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Click, Type, Send (CTS): Teaching Email Writing to Year 4 Pupils

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ABSTRACT

Formal email etiquette and clear communication are essential skills in the digital age. However, many Year 4 Malaysian pupils face challenges in crafting well-structured, appropriately worded emails following the Ujian Akhir Sesi Akademik (UASA) format, Malaysia's latest exam standard. They often struggle with email structure, formal language, and clarity, key elements for effective academic communication. Click, Type, Send (CTS) is an innovative module that addresses the pupils' challenges in composing emails based on the UASA format. CTS leverages Canva to create an engaging, interactive module that guides students step-by-step through UASA's email format and requirements. By combining Canva's accessible design features with gamified elements such as Kahoot!, Quizizz, Quizlet, and other digital platforms, it offers a visually appealing, user-friendly platform that motivates pupils to practice email writing. CTS is a digital innovation that enhances communication skills by guiding users, especially young learners, through structured email writing. It offers real-time feedback on format, vocabulary, and tone, using interactive exercises and step-by-step guidance to teach effective, clear communication. The outcomes of this innovation include enhanced digital communication skills, improved email writing abilities with proper format and vocabulary, and increased confidence in using email among the Year 4 pupils. These skills prepare them to navigate digital platforms effectively, laying a foundation for future learning and professional communication. Thus, CTS fosters communication skills, promotes digital inclusion, and enhances educational competence, preparing young learners to succeed academically and contribute to their communities in a tech-driven world

1. Introduction

The rapid evolution of technology in education has transformed traditional teaching methods, enabling innovative approaches that cater to diverse learning needs. For young learners in Malaysia, particularly Year 4 pupils, developing email writing skills is a critical part of the English syllabus [1]. This skill is not only essential for academic assessments, such as Ujian Akhir Sesi Akademik (UASA)

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but also for preparing pupils to effectively navigate real-world communication in a digital environment. This study takes place in a national primary school located in Johor, Malaysia, a setting characterized by a diverse student population from various socioeconomic backgrounds. It investigates the potential of the Click, Type, Send (CTS) module—a six-week technology-driven program designed to equip Year 4 pupils with foundational email writing skills. By integrating digital tools such as Canva, Quizizz, Genially, and Google Slides, the module provides interactive learning experiences tailored to young learners' developmental needs. It emphasizes core aspects of email writing, including format, tone, structure, and language use, through a blend of teacher-led instruction, independent tasks, and gamified activities.

To ensure a thorough evaluation, the study employs the ADDIE instructional design model as its framework, encompassing analysis, design, development, implementation, and assessment phases [2]. The research adopts a mixed-methods approach, collecting both qualitative and quantitative data to explore the module's impact. Qualitative insights are drawn from interviews with an experienced English teacher, while quantitative data is derived from assessments of pupils' writing samples before and after the module's implementation. This dual approach provides a comprehensive understanding of the module's effectiveness in addressing pupils' challenges and fostering skill development.

The study highlights the module's ability to enhance engagement, interactivity, and feedback in teaching email writing. The digital tools used created a dynamic, enjoyable learning environment, while features like Grammarly and Gemini AI supported independent skill-building. These elements helped pupils engage deeply with the content, sustain focus, and receive immediate feedback for continuous improvement [3]. However, challenges were evident, including technical limitations, such as glitches and lagging tools, and disparities in device accessibility that created unequal learning opportunities. Furthermore, varying digital literacy levels among pupils required additional teacher support to ensure all learners could effectively navigate the tools.

Educators initially expressed skepticism about the practicality of the module but later observed significant benefits, including better engagement and streamlined feedback mechanisms, which positively shifted their perceptions. Nonetheless, they stressed the importance of addressing technological and infrastructural challenges to optimize learning outcomes and ensure equitable access. The findings emphasize the need to balance digital tools with teacher guidance for effective and inclusive education.

Through detailed analysis and discussion, this research aims to contribute to the growing body of knowledge on integrating digital tools into English language instruction. It offers practical recommendations for overcoming barriers and optimizing the use of technology to enhance learning outcomes. Furthermore, the lack of studies examining technology-driven email writing instruction for primary school pupils in Malaysia highlights the need for this research. By doing so, the study seeks to provide valuable insights for educators, policymakers, and researchers striving to make digital learning more inclusive and effective for young ESL learners.

