

**ONCE UPON A SIMILE**  
**ABIGAIL KAPIT BALANG**  
**PISMP B11 Jun 2017**

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**SYNOPSIS**

“Once Upon A Simile” is created in such a way that it follows the organization of a regular lesson plan. It starts with a Pre lesson, which in this case is a four minutes video. In the video, it shows the basic element of simile before going further into the lesson. Then, lesson development.

**OBJECTIVES**

The objectives are as follows:

- To provide additional understanding of Simile.
- To create a fun learning environment through the usage of technology.
- To promote lifelong learning

**INNOVATION ASPECT**

The root of creating this app is the problems that I had encountered during practicum. Figurative speech is not given enough emphasized in the DSKP for English. From my observation in my own class, my students were not familiar with the elements of figurative speech especially as simple as simile. I believe that figurative speech is just as important especially in writing because learning about figurative speech like simile can help learners to express themselves in an artistic way and make their essay even more interesting as stated by Goodwin (2012) where smart devices accompanying applications (apps) can create exciting and effective learning environments for learning and instruction in early childhood (Papadakis et al., 2016b).

## **ADVANTAGES OF INNOVATION**

The main focused of creating this application was to help teachers conduct their lesson using one application on the go and that is also the reason why the sequence or organization of the games or activities is made like a lesson plan by starting with set induction and etc. In the apps, it will directly link into an online learning platform, Padlet, where learners or users can revise back on what they had watched previously. There are examples of usage of simile as well and at the end of this, users will provide at least one example of a sentence with a simile. Next, is a quiz. Once the users have an idea of what a simile is, they will take a quiz about simile using characters from fairy tales stories. The platform that I will be using for this app allows users to take the quiz at any given time and they can take it with their friends and refer to their high scores. The last part is closure which in the app is a game. The only way users can excel in this game is if they fully understand what similes are. To play the game, users must decide what is the correct answer by shooting at it and at the same time preventing the balloons from hitting the edge of the screen. The game also has three version, slow, medium and fast. By choosing slow, it gives users more waiting time to choose the correct answer. I believe this can help cater users' different level of proficiency. All of the questions that will be asked in the app from the start to the end is interrelated to each other. The only difference is the way it will be asked and how they are asked to answer. I believe any form of innovation can stimulate students' enjoyment and foster learning because Agarwal and Karahanna (2000) argue that heightened enjoyment is one of the five key dimensions of cognitive absorption, that is, state of deep involvement with software and technology.

## **SUCCESS OF INNOVATION**

In terms of production cost, I estimated that to create the innovation, I will not be required to make any purchase because the platform that I chose are free. However, to access the internet, I assume that the entire cost of development depended on the amount of internet data that I will be using which is, roughly RM 30.00 for 30 gb in 30 days. In relation to that, I believe that it will more accessible and useful for teachers to conduct their lesson

or to be used as reference. Also, it would be an exciting lesson for students because they get to venture in different realms or in this case, websites in the internet.

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## **Animal Planet Spelling Application**

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PISMP BI1 Jun 2017

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### **SYNOPSIS**

Animal Planet Spelling Application was created to improve spelling problem that occurs among pupils in Year 2 in my previous school. Spelling has become the most common problem faced by pupils as many would think that spelling is not as important as other main skills. Even though spelling is the most common basic problem faced by pupils, only a few researches have done on it such as Geber (1984) and Twum (2011) who studied spelling errors in the written grammar in writing English language. While Dunlop & Kling (1996) discovers that digital technologies are becoming one of the main priorities in the higher education development plan, and using technologies in class might serve as an appealing factor for schools to attract potential students. In fact, Tinio (2002) asserted that ICT has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students through the promotion of active learning, collaborative and cooperative learning, creative, integrative as well as evaluative learning. Animal Planet Spelling Application helps pupils to enjoy the learning process, feel relax and have intrinsic motivation to learn and at the same time they gain knowledge from the game. According to Ministry of Education (2018) children feel safe and secure when they fully engaged in activities which they find enjoyable, and which stimulate their innate curiosity.

### **OBJECTIVES**

Animal Planet Spelling Application was invented:

- i. To help pupils improve their ability to spell animals correctly through the use of "Animal Planet Spelling Application" in English class.
- ii. To increase pupils' attention and engagement in learning spelling through the use of "Animal Planet Spelling Application".
- iii. To improve teaching and learning practices of learning English language in the classroom.

### **INNOVATION ASPECT**

Based on my previous school during practicum, I was offered to teach Year 2 Zamrud that consists of 16 pupils with mixed abilities and I found out that some pupils have difficulties in learning English language. One of the prominent

problems in learning English language is spelling. These are some problems that the pupils encountered in spelling:

- i. Most of the pupils in the classroom tended to spell the words wrongly in writing especially on vocabulary.
- ii. Some of the pupils did not show interest in learning spelling.
- iii. There were pupils that wrote unknown symbol to spell the word.
- iv. Many of the pupils were reluctant to learn the correct spelling and they have bad habit of copying their friend's homework.

*“Animal Planet Spelling Application”* is a learning application that consist of interactive comic, fun fact, video song as well as various games on spelling. These elements are combined together in a platform, called Thinkable, to ensure that pupils do not get bored quickly by playing only one spelling game in the learning application. There are three sections for learning in the Thinkable. The first one is ‘let’s explore’, followed by ‘let’s play’ and the last one is ‘fun fact’. figure 1 shows the home screen of the apps.



Figure 1: The home screen of the Animal Planet Spelling Application

In ‘let’s explore’, the section is divided into two parts. The first part is a video song of animal spelling and the other part consists of an interactive online comic entitled “Animal Planet”.



Figure 2: Let’s explore section

Other than that, in 'let's play', there are four online web games which are Cospaces, Kahoot, ProProfs and Classtools. All these games require pupils to choose the correct spelling of the animals.



Figure 3: Let's play's section

The last section is 'fun fact'. This section functions as a platform for pupils to gain extra knowledge of the animals.



Figure 4: Fun fact's section

## ADVANTAGES OF INNOVATION

Studies have shown that Digital - Game Based Learning is believed to be inherently engaging and intrinsically motivate players to learn and progress accordingly (Malone, 1982; Bowmann, 1982; Provenzo; 1991). Digital games also seem to increase players' self-efficacy (Toprac, 2011), which in turn may increase their academic achievements. Furthermore, digital games have the ability to enable students to engage in interaction in TL (target language). This is important since the lack of TL usage may result in inadequate language learning. (Ofsted, 2011). Thus, based on the studies on the digital innovation above, it is proven that "*Animal Planet Spelling Application*" could bring a lot of positive impacts to the Year 2 pupils such as:

- i. Bring full participate and engagement in learning English language
- ii. Enhance output and comprehension of vocabulary as well as spelling

- iii. Increase pupils' motivation to improve their spelling through learning application

**SUCCESS OF INNOVATION**

Based on the analysis of observation checklists and interviews, the Animal Planet Spelling Application seems to be useful for the pupils based on several findings. Firstly, the learning application is really applicable, effective and able to solve spelling problem among pupils because all the participants were agreed with that statements as shown in the pie chart in Figure 5 below.

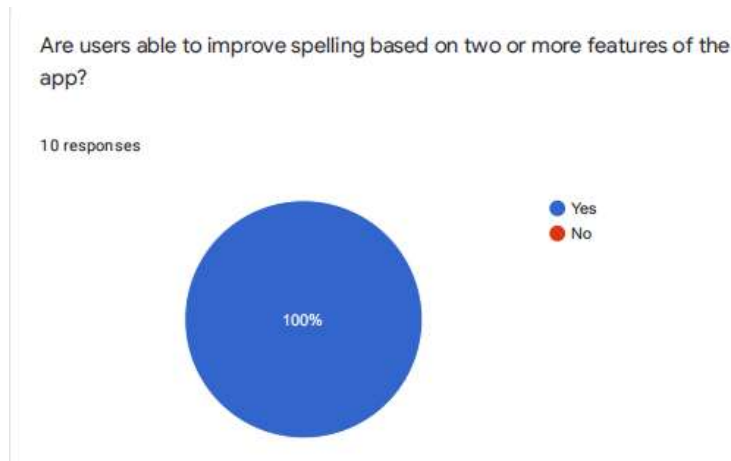


Figure 5: Pie chart of participants' response on the learning application

Besides, the analysis in Figure 6 and Figure 7 also show that the participants were agreed that this learning application have the potential to motivate pupils in improving spelling problem while using the learning application because the graphics, videos, sound as well as interfaces are captivating enough to catch pupils' attention and interest in using the learning application.

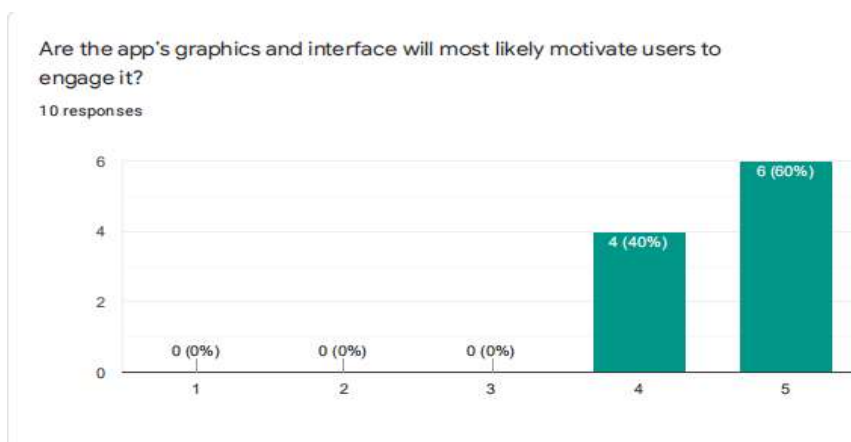


Figure 6: Bar chart of participants' respond on graphic and interface of the learning application

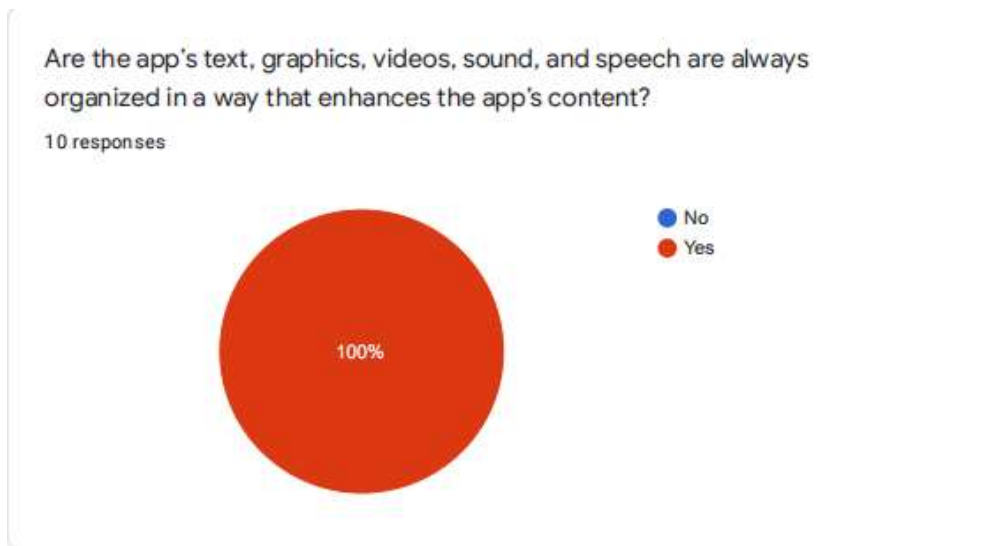


Figure 7: Pie chart of participants' respond on graphics, video, sound and speech of the learning application

Furthermore, most of the participants thought that this learning application is fun and interesting which may help the pupils in improving their spelling problem. Figure 8 shows some of the answers by the participants regarding their perception and thought about this learning application.

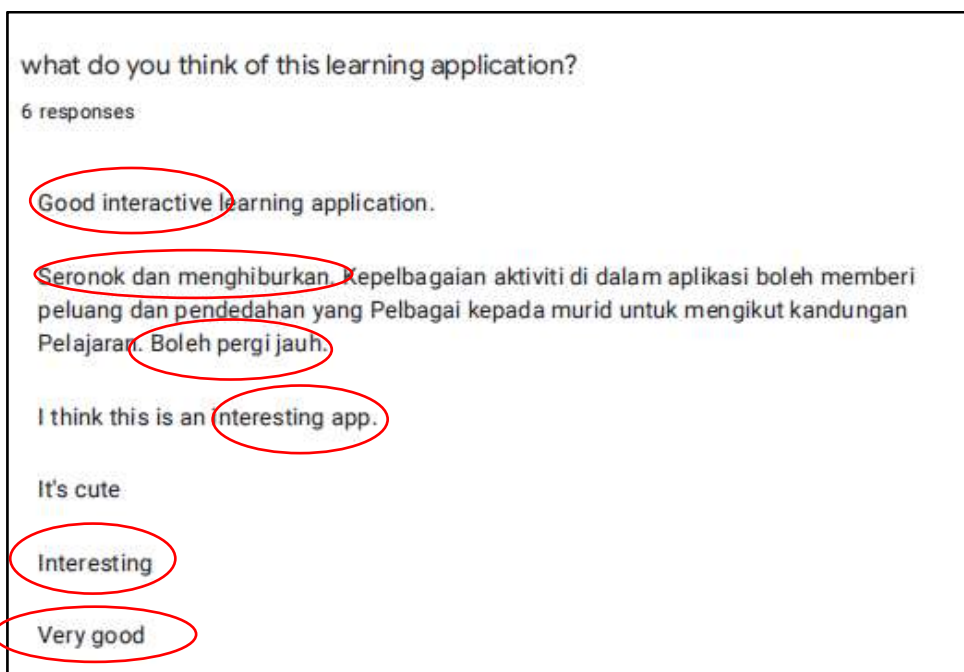


Figure 8: Sample of participants' answers on their thought about the learning application



However, based on the analysis in Figure 9, there were also some improvement that need to be done as the participants felt that this learning application was not good enough to engage the pupils immediately with no guidance because the instructions were not clear enough to help them to understand what this Animal Planet Spelling Application is all about. In fact, there were not much to explore in the application as it only contains several inputs and features which are video, games, online comics and several slides of fun facts hence pupils will get immediately bored when using this learning application.

Are users able to engage the app immediately with no guidance?

10 responses

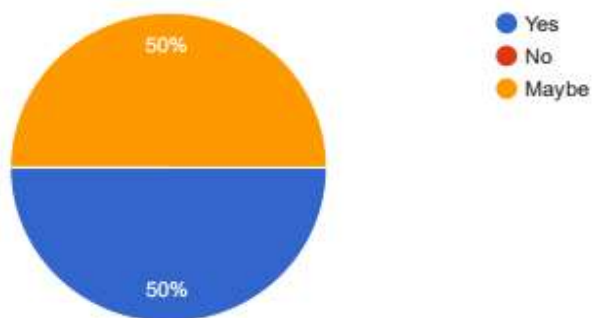


Figure 9: Participants' responds on the engagement of the application

## **Uncle Donol's Farm! Application**

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### **SYNOPSIS**

Evaluation is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have (Crompton, 1996). Evaluation had been done for the Digital Innovation “Uncle Donol’s Farm!” application. Evaluation had to be done because it is use to collect data and information on the effectiveness of the application. Other than that, evaluation is done to list possible improvements and alternative solutions for risen problems of the application or innovation.

