

## UtopiA

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### SYNOPSIS

Grammar is the fundamental asset of a language to deliver or convey a meaningful and precise message. According to Beverly (2007), grammar is the sound, structure, and meaning system of language and all languages have their grammar. Based on some experiences of teaching and observations, students are facing difficulties to understand and have less interest in learning grammar specifically adjectives by which using the comparison term is confusing for the students. The examples of comparison of adjectives are comparative adjectives (bigger, taller, smaller), superlative (biggest, tallest, smallest) and the irregular adjectives (good, better, best). Students faced difficulties in categorizing these comparisons of adjectives correctly and misuse them in sentences. Besides, the students are mostly passive and give less attention to learn in class when they find the topic is confusing such as the comparison of adjectives.

Therefore, the teaching and learning activities need to be improved by implementing fun and interactive activities which will help improve the student' learning and interest to learn. Interactive and interesting activities such as virtual reality games, augmented reality lessons, interactive quizzes and videos. The implementation of technology in language classrooms can promote better language learning (María, 2011). Thus, VR and AR are implemented in this innovation to aid students to improve their understanding of the comparison of adjectives.

### OBJECTIVES

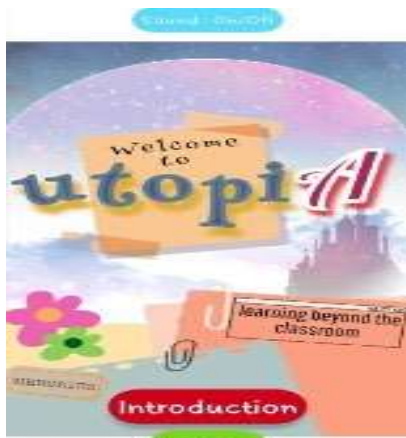
The objectives of this innovation are to :

1. Evaluate the effectiveness of this innovation in improving the learning of comparison of adjective among Year 4 students

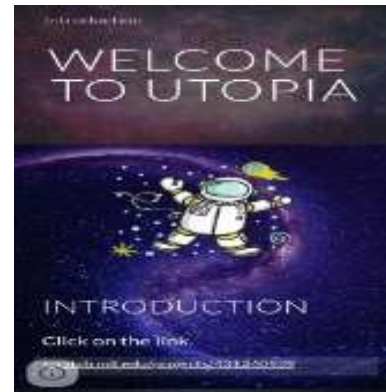
2. Evaluate the effectiveness of this innovation to assess students' mastery of adjectives especially for the comparison of adjectives.

### INNOVATION ASPECT

The major problems that the students face are difficulties to categorize and differentiate the comparison of adjectives, the loss of interest to learn in class and also the weak understanding of comparison of adjectives. Students will find the lesson to be dull and boring whenever they are not able to understand the topics or the teaching and learning strategies are too simple and boring such as using chalk and talk methods. The innovation entitled "utopiA" implements Virtual Immersive Learning which includes virtual reality (VR) and augmented reality (AR) to help students to achieve the learning objectives and to provide a fun and interactive learning experience in learning comparison adjectives as it is one of the topics in the Year 4 CEFR syllabus. The main platform for this innovation is **Thunkable** which can be accessed in devices such as mobile phones and tablets. Besides, **Google Site** is also used as a medium to compile the videos and links to varieties of features in this innovation. The features in this application are links to **Scratch** for introduction, VR maze room created in **Cospaces**, learning about irregular adjectives through live pictures and self-made video using **AR, Educandy** for game-based activities, **Quizizz** used for assessments and **Jamboard** used for summary where students will provide sample sentences and also used to assess students' level of proficiency after using the innovation. In short, this innovation provides benefits to users to learn in a fun and interactive environment using virtual and augmented reality in both schools and at home.



Picture 1: The home page of the digital application



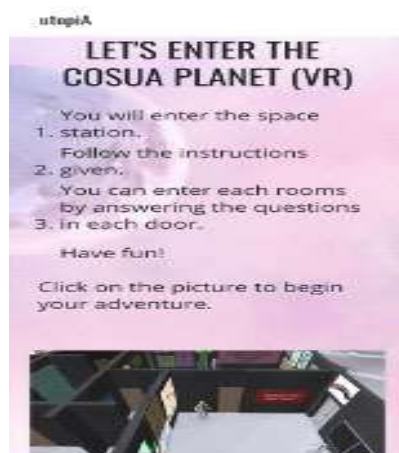
Picture 2: The introduction page to "UtopiA" using Google Site



Picture 3: Short videos are included in this application to help students understand the topic and objectives of the lesson



Picture 4: 3 stages for students to enter (Thunkable)



Picture 5: VR game is inserted in Planet CoSuA



Picture 6: Students will play a maze game whereby they will be learning about comparative and superlative adjectives



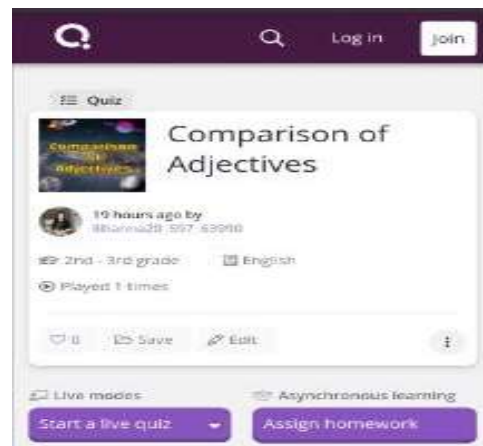
Picture 7: Mix and match games to enhance students' knowledge on comparative and superlative adjectives



