Using "AcroThr" Application to improve Year 5 pupils' Preposition of Direction

AMIEER BIN ABDUL RAHIM

PISMP BI1 JUNE 2018

SYNOPSIS

In this trialogical design task, I will be using "AcroThr" application in order to improve the usage of across and through prepositions of direction. The digital innovation will be involving only four pupils who has problem in using across and through preposition of direction. This application is developed by using free application creator called Thunkable. "AcroThr" is an application that follows KSSR which promoting 21st century learning where implication of technology into education is really up-to-date teaching aid. There are three stages of the application. The stages are Learn, Practise, and Game. In Learn stage, pupils will be exposed with interactive learning where pupils will have a learning session on how to use the preposition of direction in a correct manner. This lesson will be useful as pupils still got the idea which will brought to the next stage, which are Practice stage. During this stage, pupils will be tested based on the knowledge that they receive on previous stage. Then, move to the Game stage where pupils able to enjoy learning by playing education type of game.

OBJECTIVES

1. To improve the students' usage of preposition of direction (across and through) by using **AcroThr** application
2. To create a fun and interactive English classroom activity.

INNOVATION ASPECT

Common mistake that has been identified in most English learner is the usage of prposition of direction. The preposition of direction will be focusing on two words which are *across* and *through*. Students tend to confuse the correct usage of these two

prepositions. It is because both preposition bring almost the same meaning. It just the prepositions need to be used based on the right sentence. To go deeper, it can be said that problem in using these prepositions are caused by lack of vocabulary understanding and knowledge. According to Barcroft (2015), environmental factor as the main issue In vocabulary knowledge development. If the upbringing of a child is only based on the native language, one may find it hard to understand and grasp other languages vocabularies. It means that if there is no any actions taken into consideration, the problem could linger on the pupils until they grow older. With that said, It has been decided that **AcroThr** Application will be able to overcome students' problem in differenciating the usage of across and through preposition of directions. Below is the print screen of the innovation.

ADVANTAGES OF INNOVATION

The effectiveness of the project can be identified based on data collection and analysation of the data. Methodology that has been used to collect data are *observation, pre and post-test* and *questionnaire*. From the data analysis, there are few advantages of "AcroThr"

application. Based on observation from test run, pupils seem to enjoy learning by using AcroThr. It shows that this application able to stimulate their interest in learning the topic. Moreover, pupils able to use the application smoothly without any questions. This shows that the application is an uncomplicated and appropriate with the pupils' cognitive.

Moreover, pupils understanding of the targetted topic increased based on pre and post test. Evaluation form has been used as pre and post test. For pre test, the main target is to measure the pupils' general knowledge of the participants. All four pupil mark the disagree column which shows that they have problems in the targeted topic. As for post test, it is to measure the effectiveness of "AcroThr" application in order to overcome the problem. The result is 2 pupils mark *agree* column while 2 pupils mark *strongly agree* column. To conclude, "AcroThr" able to overcome the pupils' targeted problem.

SUCCESS OF INNOVATION

In order to see the successness of the product, the weaknessess need to be identified and improved so that there is zero weaknessess can be found of the the product. Based on test run, the obvious problem faced is the speed of internet connection. The application need internet connection in order to play the application. If the internet connection is unstable, it able to disturb the learning process as pupils need to wait for the application to load. During test run, internet connection is stable but not in high speed. It affect a little bit in the pupils' progress on using the application as they need to wait for a few seconds for the application to react.

Alternative solution for internet connection problem is by producing an Android Package Kit (apk). Instead of ask pupils to sign in the application by using "google" or any related internet main platform to open the application, apk will allow pupils to install the application into their own phone or their parents' phone. This will allow less usage of internet as the pupils able to open the application directly. Moreover, the size of picture (megabyte/mb) used in the application has been lowered and google slides has been used in learning parts of the application as google slides does not require high speed internet in order to open it.

Moreover, based on the budget in creating the product, There is no cost intended or involve as the application is created from a free website called thunkable.com and produce a mobile application. Therefore, it is a possible product to be created by every educators successfully. As for the impact, the main impact of this innovation is based on one of the objectives of this proposal, which able improve the students' usage of preposition of direction (across and through) by using **AcroThr** application. The students able to differenciate the meaning of the preposition *across* and *through* and able to understand how to use the preposition of direction in a right way.

Another impact of this innovation is able to create an interactive classroom learning environment. Based on the project, there are pictures included in which will attract the students to take part in the activity and it is easier for the students to imagine what has been mentioned, instead of just using sentence. For example, in order to explain the meaning of preposition *across* and *through*¸ pictures and explanations has been used to make sure students able to understand deeper. The usage of technology in the project also able to help students to adapt with the new culture of learning. This is supported by Lai (2011), societies and global economies are being transformed by emerging technologies and are experiencing shifts from industrial to knowledge-based societies.

SnapIt!

AINUL ASYIKIN BINTI ABDUL MANAB

PISMP BI1 JUNE 2018

SYNOPSIS

In Malaysia classroom context, the use of action verbs is frequently obvious problem. Their lack in verb effected their essential skills in English which are speaking and writing. Thus, if the learners' vocabulary is limited, it will hinder them to communicate or employ the English language in their daily life. Therefore, English Language teachers play an important role in build and develop the broad knowledge in English action verbs.

In relation to that, I have decided to design and create a mobile application called "SnapIt!" to improve Year 3 pupils' vocabulary in action verbs. This mobile application introduces the pupils to various action verbs that they can relate it to their daily life. Through this interactive and fun mobile application, the pupils will be able to understand and apply the action verbs in their process of speaking and writing. This at the same time, motivate them to learn English language.

OBJECTIVES

a. To improve pupils' knowledge of action verbs and acknowledge the types of action verbs in their daily life.
b. To build pupils' interest in learning English trough interactive mobile application.

INNOVATION ASPECT

Before implementing the digital innovation "SnapIt!" mobile application, there are two problems that I have discovered among the Year 3 pupils. Firstly, Year 3 pupils facing difficulties in naming the daily routine activities. Secondly, the pupils show less interest in improving their vocabulary knowledge, mostly in terms of action verbs. This innovation is

created using a drag-and-drop application called *Thunkable* and it is merged with LMS application *Articulate Storyline 3.* The *SnapIt!* application caters the pupils' problem in applying the action verbs in their speaking and writing process.

Firstly, this application includes the listening, writing, reading, as well as integrates many interactive and fun activities that introduces various action verbs to pupils. One of the main features is the "Hunt & Snap" section where it has camera feature and the activity involves the users to hunt and snap the required actions as shown in Figure 1. It is a collaborative game and requires the pupils to cooperate with their friends. Through this activity, pupils can learn the new action verbs collaboratively and in fun way.
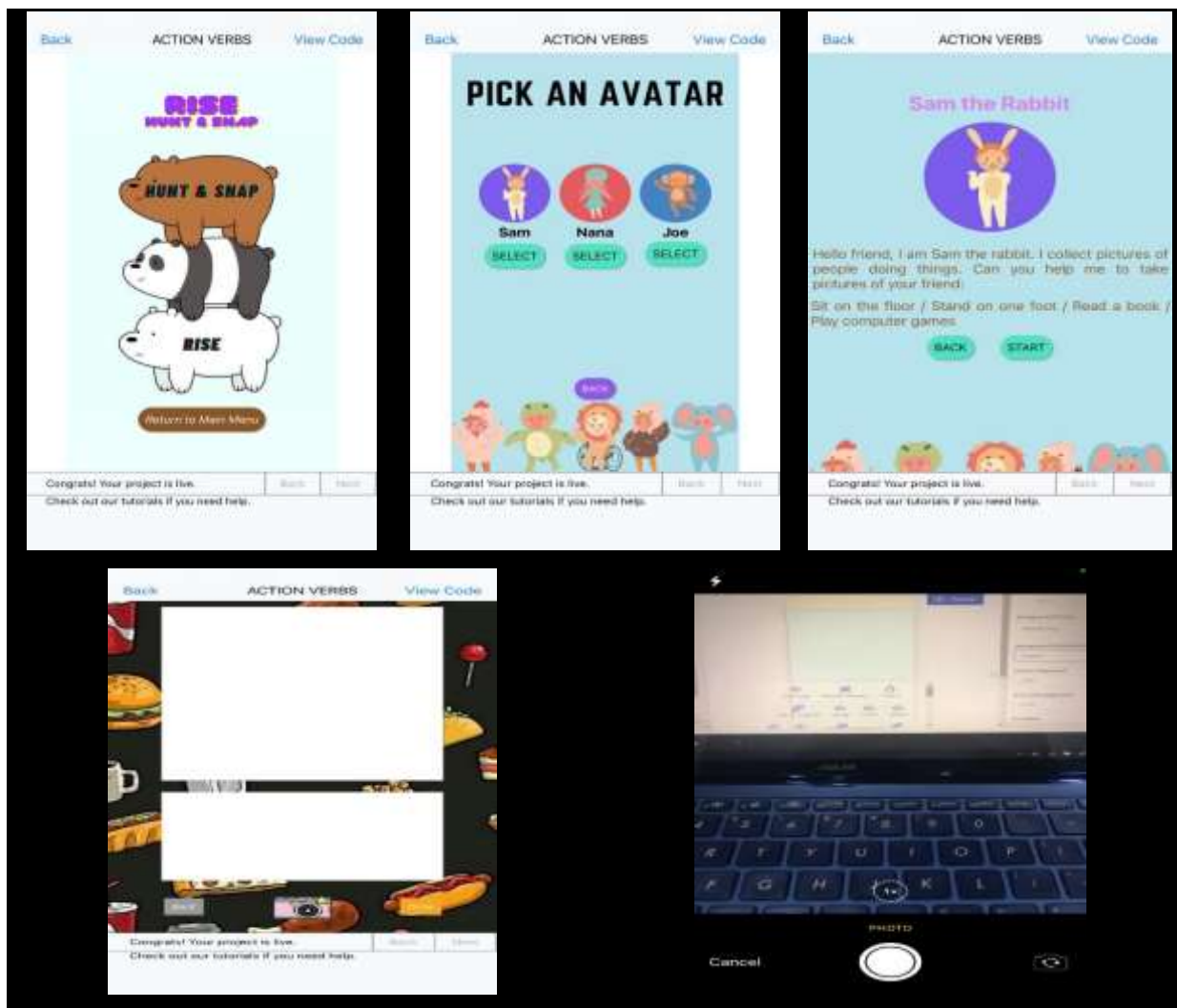

Figure 1: Hunt & Snap Section

Next, at the last part of the game, in the 'Rise' section as shown in Figure 2, there are few interesting features and challenging quizzes. This section contains two sub-section. The first sub-section is "All About Action Verbs", this section contains description about action verbs. There are various pictures, animations and video incorporated in this section as shown in Figure 3.
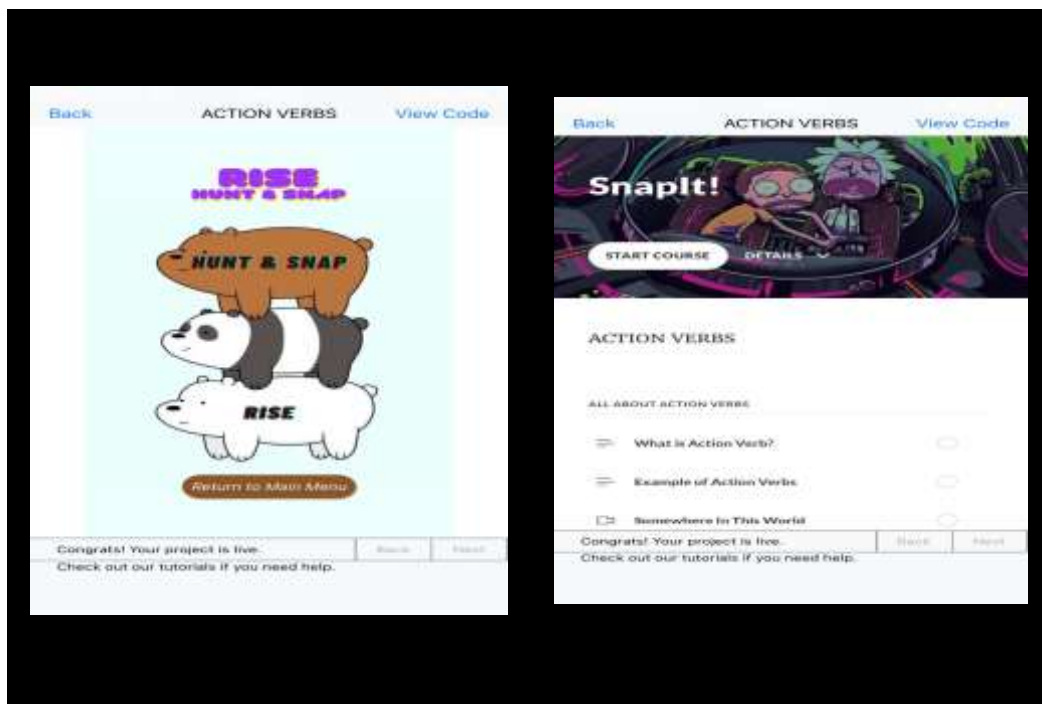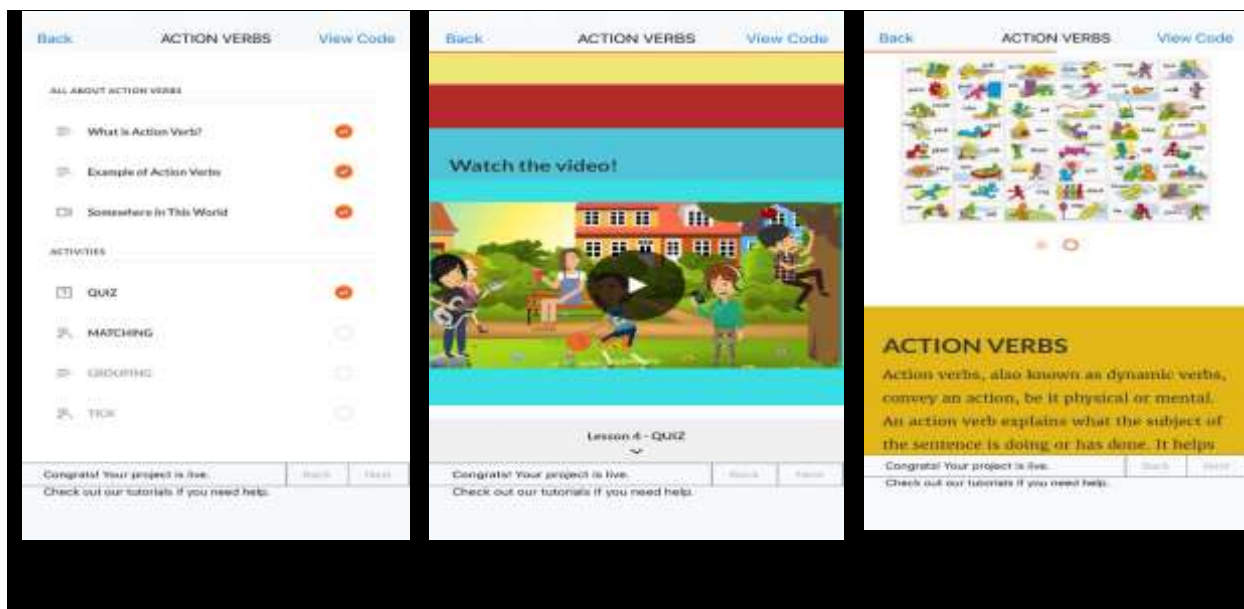

Figure 2: Rise section

Figure 3: All About Action Verbs section

In the "Activities" section, the students are required to answers the question and must achieve at least 80% correct answer as shown in Figure 4. Thus, from this teacher can assess the students understanding. Other than that, if the students fail to get above the required mark they must repeat the task before moving to the next task. The purpose is to test the pupils on their understanding of the topic. Therefore, this game is not only aimed to improve pupils' knowledge in action verbs, but also to boost their motivation to learn English language in a fun and interactive way. With this application, pupils can broaden their vocabulary bank and have fun while learning new words.
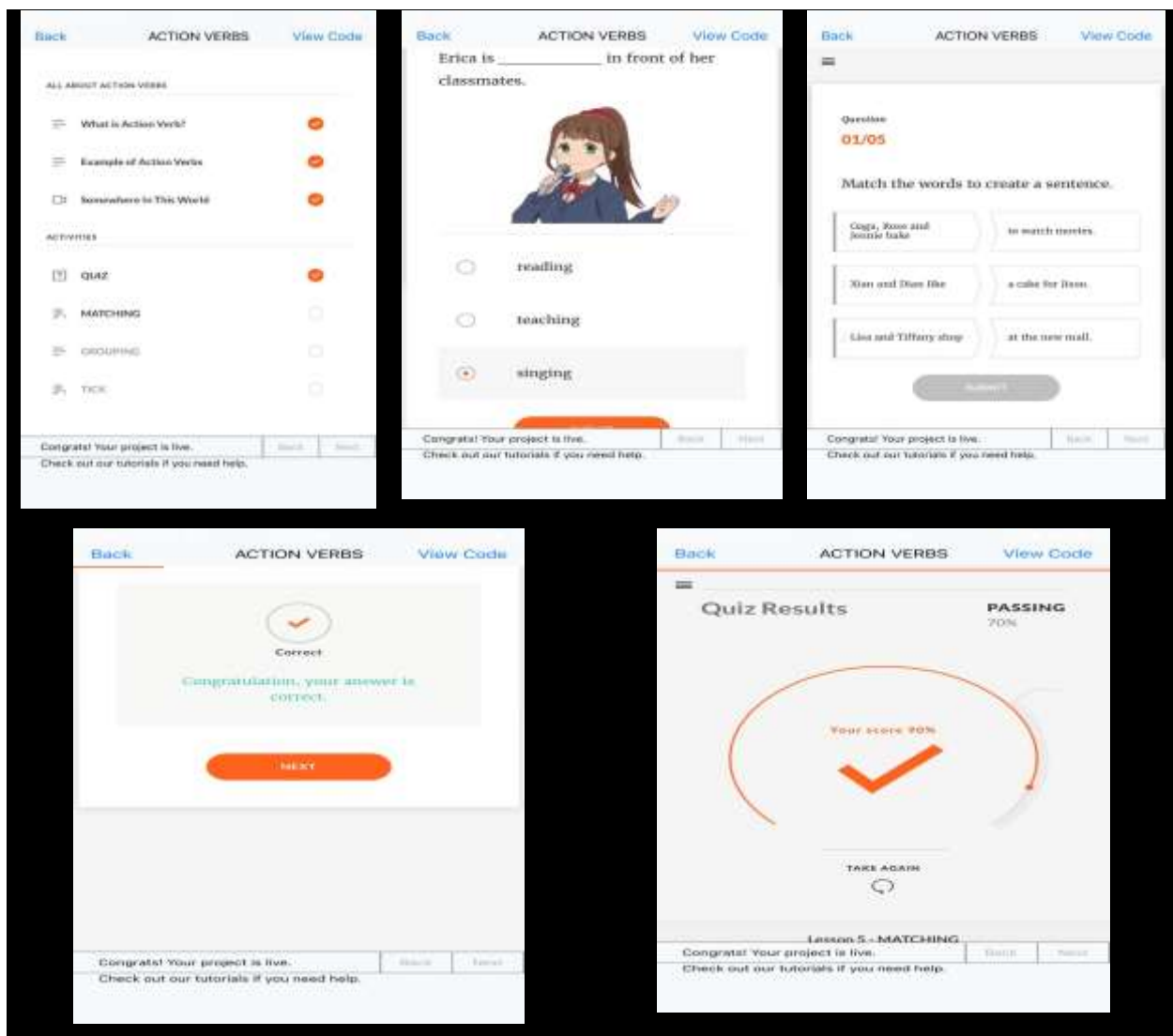

Figure 4: Activities section

ADVANTAGES OF INNOVATION

The most significant advantage of the product is that it can attract students to focus more on teaching and learning activities by using interactive digital applications in learning this topic. This is because, video clips and animations are included in this project as shown in Figure 4. Nowadays, students prefer to learn something by using Information and Communication Technology (ICT) facilities. Thus, this project certainly attracted students to focus fully on learning.

