

StayTiny

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PISMP BI 2 JUN 2018

SYNOPSIS

The problems identified in teaching the English adjectives are the language interference caused by the pupils' first language and the lack of motivation to learn the English language among the ESL pupils. To solve the problems identified in teaching English adjectives in the ESL classroom, an innovation entitled "StayTiny" is proposed. The innovation proposed is categorised as a transformation instruction innovation. Using the current DSKP syllabus for Year 5 pupils, this innovation is catered to increase the pupil's learning motivation in learning the English language and improve their understanding about adjectives.

The innovation proposed could uplift the pupils' motivation to learn the rules and usages of English adjectives which consists of three types, which are positive adjectives, comparative adjectives and superlatives adjectives. The use of multimedia in the innovation proposed also provides interactive and interesting inputs about the different types of English adjectives. It could also strengthen the pupils' understanding towards the difference in the rules and usage of these types of adjectives that will be taught by the innovation. This is because the innovation allows the pupils to drill their knowledge on these three types of adjectives through the activities programmed inside the innovation. Hence, the innovation proposed, "StayTiny", is effective in addressing the problem identified among the pupils in the ESL classroom when they are learning about the English adjectives.

OBJECTIVES

The objective of innovation will be increasing the pupils' mastery of using adjectives. The next objective will be improving their motivation towards learning the English language through the use of digital tools.

INNOVATION ASPECT

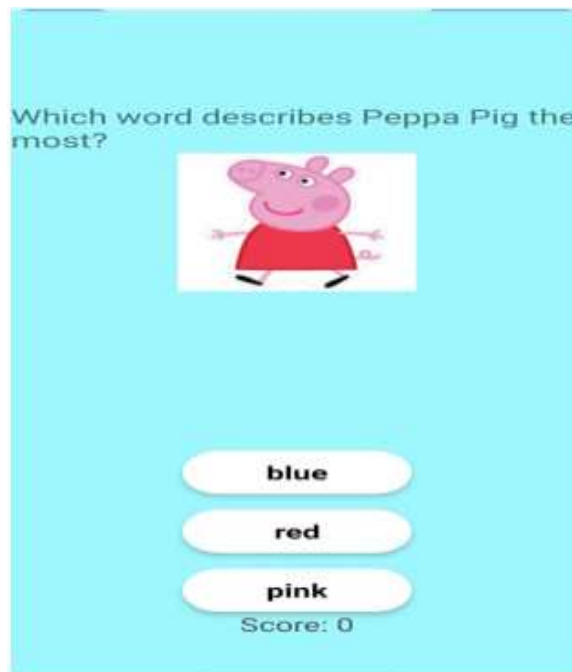
In teaching the English language in the Primary ESL Classroom, the teacher found that their pupils experienced difficulty in understanding the functions and meaning of the English words that they learnt in a lesson. Moreover, the pupil's first language is found to be one of the reasons that contributed to their difficulty in learning adjectives. For those who are not familiar with the words, they find them meaningless and will lose their interest in the lessons, especially in the early stages as they will face difficulties when using the language (Kubalan & Yunus, 2019). The unfamiliarity towards the rules and meaning of the English adjective could then decline the pupil's interest or motivation in learning the English adjectives and even to participate in the teaching and learning activities in the ESL classroom. The use of digital game-based learning in the classroom could enhance learners' motivation towards learning foreign languages as well as extending their time of exposure to learning with either conventional or non-conventional resources (Pitarch, 2018). Hence, a digital innovation, "StayTiny" is proposed to address the problems identified among the ESL pupils in learning the English adjectives.

The innovation uses **Thunkable** as its launching platform which allows the pupils to access the innovation in their mobile devices. The feature of the innovation will include argumentative reality (AR) using **MyWebAR.com** which provides video lessons on the types of adjectives.



Picture 1 : Screenshot examples of the AR for "What's that? Comparative Adjectives."

Virtual reality (VR) clips from **Youtube** will be used to allow the pupils to virtually present in an event which triggers their ideas in describing the event or a person using the adjectives that they had learned. A short quiz in **Thunkable** is inserted to apply the pupils' understanding about adjectives.



Picture 2 : Screenshot examples of the “Question Time!” for VR Storytime! In Thinkable

Several game-based activities using **Educandy** will be linked from the **Thinkable** app to provide enjoyable exercises for the pupils.



Picture 3: Screenshot examples of the Educandy games

Lastly, the innovation provides interactive quizzes through **Quizizz** to test their understanding on the types of adjectives.



Picture 4: Screenshot examples of the Quizziz

ADVANTAGES OF INNOVATION

The advantages of this digital innovation expands from improving pupils' learning interest towards English adjectives as well as increasing their understanding in the rules and usage of the different types of adjectives. Motivation will influence success in second language learning (Pazilah, Hashim, & Yunus, 2019). A positive learning motivation allows the pupils to have a desire to participate actively in the learning process. Implementing multiple types of technological tools give the ESL learners a sense of freedom, motivation, and encouragement for the learning process (Pazilah et al, 2019). Lastly, the innovation gives advantages to pupils by providing an interactive platform for practicing the linguistic inputs about the English adjectives for improving their language mastery in adjectives. Practising allows pupils to familiarise all aspects of the English language and contributed to success in their language learning (Mohammed, 2018).

SUCCESS OF INNOVATION

The innovation is successful in allowing teachers to provide interactive and interesting learning experiences to pupils for them to learn the English adjectives. As a result, the

pupils are more likely to understand and remember what they have learnt in the classroom about the English adjectives. Next, the innovation is a success in terms of its production cost. This is because digital innovation requires no cost in producing and programming the digital innovation. Hence, it is cost-efficient and effective in improving the pupils' interest and mastery in learning adjectives.

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ENGLISH FUNLAND

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SYNOPSIS

The Year 4 pupils are facing difficulties in learning English due to lack of vocabulary. As stated by Thornbury (2002), language comprehension and production will be hampered because of lack of vocabulary. As a result, the pupils rely on their teacher in communicating in English most of the time. Thus, the digital innovation is designed to help them master English vocabulary. The English Funland is a learning package comprises of various games that are designed based on Year 4 learning module. Module 5 in Year 4 textbook is chosen for this project. In this module, the pupils will be learning vocabulary on food and tableware. Vocabulary plays a vital role in a language as it support an individual's ability in mastering a language, in this case English. According to Allen (1983), the learners must learn thousands of words to master over a language. In this module, the pupils will also be exposed to grammar, specifically the quantifiers. Grammar plays important role in enhancing the accuracy of the English language. The grammar of language is known as the set of rules that govern its structure. On the other hand, quantifiers are terms that express quantificational relations between sets, such as "all" and "both" (Hazem,2017). In other words, quantifier is a word or a phrase that helps us to inform how much or how many we are talking about. The great teaching strategy is very important to make teaching and learning process in the class work fluently and conducively. This innovation offers topic that is in their syllabus which will ease their understanding as the topics is related to them. Besides, the graphics and language chosen is at their level. It will not be challenging for them to keep up with the learning package.

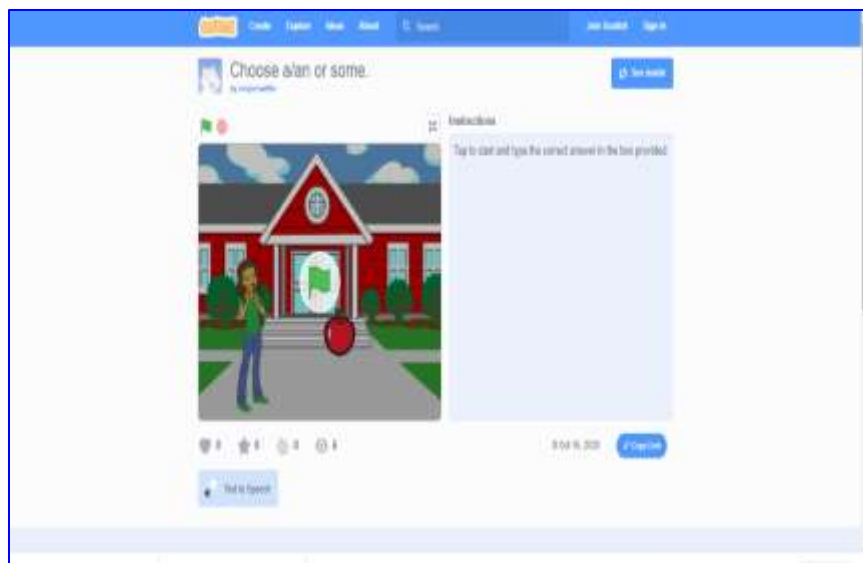
OBJECTIVES

This project aims to achieves objectives as shown below :

- i. To improve pupils mastery in vocabulary.
- ii. To discover the effectiveness of using games developed through digital application in improving pupils' vocabulary.
- iii. To improve my teaching strategy in teaching vocabulary.

INNOVATION ASPECT

Vocabulary is the main problem encountered by the Year 4 pupils. This affects their speaking skill as they constantly relying on their teacher to find English words to communicate. In order to learn a particular language it is important to identify the word before knowing how to pronounce it. Thus, this project is designed to help improving the pupils' vocabulary. The targeted vocabulary is selected based on their learning module which is Module 5 under the topic "Eating Right." Beside that, this project exposes them to grammar which is many quantifiers. "Eating Right" is the chosen topic because it is close to them in a sense that food is a basic need. Thus, to start improving their vocabulary, I chose to start with things that they can easily relate with. After learning the suitable quantifiers for food vocabulary such as flour, egg, sandwich and so on, they will be able to practise it in their daily conversation. For instance, they will be able to ask for food by saying "a sandwich" or "an egg". When they use the correct quantifiers for things, it shows their understanding regarding how much or how many food they would like to have.



Picture 1: English Funland Interface

ADVANTAGES OF INNOVATION

The English Funland offers an understandable yet fun learning platform for learners with problems in mastering the English vocabulary. The main strength of this learning package is the topic is closely connected to the pupils' daily life. For instance, food is human's basic needs. In this project, the pupils are exposed to not only food, but also cutlery such as spoon, fork, mug, glass and many more. The rationale is so that they are able to make meaning in their real-life experience. This is beneficial for their life-long learning. As a result, it will be easier for them to memorise and understand the English vocabulary which then will improve their English language. They will not have to rely on their teacher all the time and able to converse using simple sentences with the vocabulary they have learned.

Besides, the graphics and language for this innovation is thoroughly chosen to suit the pupils level of language and age. It is not too difficult or easy for them to comprehend and follow. It is both fun and effective to be experienced by them. The suitable graphics and content affect pupils' interest in learning. The first thing they will notice is the visuals of the package. Thus it is heavily taken into consideration in the sketching stage of producing this project.



Picture 2: Suitable graphics and language

SUCCESS OF INNOVATION

This innovation was executed successfully during the teaching and learning process. This is because the pupils were all participated actively throughout the lesson. They interacted with the innovation without any difficulties. Meaning to say that they were able to keep up with the lesson using the proposed innovation. The pupils gave positive review on the visuals and content of the innovation. In terms of production, it went smoothly as the school's facility is well-equipped and the Internet connection was good. As a result, it was cost-effective as I did not have to spend money on the Internet data or technical aspects. In promoting this innovation on the social medias, I did not have to pay for anything as well.

ADJECTIVE PARK

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PISMP BI 2 JUN 2018

SYNOPSIS

According to El Shaban (2017), adjectives had always been considered as insignificant in the teaching and learning of grammar in English among primary school teachers. This commonly leads to pupils' inability to identify adjectives in a sentence and how to use it in order to make their writing more interesting. Pupils' inability of using the right adjectives in their writings often lead to poor quality essay in affect their examination mark.

In my opinion, this issue should be taken more seriously by teachers, especially among Primary ESL teachers as the primary school education is the place to teach the foundation writing skills among pupils. According to Yagcioglu (2019), the effective use of adjectives in sentence writing does not only gives details to an event or object in the essay, but it will also make the story more interesting to read. Thus, teachers should also emphasize the importance of using adjectives in sentence writing among pupils in classroom.

Therefore, I had come up with a digital innovation that would help to teach pupil's adjective while allowing them to have fun using it – in which is called “The Adjective Park”. This innovation was created based on one of the grammatical components in English language writing skill, in which is adjective. This innovation also helps to promote the ICT in teaching and learning process in the class. This innovation is consisting of information on adjectives for pupils' notes and a few activities for them to explore on their own.

This innovation was designed with an online app, in which is Thinkable. There were also a few online applications incorporated in this innovation in which are YouTube, Kahoot!, and Cospaces. The incorporations of different types of online application in this innovation makes it more interactive for the pupils to use as their learning material.

OBJECTIVES

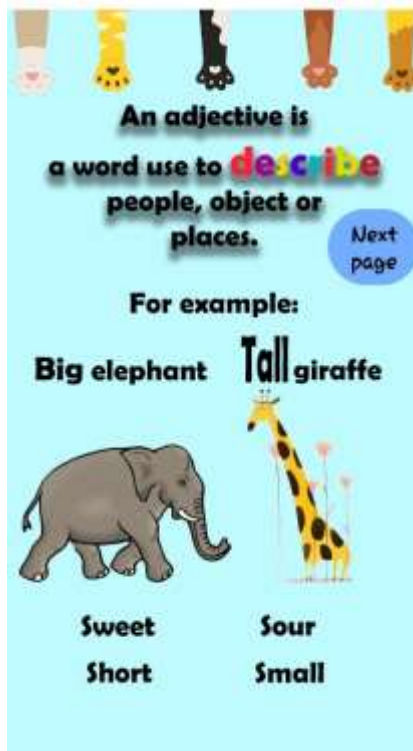
The objective of this study is;

1. To boost pupils' understanding of adjectives using "Adjective Park" as the intervention.
2. To help teachers improve pupil's understanding on what is adjective in the class.

INNOVATION ASPECT

One of the problems that I had identified during the test run is that the teaching and learning that occurs in the class was more traditional, in which the pupils rely on textbook as their main source of information. Through my innovation, the pupils now have more than one sources of information that they can use when they are learning. For example, they can learn through educational music and video presentation on YouTube and they can explore the CoSpaces – an online based app that allows them to learn through 3D visual, in which will make them understand the topic more. Thus, after learning through the application, I find that the pupils were not only have higher understanding on adjectives but they were having more fun learning in the classroom.

The second problem that I had found during the test run is that the pupils were not exposed to digital learning. The school is located in the outskirts part of Sarikei thus they have weak internet connection. By using the app that I had created, in which is the "Adjective Park", the pupils can still be exposed to digital learning even with weak internet connection. This is because, the notes are still available offline. This then gives them exposure to digital learning in the school.



Picture 1 shows one of the offline notes available in the application



Picture 2 shows one of the online applications (CoSpaces) incorporated in the application

ADVANTAGES OF INNOVATION

One of the advantages that I had identified when I used this innovation to overcome pupils' learning problem in adjective is that it allows the pupils to be more active in the learning activity in the classroom. Other than that, they were more interactive to the teaching and learning activity because most of the activity requires them to give respond to the questions given. Next, collaborative learning were also incorporated when they were using this innovation because they were required to do the activity in group and brainstorm for answers together. Those were the advantages of this innovation.



Picture 3: Shows the pupils work together as a group when the test run were done

SUCCESS OF INNOVATION

The first success of this innovation is that it spreads awareness to the pupils on the importance of using adjectives in sentence writing. When pupils use this apps, they are exposed to different types of adjectives that they can use in their essay writing. Next, this innovation had also impacted the users on the effectiveness of technology in teaching and learning in classroom. The old practices of chalk and talk in classroom often makes the pupils feel bored. Therefore, with the incorporation of different types of medias in the innovation, it helps making the lesson more interesting and meaningful for the learners.

In terms of cost, I had only spent an amount of RM90 for my internet data to develop the app. The users however are free to the download and use the application in the classroom. Therefore, this application is user friendly for everyone who is interested to use it.

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LET'S GET PREPOSITION!

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SYNOPSIS

The “Let’s Get PrepositiON” innovation consists of multiple digital tools that are used to give pupils the full opportunity to explore and learn through different tools. Two of the major tools that are used are interactive videos and Co-Spaces. The interactive videos help guide the pupils when they are learning and teaches the three prepositions in a more visual way while Co-spaces allows the pupils to explore after they have acquired the appropriate preposition that is targeted. Aside from that, digital tools such as Youtube are used to provide videos that are engaging and Quizizz that allows the pupils to answer in a more engaging way instead of the traditional method. Online games are also explored to give pupils to interact with prepositions to allow them to learn the topic in a fun way. Below displays the first interface screen of the innovation.



