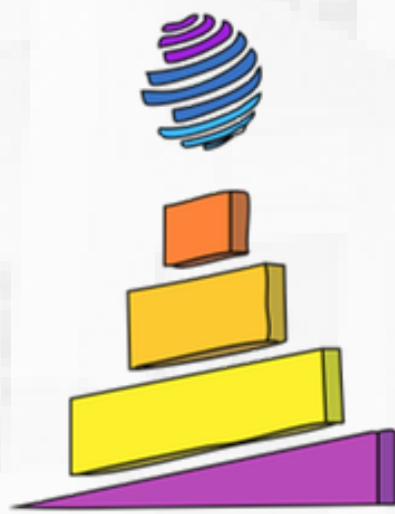




UNIVERSITI
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INVENTION AND INNOVATION VIRTUAL COMPETITION

*"EMPOWERING INNOVATION:
DRIVING TRANSFORMATION IN LANGUAGE AND EDUCATION"*



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PREFACE: ILEIC 2025 e-PROCEEDINGS

It is with great pleasure that we present the *e-Proceedings of the International Language and Education Invention and Innovation Virtual Competition (ILEIC 2025)*, organised by the Academy of Language Studies (APB), Universiti Teknologi MARA, Cawangan Melaka. This inaugural publication signifies an important milestone in our ongoing efforts to promote innovation, research, and scholarly exchange in the domains of language and education.

With the theme “Empowering Innovation: Driving Transformation in Language and Education”, ILEIC 2025 serves as a platform for educators, researchers, and practitioners to share inventive ideas, research findings, and creative projects that contribute to the advancement of educational practices. The contributions compiled in this volume comprise 54 extended abstracts that reflect diverse perspectives and approaches, demonstrating how innovation can effectively enhance pedagogical strategies, language learning, and academic engagement in contemporary contexts.

This e-Proceedings also highlights the collaborative nature of ILEIC 2025, which brings together participants from various academic and professional backgrounds. The collective works presented herein underscore the commitment of individuals and institutions towards improving the quality and relevance of education in an increasingly globalised and technologically driven world. Each paper reflects the authors’ creativity, intellectual engagement, and commitment to advancing innovative ideas in language and education, aligning with the competition’s overarching objective to promote transformative practices within the field.

The editorial committee extends its sincere appreciation to all contributors, judges, and organising members for their invaluable efforts in ensuring the success of this e-Proceedings. Their dedication and professionalism have been instrumental in upholding the academic integrity and quality of this publication.

It is our hope that this e-Proceedings will serve as a useful reference for researchers, educators, and practitioners, as well as a catalyst for continued exploration and collaboration in language and educational innovation. We trust that the works compiled in this volume will inspire sustained engagement and scholarly advancement in the discipline.

Sincerely,

Dr. Fazlinda binti Hamzah
ILEIC 2025 Chairperson

**International Language and Education Invention
and Innovation Virtual Competition
(ILEIC 2025)
e-Proceedings
e-ISBN: 978-967-19537-8-5
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THE DEVELOPMENT OF ME-BILAD –A BILINGUAL LANGUAGE DEVELOPMENT QUESTIONNAIRE – FOR MALAY-ENGLISH MALAYSIAN PARENTS AND CAREGIVERS

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ABSTRACT

Early detection of language delays in children is crucial to determine if any form of intervention is needed. However, many existing early language scales and tools are designed for professionals in healthcare and education such as Speech Language Pathologies (SLP) and teachers. The existing scales and tools are also culturally and linguistically unsuitable for Malaysian parents and caregivers who are not professionals in the area. Therefore, a parent-friendly Malay-English language scale for Malaysian parents and caregivers to monitor their 1- to 6-year-old children's Malay-English language development from the comfort of their homes (ME-ELMS) needs to be developed. To achieve this, the Malay-English Bilingual Language Development (ME-BiLAD) Questionnaire has to be developed first to collect parental reports on the typical language development of Malay-English bilingual children. The questionnaire is based on three main constructs, namely, comprehension, production, and interaction. The items were adopted and adapted from established tools, namely, the Early Language Scales (ELS), Language Express, and Across Culture School Language Profile. From a total of 90 items, only 53 were deemed suitable. ME-BiLAD was carefully structured to facilitate parents in reporting their children's Malay and/or English language development based on Piaget's theory. Validation by experts in Linguistics, Child Psychiatry, and Early Language Education further reduces the number of items to 50. ME-BiLAD was then piloted on 25 parents (23 mothers, 1 father) and caregiver (1 female). Cronbach's Alpha test shows an excellent internal consistency (0.944). ME-BiLAD is novel and unique in its dual-language format, parent-friendly, and suitable for the Malaysian setting. Results from ME-BiLAD will later be used to develop ME-ELMS, which is in line with Sustainable Development Goal 4 i.e., to provide better quality education in terms of literacy for all children.

Keywords: Malay-English Bilingual Language Development; children's language development; language scale; early childhood, bilingual children

1. INTRODUCTION

Language development during early childhood is one of the crucial aspects of a child's development trajectories. In Malaysia, bilingualism is a common phenomenon which results in many children being raised as bilinguals, typically as Malay-English bilinguals due to the widespread use of Malay as the National Language and English as the Official Second Language. To raise simultaneous and sequential Malay-English bilinguals, parents and caregivers need to ensure that their children's language development is typically developing. Therefore, parental monitoring at home on their children's language development

is essential so that early identification of delays or challenges in language acquisition can be done to determine if any form of intervention is needed. However, many existing early language scales and tools to assess delays in early language development are often designed for professionals in healthcare and education such as Speech Language Pathologies (SLP) and teachers (Salehuddin & Mahmud, 2024). Additionally, these scales and tools are culturally and linguistically unsuitable for Malaysian parents and caregivers who are not professionals in the area. Therefore, a parent-friendly Malay-English language scale for Malaysian parents and caregivers to monitor their children's Malay-English language development from the comfort of their homes (ME-ELMS) needs to be developed.

Before the ME-ELMS could be developed, a Malay-English Bilingual Language Development (ME-BiLAD) Questionnaire covering three main constructs, namely, comprehension, production, and interaction has to be developed first. ME-BiLAD was developed with the aim to provide an avenue for parents and caregivers of Malay-English bilingual children to report their 1- to 6-year-old children's Malay-English bilingual language development from the comfort of their homes.

2. METHODS

The development of ME-BiLAD followed three stages, namely, 1) reviewing the existing questionnaire, 2) identifying relevant theory and constructs, and 3) employing the adopt-and-adapt method.

A thorough review on existing questionnaires identified 11 validated questionnaires and assessment tools which were deemed as potential references for developing ME-BiLAD. Out of these 11, three were shortlisted based on their relevance, particularly in their aim and focus on language milestones and suitability for the use of parents and caregivers. They are the Early Language Scale (ELS) by Visser-Bochane et al. (2021), the Language Express: Preschool Speech Language Services (Leeds, Grenville and Lanark District Health Unit, 2024), and the Across Culture: School Language Profile (Parental Report) (Tweedie, 2017). The remaining tools and questionnaires were excluded as they were designed either for (1) only Western or monolingual communities, or (2) different bilingual populations or (3) for parents and caregivers who are well-versed in English only. The adaptation of the three questionnaires was done based on three constructs, namely, comprehension, production, and interaction.

The development of ME-BiLAD was guided by Jean Piaget's Cognitive Development Theory, focusing on the sensorimotor (0-2 years) and pre-operational (3-7 years) stages, as these stages highlight the stages of how children acquire and develop language as their cognitive abilities mature (Babakr, Mohamedamin, & Kakamad, 2019). Furthermore, Piaget's cognitive development stages are in line with three constructs: comprehension, production, and interaction. Figure 1 illustrates the representation of each construct used in the development of ME-BiLAD. It enables parents and caregivers to effectively monitor and report the language milestones of Malay-English children aged 1 to 6 years from their respective homes.

A total of 90 items were initially collected from the three existing questionnaires and were carefully selected and refined through the process of selection, adaptation, adoption, and ranking. After eliminating overlapping and unsuitable items, 53 items were retained and categorized under comprehension, production, and interaction. Each item includes multiple-choice responses to capture both the quality and quantity of children's language abilities in either or both languages. The majority of items were adapted from the Early Language Scale (ELS) (49 items), the School Language Profile (SLP) (1 item), and the Language Express (3 items) and formatted to be accessible via Google Forms to enhance usability and reach.

3. RESULTS AND DISCUSSION

The breakdown of the 53-item ME-BiLAD was as follows: comprehension (23 items), production (28 items), and interaction (2 items). Four experts (a Linguist, a Child Psychiatrist, an Early Childhood Specialist, and a Childcare specialist) Validated ME-BiLAD. Content Validity Index (CVI) result showed an overall S-CVI/UA score of 0.70. Subsequently, the final version of ME-BiLAD had 50 well-structured items which are suitable for Malaysian parents and caregivers. To assess the internal consistency, reliability, and usability of the ME-BiLAD, a pilot study was conducted on 25 parents and caregiver across the five regions in Malaysia. The results of the pilot study showed a high reliability score, with a Cronbach's Alpha of 0.965). Feedback from the respondents of the pilot study indicated that ME-BiLAD was easy to understand and complete.

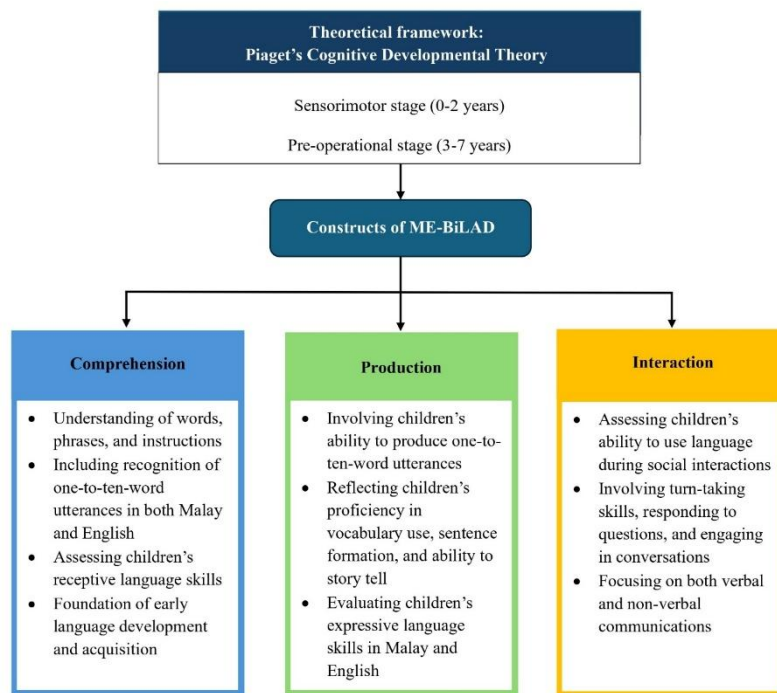


Figure 1. Representation of three constructs in ME-BiLAD

4. CONCLUSION

The development of ME-BiLAD provides a culturally relevant, parent-friendly tool to monitor Malay-English bilingual language development in children. It supports early detection of delays and enhances parental engagement. As a precursor to ME-ELMS, ME-BiLAD contributes to inclusive education goals in Malaysia. Future efforts will expand its validation, digital use, and free usability.