Figure 5: Examples of various animation features

Another advantage of the innovation is the game requires collaboration between pupils. For example, the "Hunt & Snap" section requires the pupils to complete the tasks by hunt the picture of the required action as shown in Figure 5. In order to snap the correct image of the action verb, the pupil needs to ask their friends to act out the action. At the same

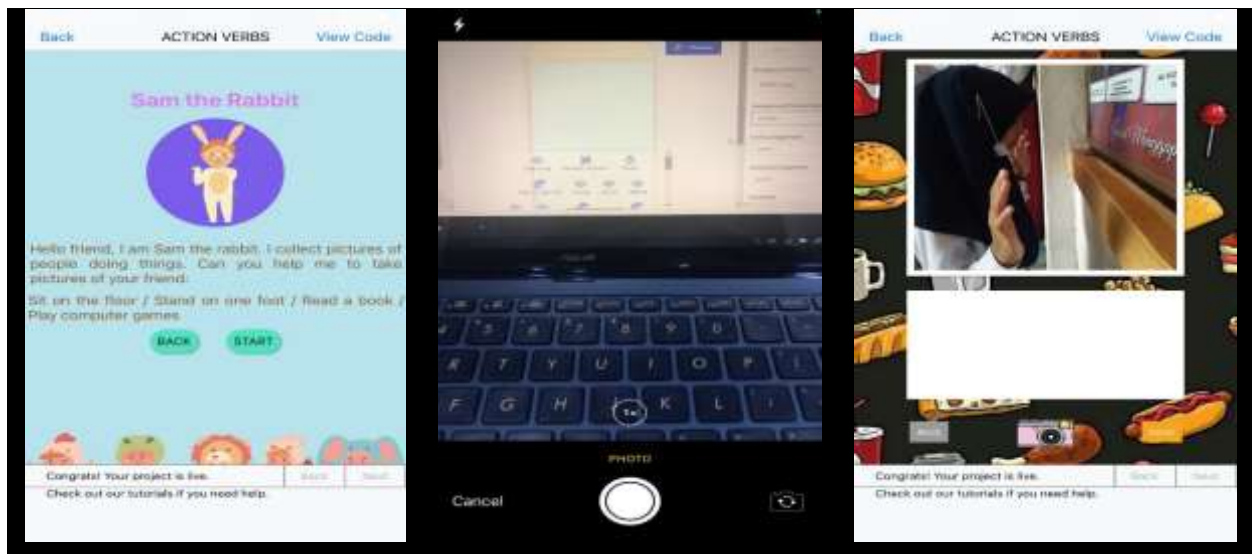time, the teacher can access the answers, or the picture taken by pupils and examine the correct answers.

Figure 6: Hunt & Snap Task

Finally, all the features mentioned in the innovative aspect contribute to the advantages of the innovation in overcoming the learning problem of action verbs.

SUCCESS OF INNOVATION

The success in producing digital innovation, namely the application "SnapIt!" is able to create innovation in the student learning environment. As stated by Zeiger (2017), interactive online games give the entertainment during education as it makes the learning process unique and fun. This is in line with the Ministry of Education Malaysia (MOE) which emphasizes that teachers take steps to improve the quality of future generations through the internet with the creation of projects that are more innovative in terms of learning. In conclusion, after conducting an innovation run test to school pupils and their feedbacks, the products produced have a good impact on the pupils' learning problems related to the topic.

Using "Thumbsition" to Improve Year 2 Pupils' Prepositions of Time

ANDRINA ANAK KERANG

PISMP BI1 JUNE 2018

SYNOPSIS

Thumbsition" is created to help improving the Year 2 pupils' understanding on prepositions of time (at, on, and in) in sentence writing. There are four sections in this application which are "information", "video", "drilling", and "quiz". Pupils will start with learning the concept of prepositions of time. Then, to enhance their understanding, they will watch videos provided in the video section. In order to ensure pupils are able to apply the knowledge they have gained, they will go to the drilling section to practice their knowledge. Lastly, they will be evaluated in the quiz section. This application is indeed an all rounded application as all the needed teaching and learning materials have been included in one application.

This application is also developed in accordance to the KSSR (2018) which promotes 21st century learning inside the classroom. The instruction in the application is simple for the Year 2 pupils to comprehend, yet meaningful content related to the prepositions of time is included. According to Bendo and Erbas (2020), teaching English through games should not be complicated as simple instruction based activities would be suffice.

OBJECTIVES

There are two objectives that I would like to achieve by implementing my digital innovation:
 i.   To improve my own teaching practice in teaching prepositions of time (at, on, and in to be specific) in sentence writing to the Year 2 pupils.
 ii. To improve the Year 2 pupils' understanding on the prepositions of time (at, on, and in) in sentence writing.

INNOVATION ASPECT

According to Sidhu, Kaur, and Chi (2018), there are many challenges and problems faced by Malaysian English Language teachers in an ESL classroom. Nevertheless, teaching writing skills was the most challenging out of the four skills in English Language (Scientific

Research Publishing, 2019). According to Tetreault and Chodorow (2008), one of the most common mistakes done by the English Language learners is including the wrong choice of high frequency words such as at, on, and in which is the prepositions of time. Consequently, I was not stunned that the problem recurring among the Year 2 pupils was related to prepositions of time (at, on, in) in sentence writing. Humeid (2013) states that prepositions of time are words that tell us when an event is happening, was happening, and will be happening. Prepositions of time have little to no intrinsic meaning, as one will discover when he or she tries to define them outside of the contexts (Charles, 1966 as cited in Octavia, 2020). This means that prepositions of time are words expressing relationship between words (noun or pronoun equivalent). For example, my brother is in the college. In this sentence, the preposition "in" is used to relate the pronoun "my brother" and the word "college". If the word "in" been omitted, the meaning of the sentence will be ungrammatical. Based on the above statements, prepositions of time play an important role in sentences. Although it is simple for the native speaker to learn and master it, they are usually confusing for learners which English is their second language (Zhao, 2017). Hence, the Year 2 pupils were easily made mistakes in this topic.

ADVANTAGES OF INNOVATION

i.   Improve Year 2 pupils' understanding on the Prepositions of Time

At the beginning of the test run session, most of the pupils could not recall back the information related to prepositions of time (at, on, and in) despite they have learned it in Unit 5: Free Time. It shows that the information did not store in their long-term memory. This might due to ineffective teaching approach applied by their teacher (Saeheng, 2017). However, the application has helped in enhancing their understanding on the topic. They were able to score high mark for the games provided. Their result for the assessment (Quiz) also shown that the pupils has understood well the topic. This indirectly can improve my own teaching practice if I were to implement this application in my future classroom. Figure 1 show the field notes of the observation, from the pupil respectively to support my claim.

Figure 1: Field notes

ii.   Improve Year 2 pupils' engagement

According to Fraillon (2020), ICT improves pupils' engagement in the teaching and learning (T&L) process. The pupils were emerged into the application. This is because the application provides different opportunities to make learning more fun and enjoyable (Majumdar, 2015) in term of teaching same things in new ways. Therefore, despite the information presented are the information they have learned before, they were still enjoy the session as they learn through new and interesting ways. After the test run session ended, some of the pupils insisted to try again the application. One of the pupils wanted to attempt the quiz again as he wanted to get the first place. This indirectly shows that he was enthusiastic to learn using the application. This proves that the application manages to attract their interest to learn English Language more. They pupils have also left some comments on the application comment box saying that they enjoyed learning using the application. The English Language teacher also stated that the pupils look happy during the session. This shows that the application not only be able to attract pupils' attention but also create a stress-free learning environment.

SUCCESS OF INNOVATION

   ### i.   English Language Teachers
   "Thumbsition" is able to improve my teaching practice in teaching prepositions of time (at, on, in) to the Year 2 pupils. It can attract the pupils' attention and enhance their understanding on this topic.

   ### ii.   Pupils
   "Thumbsition" is able increase pupils' involvement as well as improving their performance in learning prepositions of time (at, on, and in) in sentence writing.

   ### iii.   School
   "Thumbsition" indirectly be able to bring impact to the school. This is because the pupils' overall development in academic achievement can contribute to the school's reputation. Thus, this application could impact various parties in different ways.

FEATURES IN THUMBSITION

Figure 2: Information Section & Video Section

Figure 3: Game section / Exercise section

Figure 4: Quiz section / Assessment section

AMELIA'S TREASURE CHEST : HOW MUCH DO YOU KNOW YOUR IRREGULAR PAST TENSE VERBS?

CLAUDIA STEFFANIE ANAK BENEDICT WILFRED

PISMP TESL (SK) 1 JUNE 2018

SYNOPSIS

This innovation is created to help Year 3 pupils who face difficulties in memorising irregular past tense verbs improve on their ability to remember them using a mobile application such as Thunkable and to instill interest in learning English among them using the mobile application. With this application, they will listen to words and read at the same time from a short passage that is written in the present tense. They will then write the answers for the words written in the present tense in the form of irregular past tense in an answer box provided. Regardless of whether they get their answers right or wrong, they will listen to and read the same passage in its irregular past tense form in the next screen. This enables them to retain the information in their memory. According to Pako's English Page (n.d.), language intuition is developed through reading and listening. When pupils put lots of correct sentences in their head, their brain can imitate them, thus producing similar sentences to express the meaning they want.

For the next part of this application, the pupils will watch and listen to a song on irregular verbs. Amsen (2019) stated that the act of learning through a song, may be enough motivation for pupils to focus more on the things they are learning. As for the final part of the application, the Quizizz questions act as a drilling session for the pupils to remember irregular past tense verbs better. This is because learning irregular verbs mean memorisation.

OBJECTIVES

- To help Year 3 pupils who face difficulties in memorising irregular past tense verbs improve on their ability to remember them using Thunkable.

- To instill interest in learning English among Year 3 pupils using Thunkable.

INNOVATION ASPECT

Problems:

- There are some Year 3 pupils who face difficulties in memorising irregular past tense verbs in English.
- Some Year 3 pupils are not very interested in learning English.

Elaboration to overcome the problems:

- The innovation is created to help the pupils overcome the problems stated above. As mentioned in the synopsis, a set of a short passage with voice recording, a song, and a set of Quizizz questions are used to overcome the problems.

Screenshots from Thunkable
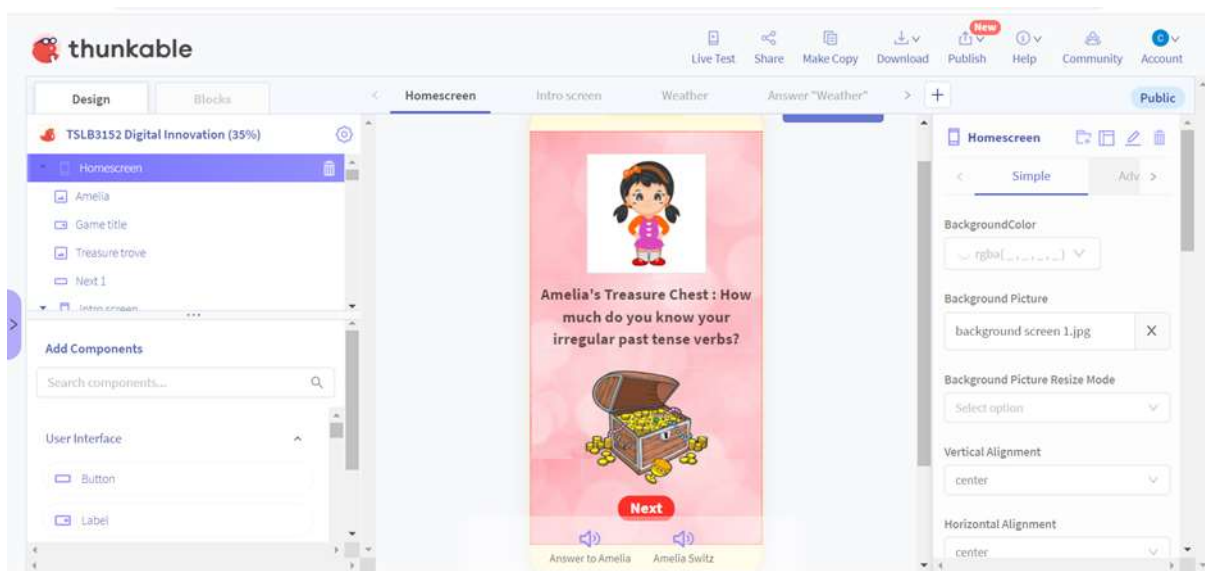
Screen 1 : Introduction to the app title
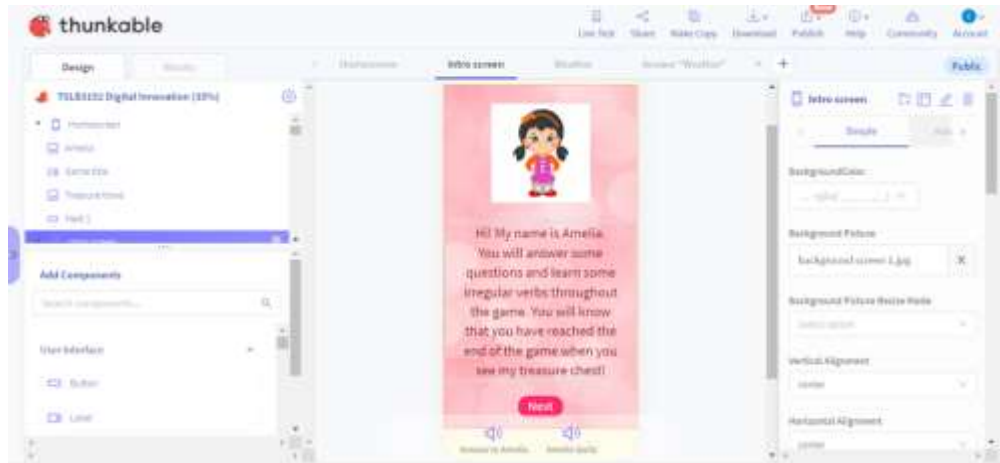
Screen 2 : Another shot introduction to the app whereby the player is informed on what is expected of him/her in the app
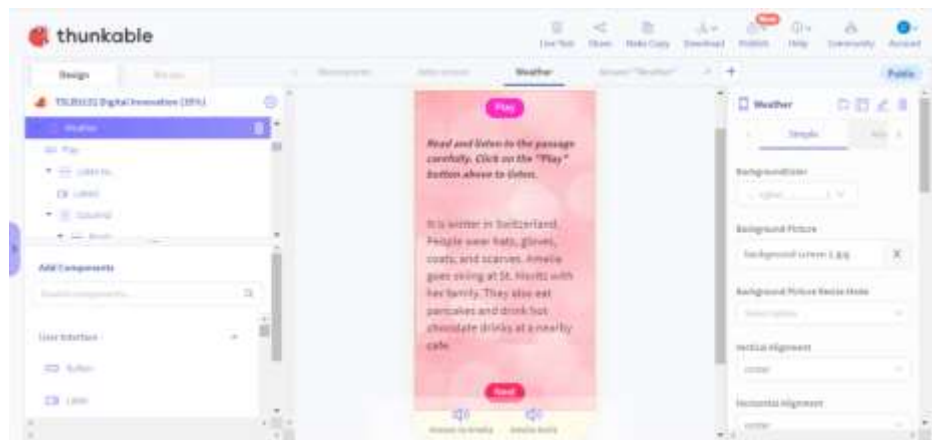
Screen 3 : For the first part of the app, the player will listen to an audio recording of a short passage
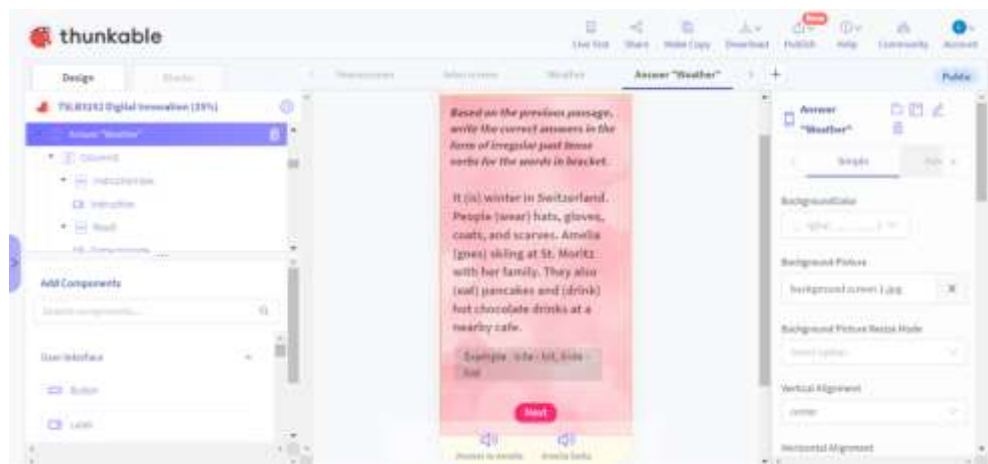
Screen 4 : The player will type in his/her answers in the box provided

