to communicate effectively during interviews because they cannot explain their knowledge well due to limited

English language proficiency (Abdul Hamid et al., 2014). The main issue faces by these graduates is their ability to speak English proficiently during interviews (Krishnan et al., 2024). Therefore, the lack of oral English proficiency hinders the candidates from communicating effectively in job interviews, even though some employers may consider candidates with average English proficiency if they demonstrate good communication skills and speak confidently (Ting, Marzuki, et al., 2017). Therefore, strong oral English proficiency is essential to increasing candidates' chances of securing their first job (Ting, Marzuki, et al., 2017). Graduates must possess a good command of English, among other skills (Hossain et al., 2018), as proficiency in English and effective communication are highly sought after by employers (Nesaratnam et al., 2020; Zainuddin et al., 2019). However, many graduates still fall short of these expectations (Krishnan et al., 2024; Teoh et al., 2023).

Two key factors contributing to poor oral communication competency are low self-efficacy and limited self-directed learning habits. For English language learners, speaking is a crucial yet difficult skill to master and often induces significant anxiety (Zhou, et al., 2025). Past studies have repeatedly reported that students often experience communication apprehension or anxiety during oral production, which impedes their ability to deliver effective oral communication (Al-Tamimi & Shuib, 2016; Benraghda, Radzuan & Ali, 2017; Hasni, Ismail & Abdullah, 2019; Nadarajah, 2021). Graduates demonstrate low confidence when communicating in English (Nadarajah. 2021). There is a clear skill gap in English communication, as many Malaysian graduates lack the proficiency required by employers, affecting their employability prospects (Nadarajah. 2021; Teoh et al., 2023). As a way to address this issue, students' self-efficacy must be developed because it is crucial for improving their oral production abilities (Idrus, Salleh & Lim Abdullah, 2011; Kamaruddin &

Zawawi, 2017). However, students who demonstrate low self-efficacy would negatively influence how they think, feel, behave and motivate themselves (Kamaruddin & Zawawi, 2017). Self-efficacy, a key mechanism for self-reflection (Kamaruddin & Zawawi, 2017), plays a significant role in determining success in language learning, yet students with low self-efficacy often lack confidence and persistence (Idrus, Salleh & Lim Abdullah, 2011; Kamaruddin & Zawawi, 2017). Self-efficacy refers to the belief that individuals have in their capability to achieve desired results through their own efforts (Bandura, 2010; Idrus, Salleh & Lim Abdullah, 2011; Kamaruddin & Zawawi, 2017), but those with low self-efficacy frequently doubt their abilities and underperform compared to peers with higher confidence levels (Idrus, Salleh & Lim Abdullah, 2011). According to Pajares (1997), students with low self-efficacy often display lower commitment and tend to avoid challenging tasks, viewing them as threats to avoid rather than opportunities for mastery, and are less resilient in overcoming obstacles. Unlike their peers with high self-efficacy, they often show low intrinsic motivation for their work, set fewer ambitious goals, give up easily after setbacks, and attribute failures to their lack of ability rather than to insufficient effort or attainable knowledge and skills (Pajares, 1997).

Besides that, weak self-directed learning (SDL) remains as a major obstacle to improving students' oral production abilities in English. Self-directed learning refers to a process where people "take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18). As Doren and Millington (2019) advocates that every student's learning experience is unique, those with poor SDL rarely take charge of their own learning or reflect on their own oral