The evaluation of the application had been carryout through Google Forms. The evaluation form is created based on Cherner, Lee, Fegely and Santaniello (2016) Evaluation Rubric for Teacher Resource App. The evaluation rubric was adopted and adapted to suit the audience. This is because the audience for the evaluation rubric is to be done by teachers. Whereas evaluation for “Uncle Donol’s Farm!” application is to be evaluated by students.

The effectiveness of the application is evaluated by its efficiency, functionality and design. Under efficiency, it is evaluated for its productivity, frequency and guidance. As for functionality, it is evaluated for its platform integration and security. Whereas under design, it is evaluated for its ease of use, customization, aesthetics, screen design, information presentation and free of distractions.

Through the evaluation result, it is found that most of the participants believe that the application is efficient. It is found that majority voted “Yes” for its productivity, frequency and guidance. This proves that the application effective in terms of efficient when it comes to the learning of collective noun through the application.

As for effectiveness in terms of functionality, it is found that majority agrees that the app is connected to other application. This is undeniable as the application is connected to various online platforms such as Cospaces and Educaplay. However, there are some doubts in the safety of using the application. This is something should be considered as a problem as safety is not guarantee at the moment when using the application. According to Hathibeglal (2016), all communications between your app and your servers must be over an HTTPS connection. So far, the application is using HTTPS connection but some users might not be aware of it. Hence, the designer should note the fact by creating an interface for in the application.

Last but not least, the effectiveness of the application in terms of the design, most of the participants agree to most of the qualities except for customization and free of distractions. Customization here refers to the ease of manipulating the background music. After an investigation, it is found that once the application is directed to other platforms, when returned to the men interface, the background music was not playing. This could be due to some errors in the coding of the Thinkable. Next, the application is not free of distractions as advertisements are present when directed to the Educaplay platform. To overcome the distractions, the designer will need to purchase the premium license of Educaplay.

In conclusion, evaluation is an important process in digital innovation. Through evaluation, effectiveness of an innovation can be seen and measured. Other than effectiveness, shortcomings of an innovation can be visible. Hence, improvements can be done for the effective usage of the innovation.

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## **Wicked Adventures**

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### **SYNOPSIS**

This digital innovation is an academic learning platform created to cater for pupils with lack of vocabulary specifically in terms of adjectives. Wicked Adventures integrates the use of a virtual reality game which incorporates an authentic roleplay, so that the pupils will be able to immerse themselves in the English language. Authentic roleplay refers to learning in environments that provide learners with opportunities to exercise realistic work practices, methods and cognitive processes in authentic situations (Teras, Leppisaari, Myllyla & Vainio, 2012). Wicked Adventures also provide a compact and comprehensible input based on the targeted topic which is adjectives using online flashcards. This is done, so that the pupils will be able study and revise the notes before or even after playing the games provided on the educational learning platform. This action is further supported by Krashen's Input Hypothesis that predicts acquisition results from exposure to meaningful written and aural input (Collentine, 1998). Thus, in order to obtain a meaningful output (product) from the pupils, Wicked Adventures provides intelligible input for them to be able to construct new knowledge from their schemata. Other than that, Wicked Adventures provide a medium for pupils as well as teachers to communicate with each other through an online community chat. This is done so that the clients can communicate effectively with each other and the creator in order to acquire constant feedback regarding the usability of the application. According to Freeman (1985), feedback is important to all change processes in social work, including supervision and direct practice. Therefore, feedback is very important because it will help the creator identify and troubleshoot the issues that arises as well as to make modifications for further improvement performance of the application.

### **OBJECTIVES**

Wicked Adventures was invented:


- i. To serve as a one stop academic platform to learn the English language, specifically the Royal Order of Adjectives through interactive online games and quizzes.
- ii. To serve as an online community platform for pupils to contact and communicate with English Language Teachers and also other pupils.
- iii. To enable pupils to learn about the Royal Order of Adjectives in the English language through Flashcards.

- iv. To enable pupils to explore an environment that reflects the usage of Royal Order of Adjectives in the English language through a Virtual Reality Game.
- v. To help pupils understand the concept of the Royal Order of Adjectives in the English language through visual aids.
- vi. To expose pupils to basic knowledge of Information and Communications Technology (ICT) at a young age.

## INNOVATION ASPECT

Wicked Adventures was invented to help pupils strengthen their knowledge on adjectives. Based on my previous practicum experience in Sekolah Kebangsaan Perigi Nenas (pseudonym), pupils that I have taught in Year 3 had experienced problems in associating adjectives in context. They were not able to describe objects by using adjectives, despite knowing how to do so in their mother tongue. In some cases, a handful of pupils were not able to describe an object with even one adjective. An example of this situation can be referred to in **Table 1** below.

Table 1: A Classroom Situation

Visual Aid	Expected Response (Product)	Pupil's Response	Pupil's Response in their Mother Tongue
	It is a <b>white/round-bottom</b> vase filled with <b>beautiful/blue</b> flowers.	It is a flower vase.	" <i>Pasu bunga putih berbentuk bulat yang dihiasi bersama bunga biru yang cantik.</i> "

From Table 1, it is clearly shown that the pupil was able to physically describe the vase by using numerous types of adjectives in his or her own mother tongue, but he or she is unable to do so by using the English language. Therefore, mother tongue interference continues to be regarded as the most obvious cause of difficulty which cannot be ignored in second language acquisition. However, the pupil was able to identify the object or context from the visual aid. This means that the pupil has a good grasp of vocabulary in terms of concrete nouns but is facing a problem in terms of adjectives.

Wicked Adventures integrates the use of a virtual reality game which incorporates an authentic roleplay, so that the pupils will be able to immerse themselves in the English language which can be seen in Figure 1. According to Whitton (2012), digital games have the potential to create active and engaging environments for learning, supporting problem solving, communication and group activities, as well as providing a forum for practice and learning through failure. Based on this statement, it is evident that digital innovations especially games can help pupils to improve their teaching and learning experience.



Figure 1: Main Menu Wicked Adventures

## ADVANTAGES OF INNOVATION

To measure the effectiveness and impact of the digital innovation, I had used both quantitative and qualitative data analysis method such as questionnaire and interview, respectively. Bringing together the benefits of both qualitative and quantitative approaches to research, often claim greater validity of results.

### Quantitative Data Analysis

I had adapted and combined an evaluation rubric for educational apps by Lee, Cherner, Fegely and Santanniello (2015) together with an app checklist for educators by Lubniewski, Arthur and Harriott (2018) in order to accommodate with my digital innovation. I was able to acquire 30 respondents to the questionnaire using a rating scale. I would like to focus on the results of question number 10 of the questionnaire which can be referred to in Figure 2 to discuss the effectiveness of the digital innovation.

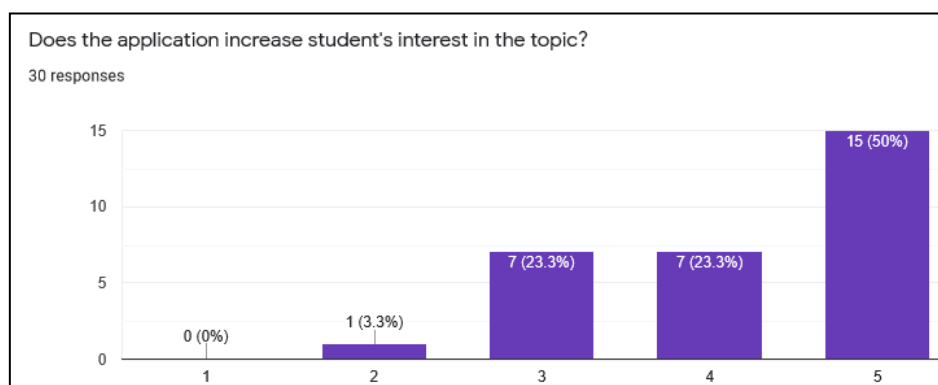


Figure 2: Bar graph of the effectiveness in student's interest

Table 2: Guide for rating scale

Guide				
1	2	3	4	5
Poor	Below Average	Average	Good	Very Good

Based on the bar graph, half of the respondents acknowledge that the digital innovation can increase student's interest in the topic with the highest rating **(5)**. This shows that the digital innovation can effectively increase the student's interest in learning the topic. Meanwhile, rating scale of **(3)** and **(4)** each gained seven respondents' favour which is still considered quite a high rating. However, there is one respondent who rated the digital innovation with a rating scale of **(2)** that will provide room for further improvement.



### Qualitative Data Analysis

I had interviewed an English language teacher who is also a parent regarding the effectiveness of this digital innovation through Whatsapp and the conversation through thematic analysis which are the strengths and weaknesses of the digital innovation. Based on the interview, he stated that the application's design especially the characters are able to bring impact and enhance the students' learning as shown in Figure 3.

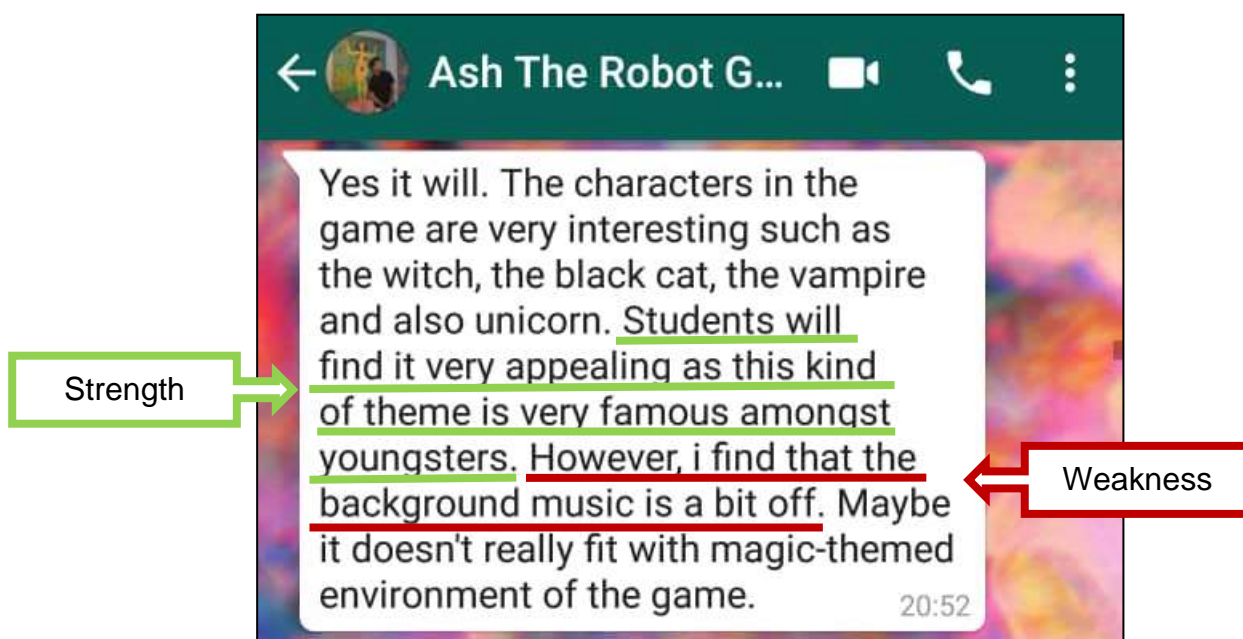


Figure 3: Sample of interview thematic analysis

## SUCCESS OF INNOVATION

Table 3 shows some of the impact of using “Wicked Adventures” as an educational learning platform.

Table 3: Impact of “Wicked Adventures”

No.	Benefits
1.	Pupils and teachers will be able to easily access various learning materials, games and quizzes on adjectives online in one application.
2.	Pupils and teachers will be able to communicate and gain new knowledge on adjectives through the online community chat.
3.	Pupils will be able to acquire new knowledge on adjectives through the visual flashcards.
4.	Pupils will be able to explore and construct their own knowledge on adjectives in a safe environment through the Virtual Reality Game.
5.	Pupils will be able to attain an appropriate amount of exposure to ICT knowledge at a young age.

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## **Let's Learn Punctuation**

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PISMP B11 Jun 2017

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### **SYNOPSIS**

“Let's Learn Punctuation” (LLP) is an application developed by using Scratch Website platform in accordance to the KSSR which promotes 21<sup>st</sup> century learning into classroom through games. There will be four main components of this application which are the first one LEARN, PRACTICE, GAME and QUIZ. In LEARN section, pupils will be learning about the definition of punctuation and how to use it in sentence. Once they have understood the punctuation, they will move to the next phase which is PRACTICE. In PRACTICE, they will be several questions asked regarding the usage of punctuation in sentence and they need to choose the correct answer to go to next phase. Then, in GAME. Pupils will be introduced with simple yet effective game which requires them to collect the punctuation. By playing this game they will be trained and drilled to recognise the correct punctuation in sentence. Lastly, the QUIZ phase will assess the pupils understanding on the usage and the definition of the punctuation that they have learned throughout the application. In this phase, they will create a deeper understanding regarding the punctuation.

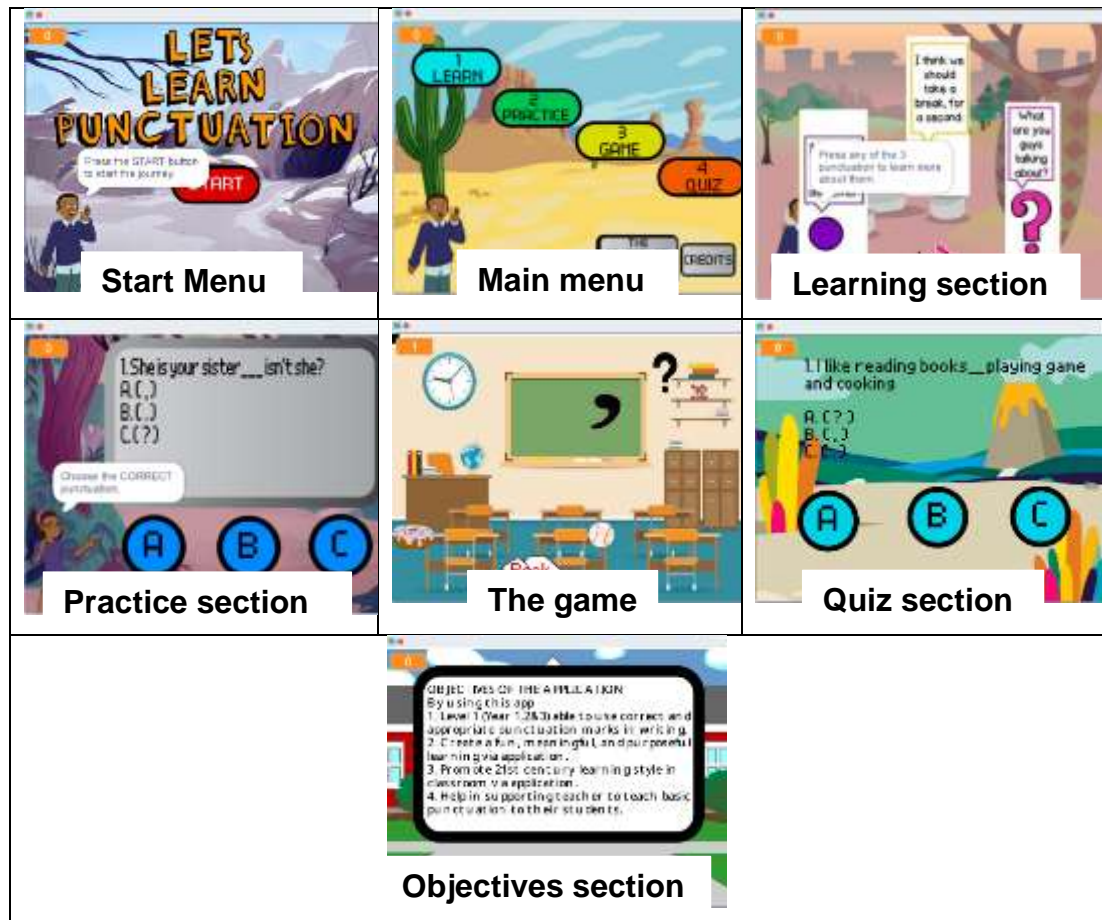
Hence, this application will promote 21<sup>st</sup> century learning in teaching and learning. According to Abidin (2017) the 21<sup>st</sup> century level of teaching in Malaysia should be developed as teachers in National schools should be encourage to use e-learning tools as interactive games to help and facilitate children learning in English. Furthermore, this game only consists simple instruction for Year 2 pupils to understand but the content is meaningful and related to punctuation. According to Tang et.al (2009) teaching English through games need not be complicated: simple-structured instruction-based activities would suffice but these activities must be meaningful and involve enough for the students to create strong association to the subject being taught.