2. Methodology

The study is conducted in a national primary school located in Johor, Malaysia. This setting offers a diverse learning environment with students from various socioeconomic backgrounds. The participants of this research consist of three English subject teachers. The teachers' expertise will provide valuable insights into the effectiveness of the innovation. The respondents' profiles are tabulated in Table 1.

Table 1

| Respondent's profile | | |
|--------------------------|---------------------------------------|------------|
| Position | Field | Experience |
| Senior assistant teacher | Teaching English as a Second Language | 17 years |
| Teacher | Islamic Education | 7 years |
| Teacher | Teaching English as a Second Language | 2 years |

A qualitative research approach was employed in this research. In-depth interviews were conducted with the English teachers to gain a comprehensive understanding of their perceptions and experiences with the innovation. The interviews were guided by a semi-structured interview protocol, allowing for flexibility in exploring emerging themes. A qualitative research utilises text analysis from the themes to analyse the data [4]. Interviews allow for a deeper understanding of the teacher's experiences, perceptions, and beliefs about the innovation. By analyzing the interview data, the researchers were able to identify key themes and patterns, providing valuable insights into the strengths and weaknesses of the innovation, as well as recommendations for future implementation and research.

2.1 Click, Type, Send (CTS) Module

The Click, Type, Send (CTS) module is a comprehensive, six-week program designed to equip Year 4 pupils with the essential skills to write effective emails for Part 6 in the English subject Ujian Akhir Sesi Akademik (UASA) exam. This module offers a visually engaging and interactive learning experience by using Canva application. Throughout the module, hyperlinks are embedded in CTS to directly access the digital tools. By the end of the six-week module, pupils should be able to write well-structured, grammatically correct and effective emails in accordance to the curriculum standard.



Fig. 1. The content of Click, Type, Send (CTS) module

2.1.1 Week 1

Pupils are introduced to the fundamental concepts of email communication, including its definition, components (sender, recipient, subject, body, and sign-off), and the distinction between formal and informal emails. The module delves into the specific format required for Part 6 emails, emphasizing the importance of recipient email address, subject, appropriate greeting, well-structured body content, and suitable sign-offs. To assess their understanding, pupils can engage in interactive activities using Quizlet, Wordwall, and Quizizz, reinforcing key concepts and providing immediate feedback.

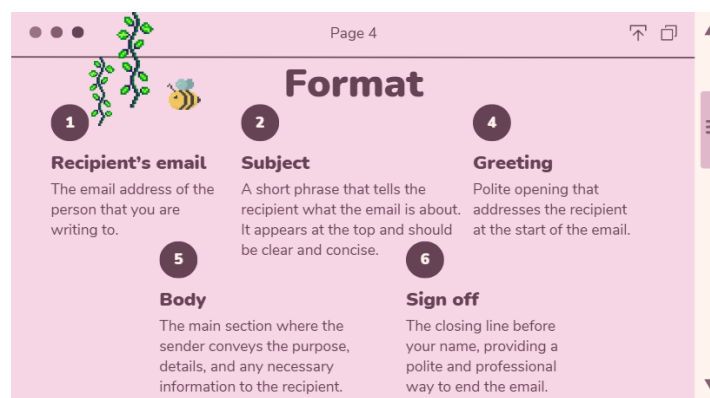


Fig. 2. Email format in CTS

2.1.2 Week 2 and 3

The module focuses on expanding vocabulary from the Get Smart Plus 4 textbook, specifically units 1 and 2. To enhance learning, pupils are directed to a Genially app that offers interactive activities and exercises. To reinforce vocabulary retention and understanding, engaging games are incorporated using WordWall and Flippity, providing a fun and interactive way to test their knowledge.