OBJECTIVES

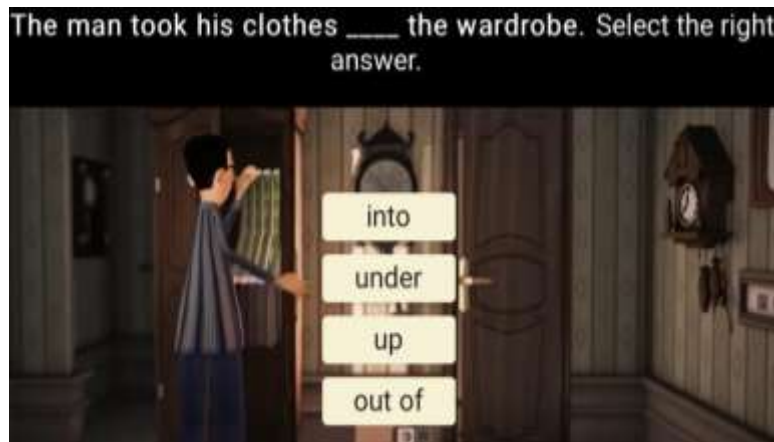
1. To introduce three types of prepositions which are place, direction and time in an immersive learning environment with innovation such as Co-Spaces and Interactive Videos in Year 5.
2. To increase the student's understanding prepositions with immersive learning with innovation such as Co-Spaces and Interactive Videos in Year 5.

INNOVATION ASPECT

This innovative approach is done in order to help pupils with learning English in a fun, interactive way and increase their motivation. Motivation plays a vital role in the rate of success or failure of any activity (Alizadeh, 2016). The lower the interest of the pupils in learning the language, the lower their rate of acquiring the language will be. Without a meaningful learning experience, it will result in a decline of language acquisition (Nuridin, 2019). Hence, with innovation such as Co-Spaces and interactive video exercises, it aims to help pupils to learn in a more engaging way that involves exploring the information in this innovation regarding the English component which is preposition. Interactive options such as providing immediate feedback regarding place or direction in a contextual environment allows pupils to understand faster. With the autonomy to learn in an immersive learning on their own, the pupils will be more immersed in the lesson. Hence, this can heighten their motivation in learning the language as the lesson will be more meaningful to them.



This is an excerpt from Co-Spaces where students can interact with the objects and characters.



This is an excerpt from an interactive lesson video that involves the students with interactive questions.

ADVANTAGES OF INNOVATION

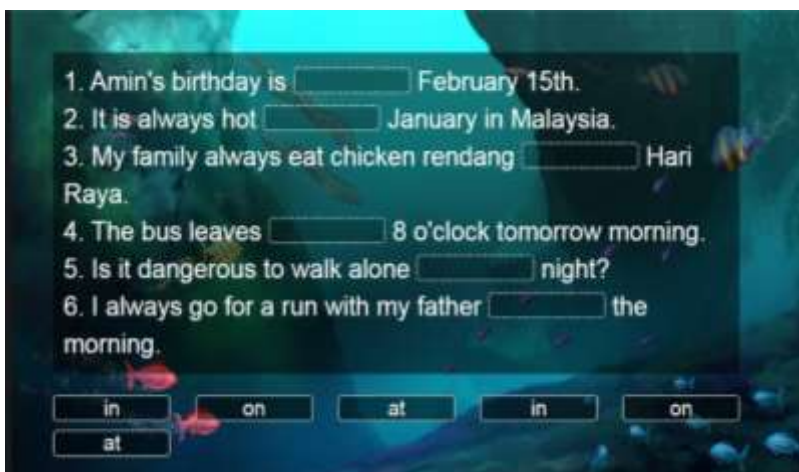
The innovation tries to tackle the learning problems by creating an immersive learning environment for the students. With an immersive learning environment, it allows the students to learn with a hands on approach that allows them to interact with the concept. Although the innovation is done digitally, it incorporates virtual reality that helps the students to stimulate their environment similar to the real world (Razeek, 2019). With this, students will be more motivated to learn as they are given an active role in their learning.



This is an excerpt of the innovation where the students can explore actively in a zoo. It allows them the exploration of virtual reality by going to the zoo.

Moreover, the concept of preposition might be hard to grasp by the students if they were exposed to the subject traditionally. With this innovation, it can help to take the concept by giving students the chance and opportunity to practice and truly understand the language. Through activities that practice their language understanding and simple

practices, it can help them to polish their understanding as well as further enhance their knowledge on the matter.



This is an excerpt in SMART Learning Suite where the student can practice their language skills in preposition.

SUCCESS OF INNOVATION

The innovation can be deemed successful as it attempts to change the way students learn in a classroom. With topics such as prepositions that might be boring for pupils, it can be transformed into an interesting topic with digital tools such as interactive videos and CoSpaces. It would also allow the pupils to be more immersed in the learning process and they will be motivated to learn as it allows them to learn actively in a fun and meaningful way. Active learning has been found to increase concentration and deepen student's learning (Gifkins, 2015). With this, it can help to transform the learning instructions in English classrooms with an approach that encourages active learning.

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HALLOWEENGLISH

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PISMP BI 2 JUN 2018

SYNOPSIS

Storing a wealth of vocabulary, especially nouns is essential for ESL learners to ensure their ability to convey and receive information while using the language in their communication. Without an adequate amount of vocabulary, it will frustrate the pupils to learn English due to the inability to express themselves. The vocabulary is important for the exchange of information because language learners will find it is hard to understand others and express their feeling without an appropriate and sufficient knowledge of vocabulary. Hence, the innovation 'Halloweenglish' helps the pupils to be exposed to essential vocabulary which is nouns. The innovation is comprised of interactive and engaging learning activities such as games and quizzes that will enhance the pupils' learning experience through a digital form of learning. This digital innovation will help to increase the pupils' range of vocabulary through engaging and interesting exposure.

OBJECTIVES

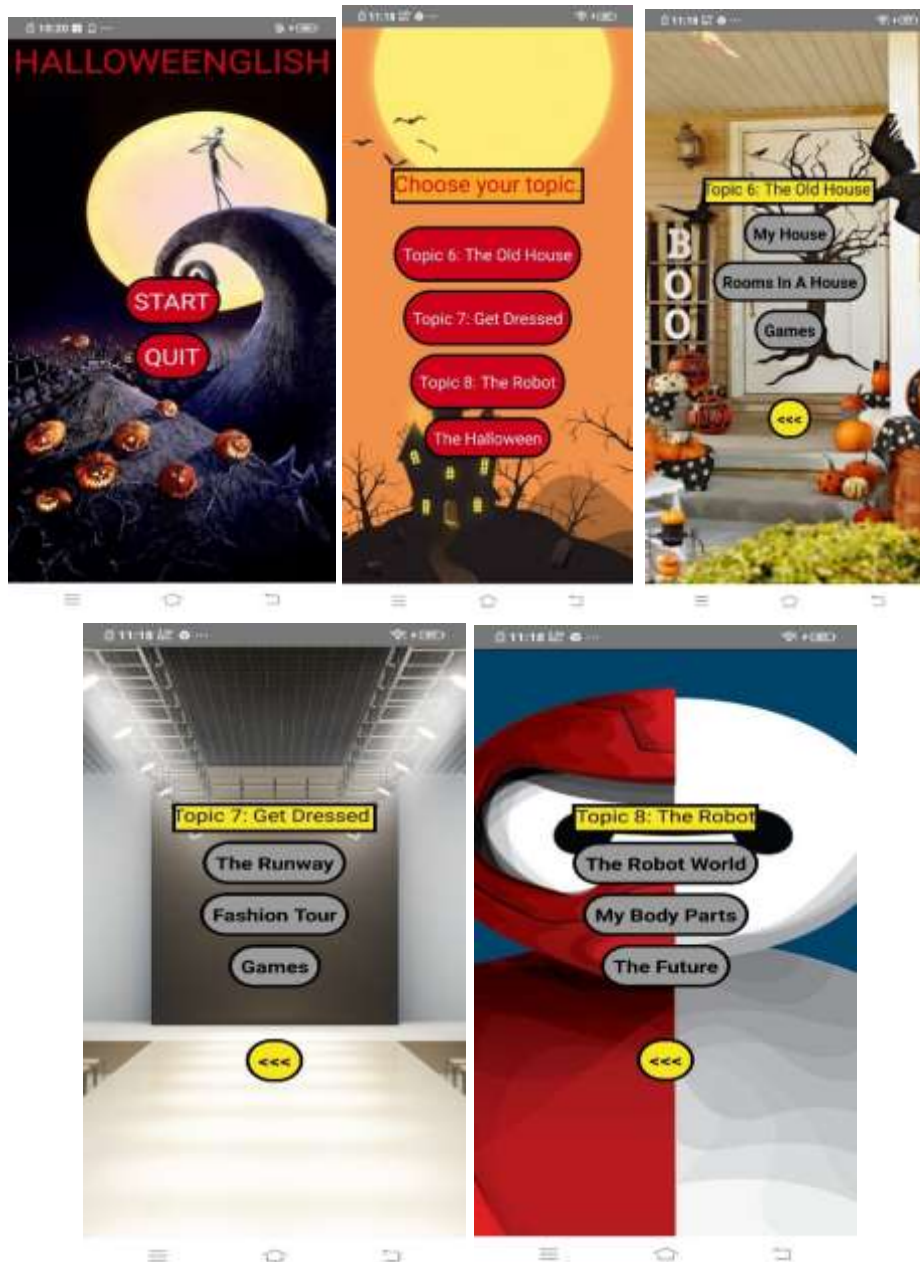
The objectives of 'Halloweenglish' application are:

- a. To increase the pupils' vocabulary, especially in nouns.
- b. To let the pupils to apply the learned nouns to describe people or objects.

INNOVATION ASPECT

The identified learning problem is the lack of vocabulary among the pupils to express and convey their ideas. Due to lack of vocabulary, the pupils are frustrated and demotivated to learn English. The innovation 'Halloweenglish' helps the pupils to be exposed to essential vocabulary which is nouns. The innovation is comprised of interactive and engaging learning activities such as games and quizzes that will enhance the pupils' learning experience through a digital form of learning. Given the theme of the application

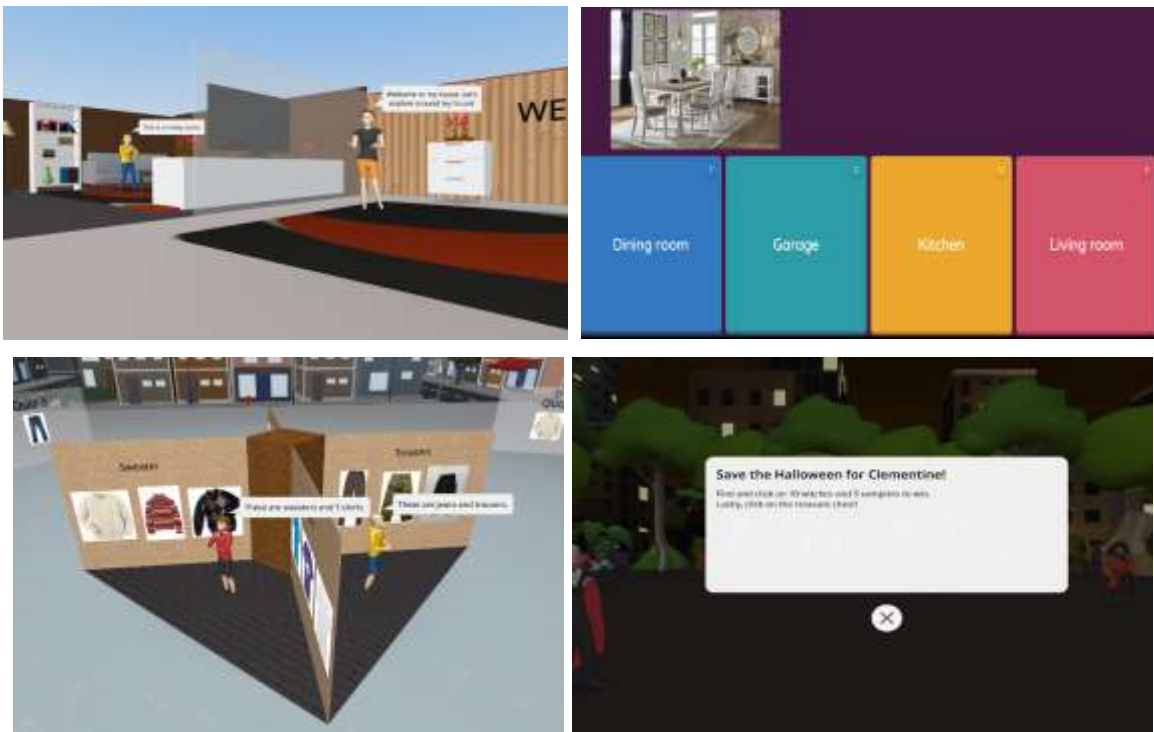
is 'Halloween' combined with English, it will increase the pupils' motivation and spark their interest to learn through this interesting learning application. In short, 'Halloweenglish' will let the pupils learn vocabulary, especially nouns in a fun yet meaningful way.



Picture 1: Halloweenglish interface

ADVANTAGES OF INNOVATION

The innovation is comprised of interactive, interesting, and engaging learning activities to captivate and sustain the pupils' interest throughout the activities in the innovation. Therefore, the learning experience is enhanced for the pupils. For example, games and quizzes. In this innovation, the games and quizzes are presented through various types of platforms such as CoSpaces, Quizizz, SMART Learning Suite, and online jigsaw puzzles. The vocabulary is introduced to the pupils by watching videos from Youtube. Then, the pupils will practice using the vocabulary by applying or using the vocabulary that they have learnt in the provided learning activities. Lastly, the pupils' knowledge in vocabulary will be assessed using Quizizz to gauge their comprehension and their mastery of vocabulary.



SUCCESS OF INNOVATION

Based on the evaluation forms distributed and filled by the pupils, the innovation is proven to be effective by increasing the pupils' vocabulary. The innovation is evaluated by 10 pupils during a test run conducted in a school. Among the pupils, 80% of the pupils are

agreed that they are able to learn new words from the innovation. Meanwhile, 90% of the pupils are agreed that they learn and gain new nouns from the innovation and 80% of the pupils are able to comprehend the nouns that are used and presented in the innovation because the vocabularies are chosen based on their language competency. Besides, the innovation is cost-friendly without any expenses involved. Moreover, the marketing of the innovation is also successful as promoting the innovation using a poster and social media managed to collect feedback from the future users who are interested in the innovation. It shows that future users are interested to use the innovation to help improving their vocabulary based on the feedback given by the pupils mentioned in the poster.

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SPACE ROCKETEER

LOUISA VANEESA ANAK PETER

PISMP BI 2 JUN 2018

SYNOPSIS

A second language learner find it is hard to comprehend and remember certain hard spelt words. Spelling is a complex activity that involves many skills where the spellers must think about how words sound and then translate those sounds into print. The rationale of creating this digital innovation is as a digital platform for a fun and interactive teaching and learning process. In this case, the innovation is to help the pupils to master spellings which are hard spelt words. By using digital technology, it could help the teachers to attract the pupils' interest towards the lesson. It is important as you are looking at your whole year and ways to work in their interests to know that your plans are not set-in stone (Dill, 2008). As digital tools are flexible, the teachers could take advantage of it to change the topic of the lesson according to the pupils' needs. Hence, by using the technology, the teachers could apply this strategy in teaching spellings by using fun and meaningful games over the Internet.

OBJECTIVES

The objective of this innovation is to

- i. improve the pupils' mastery of spellings.
- ii. provide a fun and interactive learning process.
- iii. motivate the pupils to learn English language.

INNOVATION ASPECT

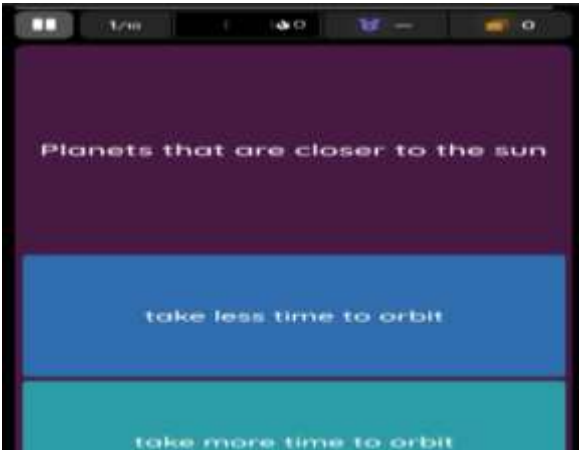
"Space Rocketeer" is the name entitled to this innovation which is categorised as a transformation instruction innovation. It is meant for Year 5 pupils as following the current DSKP syllabus. The objective of this innovation is to help the pupils to master their spellings as it is crucial to produce good language skills especially in preparing for their next public exam which is UPSR. It will help to comprehend and practice their spelling skills for hard spelt words. The innovation will use Thinkable as its main platform which will be inserted with different activities. The activities will include virtual reality (VR) clips and videos from Youtube to expose them to the topic. Then, argumentative reality (AR) and Google Slides are used as a platform to introduce words which are related to the

topic. This will use MyWebAR.com and Google Slides as its platform and link to the Thinkable button. Finally, there are several games online provided for the pupils to be played and enhance their spelling skills. These games will be selected from several websites such as Educandy and Quizizz.