Screen 5 : The player will listen to an audio recording and read a short passage on the right answers for the question in the previous screen 4
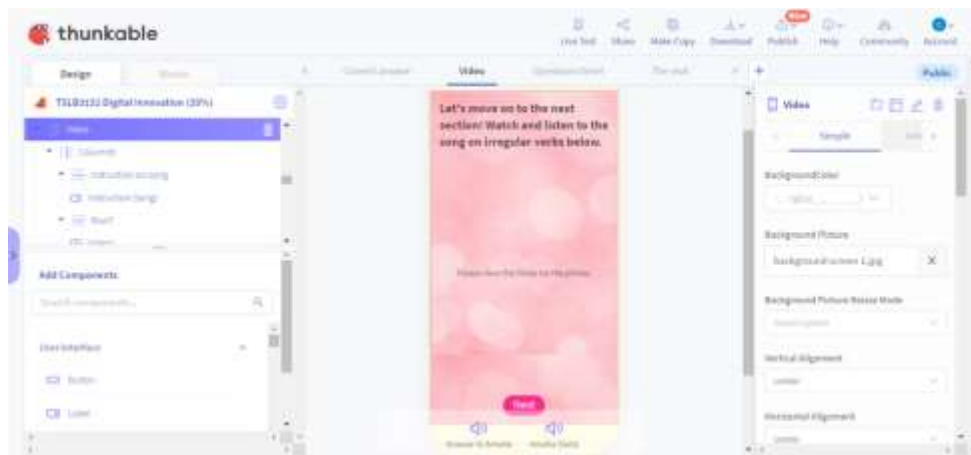
Screen 6 : The player will watch and listen to a song on irregular verbs. (The video is not visible in the above picture as it is only visible in the mobile app)
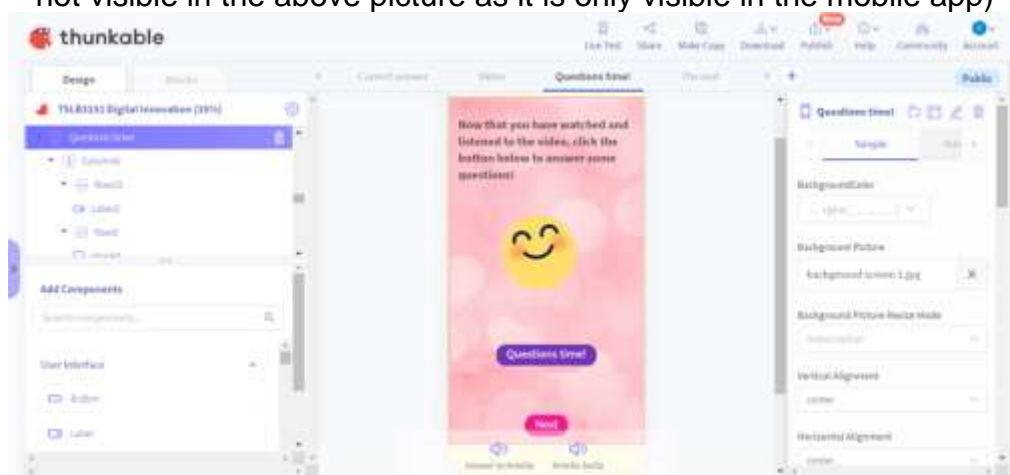
Screen 7 : The player will click on the "Questions time!" button which will direct him/her to a Quizizz game
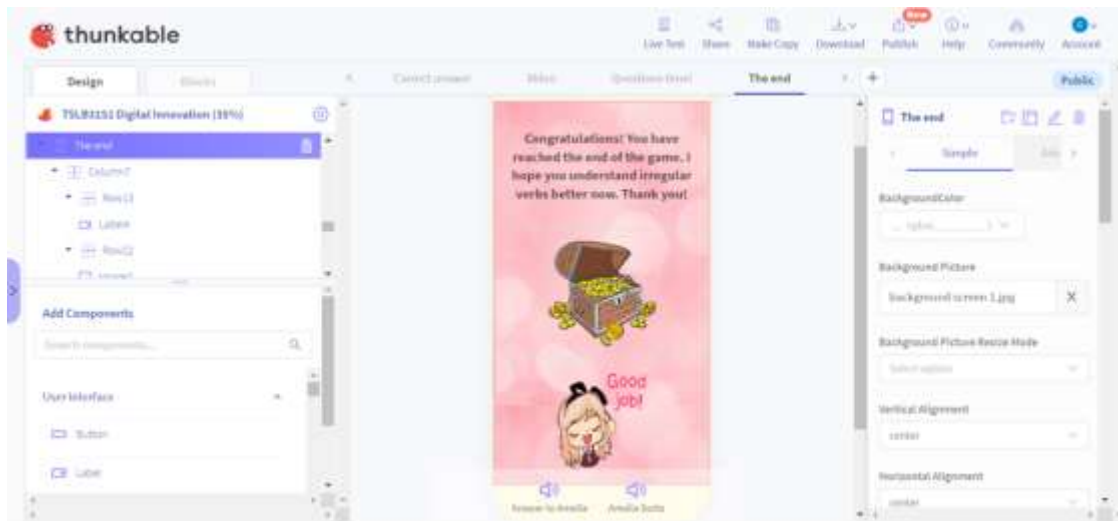
Screen 8 : The end

ADVANTAGES OF INNOVATION

It has a short passage that helps pupils to recognise how words are spelled in the irregular verbs past tense. It allows pupils to listen to a voice recording that reads the passage, which helps them understand how the irregular verbs are pronounced. Besides that, the song included in the innovation teaches pupils more irregular past tense verbs. The set of Quizizz questions also helps pupils to test their understanding after listening to the passage and listening to the song.

SUCCESS OF INNOVATION

There is no cost of production because the application used to create the innovation is free. In the aspect of teaching-learning, the innovation is not very successful. This is because during the test run of the innovation, the pupils did not seem very interested in reading lengthy instructions. Instead of using words for instructions, voice recordings should be used to give instructions as it would be more interesting to listen than to read.

POP World

DHASHINI KUMARA RAU

PISMP BI (SK) 1 JUNE 2018

SYNOPSIS

Grammar as the rules that describe combination, arrangement and change of words at sentence level that could different meanings (Ellis, 2006). In grammar, preposition is a part of speech that introduces a prepositional phrase. Usually, prepositions show this location in the physical world. They describe a relationship between other words in a sentence. The preposition is classified as a part of speech in traditional grammar. It expresses meaning of space, time, positions. Due to these definitions, prepositions of place must be acquired masterly in English Language as preposition of place is an essential part of grammar unit. (Philip et al. 2012). However, despite the significant roles of correct use preposition, this issue still existing among learners. Based on my study, this problem is not only faced by me. Many teachers are facing this problem in Malaysia and other parts of the world. This is further supported by a research done by Catalán (1996) on common errors in the use of preposition of place, the figures reveal without any doubt that the preposition error is the most frequent one in this top ten list. This shows that even though the concept has been taught and emphasized by the teachers, the pupils still lacking skills in using the preposition of place correctly.

Problems with learning the language could be linked to uninspiring teaching materials and noted that the teaching of English in schools and institutions of higher learning have been based on a grammar-structured approach which can lead to boredom, lack of interest and limited motivation (D'Silva, 2019). Once learners stop enjoying their lessons, there is a tendency for them to learn less. Traditional methods fail in engaging pupils as they "mostly refer to the learned knowledge about the language, the conscious effort we put into the learning process by memorizing rules of the language such as syntax and grammar that usually occurs in a stressful environment" (Kinet, 2017). Furthermore, meaningful and interesting activities, and the support of teaching materials, teachers will be able to attract students' interests in learning English (Amjah, 2014). I noticed the changes in my pupils after I changed my style of teaching. Pupils' attention span, learning styles, teaching materials and more have an impact on learning something

OBJECTIVES

The objectives of this project are as follows:
1. Pupils of will be able to acquire 7 new prepositions of place.
2. Pupils will be able to identify and master at least 5 prepositions of place correctly.

INNOVATION ASPECT

As part of the grammar training required by the Standard-Based English Language Curriculum (SBELC) in line with the Common European Framework of References (CEFR), correct and appropriate preposition in speech and writing is highlighted. Since preposition of place errors will affect the quality of learners' writing skill, the emphasis on the teaching and learning of preposition of place in detail is crucial. During SBE phase 3, I had done a lot of grammar activities and exercises with the pupils. Grammar is very importance as it serves to provide information that aids the reader's comprehension. According Gerot and Wignell (1994), the theory of grammar is necessary as it helps us understand how texts work. Preposition falls under one of the significant scopes of grammar under the parts of speech. I learned that the pupils do face difficulties in understanding the use of prepositions of place. This is further supported by a research done by Catalán (1996) on common errors in the use of preposition of place, the figures reveal without any doubt that the preposition error is the most frequent one in this top ten list. This shows that even though the concept has been taught and emphasized by the teachers, the pupils still lacking skills in using the preposition of place correctly. When examining the pupils' exercises, I found several mistakes made by Year 4 pupils. Figure 1 and Figure 2 are the evidence of errors made by the pupils.
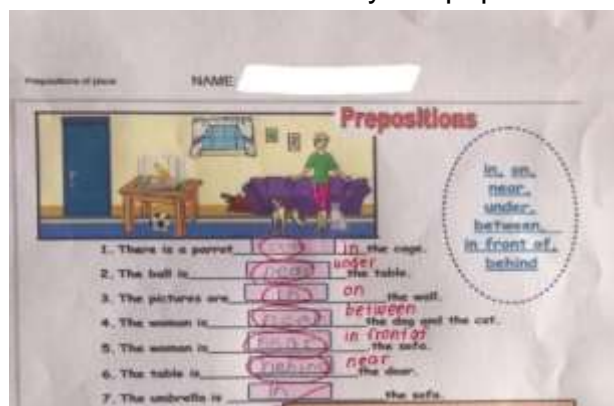
Figure 1: Mistakes in using the right prepositions of place

To overcome these issues, I want to develop a cost-effective application that allows users to easily access the application free of charge through their gadgets. Ludwig (2012) stated that mobile apps becomes increasingly popular as the usage is becoming significantly prevalent for mobile phone and tablet users. Therefore, as a medium, I chose Thunkable, Scratch and CoSpace to create an interactive application that I called PoP World as it is free to use, and I can integrate multiple media through Thunkable.

PoP World offers a number of creative activities for active learning that encompass different skills, such as writing, listening and reading. PoP World intends to enhance the

mastery of pupils in the identification of preposition of places. The elements included in the PoP World app are basic information about preposition of places to test pupils ' knowledge about preposition of places, videos about preposition of places to stimulate their enthusiasm, virtual reality game, normal game questions and trivial for pupils to reply and a virtual world for pupils to explore, so that it can enhance their learning experience. PoP World provides a variety of media including Cospaces, Scratch and Youtube and Quizizz. Virtual reality (VR) incorporated by Cospaces promotes immersive and engaging learning experiences. Steinicke (2016) was satisfied that users can experience adventures in a perfectly simulated world via VR. It is critical that I integrate multiple platforms in one application, so pupils can learn from various perspectives and ways about the preposition of places. This application is also compatible with other technology devices.

PoP World app was designed and created to help overcome the problem in teaching and learning of prepositions of place. This innovation is specifically designed for Year 4 pupils. Prepositions are highlighted as a significant scope of grammar in this innovation. Scontras (2019) described prepositions are the words that describe or modify other words, making your writing and speaking much more specific. I have incorporated various methods, efforts and media into the creation of PoP World throughout developing PoP World. Additionally, this innovation includes an online quiz which solves the problem of digital teaching and learning which is the inability to evaluate pupils' understanding. Pupils will be assessed at the end of the application through Quizizz questions. In the test run during the implementation stage, 22 Year 4 pupils were chosen to become the participants. Then, they were asked to fill an online survey using Google Forms for the evaluation. Online survey is a good way to collect data for evaluation as it is easy to distribute and easy to tabulate. This is further supported by Cranor and Cytron (1997) who identified electronic surveys as a way of simplifying and securing data.

PoP World App offers attractive materials which aid pupils' understanding of prepositions of place. This innovation enables pupils to master the use of prepositions through several creative activities. Thunkable was chosen as the main platform to integrate a variety of media such as videos and notes on prepositions of place to provide in-depth input for the pupils, Wordwall exercise, Scratch game, CoSpaces Vr game and Quizizz online quiz.
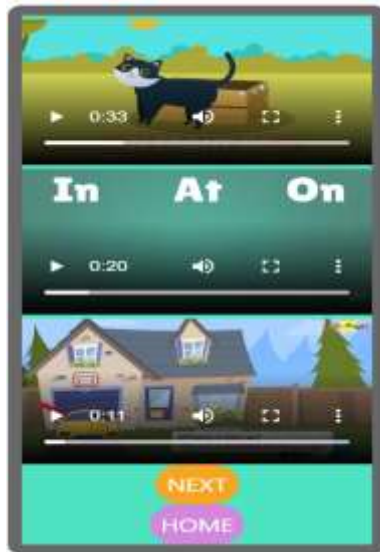
Videos on prepositons of place

To overcome the problem of uninteresting learning materials, I included virtual reality (VR) and augmented reality (AR) via Cospaces Edu to promote immersive and engaging learning experiences. Besides, this innovation is a user-friendly application. Thus, users would not face any difficulty to run the innovation as it is easy to be downloaded and operate. The Cospaces game would even help students to correct their mistakes and provide feedback when they make mistakes.

When the pupil click the wrong answer, the game would provide feedback

ADVANTAGES OF INNOVATION

PoP World innovation aims to give users a positive effect on their awareness of the importance of digital learning as a tool for fun learning, particularly in learning about the preposition of places. Users should have a clearer idea of what preposition of place is after the implementation of PoP World. It should enhance users' learning experience through various media. It also prepares users in an educational world where technology is inevitable.

From the interview with the English teachers it can be concluded that in overall the teachers loved the application and mentioned that this application is very suitable to engage pupils' 21st century skills (4Cs). The application was very accommodating to individual differences because it has various media integration and it suited all the different learning styles of the pupils.

From the survey, which was answered by 22 respondents, majority (68.2 %) of the pupils agreed that PoP World is an interesting app that arouses young learners' interest.
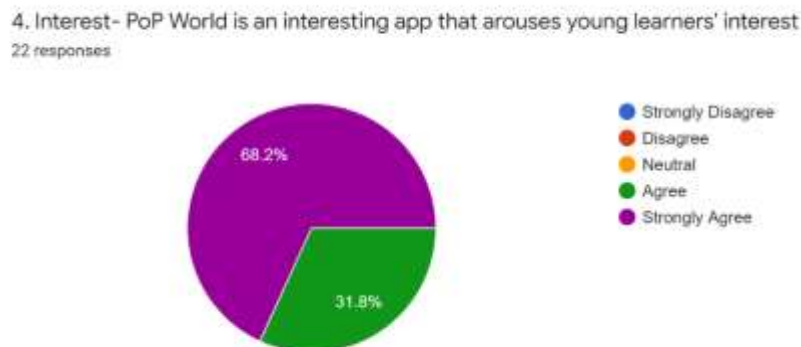
Figure 1: Responses regarding participants interest on PoP World

In Figure 2 it shows that more than half of these respondents agreed that PoP World includes various media and fun activities with a percentage of 63.6% of the respondents strongly agree and 36.4% of the respondents agree.

5. Media Integration- PoP World incudes various media and fun activities
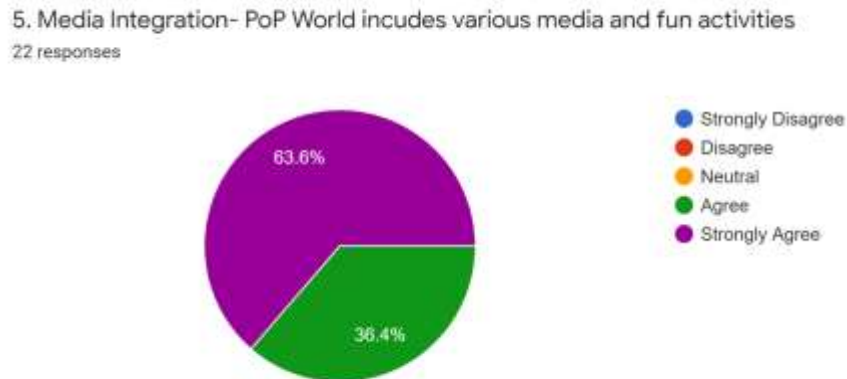
22 responses

Figure 2: Responses regarding media integration on PoP World

Figure 3 and 4 proves that PoP app is very interactive by providing engaging instructional experience for the learners and it engages pupils 21st century skills. These data indicate that PoP World has a huge potential in achieving the objectives that I have come up with which supports the effectiveness of Pop World.

1. Interactivity- Does this app creates an engaging instructional experience for the learners?
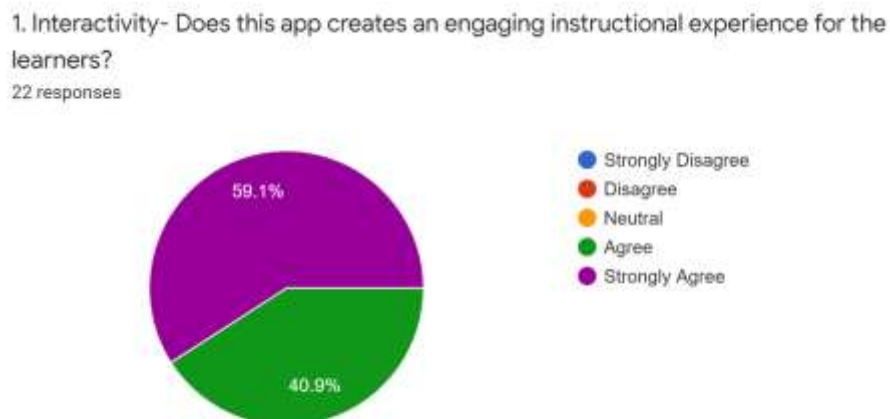
22 responses

Figure 3: Responses regarding interactivity of PoP World

2. 21st Century Skill- Does the app requires users to engage "21st Century skills (4Cs) ?

22 responses
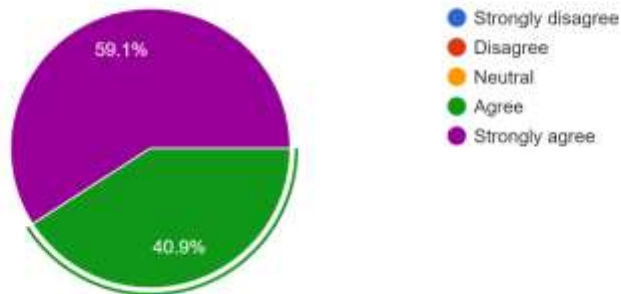
Figure 4: Responses regarding 21ˢᵗ Century Skill engagement on PoP World

From the share made in social media and the survey distributed, several feedbacks and suggestions have been received regarding PoP World. There are a lot of positive feedbacks received regarding PoP World. Most of them loved the VR feature of the CoSpaces game and the interactiveness of the app since it requires pupil's active participation.

SUCCESS OF INNOVATION

PoP World innovation gave users a positive effect on their awareness of the importance of digital learning as a tool for fun learning, particularly in learning about the preposition of places. Users have a clearer idea of what preposition of place is after the implementation of PoP World. Its enhanced users' learning experience through various media. It also prepares users in an educational world where technology is inevitable. There was also no cost involved in making this useful application. Hence, it is very suitable for schoolteachers.

USING 'JUMPING STRESS FROG' TO IMPROVE THE USE OF PUNCTUATION IN YEAR 2 PUPILS

DIANA DAVID

PISMP BI (SK) 1 JUNE 2018

SYNOPSIS

"Jumping Stress Frog" was an adaptation from the 'Super Mario Games' that uses a gamification strategy to attract the pupils attention visually, hence pupils will move their finger in align of the enunciation of punctuation marks. Besides the enrichment of the digital literacy, stimulating the integrated training of decomposing activities into computational thinking which fosters superior analytical skills, making the early learning of other skills easier (Costa et al, 2016) such as reading, listening, and speaking. Furthermore, the pupils will have fun in learning English and it will make it easier for them to learn in motivational and positive environment. It will promote 21st century learning as the pupils will be train how to think critically and solving problems.

OBJECTIVES

In this innovation, I aim to :

1) Assist the learners' need to focus and to participate enthusiastically during classroom practice lesson through gamification.

2) Link learners' prior knowledge and new ideas by bridging the sentence using a conduct on suprasegmental features (linguistics).

INNOVATION ASPECT

During my third School Based Assessment (SBE), I noticed that most of the pupils were not able to write sentences with the correct punctuation marks such as exclamation marks (!), question marks (?) and full stop (.). I had tried a lot writing activities which includes write a poem and 'finish the story' which enable the students to create their own ending of the story and I realised that they have difficulty in using exclamation marks, question marks and full stop, all of which can be identified under one main issue which is their suprasegmental features. I also used digital teaching materials such as videos and songs but those materials are not adequate enough to cater to all pupils. The high proficient

pupils are able to use self learning in diction to imitation of native speaker, reflection, and self-monitoring but the low proficient pupils are not able to do it even with guidance. I realized the students has low writing skills where they write phrases without getting the sentence structure right as long as they look like a sentences. For example,

Correct sentences: "What is this?" and "No! I do not want that!"