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WORDBUDDY – EMAIL MADE EASY: HOW WRITEBUDDY TRANSFORMED YEAR 4 STUDENTS' WRITING SKILLS

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ABSTRACT

This action research was conducted at my school, SK Unico Desa, with a target group of 24 Year 4 students who faced difficulties in English email writing. My aim was to help these multilingual learners address challenges such as limited vocabulary, weak understanding of formal tone, and frequent grammatical errors, which often caused them to mix Malay, local dialects, and English in their writing. To support them, I developed WriteBuddy, a mobile app freely available on Google Play. The app provides a structured template, a categorized phrase bank, and sample emails to guide students in composing formal emails. Over a one-month implementation period, the students used the app during guided lessons as well as independent practice. The outcomes were encouraging. Quantitative results showed that 54.2% of the students advanced by at least one grade level in their writing assessments. Qualitative observations revealed greater engagement and confidence, with even previously reluctant writers beginning to practice email composition voluntarily. One student, Rizwana Najwa, made particularly notable progress, improving from 26% (Grade E) to 65% (Grade B). This study highlights how a targeted mobile application can enhance language learning for rural, multilingual students by making English writing more accessible and less intimidating. It also reflects the potential of digital tools to support Malaysia's CEFR-based curriculum standards for communication skills.

Keywords: WriteBuddy; Engaged; Assessment; Improvement

1. INTRODUCTION

As a teacher, I observed that my Year 4 students struggled with English email writing. They often mixed Malay and local dialects with English, had limited understanding of formal tone, and lacked awareness of proper email structure. To address this need, I developed the WriteBuddy app, a simple and accessible tool designed to guide students through email writing. The app includes a structured template, a phrase bank, and sample emails to directly support vocabulary, tone, and formatting. With the support of a developer, the app was published on Google Play and piloted in my classroom. Over one month, students engaged with WriteBuddy through guided and independent practice. I observed a clear change: reluctant writers became enthusiastic, the structured format helped them understand email organization, and the phrase suggestions reduced language mixing. Although some students lacked personal devices, we overcame this by arranging sharing systems in school and using an offline version. The most rewarding moment came when a student proudly declared, "Teacher, I can write now!" after completing his first independent email. This experience shows how combining thoughtful teaching with simple technology can empower rural, multilingual learners to overcome writing challenges and build confidence in using English.

2. METHODS

This one-month action research involved 24 Year 4 pupils at SK Unico Desa. The study began with a needs assessment, where diagnostic writing tasks revealed four key issues: limited vocabulary, weak formal tone, incorrect sentence structure, and confusion with email formatting. In response, I collaborated with a developer to design the WriteBuddy app, which included a structured template, a phrase bank, and model emails.

Implementation took place in three phases: Week 1 introduced the app through a demonstration lesson, Week 2 emphasized guided practice with three 40-minute lessons and feedback, and Week 3 focused on independent tasks and homework using the app.

2.1 Support Mechanisms

To ensure equitable access, pupils without devices shared through a buddy system, while offline versions and laminated templates enabled practice without internet. Scheduled computer lab sessions provided further access. Differentiated tasks supported learners at different levels, giving advanced pupils complex prompts and struggling pupils additional guided practice and feedback.

3. RESULTS AND DISCUSSION

3.1 Findings and Implications

The WriteBuddy intervention produced notable improvements in pupils' English email writing skills and confidence. Quantitatively, mid-term and final assessment comparisons showed that 13 of 24 pupils (54.2%) advanced by at least one grade level after the one-month implementation. The number of Grade B achievers more than doubled (3 → 7), while Grade D pupils dropped by more than half (11 → 5). One pupil demonstrated exceptional progress, rising from 26% (Grade E) to 65% (Grade B). Qualitative findings from teacher observations and a Google Form survey further supported these results. Seventy percent of pupils reported confidence in writing a complete email independently, and even previously reluctant writers began practising voluntarily. The structured templates and phrase banks were particularly effective for mid-performing learners, helping them overcome formatting and vocabulary challenges. However, the findings also revealed some limitations. Five pupils (20.8%) experienced slight declines, and six (25%) maintained their grade, suggesting that a single digital tool is not a one-size-fits-all solution. Gender analysis suggested marginally greater improvement among female pupils, underscoring the need for differentiated support in future implementations. Overall, the study demonstrates that mobile-based interventions like WriteBuddy can enhance writing performance and engagement, while also highlighting the importance of complementary strategies to meet diverse learner needs.

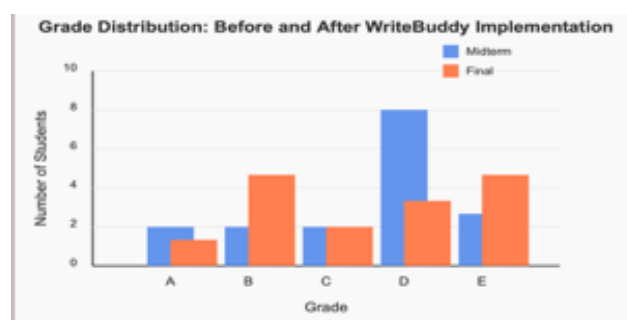


Figure 1. Comparison of Student Grade Distribution Before and After WriteBuddy Implementation

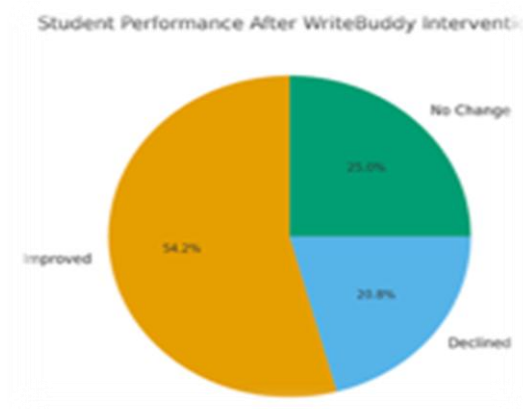


Figure 2. Bar chart showing number of students in Grades A–E at Mid-Term vs. Final Assessment

4. CONCLUSION

The WriteBuddy project illustrates how a teacher-driven innovation can transform writing instruction in a rural, multilingual classroom. By combining digital and offline tools, this simple yet effective solution addressed pupils' challenges in email writing and turned a daunting task into an engaging, achievable skill. Quantitative results showed that more than half of the pupils advanced by at least one grade level, while qualitative findings revealed a significant boost in confidence and motivation. The phrase “*Teacher, I can write now!*” captures the heart of this innovation's success—empowering learners to view themselves as capable English writers. Beyond immediate classroom impact, WriteBuddy proved scalable and adaptable, extending its reach through workshops and sharing sessions with other schools. This positions it not only as a classroom intervention but also as a sustainable innovation with potential for wider adoption in Malaysian schools and beyond.

ACKNOWLEDGEMENT

I would like to express sincere gratitude to the administration and colleagues of SK Unico Desa, Lahad Datu, for their unwavering support and encouragement throughout the development of this project. Special appreciation goes to the students and parents whose enthusiastic participation made the implementation possible. Heartfelt thanks are also extended to the District Education Office, my family and fellow educators who provided valuable feedback and guidance.

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E-KALĀM: ARABIC MADE EASY [1]: INTEGRATING YOUTUBE-BASED LEARNING TO IMPROVE ARABIC LEARNERS' LISTENING AND SPEAKING SKILLS

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ABSTRACT

The digital revolution has profoundly impacted the field of language learning, facilitating a significant transformation in how individuals acquire knowledge (Wida et al., 2023). The advent of online platforms, such as YouTube, has introduced new and accessible pathways for people to engage and learn the Arabic language. One of the key advantages of learning Arabic through online platforms is the accessibility and flexibility provided. Hence, e-Kalam: Arabic Made Easy [1] is an online Arabic learning kit designed to help acquire the language fundamentals effortlessly, which enhances Arabic listening and speaking skills. Evaluating the effectiveness of e-Kalam as a learning kit can help build up learners' confidence and performance. Moreover, Arabic learners can access various resources, from interactive lessons and video tutorials to language-learning practices at any time and from anywhere. This will allow the Arabic learners to learn at their own pace and convenience. Furthermore, the content of the learning kit focuses specifically on listening and speaking, providing learners with pronunciation practice, everyday vocabulary, and real-life conversational phrases that can be applied in daily life situations. The targeted audience focuses on beginners and non-native speakers who are about to embark on their Arabic language journey. Thus, the learning kit shows a great advantage for Arabic learners as it is in line with today's digital age.

Keywords: Online Learning, Arabic Language, Language Skills, Listening Skills, Speaking Skills

1. INTRODUCTION

The Arabic language teaching and learning have evolved over the past years. This evolution started with memorizing the Quran and classical texts through teacher-led lessons focusing more on grammar. Schools like madrasahs formalized learning but still did not include modern language use. In the 20th century, new trends such as dialects, nationalism, and technology encouraged more practical, communication-based methods. The COVID-19 pandemic has led to the emergence of online learning, including platforms like YouTube, that has become an option for learners to improve listening and speaking skills.

Thus, this digital learning kit named *e-Kalam: Arabic Made Easy [1]* aims to support learners with limited vocabulary, time, and exposure to the Arabic language. It focuses on improving listening and speaking skills through YouTube-based instruction. Techniques such as shadowing, subtitle use, and self-recording help enhance learners' pronunciation, fluency, and comprehension. Learners are encouraged to speak actively, engage in language exchange, and integrate Arabic use into daily routines. The goal is to build confidence and proficiency in real-life Arabic communication through accessible, practical, and interactive methods.

2. METHODS

This study employed a quantitative method. A survey-based correlational design to evaluate the effectiveness of the e-Kalam YouTube platform in enhancing Arabic learners' listening and speaking skills. The focus is on understanding learners' perceptions of the platform in terms of engagement, accessibility, flexibility, and instructional design. A total of 102 participants, mainly university students with beginner to intermediate levels of Arabic proficiency, were selected through convenience sampling.