## OBJECTIVES

- a) Improve Year 2 ability in using correct and appropriate punctuation marks in writing.
- b) Create a fun, meaningful, and purposeful learning according to Malaysia curriculum principles.
- c) Promote 21<sup>st</sup> century learning style in classroom.
- d) Help in supporting teacher to teach basic punctuation to their students.
- e) A simple and even a non tech-savvy person can operate it.

## INNOVATION ASPECT

- a) Year 2 pupils having problem in using basic punctuation and they are unable to understand the use of punctuation in writing. According to Hasan et.al (2016) errors committed by students in their writing which indicates that error in punctuation occupies highest percentage even though teachers introduce the concept of basic punctuation on writing English.
- b) Year 2 pupils does not master the basic punctuation knowledge in their writing. According to “Kurikulum Standard Sekolah Rendah” (KSSR) by Ministry of Education Malaysia (MOE) (2011), the skill of punctuation is to be achieved in the learning standard for Year 2. However, this punctuation error still exists among them.
- c) Year 2 pupils were demotivated and lack of interest to learn basic punctuation because the teacher does not pursue them to learn punctuation in a fun way. According to Amr (2012) fun learning activity is important to engage and hold learners in focus by encouraging learners to participate during lesson through enjoyable and fun activities. Thus, by using my application pupils can learn in fun and enjoyable environment and encourage active learning. This is supported by Ujibanyi et.al (2017) by using game-based learning it will arouse students’ interest to participate and support them in independent learning.

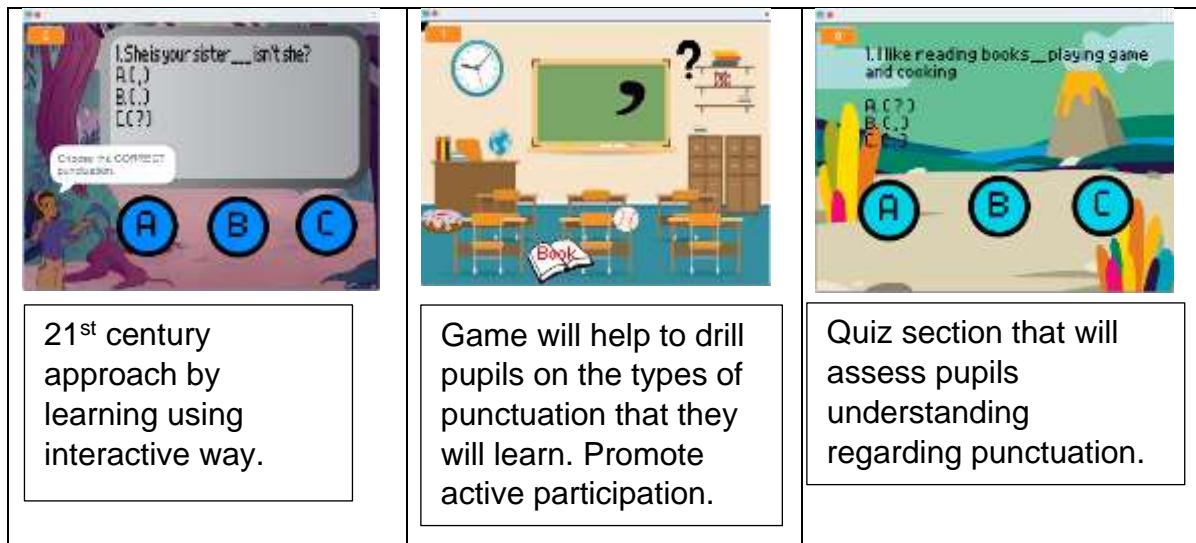


## ADVANTAGES OF INNOVATION

The advantages of using “Let’s Learn Punctuation” application is, Year 2 pupils will be able to understand how to use basic punctuation in writing and minimise the error in punctuation. By using this application, Year 2 pupils will learn and understand punctuation faster and efficient compare to using the traditional ‘chalk and talk’ method. According to Ratheeswari (2018) the interactiveness characteristics of application and media is beneficial to teachers as it will provides a platform for the pupils to actively learn in a fun and interactive setting.

Furthermore, by using “Let’s Learn Punctuation” application in classroom is, it will motivate Year 2 pupils to learn punctuation and promotes active participation. Gryzelius (2015) identified that most of the Malaysian pupils are passive and encounter difficulties when come to participating and seeking their own knowledge.

They refuse to participate, no active interaction between learners and teacher due to the lesson is not captivating and lack of motivating factor. By using this application, Year 2 pupils will learn punctuation better as it will motivate learner to learn and create active participation among the them. As supported by Yahyazade et.al (2018) in order for learner to learn better, pupils need to actively participate and contribute more during lesson.



## SUCCESS OF INNOVATION

This application will promote 21<sup>st</sup> century learning in teaching and learning as it will encourage teachers to use e-learning tools as interactive games to help and facilitate children learning in English. Furthermore, this game only consists simple instruction for Year 2 pupils to understand but the content is meaningful and related to punctuation. In addition, this application is designed to be simple-structured instruction-based activities that are suffice and the activities inside are also meaningful and involve enough for the students to create strong association to the subject being taught. In terms of production cost, it only requires strong internet connection to access the application in the Internet. Lastly, this application only requires minimal teacher involvement as the pupils will be exploring the application themselves.

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## Digital Games Help in Teaching Nouns

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PISMP B11 Jun 2017

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### SYNOPSIS

Pupils often cannot differentiate between singular and plural nouns. According to Nayan & Jusoff (2009), singular and plural nouns is one of the grammatical components that most pupils make mistakes with and this affects their writing. Therefore, an innovation which aims to help pupils in mastering nouns has been produced, which is digital games. Digital games are used for entertainment and facilitating the process of learning (Ilomaki & Kankaanranta, 2009). According to a publication by Research Gate, conducting games during lessons helps to cater to learners' needs and interests on the subject-matter especially in learning grammar in context. Besides, many researches have used various games to show its effects on learners' knowledge, competency and motivation in learning a language, focusing on different targeted language areas and skills such as grammar.

### OBJECTIVES

Digital games is produced which aims to:

- i. Improve the usage of singular and plural nouns among pupils
- ii. Engage pupils in language learning through digital games
- iii. Expose pupils to singular and plural nouns through digital innovation

### INNOVATION ASPECT

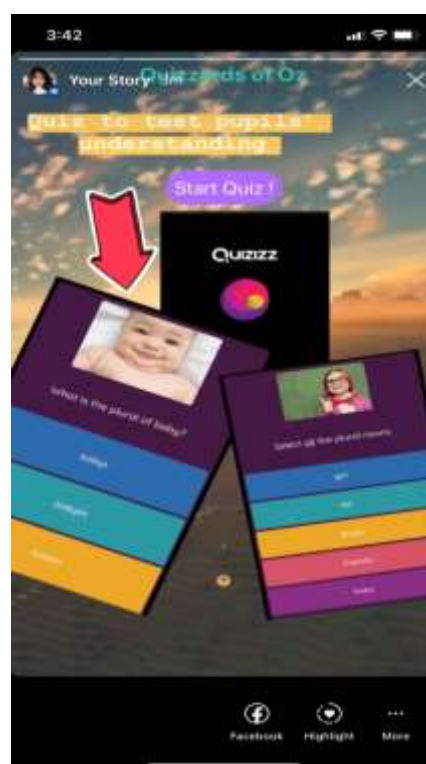
Most pupils cannot differentiate between singular and plural nouns. This innovation that has been produced consists of 3 game levels. Before the game session, input is given to pupils about singular and plural nouns by asking them to view a short video in the introduction part. Next, a Virtual Reality (VR) video is played by asking pupils to identify the singular and plural objects in the video using VR Box. For Level 1 of the game, a digital game is created by using Wisc-Online OER in order to teach singular and plural nouns to the pupils. The name of the game is Fire It! and it is a single player multiple choice answer game. For this game, the player uses the directional arrows to control the pirate and press the spacebar to fire harpoons at the enemy squids. Besides, they have to collect treasure by killing squids and answering correctly. If the answers are incorrect, it will lower the player's score. When the player runs out of harpoons, they cannot continue with the game. The player who obtains

the highest score at the end of the game will be the winner. The score of the players will be accumulated for next part of the game. Besides, for Level 2, a Ski Race game is assigned where pupils challenge their understanding of irregular plural nouns, such as mice, feet, and geese. In the game, they must find the plural noun of each word in order to help their ski race down the mountain first. The one who gets all the plural nouns correctly can race down faster and will be the champion for the ski race game. For Level 3 of my innovation, pupils are involved in a Kangaroo Breaks Rocks game. For this game, pupils use Bango to break rocks that show the correct plural ending, which are 's', 'es' and 'ies' to the noun in yellow using the space bar. Besides, they use the keyboard arrow button to direct the kangaroo's movement to left or right or to hop up or down. If the kangaroo falls down the cliff, it is game over. This game itself has nine levels to explore. Therefore, pupils who successfully pass the level one by one within the time span will get time bonus. The one who can get to Level 9 of the game will be the overall champion. In the last part, pupils are required to answer 10 questions in Quizziz to test their overall understanding of the topic. Through this digital innovation, pupils can enhance their critical thinking when they have to think wisely for the accurate answer in order for them to proceed to the next level of the game. As cited by McLester (2005), nearly seventy percent of students learn best actively and visually.



## ADVANTAGES OF INNOVATION

Through this innovation, pupils can improve their knowledge of singular and plural nouns as well as engage themselves in language learning through games. Besides, pupils will learn to communicate with their peers about the possible answers to the questions while overcoming challenges in the game. According to Derakhshan and Davoodi Khatir (2015), digital games provide an actual learning environment in which pupils collaborate with each other. Besides, Huyen and Nga (2003) emphasize the role of games by giving children a chance to apply English in a real communicative context in their class. Not only this, students can simultaneously build their problem-solving skills while having fun throughout the process when an instructional game is well-designed (MacKenty, 2006, Harris, 2009). Quinn and Iverson also asserts that students need to be engaged more and to be put at the centre of the learning experience to change from 'passive vessel' to 'active participant' (Pannesse & Carlesi, 2007). Not only this, fun learning can be created in the classroom through digital games. Fun learning is a holistic approach to education with the goal of nurturing the passion for learning and continuous development throughout life. According to Pomerantz and Bell (2007), using a digital game provides a fun element as well as has a significant role in the learning process for children (Taghizadeh et al., 2017). Furthermore, it can create a suitable learning environment for children making them the centre of the activities in the class (Uzun, 2009; Liu et al., 2011; Sánchez & Olivares, 2011; Gunawardhana & Palaniappan, 2015).



## **SUCCESS OF INNOVATION**

Through this innovation, it helps in solving usage of nouns among pupils as well as achieving the objectives stated above. Pupils manage to build their knowledge and understanding of singular and plural nouns as well as improve their usage of nouns. Besides, this innovation is cost-free which means it can be used readily by everyone who are interested in it.

## **"Far Away" Application**

Clement Chen

PISMP BI 1 Jun 2017

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### **SYNOPSIS**

During the first phase of my teaching practice at SK Kembara (a pseudonym). I was assigned to teach English Language to Year 2 pupils. From there, I realised that most of the pupils were facing difficulties in understanding the concept of simple grammar- far demonstrative pronouns namely "that" and "those" are included. I found that the lack of audio-visual aids can be the contributing factors that lead to the problem faced by the pupils. Because of the directly verbal nature of language teaching and learning, Romana Dolati (2011) suggested that many language teachers are either often not aware of or underestimate the potentially constructive role visual learning aids can play in enhancing the language learning classroom. Besides, the pupils of such age and stage are mostly visual learners, as they still have not developed to conceptualise abstract ideas. I realised that when teaching grammar concept such as far demonstrative pronouns, I was teaching using the approach of grammar in isolation. In this sense, I somehow forced my pupils to memorise the grammar concept. Furthermore, I was teaching grammar separately in the Year 2 ESL classroom, therefore the lesson was quite boring and stressful.

The digital innovation "Far Away" acknowledges the importance of teaching grammar in context in the Primary lower-level ESL classroom. Some advantages of this approach are, learners are exposed to the target language in an authentic or near authentic setting, and they see or hear the target language before having to focus on it (Riddell, 2003 as cited in Mart, 2013). "Far Away" application is about an astronaut named Carl, who is lost in a place far away from planet Earth. This application is interactive in the sense that the user can explore the world of "Far Away" with Carl through smartphone application. From there, the language focus is indirectly addressed through different and

various online medium- hence the implementation of grammar in context. Furthermore, Goodman and Goodman (2014) has suggested that young learners learn best in an environment rich with opportunities to explore interesting objects and ideas.

The application is built on Thinkable, and it also links various online mediums such as Interactive Powerpoint slides for content, Scratch for enrichment, Quizziz for evaluation, and also Padlet for feedbacks, and Educaplay for extra activities for the users. In relations to this, the application focuses on providing fun learning experience and acknowledges the visual learning style of the target user. The scope of the demonstrative pronouns is narrowed to far demonstrative pronouns "that" and "those" only. This helps to prevent confusion among the target users, and it helps them to understand and use the language focus in English Language.

## **OBJECTIVES**

The objectives of the digital innovation are as followed:

- i. Assist Year 2 pupils in the understanding of the far demonstrative pronouns "that" and "those" through reading.
- ii. Evaluate the effectiveness of the designed digital innovation in helping the Year 2 pupils in the understanding of the far demonstrative pronouns "that" and "those".

## **INNOVATION ASPECT**

"Far Away" Application is designed to help Year 2 pupils to understand the concept of far demonstrative pronouns. Few of the problems that caused the lack of such understanding are as followed.