I had chosen the problem of differentiating spellings between all the problems listed from the brainstorming sessions. The innovation is then planned to help the pupils master spellings which are hard spelt words. This innovation is designed based on the topic which will bring much interest to the pupils and their learning needs. It will include fun and interactive elements to ensure the pupils' interest towards the lesson. Pictures, videos and games are used to accomplish this design and innovation objectives. The development starts by drafting the innovation content using a storyboard. Then, it is developed using Thinkable as its main platform and hyperlinks are inserted to connect the videos, VR clip, games and AR multimedia. The innovation will be implemented as remedial and enrichment activity where the pupils will use it as a tool for revising. The reactions and scores of the pupils will be monitored to compare their performance before and after the intervention of digital tools.



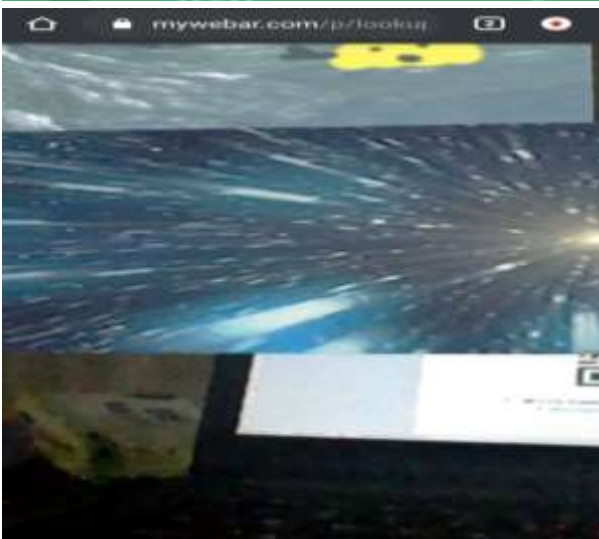
Google Slides for Let's Learn



Example of Quizziz's question



Examples of Educandy's games



Example of AR when it is being used

ADVANTAGES OF INNOVATION

Learning a language could be hard, especially for the second language learner. The English language is often viewed as a difficult language to be learned all around the world. In the Malaysian context, the English language is especially acquired during formal education in the school. Malaysian primary ESL classrooms sometimes instil terror and demotivated the learners. Hence, it is important for teachers to use fun and interactive activities and games in the classroom which will help them to create an active learning environment. Crocker (2019) said that fun activities and games increase the motivation of your pupils and encourage them to get involved in the lesson and continue working.

To implement fun and interactive activities, teachers could use the technology to create or innovate an application or websites. When combining digital and traditional literacies, not only do students learn how to read and write, but they also learn how to expand their communication, language and media skills. Therefore, it is important for teachers to be able to implement digital tools into classroom activities. For a generation that is rarely far away from a smartphone, tablet, laptop, or gaming device, using technology in the classroom can be a useful tool to boost student interest (Werrell, 2019). Acquiring English as a second language will be much fun and simple to comprehend with the help of technology. Pupils will be attracted to the teaching and learning process which will help them in developing their language skills rapidly during their primary school years.

Using this innovation, it serves as a digital platform for a fun and interactive teaching and learning process. It creates an active learning process for the pupils in mastering and overcoming their problems. It also helps the teachers to be flexible with their teaching materials to conduct the lesson for the pupils. The interest and motivation of the pupils could be built by using the application. Technology nowadays attract young pupils to discover different and wide materials on the Internet. They are free to discover it and learn from the sources. No charges or fee are made and given for the use of the materials on most websites especially blogs for education. Therefore, the pupils and teachers both benefit from the innovation as they acquire the freedom to access and used the materials. They also could design it based to their likings and syllabus or lesson plan. Games attract young learners especially in primary school which could be used and took advantage of as a medium to teach the pupils.



SUCCESS OF INNOVATION

The successfulness of the innovation is analysed based on the data which I had collected using field notes, observations and survey form with some interviews during my project test-run. For the application, all the pupils agree that they enjoy the application for their learning. They can discover a lot of learning materials through the application. It helps them in their enrichment for the understanding of hard spelt words. The videos used for the introduction of the lesson have captured the pupils' interest towards the application. They were anticipating the next learning materials in the application. The games were also one of the components which excite the pupils. Based on my observations and field notes, they love the games and wait for the next one to be played. The games played had helped them in memorisation of the spellings of the list of words. Digital technology can enrich the learning experience for all of our children and young people (Edinburgh, 2016).

The production cost of this innovation is affordable and efficient for the user. They only need mobile data on their smartphones to download and use the application. The

cheapest mobile data package is only RM30 per month which offer high speed Internet connection. Therefore, the production of the innovation is convenient as it does not cost a fortune to be develop. It mostly uses free website application and media online.

Hence, the teacher love to use the application in the school especially in doing enrichment activities. It is useful for the pupils to recap their lessons using the application especially before the examination period. It helps both the teachers and pupils for the teaching and learning process to be more effective and affective. The pupils also could use the application anywhere and anytime they want to. Therefore, they can use it for revision sessions at home or tuition centre. The teachers also could edit the application and update it from time to time to align it to the syllabus or lesson plan for the day and weeks.

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EXPLORATION ON THE GO!

MARK EVANZEL MAHANI

PISMP BI 2 JUN 2018

SYNOPSIS

One of the problems identified in the ESL primary classroom is the pupils' mastery of adjectives. Adjectives is one of the basic of the English language used to describe things such as size, colors and textures of certain things. We use our five senses to describe objects around us. The five senses are hearing, sight, touch, taste and smell. Children in the ESL classroom usually have trouble in using the correct adjectives to describe certain things. Thus, Exploration On The Go! can help them to understand adjectives better through fun and interesting interactive activities available in the innovation.

OBJECTIVES

1. To enhance students' mastery of adjectives through educational technology.
2. To prepare notes in an online platform as student's self-learning notes.
3. To assist students' learning in the topic which is adjectives.
4. Create an innovation that is immersive, interesting and fun for students to learn English.

INNOVATION ASPECT

One of the most common problems found in ESL classrooms in Malaysia school is most of the students are having difficulties in understanding adjectives. The reason for this problem to occur is that the students are lacking exposure to English Language. Other than that, some of them also do not have enough materials to do independent learning at home. Therefore, I had come up with a solution in which to give them the materials for self-learning through my digital innovation, which is Exploration On The Go!.

ADVANTAGES OF INNOVATION

This innovation had been effective for students in the ESL primary classroom in helping them to master and understand adjectives. This innovation is really simple and easy to use. Students are just a few clicks away from dozens of examples and interesting activities such as games and quiz in which enables them to learn adjectives more effectively. Exploration On The Go! are also portable as it can be installed on mobile devices such as smart phones and laptop. Students just need to install the application and they will be able to access the innovation anywhere and anytime. They will be able to refer to the application whenever they want to. The innovation is user friendly as the innovation is not difficult to use. The innovation is built to make it easy for students, especially students from a young age will be able to understand and master the innovation in a short period of time.

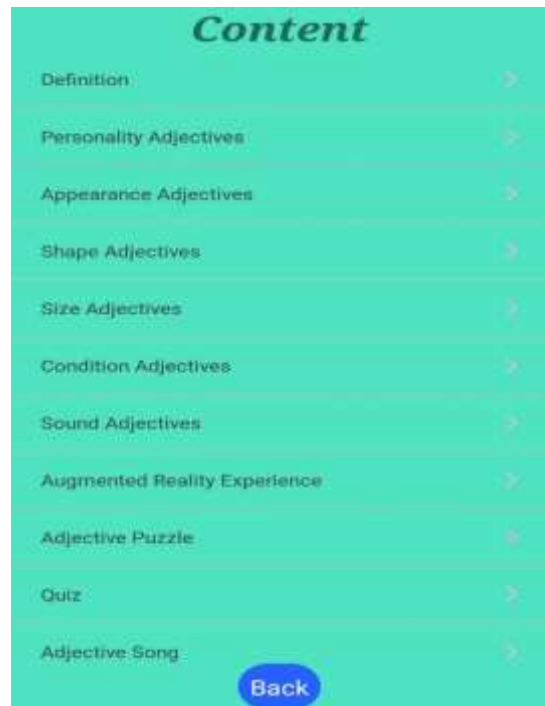
The innovation is well-organized and thus, make it easier for students to explore. Students are also given the freedom to take charge of their own learning as it is up to them on how to use the innovation. They are able to watch videos, play games, interact with interactive activities and see the examples of each of the adjective types. There are no fixed ways to use the innovation. It is up to the users on how to use the innovation. The innovation is simple and straight to the point. There is no hassle in using the innovation. Users just need to click to see examples and immerse themselves in the world of adjectives.

SUCCESS OF INNOVATION

Exploration On The Go! had been helpful in making teaching and learning process in the ESL primary classroom more effective. Students are able to understand adjectives after using this activity and they had fun while learning. The games, quiz and interactive activities such as the VR experience provided in the innovation are able to help the students to strengthen their knowledge on adjectives. Most of the students showed huge improvement after using the innovation. They enjoyed themselves and are eager to use the innovation to learn more about adjectives. The innovation is easy for them to use. Students are able to master the innovation in a short period of time. The production cost

of the innovation is free. Thus, the users do not have to spend money to buy the innovation but they can download and use the innovation for free. This innovation can also help teachers in making the teaching and learning process in the ESL primary classroom easier, fun and interactive. Students will be able to learn more effectively if the lesson is interesting and fun. Next, the innovation is easy to acquire. Users will only have to install the application on their smart phones or laptop and they will have access to the innovation anywhere and anytime.

Indices



GRAB THE VOCAB

MILDRED UBONG AUGUSTINE

PISMP BI 2 JUN 2018

SYNOPSIS

The problem that is identified among the pupils is a lack of vocabulary which leads to being unable to understand the basic words in reading, listening, speaking and writing. Innovation proposed to solve the problem named Grab the Vocab and it involves the vocabulary such as nouns and adjectives according to Year 4 Syllabus. It also consists of interactive features that serve as the platforms for the pupils to get exposed with nouns and adjectives to enhance their vocabulary knowledge. It plays roles to provide the input and vocabulary knowledge to the pupils by incorporating the cognitive Theory of Multimedia Learning. It is effective to help the pupils learn, remember, perform and understand the vocabulary that they are exposed to.

OBJECTIVES

The objective of this innovation proposal:

- I. To improve the pupils' vocabulary knowledge by using the 'Grab the Vocab' and
- II. To improve my teaching practice in introducing the vocabulary to the pupils by using the 'Grab the Vocab'.

INNOVATION ASPECT

The pupils who have a lack of vocabulary will encounter poor reading comprehension. It is because vocabulary is a part of background knowledge that will help the pupils in reading (Peter, 2011). Pupils that have a lack of vocabulary are more likely unable to understand the basic words in reading, listening, speaking and writing. Thus, it is important for the pupils to master vocabulary in order for them to learn language. Vocabulary is an inseparable part of any language learning (Komachali & Khodareza,

2012). Therefore, the innovation is produced to overcome the problem by using multiple media such as songs, audio, images and videos. It also involves Virtual Reality (VR) to help the pupils to 'grab', learn and practice the nouns and adjectives that are included in the innovation. It also involves multiple applications such as Cospaces, Scratch and Online Learning Suites.



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ADVANTAGES OF INNOVATION

This application allows the pupils to learn how to pronounce the vocabulary using the audio and songs. It also will help the pupils through visual scaffolding as the application involves images, video and multimedia that include visual. It is the idea of instructional supports that are specialised to be used in order to facilitate learning when the pupils are first introduced to a new subject (Lewis, 2015). It plays an important role to provide the input and knowledge to them at the same to arouse their interest.

'Grab the Vocab' will help the pupils to learn the vocabulary effectively as this application incorporates the cognitive Theory of Multimedia Learning. Multimedia learning is defined as the delivery of instructional content using multiple modes that include visual and auditory information (Mayer, 2008). This will enable the pupils to learn, remember, perform and understand in different ways as they possess different learning styles. This application also includes games and quizzes which will help the pupils in their knowledge retention.

SUCCESS OF INNOVATION

The innovation has been successful from the aspect of teaching-learning. In the aspect of teaching-learning, the pupils are able to learn the nouns and adjectives effectively. For instance, they were able to answer and give responses to the activities that are provided in the innovation. Throughout the test-run, the pupils collaborated with their peers including the teacher in order to improve their vocabulary knowledge. I found out that I was able to control and monitor their progress during the test-run. It enhances the skills that I need to improve my teaching practice in introducing the vocabulary to the pupils by using innovation.

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PREP THE PREPOSITION

NICK DILLON ANAK ENDRICK

PISMP BI 2 JUN 2018

Synopsis

From my experience through my SBEs(School Based Experience) it was rather a common occurrence for the English Language to be rarely used.If the English language is used in the school it is either to be used in the classroom as it became compulsory to speak in the English language during English lessons. Therefore using English in conversing between students are rare.This causes for students to have low language input which would then result to encouraging them to not use the English language.The lack of use on English language would certainly cause student not being able to use it correctly much less master the usage of the language.In fact, students would certainly have issues in certain aspect of the English language such as the usage of grammar, lack of vocabulary, fluency, pronunciation and much more. Being weak in using the language would certainly demotivate the pupils.

The problem that I have personally noticed that most pupils are weak towards grammar. When they learn grammar it will often cause student to be rather demotivated during the learning sessions.It is commonly perceived for students that learning grammar is not only difficult but also boring. Knowing that there are many rules they need to follow and being unfamiliar to those rules would cause pupils to pay less attention to the lesson and would then lead to them not being able to perceive as much if they were to pay attention and absorb what they learn during the lesson. To be more specific the usage of preposition in sentences are a common weakness that pupils would have in using grammar.

To overcome this problem teachers will need to find ways to adapt and adjust the lesson or learning session that they provide the pupils.The method I suggested is by implementing and using digital innovation in the teaching and learning lessons as a way to grasp the pupil's attention and making sure they participate in the lesson. When students are interested with the lesson they will be able to participate making the

classroom a more conducive environment to learn. A create digital innovation to use is making an app by Thunkable to create a learning method where setting up the digital innovation is quick and easy.

The reason we use digital innovation in teaching and learning is technology is something that they are either familiar with or they are curious of. Since they are familiar with technology or digital innovation that we will introduce, it is something that makes the pupils feeling comfortable as they are used to the technology and would certainly create a safe environment for them. Creating a safe environment would help in eliminating anxiety and plant confidence in the pupil's own abilities. Having confidence would then lead to increase in participation during the teaching and learning activities. As a chain reaction this will lead to a conducive classroom where learning takes place effectively.

Next I show technology makes pupils curious. When pupils are curious they would then provide attention towards what they are curious with. This would then provide a way for teacher to attract attention. Using said attention as a way for pupils be interested towards not only the digital innovation but also the topic taught in which allows them to learn and participate in the lesson.

Objectives

The main objective for the digital innovation is helping the pupils in mastering the usage of preposition in English sentences be it writing and speaking. Next the objective for the introduction of digital innovation is providing pupils with motivation, confidence and increasing their participation in the teaching and learning process.

Innovation Aspect

The problem we face is something that is rather familiar for teachers to face and pupil's to experience. Being demotivated in learning and participating the lesson what is being taught would not gather any attraction student would not participate as much as it does not catch them fancy. It is also a problem when students who are not proficient in the

English language feel anxious in making mistakes thus creating an environment in which the learning is not comfortable.

To negate these situation we will introduce and Thinkable app intended for Year 3 pupils to learn preposition. This app will help pupils to practice corret usage of prepositions. It is used as a form of exercises as it provides a variable of question which are multiple choice exercises that starts with providing pictures to guide the pupils in how to answering the questions.If they get it right then good for them as it affirm their confidence while if they get it wrong the answer wrong they will then be shown the correct answer. We will be implementing repetition as the learning method for the app is very repetitive. The usage of repetition in the app would certainly lead to making pupils be familiar with the process and allows them to learn with less anxiety as they are interacting with the app and does not feel the gaze and embarrassment from judging friends.



Picture 1.0: The picture of front cover for the app

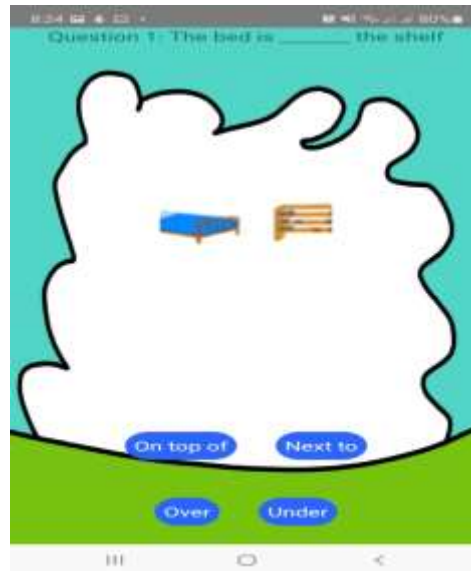
Advantage of the innovation

The advantages of this digital innovation introduced is first and foremost to attract the student's attention not just towards the lesson but providing a new perspective on the topic which is preposition in grammar. Grabbing the attention of the pupils would certainly help in increasing the rate of participation in the teaching and learning session. Increasing the participation would certainly help in creating a more conducive classroom for where

student are able to learn more effectively. Next is the pupils are familiar with the usage of technology would feel more familiar and are accustomed to using the digital innovation. The usage of the digital innovation does not requires the presence of the teach as much therefore makes the student feel less anxious of his surrounding since it will only be the pupil and the app. This create a comfortable environment for students to learn. Lastly by creating a comfortable environment pupils wold gain positive motivation as their interest towards the topic are no longer affected by anxiety and familiarity of the topic.The repetition of the app creates a loop where pupils will continuously learning on whats wrong and whats right, at some point the pupils would be able to know all the correct ways to implement the correct preposition in a sentence.by the end of the day pupils would certainly be able to learn new things as they use the app in the teaching and learning session.