productions, making it difficult for them to identify weaknesses and improve. Independent learners direct and regulate their own learning (Al Maani & Roberts, 2018; Meyer, 2010) as they decide what knowledge, how, when and where to acquire it (Al Maani & Roberts, 2018). However, many students lack this autonomy, relying instead on passive learning approaches. Reflection, which is essential for examining and evaluating past experiences and planning improvements or making the next move (Doren & Millington, 2019; Eynon et al., 2014), is also often neglected by students with low SDL. Consequently, without strong SDL, students struggle to take ownership of their learning, limiting their chances to enhance English oral communication proficiency. Although people are expected to become more self-directed as they mature (Knowles, 1975) and the fundamental essence of adult learning is SDL (Merriam & Bierema, 2014), this expectation may not yet be sufficiently realised among many Malaysian students. According to Teoh et al. (2023), universities can only facilitate learning, but the improvement of oral English communication depends on students' ability to take charge of their own language learning development. However, limited lifelong learning attitudes in SDL hinder many graduates from enhancing their English communication proficiency (Teoh, et al., 2023). To sum up, these two key factors collectively hinder oral communication competency, indicating that any effective intervention should also aim to enhance learners' self-efficacy and their SDL ability to take charge of their own learning.

In addressing the issue of poor English communication skills among graduates in Malaysia, the role of English language education at the university level is crucial. The government regards universities' primary goal as producing graduates who meet industrial needs by equipping them with high degrees of competence in social communication skills (soft-skills) and specialised technical knowledge (hard-skills)

(Yoong, Don & Foroutan, 2017), making them employable in a globalised economy in which English is the most important language of communication (Ministry of Education Malaysia, 2015a). Therefore, English language education at the university level should not only prepare students to handle academic content and serve students' own personal development purposes but must also equip them with the communication and soft skills necessary for employability, career advancement, and lifelong learning (Ministry of Education Malaysia, 2015a). Although the Malaysia Education Blueprint 2015–2025 (Higher Education) call for the use of technology to create more personalised, student-centred, and flexible learning, its contribution to strengthening 21st-century skills, particularly oral communication competency in English, has been minimal. Teoh et al. (2023) stress that universities should revisit how their programmes and courses are designed, delivered and assessed, placing more responsibility for learning on students by engaging them in meaningful and challenging tasks with adequate support and encouraging them to reflect on their learning to foster deeper skill development.

With the advancement of Web 2.0 technology, this shift towards learner responsibility has become even more relevant, as technology offers flexible and interactive learning opportunities beyond traditional classroom boundaries. Language learning is no longer restricted within the four walls of the classroom or confined in the traditional language laboratories. Specifically, L2 learning experience refers to as “the perceived quality of the learners’ engagement with various aspects of the language learning process” which include the school context, syllabus and the teaching materials, learning tasks, one’s peers, and teacher (Dörnyei, 2019, p. 25). As many students already use social networking platforms in their everyday lives, they may be more willing and motivated to adopt these platforms for academic purposes because

they are more comfortable and familiar with the platforms (Wankel & Blessinger, 2012), as compared with platforms which they are not familiar with. Ziegler (2016) argues that the integration of technology into language learning holds great potentials for fostering a mutually beneficial relationship. In integrating modern technology within ESL instruction, the emphasis should be on “designing a comfortable environment for learning, selecting useful resource materials, ensuring accessibility to students, promoting interactive and interpersonal communication, and providing opportunities for negotiating meanings through self-directed learning” (Murphy, 1992, p. 80). A conducive learning environment, therefore, plays a crucial role in shaping students' language learning experience, as it provides an atmosphere where effective communication and linguistic development can thrive.

In the recent decade, e-portfolio has earned a place among the promising approaches to enhancing students' learning and is now part of the higher education lexicon (Watson et al., 2016). The Association of American Colleges and Universities (AAC&U) has strongly recognized e-portfolios as one of the powerful pedagogical practices which enhances students' learning (Watson, Kuh, Rhodes, Light, & Chen, 2016; Kuh, O'Donnell & Schneider, 2017). An e-portfolio is an electronic collection of artefacts that comprises of learners' experiences, achievements, and learning processes, going beyond a simple repository to include planning, sharing, reflecting, and feedback exchange (JISC, 2008; Barrett, 2010b). The essence of an e-portfolio lies in fostering active learner engagement, responsibility, and reflection, which in turn promote deeper learning, academic success, and lifelong learning (Watson et al., 2016; Torre, 2019). Conventional e-portfolios, while useful for facilitating the exchange of ideas and feedback (Lorenzo & Ittelson, 2005), often lack interactivity, limited accessibility after graduation, and not socially engaging like a social network, leading