### **Lack of Visual Aids**

The pupils of such ages and stages need the help of visual in order to understand confusing grammar concept. The lack of visual in their learning may also cause boredom and short attention span.

"Far Away" Application contains colourful notes that are easily navigated by the users. Such notes contain colourful pictures for the users to refresh their memories on

singularity and plurality, before proceeding to learn far demonstrative pronouns “that” and “those”. On top of that, the notes also contain clear explanation of the uses of far demonstrative pronouns by showing the concept of distance.

**Grammar in Isolation**

The teaching of grammar in isolation is also one of the causes that lead to the lack of understanding of far demonstrative pronouns “that” and “those”. The teaching of grammar in isolation may seem to be unrelatable boring.

“Far Away” application is designed in such an interactive way. It utilizes multimedia such as audio, visual, and also games in making learning more fun and meaningful, especially for the users of such age. Through the application, they learn the grammar concept indirectly as the grammar element is integrated and emphasized through fun activities such as quiz and games. This helps in their memory retention.



Diagram 1 shows the user interface of the “Far Away” Application.

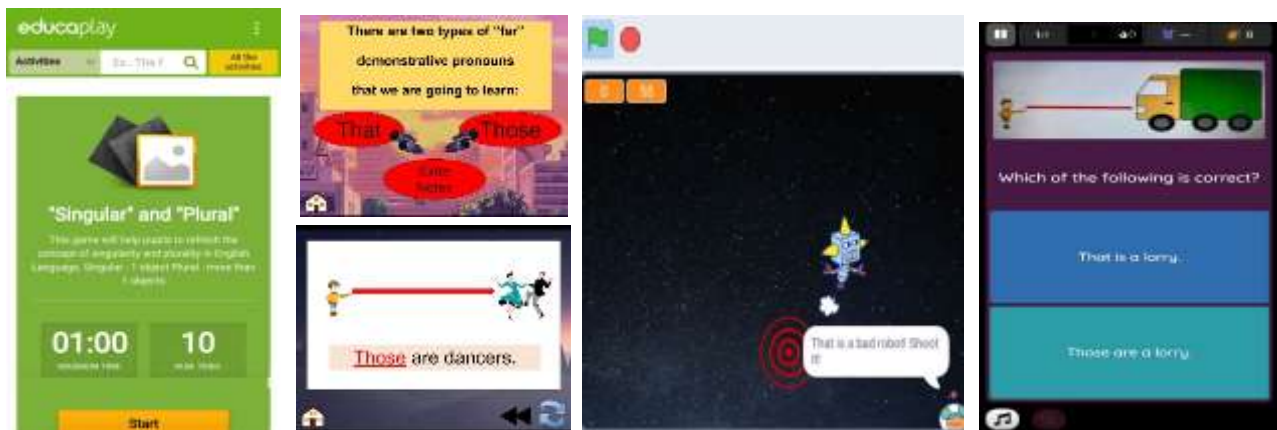


Diagram 2 shows the integration of different medias to make learning meaningful.

## ADVANTAGES OF INNOVATION

After "Far Away" application was designed and completed, the application was tested with 47 users to evaluate its effectiveness in terms of the integration and implementation among target group classroom. After the application was tested, the users were given an online google form for feedback. Based on the feedback form and reference from Chen (2016), there are few important aspects to be adapted and highlighted, namely media integration, relevance, aesthetic, usability, ease of use, and comments for improvements.

Based the feedback collected regarding the application's media integration, relevance, aesthetic, usability, ease of use, and comments for improvements, more than 70% users rated 4 (strongly agree) for every aspect evaluated. Specifically, 40 users (85.%) strongly agree with the media integration and the application's relevance, 42 users (90%) strongly agree with the application's aesthetic, 39 users (83%) strongly agree with the application's usability and 35 users (75%) strongly agree with the application's ease of use. Based on the feedback, there are no users rated 1 (strongly disagree) for each of the aspects evaluated regarding the application designed. However, there is a user (2%) rated 2 (disagree) for the usability aspect of the application. On the other hand, the users who rated 3 (agree) for each of the aspects are 15% for media integration and relevance, 11% for aesthetic, 15% for usability, and 26% for the application's ease of use.

The possible strengths for "Far Away" application are identified. The aspect that was rated the most for strongly agree is aesthetic, which is 90% of the users. This suggests that the application's graphics and interface will likely to motivate the users to engage it. This is the strength of the application as it will cater to the nature of visual learning styles of my target users, which are Primary 2 pupils. The pupils of such age and stage need the help of visual aid to help them conceptualise and visualise abstract grammatical ideas, not to mention that the pupils will be easily motivated to engage themselves curiously with the visual experience (Gilakjani, 2012). Besides, the media integration of the application is also rated excellently by the users. This suggests the use of texts, graphics and sounds are integrated effectively, further improving the aesthetic of the application. The application is also relevant as it achieves its purpose to teach far demonstrative pronouns among the target users.



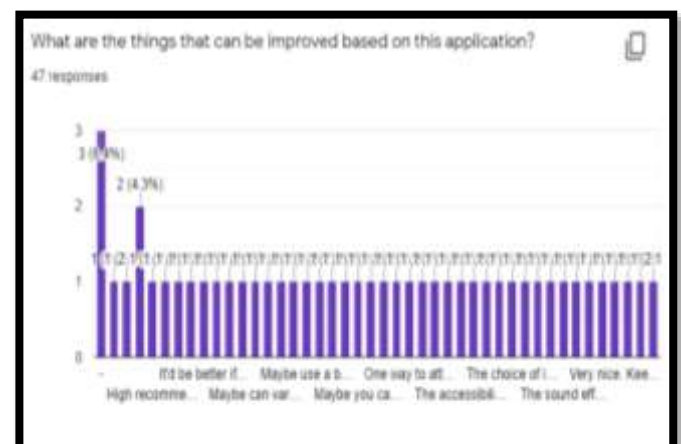
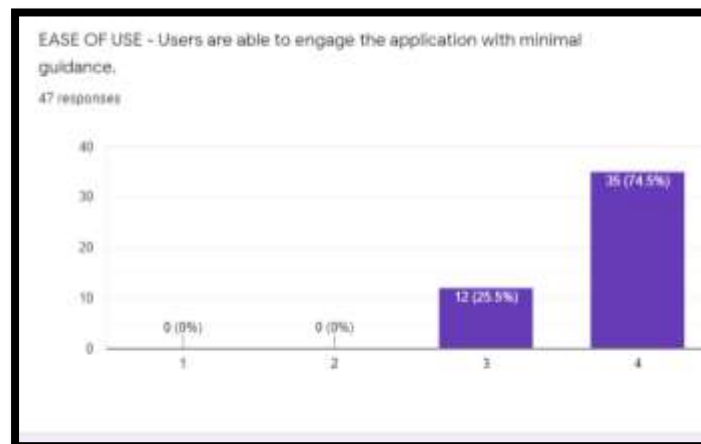
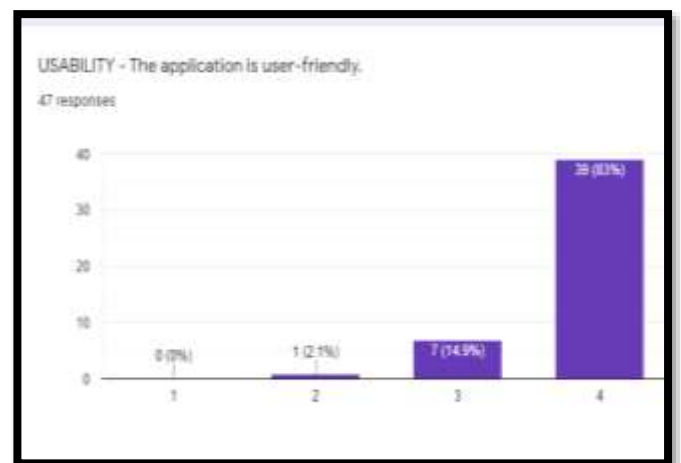
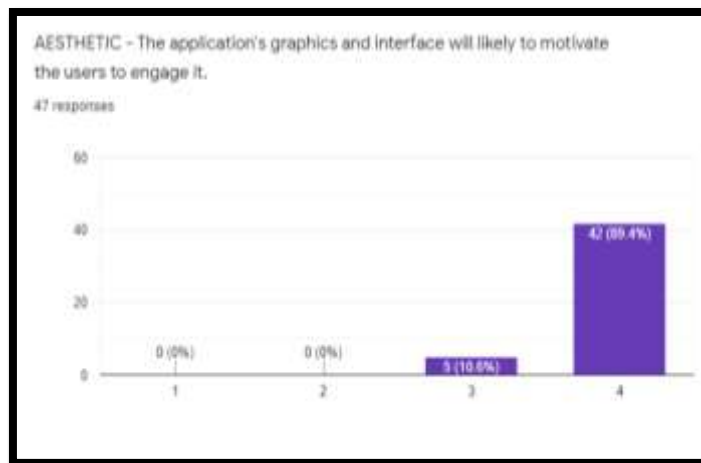
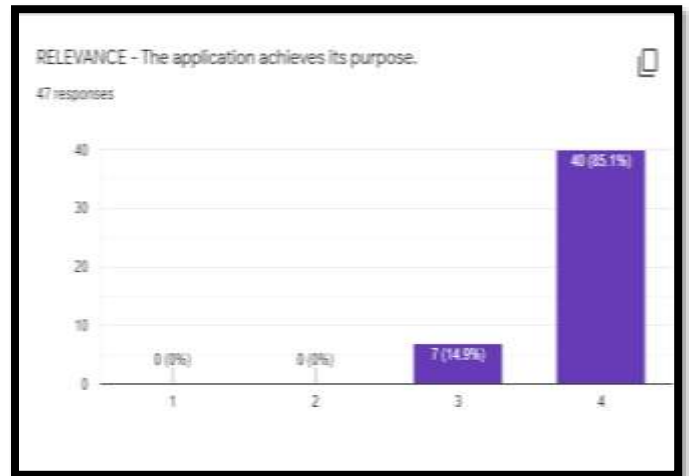
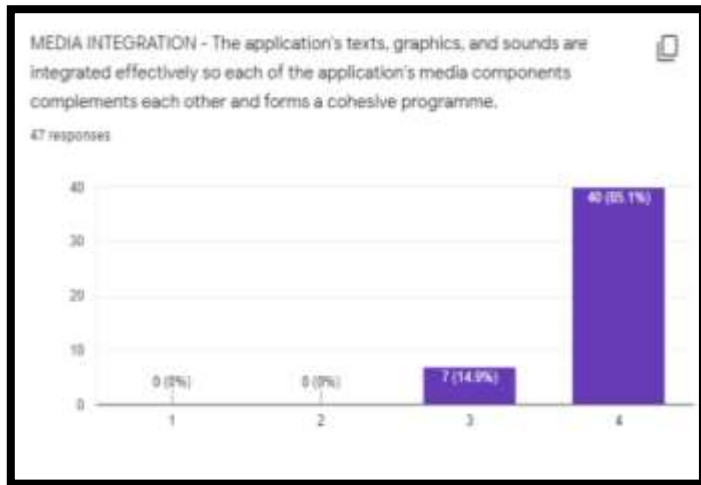


Diagram 3 depicts the data and feedback gathered from Google Form.

## SUCCESS OF INNOVATION

Based on the "Far Away" application, the impact of the innovation will be told from two perspectives: the developer of the innovation, and also the users of the innovation.

For the developer of the innovation can experience positive impact from the innovation as he will be able to apply the learnt ADDIE model in creating the innovation. This helps him to be more creative and analytical. Through triological model, on top of that, can promote collaboration among peers. This is important for feedback and improvements of the innovation.

On the other hand, the users of the innovation, which will be mostly lower level primary school pupils, can experience fun learning through digital innovation. Therefore, their learning interest and motivation can be increased. By applying the teaching grammar in context approach, the pupils also indirectly learn the target language. Such learning can be more meaningful and authentic in nature.

In conclusion, based on the feedbacks and strengths analysed, the application is quite effective to be integrated in the target users' classroom.

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## **It's Vocabularace Time!**

Dayang Nur Hazwa Binti Abang Hazemi

PISMP BI1 Jun 2017

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### **SYNOPSIS**

In our current shift of world globalisation, pupils who struggle to acquire new vocabulary may have generalized linguistic deficiencies, memory deficits, poor word learning strategies, or any combination of the three (Baker, Simmons, & Kameenui, 2015). The different type of difficulties faced by the pupils are almost all pupils have difficulties in pronouncing the words, how to write and spell, difficulties in choosing the appropriate meaning of the words as well as confusion occurred in using the word based on the context (Rohmatillah, 2017). From all of these problems, we can clearly see that it leads to pupils having insufficient amount of vocabulary acquisition as well as the choice of vocabulary to be used for either spoken or written English language.

Therefore, based on the problems that most pupils encounter nowadays in vocabulary acquisition, I will come up with an innovation that is based on educational gamification, titled 'It's Vocabularace Time!' game. Games that incorporate curriculum content or other educational material are referred to as educational games (Michel, 2016). The power of gamification has widely been acknowledged in education to engage and motivate learners when used properly in classrooms (Hammer & Lee, 2011; Muntean, 2011). Gamification has been shown to engage and motivate learners when used properly in the classrooms. It is aimed to combine extrinsic and intrinsic motivations to raise the engagement of users by using game-like techniques such as scoreboards and personalized fast feedback, and thus motivate or influence their behaviour (Flatla et al., 2011). As educational tools, games are constructive as they liven up teaching methods. Thus, in order to increase pupils' acquisition of vocabulary, gamification has been shown to engage and motivate learners when used properly in or outside the classrooms (Lee, & Hammer, 2011).

## OBJECTIVES

The objectives of this innovation are as the following;

- i. To help the Year 3 pupils to improve their vocabulary acquisition through 'It's Vocabularace Time!' game.
- ii. Explore how the use of gamification can cater to the teaching of vocabulary as well as influence the vocabulary acquisition among the Year 3 pupils.

## INNOVATION ASPECT

Based on my innovation, titled, 'It's Vocabularace Time!' game, it is actually an educational gamification-based learning package in order to help pupils in their vocabulary acquisition. In 'It's Vocabularace Time!' game, pupils will be exposed to different stages of exposure as well as level in acquiring different vocabulary. First thing first, before starting all the games, pupils will be listening to a song about Vocabulary. This song can actually help to exposed pupils to different type of vocabulary at the early stage of the game and activate their prior knowledge about those vocabulary by linking their knowledge of those vocabulary in their mother tongue language. Thus, I had decided to make full use of song in order to give the pupils clear image of what they are going to learn through my 'It's Vocabularace Time!' game.

After the pupils are done with listening and watching the video, they will first move on to the 'It's Vocabularace Time!' game itself. In this game, students are required to help a character named Abby in order to find different items based on different places that she goes to. Therefore, by helping Abby to explore those different setting as well as the types of vocabulary that they can find in those places, pupils can actually learn a vast number of vocabularies instead of just focusing on one topic. Next, pupils will move on to the next game which is the 'Flip the Card!' game. In this game, pupils' understanding will be tested on the vocabularies that they had learnt from 'It's Vocabularace Time!' game. In this 'Flip the Card!' game, pupils will be provided with the pictures of those vocabulary as well as the name of those vocabularies. As the game progress, pupils will need to guess the

correct name of the item as well as type the correct name of the item. Thus, through this game, it can actually help to build confidence in pupils to learn more about vocabulary.