Error: "What is this" and "No I do not want that"

"Jumping Stress Frog" was an adaptation from the 'Super Mario Games' that uses a gamification strategy to attract the pupils attention visually, hence pupils will move their finger in align of the enunciation of punctuation marks (Figure 1). Besides the enrichment of the digital literacy, stimulating the integrated training of decomposing activities into computational thinking which fosters superior analytical skills, making the early learning of other skills easier (Costa et al, 2016) such as reading, listening, and speaking. Furthermore, the pupils will have fun in learning English and it will make it easier for them to learn in motivational and positive environment. It will promote 21st century learning as the pupils will be train how to think critically and solving problems.(Figure 1 : Example of activities in The Jumping Stress Frog)

ADVANTAGES OF INNOVATION

In this innovation, I am using ADDIE as the guidelines to develop the 'Jumping Stress Frog'. ADDIE model is a system-based model and it consist of 5 elements which are analyze, design, development, implementation and evaluate (Jones, 2014). In the

analyse stage, I will identify what is going to be taught which is done by analyzing the standard that is provided. Then, I will consider how to deliver the lesson and any problems that might arise. Secondly, in the design stage, it includes working with specific learning goals and developing resources that could possibly be used. I will design my innovation based on the problems faced by the students which is the correct use of punctuation marks in writing. Thirdly, in the development stage, I created the learning materials that will be used to reach the desired learning goals which is the 'Jumping Stress Frog'. Next in the implementation stage, I will implement the innovation in the classroom during the 'test-run'. Lastly, in the evaluation stage,I will be using both formative and summative assessment, to determine the success of the learning plan and to determine any changes that might need to be made in my innovation.

SUCCESS OF INNOVATION

A survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers finds that digital technologies are shaping student writing in myriad ways and have also become helpful tools for teaching writing to middle and high school students (Purcell et al., 2013). This innovation helps pupils to enhance their proficiency in English language. It will also increase pupils' understanding in using the correct punctuation marks in writing or constructing sentences. Other than that, this innovation will provide new experience in learning to pupils such as using gamification in constructing sentences.

In terms of context evaluation, this innovation was developed to improve young learners' usage of punctuation marks and word stress within sentences for better writing and speaking skill especially Year 2 students. Correct usage of punctuation and word stress is also important since it could affect listeners' interpretation and understanding of the spoken and written words (Cutler, 2015). In terms of input evaluation, this gamification provides the learning input to address the problem context in a more enjoyable way with regards to pupils' interest in learning activity. Besides, according to my data collection, about 81.1% of respondents agreed that this game is user-friendly (Figure 2). User-friendly describes a hardware device or software interface that is easy to use. This

innovation meaning it is not difficult to learn or understand. As for process evaluation, the process of developing the game was done through Thunkable, Scratch and Quizziz programming software.
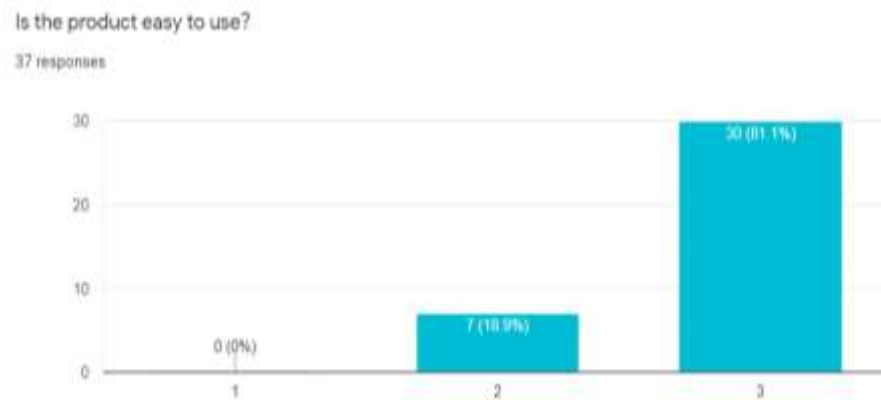
Figure 2 : Users' response of the user-friendliness of the innovation

In terms of product evaluation, this innovation surely has positive impact towards the teaching and learning (T&L) problems. According to the graph (Figure 3), 97.3% of respondents believed that this innovation can help pupils to benefit knowledge of punctuation and word stress better. It is due to the gamification strategy that replaces the old teaching and learning strategy. Often teachers taught pupils how to use punctuation and correct word stress through direct written and verbal drilling. This method is way too mainstream and does not cater to various multiple intelligence. It would have benefits pupils with verbal-linguistic intelligence but not for other types of intelligences. There is no one size fits all when it comes to T&L. Teachers should redesign the way they educate pupils in a way that can optimise pupils' comprehension according to their intelligences (Bas, 2016). Therefore, this gamification strategy caters to other types of intelligences too which include visual-spatial, interpersonal as well as bodily-kinaesthetic intelligence. Plus, it supports multisensory learning to enhance the receiving of knowledge for long-term memory storage. This game can awaken pupils' sense of hearing, touching and seeing. At the same time, the teaching and learning quality are improved. This game was developed with regards to what is outlined in the SBELC where all learning should be fun,
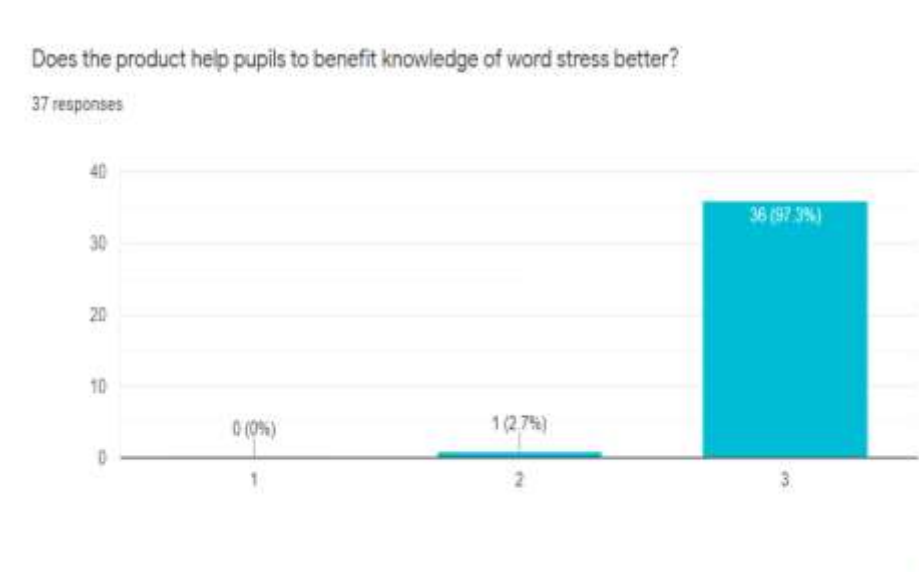
Figure 3: Users' response on the benefits of the innovation

meaningful and purposeful (Curriculum Development Division, 2018). Pupils nowadays love playing games. This gamification was made to be meaningful and educational with the integration of fun and meaningful elements to motivate pupils to participate in the teaching and learning activity. Krashen's Affective Filter Hypothesis stated that learning is influenced by an affective filter through emotional variables which can hinder learning (Abukhattala, 2013). The lower the affective filter is, the more the tendency for it to promote learning and vice versa. Based on the data collected, 94.6% respondents believe that this game could foster collaboration and cooperation among pupils (Figure 4). As this game integrates fun learning environment, pupils will be more receptive towards the learning input and experience. This game also brings about the 21st century learning elements into the classroom replacing the talk and chat old teaching strategy. Not only that pupils are able to learn in a fun and meaningful way, they also learnt to be an IT literate person.

Can teacher use this product to foster collaboration and cooperation among pupils?

37 responses
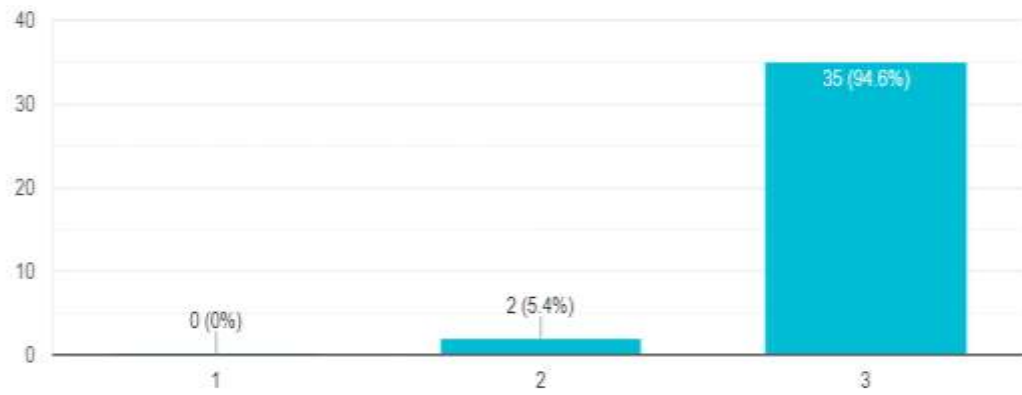
Figure 4 : Users response based on the collaboration and cooperation elements of the innovation

(SK)ANIMAL KINGDOM

DINAH AMIRAH BINTI JAMIDIA

PISMP BI (SK) 1 JUNE 2018

SYNOPSIS

Grammar is the building blocks of any language and necessary for us to convey what we want to say properly (Rachel, 2016). Based on my study, the pupils showed less interest in learning grammar compared to the other aspects of the English Language. Consequently, it gave me an idea to find alternative ways by innovating the teaching materials to an advanced way where it could be used to overcome this problem. In conclusion, the pupils need educational media that motivates them to learn in their preferred way. So, the innovation "Animal Kingdom can be a good platform for them to learn grammar component, specifically a strategy to enhance the pupils' vocabulary (nouns).

OBJECTIVES

The objective of this innovation is as follows:
a. To evaluate the effectiveness of the '*Animal Kingdom* as an application in helping the pupils to learn grammar implicitly in an interactive way.
b. To boost the pupils' interest and motivation to learn the English language.
c. To create a fun and interesting lesson with the use of technology in the classroom.
d. To enhance pupils' vocabulary.

INNOVATION ASPECT

Based on my study, grammar is often seen as a tough part in learning the English Language. I have always admired English teachers who would willingly go beyond the normal classroom settings to produce a conducive and English friendly atmosphere for

their pupils in the classroom. The use of interesting teaching materials will help to attract students' interests in learning English (Amjah, 2014). This makes me believe that making pupils enjoy their lessons despite the fixed rules and complicated grammar structures is very crucial.

My innovation is entitled "Animal Kingdom". It falls under the category of Virtual Immersive Learning. The application of virtual immersive learning provides an immersive learning environment and experience for students to achieve the learning outcomes set by the teachers. Technology in language learning can enhance the quality of the learning process due to the varied interactive content as well as ensuring the engagement among the pupils. The target group to access this application is Year 4 pupils from 'Sekolah Kebangsaan'. This application refers to the DSKP English Year 4 (SK). The elements included will be interactive stories, games, animations and pictures. It also includes various types of activities for assessment purpose such as spelling bee, match also drag and drop.
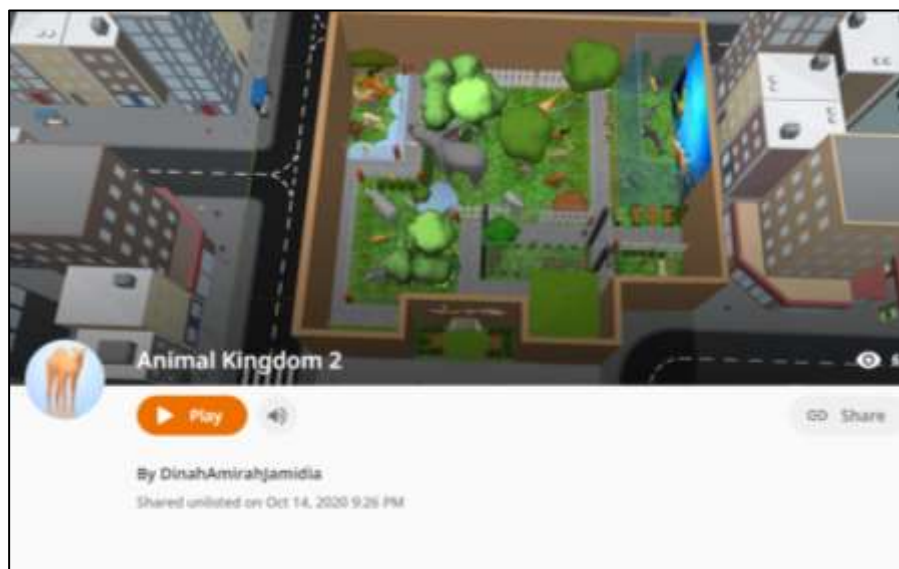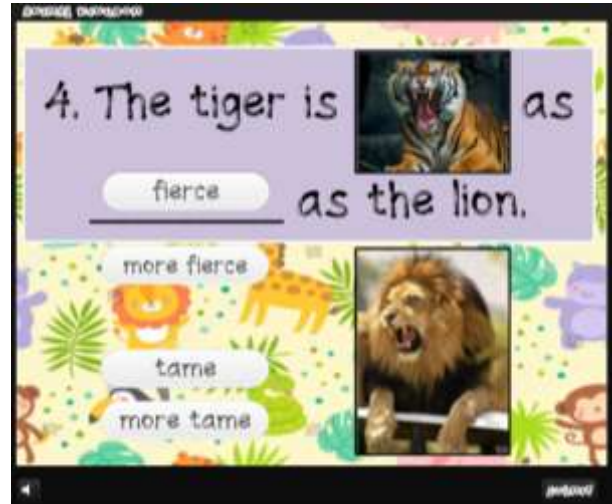
ADVANTAGES OF INNOVATION

The elements included in this innovation are interactive stories, games, animations and pictures. According to Muruganantham (2015), the learning materials designed based on the technology will facilitate the learners to achieve better performance.   Thus, this project would help to overcome the problem faced by most teachers which is the dullness in their lesson due to the teacher-centrism which may result in the lack of interest in learning among the students. This innovation also includes positive reinforcement which may help to stimulate the pupils' motivation to learn English Language. For example, the pupil can access to the result after he/she has completed the quiz.

Animal Kingdom

Amirah

Date / Time	Student Score	Passing Score	Result
January 17, 2021 2.25 pm	100	50	Pass

Animal Kingdom

#	Question	Correct Answer	Student Answer	Result	Points Awarded
1	1. Which is the most talkative bird?	Parrot	Parrot	Correct	10
2	2. This is a _____	rhinoceros	rhinoceros	Correct	10
3	3. Which animal can run faster?	Horse	Horse	Correct	10
4	4. The tiger is as _____ as the lion	fierce	fierce	Correct	10
5	5. These elephants are the _____ animal on land.	biggest, largest	biggest	Correct	10
6	6. The dog is _____ than a polar bear	lighter	lighter	Correct	10
7	7. Match	tiger, the bravest, tortoise, the slowest, rabbit, the softest, ant, the smallest, whale, the largest	tiger, the bravest, tortoise, the slowest, rabbit, the softest, ant, the smallest, whale, the largest	Correct	10
8	8. The giraffe is the shortest animal	False	False	Correct	10
9	9. What is the largest animal in the sea?	Blue whale	Blue whale	Correct	10
10	10. This is a _____ It is the prettiest insects	butterfly	butterfly	Correct	10

SUCCESS OF INNOVATION

The digital innovation of Animal Kingdom aims to give positive impact to the users in an education world where technology is inevitable. For instance, promoting the use of digital tools to enhance the teaching and learning process particularly in the English Language. This project will be going to benefit the users of various layers in the community. For example, the teacher, pupils and parents. It is accessible to everyone. It should stimulate the pupils' interests to learn the language, especially grammar as well as helping teachers to develop their efficiency in using digital tools as teaching aids in the lesson. Hence, I am aspired to aid the pupils in developing their interest to learn grammar in a more interactive way through this innovation.

PREPORICHING FROZENTURE

DUNSTAN DARREL ANAK KEMING

PISMP BI (SK)1 JUNE 2018

SYNOPSIS

The issue of wrongly used prepositions of place in writing still exists in today's classroom. A research conducted by Loi, Songyut, Mehmet, Norazah, and Henry (2017) on Malay ESL students' difficulties in using English prepositions indicates that the wrong substitution of 'in' for the prepositions of place occupies the highest frequency of errors of prepositions in writing. 'In' was replaced by 'at' and 'on'. Therefore, *"PrepoRiching Frozenture"* is a Disney's Frozen-inspired mobile learning app that is designed to improve year 3 pupils' prepositions of place, specifically "in" and "on" through games, explorations and formative assessments.

OBJECTIVES

- To improve my teaching practice in basic prepositions of place, namely 'in' and 'on' in sentence writing for Year 3 pupils using the 'PrepoRiching Frozenture' application.
- To improve Year 1 pupils' prepositions of place skills, namely 'in' and 'on' in sentence writing by using the 'PrepoRiching Frozenture' application.

INNOVATION ASPECT

In writing activities that require pupils to describe a setting, prepositions of place are essential components because they mark special relationships between persons, objects, and locations. In the study of Remy, Roberto, Precie, Avegaile, Angelique, and Monica (2018) on common errors in prepositions committed, it was found that the use of 'on' is one of the most common mistakes committed. 'In' was replaced by 'at' and 'on'. The examples of wrongly replaced prepositions of 'in' are illustrated below:

1). In the forest, we slept on (in) the camp.

2). We stay at (in) Sarawak.

In this respect, I had designed a digital innovation called "PrepoRiching Frozenture" to help address the issue of 'in' and 'on' errors as I do not want my pupils to encounter the same problems in the future. Games created in this mobile app include 'Fill in the blanks' using Educaplay and 'Multiple choice questions' using *Quizizz*. A research conducted by Khadijeh and Monsen (2016) found that using internet online game can enhance students' mastery of prepositions and there is a significant difference between pupils who are taught using internet online game and those who are taught by conventional teaching. The *'Biteable'* app will also be used to create my own introductory video of the topic. Apart from that, I will also utilise the CoSpaces Edu app to create two different scenes that incorporate the elements of AR and VR. Moreover, quizzes and games will be used as the assessment tools.

HOME background picture created using Canva app

About PrepoRiching Frozenture

Screen 1
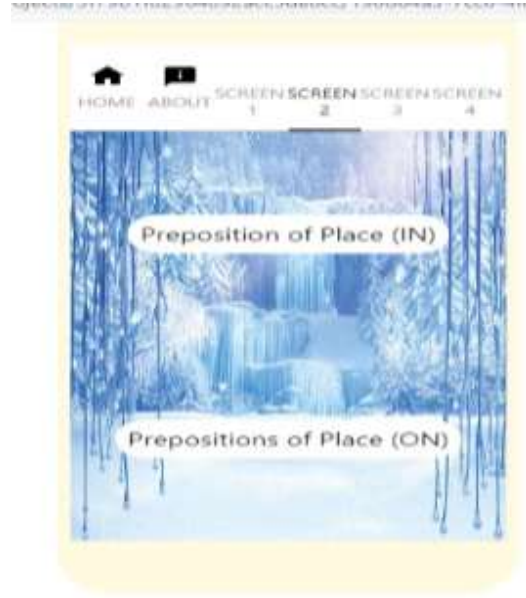
Screen 2
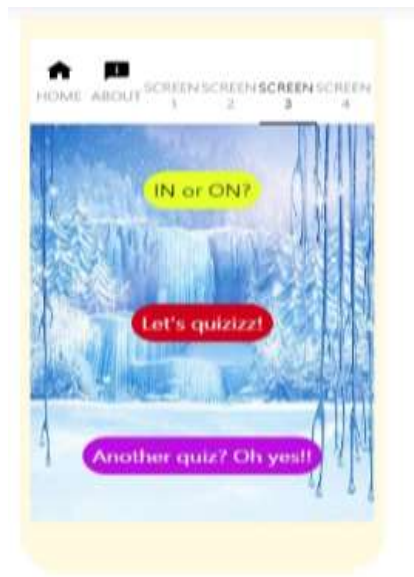
Screen 3
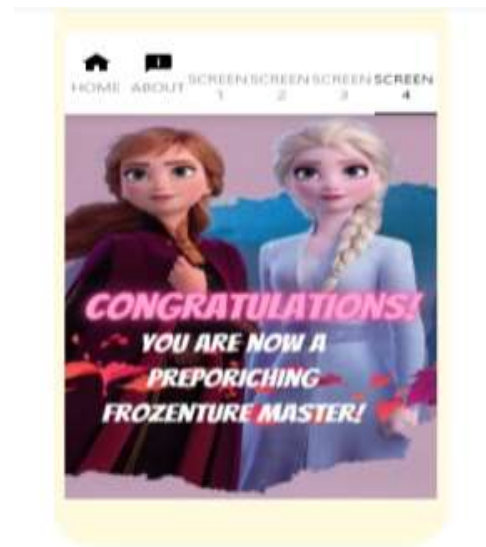
Screen 4

ADVANTAGES OF INNOVATION

The digital innovation has helped me to **further improve my teaching practice** and **Year 3 pupils' understanding of prepositions of place.** The 'PrepoRiching Frozenture' digital application **incorporates various kinds of media** such as images, games,

augmented reality (AR) and virtual reality (VR). Images are fully utilised as pupils' cognitive abilities in early primary schooling rely strongly on their visual sense. Moreover, words are abstract and rather difficult for the brain to retain, whereas visuals are concrete and more easily remembered (Irina, 2015). On the other hand, Virtual reality (VR) creates a sensory experience for pupils as an alternative to reality. VR simulates a real and imagined environment that can be experienced visually in the three dimensional surroundings (Okechukwu & Eze, 2011).