Data were gathered using a structured online questionnaire distributed via Google Forms. The questionnaire consisted of 27 items using a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire covers five key areas, such as learners' engagement, listening and speaking skills, accessibility and flexibility, content, and overall satisfaction with the learning kit. The respondents were informed beforehand of the study's purpose, and consent was obtained. The collected data were analyzed using descriptive statistics based on mean, standard deviation, and frequency. The responses were summarised as a whole.

3. RESULTS AND DISCUSSION

3.1 Student Engagement and Participation

Learners demonstrate a high level of engagement with the e-Kalam videos. The combination of enjoyable content, effective visuals, and motivating elements makes the platform a strong tool for Arabic language learning. The consistently high mean scores with the value of 4.4 validate the platform's effectiveness in fostering learner interest and involvement.

3.2 Listening and Speaking Skills

The analysis of 102 respondents shows that e-Kalam is highly effective in supporting Arabic language learners, particularly in enhancing learners' engagement, listening comprehension, and speaking skills.

- Learners reported high engagement, with subtitles, visuals, and enjoyable content significantly boosting motivation. The mean scores are between 4.48–4.58, which shows that learners prefer to have interactive visuals to help them in learning Arabic language.
- Listening skills showed strong improvement, especially in recognizing words and understanding spoken Arabic. The mean scores are between 4.28–4.54.
- Speaking skills also improved, though slightly less than listening, with learners expressing moderate to high confidence and practice. The mean scores are 4.13–4.43.

Overall, e-Kalam demonstrates strong potential as an effective YouTube-based Arabic learning kit, particularly for improving listening and speaking proficiency through accessible, engaging, and flexible content. Future improvements may focus on increasing opportunities for interactive speaking practice to further enhance oral proficiency, especially in daily life situations.

3.3 Accessibility and Flexibility

The findings indicate that e-Kalam is perceived as a highly accessible and moderately flexible YouTube-based learning platform for Arabic. The highest-rated aspect was audio clarity (Mean = 4.65), highlighting the importance of clear narration in enhancing accessibility. Learners also expressed strong interest in continuing with the platform (Mean = 4.42), suggesting overall satisfaction with its design and delivery.

3.4 Overall presentation

The findings indicate strong learner satisfaction with the e-Kalam video structure and instructional approach, with a mean score of 4.49. Most respondents agreed that only minor improvements are needed to enhance the content (Mean = 4.27), suggesting that the current design is largely effective and well-received. Additionally, learners showed high willingness to recommend e-Kalam to others (Mean = 4.60), reflecting overall confidence in the platform's quality and usefulness for Arabic language learning.

4. CONCLUSION

Based on the findings, the e-Kalam: Arabic Made Easy [1] product is accepted by learners and effective YouTube-based learning platform for Arabic language learning, particularly in enhancing listening and speaking skills. Learners reported high levels of engagement, satisfaction with the video structure, and appreciation for the platform's accessibility and clear audio narration. The majority were willing to continue using e-Kalam and recommend it to other users, indicating strong confidence in its quality. Although speaking practice and usage consistency could be improved, the overall feedback suggests that only minor enhancements are needed. Thus, e-Kalam demonstrates strong potential as a flexible, learner-friendly, and impactful tool for Arabic language teaching and learning.

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LINGUARISE: A MULTIMEDIA ENGLISH LANGUAGE APP DEVELOPED USING UNITY

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ABSTRACT

LinguaRise is an adventure-theme project that introduces an innovative mobile application developed using Unity to support English language learning, focusing on listening, reading, grammar, and pronunciation. The app is grounded in Gagné's nine events of instructions ensuring a systematic and learner-centred approach to content delivery and practice. A key feature of this app is its rich integration of multimedia elements designed to enhance engagement and improve learning outcomes such as interactive buttons, audios and interesting themed-images to support Mobile-Assisted Language Learning (MALL). These multimedia components are complemented by interactive exercises such as multiple-choice questions and fill-in-the-blank tasks, which offer immediate feedback to reinforce understanding. The Unity engine enables smooth transitions, responsive interactivity, and visually engaging content that maintains learner motivation. By combining sound pedagogical principles with multimedia-rich design, this app offers an engaging, flexible, and effective tool for English language acquisition, especially for English as Second Language (ESL) learners in mobile learning environments. The findings from the survey revealed that the app is well-received by the participants in terms of both usability and functionality.

Keywords: Unity, language app, Gagne Nine Events of Instructions, MALL

1. INTRODUCTION

Mobile-assisted language learning (MALL) is gaining momentum throughout the years especially due to the development of a ubiquitous learning trend influenced by the evolution of mobile technologies. With this, learners demand more flexible, and engaging learning tools rather than the traditional tools. Recent reviews highlighted that MALL enhances learners' motivation, language skills (Grammar, Pronunciation, Reading and Listening) significantly and provides unlimited access across classroom learning and remote learning (Shohor & Hashim, 2024). Nevertheless, despite the development of language learning applications in the market, many of them are still lacking in the integration of instructional design frameworks. Addressing this gap, LinguaRise is introduced as an adventure-theme mobile language app, developed using the Unity engine which are closely-structured around Gagne's Nine Events of Instructions events (i.e., gaining attention; informing learners of objectives; stimulating recall; presenting content; offering guidance; eliciting performance; providing feedback; assess performance, enhance retention and transfer) (McNeill & Fitch, 2023). Considering this, this app is viewed as an app that could provide immersive user experience.

The reason why Unity platform was chosen is because of its ability to produce an app that is visually engaging, interactive – smooth transitions, responsive User Interface (UI), rich with multimedia elements (images, audios, videos, interactive buttons). These features provide a great adventure-like experience while

reinforcing the application of language through the use of game segments and tasks. Furthermore, the features of interactive exercises in the forms of fill-in-the-blanks and multiple-choice questions provided by Unity enhances learners' understanding through its learner-centred approach. Published in the format of Android Package Kit (APK), this app enables learners to learn anytime and anywhere which emphasises the benefits of MALL (Li et. Al, 2022). By combining the process-driven instructional design with Unity's technical affordances, LinguaRise offers a flexible and effective mobile learning tool for English as Second Language (ESL) learners. The app not only helps learners to improve their language skills, but also provides learning enjoyment to the learners. For future directions, LinguaRise could be improved based on learners' feedback on its usability and functionality. The feedback will help refinements and validate LinguaRise's impact on English language proficiency using MALL.

2. METHODS

For this study, the developers came up with a multimedia interactive package concept paper which addressed Gagne's Nine Events of Instructions. During this stage, all required elements in the stages were considered, especially in terms of finding teaching materials and questions for practices. A storyboard was also then developed as the guide for the designers on the interface design of the app. The app was then developed using Unity in which various features were included. Once the app was done, there was a trial run held among some potential learners. They were given opportunities to explore the app. Feedback was gathered from a survey using a set of questionnaires and some aspects were considered for future revision. The steps involved are depicted in Figure 1.

3. RESULTS AND DISCUSSION

The questionnaire addressed two aspects which are the usability and functionality of the app.

3.1 Usability

Based on the results, a majority of the participants (Mean= 4.67) agreed that the layout and design of the app are visually appealing. The second highest Mean=4.56 recorded that they found the app easy to navigate and user-friendly. Next, most of the participants (4.44) agreed that the instructions provided within the app are clear and understandable. Besides that, the participants also agreed that the app's interface feels intuitive for first-time users and the features could be accessed without difficulty with recorded Mean of 4.44 and 4.33 respectively. The results indicated that participants considered the app user-friendly and easy to navigate, while also finding it engaging to use

3.2 Functionality

Based on the survey results, it can be concluded that the participants reacted to the app positively. The results from the survey revealed that the highest mean recorded was (Mean=4.56) involved participants agreed that the app effectively gained their attention (through engaging visuals, sounds or activities) and it gave immediate feedback on the participants performance respectively. Following closely was Mean=4.44 in which participants agreed that the app presented English language content in a clear and organised manner, the app allowed them to actively practise the language through interactive exercises, the app helped them to do assessments through quizzes and the app encouraged them to apply what they learnt in new contexts. A slightly lower Mean is 4.33 reflects participants' recognition of the app's ability to connect new

materials to their prior knowledge. Although the lowest mean (4.22) pertained to the clarity of learning objectives before activities, it still shows a generally favorable response. Overall, the findings demonstrate that the app is well-designed to enhance user engagement and language learning through interactive and structured methods.

4. CONCLUSION

Overall, the findings indicate that the app is well-received by users in terms of both usability and functionality. This shows that an app that is developed using instructional design such as Gagne's Nine Events of Instructions could boost learners' interest in learning and can be beneficial for MALL. Thus, it highlights that more research is needed to be conducted in the future to address the effectiveness of using instructional design in mobile learning to ensure better instructions and understanding.

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PEMBINAAN MODUL KEMAHIRAN MENDENGAR CEFR A1 BERBANTUKAN REALITI TERIMBUH

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ABSTRAK

Kajian ini bertujuan untuk membina sebuah modul kemahiran mendengar bahasa Arab berpandukan *Common European Framework of Reference for Languages (CEFR)* dengan menggunakan teknologi realiti terimbuh (*Augmented Reality, AR*) sebagai alat bantu pengajaran. Aplikasi realiti terimbuh digunakan untuk mewujudkan persekitaran pembelajaran yang lebih interaktif dan imersif. CEFR merupakan kerangka rujukan antarabangsa untuk menilai kecekapan berbahasa secara menyeluruh melalui enam tahap iaitu (A1,A2,B1,B2,C1,C2). Namun kajian ini memfokuskan pembinaan modul kemahiran mendengar bahasa Arab pada peringkat A1 sahaja. Dalam konteks pengajaran bahasa Arab di Malaysia, kemahiran mendengar bahasa Arab merupakan asas kepada penguasaan bahasa yang efektif namun kemahiran ini kurang diberi penekanan kerana ia sering dianggap kemahiran yang akan diperoleh secara tidak langsung oleh para pelajar ketika proses pengajaran dan pembelajaran di dalam kelas. Walhal para pelajar mengalami kesukaran dalam memahami sebutan dan intonasi kerana tiada latihan yang berstruktur dan terhad kepada audio pasif sahaja. Reka bentuk kajian ini menggunakan *mixed methodology* iaitu kuantitatif dan kualitatif. Modul ini dibina berdasarkan pendekatan reka bentuk ADDIE (*Analysis, Design, Develop, Implement, Evaluation*) yang merangkumi 5 fasa utama iaitu analisis keperluan, reka bentuk modul, pembangunan modul, pelaksanaan modul dan penilaian pakar. Pada peringkat analisis keperluan, pengkaji mengedarkan soal selidik kepada 285 orang pelajar yang mengambil bahasa Arab sebagai bahasa ketiga di Universiti Teknologi Mara, Selangor. Hasil kajian menunjukkan modul ini perlu dibangunkan selaras dengan keperluan pelajar dan institusi. Diharap kajian ini dapat menyumbang kepada inovasi dalam pengajaran kemahiran mendengar serta memperkasakan teknologi dalam Pendidikan Bahasa Arab selaras dengan kehendak CEFR.