Then, after pupils are done with 'Flip the Card!' game, they will proceed to 'It's Quiz Time!'. In this 'It's Quiz Time!', pupils will be given sets of questions along with multiple choice answer. Through this quiz, pupils will be able to apply their understanding on the different type of vocabulary. Scores as well as timer will be shown as soon as the quiz finished in order to instil motivation in pupils to acquire vocabulary better through games. Lastly, in this 'It's Vocabularace Time!' game, I had also provided extra games for the pupils such as word-search game as well as drag and match game. Related to that, pupils will be able to expand their knowledge on different type of vocabulary through different types of game. Thus, this 'It's Vocabularace Time!' game can actually cater to my pupils' needs in acquiring vocabulary better as well as helps in building motivation in them to learn more by using English language.

## **ADVANTAGES OF INNOVATION**

The following are the advantages of my innovation;

- I. Instilling motivation among pupils to learn vocabulary
- II. Promotes integration of exploratory approaches to learning, and strengthening student creativity and retention.
- III. Fostering good learning engagement among pupils.
- IV. Reduce learners' anxiety and fear of speaking foreign language in front of others.
- V. Help to engage students especially from a mixed ability classroom to acquire vocabulary together

## **SUCCESS OF INNOVATION**

Based on my innovation as well as the data collection method that I had choose to conduct, I will use content analysis to analyse my data. In order to determine the effectiveness of my innovation, I had selected 5 individuals to participate during the test run of my innovation. During the test run, I had performed my data collection which are

based on observation, interview and feedbacks which is in the form of survey. Therefore, from the data that I had collected, most of them agreed that my innovation is effective in order to help to cater to learners' needs to acquire vocabulary. According to Werbach (2014), the various elements embedded in the gamified environments can increase learners' motivation and interest to learn English, can reduce learners' anxiety and fear of speaking foreign language in front of others and finally can encourage them to attain a favourable type of learning behaviour.

This can be supported based on the data that I had collected from my interviews as well as surveys which they stated that my innovation will be able to create fun learning as well as promote active engagement among learners. From these feedbacks, it can be seen that, in line with our 21<sup>st</sup> century teaching and learning process, using gamification in teaching vocabulary can actually implement the element of fun learning as well as the use of current technology in order to help learners to acquire vocabulary better. Other than that, based on both of my interviews as well as surveys, I found out that, learners are able to learn better with the integration of interesting graphics as well as audio as portrayed in games. According to Dunn and Dunn learning style model, there are three types of learners which are visual learners, audio learners as well as kinaesthetic learners.

Therefore, by incorporating games in helping learners to acquire vocabulary, my innovation can actually help to cater to different types of learners with different types of learning styles. Moreover, based on the data that I had collected, I learnt that, excellent organization of content is very important in order for learners especially primary 2 and primary 3 learners to comprehend. This is striking since each specific gamification element has specific goal that would enable students to engage in meaningful learning processes and thus achieve intended learning outcomes (Jackson, 2016). Therefore, it is very important for me to take into account the level as well as the organization of content that I am preparing for my learners in order to cater to their vocabulary acquisition.

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## The “Read-venture” Time!

Evana Stella Ngui

PISMP BI1 Jun 2017

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### SYNOPSIS

The “Read-venture” Time! is a learning app that will help pupils to improve their spelling skill through fun and interesting games. The “Read-venture” Time! allow pupils to experience in an adventure story and at the same time helping them to build up their reading and spelling skills. The app consists of several mini games on each level for pupils to solve which is Label Me!, Expell-rience It!, Can You Remember Me? and Let’s Spell! Each game require will require pupils to solve the question in order to proceed to the next level. In order to attract pupils’ interest throughout the lesson, a Virtual Reality (VR) is also included in the app. Expell-rience It! I is a VR game that will allow pupils to immerse themselves into the story and at the same time to finish the game.

### OBJECTIVES

The “Read-venture” Time! objectives are:

- i. To provide a fun and exciting platform for pupils to learn and improve in English language.
- ii. To serve as a platform in teaching reading and especially spelling skills in a fun and interesting way.
- iii. To guide and build pupils’ reading skills through the storyline in The “Read-venture” Time! app.
- iv. To guide and improve pupils’ spelling skill through the games in the app.
- v. To help pupils to experience and explore in interesting environment while improving their reading and spelling skills through Virtual Reality game.
- vi. To train and boost pupils’ memory of the introduced vocabulary through the Matching game.
- vii. To test and evaluate pupils’ spelling skills using ICT through Scratch.



## INNOVATION ASPECT

Based on my practicum in Sekolah Kebangsaan Bumi (pseudonym), most of the pupils in the class are having problems in reading. Usually, the reading session will be led by the teacher. Apart from that, the pupils are also having problem in spelling. According to Brown (2007), written products are often the result of thinking, drafting and revising procedures that require special skills, skills that not every speaker develops naturally. Whenever, spelling test is conducted, the pupils were unable to spell the words correctly. The pupils will either tend to look for answer from their friends or ask for help from the teacher or does not even answer the test. The pupils are still unable to spell the words during another spelling test even though they have been taught repeatedly. The typical spelling problem that the pupils tend to make is substitution of one or more letter in a word, adding a letter or more to a word, omitting a letter or more in the and unrecognizable words (Jayousi, 2011).

Due to this problem, most of the pupils in the class not only they are having problem in reading but also in writing. Due to this problem, pupils will be facing a lot of difficulties in writing task if they are unable to master the basic skill in writing. The lack of spelling skill leads them to unable to express their thoughts well. Based on research by Jayousi (2011), a good grasp of spelling skill eases in expressing thoughts for writing tasks. Therefore, developing pupils' spelling skill is vital in order to make sure their reading and writing skill will not be jeopardized.

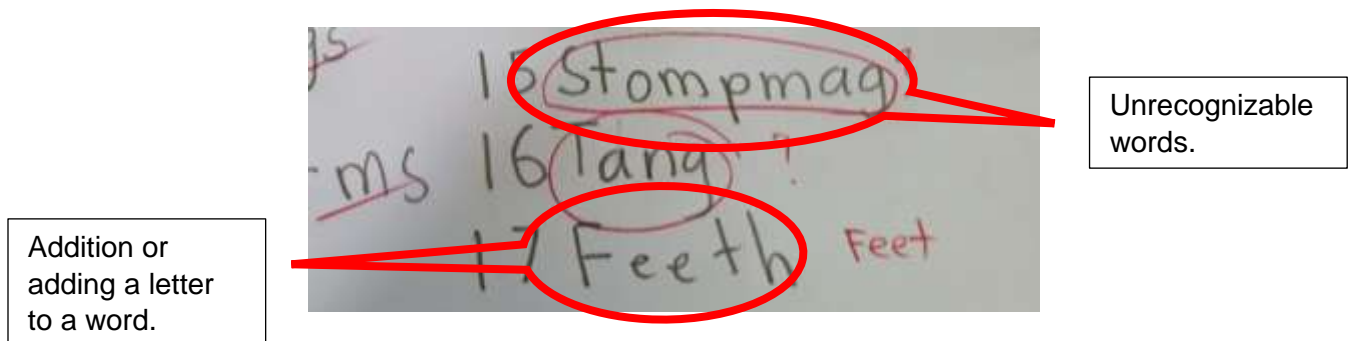


Figure 1 : Pupil's spelling errors

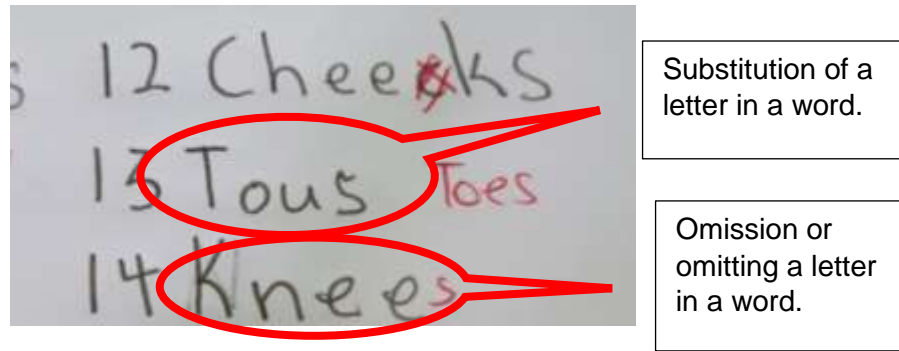


Figure 1.2 : Pupil's spelling error

The "Read-venture" Time! app consists of games, activities and exercises that is focusing on developing pupils' spelling skill as well as their reading skill. One of the activities that I have incorporate is the spelling game using Scratch. According to Mehrpour & Ghayour (2017), using game in a lesson promote and provoke motivation as well as engagement among the players. The gamified spelling activities allows pupils to engage better in the spelling lesson as well as to attract them to read.



Figure 2 : Innovation print screen

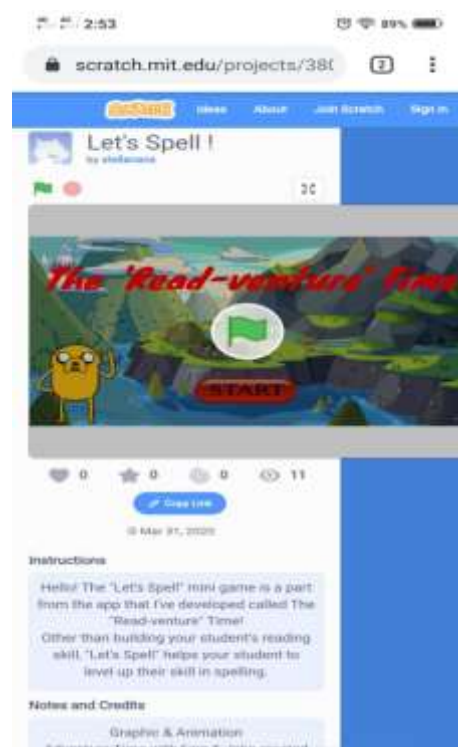


Figure 2.1 : Scratch print screen

### ADVANTAGES OF INNOVATION

The “Read-venture” Time! consist of games, activities and exercises that is focusing on developing pupils’ spelling skill. Apart from that, the app also helps in encourage and build up pupils’ reading skill as well.

The “Read-venture” Time! app can be used in class to teach especially during reading and writing lesson. On top of that, The “Read-venture” Time! app can also be used individually by the pupils themselves. The app does not require teacher to do the teaching all the time. Teacher can be the monitor to facilitate and provide minimum help for the pupils when they are using the app. In this case, the usage of technology in the classroom is also to promote blended learning and student-centered learning. According to Aguti, Walters & Wills (2014), blended learning allow technology to support and enhance pupils’ learning practice for better learning outcome. Meanwhile, student-centered learning allows pupils to learn according to their own ways and this support their journey in constructing their knowledge better.

There is different type of activities that pupils can engage when using the app. These activities are simple and fun gamified quizzes using Quizziz, Virtual Reality (VR) game, Memory card game and lastly spelling test using Scratch. I have included games in the TRT app because the usage of game may promote and provoke motivation and engagement among players (Mehrpour & Ghayour, 2017).

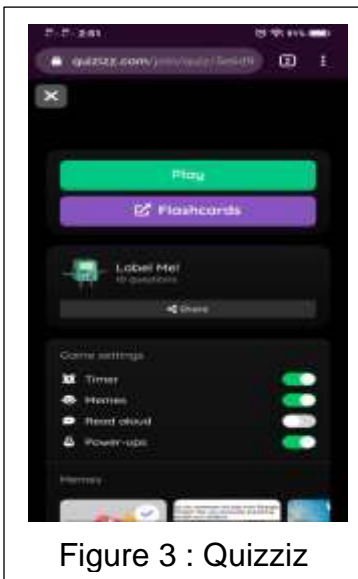


Figure 3 : Quizziz



Figure 3.1 : Educaplay (Memory card game)

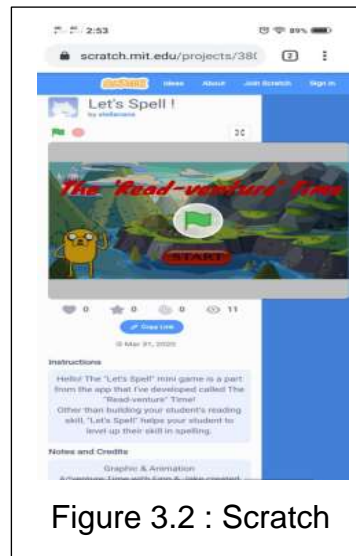


Figure 3.2 : Scratch



Figure 3.3 : VR game

### SUCCESS OF INNOVATION

Based on the research and intervention introduced, I am able to identify that the intervention that has been developed is able to deliver the intended purposes. The aim of the The "Read-venture" Time! app to improve spelling and encourage reading skills is achieved. Other than that, the usage of the app does implement the blended learning as well as student-centered learning. Based on the pre-test and post-test scores, it shows that the app helps the participants with low and intermediate proficiency of English language to develop their spelling and reading skills better.

Table 1: Results of pre-test and post-test

<b>Participants</b>	<b>Pre-test (scores)</b>	<b>Post-test (scores)</b>
A	3	8
B	4	8
C	2	4
D	2	6
E	4	4
F	3	6
G	1	3
H	5	10
I	2	2
J	1	5

In developing the app, the estimated cost of development throughout the process of designing and building the app is RM30.00 only. This is because most of the website that is being used in the app is free and accessible without any payment made. However, in the case of Cospaces, the researcher will have to pay for RM 30.00 only to gain full access for the website. This is because with the full access more features and functionality can be applied when developing the VR game.

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## **"The English Traveller" For Teaching Punctuation and Capitalisation**

*Gloria Anak Guntor*

PISMP BI1 Jun 2017

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### **SYNOPSIS**

The learning and application of punctuation rules is the second highest problem learners struggle with (Ghabool, Mariadass & Seyyed Hossein Kashef, 2012). Furthermore, according to Itamar Shatz (2019) learners tend to struggle with capitalisation which is also a form of punctuation. Pupils also struggle with applying the punctuation rules they learn because they are unable to make a meaningful connection between what they learned and the application (Hamad Alneil Bakhet Elemam Mohamed, 2018). Similarly, during my practicum I found that my pupils struggle with applying the proper punctuation and capitalisation rules in their writing for the same reason. The pupils tend to forget to add punctuation marks or are unsure of which punctuation marks to use. Whereas, the problem with capitalisation, when the pupils were not automatically using capital letters to start their sentences or when they forget to write proper nouns with capital letters in sentences. Therefore, I created "The English Traveller" digital game to not only introduce pupils to punctuation rules, marks and capitalisation rules, but to also give them a platform to practice application of what they have learned.

### **OBJECTIVES**

The English Traveller was design with the objectives to:

- i. Introduce punctuation and capitalisation rules to pupils.
- ii. Provide a platform for pupils to apply what they have learned.
- iii. Ensure memorable learning through experience.
- iv. Encourage learning through digital therapy.