Picture 2.0 The levels of difficulty are unlocked based on how the pupils can answer through the previous stage.



Picture 3.0: Example of question in the app

Success of innovation

Based on the digital innovation that has been introduced it have been successful in certain aspects. In the aspect of teaching and learning, the digital innovation is successful as pupils are more attracted towards the lesson and it's topic. This makes them more motivated to learn much more for the pupils who are competetive and wants a higher score then their peers.. Next when it comes to production cost, requires no money and just needs basic smartphones and time as well as the internet to create the app.It is very cost efficient a it can be used on a smart phone and even a computer which allows people to use it easily without any troubles.

PREPOSITION IN A POCKET

NUR AINI AMIRAH BINTI TUPONG

PISMP BI 2 JUN 2018

SYNOPSIS

Based on my experience in observing Year 5 English classes, I have identified a few common problems during their English lessons. The pupils faced difficulty with prepositions and often gave incorrect answers whenever they need to construct sentences with a preposition. According to Mohaghegh (2011), the preposition is the most common error made by pupils especially in writing and given that prepositions are one of the most used words in English, this problem has to be solved and overcome to help students to improve their English language. With the help of digital innovation, pupils will have the opportunity to practice and learn more about prepositions, hence they can use their ideas effectively and be able to write good English sentences.

The innovation, Preposition in a Pocket as shown in Diagram 1.0 designated through SMART Learning Suite which serves a medium to compile the games and activities that I have prepared and designed on my own. I also use Scratch, Kahoot and Quizizz to complement the innovation and it immensely help to make the innovation enthralling for the pupils.



Diagram 1.0: Main menu

This innovation can help pupils to learn the preposition of place, direction and position. It also provides a lot of games for the pupils to practice their knowledge without any

pressure from their surroundings. Using games to learn English helps to encourage them to maintain their interest in learning, create positive surroundings while gaining knowledge (Pertwi & Erdhi, 2014) and prove to the students that games can help to improve our English as well. The features that I include in this innovation are interactive games like drag-and-drop, arcade-style and media contents which are videos and notes. It can also serve as a medium of revision at the tip of their fingers because it combines three units in the English Year 5 textbooks.

OBJECTIVES

1. To increase pupils' mastery in Year 5 prepositions.
2. To boost pupils' motivation in learning English language.

INNOVATION ASPECT

There are a few problems that have been identified upon coming up with this innovation. Firstly, the pupils easily get confused with the meaning of each prepositions which lead to misusing it. They cannot describe how the prepositions are placed when asked by the teacher. Therefore, I have come up with a design to include some graphic notes as shown in Diagram 2.0 regarding the prepositions as pictures can help pupils to gain the knowledge better since pictures can attract attention. According to Rohman (2016), using graphics during teaching and learning helps to stimulate pupils' memory and retain their attentions as young learners are easily captivated with colourful and interesting graphics.



Diagram 2.0

Secondly, the pupils have troubles deciding the right preposition to be used in a sentence. Due to some prepositions have almost similar meaning, the pupils tend to use the wrong one which is why practices are important to strengthen their knowledge. This innovation provides ample activities for the pupils to learn and practice as shown in Diagram 3.0 and Diagram 4.0.



Diagram 3.0



Diagram 4.0

ADVANTAGES OF INNOVATION

The advantages of this innovation are it offers flexibility for both teachers and pupils as well as it helps to boost pupils' motivation to learn. SMART Learning Suite allows teacher to use it a teaching materials and incorporate some activities which saves time and resources. The pupils will also be able to refer back to the lesson provided and test themselves with the activities provided by logging in using the Class ID (Diagram 5.0), hence the name 'Preposition in a Pocket' where everything is under one place. Apart from that, the teacher can conduct the lesson individually or in groups depending on the situation and it also permits distant monitoring as teacher can easily view who has already complete the activities or join the class.

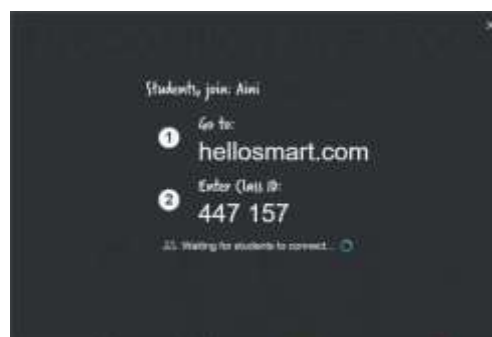


Diagram 5.0

Besides, integrating activities full of graphics and engaging lessons can tremendously boost their motivation to learn even when they are not in school. According to Lewis et al. (2005), educational games is an effective alternative to support traditional teacher as it inspires pupils to learn while having fun. It helps to change the classroom atmosphere into a fun and enjoyable lesson for everyone.

SUCCESS OF INNOVATION

The innovation has been successful in terms of teaching-learning, production cost and introducing technologies as one of educational purposes for the pupils. In the aspect of teaching-learning, it makes the process easier and accessible for everyone. Teacher can easily monitor the pupils' progress and support remote teaching which means the pupils can access the innovation anywhere at any time. This also promotes pupils' participation in teaching-learning process as the innovation incorporates various engaging and fun educational games for them to try. Aside from that, it is cost-effective since the website is free and it can produce a good result. Lastly, it helps to introduce the use of technologies in education. The use of different mediums in the innovation has opened the pupils' eyes that technologies can be practical in their teaching-learning process.

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ADVENTURING ADJECTIVES

NUR IZZAN ADDAWWIYYAH BINTI ABDULLAH NORZELAN

PISMP BI 2 JUN 2018

SYNOPSIS

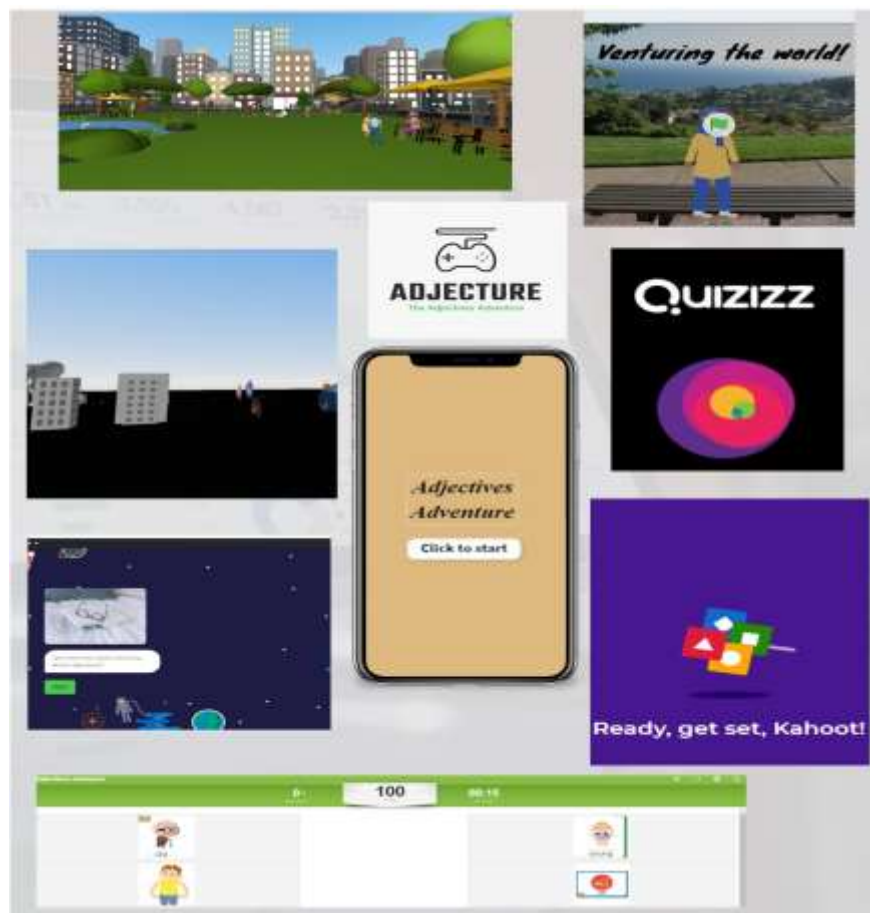
As one of many parts of speech, adjectives if profound to be overlooked by educators as well as learners on its importance in the proper grammatical structure of the English language. The learning of words often impedes the proper learning of adjectives. According to Gentner (1978), “Stern’s diary study 78% of the words children produced at 20 months were nouns and 0% were adjectives”, shows that learning adjectives is a difficult task let alone teaching them. Besides that, it has been discovered that the teaching strategies and materials on teaching and learning adjectives are most of the time insufficient, (Wu, 2003). Henceforth, to address this concern, I will be creating a learning application through digital platforms, mainly Thinkable, CoSpaces, Quizizz, Scratch, Typeform and Educaplay. The choice made to use these online platforms is that each of these platforms functions on their own separate manners yet together it works as a compiled chapter to teach children adjectives without them having to search for these themselves.

OBJECTIVES

- a. To introduce adjectives of place to Year 3 pupils by using “The Adjective Adventure” application.
- b. To help Year 3 pupils understand the correct usage of adjectives using “The Adjective Adventure” application.
- c. To ensure Year 3 pupils are able to apply the understanding of adjectives using “The Adjective Adventure” application.

INNOVATION ASPECT

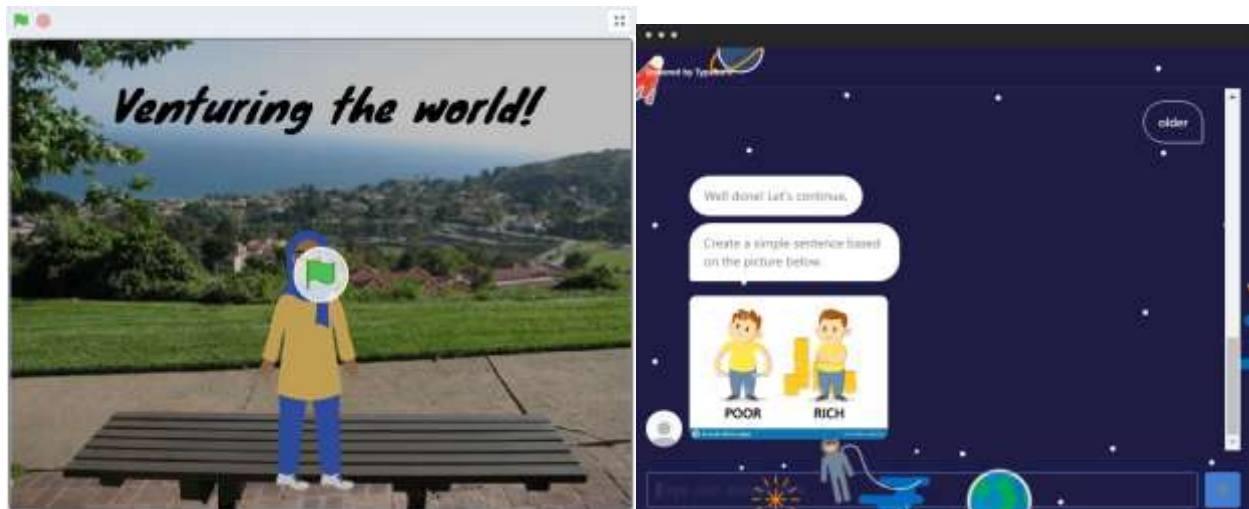
The problem that I identified that motivates me to create this innovation is majorly the issue where pupils does not know how to properly use adjectives in a sentence. Moreover, some of them does not even know what the adjectives meant and where the adjectives are placed in a sentence. The innovation that I have created is a compilation of digital tools such as Educaplay, Scratch and CoSpaces which has been conveniently compiled in a single app using Thinkable. This replaced the traditional boring and static textbook or exercise books that pupils have to read in order to learn adjectives.



ADVANTAGES OF INNOVATION

Based on my test run data analysis, it can be seen that the participants are using the digital innovation to achieve the objective of the project which is to gain as well as assess their knowledge on adjectives. Other than that, during the test run I can't help but to

observe the learners' participation and reaction on the digital learning package. Thus, based on my unstructured observation (Dudovskiy, 2018), I noticed that the learners are fully endorsed in the digital innovation and that to me shows that the digital innovation is giving a positive impact on the learners' knowledge. This is due to the excitement as well as cooperation that they gave when I was conducting the test-run.



SUCCESS OF INNOVATION

This innovation has been successful in term of teaching and learning as it eases the teacher as well as the learners to learn as it only requires them to go to a single app to master one language of the many language components. Not only will they be able to master the knowledge of adjectives, the learners will also enjoy the world of digitalized learning and this at the same time will motivates teachers to use media and digital in the classroom more often. In terms of cost, this innovation is considered as successful to me as if requires little to zero money to produce as all of the features used in the production of this innovation are free. Another aspect that determines the success of this innovation is 21st century learning and long-life learning focused. The reason to this claim is that the use of a learning application like this innovation can increase the chance of learners around to learn something with ease. This promotes 21st century learning as it fulfils the requirements of today's modern skills demands while life-long learning comes as users of any gadgets can access this educational tool despite their age.

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WELCOME TO MADAGASCAR

NURUL ATIQAH BINTI MOHD RASIMI

PISMP BI 2 JUN 2018

The problems identified are the lack of exposure to English words and the lack of sources to learn vocabulary. The objective to be achieved through my innovation is to enhance Year 5 pupils' vocabulary knowledge (common nouns) by using 'Welcome to Madagascar'. This innovation is proposed to solve the problems by giving the pupils an exposure to the real world situation in a form of animation and provides an easily accessed learning materials for pupils to learn vocabulary. The advantages and effectiveness of this innovation are interesting features, colours and functionality of it. It also brings benefits for both teachers and pupils in order to carry out and experience a successful learning experience.

The objective of this innovation is to enhance Year 5 pupils' vocabulary knowledge (common nouns) by using 'Welcome to Madagascar'. This innovation sought to become a platform for pupils to learn new words and apply the knowledge through the technology that is provided. Pupils' environment and family's background has caused those problems in learning vocabulary because Malaysia is a multiracial country, thus most of the people in this country use their mother tongue languages to communicate in daily basis and English is treated as their second language (Foo and Richard, 2004). Plus, there are limited amount of sources to learn vocabulary especially those who came from average family and live in rural areas. There are only several public libraries that were built in those areas and some of the places did not receive good internet connection to find sources in learning vocabulary. In addition, some pupils have lack of resources to learn English words because their parents could not afford to buy materials such as books for their children due to their low incomes.

Through this innovation, it provides a solution for the problems mentioned above. It will give them an exposure to learn vocabulary. It provides a very simple but impactful way of learning vocabulary especially common nouns. Pupils will learn common nouns of wild animals when they explore the virtual reality room that I created by clicking the animations of the animals and answering the simple questions provided. By answering the question, it shows how the pupils practice and apply the knowledge that they learned through the exploration of my innovation which will help them to store the knowledge in a longer period of time which is in their long-term memory. Next, it also serves as a resource for pupils to learn English words which promotes the use of technology which aligned with 21st century learning (Lokesh, 2013). Pupils do not have to buy expensive books to learn new vocabulary. Books are made of papers which can easily be ruined and it will not last longer. They can use this innovation which can be accessed from any devices such as school computers, PC cafe, or their parents' smartphones.

The first advantage of Welcome to Madagascar is it is in the form of virtual reality which has various interesting features such as objects moved or produce sound when they are clicked and pupils can also zoom and move around the site to explore it. This will promote independence and student-centered learning as pupils work on their own to gain knowledge under the supervision of their teacher. Pupils' active participation will occur as they will work on their own to finish the tasks in this innovation. Next, the colours used in this innovation are cheerful, bright and accurate. These colours will also help pupils to memorise and recognise the animals or any other objects in the real world. For example, they can recognize the differences between zebra and horse when they visit the zoo as their colours and body patterns are distinct. Besides, the use of 3-dimensional animals and videos in this innovation help in drawing pupils' interest and increasing their motivation in teaching and learning process which serves as an advantages of using pictures to teach vocabulary (Haycraft, 1978). Besides, simple questions or quiz are given for the pupils to finish the whole 'tour' in Madagascar by learning all wild animals and their features and characteristics.

