First Year Undergraduate Student Acceptability of Mantle of the Expert Teaching Module

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Abstract
This study looks at the Mantle of the Expert (MoE), an inquiry-based approach to teaching English to university students. It investigates how the students received the implementation and highlight prospective benefits for the teaching and learning procedures. The three pedagogical pillars that form the foundation of MoE are expert framing, drama for learning, and inquiry-based learning. This research employed the approach of university students to ascertain if technology and MoE can be combined and examine the educational framework that can raise students' interest in learning. The study included 29 students from a public institution in a state in Malaysia. A physical session and an online session were used to teach the lessons. A qualitative method was chosen using an interview and an observation. Many students had a good attitude toward the importance of using the Mantle of the Expert approach to language learning, particularly in terms of interests and technology use, according to the observational and interview data analysis. The findings of this study are anticipated to provide Malaysian instructors with a new pedagogical framework, resulting in significant changes in the experiences and attitudes of teachers and learners and in the ways that English is taught and acquired.
Keywords: Mantle of the Expert, Inquiry Learning, Qualitative Study, Technology

Introduction
English is widely used in commercial and social settings, formal and casual situations - business transactions, online communication, commercials, entertainment, and, most importantly, education. Everyone should learn English to be prepared for life in the real world. Even if they have reached tertiary education, most Malaysian students find it challenging to communicate successfully in English. Effective communication skills are, in fact, essential for gaining excellent work, especially in the private sector. Due to the COVID-19 pandemic, universities in Malaysia were periodically forced to shut down during the year 2019-2022. In Malaysia, all academic sectors' educational process was carried out via distance education, while some opted to synchronous and asynchronous teaching. WebEx, Zoom and Google Meet were used for synchronous classes. According to Zukepeli et. al (2022), both instructors

and students have to adapt to the most recent standards for the teaching and learning process because of the new communication approach.

Blended Learning (BL) is a superior approach to traditional pedagogical methods (Bernard et al., 2014). However, others argue that blended learning might constrain student progress. (Burgess, 2008). The COVID period presents a unique chance to add to the body of knowledge by indicating student preference in a circumstance where students expected face-to-face instruction but needed to adapt to a blended learning and online method. Mali and Lim (2021) found that students have a greater preference or motivation for face-to-face instruction due to a sense of involvement. Additionally, it is noted that in a blended learning setting, the capacity to ask questions on technical material is diminished compared to a face-to-face environment.

A study by Sitti (2016) proves that the Mantle of the Expert (MoE) improves students' engagement and influences their participation in class activities. Students' attention through the Mantle of the Expert progressively improved students' involvement and eagerness to complete the tasks. Although students initially found learning through the Mantle confusing, as time went on, the number of students who engaged in the learning increased, and they came to appreciate the experience. Although the approach is recognized by studies of its application across the primary level curriculum (James & Lewis, 2012), the Mantle of the Expert practitioner can explore its effectiveness as a pedagogy for the secondary and tertiary levels. However, the use of technology as a tool within the Mantle of the Expert has yet to be considered meaningfully. Integration of technology with the Mantle of the Expert could be an exciting development of the pedagogy for the 21st Century. In the researchers' opinion, using the Mantle of the Expert with technology could succeed because tertiary-level students are more tech-savvy than primary and secondary-level students. In fact, on a day-to-day basis, most university students are already used to their Internet, laptop, and smartphone to search for academic information.

This study aims to determine whether the inquiry-based Mantle of the Expert approach could boost students' interest in learning English. In education, especially in second or foreign languages, the interest in learning plays a vital role. Hidi and Renninger (2006) outline the growth of interest in four stages. Environmental factors elicit situational interest in phase one. It is sustained in phase two, primarily because the person enjoys the environment or believes the learning task is worthwhile. In phase three, the sustained interest matures into an emerging individual interest, which then develops into a well-developed personal interest in phase four. Thus, inquiry learning in the Mantle of the Expert has a vital element of the inquiry, as outlined by Renninger and Hidi (2016). Students may pursue their directions and interests within the bounds of the broader commission because inquiry propels students to explore, study, research, ask questions and contribute ideas.

Objectives
This qualitative study aims to explore whether technology can be suited for the Mantle of the Expert (MoE) and to determine the specific MoE approach to increase students' interest in learning. The study answers the following research questions:
- How can technology and Mantle of the Expert be integrated to enhance learning activities?

- How can the Mantle of the Expert approach be implemented to stimulate students' interest in learning the language?