Kata Kunci: Kemahiran mendengar; Bahasa Arab; CEFR A1; Realiti terimbuh

1. PENGENALAN

Berbeza dengan tiga kemahiran bahasa yang lain seperti bertutur, membaca, dan menulis, kemahiran mendengar merupakan asas pertama yang perlu dipelajari oleh pelajar ketika mempelajari bahasa. Oleh kerana telinga berkembang lebih awal daripada mata, ia sering dianggap sebagai pintu masuk utama dalam pelbagai situasi (Taufiqurrahman, 2022). Selain itu, Ramli (2021) menekankan bahawa, berbanding dengan membaca dan menulis, kemahiran mendengar adalah elemen komunikasi yang paling penting dan kerap digunakan serta perlu dikuasai terlebih dahulu. Pembangunan kognitif manusia dan penguasaan aspek-aspek bahasa yang lain sangat bergantung pada penguasaan kemahiran mendengar.

Namun begitu, isi kandungan dalam modul sedia ada hanya tertumpu kepada kemahiran membaca dan menulis sahaja. Kemahiran mendengar tidak diberikan penekanan yang sewajarnya (Suroiyah, 2020 & Wulandari 2021). Walaupun latihan mendengar disediakan, namun latihan itu hanya berbentuk tulisan, sedangkan pembelajaran kemahiran mendengar memerlukan elemen multimedia seperti audio dan juga video. Pembinaan sesebuah modul yang baik sangat penting untuk membantu pelajar berupaya menguasai semua kemahiran berbahasa Arab.

Rentetan isu-isu di atas, kajian ini ingin membina sebuah modul menggunakan kerangka *Common European Framework of Reference for Language* (CEFR) yang memfokuskan kepada kemahiran mendengar kerana kerangka ini dibina sebagai rujukan yang penting untuk menetapkan standard pengajaran bahasa yang jelas di pelbagai peringkat pembelajaran bahasa pelajar. Ia membolehkan pendidik menentukan sasaran kecekapan bahasa yang diiktiraf secara antarabangsa untuk bahasa Arab.

2. METODOLOGI

Model reka bentuk ADDIE digunakan dalam kajian ini untuk membangunkan modul kemahiran mendengar bahasa Arab CEFR A1 berbantuan realiti terimbuh. Model ADDIE terdiri daripada lima fasa iaitu: fasa analisis, fasa reka bentuk, fasa pembangunan, fasa pelaksanaan, dan fasa penilaian.

- **Analisis** – Mengenal pasti masalah, keperluan pengguna, dan objektif pembelajaran.
- **Reka Bentuk** – Merancang struktur modul, dan jenis data yang diperlukan.
- **Pembangunan** – Membina modul berdasarkan reka bentuk yang telah ditetapkan.
- **Pelaksanaan** – Melaksanakan modul kepada pengguna sebenar.
- **Penilaian** – Menilai kebolegunaan modul dalam mencapai objektif.

3. HASIL KAJIAN DAN PERBINCANGAN

3.1. Analisis Keperluan

Berikut merupakan salah satu konstruk dalam hasil analisis keperluan seramai 285 orang pelajar yang mengambil Bahasa Arab sebagai bahasa ketiga untuk membina modul kemahiran mendengar bahasa Arab CEFR A1 berbantuan realiti terimbuh.

Jadual 1 Taburan Kesukaran Mempelajari Kemahiran Mendengar Bahasa Arab

No	Item	Min	SP	Input
E1.	Tiada audio khusus sebagai latihan kemahiran mendengar bahasa Arab.	3.65	1.047	Tinggi
E2.	Pembelajaran kemahiran mendengar hanya tertumpu pada bacaan pensyarah bagi ayat atau frasa bahasa Arab yang terdapat dalam buku.	3.67	0.961	Tinggi
E3.	Kurang pendedahan bahan latihan kemahiran mendengar bahasa Arab.	3.33	1.000	Sederhana
E4.	Tidak dapat memahami sebutan perkataan bahasa Arab yang dipelajari di dalam kelas.	3.22	1.121	Sederhana
E5.	Kurang keyakinan untuk membuat latihan kemahiran mendengar bahasa Arab.	3.67	1.074	Tinggi
E6.	Pensyarah kurang menekankan pengajaran kemahiran mendengar bahasa Arab.	2.59	1.010	Sederhana
Min Keseluruhan		3.36	0.809	Sederhana

Berdasarkan Jadual 1, terdapat beberapa item yang mendapat min yang tinggi nilainya. Antaranya item E1 iaitu tiada audio khusus sebagai latihan kemahiran mendengar bahasa Arab dengan nilai min : 3.65. Seterusnya pada item E2 iaitu pembelajaran kemahiran mendengar hanya tertumpu pada bacaan pensyarah sahaja dengan nilai min : 3.67. Ini menunjukkan terdapat kekurangan modul sedia ada di dalam aspek pengajaran kemahiran mendengar. Modul yang berkualiti mestilah dapat merangkumi semua aspek seperti strategi pengajaran, bahan-bahan pengajaran dan mengintegrasikan modul dengan unsur multimedia (Mohd. Taqwudin et al., 2023). Disebabkan ini, pelajar kurang keyakinan untuk membuat latihan kemahiran mendengar bahasa Arab seperti di item E5 yang mendapat nilai min tinggi iaitu 3.67. Oleh itu, kajian ini sangat perlu untuk dijalankan supaya modul ini dapat memenuhi keperluan para pelajar terutamanya di dalam kemahiran mendengar.

3.2. Reka Bentuk dan Pembangunan Modul

Antara langkah-langkah dalam mereka bentuk modul, pengkaji telah menyenaraikan kosa kata mengikut kerangka CEFR A1. Bilangan kosa kata yang diperlukan, pengkaji menggunakan kajian Rusydi Tua'yamah untuk menetapkan bilangan kosa kata yang diperlukan bagi tahap A1. Kemudian, menyenaraikan tajuk-tajuk yang bersesuaian dengan CEFR A1. Setelah itu, pengkaji menghasilkan papan cerita modul mengikut objektif, teknik dan strategi pengajaran supaya modul ini dapat memenuhi keperluan pelajar dalam mempelajari kemahiran mendengar bahasa Arab. Setelah modul itu dibangunkan, unsur-unsur multimedia diterapkan di dalam modul ini mengikut teknologi realiti terimbuh supaya pelajar dapat mempelajari secara sendiri.

4. KESIMPULAN

Kemahiran mendengar merupakan asas penting dalam penguasaan bahasa dan harus diberi penekanan yang setara dengan kemahiran bahasa lain. Namun, modul sedia ada masih kurang menitikberatkan aspek ini, khususnya dalam bentuk yang interaktif dan sesuai dengan keperluan pelajar masa kini. Justeru, kajian ini membangunkan satu modul kemahiran mendengar bahasa Arab tahap CEFR A1 dengan sokongan teknologi realiti terimbuh (AR) bagi meningkatkan keberkesanan pengajaran dan pembelajaran. Penggunaan model reka bentuk ADDIE dalam pembinaan modul ini memastikan pembangunan yang sistematik dan memenuhi keperluan pengguna serta objektif pembelajaran yang telah ditetapkan.

PENGHARGAAN

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“SYNOMATCH”: A SYNONYM GAME CARD TO ENHANCE ESL LEARNERS’ VOCABULARY THROUGH GAMIFIED LEARNING

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ABSTRACT

Vocabulary acquisition is essential in mastering a second language, and in English as a Second Language (ESL) contexts, synonym sets often pose challenges to language learners. Traditional teaching methods, which rely heavily on rote memorization and isolated word lists, frequently fail to promote deep understanding or long-term retention. This study explores a gamified vocabulary activity called SYNOMATCH which is a game card designed to support synonym comprehension through interactive learning. SYNOMATCH presents target words with multiple synonym options, prompting students to identify the most appropriate match and justify their choices during group discussions. A mixed-methods survey was conducted with forty ESL undergraduate students at a Malaysian public university to examine their perceptions of the game in terms of engagement, vocabulary learning, and collaborative experience. Quantitative data from a Likert-scale questionnaire revealed strong positive responses in which 92% of students found the game enjoyable, 85% felt it helped them learn new synonyms, and 90% reported increased peer interaction. Qualitative feedback supported these findings, with students highlighting increased motivation, better word retention, and appreciation for group learning dynamics. The results suggest that SYNOMATCH is an effective and engaging tool for vocabulary instruction in ESL classrooms. These findings underscore the pedagogical value of gamified approaches and encourage further exploration into their role in enhancing lexical development among second language learners.

Keywords: Vocabulary; Synonyms; ESL learners; gamified approaches

1. INTRODUCTION

Vocabulary acquisition is fundamental in mastering a second language, forming the foundation of reading, writing, listening, and speaking skills. In the ESL settings, vocabulary development significantly influences learners’ communicative competence. As Nation (2001) notes, vocabulary knowledge supports all four language skills and plays a crucial role in both language comprehension and production. However, many ESL learners, particularly at the tertiary level, often struggle with vocabulary retention and appropriate usage. This challenge is more pronounced when dealing with synonym sets or words that share similar meanings but differ in tone, context, or intensity.

Synonyms are vital in promoting lexical diversity and fluency, especially in academic and creative writing. Mastering them enables learners to avoid redundancy and improve expression. However, not all synonyms are interchangeable. For instance, *angry*, *mad*, and *upset* share a general meaning but differ in intensity and appropriateness. Understanding these nuances is essential but often neglected in traditional instruction. Passive vocabulary teaching methods, such as rote memorization or isolated word lists, may provide definitions but do not promote deep understanding or retention. Consequently, learners may memorize synonyms without grasping their proper usage.

To address this pedagogical gap, educators have increasingly turned to game-based learning strategies. Gamification, the application of game elements in educational contexts, has been shown to enhance motivation, engagement, and knowledge retention (Hamari et al., 2014; Barua & Bharali, 2023). In language classrooms, vocabulary games provide learners with interactive, low-stress environments where they can actively experiment with language, receive feedback, and collaborate with peers. Gamebased approaches such as vocabulary card-based games have been identified as effective strategies that elevate learners' attitudes toward vocabulary acquisition by making it less monotonous and more enjoyable (Lube & Nuraeni, 2020; Fadzil & Sulaiman, 2022).

Card-based games, in particular, are user-friendly, adaptable across proficiency levels, conducive to group activities and support various learning styles. SYNOMATCH, a gamified vocabulary activity, builds on these principles. Each card presents a target word alongside multiple synonym options, prompting learners to identify the correct match and justify their choice in group discussions. This activity blends vocabulary practice with peer interaction and critical thinking.