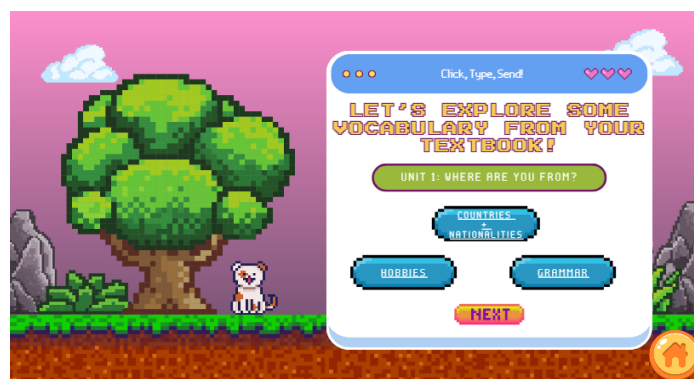


Fig. 3. Online activities to learn vocabulary

2.1.3 Week 4

This module transitions to practical email writing. To reinforce the foundational knowledge acquired in the first week, pupils are presented with four email writing samples. These samples showcase various email formats and purposes, ranging from formal to informal. By analyzing these examples, pupils are prompted to identify key components such as the recipient's email address, subject line, greeting, body, and sign-off. To assess their understanding, interactive quizzes are administered through Quizizz and LiveWorksheet, testing their ability to recognize and apply the correct email format. Pupils could redo the quizzes if they wish to do so.

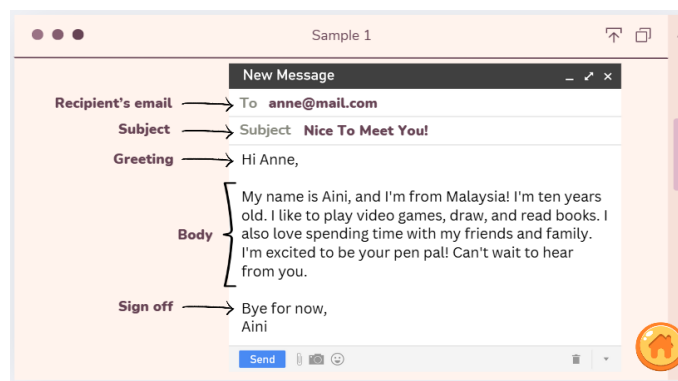


Fig. 4. Email sample

2.1.4 Week 5 and 6

Finally, the CTS module culminates in independent writing tasks, aligning with the themes explored in Units 1 and 2 of the Get Smart Plus 4 textbook. For each unit, pupils are presented with two writing prompts, challenging them to compose emails that demonstrate their understanding of the content and their ability to apply the acquired writing skills. To facilitate the writing process, pupils are directed to a Google Slides e-notebook, where they can type their emails directly. To enhance their writing further, they are encouraged to utilize digital tools such as Gemini AI for brainstorming ideas and Grammarly for refining grammar and punctuation. Teachers can provide constructive feedback and guidance by reviewing the pupils' written work, highlighting areas of strength and suggesting improvements.

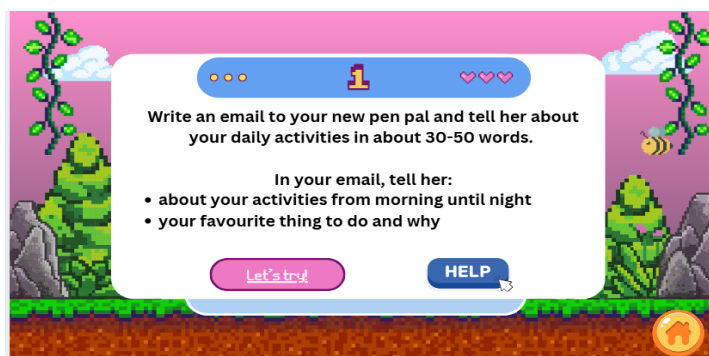


Fig. 5. Independent writing tasks

2.2 ADDIE Phase Model

2.2.1 Analysis phase

The analysis phase involves assessing the current state of Year 4 pupils' email writing skills, identifying areas for improvement, and understanding their prior knowledge and learning styles. This phase also entails breaking down the complex task of email writing into smaller, manageable steps to ensure a logical progression of learning.

2.2.2 Design phase

The design phase involves developing clear and measurable learning objectives for each week, aligning them with the UASA Part 6 requirements. A variety of instructional strategies, including teacher-led instruction, group work, and independent activities, are incorporated to cater to different learning styles. Digital tools and resources are utilized to enhance engagement and learning. Formative and summative assessments, including quizzes, tests, and self-assessment, are designed to monitor progress and evaluate learning outcomes.