Mantle of the Expert

The Mantle of the Expert approach is an inquiry-based method of teaching and learning from the branch of drama studies (Heathcote & Bolton, 1994). Students achieve learning outcomes by assuming expert roles in a fictitious firm attempting to solve an issue. Heathcote and Bolton (1994) proposed that children can experience the same responsibilities, challenges, and issues that adults face in the actual world by acting as experts. Problems are presented as professional tasks in MoE learning so that learning has a relevant and real purpose (Aitken, 2013).

In MoE learning, Abbot (2007) emphasizes the importance of the teacher's role in task structuring. Teachers are positioned as enablers of knowledge rather than knowledge givers in this approach (Heathcote & Herbert, 1985), while learners are assigned an expert status. According to the MoE pedagogy, this expert 'mantle' of leadership, knowledge, skill, and understanding will build around the learner interacting in imagined circumstances (Aitken, 2013). Therefore, the teacher must carefully construct the setting for successful skill development and knowledge acquisition by combining the fundamental parts of the MoE. As a result, students engage in various activities that allow them to learn about the curriculum while improving their abilities and comprehension.

The outcomes of this study will focus on the benefits of employing the Mantle of the Expert approach to teach and learn English language skills. It will also aid in implementing the MoE plan as a critical tool for teaching and studying English. According to the 21st-century teaching and learning paradigm, MoE can teach English skills in a student-centered manner. The MoE approach can use drama to actively examine issues across the curriculum, encouraging students to take on leadership positions and make crucial decisions. The study's value may help them build creative thinking abilities.

The Mantle of the Expert approach can also contribute to a better learning approach at the university level since the learners are more experienced in learning techniques such as drama learning, inquiry-based and critical-based learning. Furthermore, this approach can give more chances to the lecturer to enhance and increase university students' 4C skills mastery: communication, collaboration, critical thinking, and creativity. In this case, the instructor can develop university students' dependability regarding confidence in discussion and teamworking.

Methodology

According to Creswell (2003), a qualitative research approach is advantageous when uncovering relations between variables. Because this research aims to determine the applicability of technology and a particular teaching approach for increasing students' interest in language acquisition, a qualitative research design is adopted to answer the research questions. In this study, convenient sampling was used. Respondents were only selected for convenient sampling because they were valuable data sources (Lavrakas, 2008). Therefore, 29 first-year students were selected as a sample. During the data collection period, all lessons

were conducted fully online. However, a few students were back on campus for personal reasons.

The first session involved teaching through a physical class using MOE with these students on campus, and the second involved teaching the same group of students together with those who were still home quarantined through an online class using the MoE approach. MoE inquiry learning features were used in the design of both sessions. According to Ryan (2020), the inquiry-based instruction of the MoE does promote cooperation, question-asking, and idea-contributing.

Data Collecting Technique
Semi-structured interview was used for this research since the researchers wanted to gather information to address research objectives without influencing the students' perceptions. According to Mathers et al (1998), semi-structured interviews consist of open-ended questions tailored to the researcher's preferred subject areas. The question's open-ended format keeps focusing on the subject at hand while allowing the interviewer and response to go deeper into concerns. This is because conducting interviews is a particularly efficient way to learn about students' opinions and progress toward the MoE.

Following the completion of each learning session, the researchers contacted six students for interviews: three from the online class and three from the physical class. Interviews were selected as one of the study's methods because they allowed us to clearly define, comprehend, and explore the research participants' perspectives, actions, emotions, and phenomena (Tech, 2018).

Another instrument used was an observation tool. According to Hopkins, an observation tool is used to record what happened during the teaching-learning process (2014). Kosma (2021) further noted that while observing, the researcher would descriptively record the actual acts and events that took place during the instructional process. By contrasting the first and second learning sessions, the researchers decided on an observation form (Kosma, 2021) to aid in classifying and transcribing the collected data. The observation was conducted during both sessions. The researchers filled out an observation note during the observation, paying particular attention to the students' participation, interest, and use of technology. All participants in the MoE online class were asked to activate their webcams during the session so that the researchers could observe their participation.

Description of Lesson Conducted
Two lessons were conducted based on a module replicated from the Mantle of the Expert website; created by (Taylor and Lewis, 2018). Both lessons were conducted in different environments; the first lesson was conducted physically, and the second was conducted in an online environment.

