

## **MYVOCABLIPP TO ENHANCE YEAR 2 PUPILS VOCABULARIES IN THE ENGLISH LANGUAGE CLASSROOM**

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### **SYNOPSIS**

In the Malaysian primary English as a Second Language (ESL) classrooms, the pupils are still lacking in terms of their vocabulary (Wang & Yamat, 2019). This problem is concerning as it is a well-known fact that vocabulary knowledge is very important in learning English language. Leong, Abidin & Saibon (2019) also stated that competency in using the vocabularies is important in language learning. Thus, a technological innovation is proposed to overcome this problem. The innovation is called 'MyVocaBlipp', which stands for 'My Vocabulary' and 'Blippar' application. It is a phone-based application which involves the use of Augmented Reality (AR) technology to teach clothes vocabularies targeted for Year 2 pupils. This innovation integrates websites, applications, gamification, formative assessments and communication platform for teachers and pupils. There are many advantages of MyVocaBlipp to overcome the problem identified such as it has a comprehensive content, interactive, simple and organized layout, encourages in-depth learning and fosters independent learning within the pupils.

### **OBJECTIVES**

The objectives of this innovation are to enhance the vocabularies of the Year 2 pupils and to improve the innovator's teaching practices specifically to teach English vocabularies.

### **INNOVATION ASPECT**

#### **Background of the Innovation**

The problem identified is lack of vocabularies among the Year 2 Malaysian pupils. This problem is a common issue in the ESL classroom. This can be proven through the research conducted by Wang & Yamat (2019) in which they also identified that the primary school pupils selected in their research had low level of English vocabularies. Hence, an innovation called 'MyVocaBlipp' is proposed. The term 'MyVocaBlipp', stands for 'My Vocabulary' and 'Blippar' application. MyVocaBlipp incorporates Augmented Reality (AR) technology by using the Blippar application as the main platform. There are three simple steps to use MyVocaBlipp such as install the Blippar phone application, insert the test code given (test code: myvocablipp) and scan the picture provided.

## MyVocaBlipp

The main topic in MyVocaBlipp is clothes vocabulary, in accordance with the current Malaysian syllabus. It is targeted for Year 2 pupils. This phone-based innovation has twelve scenes in total and each scene has a green coloured menu 'Next' in order to navigate to the following scenes as shown in Figure 1.



Figure 1: The scenes in MyVocaBlipp

In MyVocaBlipp, there are many websites and applications that the pupils can click from to learn more about clothes vocabularies. Examples of the websites and applications embedded in MyVocaBlipp are Quizizz, Educandy, Scratch, YouTube and CoSpacesEdu. Formative assessments and online games are also incorporated in MyVocaBlipp to check the pupils' current understanding about the topic learned and increase their engagement in the learning process as shown in Figure 2.

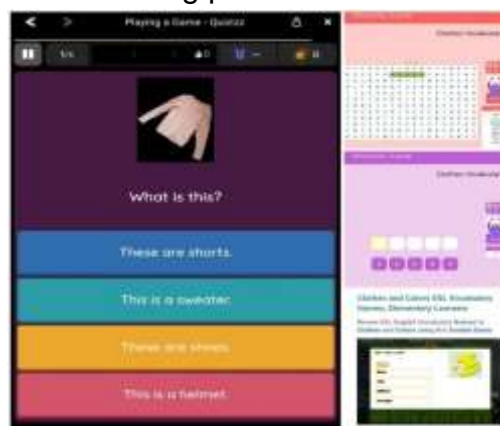


Figure 2: Some of the formative assessments and online games in MyVocaBlipp

The pupils are also given the opportunity to communicate with their teachers as the communication platform is created in one of the scenes as shown as Figure 3. Thus, MyVocaBlipp fosters positive relationship between the teacher and pupils as the pupils can ask questions related to the topic.

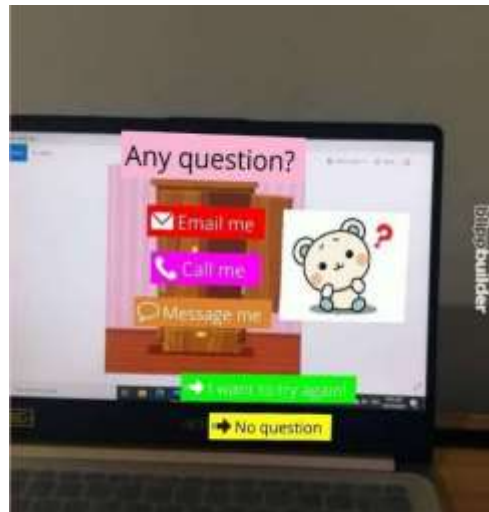


Figure 3: Communication platform for the pupils to ask questions

## ADVANTAGES OF INNOVATION

The advantages of MyVocaBlipp are it has comprehensive content and interactive. This is because this innovation contains many activities and exercises through various websites and applications that the pupils can try to enhance their vocabulary knowledge as shown in Figure 4.



Figure 4 The activities and exercises in MyVocaBlipp

Next, the benefit of MyVocaBlipp is that it has simple, organized and clear layout which can facilitate the pupils' learning experiences as shown in Figure 5.