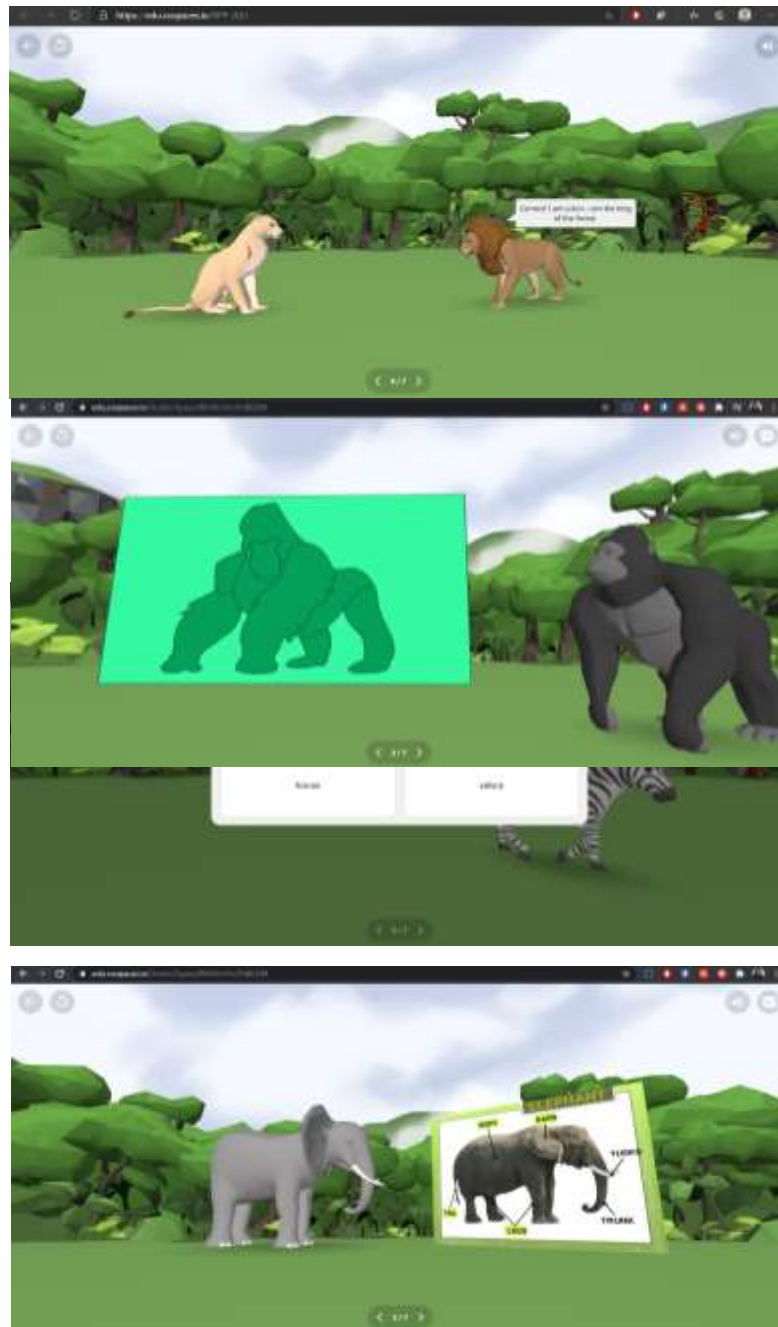


Figure 1: Some print screens from the innovation “Welcome To Madagascar”

This innovation has been successful from the aspect of teaching and learning as it is convenient for both teachers and pupils. As a teacher trainee, this innovation will be my teaching material in an ESL classroom. By using this material to teach common nouns to

pupils, it will enhance my teaching practice. This is because I can avoid from 'spoon-feeding' the pupils with new information but rather create and provide an advanced technology as a platform for the pupils to learn vocabulary in an interesting and exciting way for young learners. This benefits me as a teacher because I can measure effectiveness of my teaching material and practice by observing and monitoring the progress and performances of each pupil after using the innovation.

Next, incorporating the fun element in teaching helps to spark pupils' interest in learning. Pupils might lose interest on the lesson if teachers are using the old traditional way of teaching which is more teacher-centered. Giving the opportunity for pupils to explore the new knowledge on their own is very fruitful because they need to solve the questions or problems given on their own based on the clues given. Pupils will also be attracted to the cool features in the innovation such as audios, videos and the ability to freely navigate the room. This will allow pupils to eagerly participate as the features are suitable for their young souls who always craved for fun and exciting activities.

In addition, for the production cost, this innovation only uses a small amount of money as it needs a strong internet connection to surf the website called 'Cosspaces'. The total amount of cost to build this innovation is RM35.00 as I used this money to purchase the internet data. This is very good as I do not need to use a big amount of money in order to create an effective and interesting teaching material for the pupils. Furthermore, this innovation can be used as long as it can as it has no expiration date or it is not easily corrupted or ruined as how the other teaching aid are made of fragile materials such as papers and cards.

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PRACTICE SIMPLE PRESENT TENSE AS EASY AS ITS NAME

ONG MEEI ING

PISMP BI 2 JUN 2018

SYNOPSIS

Based on my observation during School-base experience, I notice that most students still have low ability in mastering grammar especially simple present tense. The structure and use of the simple present tense still does not understand by most students. Taslim (2016) suggests that the most significant cause of this problem is the way how the teacher teach simple present tense affected the students' motivation in learning. According to Rahmat (2015), the problems in grammar are caused by methods or techniques as certain teachers only teach grammar by explaining and giving exercise to their students. Based on the problems that have been identified, English teachers should figure out creative approach in teaching grammar so that the students will become more engage and active throughout the learning process. In this project, I have come up with a digital innovation in teaching English grammar, particularly simple present tense which is online activities that incorporate Virtual Reality (VR). VR can be used to boost learning and participation of students. Thus, I decide to use VR education to transform the delivery of my learning content. It not only enables students to see, but also to engage with the learning because students often want to experience it when they read about something. I believe students will fully understand the content when they are immersed in what they read and learn. In this project, students are not confined to word or book explanations. They can study the subject and see how things are integrated using VR. Students have a chance to learn by doing instead of reading passively. For visual learners, VR is extremely useful. Instead of reading stuff, students see the stuff they learn about. It makes it easier to understand complex functions or information when they are able to visualize what they read.

OBJECTIVES

The main objectives in the implementation of digital innovation project are as follows:

3.1 To improve Year 3 students' mastery on simple present tense through VR.

3.2 To identify the strengths and weaknesses of using VR to improve Year 3 students' mastery on simple present tense.

INNOVATION ASPECT

The name of this project is "Practice Simple Present Tense as Easy as Its Name" which is a teaching aid for English subject for Year 3 students. This project focuses on students' understanding in using Simple Present Tense. Murphy (2015) says that simple tense today is used to speak about things generally, to say that something is happening continuously or something is real in general. Next, to complete this project I have used some software and applications such as Smart Learning Suite and CoSpaces.

ADVANTAGES OF INNOVATION

The digital innovation that I have created utilizes Virtual Reality (VR) by using CoSpace to teach and introduce the knowledge of simple present tense which is beneficial for both teachers and students. According to Clark (2006), with the intention of increasing motivation and attention, VR can be used to make learning more enjoyable and fun, minimising costs by using the objective and the real world, no matter how costly the simulation is. It is a smart tool that can be used in the curriculum and is a user-friendly tool for students to improve their learning.

It is beneficial to use VR to demonstrate the simple present tense to students as VR helps them to enter a digitally compressed world where they can visually experience the world through imagination. VR is a great tool to practice students about how to quickly learn the simple present tense. It is because VR makes it possible for the developer to insert certain

images and animations within the application. Embodied learning and multi-sensory experience offers a platform to engage and interact with the learning material.

The knowledge of the simple present tense can also be effectively enhanced by VR as it helps students to focus on various animations in three dimensions. This simplifies the comprehension of abstract ideas through 3D visualisation. It made it easy for students to memorise the idea, enjoy and inspire them to read and learn. VR offers often customised resources for learning. The students will be able to use the tool to read and recap what they have learned at anytime and anywhere. It also develops a healthy competitive environment and promotes student cooperation. This leads to higher enrollment rates. Digital innovation also offers a strong strategy for teachers to innovate in grammar teaching based on student abilities.

SUCCESS OF INNOVATION

I found that there are some advantages to this project. Among them is user friendly. English teachers and other subject teachers are able to use this project. Students can also use this project in a student-centered way, i.e. students without instructor direction can use this project. This is because it has specifically included all the guidelines and procedures for the use of this project. Moreover, when studying simple present tense, attractive visuals will help students be more centred. Applications with colourful image backgrounds, 3D and movement are among the visuals offered. This project also includes the reading skills of students in obtaining data, reacting to instructions provided and examining the patterns and designs contained in this project's games. Next, I have incorporated some interesting and enjoyable activities in the project. The activities offered, namely quizzes, matching games and fill-in-the-blanks, are of interest to students. The core aim of these activities is to attract students while teaching and learning to use this application. This project also provides fun for students to learn this subject. In addition, this project also provides students with opportunities to learn using information technology in alignment with the learning principles of the 21st century.

COLOUR-ATTACK ON SHAPED TITANS

PRISENIA GUMAS ANAK PALIS

PISMP BI 2 JUN 2018

SYNOPSIS



Year 2 pupils tend to repeat certain words to describe their experience that the words are overused sometimes. The repetition of the terms may cause the pupils' speaking and writing feature impassive as there is no variety of eloquence to it. The repetitive words usually are due to the lack of adjective diction among pupils. Thus, teachers can utilize this digital innovation to aid the adjectives lexicon acquisition process in the English language classroom. The application consists of a few interactive features that could help the pupils to enhance their glossary on adjectives. There are two sections of the model, which is Lesson 1 - concentrating on the colours, and Lesson 2 - focusing on the shapes. The advantage of the Colour-Attack on Shaped Titans is it consists of audio, video, and graphics element. Hence, it can help to ensure an exciting story told by the pupils and expose the pupils to basic knowledge of colours and shapes adjectives. Furthermore, the effectiveness of the innovation in overcoming the problem(s) identified increased as the presence of different media is crucial to boost the pupils' motivation in learning adjectives.

OBJECTIVES

- To enhance the Year 2 pupils' vocabulary of adjectives, specifically on colours and shapes.
- Aid adjectives lexicon acquisition of the pupils.

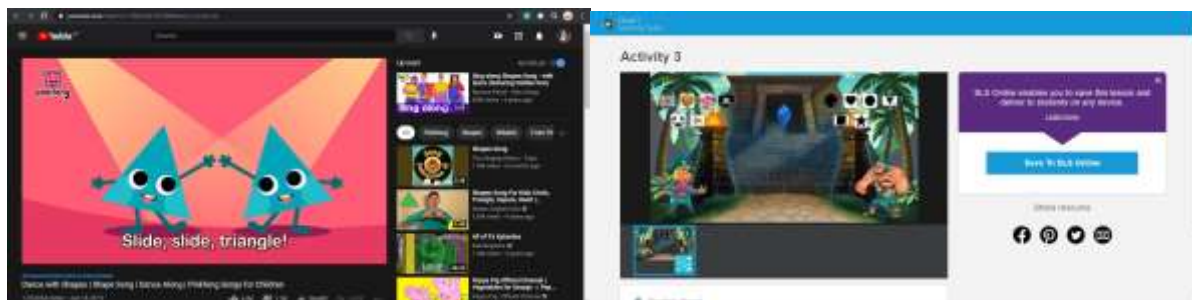
INNOVATION ASPECTS

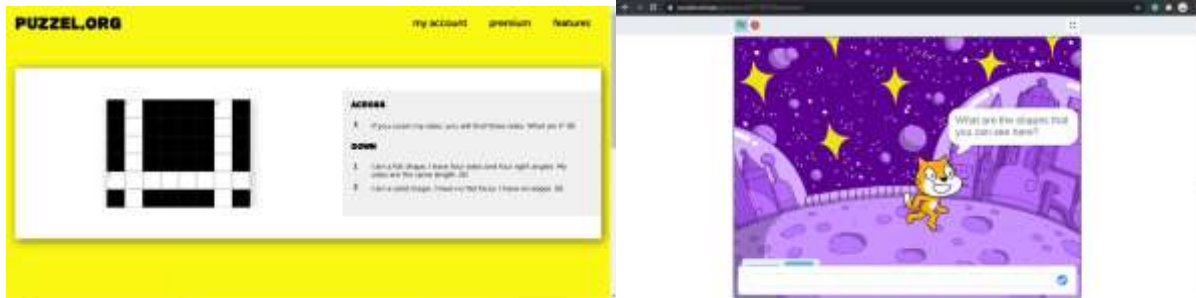
Problem(s)	Solution (s)
<p>Unsure what are adjectives.</p>	<div data-bbox="932 325 1127 709" data-label="Image"> </div> <p>There is an overview section to explain the definition, the purpose, and the examples of the adjectives.</p>
<p>Unsure of the adjectives present in the textbook.</p>	<div data-bbox="716 831 1341 1251" data-label="Image"> </div> <p>There are three pages on the dictionary section of the innovation which lists down the adjectives and the meaning of the adjectives from the textbook.</p>
<p>Need more than one activity to fully comprehend the adjectives on colour and shapes.</p>	<div data-bbox="711 1413 1349 1776" data-label="Image"> </div> <p>There are two lessons in the innovation, which consists of six activities for each lesson.</p>

<p>The pupils get bored easily.</p>	 <p>The activities in the lessons are integrating other learning applications such as YouTube, CoSpaces, Scratch, and SMART Learning Suite.</p>
<p>Unsure of how much the pupils learn through the innovation.</p>	 <p>There is an assessment section in the innovation to test how much the pupils had learned through the innovation.</p>

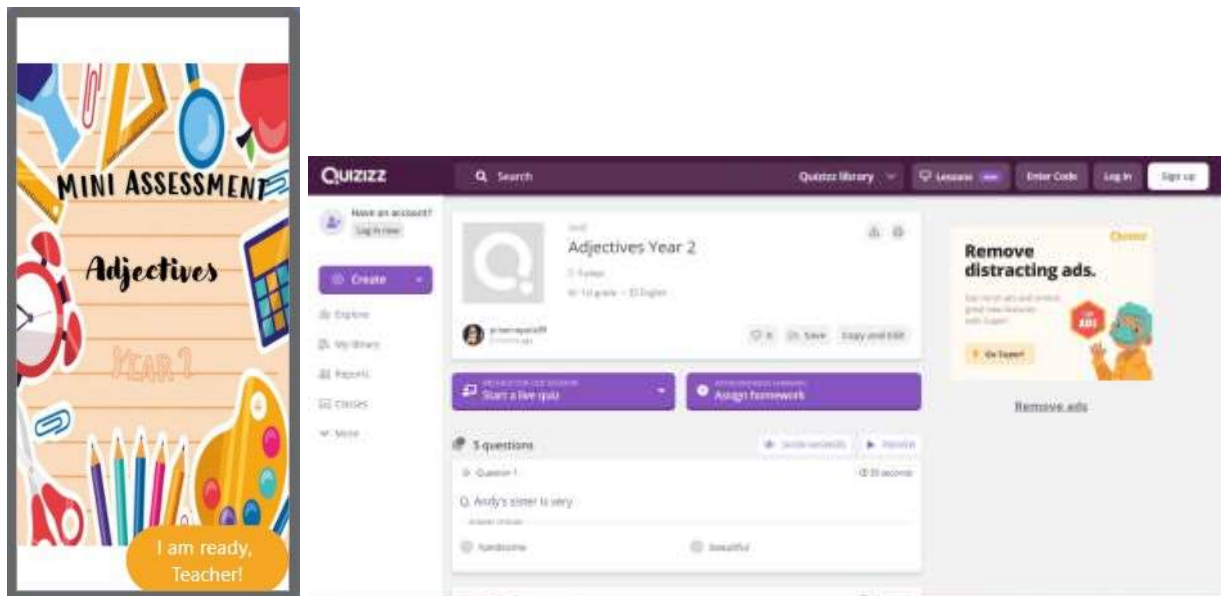
ADVANTAGES OF THE INNOVATION

1. Integrating other learning applications such as YouTube, CoSpaces, Scratch, and SMART Learning Suite.





2. Assessment section in the innovation to test how much the pupils had learned through the innovation.



SUCCESS OF THE INNOVATION

The innovation had been successful as I received positive feedback from my test run pupils through the evaluation form that I had distributed during my project test run. Besides, the pupils are showing good reactions while going through the innovation with me. In addition, the Colour-Attack on Shaped Titans had covered everything the pupils need to know in adjectives of shapes and colours. On the other hand, the Colour-Attack on Shaped Titans innovation is a cost-friendly application as there is no hidden price charged by the application. The users only need to subscribe to internet data to have full access to all the content in the application.

Evaluation Tools Responses from the Pupils

Colour-Attack on Shaped Titans Application Evaluation Form
Please tick (✓) in the box concerned.