Virtual Reality (VR) for teaching 'in'   Virtual Reality (VR) for teaching 'on'
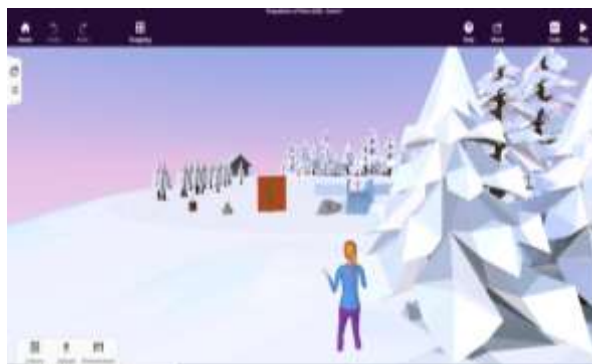
SUCCESS OF INNOVATION

In regards to the success and impacts of my digital innovation, I can deduce that the content, games and information provided had helped the pupils to a certain extent of their learning outcomes. Based on the evaluation tool, six pupils responded 'strongly agree' on the question of 'Do you understand prepositions of place?' (Table 1), which implies that the main objective of the digital innovation has been achieved. This is because the content area that is being focused is prepositions of place. Therefore, if they have acquired the knowledge, this indicates that the digital innovation has successfully improved their knowledge and skills of 'in' and 'on'. However, only 67% of the participants responded 'Strongly agree' on the question of 'Can you build sentences using 'in' and 'on' correctly?', which indicates that 33% of them had not completely mastered the skills (Table 1). In this way, I realised that the pupils had problems with applying the knowledge of 'in' and 'on' in writing. Furthermore, it is supported by a research conducted by Osama (2017) which

indicates that the common mistakes of prepositions done by the non-native speakers are mostly found in their writing.

Table 1: Summary of the evaluation tool results

No.	Item	1	2	3	4	5
1.	**A6. Level of learning material**					
	Do you understand prepositions of place?	-	-	-	-	6/6 (100%)
	Do you understand how to use 'in' and 'on'?	-	-	-	-	6/6 (100%)
	Can you build sentences using 'in' and 'on' correctly?	-	-	-	2/6 (33%)	4/6 (67%)
	Can you differentiate 'in' and 'on'?	-	-	-	-	6/6 (100%)
2.	**B7. Information presentation**					
	Can you see the main topic clearly?	-	-	-	2/6 (33%)	4/6 (67%)
	Do you understand the instruction?	-	-	-	2/6 (33%)	4/6 (67%)
	Do you understand the information presented?	-	-	-	1/6 (17%)	5/6 (83%)
	Can you follow the flow closely?	-	-	-	3/6 (50%)	3/6 (50%)
3.	**C2. Interactivity**					
	Do you feel excited using the app?	-	-	-	-	6/6 (100%)
	Do you like the games?	-	-	-	-	6/6 (100%)
	Do you like the quizzes?	-	-	-	-	6/6 (100%)
	Can you interact with the games and the scenes?	-	-	-	5/6 (83%)	1/6 (17%)
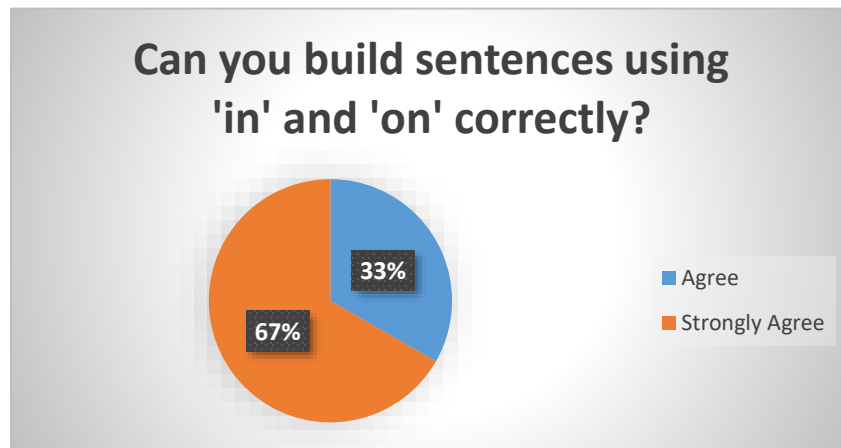
Figure 1: Score of "Can you build sentences using 'in' and 'on' correctly?" question

In designing and creating the 'PrepoRiching Frozenture" digital application, there is no financial involved. The development of the digital application is within financial limitations. I used a poster to promote and advertise my digital innovation through various social media platforms such as Facebook, Instagram, Whatsapp and Twitter.

VOCABJOURNEY WITH MAMA GOOSE!

EVANGELYNE CHERRY ANAK DAWSON

PISMP BI SK) 1 JUNE 2018

SYNOPSIS

Vocabulary is one of the most important components in learning English (Nation, 2001). To use the English language effectively, students must know the vocabularies in the language itself. However, there is a problem in mastering vocabulary among the students. Hence, a digital innovation is created to cater for this problem among the students. The digital innovation, *"VocabJourney with Mama Goose!"* is created to overcome the problem students encounter when it comes to comprehending words in the English language besides allowing students to explore the digital world through immersive and interactive intervention.

When it comes to comprehending a text, students have problem as they are not able to understand certain meaning of the words used in the text. When students are not able to comprehend the text well, they will encounter problems in solving the questions based on the given text. Hence, it is important to introduce the vocabulary to the students as they go through the text for a better understanding. Thus, this innovation is created to cater for students who has problem in comprehending a story. The vocabulary used in the story will first be introduced to the students before they go through the VR world of story. As the story progresses, students will be able to see the actions together with the words attached in the story for better understanding of the story.

The innovation has several advantages for teaching and learning. The innovation created focused on having the content immersive and interesting, and most definitely fun and engaging. As the innovation created is for educational purposes and serves as a teaching tool for teaching and learning in the classroom, it is best for the innovation to be user friendly and accessible across the classroom.

OBJECTIVES

1. To enhance students' vocabulary through an immersive and interactive approach in teaching the English language.
2. To expose students to the digital world in accordance with 21st century learning in alignment with the Malaysian Education Blueprint.

INNOVATION ASPECT

VocabJourney with Mama Goose! is inspired by nursery rhymes and classic children stories to bring back the classic way of learning the English language by bringing it into the digital world. While keeping the story relevant and suitable for Year 5 pupils, the content of the digital innovation still highlights the importance of vocabulary in comprehending a text.

This innovation consists of an introduction on the whole innovation, a story created by using VR, a mini game and also quizzes to evaluate the effectiveness of the digital innovation. Students will explore the immersive VR world through the digital innovation created. The primary effect of immersive VR is to place a person into a simulated environment that looks and feels to some degree like the real world (Psotka, 1995). The innovation will contain graphics and motion, as well as music to immerse the students into the innovation created. According to Gower, Phillips and Walters (1995), pictures, mime and realia can be used to illustrate the meaning and to establish a context in which the target structure is set. Hence, providing graphics especially motion can clearly depict the meaning of a context which is vocabulary that I want to introduce to the students.

The innovation comprises of various applications such as Thunkable, CoSpaces and Google Site. These applications are then combined in one application, Thunkable which acts as the main icon for users to enter. In Thunkable, there are pages of a brief introduction on the digital innovation. There are buttons which will direct the students to Google Site which contains the content of the digital innovation. As Google Site is able to accommodate more pages compared to Thunkable, moreover with the hybrid feature, users are able to get accessed to Google Site and view the contents easily in whichever electronic gadgets preferred.

In Google Site, there are several pages that will direct the users to particular pages in sequence, as well as more detailed contents of the digital innovation created. The innovation is introduced in the first page of Google Site, followed by the learning standards, objective, the list of vocabulary used in the story, as well as links to quizzes and CoSpaces, in which the VR is created. Besides having the content and links included in Google Site, background music and videos are also included for easy referencing. The list of vocabulary is included in the Google Site before the users embark in the "VocabJourney with Mama Goose!", the virtual world created based on the story "The Lion and The Hare". This is to provide the users with the meaning of the vocabulary that will be used throughout the story as a preparation for the users to avoid them not being able to comprehend the story. Hence, the vocabulary listed in the Google Site will include the meanings of each word provided. It is important for them to know the meaning to ensure that they are able to follow the story as it progresses. The link for quizzes is also included which acts as the post-test of the whole innovation in which the quizzes will revolve around the story that the users will "enter" in the VR world. The results will be shown instantly after the users tried all the quizzes to see their understanding on the vocabulary used based on the story. The last page in the Google Site is a short video on the short story which is a recap on the story itself. The users are able to watch the video for a better understanding of the story.

Moving on to CoSpaces, it is an application to create VR, AR world for educational purposes. CoSpaces is used to create the virtual world of "The Lion and The Hare" which is very immersive and interactive. The virtual world created is immersive as users are able to explore the virtual world with virtual animals and virtual setting. Users are able to move about the VR world. Besides having it immersive, it is interactive as it consists of a narrator, "Mama Goose" which has dialogues as if it is communicating with the users. Apart from that, there are questions provided throughout the story as it progresses that requires the users to ponder upon and discuss. Towards the end of the story, there will be Q&A for the users to test their understanding of the whole story. Another interesting aspect in the CoSpaces is that there are background music and sound effects inserted in the story to create an ambient as the users go through the story.

ADVANTAGES OF INNOVATION

The innovation will bring impact to the students when learning the English language is brought into a new level as they explore the digital world in learning the English language and engage in the immersive VR story through digital innovation. It aims to enhance the students' vocabulary for comprehension purposes through digital technology.

One of the advantages is the innovation comprises videos, songs and VR. Students are able to experience learning through electronic gadgets instead of just sticking with books which tend to make the students feel bored. In aligned with the 21st century learning, students are able to enjoy learning through immersive and interactive digital innovation VocabJourney with Mama Goose. Besides that, the innovation tests the students at the end of the story to ensure the effectiveness of the story told with VR, as well as their understanding on the vocabulary introduced to them. It is trivial for the students to achieve optimum learning regardless of the platform used in the class during the lesson delivery.

SUCCESS OF INNOVATION

After carrying out a test-run with the targeted students, the innovation is considered a success as the students managed to get most of the answers correctly in the quizzes prepared. The main focus is to ensure the students able to comprehend the story created in the VR world after been introduced to the vocabulary. Initially, when the students went through the list of vocabulary, they admitted that they did not know the meaning for most of the words provided. Despite having the meaning provided along with the vocabulary listed, they were still sceptical. However, throughout the exploration in the VR world and as they came across the words listed, they were able to see clearly from the actions and the context of the story.

From the feedback gathered from the students, a majority of them enjoyed the visual of the digital innovation as well as the overall story. They were able to enjoy the lesson with a twist of digital innovation and VR in learning. Moreover, it was not merely chalk-and-talk as the students were able to hands-on experience themselves on the

use of electronic gadgets. However, there are also slacks in the innovation created which can be improved in the future.

To improve my digital innovation, I should adjust the product in CoSpaces that I have created to make it more immersive and interactive. Moreover, I should include more interactive and immersive activities such as educational games as assessment to motivate them to learn the English Language using digital innovation. Through educational games, pupils are able to practice the skills they need to succeed while making learning a positive experience (Education.com, n.d.). According to Rogers (2014), when it comes to motivation within the learning process, it is concluded that the enhancement of classroom motivation is important. Therefore, I should be aware of the things that interest the pupils to make them feel motivated and apply it in the classroom.

Another alternative to conduct my digital innovation is to use smartphones. During the implementation in the classroom, I only used the laptop to conduct. Perhaps it would be more convenient to use smartphones with the link to "VocabJourney with Mama Goose!" to the pupils. It will be much easier to use smartphones to conduct VR in the classroom. According to Passey (2014), different technologies are to be used by individuals in terms of their need to accommodate both their age and their purpose. Moreover, Haelermans (2017) states that he effectiveness of ICT in education is primarily dependent upon the way ICT is implemented, as well as on the types of learning for which ICT in education is used. Hence, using smartphones in the class may be suitable for these pupils as they are more familiar with the functions in smartphones than laptops.

REFERENCES

Gower, R., Phillips, D., & Walters, S. (1995). *Teaching Practice Handbook*. Macmillan Education.

Nation, I.S.P. (2008). Teaching Vocabulary. *Strategies and Techniques*. Heinle, Cengage Learning

Psotka, J. (1995). Immersive training systems: Virtual reality and education and training. *Instructional Science*, *23*, 405-431. Retrieved from http://teilab-static.arch.tamu.edu/quek/Classes/Aware+EmbodiedInteraction

CoGaSt

FATIN NAJWA BINTI RAZALI

PISMP BI (SK) 1 JUNE 2018

SYNOPSIS

Coordinating conjunctions seems to be thought as an easy topic. However, despite of how easy it may look like, there are still some pupils who are struggling with this conjunction concept. Marjanovic (2013) quoted that it is extremely challenging to teach pupils to be good writers when they are struggling to comprehend the conjunctions concept. Most pupils who are struggling with the said concept do not really understand the use of each coordinating conjunctions (and, or, but) in sentences which makes them tend to misuse it. This digital innovation application is named CoGaSt simply because its focus is to improve on the coordinating conjunctions aspect by using game and storytelling. It is developed after acknowledging the difficulties in teaching coordinating conjunctions to pupils and how important technology is in the education. This application consists of six parts which will be elaborated further below.

In addition, the advantage of CoGaSt is it uses language games which allows pupils to practice various English language skills (listening, speaking, reading, writing) at the same time while learning the concept of coordinating conjunctions. On top of that, it makes pupils focus on the use of language, rather than on the language forms, so that they unconsciously pick up the correct use of grammar and vocabulary (Abdelrazig, 2017). On the other hand, by using storytelling in CoGaSt application, pupils are exposed to the meaningful contexts of the language use which brings out meaning. Enhancing storytelling with gestures, action, colourful illustrations and relevant games increases language retention and acquisition while creating an enjoyable learning environment. (Lidiayatul & Mutiarani, 2015).

OBJECTIVES

- To enhance pupils', use of coordinating conjunctions through CoGaSt digital innovation application.
- To help teachers improve the effectiveness of teaching coordinating conjunctions by integrating CoGaSt application in teaching and learning session.

INNOVATION ASPECT

As mentioned earlier, the main problem identified in this project is pupils' difficulties in comprehending the coordinating conjunctions aspect (and, or, but). This problem leads to the poor writing skill development among pupils. Based on my observation, for example, some pupils misunderstood the meaning of these three coordinating conjunctions, and, in consequence, they are struggling in constructing sentences by using these conjunctions. Thus, CoGaSt is developed with its initial aim to ease both teacher and pupils teaching and learning process. Below are the aspects in CoGaSt digital innovation:

Introduction

Technically, the first part is an introduction. When pupils access the application, they will be greeted by a video of a teacher introducing the topic of a day.

Definition

After greeting, pupils are required to click on the hyperlink which will lead them to a youtube video. This video explains the definition of coordinating conjunction smoothly. The pupils are also exposed to the correct use of coordinating conjunctions in sentences.

Let Us Watch

In this part, pupils are using Cospaces Edu learning platform. It provides a virtual reality learning experience to the pupils where they can explore around the scene in the story. The method of delivery in this part is by using storytelling. The story pictures Sara' and Daniel's family, including their mother and father who are having conversation in front of their house. In short, this story portrays how coordinating conjunctions are used in daily life.

Let Us Discuss!

After being exposed to the multiple learning activity on coordinating conjunctions, now pupils are required to discuss the concept with each other. In Google Jam board, they are required to work in their learning group to construct sentences by using coordinating conjunctions based on the given themes for respective groups. Sharing of information or understanding between pupils are very much encouraged as they discuss on the concept. After discussing, they need to type at least three sentences that portray the use of coordinating conjunctions. Every group has their own Google Jamboard site.

Let Us Try!

In this last activity for the pupils, they are required to access the Google Docs website to complete the sentence construction task individually. Based on their individual feedback, teacher can evaluate their comprehension of the concept as well as the effectiveness of Co-Cos application.

Below are the samples taken from the digital innovation

ADVANTAGES OF INNOVATION

By developing this product, the difficulties experienced by teachers can be overcome. There will be less teacher-centred approach in the classroom as teacher will use this application to deliver the concept of coordinating conjunctions. However, teacher will act as a facilitator in the classroom and be able to observe the pupils' participation as well as detecting which pupils need an extra help in learning the concept.

On the other hand, pupils will benefit from the implementation of this digital application as their learning experience is shifted away to a technology-based learning. Their attitude in learning will be boosted which will led to the improvement of learning quality. Hence, they will understand the concept of coordinating conjunctions through a different approach such as storytelling. On top of that, pupils also will be given opportunities to use the digital tools for learning. This will be resulted in the production of youth generation who is able to use technology effectively.

SUCCESS OF INNOVATION

Based on the verbal feedback given as well as the checklist answered by the pupils, I have found out that this digital innovation is both effective and ineffective as it could help to improve the efficiency of teaching and learning, transition problem; the suggestions to improve which are inserting the hyperlink, enable the offline feature, inserting more games as well as the alternative solutions which are inserting the hyperlink and adding more games into the digital innovation, CoCos.

Firstly, based on the verbal feedback given, CoCos can improve the efficiency of teaching coordinating conjunctions in the classroom. As it promotes the integration of ICT in teaching the concept (Florence, 2015) it broadens the students' learning experience which improves their interests in learning and understanding the content of the lesson (Gavifekr & Wan, 2015). Secondly, this product was ineffective when it was tested for the first time as the transition between the digital tools were not smoothly done. Students need to consult the developer to progress the learning which portrays that the flow of teaching and learning cannot happen smoothly (Mustapha, 2020). For example, when students have finished watching a video on Youtube, they did not know where to proceed as there is no hyperlink given at the end of the video. Then, there are some suggestions to improve digital innovation. One of the suggestions is inserting the hyperlink into the YouTube video so that pupils can click on the link and reduce the number of interruptions during the lesson. It also can improve the transition between the digital tools in CoCos as the learning process becomes continuous (Christina, 2019).