2.2.3 Developmental phase

The development phase involves creating engaging instructional materials such as Canva activities, interactive quizzes, and a Google Slides e-notebook. A pilot test is conducted with a small group of pupils to identify and address any issues before full implementation.

2.2.4 Implementation phase

The implementation phase involves delivering the module according to the planned timeline, monitoring the pupils progress, providing timely feedback and encouraging collaboration among pupils.

2.2.5 Assessment phase

The assessment phase involves monitoring pupil progress through formative assessments such as quizzes, worksheets, and observations, providing immediate feedback. The overall effectiveness of the module is analyzed through feedback from pupils and teachers. Areas for improvement are also identified to enhance future iterations.

3.1 Benefits of Click, Type, Send (CTS)

The Click, Type, Send (CTS) module offers a host of benefits, including a step-by-step guide that is easy to follow and clear instructions that facilitate understanding. Its interactive and engaging nature captivates learners and fosters active participation. The comprehensive nature of the module ensures that pupils are equipped with the necessary knowledge and skills to write effective emails for the UASA Part 6 exam.

3. Results

This section summarizes the responses from three respondents who have the qualification and experience in teaching English for primary school pupils, and were interviewed regarding the integration of CTS in teaching email writing to Year 4 pupils. The respondents were asked about their experiences, challenges, and perceptions of the effectiveness of CTS compared to paper-based materials. These are a few of the questions.

How would you describe your overall experience with using CTS to teach email writing to Year 4 pupils?

In your opinion, how does teaching email writing through CTS differ from traditional approaches?

Have you observed any noticeable improvements in pupils' email writing skills as a result of using CTS?

Are there any technical or pedagogical obstacles that have affected the effectiveness of this innovation?

In your view, are there any additional features or functionalities that could further support both teaching and learning in this context?

Based on these questions, the respondents stated the answers, and subsequently, the responses by each respondent were analyzed using the method of content analysis and coding system to make it easier for the researchers to identify the important information needed in the implementation of the study. Through a thematic analysis, the key patterns and trends were identified in their responses.

Table 2

Code determination for first question: how would you describe your overall experience with using CTS to teach email writing to Year 4 pupils?

| Num | Response | R1 | R2 | R3 |
|-----|-----------------------|----|----|----|
| 1 | Engagement | 1 | 1 | 1 |
| 2 | Feedback and tracking | | 1 | |
| 3 | Skepticism and shift | 1 | | 1 |

From the interview, the respondents stated that the pupils faced challenges to get used to the UASA format especially in email writing. After using CTS to teach email writing, it evidently enhances student engagement, improves feedback mechanisms, and fosters enthusiasm for learning. While the respondents initially expressed skepticism, their perspectives shifted positively as they observed the benefits after implementing CTS, such as increased interactivity and efficient progress tracking, leading to a transformative impact on their teaching methods.

Table 3

Code determination for first question: have you observed any noticeable improvements in pupils' email writing skills as a result of using CTS?

| Num | Response | R1 | R2 | R3 |
|-----|---|----|----|----|
| 1 | Suitable as teaching aid | 1 | 1 | 1 |
| 2 | Not suitable as teaching aid | | | |
| 3 | Can be used as basics of email writing | 1 | 1 | 1 |
| 4 | Cannot be used as basics of email writing | | | |

According to the third question, it provides clear guidance on the basics of email writing, helping pupils understand structure, tone, and format. In addition, instant feedback helps reinforce learning by enabling pupils to correct mistakes immediately. CTS also enhances engagement, making learning more interactive and relevant. However, while the basics are well covered, pupils still require further support in applying email tone effectively, particularly in more formal contexts, highlighting the need for teacher guidance alongside digital tools.

Table 4

Code determination for first question: Are there any technical or pedagogical obstacles that have affected the effectiveness of this innovation?

| Num | Response | R1 | R2 | R3 |
|-----|-------------------|----|----|----|
| 1 | Technical issues | 1 | 1 | 1 |
| 2 | Access to devices | | 1 | 1 |
| 3 | Disparity | | 1 | 1 |
| 4 | Technology | 1 | 1 | 1 |

Next, there are significant challenges that impact the effective use of CTS in teaching based on question four. Common concerns include technical issues, such as glitches disrupting lessons, and disparities in tech skills and device access, which result in unequal learning experiences. Inconsistent access to technology outside of school hours remains a critical issue for ensuring all pupils can fully benefit from CTS. To address these challenges, improvements in technology infrastructure, teacher support, and equitable access to resources are essential for enhancing digital learning experiences.