No.	Items	Rating			
		Excellent	Good	Fair	Poor
1.	I am using technology such as laptop or smartphone for this application.	✓			
2.	I like the visual illustration of this application.	✓			
3.	I get to connect to many different websites through this application.	✓			
4.	I have no problem in using this application for learning.	✓			

Colour-Attack on Shaped Titans Application Evaluation Form
Please tick (✓) in the box concerned.

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3.	I get to connect to many different websites through this application.	✓			
4.	I have no problem in using this application for learning.	✓			

Pictures during project test run at SK Tanah Putih, Sarikei.



FUN ENG

RASHIDAH NUR AIN BINTI RABUNI

PISMP BI 2 JUN 2018

SYNOPSIS

The problems that I had identified was the lack of vocabulary skills and the insufficient mastery of using interrogative pronouns among the pupils of year 5. Vocabulary knowledge is viewed as a critical tool for students because lack of vocabulary hinders successful mastery of the language (Mofareh Alqahtani, 2015). When pupils lack vocabulary skill, it is difficult for them to construct sentences and speak the language accurately as they do not know what words to be used. According to Wilkins (1972), there is little value in being able to create correct grammatical sentences if an individual lacks vocabulary that is needed to convey what he or she wishes to say. As much as vocabulary is important, grammar also plays a part in making the students be able to use the language appropriately and using interrogative pronouns is part of the grammar knowledge.

The innovation purposed to solve the problems is called “Fun Eng” which is shortened for Fun English. Living up to the name, the innovation is supposed to be fun and interesting for the pupils to use. The advantages or highlight of the innovation is that it is designed to help pupils increase their vocabulary skills through interactive storytelling which involves the use of quizzes and games through the topic of Malaysian Legends based on Year 5 Unit 4. Besides that, the innovation also offers pupils to learn and practice about the use of interrogative pronouns through immersive learning. The immersive learning features a virtual reality platform where the student can explore, move around 360-degree, zoom-in, zoom-out and interact with the characters by clicking on them. Hence, this could make them more interested in learning the specified grammar content as it is interactive and fun.

OBJECTIVES

- i. To improve the pupils' vocabulary through interactive storytelling
- ii. To increase pupils' mastery of using interrogative pronouns to ask questions.

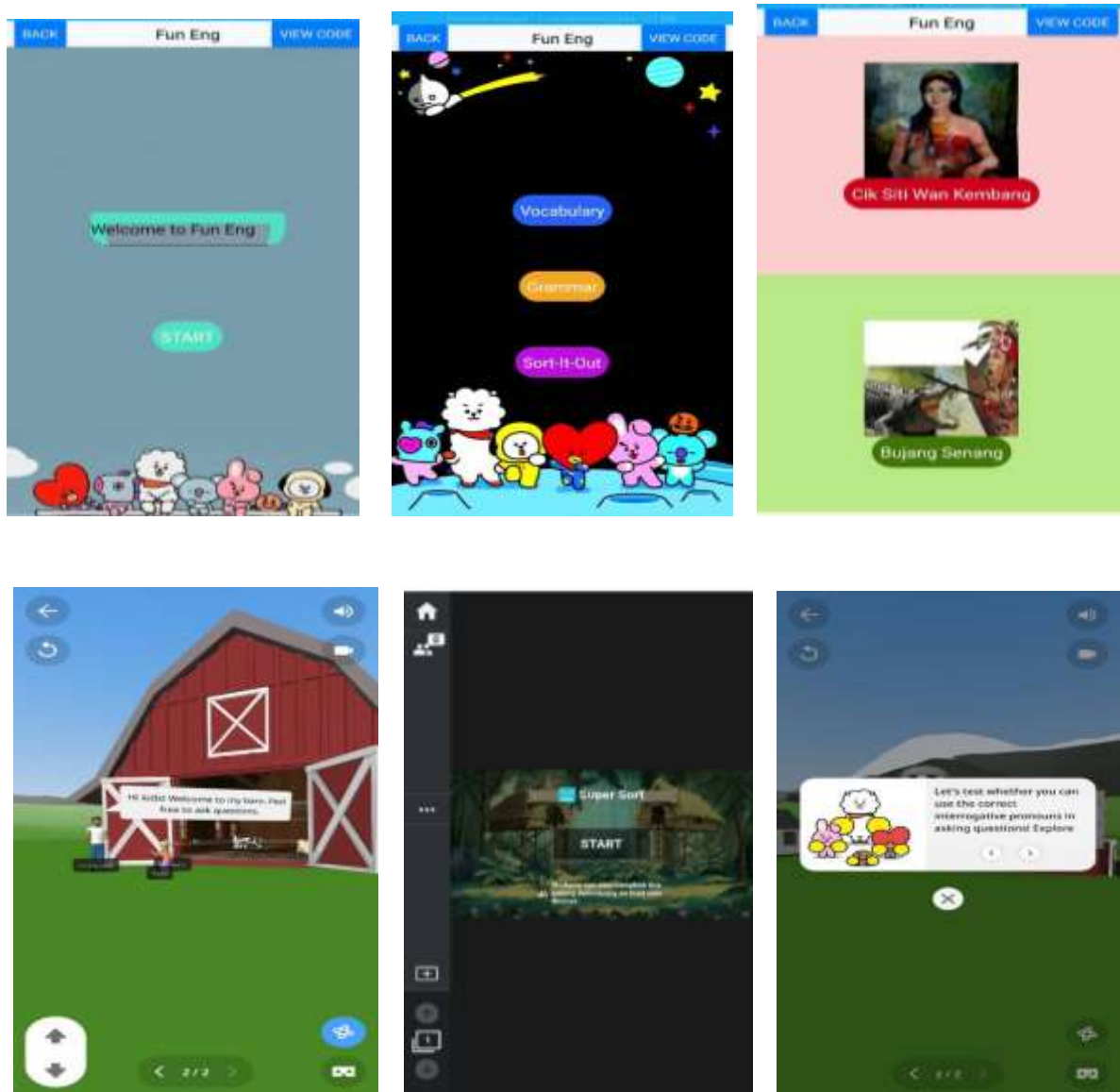
INNOVATION ASPECT

Vocabulary is important for pupils to learn and remember about since it gives a wider option to express oneself when using the English language. Apart from having a wide collection of vocabulary, grammar is also crucial for students to learn so they can convey their message accurately. In this innovation, the grammar component that will be given focus is pronouns, specifically interrogative pronouns. The term interrogative pronoun in traditional English refers to pronouns that introduce questions (Nordquist, 2018). Pupils must know how to correctly use interrogative pronouns when asking questions. This will help other people to understand what they are asking about and only then can they give suitable answers. Questioning is an important tool of human thought and social interaction as it opens doors to information, data, wisdom and knowledge (Serrat, 2009).

Other than that, the main concern for the successful acquisition for both vocabulary and grammar skills for the students is how exactly can the teacher teach them the skills. One efficient way to teach the students is by making use of digital innovation that provides virtual immersive learning and games. Immersive learning can be considered as an active learning strategy and research indicates that active learning strategies are effective compared to traditional learning styles (Inks & Avila, 2008). Meanwhile, the use of games in education increases pupils' engagement and participation (Zirawaga, Olusanya and Maduku, 2017).

Hence, the innovation that has been produces will help pupils increase their vocabulary skills through interactive storytelling which involves the use of quizzes and games through the topic of Malaysian Legends based on Year 5 Unit 4. Besides that, the innovation also offers pupils to learn and practice about the use of interrogative pronouns through immersive learning. The immersive learning features a virtual reality platform where the student can explore, move around 360-degree, zoom-in, zoom-out and

interact with the characters by clicking on them. Hence, this could make them more interested in learning the specified grammar content as it is interactive and fun.



Picture 1: Screen captures of the innovations

ADVANTAGES OF INNOVATION

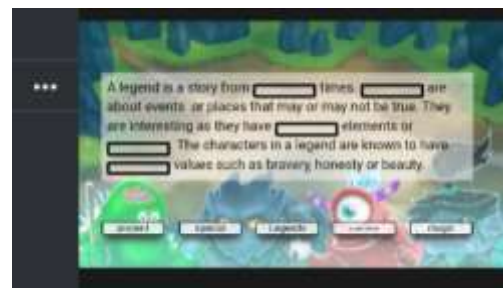
By using this innovation, students will be able to gain vocabulary input through a fun and interactive manner. They will be able to watch videos, play games and answer fun quizzes to test their understanding of the topic which indirectly will increase their vocabulary skills.

Besides that, through the immersive learning environment that has been set up for the grammar component in the innovation, they will learn about interrogative pronouns and also be able to use the correct interrogative pronouns when asking questions. This innovation also helps the teachers to have an alternative way of teaching instead of using traditional methods such as chalk and talk in class. The innovation offers a student-centred method of learning whereby the pupils are the one who is exploring the use of the innovation while the teacher is only there to facilitate the learning process.

Play Games



Answer Quizzes



Watch videos



Immersive learning environment



Let's do some activities!

SUCCESS OF INNOVATION

What I can conclude from the data that I have gathered, the innovation did successfully contribute to solving the teaching-learning problem which is related to their vocabulary and grammar, particularly on interrogative pronouns. Since the innovation provides little notes explaining about the interrogative pronouns; how to use and the example of the pronouns in a sentence, they had no problems in answering the quiz on which pronoun is suitable for the questions asked. The innovation also offers immersive learning platform for the students in which I believe helps to improve their engagement and interest in the content. According to Wenger (1998), immersion is intrinsically beneficial for some features of motivation and situated learning in which involves constructing an ecosystem within which students build their own learning experience. The cost of development is based on the features and complexity of the digital platform used. Hence, there is zero cost for development because the innovation is created using free online platforms.

For the marketing strategy, the targeted audience or market for this innovation is the primary school teachers and students. Hence, the marketing strategy will be done through social media platforms such as Facebook, Instagram and Whatsapp. These platforms are known to have a wide reach to audiences. Apart from that, they are some of the popular social media applications used by the general public of all ages. Hence, information spreads wide and fast through them which will make it easier for the innovation to gain attention from the pupils and teachers.

THE ANCIENT REALM MAZE

SHERRY JOELLE JONAS P. BANANG

PISMP BI 2 JUN 2018

SYNOPSIS

Problems Identified

One of the most important aspect of the language skills is writing mechanism, particularly the usage of punctuation. Writing plays an important role as the features of communicative language teaching in acquiring a second language (Tosuncuoğlu, 2018). Writing tasks have been proven to be very difficult for ESL learners especially for those who are not proficient in the field (Ghabool, Mariadass, & Kashef, 2012). Therefore, my digital innovation aims to help Year 3 pupils learn the correct usage of basic punctuation skills, capitalisation, full stop, and question mark.

Proposed Innovation

In recent years, technology has become an inseparable part of teaching and learning environment. Technology, as in many areas of the society, is felt in young children's lives. One of the most noticeable effects of technology in children's life is games. Games that are based on physical activity in the classroom has been replaced by the possibilities of the digital world (Hazar, Tekkursun Demir & Dalkiran, 2017). Therefore, it is inevitable that digital games are also reflected in education. Game based learning is the acquisition of knowledge and skills for the teaching process through games (Bogott, 2017). Therefore, my digital innovation proposes to use digital game-based learning to improve the usage of punctuation among Year 3 Pupils.

Advantages

Digital game-based learning can instil significant motivation in students and offer a practical learning experience (Zheng, 2015). Ibrahim and Jaafar (2009) suggest two necessary components that need to be presented in digital educational games which are the educational components as well as game components. The digital innovation I proposed have both educational and game component to enable pupils to learn basic punctuation skills, it will surely stir pupils' interest and motivation to learn punctuation as it is in line with the 21st century learning environment.

Effectiveness

Participants' Attitudes

Participants' attitudes are positive, they were very keen on learning through the application as it is very new to them, they loved how they are able to move around in the virtual reality game.

Participants' Retention

The participants all gathered up together and was very focused in the game, they explored every part of the game thoroughly and was very serious while playing the exercises in the game itself, their answer as to why they loved it and are very focused because it is very challenging and they loved how the information were presented creatively and fun.

Participants Progress

When answering my sudden random verbally asked question before and after they explored the digital innovation. Before, when I asked them what is punctuation? They were not able to answer. After, they were racing to answer my question and it was correct. They remembered and this showed that while they are playing the game, they are implicitly gaining knowledge as well.

OBJECTIVES

The objectives for my digital innovation is:

- to improve Year 3 pupils' usage of basic punctuation skills by using "The Ancient Realm Maze" digital game-based learning Innovation.
- to gain Year 3 pupils' interest in learning basic punctuation skills using "The Ancient Realm Maze" digital game-based learning Innovation.

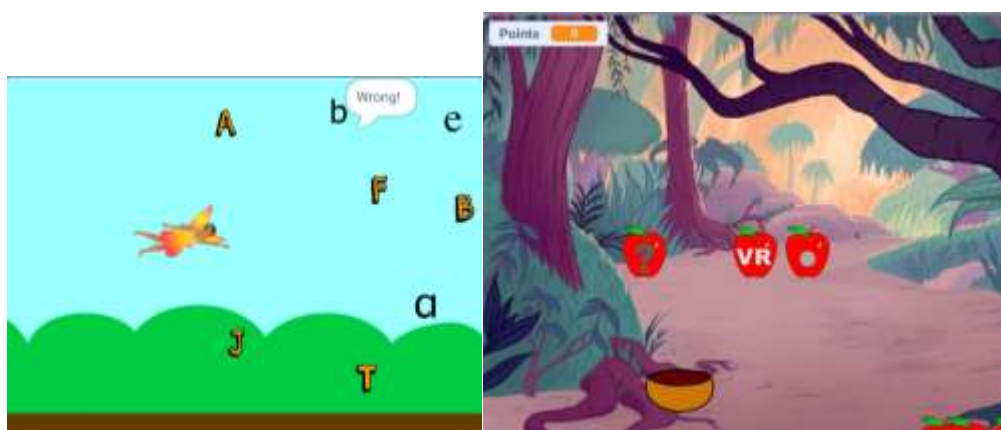
INNOVATION ASPECT

My digital innovation aims to help Year 3 pupils learn the correct usage of basic punctuation skills, capitalisation, full stop, and question mark. The reason as to why is because the first step in learning writing skill is learning capitalisation and punctuation marks, as parts of the mechanics of writing, as well as recognition of whole sentences and paragraphs (Harmer, 2007). Punctuation is crucial to clarify and convey the meaning of a written language, getting punctuation wrong can change the entire meaning of a sentence. It is in my deepest intention to help Year 3 pupils gain as much correct knowledge on the usage of basic punctuation skills, capitalisation, full stop, and question mark.

“The Ancient Realm Maze” is the title given to my digital innovation as it is captivating and will describe my digital innovation best. My digital innovation will be created using the application “Cospaces” and “Scratch” with the application “Thunkable” as the main engine to run my digital game-based learning application.

The first thing pupils will expect to see upon opening the application is 3 button for warm up activities. Here, pupils will implicitly be introduced to punctuation as they play games that I will make using “Scratch” and “Quizizz.” The first and second button will direct pupils to the application “scratch” where they will experience a mobile-based virtual reality educational game, the third button will direct pupils to “quizizz,” they will be familiarised with how each punctuation looks like through each game before going to the next stage which will direct them to the application “Cospaces.” The warm up activities will aid in creating an enjoyable environment to motivate pupils to learn.

The innovation I created using “Cospaces” is a virtual reality educational game. It is a mobile-based virtual reality where there is involvement of 3D virtual world on the mobile display itself. The digital educational game encourage pupils to self-learn because as the title of the game itself used the word “maze.” The pupil are to move about in the punctuation house where there will be 3 different room to explore on: capital letter, full stop and question mark room. Pupils must explore every room to gain enough input on the usage of each punctuation. Every room is filled with creative and engaging use of videos and 3D characters and objects to help pupils with self-learning. After exploring every room, they will be able to move on to the next stage, the transferring of knowledge gained to escape the maze, a punctuation labyrinth. Pupils are able to interact with responsive characters, and also trigger button when they click an object, it will make the pupils feel as though they are in a virtual world. To shorten it, my innovation centers on all of the problems I wish to overcome among Year 3 pupils, basic punctuation skills, capitalisation, full stop, and question mark.





ADVANTAGES OF INNOVATION

Can instil significant motivation

Rather than the traditional chalk and talk teaching method, the digital innovation proves to be fun, enjoyable as well as educational for participants. Participants are able to relate well with games thus making this a great way to instill motivation in them to learn more about punctuation.

Offer a practical learning experience

The innovation offers multiple ways for conveying information which in turns leads to a practical learning experience. I used a lot of digital tools in creating the application such as video, pictures, games, and quizzes.

In line with the 21st century learning environment

Through this application, participants are able to utilise their critical thinking skills and stimulate their creativeness in the learning process, the game is very challenging considering it aligns with the 21st century learning environment whereby it is digital.