to minimal student engagement (Nambiar & Melor, 2017). To address these limitations, this study proposed a Facebook-based e-portfolio, which leverages social media (SM) features such as immediate interaction and feedback, collaborative knowledge construction, content sharing, user-generated content, and social connectedness, making communication more convenient, learning more ubiquitous, and enhancing student engagement (Chu, 2020; Doyle, Sammon & Neville, 2015). Social media-based e-portfolios have also been integrated into English language education for the benefit of English language learners (Chang & Kabilan, 2024), as exemplified by Aydin (2014), Barrot (2016, 2020), Huang & Huang (2020), Rubrico (2012), and Sun et al. (2018). However, despite the substantial research on widely used social media platforms, their use as e-portfolios – especially for enhancing second language (L2) speaking performance – remains underexplored (Zheng & Barrot, 2022).

Given this gap, the ultimate goal in language learning is effective communication, which requires interactive and meaningful use of the target language. For an e-portfolio to be pedagogically effective in language learning, it must be guided by established principles of second language acquisition (SLA). According to Ziegler (2016), there is a necessity to design language learning activities based on sound, empirically grounded SLA principles, such as those grounded in Task-Based Language Teaching (TBLT). TBLT, which has emerged as a primary focus within the many Communicative Language Teaching (CLT) practices around the world (Long, 2015, 2016; Skehan, 2003), is particularly relevant because it emphasizes meaningful communication through real-world tasks. Therefore, by embedding TBLT-based tasks within the Facebook-based e-portfolio in this study, students engage in purposeful, real-world communication activities that require active language use, peer interaction,

and self-reflection. Integrating TBLT into the Facebook-based e-portfolio ensures that language practice is not only interactive but also grounded in SLA principles, thereby complementing the technological affordances of the Facebook-based e-portfolio. Thus, the Facebook-based e-portfolio in this study is not merely a storage or reflective tool but serves as a pedagogically designed platform for performing authentic communicative tasks, grounded in TBLT principles. Moreover, limited research has examined the use of such TBLT-integrated e-portfolios, particularly within Malaysian higher education contexts. This study, therefore, examined the impact of the Facebook-based e-portfolio, grounded in TBLT principles, on students' oral communication competency in English, self-efficacy and self-directed learning. This study also explored students' language learning experiences with the Facebook-based e-portfolio to understand how and why their engagement with the intervention influenced the changes in the three variables.

1.4 Rationale of the Study

Recent research trends on social media, particularly social networking sites (SNS), in SLA have expanded beyond writing- and technology adoption/evaluation-focused studies toward more diverse areas such as oral communication, teacher education, interaction and discourse analysis, and language culture and socialization (Barrot, 2023). The field is growing towards distinguishing between formal and informal learning contexts – particularly as studies began to explore language use beyond the classroom in more natural, digital environments (Barrot, 2023). This trend aligns with the current study's focus on integrating Facebook-based e-portfolios and TBLT to support ESL learners' oral communication development, self-efficacy, and

self-directed learning in more authentic, socially meaningful learning environments beyond the classroom.

Although the pedagogical value of e-portfolios is widely acknowledged in higher education, their use in social media platforms, especially in ESL speaking skill development, remains under-researched (Chang & Kabilan, 2024; Zheng & Barrot, 2022). Most social media-based e-portfolio studies to date have examined their impact on writing (Aydin, 2014; Barrot, 2016; 2021; Sun, et al., 2018) and reflection (Cleveland, 2018; Gabaudan, 2016; McGregor, 2020; van Wyk, 2017), , while limited attention has been paid to their use in developing speaking skill (Huang & Hung, 2010; Zheng & Barrot, 2022) or learner psychology (Blaschke, 2014; Tur & Marín, 2015; Yang & Chang, 2012), specifically self-efficacy (Yang & Wu, 2013). This study contributes theoretically by extending the social media-based e-portfolio framework into the domain of oral performance. It integrates TBLT, which emphasizes authentic communicative use of language through purposeful tasks, into the e-portfolio design – providing learners with structured yet flexible opportunities to practise speaking, receive feedback, and reflect on progress. This dual integration of social media-based e-portfolio and TBLT creates a dynamic, student-driven environment for language learning (specifically speaking), aligning with social constructivist and self-directed learning theories.