## ASPECTS OF INOVASION

The English Traveller was design to help pupils learn about punctuation and capitalisation rules. Some problems pupils face with punctuation and capitalisation are as follow:

### **Unaware of punctuation rules**

Pupils face problem with punctuations because they are unaware of punctuation rules to begin with. It could be their lack of exposure due to little reading or it is because they were not introduce to the existing of punctuation rules even subtly. Pupils require exposure to punctuation rules in such a way that it can be memorable and enjoyable to ensure a more permanent learning.

### **Does not capitalise the first letter in a sentence**

Pupils tend to overlook the importance of capitalising the first letter word in a sentence. They either forget or see it as unnecessary. The pupils need to be highlighted on the importance of capitalising the first word and for the reminder to be permanent to avoid future mistakes.

### **Does not capitalise proper nouns**

Pupils mostly do not know they need to capitalise proper nouns especially if they appear mid-sentence. Pupils need to be made aware of proper nouns need to be capitalise even if it's in a mid-sentence. They should also be made aware of the main types of proper nouns usually found in their writing which requires capitalisation.

The English Traveller is a 2D Jumping Puzzle computer game. In the game, pupils play as an English Traveller finding his way home. Pupils will be introduced to punctuation marks and capitalisation rules from reading characters' dialogues in the game, refer **Figure 1.0**. Pupils will be tested on how well they apply what they have learned by jumping on platforms with the sentence using correct punctuation and capitalisation, refer **Figure 1.1** and **Figure 1.2**. Pupils will collect diamonds when they pick the correct sentences. In the end, the collected diamonds and time of completion will determine their level of understanding.



**Figure 1.1** Screenshot of the characters' dialogues in the game.



**Figure 1.2**



**Figure 1.3**

**Figure 1.1 – 1.3** Screenshots of choosing sentences in the game.

## ADVANTAGES OF THE INNOVATION

The advantages of using the English Traveller is because the game applies contextual learning (CL) to boost pupils' comprehension on punctuation and capitalisation rules. In CL, pupils learn information and construct meaning based on their existing experience (Davtyan, 2014). This is why I chose an intervention that is already familiar with my pupils. Computer games are familiar experiences for pupils as it is a part of children culture (Klimova & Poulouva, 2018). I decided to create this game to teach pupils punctuations effectively because it combines learning with a familiar experience.

Moreover, the game applies experiential learning theory (ELT) as it helps pupils experience applying the rules and create memorable learning experiences. According to David Kolb's ELT, using new experiences is effective in learning through practice application and memorable experiences. As educational computer games are seen to be cultural pattern tools to stimulate meaningful and immersive learning experiences (Kasemsap, 2017). Therefore, the game can provide pupils with enjoyable



experiences to remember the rules of punctuation and capitalisation. The game also gives them the opportunity to apply what they have learnt.

### EFFECTIVENESS OF INNOVATION

According to the data I collected, the game was effective in overcoming the learning problem which is the teaching of punctuation rules. For instance in **Figure 2.0** the majority of participants rated very high that they were able to understand punctuation rules after using the innovation. Then in **Figure 2.1**, 13 participants rated the design of the game as very high in teaching punctuation rules. In **Figure 2.2**, 14 out of 15 participants also claim that the engagement of the game is very useful in learning punctuation rules. In **Figure 2.3** shows the interest towards the game and its aesthetic value are also rated very high. Accordingly, from these evidences I can assume that The English Traveller game was effective in teaching punctuation rules and appealing in attracting users' interest.

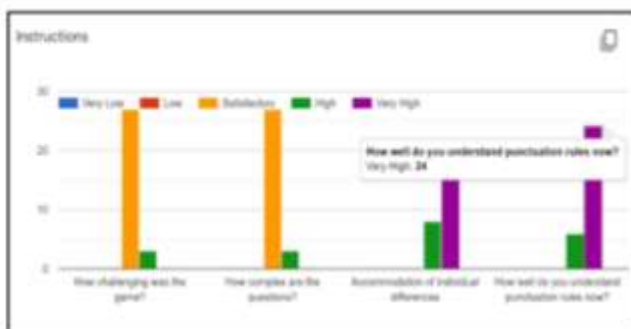


Figure 2.0 Ratings by participants for the instructions of the game.

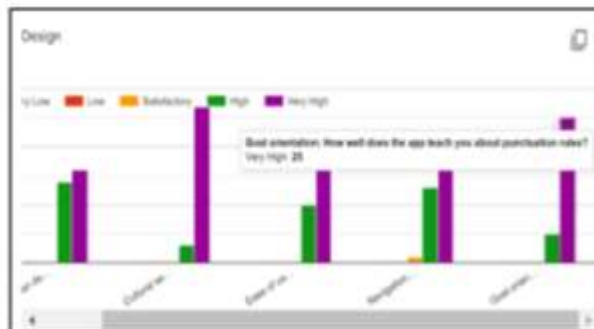


Figure 2.1 Ratings by participants for the design of the game.

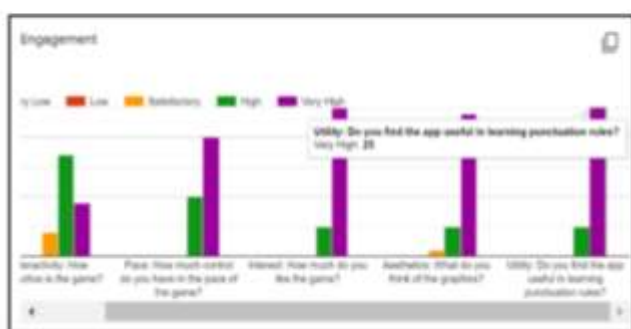


Figure 2.2 Ratings by participants for the engagement of the game.

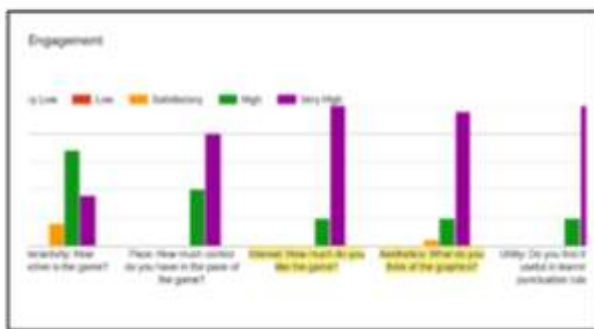


Figure 2.3 Ratings by participants for the engagement of the game.

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## Hidden Treasure: Mysterious Island

Nuha Najwa Binti Mohd Nordin

PISMP BI1 JUN 2017

### SYNOPSIS

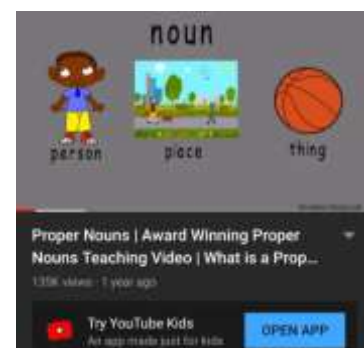
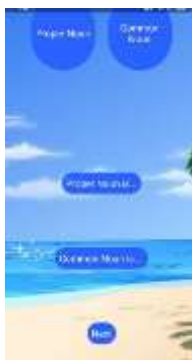
Grammar has been an issue for the pupils to master the skills. As in my observation form my previous practicum, the pupils whom I have taught were having trouble with identifying and differentiating Proper Noun and Common Noun. Hidden Treasure: Mysterious Island is a game develop to improve pupils' usage of Proper Noun and Common Noun. It has a pirate theme and its adventures to find the hidden treasure in Mysterious Jungle. The advantage of this innovation that it s using three different platforms to cater to the pupils' problem which are Thinkable, interactive online game in a platform called Gamefroot and online quiz to check their understanding. The effectiveness of this innovation is good as it cooperates with their thinking skill, their senses and questions that will make them have in depth understanding of Proper Noun and Common Noun.

### OBJECTIVES

- 1) to be able to identify Proper Noun and Common Noun
- 2) To be able to differentiate between Proper Noun and Common Noun

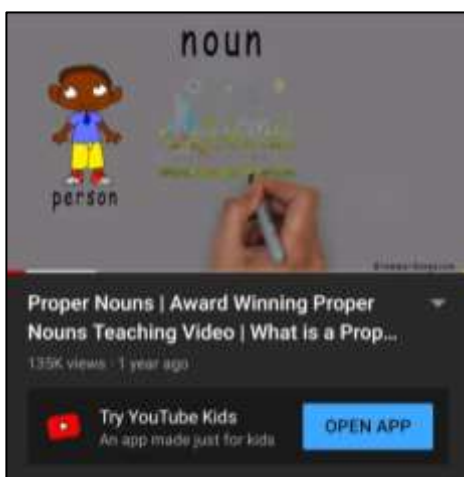
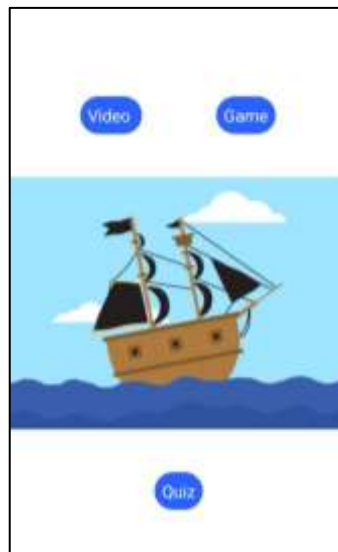
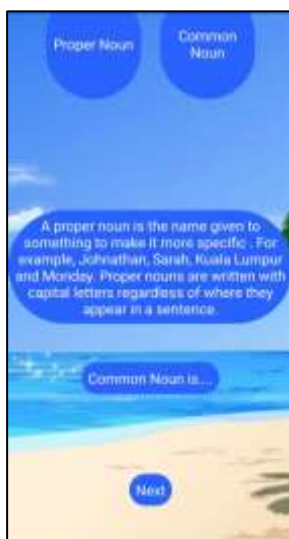
### INNOVATION ASPECT

This innovation is platform for the learners to learn Proper Noun and Common Noun. The pupils will use Thinkable, an application, to access on what is Proper Noun and Common Noun. After that, they can enjoy an interactive online game which should be use on computer, to experience their journey on the Mysterious Jungle in order to find the hidden treasure. They can also watch a video to strengthen their understanding on what is Common Noun and Proper Noun. Last but not least, they can take a quiz, to find out how much have they learned about Common Noun and Proper Noun. This is an interesting way for them to explore on what is Common Noun and Proper Noun.



## ADVANTAGES OF INNOVATION

The pupils would first use their phone to use the Thinkable app to learn first about Proper Noun and Common Noun. Simple and compact explanation on Proper Noun and Common Noun would be introduced to the pupils. This part would give the pupils first impression of Proper Noun and Common Noun before they go deeper to understand the concept. Next, a link to Youtube is being put in the app. The pupils can learn more through the Youtube about the noun. Then, they can play an interactive game using the Gamefoot online website. This game helps them to apply what they have learned in the previous app which are Thinkable and Youtube. Last but not least, they would be able to answer the quiz given through a link in the Thinkable



## SUCCESS OF INNOVATION

For this innovation, low cost of development will be used. All the platforms that will be use which are Thinkable, Gamefroot, Quizizz and Youtube are free to be use. All other expanses are under my own expenditure such as data and electricity which does not cost much. According to Onibalusi (2019), innovation is the introduction of something new, furthering progress in society. This innovation will be helping the learners to learn in new and exciting way. There is some great impact of this innovation to the pupils.

First and foremost, this innovation helps to learn fun and interactive ways. When playing a game, endorphin's are produced that stimulate the brain and gives students a feeling of euphoria. This feeling of euphoria creates a great sense of happiness and excitement for students in the classroom, developing a positive learning environment (Victoria,2017). So by having this innovation, it will create fun learning for the pupils.

Next, it suits the learning interest. Pupils are interested in learning through game. They enjoy the game as well as learning new things along the way. According to Victoria (2017),by playing games, students become more motivated to learn, pay attention and participate in set task. This is why this innovation is good as it can motivate the pupils as well as the pupils can pay attention more to what they are learning.

Other than that, this innovation would help to improve the pupils comprehension on Proper Noun and Common Noun. This innovation is full of interactive activities that lead to learning of the Proper Noun and Common Noun. The pupils are exposed to the definition, examples and also completing task on Proper Noun and Common Noun

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## **PoP QUEST: A Fun Way of Learning Prepositions of Place!**

Nur Ain Hazirah Binti Hazni

PISMP BI1 Jun 2017

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### **SYNOPSIS**

Prepositions of place is a vital component in language learning. Furthermore, in the English Language Primary Curriculum (DSKP) preposition of place is highlighted as an integral grammar skill that primary school pupils need to master (Bahagian Pembangunan Kurikulum, 2017). However, based on my first practicum observations, the usage error on preposition of place is very prominent among pupils. This issue is then affirmed by Zohre and Goodarz (2012) stating, 53% errors in grammar usage is on prepositions, with 64% being prepositions of place. The contributing factors are learners struggling to understand and apply appropriate prepositions in right contexts, ineffective teaching as well as the interference of the first language. Therefore, an innovation named “PoP QUEST: A Fun Way of Learning Prepositions of Place” is specifically designed to enhance pupils’ ability in using prepositions of place. After the intervention was placed on the pupils, the prepositions of place error among pupils decrease and they are able to appropriately apply it in the right context.

### **OBJECTIVES**

- To help pupils enhance ability in using preposition of place through PoP QUEST.
- To provide pupils with contextual learning experience for better real-life application.
- To increase pupils’ engagement by providing fun learning via technology-based platform.

### **INNOVATION ASPECT**

PoP QUEST was designed to help pupils who have problems using prepositions of place correctly and appropriately. The problems identified are:

### **Understanding and Application Struggles**

Pupils were struggling to understand and apply appropriate prepositions in the right contexts. It is due to lack of proper explanations on the concept of prepositions of place and real-life practices. Thus, it hinders pupils' mastery on the language components.

### **Ineffective Teaching Method**

Traditional teaching method without opportunities for contextual and fun learning decrease pupils' engagement and interest in learning prepositions of place.

PoP QUEST is a technology-based learning where pupils can use their smartphone to access and experience learning. This is to promote technology integration in language learning as stated in the English DSKP (Bahagian Pembangunan Kurikulum, 2017). E-learning are able to increase student engagement, hands-on learning and inclusive learning as the benefits of technology integration in teaching. Besides that, e-learning through smartphone enable self-paced learning and ease of accessibility to learning materials. Consequently, both medium enable pupils to experience individualised learning which eventually will increase their learning performance.

This innovation used Thinkable, Quizlet, Quizizz and CoSpaces. Thinkable is the main platform that provide links to all the other learning tools. Pupils can choose to learn, take a quiz or play games related to prepositions of place. First of all, flashcard is used for learning because it is a fun media for studying information, as the summarising feature with picture aids allows easy memorisation and better understanding. Hence, Quizlet allows for development on learning. Besides that, they can also watch video songs on prepositions of place, and the aural and visual representations will increase vocabulary retention.