REFERENCE

Abdelrazig, I. (2017). Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS), 37(1),* 140-150.

Christina, C. (2020, March 29). Learning must not stop with Covid-19. *The Star*. https://www.thestar.com.my/

Florence, S. (2015). Teaching Connectives through Flipped Classes for Tertiary Students: A Study. *Journal of Technology for ELT, 7(2),* 2231-4431.

Gavifekr, S. & Wan, A. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science (IJRES), 1(2),* 175-191.

Lidiyatul, I. & Mutiarani, M. (2015). The Power of Storytelling in Teaching English to Young Learners. *Conference: 1st International Seminar Childhood Care and Education: Aisiyah's Awareness on Early Childhood and Education, 1, 70-81*. Retrieved from https://www.researchgate.net/

Marjanovic, T. (2013). Commas and Coordinating Conjunctions: Too Many Rules or No Rules at All? . *University of Banja Luka, 53-69.* Retrieved from https://www.researchgate.net

Mustapha, A. (2019). Factors Affecting the Utilization and Adoption of Technology in Education. *The Role of Technology in Education, Fahriye Altlnay, IntechOpen*. Retrieved from https://www.intechopen.com/books/the-role-of-technology-in-education/factors-affecting-the-utilization-and-adoption-of-technology-in-education.

myBlippCard

FERNANDEZ NGALANG DOUGLAS ANAK UNYAT

PISMP TESL (SK)1 JUNE 2018

INTRODUCTION

I have developed an application named 'myBlippCard'. The aim of developing the application is to cater the teaching and learning problem in English language classroom. myBlippCard was designed and developed as an intervention to improve the use of article (a and an) among year 1 pupils. promotes 21st-century learning in the classroom. 21st-century teaching level in Malaysia should be developed as teachers in National schools should be encouraged to use e-learning tools like interactive games to facilitate children learning in English (Abidin, 2017). Throughout the process of designing and developing the application until doing a test run, a lot of tweaks and changes are done to improve the application. Therefore, I will be discussing on the impacts and effectiveness of the application, suggestion on what to improve and the alternative solutions.

PROBLEM IDENTIFIED

In ESL classroom, pupils have problems in their use of indefinite articles, The, A, and An. They wrongly used the articles. Especially indefinite articles A, and An. They hesitate to use it sometimes because they do not know what it is for and how to use it. They have difficulties differentiating how to use the articles correctly, and they are usually confused with every article's function. I found that this essential component of grammar is often neglected. This problem arises due to lack of input on this topic, and the teachers ignore this part of learning the correct grammar because they think pupils will "naturally" grasp a good understanding on indefinite articles Furthermore, the pupils also thought this is not important and does not affect their sentence structure. Thus, I proposed an intervention to overcome this problem by using "myBlippCard." It will help to enhance their ability to differentiate the function of articles. It is a fun and meaningful method to learn English as it will help arouse pupils' interest in learning English and promote it for them to apply it in their daily lives.

OBJECTIVES

The objectives of my digital innovation are:

- To improve Year 1, pupils' ability to utilise indefinite articles by using "myBlippCard."
- To arouse Year 1, pupils' interest in learning indefinite articles by using "myBlippCard."

EFFECTIVENESS AND IMPACT OF INNOVATION

After doing a test run at a primary school in Miri, it was found that myBlippCard manage to improve the use of article among year 1 pupils in the primary ESL classroom. The improvement of the pupils on the usage of articles can be seen when the post-test results are higher compare to the pre-test results. It shows that myBlippCard effectively manage to cater the problem. It managed to enhance the pupils' ability to differentiate the function of articles. It is a fun and meaningful method to learn English as it helped to arouse pupils' interest in learning English and promote it for them to apply it in their daily lives.

METHODOLOGY

The implementation of my digital innovation was done by using the ADDIE model. The ADDIE model of instructional design is a generic instructional model that provides an organised process for developing instructional materials. The steps are Analysis, Design, Develop, Implement, and Evaluate.

Figure 1:ADDIE Model

Table 1: Steps in designing **myBlippCard**

PHASE	TASK
Analysis	• During analysis, I have analysed different types of digital tools which are suitable to create my digital game-based learning innovation. • I had take account of the suitability of the digital tools that can help me to cater to the teaching and learning problem.
Design	• In the design phase, I created a storyboard as a guideline for me to develop my digital innovation later. • I created a checklist on what my digital innovation compromise of.
Development	• During this phase, I developed my digital innovation.
Implementation	• I did a test-run on my digital innovation. • Trials and error were carried out to overcome any possible problems.
Evaluation	• Evaluation of the effectiveness of digital innovation were made. • I evaluated on how the pupils' response to my digital innovation and how it the effectiveness of the innovation to overcome the problem.

SUGGESTION OF IMPROVEMENT

From the test run that has been carried out, I identify the areas where myBlippCard can be improve. Firstly, more assessment items and activities can be added into myBlippCard. As in present, myBlippCard only consist of two assessment which serve as an enhancement activity for the pupils. I would add more assessment activity into myBlippCard to ensure the pupils really made progress upon using the application as their learning tool. Next, I will add more augmented-reality-based-activities. By adding more activities into the myBlippCard, it will give more varieties on which activity suits every pupil the most. For example, if the pupils would prefer something adventurous, they will choose the maze.

ALTERNATIVE SOLUTIONS

The problem that I faced during the test run is it is very time consuming as the digital platform is very limited. What I meant by digital platform is the platform where myBlippCard is used and being access. During the test run, I only have one mobile phone to run the test. The participants of the test run will use the phone one by one. Therefore, my suggestion to solve this problem is by making the digital innovation as a web-based rather that app-based. When the it is web-based, larger number of users can use it at once as long as there is internet connection. For example, the computer lab can be used by the pupils to try out the activities by using PC or laptop.

SUCCESS OF INNOVATION

By using Cospaces, I have created a virtual reality educational learning game. Through the digital game-based learning activities that developed by using Cospaces, it allows the pupils to discover and explore content in virtual reality which helped to boost the learning experience and act as the primary motivation for the pupils to learn more. In the activities, the pupils explored the function and how to use indefinite articles through the diorama. It will exhibit a three-dimensional figure which will lead to an immersive learning experience. Then, the pupils experienced running through a maze. In the maze, there were questions on indefinite articles which they need to answer correctly in order to complete the maze. By using Blippar, I created an interactive pop-up-information. By scanning the markers, the information about indefinite articles will be lively around their surroundings. Through this activity, it helped the pupils to improve their development of the spatial understanding of space and objects. Apart from that, I included interactive quizzes which I created through Quizziz, and added the online-based task as an enhancement activity for the pupils.

LEAWIJENN

JENNIFER AWING MERANG

PISMP TESL (SK)1 JUNE 2018

SYNOPSIS

Learning with Jennifer also called as LeawiJenn is an educational app used for pupils of Year 1 to improve their use of pronouns in English language. Pronoun is a word that takes the place of a noun (O'Brien, 2021). Examples of pronouns are *it, she, he, they* and *someone.* Pronouns also help to make the sentence simpler and easy to understand. A pronoun helps to avoid repetition in a sentence. For example, "Afrah put her scarf on because Afrah was cold." The sentence sounds a bit strange because Afrah is named twice; however, if you use a pronoun, the sentence will be shorter and less repetitive. A better sentence would be "Afrah put her scarf on because <u>she</u> was cold" (Otago Polytechnic, *n.d.*). Most pupils in Year 1 tend to repeat the noun in their writing. Hence, introducing pronouns in an interactive and fun way will make it easier for them to remember and apply in their daily living.

With the introduction of this digital innovation, LeawiJenn will help pupils of Year 1 to get familiar with personal pronouns as it will teach them about pronouns in the "introduction" part. Pupils can even get familiar with the examples of pronouns that they have introduced from the video and they can test their knowledge by attempting the test provided. Next, LeawiJenn will lead the pupils to proceed with interactive educational games that are fun and meaningful for the pupils to learn. The games parts are divided into three levels which are Level 1 (easy), Level 2 (medium) and Level 3 (hard). The pupils are allowed to choose their own level that suits their level of knowledge to begin with. Besides, the three levels also help the pupils to progress well in their learning, as well as to test their knowledge and competency. At the end of each level, the pupils can get their scores as a feedback for them to know their level of understanding and capability.

One advantages of using LeawiJenn is it can be used at anytime and anywhere. This is due to its online features which allow teachers and pupils to have easy access to it by using their smartphones or laptop. The digital innovation can be downloaded into phone and laptop so that it enables the users to access its content through online soon. Since education is getting more towards digital learning nowadays, it will come in handy for teachers and pupils to learn by using this digital innovation. Besides, the information provided in LeawiJenn is easy to be understood for Year 1 pupils. The use of language is simple and direct. So, pupils of different competencies can be benefited from using this

digital innovation. The information flow is organized well, from introduction of pronouns, pre-test, exercise and post-test which uses games as its platform. The introduction of pronouns will help the pupils to recognize pronouns and provide examples of pronouns from their understanding. When they proceed to exercise, they will be able to improve their understanding of the use of pronouns. The three levels of games provided will help the pupils to sharpen their understanding of pronouns and improve the use of pronouns in sentence. Thus, LeawiJenn is a good online platform for Year 1 pupils to improve the use of pronouns.

OBJECTIVES

The objectives to be achieved through the innovation are:
1. to improve use of pronouns among Year 1 pupils.

2. to measure the effectiveness of digital innovation among Year 1 pupils.

INNOVATION ASPECT

The use of pronouns among Year 1 pupils is sometimes confusing and rarely seen in writing. They tend to use the same noun to address the subject. Thus, the sentence that they produced is repetitive. The traditional use of "chalk and talk" may be dull for some pupils, so they tend to forget what have been taught. With the use of digital innovation, LeawiJenn, it is interesting, fun, interactive and meaningful for the pupils to learn pronouns. The pre-test which is in form of Quizziz is interactive and fun for the pupils to answer as it has lot of interesting features such as cartoons and logos that catches the pupils' interest. The scoreboard provided at the end of the quizziz will make the pupils to feel competitive to answer the question carefully in order to get high scores. The introduction video of pronouns helps the pupils to understand the concept of pronouns.

After the videos, this digital innovation will test the pupils' knowledge about simple personal pronouns by providing "snake" game for the pupils. The pupils need to answer five simple questions that involve the use of pronouns in sentence. The pupils need to control the snake so that it will "eat" the correct answer. Each correct answer will give 1 mark to the pupil who attempts the exercise. Next, to better enhance the use of pronouns among the Year 1 pupils, there are three games of different difficulty levels that the pupils need to attempt. The first level is an easy level, follow by medium and hard for level 2 and level 3 respectively.

Diagram 1: Digital innovation- LeawiJenn.

Diagram 2: Levels of games in LeawiJenn.

The first game, level 1, requires the pupils to complete sentences by selecting the correct pronouns to complete the missing block. The game will self-read the sentence so that the pupils can listen to it and read the sentence to carefully select the correct answer.

Diagram 3: Game in Level 1.

In the second game, the pupils can choose to play with their peers under the options of 2 players and 3 player or they can choose to play by their own selves (1 Player). They need to answer the questions correctly in order to reach for the beehive. The first player to reach the beehive is the winner.

Diagram 4: Game in Level 2- A multiplayer game.

In the third game, it requires the players to scan quickly for the pronouns and pick it to be given to the gold miners. Scores will be given to the players when they select the correct pronouns and the level increase as the game progresses.

Diagram 5: Game in Level 3.

ADVANTAGES OF INNOVATION

This innovation is designed so that it can match the pupils' learning styles by adding animations, colours, graphics and musics so that it will make learning more interesting, fun and meaningful. Besides, the flow of the digital innovation is also organized to make learning easier compare to "chalk and talk". As it will start by pre-test, which is in Quizziz, the teachers will get a gist of which competency level the pupils are at. According to Zhao (2019), Quizizz has game characteristics like avatars, themes, memes and music, which are entertaining in the learning process. Moreover, the pre-test is interactive and helps to evoke the sense of competitive among the pupils to score higher than their peers. Quizizz also use bright colors and fun music to create an energized, game-like atmosphere (Major, 2017). It allows students to compete with each other and motivates them to study. Next, the pupils will learn about the concept of pronouns in the introduction part and then move to exercise. At the end, they can better improve their knowledge level by attempting the questions in game part. Besides, using games as learning strategy can be fruitful as it can make learning more appealing to students (Aishah & Connolly, 2013).

Diagram 6: Introduction video.
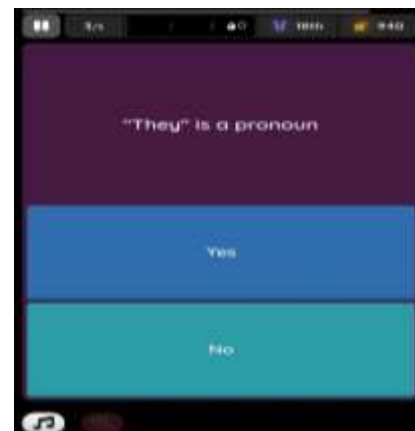
Diagram 7: Example of Quizziz question in LeawiJenn.

Apart from interesting, the innovation is also interactive as it not only includes one user at a time but it allows room for sharing with another one user or two. This is because in the game Level 2, the pupils can choose their preferable number of players. This will increase the pupils' motivation to answer correctly as to compete with their peers. Thus, it helps them to focus and retain their memory.

Diagram 8: Game of Level 2 – choices that players can choose to play the game.

SUCCESS OF INNOVATION

This digital innovation has been a good help for teachers to teach pronouns in Year 1 pupils. This is because it is equipped with meaningful information that matches the knowledge level of Year 1 pupils. Moreover, the exercise and games provided are useful as it has caught the pupils' interest and focus in learning. Their learning became fun, interactive, meaningful and complies the 21st century aspect which involves ICTs, collaboration, communication and critical thinking. Teachers also do not have to bring a lot of hardcopies into the classroom as the innovation has all in one by just clicking on the app. It is easier to explain the concept of pronouns to the pupils as there is a video with sufficient graphics provided to the pupils. Besides, the innovation is also free of charge and it is easy to access by internet. So, teachers and pupils just need to use their own smartphones or laptop to access the contents at anytime and anywhere. Thus, with this innovation, teaching and learning has can be made easier and flexible.

"READ-IT-AND-BLIPP!" APPLICATION FOR READING COMPREHENSION OF YEAR 5 PUPILS

KARINA IGNASIA ANAK NORMAN

PISMP TESL (SK)1 JUNE 2018

SYNOPSIS

In today's education system in our country, English is rarely used, making it difficult for some students to keep up with the subject. In addition to that, methods of chalk and talk in the classroom is often used and might not be fully effective as product is more important than process. Besides that, most students in today's generation are adapted to the life where technology becomes a norm, and some might not be exposed to technology besides social media. According to Bistaman et. al. (2017), educators should consider bringing and integrating technology in the classroom to support and enhance students' learning, by inculcating the use of computers, multimedia, 3D virtual world (VR) and Augmented Reality (AR). In this case, the "Read-It-And-Blipp!" innovation aims to help the learners overcome their problems with English, especially their comprehension. It is designed in such manner that it helps develop the comprehension of learners through the guidance of texts, visuals and audio. It also helps enrich the learning environment as it can be created as interesting as possible. The innovation can be effective as it helps learners engaged in the innovation application created.

OBJECTIVES

Through the innovation, some objectives hoped to be achieved are:
1) To help Year 5 pupils achieve their objective in learning the English comprehension.
2) To discover the potential of the latest Augmented Reality platform.

INNOVATION ASPECT

Some students might find it demotivating to learn using the traditional teaching methods of chalk-and-talk, and it could affect their learning progress. Teacher-centred learning has been practiced over the years and some teachers are already accustomed to it. Based on my past experience when undergoing School Based Experience (SBE), some tutors teach traditionally and has not changed their teaching strategies ever since. Hence, some students might not be able to engage fully in the classroom because there are no interactions between students, their peers and teachers. Students that are not engaged with their learning might not be able to learn anything from studying in class. This could be a major problem on their performances. As mentioned above, I have specifically chosen the English comprehension as my main problem for my innovation and have decided to investigate the matter on Primary Year 5 students. Study shows that students are more prone to learn better when technology is involved since learners in today's generation are able to adapt to technology easily. In other words, the learners are more likely to pay attention to lessons that involves their engagement and the use of gadgets.

To overcome their comprehension problems, the application is shortened to three basic sections: the Introduction, the Passage, and the Pop Quiz. The application helps the students learn to comprehend the text step-by-step. This is because the sequence of the section starts with introducing the students on what a lesson is about, and slowly develops from text reading to testing knowledge, and how much they understand from the text. Therefore, they should be able to grasp the contents of the text and learn how to read in between lines of the passage given.

ADVANTAGES OF INNOVATION

The "Read-It-And-Blipp!" application is an innovation that was designed in such a way that it can be used by Primary 5 students into exercising their comprehension. For example, the application is designed and divided into three sections: the Introduction, the Passage and the Pop Quiz. The introduction section is the stimulus of a certain lesson. It is a segment in which lesson is initiated by introducing the materials of the lesson. For instance, the topic of the lesson is about Family Day. Therefore, the video or audio is about family and what activities can one do with the family. It serves to give an idea about the subtopic of the lesson. Next is the Passage where learners are to be given a period of time to read the passage given about the topic. This helps them prepare for the last segment of the application, which is the Pop Quiz. This segment is where learners test their level of comprehension after reading the text. The last segment is divided into sub segments. The first segment is the main quiz about the passage, to test whether or not they understood the passage or otherwise. Once they have cleared the main stage, the button pressed on the screen will link them to another website platform where they will be assessed through a game-like quiz.

In conclusion, all of the segments developed in the application are aligned systematically so that learners can slowly build their comprehension.
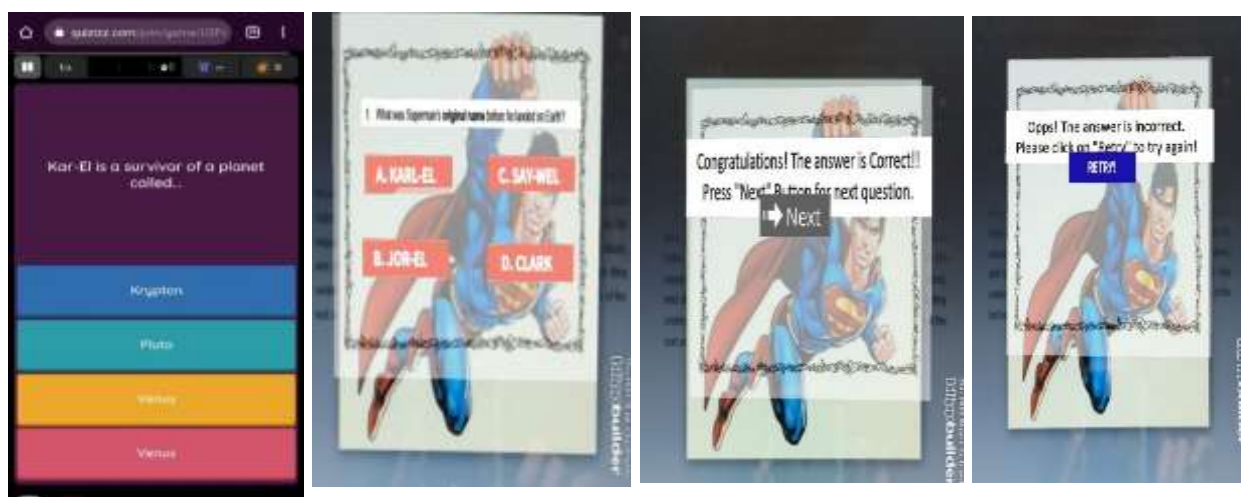
SUCCESS OF INNOVATION

After the implementation of the innovation product, the result was not much of an impact on the students. In the aspect of teaching and learning, it might still be boring

for students to be engaged in the application because of the loading time of the application. However, it was quite engaging for the students when they tried the application for the first time and enjoyed some of the contents featured in the application. For example, the video stimulus, the quiz that is based on an online platform such as Quizziz and a sense of achievement at the end of every topic.