SUCCESS OF INNOVATION

My digital innovation has successfully helped Year 3 pupils overcome the challenge of correctly using basic punctuation skills, capitalisation, full stop, and question mark. The objectives is also successfully achieved as pupils are more keen and interested to learn about basic punctuation skills as well as shown great improvement in their usage of basic punctuation skills. Participants have benefited a lot through the digital innovation, not only on improving their usage

of basic punctuation skills but also in gaining new knowledge on ways technology can be used. The development and implementation of my digital innovation had helped me in my teaching and learning as it introduced me to new ways of using or making full use of technology to teach. In terms of production cost, I did not use a single dime, everything I created was free. The only drawback would be that the digital innovation needs a stable internet connection in order for students to utilise it, but not to worry because amendments can be made to ensure the digital innovation can be used without internet connection because not every school area is blessed with good internet connection. As conclusion, the digital innovation that have been carried out is a success. It proves to be beneficial for both parties, students and teachers.

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SUMMER DAY AT THE PARK

SINSUFINA ANAK SIN LIANG

PISMP BI 2 JUN 2018

1.0 SYNOPSIS

The application that I have innovated is entitled “Summer Day Clothes” which sets at the park. The application consists of a 3D environment as an introduction to the different types of clothes and online interactive games such as match activity, text completion activity, maze chase game and hangman game as reinforcement activity will be created to attract pupils’ attention during teaching and learning process. I have chosen ‘SMART Learning Suites’ as the platform to compile all these online interactive activities. According to Smart Technologies Inc. (2016), SMART Learning Suite is an integrated educational software platform designed to enable collaborative learning experiences which can foster active learning and provides teachers with the flexibility to adapt to a variety of instructional strategies, learning styles and pedagogies, both inside and outside the classroom. I will use this application because it is easy to access and the content can be adapted according to the pupils’ learning needs and interests. Next, I will use ‘Cosplaces’ to create 3D illustrations to introduce the content of the unit 5 : Get dressed with attractive visuals that can boost pupils’ imagination and help them to understand better the meaning of the new words learnt. Lastly, I will use ‘WordWall’ to convert traditional learning activity into a digital game such as ‘Maze chase’ and ‘Hangman’ game. According to Ashraf et.al. (2014), games are effective in directing pupils’ energy into language learning because pupils like to participate actively in learning and they can understand better complex concepts through imagination. Instead of conducting spelling bee activity which is very common in the classroom, the ‘WordWall’ provides an opportunity for the pupils to play the games as reinforcement activities that can help them to retain the memory about the words learnt and it can motivate them to participate actively during lesson delivery. Hence, the learning process will be enjoyable and it can encourage communication in the target language.

2.0 OBJECTIVES

The objectives of “Summer Day Clothes” application is :

1. To introduce different types of clothes to the Year 2 pupils.
2. To improve Year 2 pupils’ vocabulary mastery, especially in nouns.
3. To evaluate the effectiveness of interactive games in teaching vocabulary.

3.0 INNOVATION ASPECT

Vocabulary development is defined as a process of acquiring the number of new words. Vocabulary knowledge is important because it can develop pupils' ability to communicate effectively in both oral and written language. In addition, vocabulary knowledge is significant to reading comprehension because one cannot understand text without knowing what most of the words mean. According to Afzal (2019), pupils with a low vocabulary knowledge show weak academic performance in different courses related to the language skills, linguistics, literature, and translation. Therefore, the application that I have innovated is entitled "Summer Day Clothes" which sets at the park. The application consists of a 3D environment as an introduction to the different types of clothes and online interactive games such as match activity, text completion activity, maze chase game and hangman game as reinforcement activity will be created to attract pupils' attention during teaching and learning process.

I have chosen 'SMART Learning Suites' as the platform to compile all these online interactive activities. According to Smart Technologies Inc. (2016), SMART Learning Suite is an integrated educational software platform designed to enable collaborative learning experiences which can foster active learning and provides teachers with the flexibility to adapt to a variety of instructional strategies, learning styles and pedagogies, both inside and outside the classroom. I will use this application because it is easy to access and the content can be adapted according to the pupils' learning needs and interests.

Next, I will use 'Cospaces' to create 3D illustrations to introduce the content of the unit 5 : Get dressed with attractive visuals that can boost pupils' imagination and help them to understand better the meaning of the new words learnt. Lastly, I will use 'WordWall' to convert traditional learning activity into a digital game such as 'Maze chase' and 'Hangman' game. According to Ashraf et.al. (2014), games are effective in directing pupils' energy into language learning because pupils like to participate actively in learning and they can understand better complex concepts through imagination. Instead of conducting spelling bee activity which is very common in the classroom, the 'WordWall' provides an opportunity for the pupils to play the games as reinforcement activities that can help them to retain the memory about the words learnt and it can motivate them to participate actively during lesson delivery. Hence, the learning process will be enjoyable and it can encourage communication in the target language.



Figure 1 : The innovation consists of three parts which are learn, practice and game.

4.0 ADVANTAGES OF INNOVATION

There are three advantages of the application that I have innovated by using 'SMART Learning Suites', Cospaces and 'WordWall'. First impact is the application can increase pupils' vocabulary mastery especially in nouns because the application provides them the opportunities to acquire new words through interesting and attractive illustrations such as 3D images. According to Atchoarena et. al (2017), digital technology can support and enhance how individuals learn - from supporting cognitive processes and higher-order thinking skills to allow learning to take place in collaborative and supportive social conditions.

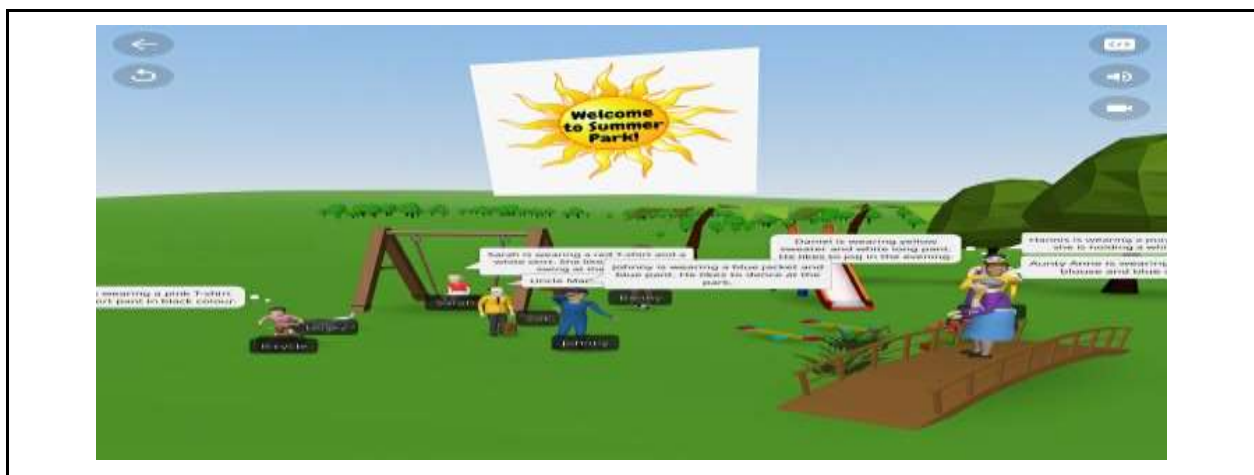


Figure 2 : The innovation consists of 3D images generated through Cospaces that enable the information presentation to be more clear and precise.

Secondly, the advantage of innovation is that the Year 2 pupils' speed in solving-problem and creativity can be promoted because the application incorporates online interactive games in accordance with the current 21st century learning styles. According to Warschauer and Healey (1998, as cited in Sørensen & Meyer, 2007), games have often been utilized to increase motivation and authentic communicative practices, since games have been conceptualized as an enjoyable factor in language learning.



Figure 3 : Interactive games such as 'Maze chase' is used to motivate pupils' motivation during teaching and learning.

Lastly, the advantage of this innovation is that the pupils have the opportunity to do hands-on activity because the innovation is a student-centered approach and it forces them to think outside the box in order to solve a problem. According to Figlioni (2017), innovation-based activities are a fun, challenging and effective way to provide learning experiences more than memorization but more to real-life experiences in learning new words in English. Thus, this innovation can increase vocabulary mastery through collaborative and creative learning experiences which can help to retain the memory.

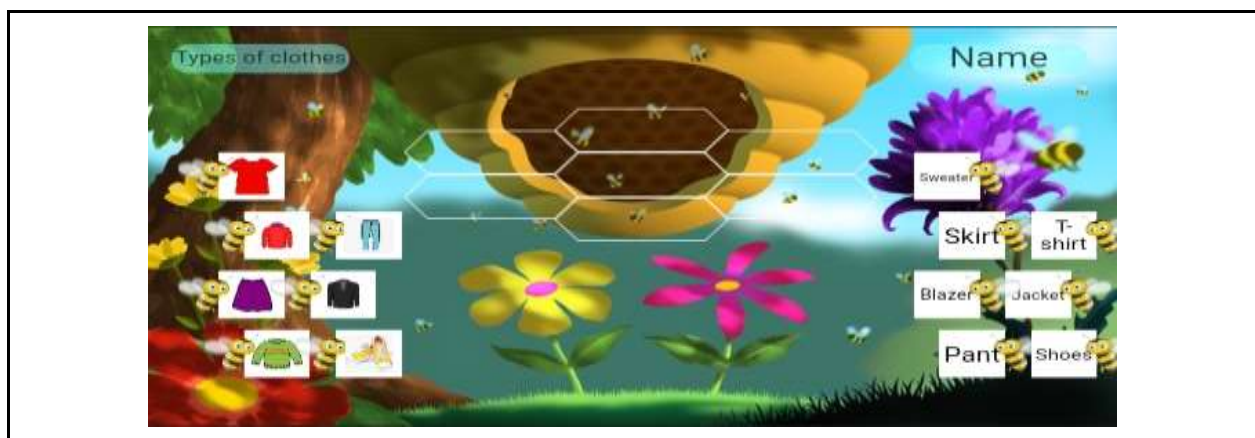


Figure 4 : Solving-problem activity such as 'Match-up' activity is used to evaluate the pupils' understandings.

5.0 SUCCESS OF INNOVATION

From my observation and questionnaire during project test-run at school, the interactive task-based games were able to increase pupils' motivation because they showed their interests by paying attention to my instructions and they were looking forward to their turn to try the games. In addition, I noticed that the pupils' understanding on the vocabulary of clothes are improving compared to the beginning of the lesson, some of the pupils were unable to spell it correctly. Overall, all the pupils' proficiency in English has improved as they use the language to communicate with their peers and teacher during group discussion and they practice to solve the problem after learning the vocabulary through images. However, the internet connection is one of the issues in conducting the innovation as some of the innovation features require internet connection to access. Thus, this is one of the weaknesses that need to be addressed through modification and adaptation strategies in order to increase the effectiveness of innovation.

The costs of the development is based on features and flexibility of the digital platform that can be adapted easily. Smart Learning Suites Application, Cospaces and WordWall used in this innovation project are free platforms to build 3D illustrations and online interactive games. Hence, there is no cost involved.

In order to make my application reach out to the teachers and prospect pupils, the marketing strategy used is social media. There are many social media platforms which are very popular such as Instagram, Facebook and Whatsapp and it can saturate the application into the marketplace. The purpose of using these platforms is to obtain more exposure to a wider audience and increase brand awareness. The increased exposure should also result in more followers, an increase in users engagement and ultimately more views to the product when the pupils and the other teachers can gain useful information from the innovation. Thus, the e-poster had been posted on Instagram and Whatsapp platforms. It has successfully attracted attention from the viewers and I managed to collect their responses and comments regarding the innovation and ask them to highlight further improvements to increase the effectiveness of the innovation. In addition, the posting of e-poster on social media is successful to create awareness among

teachers on the importance of integration of technology and they are interested in using the innovation that I have created to teach English language subjects in the schools. To conclude, the issue of pupils' poor motivation during teaching and learning process can be solved through the implementation of innovation that consists of task-based learning and interactive games that encourage pupils' active engagement.

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ALL ABOUT ME!

SITI HAWA BINTI MAT DALAHAN

PISMP BI 2 JUN 2018

SYNOPSIS

Vocabulary is one of the most important tools in every language. Having poor vocabulary will jeopardize the effectiveness of the communication. ESL primary school students are having difficulties in learning English language due to the lack of vocabulary. Thus, I am creating a digital innovation to overcome this problem. The digital innovation that I have created comes with lots of advantages both for teachers and students.

OBJECTIVES

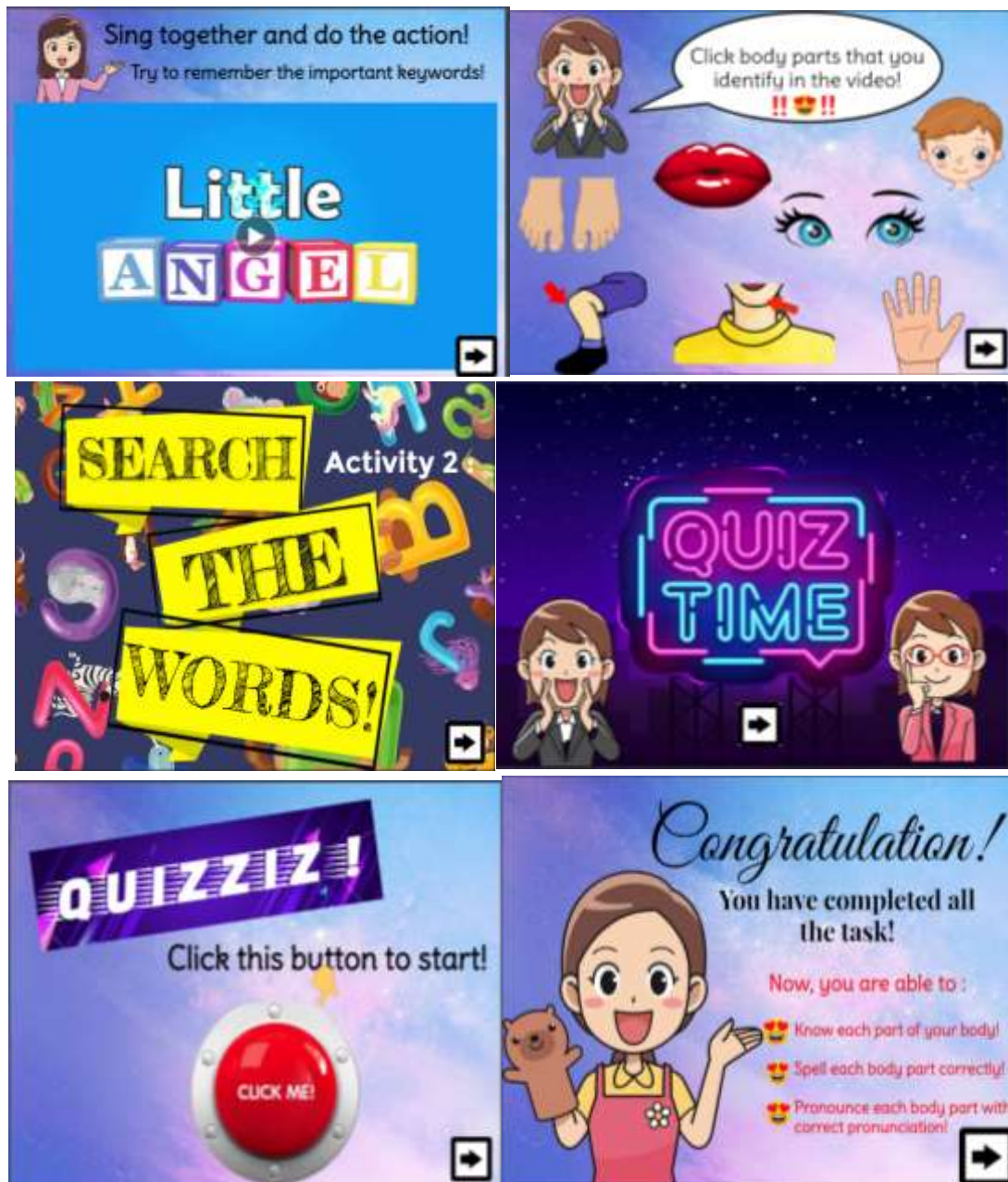
The main objective to be achieved through the innovations is to improve the level of the vocabulary of the pupils. Vocabulary is vital to be mastered first because it is an essential means in communication (Ouelette, 2006). In elementary school, the pupils should have mastered the vocabulary since it is one of the tools to learn in certain lessons. Without a good vocabulary, the pupils will have difficulty in comprehending the subject learned in which it was English.

INNOVATION ASPECT

The problem that always becoming an issue in ESL classrooms is the poor vocabulary knowledge of the pupils. Based on my observation and survey, some pupils do not know the basic words that they use daily. For example, words like “hair” and “mouth”. The pupils also becoming reluctant to speak out their ideas because they do not know how to describe certain words in English. Thus, they tend to code-switch and code mix in their conversation in which it makes them confuse about the different grammar rule in the English language and their mother tongue. Vocabulary is the most important element in every language. Thus, having poor vocabulary might put the pupils at risk of wider language weaknesses and reading comprehension that will impact their educational performance. They were unable to comprehend the simplest text in which it made them lose interest in the lesson very quickly. I also noticed that the teachers provide support to explain the words by gestures and miming, however, the pupils were still unable to understand and detect the meaning of the word.