The present study aims to determine the perceived effectiveness of SYNOMATCH and its pedagogical value for ESL vocabulary instruction.

2. METHODS

This study employed a mixed-methods survey design, combining quantitative and qualitative approaches to assess students' responses to SYNOMATCH. Forty ESL undergraduate students from a Malaysian public university voluntarily participated in the study. A self-developed questionnaire was used, consisting of two parts: Ten Likert-scale items focusing on enjoyment, motivation, vocabulary learning, collaboration, and clarity of instructions, rated on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree). Three open-ended questions asking students what they liked, disliked, and would improve about the game.

The study spanned two weeks and involved four 30-minute sessions during the student's free time. During each session, students worked in small groups to play SYNOMATCH. Players drew cards featuring a target word and selected the correct synonym from four options. After each choice, the student explained their answer to their group, prompting discussion and feedback. The instructor facilitated the sessions, clarified meanings, and addressed misconceptions. At the end of the fourth session, the questionnaire was distributed to the students, and they had to complete the questionnaire anonymously.

3. RESULTS AND DISCUSSION

Table 1 below presents results of the Likert-scale survey items.

Table 1: Summary of Survey Findings

Statement	Agree (%)	Neutral (%)	Disagree (%)
The game helped me learn new synonyms.	85%	10%	5%
I found the game enjoyable and engaging.	92%	6%	2%
I felt more motivated to learn vocabulary during game sessions.	80%	15%	5%
The instructions were clear and easy to follow.	88%	7%	5%
The game encouraged me to interact with my peers.	90%	8%	2%

I prefer this method over traditional vocabulary drills.	83%	12%	5%
The game helped me understand the differences between similar words.	78%	17%	5%
I would recommend this game to other ESL learners.	87%	10%	3%
I felt more confident using new vocabulary after the game sessions.	82%	13%	5%
The game improved my ability to choose words based on context.	75%	20%	5%

The quantitative data shows strong positive perceptions of SYNOMATCH. A high percentage of students agreed that the game helped them learn new synonyms (85%) and found it enjoyable and engaging (92%). These responses suggest that the game successfully integrates learning with enjoyment, an important factor in maintaining student motivation and interest. 80% of the students agreed that they felt more motivated compared to traditional methods. This is further supported by the 83% who stated a preference for the game over traditional vocabulary drills. These findings point to the game's potential to enhance vocabulary learning through active participation and increased learner engagement. Moreover, the game appeared to foster a collaborative learning environment, as 90% of students agreed it encouraged peer interaction. Additionally, 82% of students felt more confident using new vocabulary after the sessions. These results indicate that the game not only reinforces word knowledge but also enhances learners' confidence and contextual usage of vocabulary. Finally, the overall positive reception is evident in the 87% of students who would recommend the game to other ESL learners.

The open-ended responses further supported the quantitative data. Students described the game as "fun," "exciting," and "a nice break from normal lessons." They also appreciated the opportunity to learn new synonyms in an interactive way. One student wrote, *"I remember the words better because I used them in the game and discussed them with my friends."* The students also valued the group work aspect, which allowed them to explain answers and correct each other. This peer-to-peer learning was described as more effective than teacher-centred explanations alone. Finally, some students suggested adding a "challenge mode" for advanced learners.

4. CONCLUSION

SYNOMATCH proved to be an effective and engaging tool for enhancing vocabulary learning in an ESL classroom. Students responded positively, highlighting increased motivation, better understanding of word nuances, and the benefits of peer interaction. By integrating gamified elements into vocabulary instruction, the game transformed passive learning into an active, reflective, and collaborative process.

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HELP POPPY! AN EDUCATIONAL QUEST FOR ENGLISH LANGUAGE MASTERY

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ABSTRACT

The decline in textbook usage among students has contributed to developing English language proficiency challenges. Students find that using traditional textbooks in a traditional class setting is inefficient in enhancing their language competency. This traditional approach does not support the learning process effectively as it might not be student-centred and fails to cater to their needs. This, in turn, has negative effects on student motivation and engagement in the learning process. Hence, to solve this problem, this study introduces an English language learning application designed to address the decline of proficiency in students' grammar, listening, reading, and pronunciation skills through a gamified learning experience. Anchored in Gagné's Nine Events of Instruction, Dick and Carey's Instructional Design Model, and the ARCS Motivational Model, the learning app incorporates interactive storytelling, edutainment-based challenges, and performative assessments tailored to students' needs. The game-based approach fosters learner autonomy, motivation, and engagement by offering a structured platform for English language learning. This innovation transforms passive learning into active participation and strengthens students' foundational English skills for academic and professional success.

Keywords: Learning application; Language proficiency; English language learning; Edutainment

1. INTRODUCTION

For the past few years, there has been a significant shift in using learning resources for English language learning, particularly among tertiary-level students. In particular, the reliance on traditional textbooks is being replaced by digital applications and technology-mediated learning tools. As a result, students find that using textbooks in a traditional class setting is rigid and inefficient in enhancing their language competency. This traditional approach does not support the learning process effectively as it might not be student-centred and fails to cater to their needs, consequently resulting in low motivation and a tendency toward passive learning behaviours (Ho & Dimmock, 2023). However, research consistently shows that language learning research often highlights that a student-centred environment that promotes engagement and adapts to learners' contexts and needs would lead to effective learning. In line with this trend, current practices in English language education emphasise gamification, interactive storytelling, and technology-assisted learning as effective means of enhancing learner engagement and retention (Bahari, 2023; Anwar, 2025).

To address this problem, there is a need for an English language learning application that is grounded in instructional design and motivational theories addressing the decline of proficiency in students' grammar, listening, reading, and pronunciation skills. Such innovation would cater to the learning needs of English language students and shift language learning experience from passive use of textbook content to

active engagement through gamified challenges, interactive storytelling, and performative assessments. This innovation, therefore, aims to transform passive learning into active participation and strengthen students' foundational English skills for academic and professional success.

2. METHODS

The method used in this study comprises three (3) phases: the development of the application, testing the application and gathering feedback from learners. Phase 1 focused on the development of the application based on Gagné's Nine Events of Instruction, Dick and Carey's Instructional Design Model, and the ARCS Motivational Model. Phase 2 concentrated on testing the application on learners. Participants were given one week to explore the application, which comprises the four learning skills.

Participants were encouraged to engage actively with the application. Insights from this stage were essential in informing the subsequent phase, which focused on analysing user feedback. Finally, Phase 3 gathered feedback from the learners using a survey with a 5-point Likert. The survey included 25 closed-ended items and one open-ended question to gather suggestions for improvement. The feedback was collected and recorded via Google Forms. Quantitative data from the closed-ended items in the survey were analysed descriptively, while qualitative responses from open-ended questions were thematically analysed.

3. RESULTS AND DISCUSSION

3.1. Learners' Response

The descriptive analysis of the survey responses revealed highly positive evaluations of the English language learning application across all measured dimensions. Overall user experience received the highest rating ($M = 4.89$, $SD = 0.33$), indicating that most students were delighted with the application. Similarly, first impressions ($M = 4.78$, $SD = 0.44$) and satisfaction with the visual aesthetics ($M = 4.78$, $SD = 0.44$) were rated positively, suggesting that the interface design was well received, though with minor room for improvement. Navigation, ease of finding information, content relevance, and overall helpfulness each obtained mean scores of 4.89 ($SD = 0.33$), reflecting the application's effectiveness in delivering accessible, relevant, and user-friendly content. The appeal of colours, fonts, and images also scored highly ($M = 4.78$, $SD = 0.44$), affirming that the visual elements enhanced user engagement. These results demonstrate that the application successfully met user usability, content quality, and design expectations. Qualitative feedback further supported these findings, with students highlighting the game-based features as enjoyable and effective for grammar and pronunciation practice, while also suggesting the inclusion of more songs, storytelling elements, and extended pronunciation exercises.

3.2. Learners' Feedback

The descriptive analysis of the survey demonstrated that participants evaluated the English learning game positively across all measured dimensions. In particular, the game was perceived as effective in helping learners acquire new vocabulary ($M = 4.67$, $SD = 0.50$) and providing clear grammar, listening, reading, and pronunciation explanations ($M = 4.56$, $SD = 0.53$ each). Usability and enjoyment were also rated highly, with participants indicating that the game was easy to use ($M = 4.67$, $SD = 0.50$) and fun to play ($M = 4.78$, $SD = 0.44$). Notably, the motivational aspect was reflected in high ratings for items such as "the game motivated me to continue learning" ($M = 4.67$, $SD = 0.50$) and "I felt more confident in my English skills after playing this game" ($M = 4.56$, $SD = 0.53$). Overall satisfaction ($M = 4.67$, $SD = 0.50$) and the

perception that the game met expectations ($M = 4.67$, $SD = 0.50$) further reinforced the app's effectiveness. While slightly lower, the perception that this game was superior to other English learning games ($M = 4.11$, $SD = 0.78$) still indicated a generally favourable comparison. Finally, the willingness to use similar games for other subjects ($M = 4.67$, $SD = 0.50$) suggests openness to gamification beyond English learning. Collectively, these results highlight strong consensus among participants, with high mean scores and low standard deviations reflecting positive experiences and relatively uniform satisfaction across respondents.

Thematic analysis of the open-ended responses revealed four main themes. First, students emphasised positive aspects of the game, such as its ability to sustain engagement ("*I love that this game keeps me motivated to continue*"), visual attractiveness ("*The visual [design] is attractive*"), and its usefulness in developing grammar and vocabulary ("*It helps me with my grammar and vocabulary*"). Second, several areas for improvement were identified, particularly the need for greater variety and challenge ("*There should be more challenges for each level*"), reducing repetitive elements ("*After a while, some parts of the game felt repetitive*"), and including higher-level content ("*Can add more advanced English questions*"). Third, participants provided suggestions for enhancements, including the addition of more interactive and gamified features ("*Add more storytelling and interactive features*"), personalization ("*I'd like the option to customize our character*"), and increased animation ("*Can add more moving and gaming-like features*"). Finally, the general feedback reflected strong satisfaction and encouragement, with comments such as "*I love your game and I think this game will help many students*", though framed alongside constructive ideas for further development, such as "*This game is already good! But I'd love to see a talking feature for Poppy.*"

4. CONCLUSION

The findings suggest positive acceptance from the participants, showing that the learning application is only effective as a tool for improving English proficiency but also suited to their current learning needs and preferences. Future research could explore the long-term impact of gamified English learning applications on students' proficiency, motivation, and academic performance across diverse learner groups.