The innovation application is quite developer-friendly as it has basic layouts and widgets that are easy to use and the Blippar developers provide tutorials that other developers can use to make the lesson more interactive. Besides that, it does not require any financial costs. It is free to use and it can be accessed with the use of markers. A marker is an image that is scanned by the application to initiate the "Read-It-And-Blipp" application and requires code. The contents of the application can always be updated as well.

In a user's perspective, the Augmented Reality application is a unique way to learn as it is rarely implemented in classrooms. Technologies such as the AR creates a sense of awe as the virtual programme is created on a real life platform. The programme can be quite useful as it can help increase motivation towards learning especially when it comes to learning a language. As what has been claimed and researched by Barreto (2018), learning language can be fostered through the use of ICT and increases motivation of the students.

In conclusion, the AR innovation is an opening in implementing new technologies in Malaysian schools and should be utilized to its maximum potential. It is hoped that by developing this new technology and implementing it as an educational programme, it will help students learn effectively and efficiently in the future.

REFERENCES

Barreto, A. M. R. (2018).   Motivating English Language use by using the benefits of technology.*Gist Education and Learning Research Journal 117-140.*

Izwan Nurli Mat Bistaman, Syd Zulkarnain Syed Idrus & Salleh Abd Rashid. (2018). The use of augmented reality technology for primary school education in Perlis, Malaysia. *Journal of Physics*. Doi: 10.1088/1742-6596/1019/1/012064.

A COLOURFUL WORLD WITH ADJECTIVES

MICHELLE ANAK JOANESS SPIDY

PISMP TESL (SK)1 JUNE 2018

Synopsis:

A Colourful World with Adjectives (Year 3 SK) is a digital innovation created to teach year 3 students regarding the use of adjectives. The problems that are to be addressed using this digital innovation are to expand the students' understanding of adjectives as well as how to use them correctly while creating an immersive learning environment for the students. The digital innovation does not only focus on providing the exposure to the students regarding adjectives, but it also allows the students to see the placements of the adjectives when describing an object. While combining story telling with technology, the students are able to learn the English component addressed in the problem using an immersive setting. In this digital innovation, there are some advantages that can be seen which includes being vibrant and attractive, simple and fun as well as providing flexible learning. These are some of the advantages that can see from the test run conducted in the local school. However, the digital innovation also has its downside whereby technical problems such as the button of the application being too small can be seen as the disadvantage in this digital innovation.

Objectives:
  i. To help improve the student's understanding of adjectives.
  ii. To create an immersive learning experience for the students.

Innovation aspect

As stated in the synopsis above, this digital innovation is created in order to address the issues of providing exposure to the use of adjectives as well as enhancing the students' knowledge in regards to the use of adjectives while creating an immersive environment for the students. In regards to the problem of providing exposure of the use of adjectives, the digital innovation includes an Augmented Reality story-telling

platform, Cospace Edu, which provides the exposure for the use of adjectives while acting as the 'hook' as well as the 'trigger' in order to attract the students to learn. According to Simmons (2015), "an effective hook prepares students for learning and aligns with the lesson's objective". Thus, by incorporating the main context that is to be taught, which is adjectives, into the first part of the lesson using the digital innovation, it does not only captivates the students' interest but also provide early exposure for them to understand what they will learn in the lesson. As students tend to lose focus from prolonged explanations regarding the items that they are to learn, the digital innovation has to be interesting and attractive while incorporating something new into learning. As Augmented Reality (AR) is still something that is new to be incorporated into learning, hence it can become the 'hook' that attracts the students to be interested in the learning. Below shows sample images of the AR story experienced by the students;-

Diagram 1.1: In-app images of the AR storytelling through Cospace.Edu

While acting as the 'hook', it also acts a 'trigger' that initiates the learning through subtle delivery of storytelling. Long and complicated explanation regarding the English components can make the students become uninterested in learning or lose focus before the reinforcement is conducted. Hence, in order to overcome this issue, the first part of the application provides the initial boost needed by the students to become exposed to the English component that is to be taught during the lesson while maintaining their interest in the lesson.

Apart from attracting the students' attention, it also exposes the students to the correct use and placement of the adjectives in order to describe the objects correctly. For instance, inside the application, the students learn that the colour 'brown' can be used to describe the wooden house and the word 'heavy' and 'thick' can be used to

describe the snow. During the test run, the students are able to see that adjectives are placed in front of the objects to describe the properties related to the objects. In order to ensure that this piece of knowledge was reinforced, repetition through games are used to not only simplify the information intended to be convey but also gamify the lesson that is to be learnt through this innovation. The digital innovation creates an immersive learning environment for the students as they are able to be the one to hold the wheel of their own learning. The students can slow down or speed up the learning process according to their own pace or even repeat the same activities or listen to the story again and again in order to grasp the concept that is to be learnt during the session. For example, during the AR storytelling, the students are not only able to place themselves among the characters in the story but also listen to the narrator regarding the story multiple times until they grasped the concept correctly. Once they have grasped the concept, they can reinforce their learning through the activities that have been created through the Educandy platform as well as the Quizzizz platform. Below shows some pictures of the activities inside the digital innovation;-
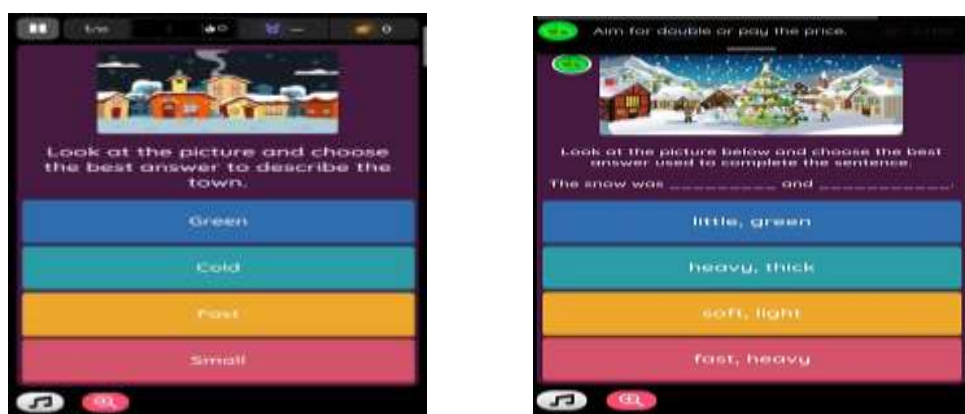
Diagram 1.2: First activity using Educandy.com

Diagram 1.3: Second activity using Quizzizz.com

Advantages of the Digital Innovation

Some of the advantages that can be seen using the digital innovation are vibrant and attractive, simple and fun as well as flexible learning. Firstly, the digital innovation is vibrant and attractive as it comprises of many different colours and images that are meant to attract the students' attention while learning through the application. For example, during the test run of the application, students are exposed to an augmented reality (AR) environment that has different characters as well as different settings that attracted their attention in order to listen to the story being delivered through the AR environment. Secondly, the activities in the digital innovation are simple and fun for the students. During the test run, the students were excited while solving the questions in the activities. They worked together during the activity and their smiles were evident throughout the activities. Lastly, the digital innovation can provide a flexible learning environment. As this digital innovation can easily be conducted with minimal guidance by the teacher, it can be flexible in terms of allowing the student to explore the application on their own as well as using it in their own spare time to enhance their own understanding regarding the English component addressed which is adjectives. Below shows the main screen and the activity screen of the innovation;-
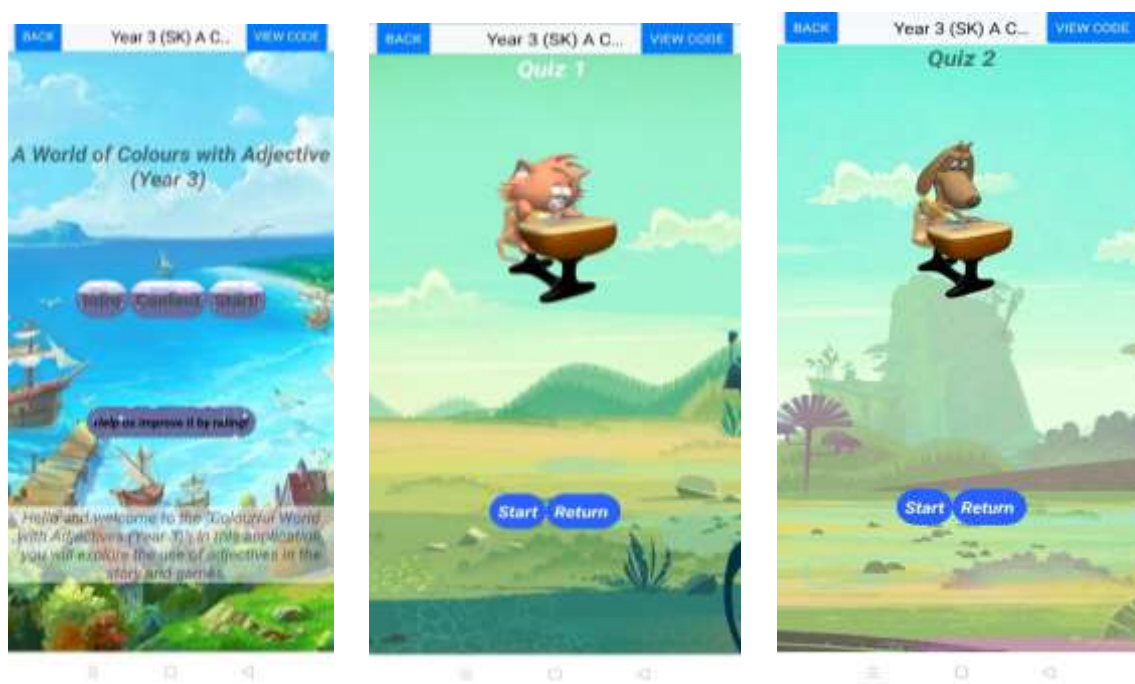
Diagram 1.4: Main screen (vibrant) and activity screen (simple) of the application.
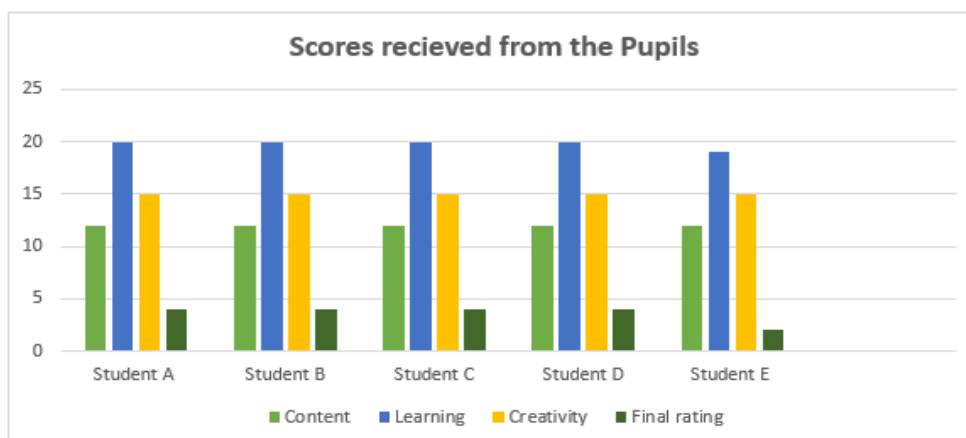
Success of Innovation

This digital innovation was produced in order to expose and enhance the students' use of the English component, adjectives, in describing everyday object that they observe in their surroundings. As learning can take place anywhere and anytime, it is important to take into account of the lesson to be interesting as well beneficial for the students. This digital innovation is not only portable but it is also flexible in a sense it can be used by the students or teacher whenever or wherever they are given that they have the gadgets required to open it. Minimal supervision is required unless the students are not well versed in the use of technology. Hence, an adult supervision such as a teacher may be required to help them. At the same time, teachers can also top up the information given in the activities and story by adding on other different examples that can further reinforce the students' understanding of the lesson.

In regards to the success of this digital innovation, a test run was conducted to see if the digital innovation is capable of overcoming the problems that has been stated initially. During the test run, five students were picked randomly to ensure that the results of the test run is not biased. The students were asked to listen and experience the story using the Cospace.edu platform before continuing to the activity screen. Once they have watched and understand the story, they are asked to conduct the activity together. The students seemed absorbed and interested in the lesson and they were able to pick up the concept of adjectives within the short amount of time of the test run. At the end of the test run, I was able to conduct a short interview with the students and also collected data in order to assess my digital innovation. Below shows the table and graph of my collected data;-

	Learning	Creativity	Content	Final rating
Score (Total score = 260)	99	75	60	18
Ratio of score (Score/Total score)	0.3808	0.2885	0.2308	0.0692
Percentage of score (Ratio of score X 100%)	38.08%	28.85%	23.08%	6.92%
Total percentage of score				96.93%

Table 1.1: Table of score received by the students.

Graph 1.1: Graph of score received from the students.

From the data received above, I believe that the digital innovation does not only successfully overcome the problem that it was produced for, it is also suitable to create alternatives to the traditional style of learning where as it does not require any budget or cost. The platforms used to design this application is free and can be used to create other digital innovations depending on the subject as well as the problems it is intended to overcome. It is also an eye opener to gamify learning whereby it does not only create a fun learning environment, it also peaks the interests of the students. According to Lin (2018), "nothing motivates learners as much as fun does because it comes from genuine interest from within instead of pressure from others". Thus, learning through new creative and fun ways can help students learn effectively instead of constantly drilling the information using the traditional method of chalk and talk.

References

Lin, J. (2018). Why Learning should be fun: And how teachers can make it happen.
        Retrieved from: https://www.edcircuit.com/learning-should-be-fun/

Simmons, C. (2015). Capturing students' attention with compelling hooks. Retrieved
        from:http://www.ascd.org/ascd-express/vol11/1102-simmons.aspx

USING "THE NOUN TOWN" TO HELP YEAR 1 PUPILS TO IDENTIFY NOUNS

NORSYAZA SYAHIRA BINTI SUFIAN

PISMP TESL (SK)1 JUNE 2018

Synopsis

- Usage of games created using Google Site and Google Slides
- The usage of Google Site will provide ample information about nouns and will help the pupils understand what common nouns are. This will also enable them to go and connect with Games that is created using google slides. This is an interactive game that can make the pupils interested in learning and resolve the problem.

Objectives

1. To improve the year 1 pupils' usage of common nouns in the classroom.
2. To see the effectiveness of the innovation in resolving the problem.

Innovation Aspect

The researcher intended to analyses the common error made by the pupils in the classroom concerning common nouns. Errors or mistakes that the pupils make in the classroom may due to lack of attention in the class or they do not know the meaning of the noun. The pupils might get confuse of the spelling of words that often have little or nothing to do with the pronunciations.

The problems occur due to them not understanding what is going on and how to differentiate nouns and adjectives. The pupils may also be confused of their mother tongue and the English Language nouns. When the researchers notice the errors, the researcher can analyse it to gain information about the pupils' problems and difficulties during their acquisition and the way they learn and develop their language learning. Pupils are late in producing attributive noun-adjective word combinations in their spontaneous speech, relative to other types of word combinations.

Advantages of innovation

The teachers can use the digital innovation in their teaching and learning session and make the class more interesting for the pupils. Language teaching instructors and teachers incline to use multimedia, video in particular as a teaching tool to enrich their teaching tasks and help learners improve their English skills (Sun, 2020). The parents can get access to the digital innovation and can use the innovation at home so that they can monitor their children's progress in learning and can also report back to the teacher at school.

Success of Innovation

The pupils are able to understand what common nouns are and how to use it in the classroom and daily lives. The teachers also find a new strategy to correct the pupils' mistakes in confusing between nouns and adjectives. The pupils are able to learn interactively by using their own gadget and also learn how to use digital technologies. E-learning can intensify the role of the teacher as a facilitator. It broadens the teachers' perspectives into how to manipulate the e-learning platform (Yen et al., 2020).

Reference

Sun, L. (2020). *Students' Attitudes and Perspectives Towards Using Videos ...*
      Students' Attitudes and Perspectives Towards Using Videos in Technology
      Assisted English Class.
      http://www.clausiuspress.com/assets/default/article/2020/02/15/article_15818
      12081.pdf.

Yen, E. L. Y., & Mohamad, M. (2020, August 6). *Utilising E-Learning to Assist*
      Primary School ESL Pupils in Learning to Spell during COVID-19 Pandemic:
      A Literature Review. Creative Education.
      https://www.scirp.org/journal/paperinformation.aspx

WORD DETECTIVE

NUR BILLAH MAHIRAH BINTI SAHARIN

PISMP TESL (SK)1 JUNE 2018

SYPNOPSIS

The application is divided into 5 parts which are the **Video, Locate Me, Guess Who, A Day with Allie** and **Tell me.** The **Video** is a video on introducing the descriptive adjectives to give an exposure to the pupils before they get indulge in the games. This is because pupils need to have proper introduction before jumping into something that they are not familiar with. This video comes with 2 mini questions as a recap from watching the video. Next, **Locate Me** is a drag-and-drop game that ask the pupils to drag and drop the adjectives to the following nouns. This will be the start up game to see their understanding after watching the video. **Guess Who** is a game based on a short riddle that describes what kind of animals fit the description. This game helps pupils to have a mental image on what is described in relation to their prior knowledge. **A Day with Allie** is a 3D animated game which have a storyline and quizzes along the way to ensure that the pupils understand how to use descriptive adjectives in a simple sentence. **Tell Me** is a quiz game that allows them to play in groups. This will build teamwork and collaborative learning among them.

OBJECTIVES

The objectives of this digital innovation are:
1. Helping the pupils to understand descriptive adjectives and use them properly.
2. Enhancing the pupils' vocabulary to indicate or describe people or things.

This digital innovation shows that he basic or fundamental of the language need to be learned from a young age. A strong base of the language is a must for the pupils' accuracy and fluency.

INNOVATION ASPECT

The innovation is aim to help the Year 2 pupils to understand on the descriptive adjectives for their better acquisition and understanding in English language. This "Word Detective"

application, I believe, could help the pupils to overcome the problem or lightly to improve the pupils understanding on the descriptive adjective.

ADVANTAGES OF INNOVATION

The advantages of this innovation is that this innovation is using interactive games that allow pupil to play the games from anywhere there are as long as they have Internet connections. Since it is a digital innovation, it will attract the attention of the pupils more as in this 21st Century learning pedagogy, technology and learning comes hand in hand.

SUCCESS OF INNOVATION

The success of the innovation can be seen when after the run test pupils have more input and able to use what they have learned. When they were asked the same question without the reference of the digital innovation, they are able to apply what they have learned throughout the lessons or when they encounter the same situation.

Digital Innovation Test-run (EasyLaza)

ROZALIAH MAIKAL

PISMP TESL (SK)1 JUNE 2018

SYNOPSIS

Imperative sentences are used to issue a command or instruction, make a request, or offer advice. Basically, they tell people what to do. Based on my observation of the pupils during my SBE visit, I realize that they have difficulty in identifying an imperative sentence. For instance, the pupils tend to refer to only sentences that have "?" as an imperative sentence. However, an imperative can as well end with a full stop. For example, "Don't eat all the cookies." Besides that, the pupils also find it difficult to choose a suitable imperative sentence to communicate with their surroundings. When talking to a teacher, they tend to miss out the word "please" to make their request sounds more polite.