Table 1
Summary for both lessons

Aspects	Physical Class	Online Class
Total hours of lesson	2	2
Proficiency	Intermediate-high	Intermediate-high
Topic	The desert: Cairo	The desert: Cairo
Activities	Discussion: Information search Affinity Mapping (students list and describe) Collaborative work Group work: Simulate and imagine (acting)	Discussion: Information search (Breakout session) Question and Answer Group work: Simulate and imagine (Jamboard)
Classroom Setting	Physical	WebEx

Physical Class Procedure

11 students, ranging in English competence from intermediate to high, attended the physical class. Because the data collection phase was done during the endemic, all lessons were carried out online. With only 11 participants met physically, standard operation procedure of physical meeting was met. The facilitator provided information regarding the lesson "The Desert." The facilitator requested the participants to introduce themselves before the lesson began so he could acknowledge them throughout. They were told to circle up and sit. An introduction to the context served as the lesson's initial phase. The instructor questioned them, "Have you ever watched one of those animal-related TV shows? Have you ever watched the Blue Planet and Life on Earth?" All students were required to engage in a discussion about the subject matter and share their viewing experiences. The students then discussed the production of the presentation. The facilitator also took on the role of a Teacher in Role (TiR) for the lesson, adopting the persona of Mr. Ali to assist the students to comprehend the lesson more fully. The students were then asked to imitate and visualize themselves in Cairo, Egypt's desert. They shared their experience of being there to the facilitator. Next, the students used the hallway areas, pretending to be desert explorers filming animals in the desert. For the final activity, all the students talked about ways to flee and survive the sandstorm. Each student had a unique perspective on the items they wished to keep with them when they flee. Each of them provided a convincing justification for their viewpoint. Besides this, the students used the hall as a makeshift shelter from the "severe" sandstorm. One group of students imagined using a large mat to protect their video equipment from the sandstorm, while the other group dramatized taking shelter behind a wall. After reflecting on their entry into the course, the session ended.

Online Class Procedure

The facilitator conducted the lesson with 15 students during the online class using the WebEx platform. The same approach was used with some amendments. Certain questions were posed to them, like "Have you ever viewed a television programme about animals? Have you ever wondered how shows like The Blue Planet or Life on Earth are created or about the people who create them?" and "What sort of gear would you carry if you were a crew of people who travelled the world documenting animals for one of these programmes?" Following the query, since everyone in the class was at home, the pupils had to come up with the solution independently. Some of them discussed their viewing experiences and opinions

of the TV programme. In the breakout session, they were asked to discuss about the topic. Following that, the pupils had the opportunity to research and list the filming equipment.

Difference Between the Mode of Teaching

Both lessons were conducted in the same manner, although with a few modest adjustments to account for the differences between physical and online settings. Despite using the same module, the process could not be the same. The difference may be seen in the three elements—activities, teaching resources, and classroom environment. According to Taylor (2017), Mantle of the Expert mandates teachers collaborate with students, so for the training in a physical class, the facilitator was authorized to advise every student to work collaboratively. The collaboration must be sincere and authentic, not merely pretentious. When teaching the class, it was evident that the students shared both the intrinsic and extrinsic enjoyment of the material in the physical session.

Regarding the teaching tools, the actual lesson was more traditional because the students only had access to printed slides, pen, and paper for notes. Because the physical education session was held in a big hall, the classroom setup was simple. During the activity, each student had room to move about.

During the data-gathering process, the researchers served as observers, facilitators, and instructors (TiR). In the drama strategy, a teacher acting in a class play is referred to as "TiR." TiR's foundations are in dramatic play, which takes place when empathetic adults play consciously and spontaneously with students in shared imaginary worlds (Baldwin, 2019). Three students from the physical class session and the other three from the online class session were the focus of the six interviews. Participants were asked questions regarding the use of technology in the classroom and how students responded to learning English utilizing the Mantle of the Expert method. The observer watched the entire group of learners and paid particular attention to their motivation and interest in learning throughout the lesson. The observation was measured using a straightforward scale of (1-Poor, 2-Moderate and 3-Excellent).

Findings and Discussions
The description of data findings is discussed in this subsection.