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THE USE OF CANVA WHITEBOARD IN TEACHING EXPOSITORY WRITING: PERCEPTION OF EFFECTIVENESS

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ABSTRACT

This study explores the use of Canva Whiteboard as a digital tool in teaching expository writing and examines students' perceptions of its effectiveness. With the growing integration of educational technology in language instruction, interactive platforms like Canva Whiteboard offers opportunities to enhance student engagement and supports writing development through visual and collaborative means. For these reasons, Canva Whiteboard is used as the main platform for practices in the Expository Writing: The Resource Spot website. The website provides notes, exercises and activities to be utilized during writing lessons. The research employed a quantitative-descriptive approach, involving 6 groups of tertiary-level ESL learners. Data were collected through a self-developed questionnaire to gain insights into how students perceived the tool in terms of inclusion, motivation and its effectiveness in learning English. Results indicate that the majority of students perceive Canva Whiteboard as a beneficial tool in English language learning, focally in learning expository essays. Other than that, students reported high motivation and the feeling of inclusivity in writing expository essays due to the interactive nature of the platform. The engagement not only supported different learning styles but also encouraged peer interaction, which is often confined in traditional writing classrooms. The study concludes that Canva Whiteboard can be a valuable aid in teaching expository writing, especially when integrated with clear instructional strategies. It recommends further exploration into its application across other writing genres and proficiency levels. These findings contribute to the broader discourse on digital tools in language education and underscore the importance of adopting innovative approaches to improve writing instruction.

Keywords: Canva whiteboard; Online learning tools; Student perceptions; Teaching effectiveness; Writing instructions

1. INTRODUCTION

The integration of digital tools in English language teaching has become increasingly prevalent, particularly in writing instruction where student engagement, clarity of thought, and collaborative drafting are essential. Among the available platforms, Canva Whiteboard—a visual, real-time collaborative space—has gained traction as a potentially powerful tool in fostering more interactive and inclusive learning experiences (Pratama & Hikmat, 2024; Utami & Djamdjuri, 2023). Despite this rise, current research reveals three distinct gaps. First, there is a limited exploration of digital platforms that actively promote inclusion in ESL classrooms, particularly tools that support learners' diverse backgrounds and needs. This has been raised by Wulandari et. al (2024) in their research on promoting inclusivity through technology. Second, while learner motivation is a well-discussed theme in language acquisition (Hakmal & Sameem, 2025; Utami & Djamdjuri, 2021), studies on motivation led by interactive whiteboards, such as Canva, remain sparse.

Finally, much of the literature focuses on technical or teacher-centric perspectives, leaving a gap in student-centred studies into the perceived effectiveness of Canva Whiteboard in English language learning—especially in writing-focused contexts.

Based on the potential that Canva Whiteboard possesses in supporting the writing lessons in English classes, the Expository Writing: The Resource Spot website was developed. This website was developed fully using Canva as its main platform focusing on intermediate level expository writing. On the website, instructors and students can get free access to all the lesson plans, teaching notes and exercises that can be used during their lessons. The exercises prepared on the website are fully Canva Whiteboard-based, which means that instructors and students will be working on the exercises together which will lead to a lot of collaborative work during the lessons. For a more structured lesson, instructors can download the notes and share them to the students. As for the exercises, they can make copies of the exercises to their own Canva account and provide a collaborative link to the students to be completed during class time, be it online or face-to-face. The online feature of Canva Whiteboard makes it possible to be used even when the students are not in the same venue. Other than that, Canva was also chosen as the main platform due to its ease of access using the phone application and this would help make it easier for students to refer to all the materials and complete all the exercises on their mobile phones or on their tablets. The Canva Site and all of the resources can be accessed through the following link: <https://expositorywritinghub.my.canva.site/>.

Thus, this study positions itself within these gaps by investigating student perspectives on Canva Whiteboard during lessons on expository writing. Therefore, the research questions are (1) How does the use of Canva Whiteboard influence students' sense of inclusion in English language classrooms? (2) How does the use of Canva Whiteboard influence students' motivation in English language classrooms? and (3) To what extent do students perceive Canva Whiteboard as an effective tool for enhancing English language learning?

2. METHODS

This study employed a quantitative-descriptive design, involving six groups of tertiary-level ESL learners. Participants were exposed to a series of expository writing lessons and materials from the Expository Writing: The Resource Spot website, in which Canva Whiteboard was integrated as the core tool for brainstorming, planning, and practising writing tasks. A self-developed questionnaire was distributed to assess students' perceptions of the platform in relation to inclusion, motivation, and overall effectiveness. The instrument was structured using Likert-scale items and responses were analysed using SPSS Version 29. Emphasis was placed on how learners engaged with Canva Whiteboard throughout the writing process, particularly during collaborative tasks.

3. RESULTS AND DISCUSSION

The findings, as presented in Table 1, indicate a strong positive perception of Canva Whiteboard in expository writing lessons among the participants.

Table 1. Students' perception on the use of Canva Whiteboard

Item		Mean	SD
1 Inclusivity	4.619 0.578	2 Motivation 4.562 0.649	
3 Overall Effectiveness		4.629	0.542

Mean score indicator: 1.00 – 2.49 (Low), 2.50 – 3.49 (Moderate), 3.50 – 5.00 (High)

A high mean score ($M = 4.629$, $SD = 0.542$) was recorded for the effectiveness of Canva Whiteboard in expository writing lessons from the Expository Writing: The Resource Spot website suggesting that students largely viewed the tool as effective in supporting their learning experience. Similarly, a high mean score ($M = 4.619$, $SD = 0.578$) was reported for inclusivity, indicating that students felt more included in English lessons when Canva Whiteboard was used. This aligns with qualitative insights from studies conducted by Pratama & Hikmat (2024), highlighting how the platform (Canva in general) fosters participation and reduces the sense of isolation which is often experienced in traditional classroom settings. The third item, which focuses on motivation, also received a strong positive response ($M = 4.562$, $SD = 0.649$). It shows that Canva Whiteboard played a significant role in boosting students' enthusiasm toward learning English, which is strongly supported by a study by Hakmal & Sameem (2025) and Utami & Djamdjuri (2021). Both found out that Canva generally did help in boosting the student's motivation during class. This is attributed to the platform's interactive features—such as real-time collaboration, drag-and-drop tools, and visual templates—which were seen as enhancing engagement during the planning and prewriting stages of expository writing tasks. Collectively, these results support the conclusion that Canva Whiteboard is perceived as an effective, inclusive, and motivating tool for English language instruction, particularly in the context of writing.

4. CONCLUSION

The study concludes that Canva Whiteboard holds significant potential as a pedagogical aid in teaching expository writing, especially when used to enhance collaboration and visual thinking. Its adoption encourages student autonomy, fosters motivation, and supports inclusion—critical factors for effective writing instruction in ESL contexts. It is recommended that further research explore the application of Canva Whiteboard across different writing genres and diverse learner proficiency levels, as well as comparative studies between digital and traditional writing environments. The study contributes to the growth of digital integration in language education, reaffirming the importance of innovative tools in reshaping writing pedagogy.

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STUDIOBANGKIT APP: A DIGITAL HEALING APPLICATION TO ADDRESS CREATIVE BURNOUT AMONG STUDIO-BASED STUDENTS IN HIGHER EDUCATION

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ABSTRACT

Burnout has become a pressing issue among studio-based students in creative disciplines. Heavy workloads, perfectionist demands, and competitive environments make them especially vulnerable to emotional exhaustion, anxiety, and disengagement. Traditional support systems often overlook these creative-specific pressures. This paper introduces StudioBangkit, a digital healing application tailored for design and arts students, integrating mood tracking, reflective tools, AI-guided coping strategies, and creative exercises to promote emotional resilience. Drawing from recent studies on digital interventions and resilience training, StudioBangkit emphasizes the dual goal of sustaining creativity while supporting mental well-being. By fostering peer support and linking creative practice with selfcare, it aims to normalize mental health conversations in studio culture. The innovation lies in addressing 'creative burnout' directly and testing how digital art-as-therapy strategies can restore students' confidence and productivity in higher education.

Keywords: *Burnout management; Emotional resilience; Studio-based learning; Digital intervention; Higher education*

1. INTRODUCTION

Studio-based education in art, design, and architecture requires sustained creativity and collaboration, leading to high emotional and cognitive demands. Creative burnout, defined as the loss of capacity to generate ideas, is increasingly reported by students as 'art block' or loss of motivation. Research links this to burnout exhaustion, with significant effects on academic engagement. Although digital mental health tools are emerging, few address creative-specific strain. Existing apps show modest improvements in student well-being, but adoption barriers remain. StudioBangkit responds to this gap by offering a tailored, scalable tool that integrates creative pedagogy with digital healing. Currently, no educational intervention specifically addresses creative burnout among studio students. There is a gap in both the research and practice on how to combine creative pedagogy with emotional well-being support. Art-based wellness courses have shown beneficial effects (e.g., "Art as Self-Care" courses in medical education reduced the proportion of students experiencing worsening distress), suggesting that creative activities can buffer stress. However, these are not scaled as digital tools for student populations. *StudioBangkit* is conceived to fill this gap: it is a digital healing app designed for studio-based students, aiming to prevent and alleviate creative burnout by integrating reflective exercises, supportive communities, and self-care prompts within a creative framework.

2. OBJECTIVES

This project has two primary objectives. First, development: to design and implement *StudioBangkit* as an interactive mobile/web application that offers “digital healing” for creativity related stress. The app will include features such as guided creative exercises (sketching, storytelling, music), mood and stress tracking, peer-support forums, and resource libraries on managing creative pressure. These features will be grounded in evidence-based strategies (e.g., mindfulness, expressive writing) adapted for creative learners. The design process will be iterative and user-centered, involving feedback from studio students and faculty to ensure the interface and content are appealing and relevant to this audience. Second, evaluation: to assess the app’s feasibility, usability, and impact on students’ emotional well-being and creative self-efficacy. The researchers will conduct a pilot study with an experimental pre-post design. Participants will be undergraduate and graduate students enrolled in studio courses. Measures will include validated surveys of burnout and well-being (for example, the Oldenburg Burnout Inventory adapted for creative work and scales of creative self-efficacy), as well as user experience questionnaires (e.g., the System Usability Scale). Qualitative feedback will be gathered via focus groups or interviews to understand how students use the app and perceive its effects on their creative motivation. We will also examine usage analytics (time spent, activity completion) to identify which features are most engaging. Through mixed methods, this study will explore whether *StudioBangkit* can measurably improve coping and foster a sense of recovery in creative work.