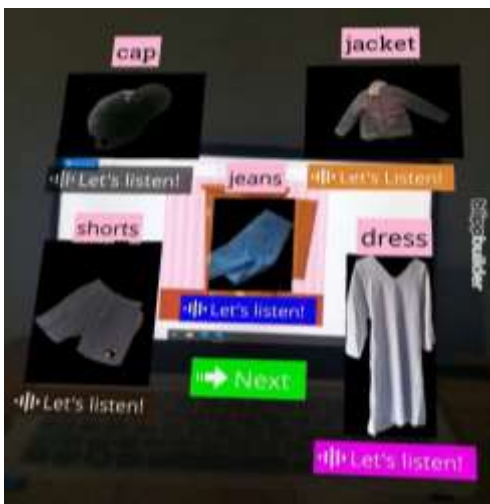


Figure 5: Simple, clear and organized layout

MyVocaBlipp also promotes in-depth learning of the clothes vocabularies. This is because the texts, audios of the vocabularies pronunciations and pictures are included to enhance pupils' understanding of the vocabularies as shown in Figure 6.



Figure 6: Texts, audios and pictures to introduce clothes vocabularies

Other than that, MyVocaBlipp also involves the pupils' self-reflection which will enhance their understanding about the vocabularies learned in the previous scenes as shown in Figure 7. This promotes independent learning within the pupils.

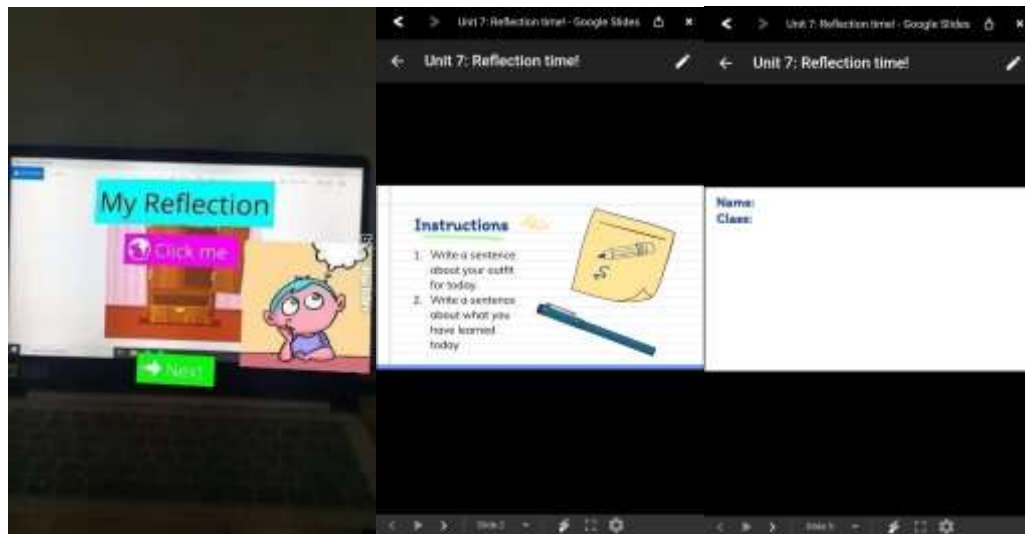


Figure 7: Self-reflection activity

## SUCCESS OF INNOVATION

### Teaching and learning

MyVocaBlipp has been successful in terms of the teaching and learning aspect. A test-run on MyVocaBlipp was conducted in one of the primary schools in Miri, Sarawak. Three of the Year 2 pupils and an English subject teacher were the users involved in the test-run. As a result, both pupils and teacher showed positive reactions towards this innovation. During the test-run, the pupils were excited and engaged in learning clothes vocabularies by using MyVocaBlipp. Next, the results of the evaluation forms given to the users also showed a positive feedback or reaction towards MyVocaBlipp. The criteria in the evaluation forms were adapted from Lee & Cherner's (2015) rubric to assess instructional applications. For example, one of the criteria is to find out whether MyVocaBlipp can enhance the pupils' clothes vocabulary. All pupils rated '5', which is 'strongly agree' and the teacher rated '4', which is 'agree'. Thus, this proves that MyVocaBlipp can increase the pupils' vocabularies.

Next, another criteria is to evaluate whether MyVocaBlipp allows independent learning. The three pupils rated '4' or 'agree' meanwhile the teacher rated '5' or 'strongly agree'. This shows that MyVocaBlipp allows meaningful learning for the pupils as they are responsible for their own learning.

In the perspective of the teachers, MyVocaBlipp allows the teachers to continuously monitor their pupils' performance in learning. For example, the formative assessment such as Quizizz enables the teachers to evaluate their pupils' strengths and weaknesses in learning the clothes vocabularies. By referring to the results, the teacher can plan and adjust their teaching and learning activities that match their pupils' needs. Thus,

MyVocaBlipp is successful and relevant in the aspect of teaching and learning English in the ESL classrooms.

**Production cost**

There is no production cost in MyVocaBlipp as it only involves the use of the Internet to develop and produce this innovation. The users will also have free access to MyVocaBlipp in order to learn English vocabularies. Therefore, MyVocaBlipp is cost-effective.

**Portability**

MyVocaBlipp is portable and practical for the users as it is a phone-based application. Therefore, the users can access and use MyVocaBlipp anytime and anywhere as long as there is a stable Internet connection. Hence, the pupils do not have to carry heavy printed books anywhere they go to learn new vocabularies.

**User Friendly**

MyVocaBlipp is a user-friendly innovation as it is easy to understand on how to use this innovation. For example, the menu 'Next' in each scene will guide the user to the next scene. There are also simple instructions provided to guide the users in using MyVocaBlipp.

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