Despite the growing use of social media technologies in education, Facebook-based e-portfolios remain underutilised and under-investigated in oral performance research, particularly in ESL contexts (Chang & Kabilan, 2024). Moreover, while self-efficacy and self-directed learning are well-established constructs in educational psychology, few studies have explored how technology-mediated speaking tasks in social media-based e-portfolios can influence their development alongside oral

performance (see Aydin, 2014; Barrot, 2016, 2021; Kabilan, 2016; Rubrico, 2012; Sipacio, 2015). This study addresses this research gap by examining how a social media-based e-portfolio intervention – specifically, a Facebook-based e-portfolio - impacts learners’ oral communication competency, self-efficacy and self-directed learning. Unlike traditional e-portfolio approaches, this intervention leverages the affordances of Facebook and incorporates TBLT to promote continuous, informal, and authentic engagement with spoken English – making it especially beneficial for ESL learners with limited real-life exposure.

In Malaysia, tertiary ESL learners face persistent challenges in achieving communicative competence. While many have received 11 or 12 years of formal education system where English is made a compulsory subject (Darmi & Albion, 2013), their poor oral communication competency in English remains a concern (Abdul Hamid et al., 2014; Hanapi & Nordin, 2014; Krishnan et al., 2024). Despite employers’ high demand for English proficiency and effective communication in the workplace (Nesaratnam et al., 2020; Zainuddin et al., 2019), many Malaysian graduates still fail to meet these expectations (Krishnan et al., 2024; Nadarajah. 2021; Teoh et al., 2023). Their limited oral English proficiency often results in difficulty expressing ideas with fluency, clarity and confidence, particularly during interviews, where they struggle to articulate their knowledge effectively (Abdul Hamid et al., 2014; Krishnan et al., 2024). Two key factors contributing to poor oral communication competency are low self-efficacy – since speaking is a difficult skill to master and often induces significant anxiety (Al-Tamimi & Shuib, 2016; Benraghda, Radzuan & Ali, 2017; Hasni, Ismail & Abdullah, 2019; Nadarajah. 2021; Zhou, et al., 2025) – and limited self-directed learning habits, which hinder the development of English communication proficiency (Teoh, et al., 2023). Recognising these persistent

challenges, the Malaysia Education Blueprint 2015–2025 (Higher Education) emphasizes the integration of technology in teaching and learning in the tertiary education to create more personalised, student-centred, and flexible learning environments to strengthen learners' 21st-century skills (Ministry of Education Malaysia, 2015b). Therefore, it is crucial for the higher education institutions to reconsider the structure of their programmes and courses by placing greater emphasis on student responsibility (Teoh et al., 2023). By situating this study within the Malaysian tertiary ESL context, this study responds directly to these national priorities and institutional constraints.

Given these gaps in both theory and practice, there is a strong need for innovative, student-centred approaches that integrate digital tools with TBLT principles to address oral communication challenges. This study responds to this need by investigating a Facebook-based e-portfolio intervention grounded in TBLT principles, aimed at fostering not only oral communication competency in English but also learners' self-efficacy and self-directed learning within the Malaysian tertiary context.

1.5 Purpose of the Study

The purpose of this study was to examine the effect of using Facebook-based e-portfolio on university students' oral communication in English, self-efficacy and self-directed learning.

1.6 Research Objectives

The research objectives of this study are as follows:

RO1. To investigate the impact of using the Facebook-based e-portfolio that integrates TBLT-based tasks on university students' oral communication competency in English.

RO2. To investigate the impact of using the Facebook-based e-portfolio that integrates TBLT-based tasks on university students' self-efficacy.