3. PRODUCT DESCRIPTION

The Studio Bangkit App is a digital platform developed to address the rising concern of burnout, stress, and creative fatigue among students and early-career professionals in design and creative disciplines. The application integrates principles of digital well-being, reflective practice, and resilience training into an accessible mobile interface. The app offers several key features. First, the Reflect & Reset module provides journaling prompts, mood check-ins, and guided reflection activities aimed at encouraging self-awareness and emotional regulation. Second, the Nurture Creativity component introduces structured challenges and creative exercises designed to promote experimentation without fear of failure. Third, the Connect & Support feature creates a moderated community space that fosters peer-to-peer encouragement and the exchange of experiences. Additionally, the Balance Life & Work module includes mindfulness practices, time management guidance, and stress-reduction strategies to promote holistic well-being. Finally, the Track Your Growth dashboard visualizes progress, enabling users to monitor personal development over time.



Figure 1. Studio Bangkit App landing page

4. EXPECTED FINDINGS AND IMPLICATIONS

The researchers expect StudioBangkit to reduce creative burnout symptoms and enhance resilience. Prior research suggests digital interventions produce moderate gains in student well-being, and gamified, user-centered designs yield positive usability outcomes. StudioBangkit is anticipated to act as a creative ‘reset,’ rekindling inspiration and providing healthy coping strategies. Integration into coursework will strengthen adoption and normalize use. Implications extend to three domains: practice, theory, and research. For practice, instructors and counselors gain a tool to support students during critical projects. For theory, the project advances understanding of domain-specific burnout and digital art-as-therapy approaches. For research, findings will guide future studies on effective design elements, user engagement, and cross-disciplinary applications.

5. CONCLUSION

StudioBangkit offers an innovative response to the overlooked issue of creative burnout. By merging evidence-based wellness practices with creative pedagogy, it provides both emotional recovery and support for sustained creativity. This prototype aims not only to benefit students but also to inspire new directions in digital mental health and educational innovation.

ACKNOWLEDGEMENT

Thank you to the students of studio-based programs who generously shared their experiences and insights, forming the heart of this project. Their voices and resilience continue to inspire the design of this innovation. Finally, sincere thanks go to our colleagues, mentors, and family members whose encouragement and prayers have been instrumental in sustaining our commitment to completing this work.

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MAVEN: MULTIMODAL CONTEXTUAL IMMERSIVE APPROACH FOR ENGLISH VOCABULARY ENRICHMENT

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ABSTRACT

Vocabulary mastery is fundamental to excellent English language proficiency. Conversely, vocabulary limitation poses substantial challenges, often resulting in reduced confidence, restricted participation, and poor professional outcomes, particularly in international communication-demanding industry like tourism and hospitality. Recognizing the downside of vocabulary limitation, a vocabulary enhancement module grounded in the integration of authentic multimodal materials was developed to provide context-rich, engaging, and meaningful exposure to language use. The intervention was designed specifically for ESL post-secondary students enrolled in a tourism management programme, whose future professional roles necessitate mastery of domain-specific and context-appropriate English vocabulary to communicate confidently with international clientele and stakeholders. By leveraging authentic multimodal materials that combine visual, auditory, and textual inputs, the module addresses various learning styles, promotes cognitive engagement, and enhances retention and contextual understanding of vocabulary items. Authentic materials such as travel vlog, newspaper article, hotel brochures, and promotional videos were carefully curated to simulate professional communication contexts. A quasi-experimental design involving pre- and post-tests was employed to assess the module's effectiveness. Findings revealed a statistically significant improvement in participants' vocabulary acquisition and usage in the post-test, demonstrating the efficacy of integrating multimodal, authentic resources into ESL vocabulary instruction. The module effectiveness highlights the pedagogical importance of contextualized, engaging input in fostering vocabulary development, and provides a replicable model for enhancing English proficiency among tourism management students and other discipline-specific ESL learners.

Keywords: English vocabulary acquisition, ESL students, audiovisual, textual input, authentic materials

1. INTRODUCTION

Vocabulary knowledge is a cornerstone of communicative competence in any language, particularly in English as a Second Language (ESL) contexts. ESL learners pursuing careers in tourism and hospitality face even greater pressure to master vocabulary due to the industry's high demand for precision, fluency, and culturally appropriate communication. However, many ESL students enter tourism management diploma or post-secondary programs with inadequate vocabulary breadth and depth, which leads to communication anxiety, passive participation, and constrained expression. If this problem remains not tackled or intervened until the students begin their internship, it will diminish their career prospect as their limited vocabulary hinders them from engaging in English communication confidently with their main stakeholders, international tourists.

Recent literature underscores the value of multimodal learning in speeding up vocabulary development progress. Studies by Mayer (2020) and Rahimi and Yadollahi (2021) affirm that multimodal inputs of text, audio, and visuals activate dual channels for information processing, leading to enhanced comprehension and retention of vocabulary. Authentic materials mirror real-life language usage which makes vocabulary acquisition become more effective, meaningful, and transferable particularly in discipline-specific contexts. Nguyen and Boers (2019) stated that authentic materials foster both linguistic competence and professional familiarity. Furthermore, contextualized exposure increases vocabulary acquisition efficiency. These studies collectively validate the pedagogical relevance of integrating authentic, multimodal content in ESL education.

Addressing the critical need to improve vocabulary mastery, a pedagogically grounded vocabulary enhancement module was designed specifically for post-secondary ESL tourism management students. The innovation integrates authentic multimodal materials such as videos, visuals, audios, and written texts, to deliver immersive, contextualized, learner-centred vocabulary instruction that can improve lexical acquisition and practical usage of tourism industry vocabulary among ESL Tourism Management students.

2. METHODS

The development of MAVEN comprises four major phases: (1) Needs Analysis, (2) Design Framework Development, (3) Content Curation and Multimodal Integration, (4) Module Development and Pilot Testing.

Phase 1: Needs Analysis and Problem Identification

The first step in the conceptualization process involved conducting a comprehensive needs analysis to identify the specific vocabulary challenges faced by ESL learners in the tourism and hospitality discipline. Data were collected through surveys and interviews with tourism students and ESL instructors, analysis of learners' academic performance and vocabulary assessments as well as review of curriculum goals and workplace communication requirements. This phase established a clear problem in which students exhibited limited mastery of tourism-specific vocabulary, resulting in poor confidence, low academic participation, and inadequate workplace communication readiness. The analysis emphasized the need for a contextualized, engaging, and multimodal vocabulary learning intervention.

Phase 2: Designing the Theoretical and Instructional Framework

Guided by the findings of Phase 1, an instructional design framework was constructed, rooted in established educational theories including Cognitive Theory of Multimedia Learning (Mayer, 2020), Krashen's Input Hypothesis (1985), Schema Theory (Anderson, 1984), Constructivist Learning Theory (Vygotsky, 1978), and English for Specific Purposes (ESP) Framework (Dudley-Evans & St. John, 1998). Key principles such as comprehensible input, dual-channel processing, context activation, and discipline specificity were embedded into the framework. The design phase also established learning outcomes, module structure, and assessment mechanisms, ensuring a coherent progression from input to output tasks.

Phase 3: Authentic Content Curation and Multimodal Integration

This phase involved sourcing and selecting authentic materials relevant to the tourism and hospitality industry. A careful selection and vetting process was undertaken to ensure the selected authentic materials are open and accessible via the Internet to the general public, contain combination of general, academic,

and discipline-specific (tourism management) vocabulary, are pedagogically appropriate for post-secondary students, are contextually aligned with real-world tourism topics, and are short enough to be incorporated within class time but still rich in content. Among the chosen authentic materials were travel vlogs, TED Talks, promotional videos, and podcasts for audiovisual inputs, as well as brochures, articles, and guidebooks for textual inputs. Meanwhile, the words that exist in the authentic materials are later carefully selected to be used and emphasised during the lessons. Among the criteria for the word selection are these words have high potential to be encountered again by students in future academic tasks, have several derivatives that can be confusing for students when they encounter it in different contexts, and exist in the students' textbook for other courses in their major during first semester.

Phase 4: Module Development and Task Design

The curated materials were integrated into a structured module format, consisting of eight thematic units which are used for eight vocabulary intervention sessions. Each unit incorporates carefully curated authentic materials and focuses on a real-world tourism theme (e.g., accommodation, transportation). Each unit begins with (1) flipped learning, (2) peer presentation of Frayer model for scaffolding, (3) comprehension and contextual application of authentic materials while learning other language skills, (4) vocabulary retention via gamified activities of crossword puzzles and online synonym quiz, and (5) reflective activity using semantic map.

3. RESULTS AND DISCUSSION

A quasi-experimental design was implemented with 35 ESL Tourism Management students. Participants completed a vocabulary pre-test, followed by eight weeks of instruction using the module, and a post-test thereafter. Quantitative data from pre- and post-tests were analyzed using paired sample t-tests. Quantitative results showed a statistically significant improvement in vocabulary acquisition: mean scores increased from 23.79 (SD = 2.24) in the pre-test to 50.45 (SD = 2.16) in the post-test ($t(28) = 26.66$, $p < 0.001$, $d=7.9$). Additionally, qualitative data from post-module open-ended survey and interviews were thematically coded to assess learner perceptions, engagement, and self-reported vocabulary growth. Qualitative feedback indicated that learners found the multimodal input motivating and helpful for understanding and remembering vocabulary in tourism-specific contexts. Learners also appreciated the opportunity to see and hear vocabulary used in realistic settings, which they reported improved their speaking and writing confidence as well as comprehension skills.

4. CONCLUSION

This innovation demonstrates how authentic, multimodal materials can transform vocabulary instruction for ESL tourism students, equipping them with the communicative tools needed for success in a global industry. It is a practical, pedagogically robust, impactful, and replicable module for ESL instruction in discipline-specific context. In the future, the module can also be adapted into a digital platform or mobile app for wider reach.

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STREAMLINING ESL LISTENING INSTRUCTION: AN AI-DRIVEN MODEL FOR LANGUAGE INSTRUCTORS

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ABSTRACT

The present study explores the potential roles of artificial intelligence (AI) in listening instruction within ESL classrooms. Listening is a skill that remains particularly challenging for ESL students. Traditional ESL methods often utilise scripted or teacher-generated audio content, which commonly lacks authenticity and interactive elements. Such limitations could potentially be addressed by leveraging AI technologies to personalize listening tasks, provide real-time feedback, and adjust content according to learners' specific needs. To examine students' perceptions of AI-generated audio resources, a questionnaire employing a five-point Likert scale was administered to 54 diploma-level ESL students at a Malaysian university. The questionnaire focused on evaluating audio quality, relevance, learner attentiveness, instructional effectiveness, and content arrangement. Overall findings indicated moderately to strongly positive responses, with mean scores ranging from 3.7 to 3.9. Specifically, students considered AI-generated audio authentic and clear-sounding, though they suggested that reducing speech speed could enhance comprehension. Engagement during lessons utilizing AI-produced resources was notably high, suggesting improved learner attention. Participants also reported substantial improvements in their listening skills and pronunciation accuracy when using these tools. Additionally, high scores were observed in areas such as content delivery, clarity, logical organization, and supportive visual materials. However, a slight preference for traditional listening materials persisted among a minority of students. The study concludes that despite minor areas for improvement (e.g., pacing of speech), AI-driven listening instruction significantly enhances student experience and instructional quality in ESL contexts.