Table 5

Code determination for first question: in your view, are there any traditional features or functionalities that could further support both teaching and learning in this context?

| Num | Response | R1 | R2 | R3 |
|-----|---------------------|----|----|----|
| 1 | Intuitive interface | 1 | | |
| 2 | Guided support | 1 | 1 | 1 |
| 3 | Equal access | 1 | 1 | 1 |

For further improvement of the digital email writing tool, respondents recommend making the interface more intuitive for younger users, offering more templates and examples to guide pupils, and addressing issues of device accessibility by providing offline options. These adjustments would ensure the tool is more inclusive, user-friendly, and supportive of diverse learning needs.

During the final interview, the respondents were asked to fill in the form on the perceptions of the CTS effectiveness. Based on the findings presented in Table 6, it is evident that CTS achieved the target effectiveness after being implemented in email writing lessons.

Table 6

Respondents rated their perceptions of the CTS effectiveness

| Aspects | R1 | R2 | R3 | Average score |
|----------------------------------|------|-----|-----|---------------|
| Improvement in writing skills | 4 | 5 | 5 | 4.67 |
| Ease of use | 4 | 4 | 4 | 4.00 |
| Engagement enhancement | 5 | 5 | 5 | 5.00 |
| Feedback mechanism effectiveness | 4 | 4 | 4 | 4.00 |
| Overall Average | 4.25 | 4.5 | 4.5 | 4.42 |

Note: On a scale of 1–5, where 1 = poor and 5 = excellent

The responses in Table 6 indicate that all three respondents found the CTS suitable as a teaching aid for foundational email writing skills, particularly in helping pupils understand structure, tone, and format. They highlighted significant improvements in pupils' ability to write clear and organized emails, with the module effectively covering the basics. However, they noted that while pupils made progress in structure and vocabulary, additional teacher guidance was still needed to refine the use of tone, especially in formal contexts. This feedback emphasizes the module's strength in addressing foundational skills while highlighting areas for further support.

The integration of CTS into email writing instruction for Year 4 pupils has generally been well-received by the respondents, who reported significant improvements in pupils engagement and learning outcomes, particularly in the areas of email structure and tone. However, challenges related to technical issues, access to devices, and varying levels of technological skill among pupils remain. The respondents suggest that further improvements could be made by simplifying the interface, providing more structured templates, and ensuring equal access to technology.

4. Limitations and Future Enhancements

While this research provides valuable insights into the effectiveness of technology-driven email writing instruction for primary school pupils in Malaysia, it is important to acknowledge its limitations. One significant limitation is the relatively small sample size, which may restrict the generalizability of the findings. To address these limitations and further enhance the understanding of technology-driven email writing instruction, future research should consider expanding the sample size to include a larger and more diverse group of teachers and students from various schools. This would increase the statistical power of the study and improve the generalizability of the findings. Next, another limitation of this research includes a potential lack of in-depth exploration into the specific challenges faced by students, such as disparities in digital literacy and access to technology. To enhance future iterations of the module, it is crucial to conduct a more comprehensive investigation into these factors to ensure that the module effectively addresses the diverse needs of all learners.

5. Conclusions

The Click, Type, Send (CTS) module demonstrates significant potential as an innovative tool for enhancing email writing skills among Year 4 pupils. It effectively improves engagement, interactivity, and immediate feedback, leading to noticeable advancements in pupils' understanding of email structure and tone. Educators observed a positive transformation in teaching dynamics, with CTS fostering a more interactive and focused learning environment. However, challenges such as technical issues, unequal device access, and varying digital literacy levels highlight the need for refinements. Recommendations include simplifying the module's interface, incorporating more structured templates, and offering offline solutions to address accessibility gaps. This study underscores the value of blending digital tools with teacher support to create impactful and inclusive learning experiences for young ESL learners. By addressing these challenges, CTS has the potential to become a robust model for integrating technology into primary school English instruction.

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