RO3. To investigate the impact of using the Facebook-based e-portfolio that integrates TBLT-based tasks on university students' self-directed learning.

RO4. To explore university students' language learning experiences with the Facebook-based e-portfolio intervention that integrates TBLT-based tasks.

RO5. To explore how university students' language learning experiences with Facebook-based e-portfolio intervention that integrates TBLT-based tasks impact their oral communication competency in English, self-efficacy and self-directed learning.

1.7 Research Questions

Derived from the objectives of this study, the research questions are as follows:

RQ1. Is there any statistically significant difference in university students' oral communication competency in English between the experimental and control groups when using the Facebook-based e-portfolio that integrates TBLT-based tasks?

RQ2. Is there any statistically significant difference in university students' self-efficacy between the experimental and control groups when using the Facebook-based e-portfolio that integrates TBLT-based tasks?

RQ3. Is there any statistically significant difference in university students' self-directed learning between the experimental and control groups when using the Facebook-based e-portfolio that integrates TBLT-based tasks?

RQ4. What were the university students' language learning experiences with the Facebook-based e-portfolio intervention that integrates TBLT-based tasks?

RQ5. How did university students' language learning experiences with the Facebook-based e-portfolio intervention that integrates TBLT-based tasks impact their oral communication competency in English, self-efficacy and self-directed learning?

1.8 Hypotheses

Based on RQ1, RQ2 and RQ3, the following hypotheses were formulated.

H₀₁: There is no statistically significant difference in students' oral communication competency in English between the experimental and control groups when using the Facebook-based e-portfolio that integrates TBLT-based tasks.

H₀₂: There is no statistically significant difference in students' self-efficacy between the experimental and control groups when using the Facebook-based e-portfolio that integrates TBLT-based tasks.

H₀₃: There is no statistically significant difference in students' self-directed learning between the experimental and control groups when using the Facebook-based e-portfolio that integrates TBLT-based tasks.

1.9 Significance of the Study

The findings of this study could provide valuable information to internal stakeholders in higher education, particularly policy makers, institutional management, English course developers, English language lecturers and teachers, as well as university students. Through the quasi-experiment, reflective journals and qualitative survey, this study is expected to provide informative evidence to support the feasibility of using Facebook-based e-portfolio in the teaching and learning of the oral communication competency. The intervention or approach could serve as a supplementary strategy or an alternative to traditional classroom methods, offering students more opportunities for practice and self-reflection.

For policy makers and institutional management, the results could guide decisions on curriculum development and e-learning integration, particularly in adopting more interactive platforms that encourage authentic communication practice, such as integrating the Facebook-based e-portfolio into the education system. Since there is no one-size-fit-all e-learning platform, this study hopefully offers useful insights into why a Facebook-based e-portfolio could be considered as a cost-effective and practical option that aligns with the social and digital habits of 21st century undergraduates.

For English course developers, lecturers and teachers, the findings might provide practical suggestions on how to design TBLT-based e-portfolios that encourage student participation and reflection, which could help lecturers and teachers to create a more engaging and student-centred learning activities. The study also offers insights into students' language learning experiences, which could assist lecturers and teachers in understanding students' challenges and providing more targeted feedback.

It may also guide them in making the necessary adjustments to learning structures to encourage students to be active and reflective participants, as well as to take ownership in the learning process.

For students, the study could contribute significantly to their self-development, particularly in cultivating higher quality graduates with enhanced oral communication competency. By participating in weekly reflective and interactive e-portfolio tasks, students might gradually develop greater self-efficacy and self-directed learning skills, which could lead to improved oral communication performance. Moreover, the findings could motivate students to take greater ownership of their learning. Over time, these improvements could boost students' confidence in academic and professional communication, which might, in turn, better prepare them for the workplace, thereby enhancing their employability and subsequently leading to greater success and satisfaction in life. Such investment in education is often made with the hope of improving future employability (Marshall, 2018).