Therefore, to overcome this problem I created a digital innovation to improve and enhance the pupils' vocabulary. The digital innovation that I have created is called "All About Me - Body Part Edition". I am using Book-Creator as the main body of the innovation and I also combined other applications such as Blippar, Quizzizz, Word Search and Youtube. There are some videos, pictures and quizzes to assist the learning and to make it interactive. The most interesting in my digital innovation is Blippar. Blippar is a leading technology specializing in Augmented Reality (AR). The application allows the users to look at real-world objects enhance with digital graphics, text, music, and games.



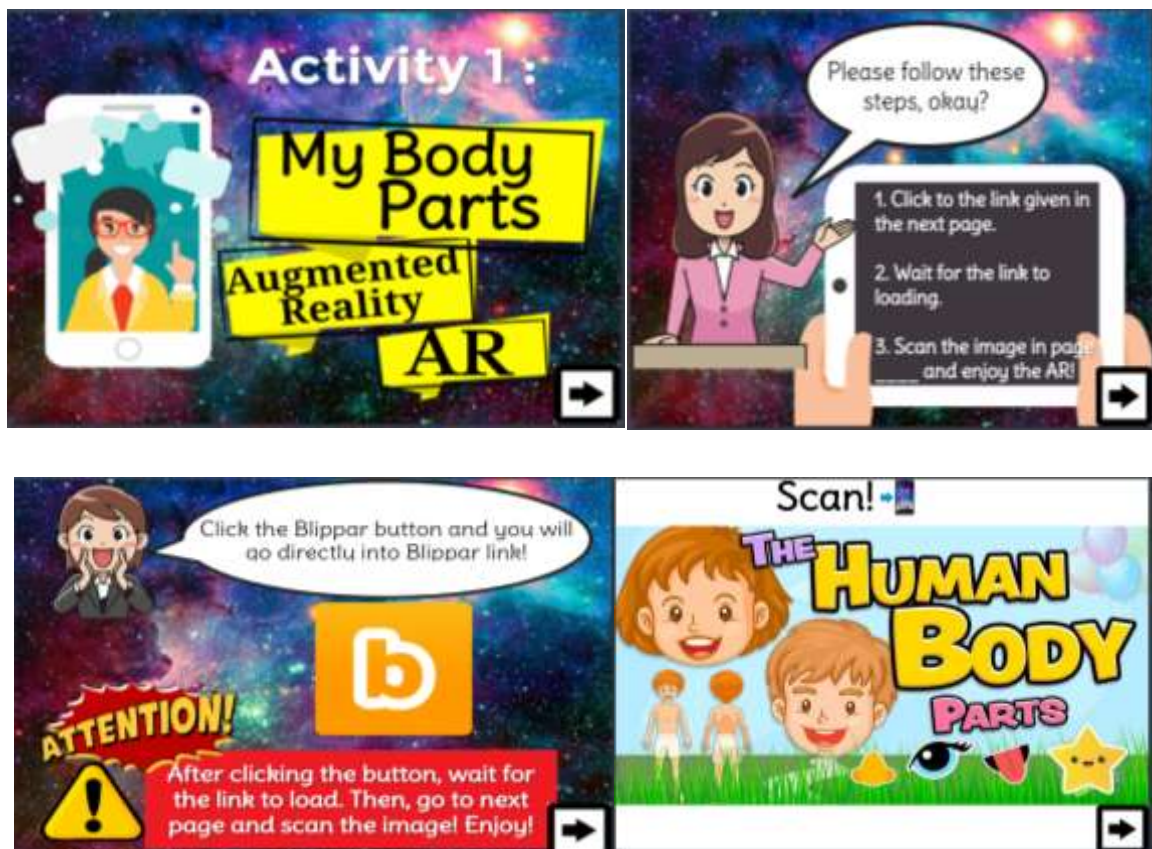


ADVANTAGES OF INNOVATION

The advantages of my digital innovation are content and design. During the preparation of my digital innovation, I strategically plan what I am going to insert in my innovation in which taking into account the modern way of education. I decided to incorporate Augmented Reality (AR) into my innovation. The platform that I used is Blippar. Blippar is the highlight Blippar is a leading technology specializing in Augmented Reality (AR). The application allows the users to look at real-world objects enhance with digital graphics, text, music, and games. This innovation is a simple and versatile game to teach

vocabulary in a fun way. This game can be conducted for the whole class or small groups. It is easy to understand and it allows the pupils to handle the innovation by themselves.

Using AR in the classroom benefits the pupils. It nurtures the learning process as the introduction and use of AR in education create fun and excitement for the pupils. Pupils will become more motivated in learning as the AR stimulated a better learning process. The pupils are encouraged to think critically and creatively. This will increase the imagination and develop their thinking ability. The use of AR in education will also increase the pupils' participation in the class. It provides a high-level understanding of any subject so that they would have a better grasp of topics. This will encourage the pupils to actively participate in the lesson. AR also practice interactive lesson. The use of AR in education provides interactive lessons to pupils. Pupils have full access to educative and interactive models on their devices. In the long run, this propels a clear and better understanding of educational concepts. This is one of the best ways to engage pupils. This aids learning and increased educative activities among the pupils. Thus, help them reinforce the concepts they have seen in class during lectures.



SUCCESS OF INNOVATION

The innovation that I have created has been successful in the aspect of teaching and learning in the classroom. Based on the data that I have analyze in the feedback given by the pupils, most of the pupils are giving positive comments about my innovation. According to the feedback, It can be concluded that this innovation helps the pupils to memorize and identify each body part correctly. This is because the activity in the online book is emphasizing on the identification and the spelling of each word. The pupils were required to identify and match the correct body parts. The innovation also encourages the pupils to become independent learners. This is because they are able to control the application by themselves. They can also use innovation anytime and anywhere they want to according to their preferences. The innovation that I have created also ease the teacher's work. Teachers can provide the link to the Book-Creator and the pupils will be able to explore and learn by themselves. Most of the pupils do not need guidance as the language used in the instruction matches their level of proficiency in which it makes them easy to understand the meaning.

Other than that, the innovation also does not cost a lot. As the creator, I only need to pay RM28/month in which is the cost to buy internet data to develop the project. For the implementation, teachers can also maximize the school Wi-Fi to enable the pupils to run the application by themselves.

ZACQUE.EDU

ZACQUELINE ZEE GOMBEK

PISMP BI 2 JUN 2018

SYNOPSIS

My digital innovation, Zacque.Edu allows my pupils to learn the English language in a fun and meaningful context. The digital innovation involves fun learning by incorporating gamification as well as the use of virtual reality (VR) to bring pupils to a meaningful context of learning. Lee (2012) stated that “adopting and applying information at the right time and right place is needed to main efficiency in school settings and VR is one technology that dramatically shifts the location and timing of education and training.” Due to the recent pandemic, it has restricted our movements but my digital innovation allows pupils to still be able to learn and explore the wild and nature even when they are at home, provided that they have a device and internet connection. My educational goal through this digital innovation creates opportunities for student-driven English learning. On top of that, my digital innovation is amazing for visual, auditory and kinaesthetic learners.

OBJECTIVES

The objectives of my innovation are to:

- a) increase pupils’ mastery of vocabulary.
- b) enhance their knowledge of comparison of adjectives using comparatives and superlatives.
- c) improve my teaching practice in the English language

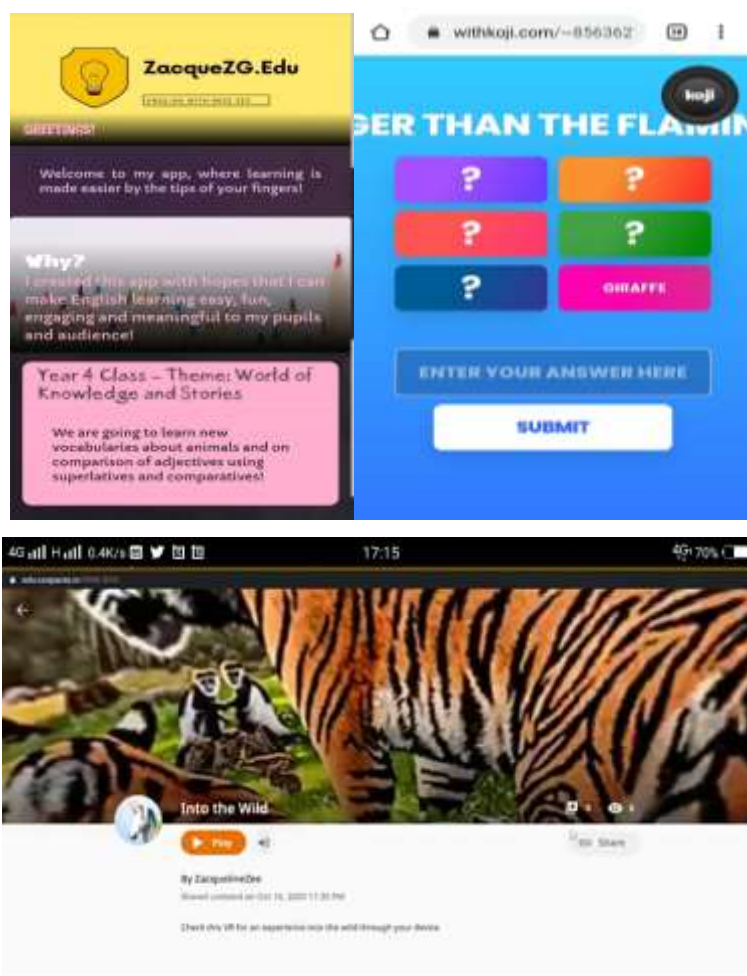
INNOVATION ASPECT

An innovation comes from thorough analysis of problems that is meant to solve it. The first problem that is common in pupils is their lack of vocabulary knowledge. This is vital as the vocabularies bring meanings to sentences or utterances. The lack of vocabulary knowledge has restricted their ability to communicate effectively in the language as mentioned Cameron (2001). That concerns me because their

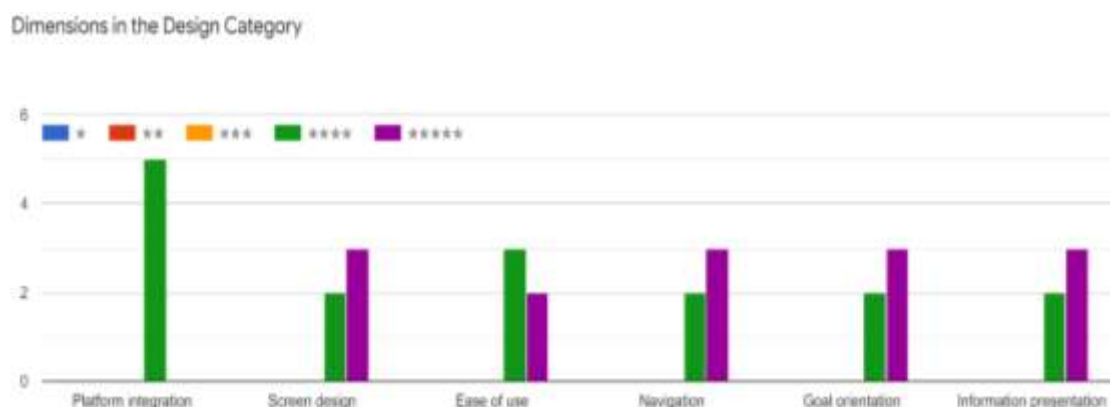
comprehension of the language is vital to their success in acquiring the second language.

The second problem that I've observed from the pupils is the inability to compare adjectives accurately using comparatives and superlatives. This is affecting their speech in terms of clarifying or describing the adjectives by differentiation as mentioned by Muh Arief Muhsin (2016). The issue with this is that it puts limitations to pupils' speech and writing as they are not comparing nouns using adjectives with another noun but use the root word as it is.

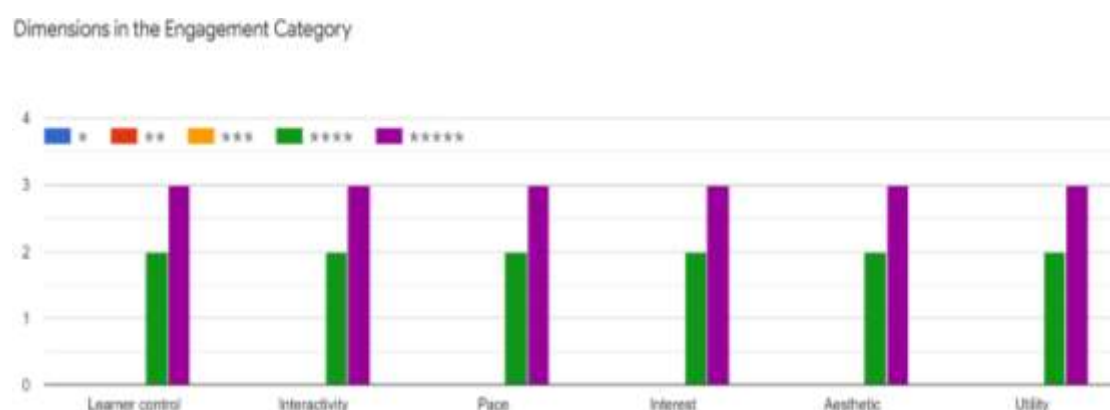
I used the ADDIE model of Instructional System Design. According to Shelton and Saltsman (2006), it aims to be learner-centered rather than traditional teacher-centered approach. This is perfect for pupils to explore my digital innovation and benefit from it. I have used several digital tools in my digital innovation such as Application Builder, Cospaces. Koji, Scratch, Google Forms, Quizzizz and Youtube. This innovation has notes and exercises that varies from graphics to audio where they can learn using more than one sense in order to master the knowledge of comparison of adjectives and the grammatical rules that comes with it.



ADVANTAGES OF INNOVATION



The above bar chart is teacher’s feedback on the design category of my digital innovation where all teachers agreed that my digital innovation integrated various platforms for learning. It is true as I used five different digital platforms as the medium of learning and teaching. The difference in using digital innovation and traditional teaching is the medium of instruction for teachers can varies more when ICT is used as compared to the “Chalk and Talk-Textbook” method (Zachariadis & Ozcan, 2017). I believe the integration of various platforms has increased pupils’ interest in learning English as it suits many learners’ styles in learning such as linguistic, kinesthetic and visual learners.



According to the above bar chart, it is proven that three out of 5 teachers agreed that my digital innovation allows learner’s control, interactivity, pace, interest, aesthetic and utility. Nylén (2015) stated that the emergence of digital technology has some distinct characteristics that have fundamental implications for innovation. This is a fair feedback as my digital innovation is still a new thing for me, there a many improvement

that I need to do to enhance its effectiveness in the engagement category. However, due to some unavoidable circumstances such as the trial pack version of the platforms used hinder me from making or adding more to what I invented.

SUCCESS OF INNOVATION

After using my digital innovation, pupils have an increase in their mastery of the English language vocabulary and their knowledge of comparison of adjectives using comparatives and superlatives will be enhanced. The whole process of doing and implementing the digital innovation helps me to improve in my teaching practice in the English language. Below is the table from the extractions of feedback from:

Dimensions	Mean	Standard Deviation
I am able to think critically, creatively and collaborate with my friends.	4.3	0.46
The feedback given is clear and informative.	4	0.63
I can cooperate with my friends while using the digital innovation.	4.6	0.49
There are different applications and software used. The design of the whole digital innovation is interesting and innovative.	4.3	0.46
The digital innovation is easy to use.	4.6	0.49
There are navigations to guide me through this digital innovation.	4.2	0.60
There is enough information presented in the digital innovation.	4.5	0.50
The digital innovation is interactive in nature.	4.3	0.64
The digital innovation suits my pace of learning.	4.7	0.46
The digital innovation sparks my interest in learning English.	4.7	0.46
The graphics and animations are very pleasing to look at.	4.1	0.83
The digital innovation is useful for my English language learning.	4.9	0.30

Based on the calculations of mean and standard deviation, it is obvious that my digital innovation is useful for pupils' English language learning as it shows the highest mean score and lowest standard deviation. I believe the strength lies in the integration of several platforms that Mağosa (2013) stated is best in pupils' development in their education. I would love to add in more features and design it better when given the chance to use the pro packages as it is limitless. Due to these circumstances, I hope in the future I can purchase the pro version to keep enhancing and improving the digital innovation for the good of other pupils from all around the world in their English language learning specially in Grammar for Comparative and Superlative Adjectives.

On top of that, I have used use social media applications to promote my application such as Facebook and WhatsApp. According to Tiago, Maria and Jose (2013), social media marketing is effective in terms of cost and reaching out to more audience. This is because branding on social medias through sharing can reach globally and easy to be seen and accessed. I have reached out to many people and gotten more shared than I have expected.

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