Imperative sentences are used to issue a command or instruction, make a request, or offer advice (Han, 2019). Easylaza is an application that I have designed to solve grammatical problems, specifically imperatives among the young ESL learners. The app consists of three games, each followed by an exercise for the pupils to answer after they complete the game. EasyLaza's exercises are arranged according to their difficulty level. Hence, it allows pupils to build their foundation of knowledge about Imperatives one step at a time and allowing them to be more motivated to learn as it challenges their knowledge more on every increasing levels of exercises.

OBJECTIVES

1. To enhance students' grammatical knowledge of coordinating conjunction through Easylaza interactive games.
2. To help teachers enhance students' understanding of coordinating conjunction through Easylaza interactive games.

INNOVATION ASPECT

The two common "Imperatives" problems that I have identified among the pupils are:

1. The pupils tend to refer to only sentences that have "?" as an imperative sentence. However, an imperative can as well end with a full stop. For example, "Don't eat all the cookies."

2. The pupils also find it difficult to choose a suitable imperative sentence to communicate with their surroundings. When talking to a teacher, they tend to miss out the word "please" to make their request sounds more polite.

Thus, the digital innovation that I have come up to solve the problems is called the Easylaza application. It consists of three different games followed by exercises after each game is played. The games are very interactive to catch the attention of the pupils to answer the exercises that follows. The games are randomly arranged however, the exercises are arranged according to the level of difficulty: Exercise 1, Exercise 2, Exercise 3. The pupils will start by playing Game 1. The exercise for Game 1 is considered easy because they are provided with several sentences and they are only required to choose the correct imperative word from each sentence. Meanwhile, the exercise in Game 2 is at a moderate level. Pupils are given imperative words and they will have to choose the best imperatives to complete the sentences. For exercise 3, it is somewhat challenging. It tests the pupils' knowledge of imperatives and how they rearrange a sentence to be a correct and complete sentence. Each time the pupils finishes an exercise, they can proceed with the next game. This motivates the pupils to finish and answer the exercises given correctly so. Most of the words used in Easylaza can be found in the primary school Year 1 to Year 3 textbooks and they consist of commonly used words among Malaysian primary school pupils. This application is available and can be opened in all Android devices.

Figure 1: Game 1

Figure 2: Exercise 1

ADVANTAGES OF INNOVATION

1. Easylaza provides colourful and interactive games that makes learning more fun and interesting.
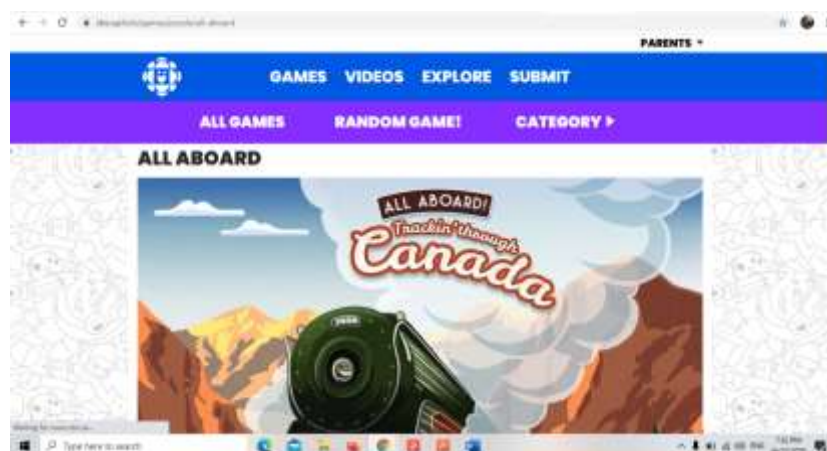

Figure 3: Game 2

2. Easylaza provides simple instructions to help navigate pupils to use the application easily.

Figure 4: EasyLaza's Application background

SUCCESS OF INNOVATION

1. **Boosting digital equity**
   Digital equity in education means that all students can have access to learning resources in an easier and less expensive way than the traditional one (Heift & Vyatkina, 2017). Through this project, each pupil are given the chance to experience the application first-hand.

2. **Customised Experience**

   According to Yolageldili & Arikan (2011), the opportunity to customize learning for each student makes education more productive. The special needs students were more quickly to be diagnosed and progress can be accelerated.

3. **Modular learning**

   This project allows teachers to solve the struggle of creating a variety of effective learning materials that have to satisfy a broad range of needs for the pupils.

4. **Low production cost**

The cost of development for my project includes the prize for the participants:

Learning Through PrepoCube

SHARON SETI ANAK JACKSON JANDA

PISMP TESL (SK)1 JUNE 2018

SYNOPSIS

The digital innovation namely PrepoCube, is developed by using Blippar as the primary medium. This project focuses on preposition, such as across, across, between, on and in. This innovation is for Year 6 pupils. This targeted community would have access to and use this innovation to improve their preposition awareness. PrepoCube involves the use of technology supported by the 21st century learning objective, which is incorporating technology into teaching and learning. In order to access this innovation, it is important to install the Blippar and Cospaces application. In addition, the use of PrepoCube requires Merge Cube. The first step is to insert the Blippar code and scan the marker. There are a couple of links provided in PrepoCube which link to website and apps.

OBJECTIVES

- To enhance the pupils' understanding on the usage of preposition
- To improve the teacher's teaching practice in teaching preposition

INNOVATION ASPECT

Preposition is significant in English language whether in written or oral communication. Different preposition add different meaning to sentences as different preposition provides different relationship for the subject and another part of the sentences. In order to convey message correctly, the pupils need to understand the preposition. The problem identified is the pupils tend to make error and use the incorrect preposition to describe in sentences. The incorrect used of preposition such as "I was born on 2001" instead of "I was born in 2001" or "I was born in 1 January 2001" instead of "I was born on 1 January 2001".

The innovation produced to overcome this problem is PrepoCube. PrepoCube consists of Merge Cube, game and quiz. These components of PrepoCube are focused on preposition. Merge Cube is a tool which enable the pupils to hold the object virtually. This can help them to learn and remember the prepositions. Game was included in this innovation to gain the pupil's attention as well as increase their excitement to learn. The quiz was conducted at the end of the session to assess their understanding based on the activity they had done in Merge Cube and game.
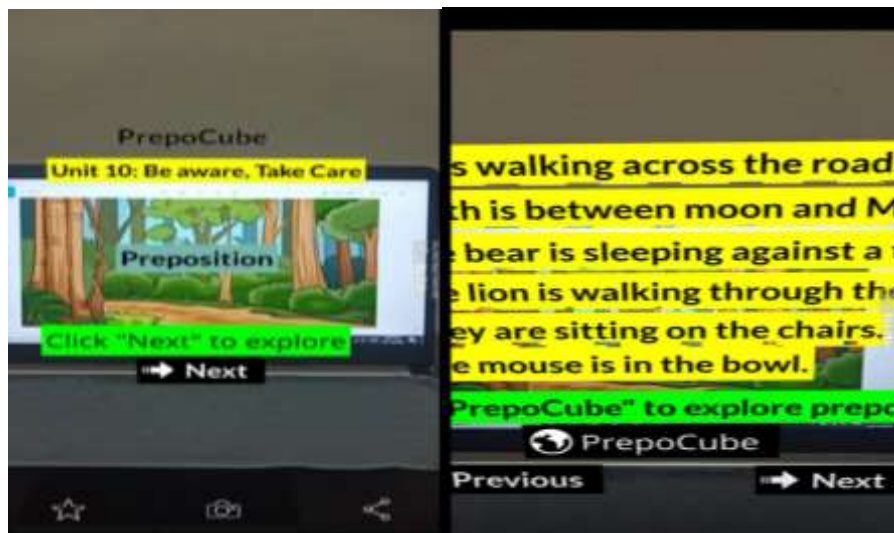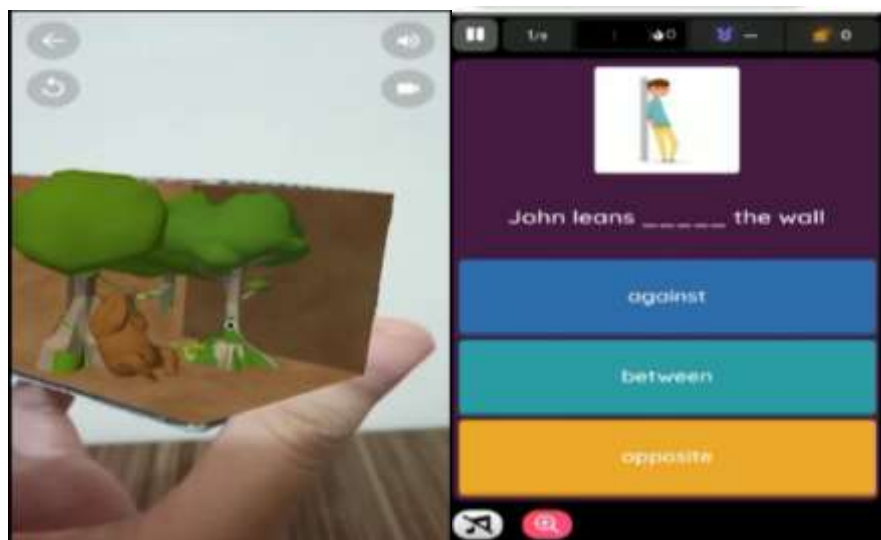

Figure 1: Main Page and PrepoCube
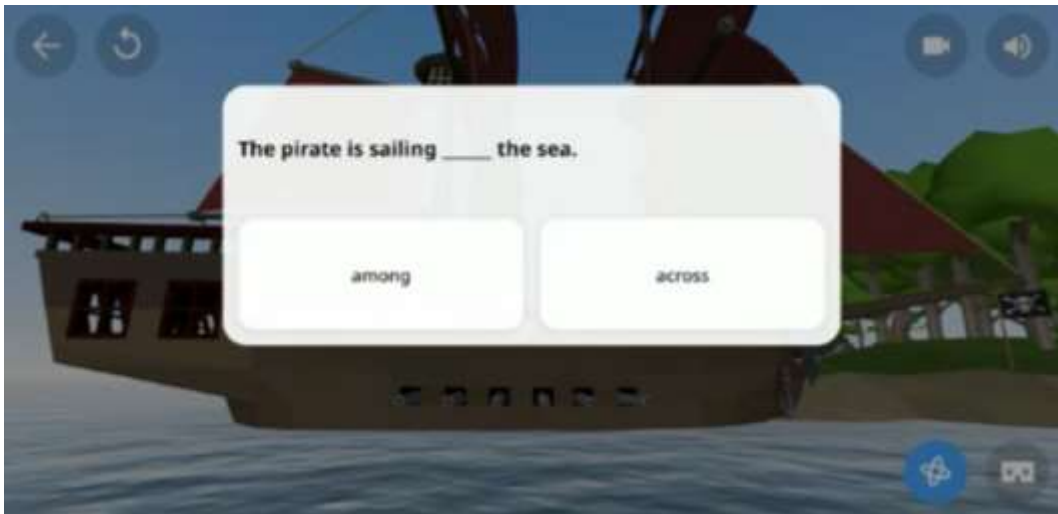

Figure 2: Merge Cube and Quiz

Figure 3: Game (Explore with Pirates)

ADVANTAGES OF INNOVATION

PrepoCube has interactive and user-friendly features. Students' understanding of preposition can be enhanced by using these features. Klasone (2013) believed that using the right preposition is crucial or it may change the meaning of sentences that lead to error. Without proper understanding of preposition, the pupils might have difficulty in making relationship of one subject to another. In addition, the colorful and interactive features of this innovation could help students learn better and more motivated. Yusoff, Katmon et al. (2013) stated that visual learning helps to increase pupils' interest and achieve the learning objectives. Learning through visual representation and visual aid can help to improve students' knowledge.

Merge Cube is the feature of PrepoCube that enable the pupils to virtually hold the objects. They can strengthen their understanding by virtually holding and observing the targeted learning content. Relying on their imagination alone cannot help them visualized the targeted words. Another feature of PrepoCube such as Explore with Pirates and Quizizz will attract the pupils' attention and increase their engagement level in learning. Thus, the pupils' knowledge understanding can be developed with the visual provided in PrepoCube.

Figure 4: Explore with Pirates

Figure 5: Merge Cube and Quizizz

SUCCESS OF INNOVATION

The innovation was tested by Year 6 pupils in October 2020. Based on the test run, PrepoCube is effective in solving the teaching-learning problem. The pupils were eager to learn and participate. For the quiz, they were able to answer correctly with average 6 out of 8 questions. The interactive games activity, the animation and video clip used helps to enhance their memory. There is a section of the innovation called Explore with Pirates. In Explore with Pirates, the pupils need to answer some questions by using the correct preposition. The 3 pupils can answer these questions correctly with the help of animation.

Next, the Merge Cube helps the pupils to understand preposition. The pupils agreed that the Merge Cube help them understand the preposition. They were able to hold the animation virtually and manipulate the angle to view it from different perspectives. Besides, explanation through visuals enhance pupils' understanding compare to verbal explanation. They are able to grasp new concept or grammar easily by learning through visuals. According to Leow and Neo (2014), multimedia has introduced the pedagogical strength in facilitating students learning and supplementing learning with liveliness as it adds richness and meaning to the information presentation with the use of more than one medium (p. 100). The use of visual and interactive features of the innovation make the learning content more meaningful for the pupils. The development of this innovation does not involved any cost. Both the teacher and the pupils need laptop and smartphones. They need to install Blippar and Cospaces in their smartphone to access the activities of PrepoCube.

REFERENCES

Klasone, I. (2013). Using pictures when teaching prepositions in English   lesson   in the forms 3-4. *Dil ve Edebiyat Egitimi Dergisi*, *2*(8).

Leow, F. T., & Neo, M. (2014). Interactive multimedia learning: Innovating classroom education in a Malaysian university. *Turkish Online Journal of Educational Technology-TOJET*, *13*(2), 99-110.

Yusoff, Z., Katmon, S. A., Ahmad, M. N., & Miswan, S. H. M. (2013). Visual representation: Enhancing students' learning engagement through knowledge visualization. In *2013 International Conference   on   Informatics and Creative Multimedia*, 242-247.

The Old House

TERRY MORRIS ANYUT

PISMP TESL (SK)1 JUNE 2018

SYNOPSIS

The purpose of creating this innovation is to help the Year 2 pupils that face difficulties in recognizing some basic words like bedroom and cupcake. "The Old House" will also introduce some of the new words like vampire, door and even chairs. According to Biemiller (2003), "*if the growing vocabulary gap can be avoided, it is possible to fill in some words already missing at the beginning and perhaps, reading comprehension could be improved*". This shows that learning vocabularies is important to improve some individuals' language skills like reading, listening, speaking and writing. That is why, this innovation is created in a fun and educational manner that can boost their learning motivation, and increase their participation in the teaching and learning session.

OBJECTIVES

Based on the problems that have been identified, Year 2 from Sekolah Kebangsaan Methodist (SK Methodist) are facing difficulties in recognising some certain basic words, like bathroom and bedroom. Consequently, this proposal is to solve the following problems, which are low vocabulary knowledge and pupils' interest in learning English:

1. The first objective is to improve the pupils low vocabulary knowledge. To reduce the occurrence of this problem, a mobile application of "The Old House" will introduce them to some basic, new and interesting words. For example, vampire, cupcake and shield.

2. Secondly is to encourage them to learn English in a fun and interactive way. According to Ting (2016), he stated that by using multimedia equipment, the information and materials can be clearly shown, which not only saves class time, but also attracts students' attention. Therefore, the creation of this mobile

application (The Old House) will help to increase their interest in learning the English language.

INNOVATION ASPECT

Problems:

Before conducting and implementing the usage of "The Old House" mobile application, there are several problems that have been identified, faced by the Year 2 pupils of SK Methodist. The problems are low vocabulary knowledge and the pupils' less interest in learning the English Language. The first problem is the pupils' weakness in low vocabulary knowledge or can also be called as lexicon. According to Alqahtani (2015), *weak vocabulary leads to little proficiency in a foreign language*. This is because vocabulary knowledge is essential for second language learners and the lack of this skill is among the factors that affects the pupils' English proficiency skills.

Secondly is the pupils' less interest in learning English can give a negative impact in learning new words. This is because Ming et. al (2011) *stated that a student who has favourable attitudes towards language learning but is not motivated to learn will not succeed as a language learner*. Therefore if the teachers stick to a traditional method of "chalk and talk" and not using technology as a way to gain their attention, the pupils will have a hard time to learn English in a fun and interactive way.

How the innovation can overcome the problems:

To solve the first problems, the digital innovation was created and filled with new vocabularies for Year 2 pupils. In the theme of a "Halloween", they will learn various words that are used to describe certain people or objects. For example, "a vampire", "a witch", "a ghost" and "a werewolf". With addition of these new words, they can increase and enhance their vocabularies capacity and greatly improve their usage of words in speaking or written form.

On the second problem, the digital innovation was also designed with colorful backgrounds and captivating visuals like pictures, gif, gameplay and even suitable music for younger audiences. For example, "Spookie" was created as a guidance for the pupils which will increase their attention to the application and will also enhance their interest

towards English language. Therefore, to gain the pupils' recognition towards English language, colorful colors and many visual aspects should be put as one of the main priority when designing the digital innovation. In the end, the young pupils will not be bored when playing with it and can also learn with the teachers about certain topics like vocabularies. Figure 1 shows a gameplay inside a room where the pupils can navigate around the area and explore new worlds while interacting with the characters in it:

Figure 1: The Witch And The Vampire

ADVANTAGES OF INNOVATION

Technologies have help many people to achieve greater things in life. In education system, technologies can be used to ease the burden of the teachers when they are having a lesson with their pupils. Therefore, there are some advantages of the created digital innovation in overcoming the problem's identified.

The first advantages is its mobility that can be used anywhere and anytime. The digital innovation is a mobile application and it can be used at any place as long as there is Internet service. In terms of overcoming the learning problem, teachers can use this opportunity to teach the pupils outside of the classroom environment so that they (pupils) can experience a new kind of learning environment. This can ease the pupils' tension

when they are always learning inside of the classroom and take more interest to learn English if the lesson carried out by the teachers is always unique and fun.

Second advantages is the visuals and audio effects that are used in the digital innovation. Captivating visuals like using colorful backgrounds, appropriate music and even voice effects can help the teachers to grasp the pupils' intention. Furthermore, with the addition of a character(s) in the digital innovation, will make the pupils to use it more so that they can interact with their favorite character(s). This will also overcome the pupils' learning problem of short attention time span as they can expand their vocabularies while having fun with the mobile application. Figure 2 shows "Spookie", one of the characters used in the digital innovation to help the teacher in guiding the pupils during the English lesson:

Figure 2: Spookie

SUCCESS OF INNOVATION

Innovation has become an important figure in the schooling system nowadays as it can help to evolutionize and improve the norm of education in the classroom. This mobile application can have a huge impact not only for Year 2 students but also for the whole schooling communities. As for example, this application is also versatile and dynamic and mostly can be used for all ages. It can teach the younger students like Year 1 or Year 3 about spellings of some words and even introduces new words that are not familiar to them.

Moreover, it also helps them to discover new words and widen their vocabulary knowledge. The mobile application can offer a lot of new words that can be read by the students. As it can be updated frequently on **Play Store** or **Appstore**, it can give the students a lot of new varieties in regards to words they never heard of.

REFERENCE

Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. *Reading psychology*, *24*(3-4), 323-335.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching And Education*, *3(3),* 21-34.

Ming, T. S., Ling, T. S., & Jaafar, N. M. (2011). Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *3L: Language, Linguistics, Literature*, *17(1), 1-10.*