Picture 1: PoP QUEST main page



Picture 2: Prepositions of place flashcard using Quizlet



Picture 3: Preposition of place music video

Next, Quizizz, an online quiz is included as it allows pupils to test understanding on the subject matter. In other words, pupils are more engaged in learning when Quizizz is used. Furthermore, self-assess learning via Quizizz enables pupils to learn at their own pace, time and place. Last but not least, games with 3D environment that can be viewed through Augmented Reality (AR) and Virtual Reality (VR) are created through CoSpaces Edu, named PoPMAZE and PoPSEEK. Aside from imparting fun learning, visualisation game also provides accurate representation which can improve pupils' mastery of concept through manipulation or exploration. VR works by totally immersing users within the virtual environment and AR maintains a sense of presence in the real world. Both allows pupils to experience contextual links between virtual and real objects and addresses the problem of misconception to help pupils understand better.





Picture 4: Prepositions of place questions on Quizizz.



Picture 5: AR and VR games.

This innovation is able to help enhances the ability of pupils in using prepositions of place through providing pupils with contextual learning experience for better real-life application and increase pupils' engagement by providing fun learning via technology-based platform.

### ADVANTAGES OF INNOVATION

The effectiveness and advantages of PoP QUEST has been evaluated on a few participants. From the analysis made on the results and data collected through the instruments, it can be concluded that the digital innovation, PoP QUEST application is indeed effective in enhancing the participants ability in using prepositions of place. Based on the pretest-posttest, it can be seen that the participants' average score before the intervention was 9/20 with 12 being the highest, while their average score after the intervention is 19/20 with 20 being the highest. Hence, it is clearly seen that that there are significant improvements in relation to the ability to use prepositions of place after the using the digital innovation.

In addition, PoP QUEST also provides advantages and benefits towards pupils by helping to enhance pupils' ability in that using prepositions of place as it allows for better mastery of concept and the tools provide contextual learning that bridge them to real-life

applications. Besides that, the addition of flashcards, pictures, songs and games specifically helps to increase pupils' engagement and interest through fun and interactive learning. Consequently, pupils will build positive attitude towards learning prepositions of place.

PoP QUEST innovation is also relevant towards the teaching and learning as it helps pupils to overcome their problems in using prepositions of place appropriately in the right context. This is in lined with the English Language Primary Curriculum (DSKP) that aims for pupils to be able to communicate effectively in various contexts and master prepositions of place before the end of six years of schooling.



*Picture 6:* Participants taking the prepositions of place on Quizizz before and after intervention.

### **SUCCESS OF INNOVATION**

The PoP QUEST innovation is indeed effective in enhancing the participants ability in using prepositions of place. With very minimum production cost, this technology-based online learning provides inclusive platform for English language learners across the world for its accessibility without any charges and improves pupils' mastery on technological skills. Besides that, it also allows pupils to access the application anywhere and everywhere as it promotes individual learning and self-assessment. This eventually lessen the time teachers have to spend on guiding and providing practice in the classroom and they can spend more effort and time on more complex language component.

## **OBJECTS HUNTER!**

NUR ALYA SYARAFINA BINTI LEE FAISAL

PISMP BI1 JUN 2017

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### **SYNOPSIS**

In mastering English as a Second Language, it is a requirement for the learners to use the language accurately and fluently in daily basis as well as in academic context. However, errors in language usage is inevitable, especially among young learners who are still acquiring the language. These errors involve the incorrect use of preposition, especially of place. Hence, to aid this issue, an application called “Objects Hunter!” was created. It consists of three components; a game based on Augmented Reality (AR), a folder comprising notes on prepositions of place and quiz. Focusing only on the use of some common prepositions of place namely, in, on, between, under, behind, in front of and next to, this innovation will provide a fun and interactive learning platform for the learners to apply and practice their prepositions knowledge. It also serves the function of a free learning platform for those who are using it. Intervention had been implemented among young participants as well as older participants to measure the effectiveness of the innovation. After the intervention, overall, it could be said that “Objects Hunter!” is successful in engaging all the participants in learning and practicing prepositions of place.

### **OBJECTIVES**

- To improve pupils learning on prepositions of place using “Objects hunter!” application.
- To observe the effectiveness of game play in improving teaching practices related to prepositions of place.

### **INNOVATION ASPECT**

Most of English as a Second Language (ESL) learners are required to use the language accurately and fluently in daily interactions as well as in academic domains. In order to use it effectively, mastery of the language is vital. However, errors in language usage is inevitable, mostly, among young learners as they are still acquiring the language. One of the common difficulties faced is the use of prepositions, especially of place, and this is further proved by Kamlasi (2018) who stated that the usage of prepositions of place is still a recurring problem for learners. This is very much similar to the experiences that I encountered during my first practicum. Pupils are still struggling with the correct usage of prepositions of place.

In the context of overcoming the problem, a digital innovation which is an application called “Objects Hunter!” is created to help in improving the learners’ usage of prepositions of place through game play. This innovation provides two different platforms for learners to learn and practice the usage of appropriate prepositions of place which are Augmented Reality (AR) based game and online quiz. For AR based game, it requires learners to look for objects listed. When an object is found, a question regarding the placement of object will pop up and they need to fill in the blank using the correct preposition. As for the quiz, they will need to answer seven questions within a time limit in Quizizz. The application is also linked to a Google Drive folder consisting a video and notes on prepositions of place.



Figure 1 Objects Hunter! home screen



Figure 2 Objects Hunter! menu screen



Figure 3 Video and notes of prepositions on Google Drive linked to Revision button



Figure 4 AR based game on Cospaces linked to Game



Figure 5 Room menu in AR based game



Figure 6 Help menu in AR based game



Figure 7 One of the rooms in the game

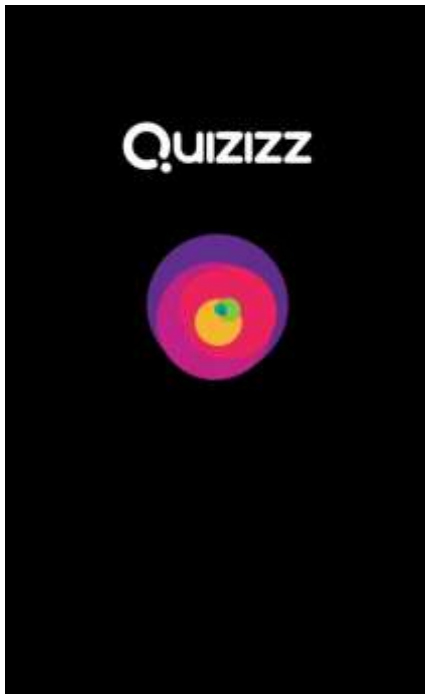


Figure 8 Quiz on Quizizz linked to Quiz

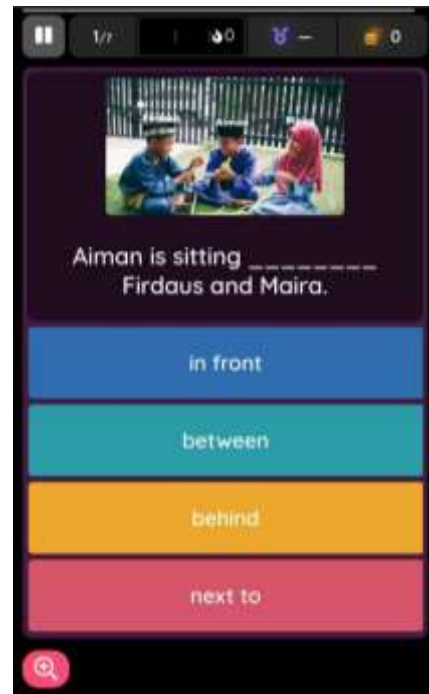


Figure 9 One of the quiz questions on Quizizz

## ADVANTAGES OF INNOVATION

One of the advantages of the innovation is learners will have a fun and interactive way to learn and practice prepositions of place. Both platforms involved in the innovation have features in which users can be actively engaged when using it. Integration of different medias such as visual, kinaesthetic, written and audio in the platforms create a colourful and fun learning environment as the learners are being stimulated by a lot of stimulation that can help them to be motivated in learning. This notion is supported by Derakhshan and Khatir (2015) who stated that pupils are most likely to have fun and be motivated during learning through interactive activities especially games.

Another impact is that this innovation will serve as a free learning platform for every learner. Users are not required to pay any amount of money to have the innovation on their hand. However, there is one limitation to this innovation which is users won't be able to use it without internet connection. This is because to have a full and free access digital innovation, the involvement of internet is needed as a lot of platforms in the internet are free (Raja & Nagasubramani, 2018). However, if users are equipped with internet connection, they are free to access any components in the innovation.

## SUCCESS OF INNOVATION

Data has been gathered on the purpose of measuring the effectiveness of the innovation, “Object Hunter!”, in improving pupils learning on prepositions of place as well as teaching practices related to prepositions of place. Based on the data, most of the innovation criteria is ranked between 4 and 5 by older participants. This indicates that they agree this innovation is well designed, has educational value and is able to engage users. As for the younger participants, they have neutral view on the innovation, nonetheless, they still enjoy it. When asked what they think the innovation is about, the participants mentioned that it is indeed for learning preposition of place. Hence, this strengthens the fact that the innovation had achieved intended objectives. Overall, “Objects Hunter!” is successful in engaging the users, mostly older participants, effectively.

In the context of cost, on behalf of the users, the application reaches the goal as a free learning platform as there is no pricing for the application. However, as for the developer, there is certain amount of money involved especially in building the Augmented Reality world on Cospaces.

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## Using "Vazi Verb" to understand past tense verb

Nur Fadzliah Amal Binti Osman

PISMP B11 Jun 2017

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### SYNOPSIS

"Vazi Verb" is mainly focus on year 3 pupils. When I taught past tense verb during my first practicum, most pupils cannot understand it fully and some of them had trouble in distinguishing regular and irregular past tense verb. The high achiever and good pupils can easily answer to my questions and sometimes they can construct full sentences with past tense verb, but not from the weak pupils. The weak or low achiever pupils tend to look at their friends to know the answer, or some of them spell the verbs wrongly. They confuse between the irregular and regular verbs such as "ate, bought, put and walked". The low achiever pupils had a hard time to remember the verbs and its differences, not to mention when I asked them to construct simple sentences with past tense verb. I notice that the low achiever pupils do not know how to differentiate past tense verb was when I asked them questions verbally, one by one, and they cannot answer to me. They looked at their friends to find answer and some of them just said they do not know.

The main objectives of the app are to investigate the use of "Vazi Verb" to improve year 3 pupils' understanding in past tense verb and to help year 3 pupils to understand past tense verb easier. The language level in the app are very suitable to the year 3 pupils which are nine years old. The words and verbs from the app are based on the year 3 DSKP (dokumen standard kurikulum dan pentaksiran) so it is applicable to the pupils. After they have been exposed and play with the Vazi Verb app, they improve a lot in understanding past tense verb. Based on my test-run, 4 out of 6 pupils improved and liked the app.

### OBJECTIVES

Vazi Verb is created to

- Investigate the use of "Vazi Verb" to improve year 3 pupils' understanding in past tense verb.
- Help year 3 pupils to understand past tense verb easier.



## INNOVATION ASPECT

Vazi Verb is design for year 3 pupils who are still new with past tense verbs and having difficulties to distinguish between regular and irregular past tense verbs.

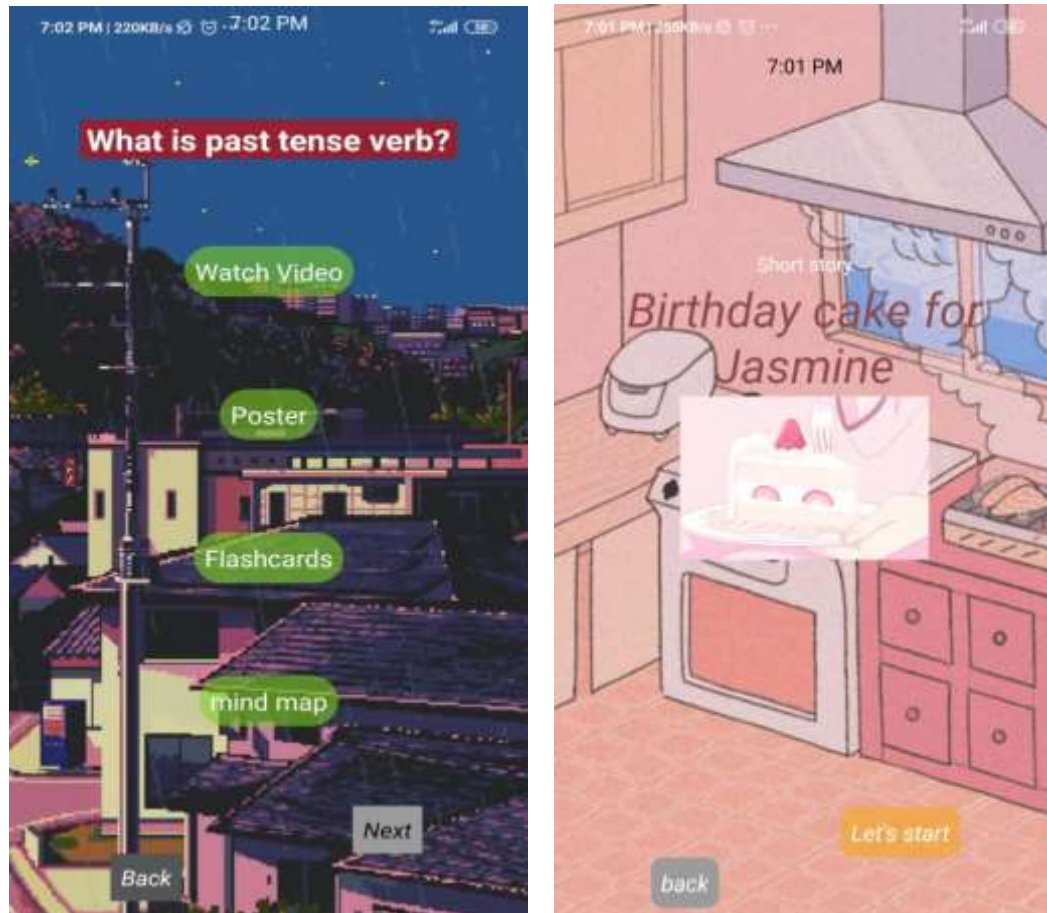


Figure 1

Figure 1 shows the design of the app which created in various colours to fit with year 3 pupils' either boys or girls. The activities are very interactive to encourage their thinking skills. The design is based on the big four principle about graphic design which are contrast, repetition, alignment and proximity. Contrast means different and we can achieve contrast in many ways for example through the manipulation of space, colour choices (dark and light), text selection (italic, bold), and position of text or pictures like at the top and bottom (Lynch & Horton, 2009). When I use contrast concept, it will ease the user to notice which part is important information and which is just the instruction. The user can clearly see the dominant messages and the strong point.

## ADVANTAGES OF INNOVATION

Technology can encourage self-paced learning where it gives time to individual to complete the tasks. Pupils who were struggling to learn new concepts would quickly fall behind their peers. With online assignments, however, pupils can advance at their own pace (Muir, et. al, 2019). Instructors can also use classroom response systems to assess students' understanding of course material and adjust the pace or content as needed in real time. Instructors can also use classroom response systems to assess students' understanding of course material and adjust the pace or content as needed in real time. The concept of gamification can transform regular classroom activities into a game while helping students retain what they learn better. It can boost motivation and give students a sense of pride and accomplishment (Jen, 2019).