Students Perception on the Integration of Technology in Mantle of the Expert class
In-depth interviews with a selected group of students from both classes were conducted to examine how students responded to using technology in the MoE classroom. Haidah, in an interview said that "I'm grateful that we can use our phone to search for some information because I don't have much knowledge in desert and desert animals". One of the students, Ammar found the use of technology in that lesson to be beneficial. This is so that the student can respond to the instructor's prompts and because the conversation was low prep in nature. Additionally, Ammar had little exposure to and knowledge of Cairo's animal inhabitants. Muhaimin in an interview said, "Playing the role as Mehedi puts me in a tight situation. Luckily I can access the internet using my phone to look at the notes on the Bedouin tribe and the script." The instructor assigned Muhaimin a role in response to this statement. Until the lesson's completion, Muhaimin could maintain his persona. He was observed to be looking up

material on how to speak and behave like a Bedouin tribe on his phone while reading a script to play the part of Mehedi.

On the one hand, Shah in an interview said, "As a student from Data Engineering course, technology will be my top priority because it helps me a lot, especially in this lesson because I need to look at some information about the TV show and the equipment for filming." Shah used the technology to his maximum advantage to help him with this lesson. During the discussion session, he used it to check up details about the filming apparatus. During the group discussion, the instructor could hear them talking about the necessary filming equipment they discovered online. Farhan said that "So, for the word that we don't understand we can just look up Google and dictionary so that we can find the meaning of the word." He participated in an online class and placed a strong focus on using the browser and the internet to search for information and use it as a dictionary. Dinie's interview yielded the following information, "I can demonstrate the activities for the most recent activity, which involved attempting to flee the sandstorm, with the use of the webapp Jam board. I'm new to this expert method, and I like it ". The statement suggests that Dinie liked using the Jam board in class. She also highlighted the MoE approach, which was something new for her. The Jam board app allowed the instructor to determine whether the pupils had understood the instructions.

The findings indicate that integrating technology and the MoE can enhance instructional activities. A range of subjects may be covered throughout the class. For instance, online students could use the available technology to carry out the necessary information searches. Using a new program called Jamboard, students from the online class were also allowed to add and alter their images for the assignment. This demonstrates how utilizing technology in MoE inspires students to use their imaginations in the classroom (Arman, 2019). The classroom setting was made livelier and influences the students' moods because they rarely participate in using technology during the MoE session. The use of programs like WebEx and Jam board was beneficial for the ongoing teaching and learning sessions. Because it was the tool that students were most familiar with using and because they could add content simply, The Jamboard was initially chosen. The students could have in-depth talks about desert animals thanks to the WebEx "Breakout Room" feature. Microsoft PowerPoint also played a significant role in the online class session because it showcased the contents and essential data on the desert topic. The use of PowerPoint does make teaching and learning more efficient. In light of the findings, the MoE allows ESL instructors to promote online learning more successfully.

The students were also given a range of tasks and questions to complete during the online class. Giving them a chance to do the work using some technology was advantageous. All students could quickly adjust to Cairo, Egypt after completing their studies online. In several responses to the interview, Meng stated, "You'll probably start a brief discussion because certain issues will come up and not everyone will agree on the solutions. In order to promote a more open environment, you might initiate a small conversation if, for example, your friend says something, and you disagree." This implied that individuals might be more receptive when participating in the activity because they were free from any obligations. Through their expert roles, students have productive synchronous and asynchronous conversations in the target language. By creating student-friendly virtual environments that

facilitate ESL learning and enhance students' self-control, Kosma (2021) further claims that MoE broadens the cognitive and emotional underpinnings of social learning. For instance, during both class sessions, many students could organize their thoughts on the topic of "filming" and turn those thoughts into action by speaking, listening, and acting.

Class Observation (Online and Physical)
The table below shows the result of the observation for using technology and MoE during online and physical class.

Table 2
Observation Result

1-Poor, 2-Moderate, 3-Excellent						
Statement	Online			Physical		
	1	2	3	1	2	3
1. Learners' motivation in synchronous speaking activities.		/				/
2. Learners' motivation in doing groupwork		/				/
3. Learners' motivation during inquiry learning.			/			/
4. learners' motivation to learn.		/				/
5. Learners' perception in becoming Expert.		/				/
6. Learners' interests in learning.			/			/
7. Learners' engagement during the lesson.			/			/
8. Learners' capability in using available tools and technology			/			/

Analysis of the data above reveal that students rated learning the MoE session in physical class to be high (excellent) for all items, whereas they rated four items "motivation during inquiry learning", "interests in learning" "engagement during the lesson" and "capability in using available tools and technology" to be high during online MoE.