Furthermore, this study could add value to the existing body of knowledge in the field of English language learning, especially concerning oral communication competency, TBLT and the use of e-portfolios. It is hoped that the findings of this study might inform future research and guide the implementation of similar interventions in other language learning settings, as well as across different academic disciplines.

Other than that, the findings of this study are important to the external stakeholders, that include the alumni, employers and society at large. For alumni, particularly those who participated in the intervention, their Facebook-based e-portfolios remain accessible through their own Facebook accounts. These e-portfolios,

which document their past learning activities and achievements, could serve as a digital record of their learning journey for future reference and might be useful when creating video resumes or preparing for job interviews.

Besides that, employers could benefit indirectly from the results of this study as they could have the luxury of choice from a pool of graduates which may comprise of the graduates trained using Facebook-based e-portfolios, as they might demonstrate improved oral communication competency, including clearer articulation of ideas with confidence, better fluency, and more effective presentation skills. This improvement could make graduates more competitive in interviews and better equipped for workplace communication, which could improve their employability and increase employers' confidence in hiring them.

At a broader level, an increase in employable graduates could hopefully increase the country's graduate employability rate, strengthening national human capital over time. These graduates could also play critical roles in driving the country's economic growth and development.

1.10 Delimitations of the Study

As the purpose of the study was to examine the effect of using Facebook-based e-portfolio on university students' oral communication competency in English, the design of the study focused on examining students' use of Facebook-based e-portfolios on their achievement of oral communication in English. Therefore, this study did not include the language instructors as the sample of the study, and it only covered the oral communication component of the English course which includes students' achievements in their video resume presentation. The writing component of the English course was also excluded from this study.

Moreover, the study focused in examining whether there is any statistically significant difference in students' oral communication competency in English between the experimental group and control group regardless of their gender. Therefore, this study did not intend to compare the oral communication achievements between the male and female students. This is because the nature of the university English course offering only allows students to register classes following their preferred slot and it is unlikely to acquire permission from the university for the random assignment of equal number of male and female participants to the experimental and control groups. As a result, the study did not compare students' achievement according to gender.

1.11 Limitations of the Study

In the non-equivalent pre-test-post-test control-group quasi-experimental design of this study, it did not involve random assignment of participants to the experimental group and control group. The study used the intact group sampling for recruiting four intact classes that comprised students of the same English course. This purposive, non-random sampling technique used in this study limits the generalisability of the findings due to the nature of the course offering and university constraints. It is unlikely that approval would be granted by the university to randomly assign students into the experimental and control groups; therefore, this influenced the choice of sampling approach. Consequently, the results of this study cannot be generalised to all the students taking the same course in the university but may apply to groups of students with similar characteristics as the sample of this study.

In addition, there are possible threats to the internal and external validity of the quasi-experimental design. As this design did not involve an experimental isolation like science laboratory experiments, the extraneous variables of history and maturation

may pose threats to the internal validity of the study even though the researcher has taken necessary actions to control and minimise the threats. Although randomised experiment is generally known of its superiority, strong quasi-experiment methods such as non-equivalent control group designs are better alternatives whenever random assignment cannot be conducted (Steiner, Wroblewski, & Cook, 2009). Future research could address these limitations by employing a stratified random sampling strategy to better represent important demographic groups and further strengthen the validity of findings.

This study examines the effect of an integrated pedagogical model combining e-portfolio pedagogy, Task-Based Language Teaching (TBLT) principles, and Facebook as the e-portfolio platform. This presents a potential limitation, as the study does not isolate the effects of each component individually. However, this integrated model reflects real-world classroom practices where digital tools and instructional strategies function together. The eight-week duration of study was sufficient to implement and complete the intervention, resulting in notable positive impacts on students' oral communication competency, self-efficacy, and self-directed learning. These gains suggest that the intervention was effective within the given timeframe; however, a longer period might have offered additional insights into the sustainability and further development of these improvements over time.

1.12 Operational Definition of Terms

The operational definition of the terms of this study are described as follows:

Portfolio – A collection/compilation of a student's paper-based work that shows his/her development and mastery of knowledge and skills in one or more areas.