## SUCCESS OF INNOVATION

Vazi Verb app has been tested out to few pupils to improve their understanding on past tense verb and it received positive responses. This digital innovation gave positive affects to the language development of the pupils. Pupils started to recognize the past tenses and able to use the game to help them do some exercises. The cost is very low to begin with and can help year 3 pupils effectively. They just need to have internet connection and the game can be played successfully.

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## **Effectiveness of using "Dinoun World" in helping Year 2 Pupils in understanding Common Nouns and Proper Nouns**

Nursufia Amira binti Bahrudin

PISMP BI1 Jun 2017

### **Synopsis**

Proper nouns and common nouns are the basic grammar that should be emphasized to the pupils. For instance, the usage of capitalization when writing their name. This is to avoid any confusion to occur. In order to overcome the problem, I have created an intervention (Dinoun World) to help the pupils to have deeper understanding between common nouns and also proper nouns. Dinoun World is an application that is easily accessible only by using your smart phone. This Dinoun World application is designed to help Year 2 Pupils' understanding about the difference between common nouns and also proper nouns. This application not only focusses on the grammar, but also on the punctuation or to be more specific, capitalization. This application has variety of interesting elements of technology and communication that also promotes self-exploration and self-learning by incorporating different kinds of fun games and quizzes.

### **Objectives**

These are the objectives to be achieved through this innovation:-

- To know the effectiveness of using "Dinoun World" in improving Year 2 pupils' understanding on proper nouns and common nouns.
- To know the effectiveness of using 'Dinoun World' in improving Year 2 Pupils' understanding of the capitalization in proper nouns.
- To improve the researcher's pedagogical skills in helping the pupils to differentiate between common nouns and proper nouns.

### **Innovation Aspect**

Dinoun World is created to overcome certain problems encountered by the pupils. The problems are listed below:-

### **Understanding the difference between proper nouns and common nouns**

This innovation focusses on the two nouns which are common nouns and also proper nouns. While the pupils are exploring through this innovation, they manage to learn the concept between the two nouns. The pupils will learn step by step and will be assessed by playing interactive games and quizzes. Teacher's role during this lesson was to facilitate the pupils and record their achievements for documentation.

### **Lack of attention during the lesson**

This Dinoun World application includes the element of technology in the teaching and learning process. It helps pupils' to improve their attention span during the lesson. Since it's the 21<sup>st</sup> century learning, the pupils are more exposed to the technology surround them. Since this innovation is more towards self-directed learning, the pupils can access the application by themselves and promotes self-exploration among themselves, thus, follows student centred learning.

### **Advantages of innovation**

Siti Rosni and Abd Samad (2019) stated that, digital innovation helps to create their very own ecosystem that incorporates different kinds of elements across curriculum. So, it is important for me to include technology as one of my pedagogical skills so that the learning process will become more meaningful and effective. Digital innovation can improve learning outcomes and the quality of education provision (OECD, 2016).

"Dinoun World" app has different kinds of interesting features such as videos, quizzes and games to make it more interesting to the users. Several advantages can be obtained by the pupils when using this innovation. The advantages are listed below:-

### **Promotes student-centred learning in a classroom**

This digital innovation aims to promote student-centred learning and follows the current trends in 21<sup>st</sup> century learning in education. Through this kind of approach, pupils are advised to show active participation in the activities planned by the teacher. The teacher's role in this kind of approach acts as a facilitator and monitors the pupil's progress either in individual or group work. Other than that, it also promotes self-exploration and self-learning among the pupils.

### **Increases their motivation towards learning**

Since this innovation promotes student centred learning and encourages self-exploration, it will increase the pupils' motivation to learn. In addition, it also incorporates technology during the teaching and learning process. Pupils will learn in a fun and free environment without being pressured by their surroundings because the application also includes fun and interesting games as their assessment.

### **Success of innovation**

Based on the feedbacks that I received regarding my app, a number of respondents stated that "Dinoun World" has a lot of interesting quizzes and games to test the pupils' understanding of the lesson. Pupils can play different kinds of quizzes from different sources and improve their understanding of the two nouns. An effective gamification concept is one that captures and retains learners' attention, engages and challenges them and finally teaches them. (Furdu et al, 2017).

In terms of cost, my cost of development is zero since I am using all free app builder and did not upgrade to a Pro version. So, it is very user friendly and can be easily used or altered by other people. Below, I have included the feedbacks and pictures of the respondents when trying my application.



Nursufia Amira • 1m

## "Dinou World" feedbacks

Please share your thoughts and comments after using "Dinou World" application

This app is really fun and entertaining. Good job! :)

Try making more offline quizzes since I'm having some issues with my internet connection. It will also ensure the effectiveness of your app. Thank you :)

Try to use more offline games or quizzes to make it more accessible

Overall, it is a good approach to make the students learn on their own and explore their knowledge.

Try to relate the app to real life situation to make it more meaningful for the learners. Overall, it is a great alternative to help the pupils to learn in a fun and enjoy way.

The app is very good in promoting self-discovery to the learners and really uses student-centered kind of approach. Keep up the good work!

Very interesting app. However, there's lack of group interaction integrated in the app. This is to make it more meaningful and promotes good communication skills.

**DINOUN WORLD**  
Dinou World is an app to help learners learn the difference between Proper Nouns and Common Nouns. There are interesting and fun games and quizzes here :)

Try to add more sound effects to the application to make it more interesting :)

My internet was quite slow. So, i didn't get to fully utilize the app.

Very interesting and meaningful since there are a lot of fun games and quizzes link to the game.

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**DINOUN WORLD**  
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Try to add more sound effects to the application to make it more interesting :)

My internet was quite slow. So, i didn't get to fully utilize the app.

Very interesting and meaningful since there are a lot of fun games and quizzes link to the game.

I feel that the questions in the games / quizzes are too simple and easy and didn't test the child's level. Maybe you can improve by making it level by level. From easy to moderate. Just a suggestion :)

Too many quizzes and games. Try making it simpler by focusing more on a certain quiz that includes all the assessment.

The app is very suitable to be use not only in the classroom, but also at home since the pupils can access the app anytime with their mobile phones.

A good approach for the pupils to understand the concept between common nouns and proper nouns.

Dinou World has different kinds of interesting features that helps to improve the pupils' understanding on common nouns and proper nouns.

This app is very useful to be used not only towards the teacher. But also towards parents where they can ask their child to use the app as a revision at home

## Let's Learn Subject Personal Pronouns with Boboiboy

Vennesa Bangi anak Alexander

PISMP BI1 Jun 2017

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### SYNOPSIS

Writing skill in English language is heavily depended on the application of its grammar rule in order to deliver an accurate message to the readers. Based on my first phase practicum, I found out that although my pupils can write fluently, they are not able to write accurately especially in using the correct subject personal pronouns for subjects in sentences. For example;

**Amira** can dance. **He** can dance.

- **'Amira'** is a girl and the subject in the sentence. Singular personal pronoun **'she'** should be used to replace the subject (proper noun).

**Kamal** can't dance. **She** can't dance.

- **'Kamal'** is a boy and the subject in the sentence. Singular personal pronoun **'he'** should be used to replace the subject (proper noun).

To overcome this problem, I have created an educational app – “Let's Learn Subject Personal Pronouns with Boboiboy” – to teach pupils about Subject Personal Pronouns. The main objective of this app is to help pupils to use Subject Personal Pronouns correctly in their sentences.



## OBJECTIVES

The objectives of this innovation are as the following;

- i) To expose English as a Second Language (ESL) pupils with the subject personal pronouns
- ii) To help ESL pupils to use subject personal pronouns correctly
- iii) As an alternative for ESL teachers to teach subject personal pronouns to students
- iv) As an alternative for ESL pupils to do a revision on the topic of subject personal pronouns

## INNOVATION ASPECT

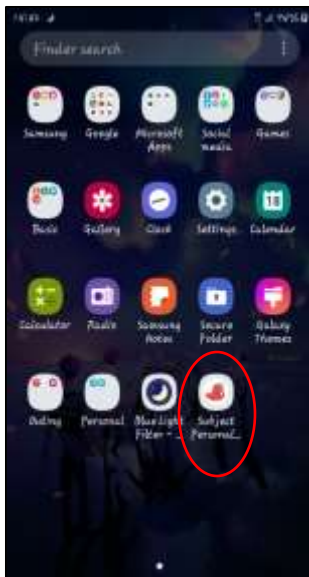
Based on my phase 1 practicum, I found out that most of the pupils in the class that I taught are not able to use subject personal pronouns correctly – especially for genders – in their sentences. For example,

- a) **Amira** can dance. **He** can dance.
  - *'Amira' is a girl and the subject in the sentence. Singular personal pronoun **'she'** should be used to replace the subject (proper noun).*
- b) **Kamal** can't dance. **She** can't dance.
  - *'Kamal' is a boy and the subject in the sentence. Singular personal pronoun **'he'** should be used to replace the subject (proper noun).*

In the examples given above, the pupils are confused in using the correct subject personal pronouns due to their first language (L1) interference. According to Nor Ashikin Ab Manan, et al. (2017), L1 interference is one of the major obstacles in acquiring the second language (L2) in productive skill of speaking and writing. This may occur when the pupils apply their linguistic knowledge of L1 when learning L2. In my case, my pupils apply the linguistic knowledge of their L1, the Malay

Language when they are writing in English. I noticed that in the Malay Language, there is no specific subject personal pronouns for gender compared to the English language. Thus, when they are presented with the gender subject personal pronouns in class, they are confused on which one to be used for which and ended up using the wrong subject personal pronouns.

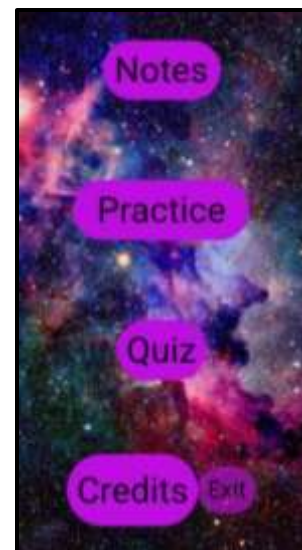
Thus, I have created this app for the purpose of helping pupils to use Subject Personal Pronouns correctly in sentences. The app offers three features; the Notes, the Practice and the Quiz stage where the pupils will be exposed on Subject Personal Pronouns and learn on how to use each pronoun correctly. The app can also serve as an alternative for teachers and parents to teach or conduct a revision session on Subject Personal Pronouns with the pupils.



Picture 1: "Let's Learn Subject Personal Pronouns with Boboiboy" mobile app



Picture 2: Start menu

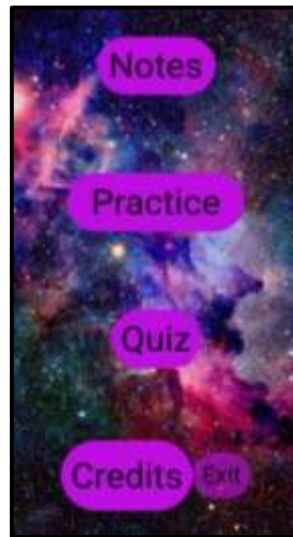


Picture 3: Features of the app

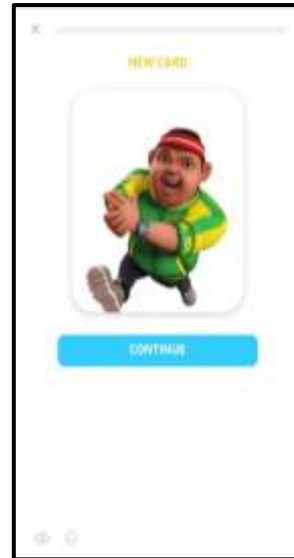
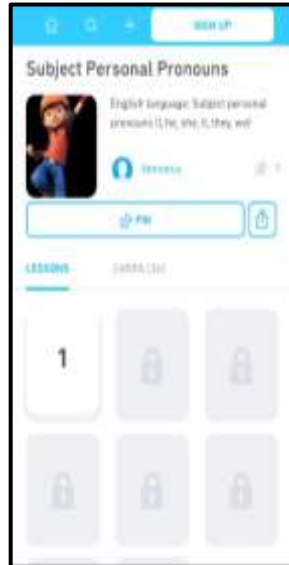
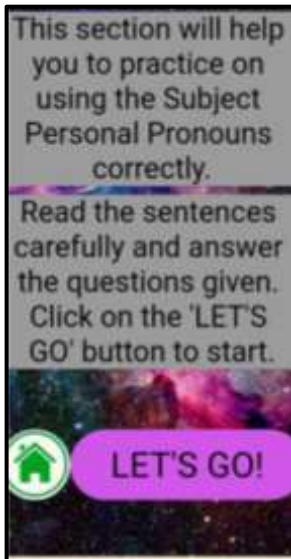
## ADVANTAGES OF INNOVATION

The following are the advantages of my innovation;

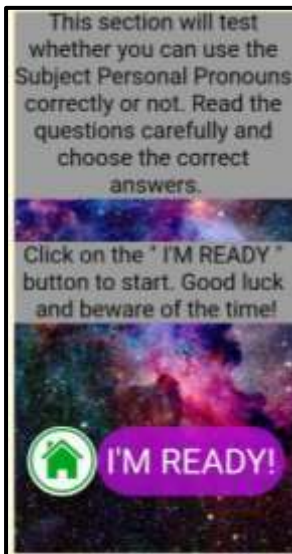
- i) Pupils are able to use subject personal pronouns correctly in sentences
- ii) Pupils did not feel pressure while learning the topic on subject personal pronouns
- iii) Pupils are able to use subject personal pronouns correctly in their daily life
- iv) Students are able to identify which subject personal pronouns are to be used to replace which nouns correctly
- v) Teachers are able to give a fun-learning environment to teach subject personal pronouns in the ESL classroom



Picture 4: Features of the app



Picture 5, 6 & 7 Practice: Practice on using Subject Personal Pronouns correctly



Picture 8, 9 & 10 Quiz: Quiz on using Subject Personal Pronouns correctly

## **SUCCESS OF INNOVATION**

The purpose of this innovation is to help the pupils to be able to use subject personal pronouns in sentences correctly and be able to differentiate them. This app is suitable for any primary school pupils but mainly focused on Level 1 students (Year 1, 2 and 3). There are notes – with examples on how to use each subject personal pronoun – , practice stage – practicing using the correct subject personal pronouns in sentences – and quiz stage – pupils are tested on their understanding of the topic.

No cost is involved in the development as the production of the innovation is made on Thinkable; a free cross-platform mobile app builder website. The users did not have to pay to get this app as it only require them to download the app and have Internet connection on their devices.

Due to Movement Control Order (MCO) – since 18<sup>th</sup> March 2020 and tentatively scheduled to expire on 31<sup>st</sup> August 2020 – , I was unable to conduct a test run of my online app with my original target audience; Year 2 pupils. Instead, I have asked some of my relatives and friends to be the participants. I have sent them a preview video of my app through Whatsapp, Facebook and Instagram since most of them lived far from where I currently was. I sent the app through emails to those who are interested – 30 participants in total – including the link to my online survey – for app evaluation – and that's how I did my test run.

Based on the survey, this innovation has achieved its objective which is to help pupils to use Subject Personal Pronouns correctly in sentences. Since my participants are consisted of teachers, parents and their children, majority of them agreed that pupils can learn about Subject Personal Pronouns more effectively by using this app.