Observation during the MoE physical class show that all the students demonstrated interest in the physical English class by paying attentive focus on the topic. When a question was posed, every student eagerly joined in the conversation. They were also encouraged to participate in group conversations and to voice their ideas on the instructor's recommended subject. They made use of the available technology using their smartphones to carry out research when the instructor requested them to take part in a conversation. For instance, they searched for safety precautions required in a desert. However, a few participants seemed a little uneasy and remained still during the question-and-answer session. Nevertheless, they all fully participated in the filming, were aware of their roles, and simulated as though they were in a real desert. Observation also found that the participants were excited for the lesson to start. They responded to all questions and were able to relate the lesson to their personal experiences. One participant described his trip to Egypt saying it was dusty and dry.

The students also had the chance to discuss "Filmmakers Essentials," during which they constructed a useful list of suggestions for how filmmakers can live in the desert. Each student

also had the opportunity to present in front of the class on their study of "desert creatures." They did a great job at describing the local animals. Additionally, when one of them was selected to be the Adult in Role (AiR), he not only was able to stay in character for the entire session but also inspire his other classmates to participate by moving around the classroom to "act" as they were looking for an animal to film.

Observation during the MoE online class indicate a slight hesitation on the students' responses during the question-answer. However, during the WebEx breakout session, when the participants were asked to imagine themselves being filmmakers, the participants became engaged in the discussion. The fact that they had not turned on their webcam made it even more difficult to see if they were having any problems. Additionally, a few students' internet connections were causing problems. Due to their interest in the roles, the participants responded politely when the instructor used the TiR technique during the class. Baldwin claims that the TiR approach effectively focuses the student's attention on a particular person or situation 2019. During the Jamboard session, the participants were asked to share a snapshot of themselves photographing desert wildlife. Every single one of them used some everyday objects as props. Some of them were creative and competent at altering their photos to make it appear as though they were filming the animal using the software on their laptops and smartphones. They later shared a picture of themselves fleeing and sheltering from the sandstorm for the "Sandstorm" activity to show off their creative ideas for surviving in the desert. We also noticed that several students showed a strong enthusiasm in taking part in the activity. However, several of them struggled to put the MoE plan into practise. For example, several of them did not fully understand the expert's role being filmmakers. Additionally, two international students throughout that session made it difficult for them to express their roles via the WebEx platform.

As experts, students took part in valuable, and enjoyable learning activities. Therefore, the research's conclusions imply that MoE and theatrical techniques are essential to the ESL learning process both offline and online. MoE encourages independent, active learning. Students are forced to take responsibility for their learning because this duty is based on their growing field competence, which boosts their self-confidence. This is especially important when we consider how important these qualities and skills are for success in the contemporary world. According to an interview, most students had to exercise critical thought when deciding what to do and how to respond to the task. Particularly those students were forced to do some of the group activities separately because they could not truly see or speak with their classmates in an online context. Project-based learning is an inquiry-based educational technique requiring students to perform significant tasks and create beneficial products to gain information, claim (Guo et al., 2020). Skehan (1998) asserts that students' active participation in project-based learning boosted their level of autonomy.

Stimulating students' interest in learning the language via the MOE
The interview data answers how the Mantle of the Expert approach be implemented to stimulate students' interest in learning the language, which is the second research question. Farhan in an interview said, "being an expert can increase both my and other students' enthusiasm in learning a language because an expert typically possesses a wealth of knowledge that appeals to pupils in many ways." The instructor could affirm that this student was aware that the session would boost his interest in studying language in various ways using

the MoE approach based on the statement. Shah stated in an interview, "I think so because, particularly when trying to understand more about the creatures that inhabit the desert, we use our linguistic skills to discover all of their traits and environment. So, to find the information, we must use English. To find the definition of a word we don't understand, we can simply search Google and dictionaries. It helped me to strengthen my English ability, in my opinion." Shah also believed that becoming an expert in the lesson puts him in a situation where he needs to think and act fast to look for information. He quickly searched for the word/keyword that he did not understand. In one sense, Khairil said, "So, when you know all of these things, if you only known for yourself, you are an expert, but it doesn't contribute to other people, you are only expert for yourself for your own survival. However, you can communicate with others if you are fluent in another language. We can share our expertise since humans are social beings."