Picture 8: QR code which leads to an AR learning after scanning



Picture 9: Pictures and video will appear after scanning the QR code whereby students will learn about Irregular adjectives



Picture 10: Assessment will be conducted using Quizizz (Planet Aurora)



Picture 11: Summary page to help students' recall what they have learn



Picture 12: Jamboard will be used to assess students' application of the knowledge in which they need to create simple sentences using Comparison of adjectives

## ADVANTAGES OF INNOVATION

The advantage of this innovation is that it implements virtual reality (VR) learning through games. The application created in Cospaces allows students to explore the VR world created, for instance, the innovation “utopiA” focuses on the comparison of adjectives which was implemented into the VR world in a maze game. Students can use this feature to read and see examples of comparison of adjectives and need to answer short quizzes to enter a new room (Figure 1 ad 2). This feature helps students to improve their understanding of comparison of adjectives through games which help to enhance their comprehension and also boost their interest to learn.



Figure 1: View of VR feature using Cospaces



Figure 2: The maze room for students to learn Comparative and Superlative Adjectives and answer each door to enter each room. (Cospaces)

Another advantage of this innovation is the assessment tools used to evaluate students' achievement. The tools are Quizziz and Jamboard which help teachers to record the students' achievement and performance after using the innovation by which the record will show whether the students understand the topic or still need assistance. For Jamboard, students can do group discussion or pair-work tasks in which they can discuss to create sentences using the correct comparison of adjectives. This will also indirectly improve their social skills and cognitive development in terms of brainstorming ideas.

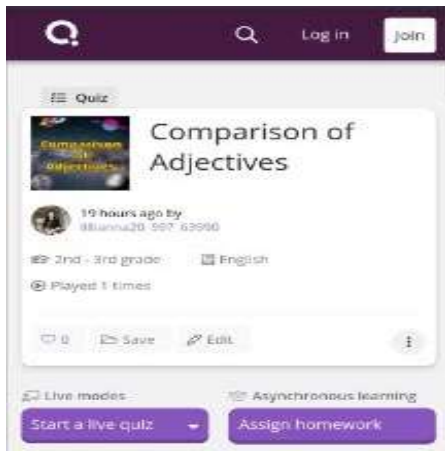


Figure 3: Quizziz used to evaluate students' understanding of the comparison of adjectives.

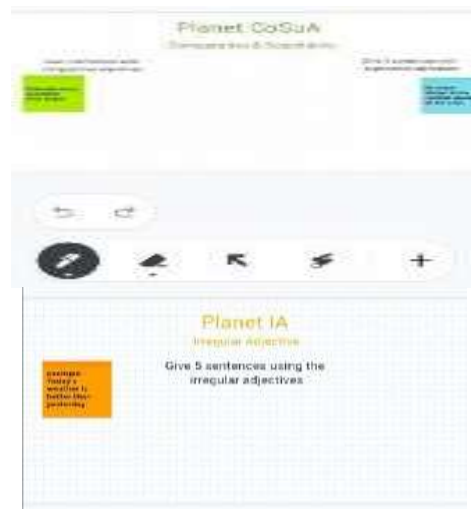


Figure 4 : Jamboard would be used for the summary by which students will construct simple sentences for each comparison of adjectives.

Augmented reality (AR) is another feature which is beneficial for helping students to learn the comparison of adjectives. In this feature, pictures and videos are compiled in one QR code which the students can scan using their mobile devices to access the items included. This new exposure towards using augmented reality allows students to experience new learning in which they are able to understand the topic from the aids of visual representations, audio and videos. This AR learning can work as an AR book which includes 3D presentation that allows interactive learning among students (Diegman, et al., 2015)



Figure 5: QR code for AR learning which require students to scan it using mobile phones



Figure 6: QR code for AR learning which includes pictures and videos to help students understand the comparison of adjectives and irregular adjectives.

## SUCCESS OF INNOVATION

“UtopiA” is a digital application which can be accessed using mobile phones which can allow independent learning for the students to acquire knowledge on the sub-topic of comparison adjectives under the main topic of the adjective. Based on my observation, the students were excited when they were told that the lesson will be using digital innovation with VR games and other features. Games play a vital role in building students’ self-confidence as it is more constructive to liven up teaching and learning methods which are normally dull and boring for the students (Boyle, 2011). Before conducting the test run, the students were asked to give some examples of comparative adjectives, superlative adjectives and irregular adjectives but unfortunately, the students were not confident in answering the questions which they told that they tend to get confused with the comparison of adjectives. The VR game helps the students to understand the differences between comparative and superlative adjectives better. Another success of this innovation is to be able to identify the students’ positive progress after implementing the innovation whereby their understanding of the topic increased and they can construct simple sentences using the precise comparison of adjectives using the Jamboard. There is no cost needed as all the features and websites are free. The students will only need their Google account or email to log in and they are required to use their mobile phone especially to scan the QR code.

## REFERENCE

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