During the lesson, Khairil could influence his partner to speak English. His perseverance inspired the other students to speak up during the conversation, participate actively, and pay attention for the final task, which involved surviving in the desert. Dinie said, "I think the expert role to some extents do affect our problem-solving skills because being an expert signifies that you are one of the best in your profession." Khairil, from the online session, assisted his friend in setting up the Jamboard during the filming activity. There are some circumstances where you must solve problems in the lesson. Khairil was able to collaborate with his peers to find solutions, nevertheless. They all discussed about surviving in the desert, avoiding dangerous desert creatures, and preparing for sandstorms. In an interview, Shah remarked, "I find it to be exciting. I believe I have only done this once or twice. But every time I did it, it is very interesting. It's very fun because it's more of a hands-on learning. You do role play; you do discussion with the people around you. You have a bit of debate because some questions will be asked that you will have different opinions with your friends." Based on the statements, many of them agreed that learning English using MoE is engaging. They find it fascinating because it gives them the chance to completely immerse themselves in a situation in which they must communicate freely and in English to carry out any assignment. When this lesson is paired with MoE, they may experience new surroundings and discover various cultures. The MoE method also helped them pay more attention in class.

The research indicates that the MoE enhances student interest because the lessons are pertinent to their experiences and daily lives. Curiosity is a crucial element in teaching and learning that motivates students to put more effort into their studies, claim (Saroh et al., 2019). The activity, which involved conversations, presentations, and responding to several spontaneous questions, involved all the students. The Adult in Role (AiR) approach worked best for boosting student engagement and motivation. The AiR was expected to converse casually and offer advice to help other students complete the project effectively. The development of the make-believe world of the filmmakers in the desert inspired students from both sessions to practice making decisions, accepting responsibility, and handling challenging circumstances. Unfortunately, not many people discuss this made-up world produced by filmmakers.

The students' interest in the lesson will increase because of the instructor's ability to assist them to become experts in this kind of world. Being an expert means being the best in your field, as one of the students stated in an interview. This would imply that being knowledgeable can assist others in succeeding. When an MoE specialist was present, the

students' engagement increased, and they tended to participate more actively in the lesson. Students' interest is increased by the unique pedagogical structure of Mantle of the Expert.

According to the research, the 'inquiry learning' pedagogic structure can boost pupils' enthusiasm in learning. Inquiry learning was mentioned in the desert module as a strategy for preparing the students' brains for the teaching and learning session. According to Ismail et al., the central principle of inquiry-based learning is the learners' path of self-discovery 2006. *Through inquiry learning, the students learned a lot about the equipment filmmakers used and the desert animals during the lessons. Results also revealed that students enjoyed the instructor's questions about their time spent in the desert and watching an animal documentary.* In the Mantle of the Expert by Edmiston (2016), the pupils were able to master the World of Expertise, which allowed them to get familiar with what it was like to live in the desert.

Significance

The benefits of using the MoE technique to teach English is the main emphasis of this study's findings. The MoE can instruct English language abilities in a student-centered way in accordance with the paradigm for teaching and learning in the 21st century. The significance of this study for students is that it might support the growth of the participants' capacity for creative thought. This is so that students may assume leadership roles and practice good judgement. The MOE approach was also effective in examining issues across the curriculum. It allows for more opportunities to develop and deepen the mastery of communication, cooperation, critical thinking, and creativity.

Conclusion

According to the results, combining technology and the MoE can improve educational activities because the lessons can examine a wide range of topics. For instance, both online and in-person students could use the technologies at their access to conduct the necessary information searches. The usage of technology in the MoE lesson makes the classroom atmosphere livelier and affects the students' moods because they rarely participate in this kind of activity and it was new to them.

This study also found that the Mantle of the Expert approach has a favorable impact on language learners' views. Students appreciate the MoE's efforts whether online or physical to increase their motivation and excitement for learning. Overall, the MoE can, in the researcher's perspective, be delivered online, but it requires extensive planning and effective student teaching resources such laptops and internet connections. One of the best MoE instructional models for students to experience is inquiry learning. As we noticed that the MoE approach may be used to improve teaching and learning, student motivation and the learning process, instructors should not be discouraged from using Mantle of the Expert because of its intricacy.

The results show that the MoE implementation provide teachers a new pedagogical framework, which had a significant impact on how English was taught and learned, particularly in terms of teachers' and students' experiences and attitudes. Using an imagined classroom environment seems to engage students in ways that support improved English-speaking confidence and competence as well as a better understanding of their learning.

Additionally, it enhances curricular integration and encourages active learning. Although an inquiry-based approach is not specifically addressed in the English curriculum for university students, its adoption through the MoE could improve curricular integration in general, as suggested by the university curriculum. To properly comprehend these implications, more study on MoE would be beneficial. This can require enhancing both the approach and the subject expertise of the instructors.

Acknowledgement

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