Keywords: artificial intelligence; AI-generated lesson plans; ESL classrooms; listening lessons

1. INTRODUCTION

Listening is crucial for success in learning English as a Second Language (ESL), yet it remains one of the least understood and most challenging skills. Learners may encounter issues such as rapid speech and accents that are foreign to them, in addition to the requirement for constant focus. Typically, there are scripted or teacher-made audio cues and responses in ESL classes, which are often less authentic and rigid, and which may not properly address the different needs in mixed ability classes (Graham, 2017).

Recent developments in artificial intelligence (henceforth, AI) provide potentially exciting directions for listening instruction. AI allows for the personalisation of learning by generating customised tasks, instant feedback, and adaptive content (Holmes et al., 2019; Huang et al., 2024). Moreover, AI systems can enhance performance by diagnosing learners' deficiencies, adapting task difficulty as necessary,

and motivating learners with real-time feedback. Teachers can also utilise AI-generated feedback to improve training and learner growth.

However, using AI in ESL must be done thoughtfully. Listening is not just about hearing words; it involves strategies like predicting, inferring, and summarising. Therefore, AI tools should support strategy-based learning and learner independence (Holmes et al., 2019; Paiz, 2025). Teachers must also be trained to understand and apply the data AI systems provide. This study presents an AI-based design to support ESL listening instruction, aiming to improve both teaching efficiency and learner experience through smart technologies.

2. METHODS

Data were collected through a self-administered questionnaire incorporating a five-point Likert scale to assess students' perceptions and experiences regarding AI-generated audio recordings used during listening exercises. The questions were categorised under the following themes: AI-generated audio recordings, relevance and engagement, learning impact, content and structure, and visual and overall appeal. Students indicated their level of agreement on a five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The participants comprised students from two intact diploma-level ESL classes (N = 54) at a local university in Malaysia. The instrument was distributed during regular class sessions, with voluntary participation and anonymity assured. Descriptive and inferential statistical analyses were conducted to examine patterns and relationships in the responses.

3. RESULTS AND DISCUSSION

The findings from the questionnaire provided valuable insights into students' perceptions of the AI-driven ESL listening instruction model. The combination of AI-generated audio and well-designed slides can support EFL listening effectively. However, it requires slower, clearer delivery and careful, teacher-led integration to build learner trust. Table 1 summarises the findings of the present study.

Section	Statement	Score
Section 1: Audio Recordings Generated by AI	a) The content of the audio clips is relevant to the topics we are studying	3.9
	b) The audio clips sound natural and genuine	3.7
	c) The pronunciation in the audio clips is clear and easy to understand	3.7
	d) The audio quality of the clips is high and free from distortions	3.7
	e) The audio clips are easy to follow and comprehend	3.5
	f) The speed of speech in the audio clips is appropriate for my listening level	3.4
Section 2: Relevance and Engagement	a) I find the audio clips engaging and interesting	3.9
	b) The slides are engaging and hold my attention throughout the lesson	3.8
Section 3: Learning Impact	a) The audio clips help me improve my listening skills	3.9
	b) The audio clips are helpful for practicing my pronunciation	3.9
	c) The slides help me better retain the information taught in class	3.9

Section 4:	a) The slides are easy to understand and follow	4.0
Content and	b) The slides effectively support the lesson plan and objectives	4.0
Structure	c) The slides contain relevant examples that help clarify the concepts	4.0
	d) The content of the slides is well-organized and logically structured	3.9
	e) The information presented in the slides is clear and concise	3.9
	f) The slides provide sufficient detail to understand the topic without being overwhelming	3.9
Section 5:	a) The visual aids (images, charts, graphs) in the slides enhance my	4.0
Visual and	b) understanding of the material	
Overall	c) The slides are visually appealing and professionally designed	3.8
Appeal	I prefer the AI-generated audio clips over traditional recordings	3.2

Overall, respondents showed positive perceptions towards the AI-generated lessons. The first category, “Audio Recordings Made by AI” received an average rating of 3.7. The highest item for this category was topically relevant at 3.9, with lower ratings of 3.5 and 3.4 for clarity and speech rate. “Relevance and Engagement” averaged 3.9 and was supported by high ratings for engaging audio (3.9) and grabbing attention (3.8). As for the “Learning Impact”, it also had an average of 3.9, with all items being at 3.9, showing a high, consistently perceived value. Another category, “Content and Structure” possessed the highest pattern, with a mean of 3.9, with three at 4.0 in terms of ease of reading, alignment to lesson objectives, and proper examples. The remaining three items shared a similar value, which was 3.9. Lastly, “Visual and Overall Appeal” averaged 3.7, in which visual aids scored 4.0 and slide design 3.8, but preference for AI audio was only 3.2, which marked a lower point compared to other items.

4. CONCLUSION

In conclusion, combining AI-generated audio with slides was beneficial for enhancing ESL listening, as it supported engagement and learning. However, recordings with a fast speech rate were difficult for students to follow. This issue can be resolved through slower delivery and teacher support. Chatbots may also aid in decoding and building confidence when used alongside listening strategies.

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MAT-BC 2.0: A COMPREHENSIVE MEDIA ANALYSIS PLATFORM FOR BIODIVERSITY CONSERVATION COMMUNICATION

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ABSTRACT

Biodiversity conservation has become a pressing global issue, and the media plays a crucial role in shaping public perception and discourse surrounding environmental sustainability. This paper introduces MAT-BC 2.0, a web-based platform designed to enhance media analysis for biodiversity conservation. The platform incorporates AI-driven sentiment analysis, topic modelling, and narrative continuity tracking to analyse and monitor how conservation issues are portrayed in the media. Given the significant influence of media on public perception and policymaking, MAT-BC 2.0 addresses existing gaps in media coverage, particularly regarding long-term conservation initiatives such as the Greening Malaysia Programme. By utilising Systemic Functional Linguistics (SFL) and Framing Theory, the platform enables users to examine the language and framing of environmental topics, providing valuable insights for journalists, educators, and policymakers. This tool improves the quality of media reporting, encourages ongoing engagement with biodiversity conservation, and fosters a more informed public discourse. MAT-BC 2.0's web-based format ensures broad accessibility, making it a versatile and scalable tool for real-time monitoring and media analysis.

Keywords: biodiversity conservation; media discourse; SDG 15; SFL; greening Malaysia

1. INTRODUCTION

Biodiversity conservation remains a critical challenge, with media coverage exerting a strong influence on public perceptions, policy agendas, and collective action (Ponidin et al., 2025). However, environmental issues are often inconsistently framed, with some aspects amplified while others are overlooked. The Greening Malaysia Programme, aimed at planting 100 million trees by 2025, illustrates this imbalance. Although widely reported, narratives tend to emphasise early achievements, with less sustained attention to long-term ecological outcomes. To address this gap, we present MAT-BC 2.0, an enhanced version of the Media Analysis Toolkit for Biodiversity Conservation (MAT-BC). This platform equips media practitioners, educators, and policymakers with tools to promote more consistent and comprehensive coverage of biodiversity issues.

MAT-BC 2.0 is grounded in two primary theoretical frameworks that guide its development and

application. The first theory is the Systemic Functional Linguistics (SFL), which was developed by Halliday (1994). Through SFL, MAT-BC 2.0 allows us to explore how media texts frame biodiversity issues and the impact of language choices on public perception and engagement with conservation topics. Another theory employed in this study is the framing theory. Framing Theory posits that media not only report events but also actively frame them to influence audience interpretation (Entman, 1993). In the context of biodiversity conservation, the way media outlets frame issues, such as the Greening Malaysia Programme, shapes public understanding and policy outcomes. MAT-BC 2.0 applies this theory to track how the framing of conservation topics evolves across different media outlets, providing insights into how shifts in framing can influence public opinion, engagement, and policy effectiveness. The primary objectives of MAT-BC 2.0 are to identify how biodiversity conservation issues are framed in depicting a more balanced and in-depth media representation of the greening Malaysia programme.

2. METHODS

The development of MAT-BC 2.0 represents a significant improvement over the original Wix-based toolkit, which was limited in functionality and coverage. The original version focused primarily on analysing mainstream media, relying on manual coding and qualitative analysis. In contrast, MAT-BC 2.0 incorporates advanced AI tools and natural language processing (NLP) techniques, enabling real-time analysis of a broader range of media sources, including social media, blogs, and online forums, in addition to traditional news outlets. The platform includes two main features. First is the incorporation of sentiment analysis, in which real-time analysis of media sentiment categorises content as positive, neutral, or negative, to provide nuanced insights into how the public perceives conservation topics. The second feature is the inclusion of topic modelling, which is the use of machine learning algorithms that identify emerging themes and trends in media coverage, allowing for dynamic, large-scale analysis of biodiversity narratives. For this study, 100 news articles on the Greening Malaysia Programme were analysed. Articles were drawn from mainstream outlets (The Sun, The Star, New Straits Times, Berita Harian, and Utusan Malaysia), with 20 articles selected per year from 2021 to 2025 using random sampling, with five news articles gathered from each year.

3. RESULTS AND DISCUSSION

MAT-BC 2.0 is designed to enhance the capacity of stakeholders to analyse and engage with biodiversity-related media. Leveraging SFL and Framing Theory provides deeper insights into how conservation narratives shape public perception. Figure 1 illustrates the prototype dashboard of the MATBC 2.0.



Figure 1. Prototype of MATBC 2.0 dashboard

As shown in Figure 1, the sentiment analysis feature will enable real-time measurement of media tone, while the narrative continuity tracker will highlight gaps or inconsistencies in media coverage. Together, these features generate actionable insights that can inform more balanced, data driven reporting on biodiversity conservation, ensuring that long-term initiatives, such as the Greening Malaysia Programme, receive the media attention they deserve. It is hoped that such innovation will empower media practitioners with more ways to promote informed, evidence-based discourse. This aligns with calls for more inclusive, data-driven environmental communication (Giap et al., 2024).

4. CONCLUSION

MAT-BC 2.0 represents a significant advancement in the analysis and reporting of biodiversity conservation issues. By combining linguistic and framing approaches with AI-driven tools, it improves media literacy, enhances the quality of biodiversity reporting, and helps policymakers refine their communication strategies. Ultimately, the platform ensures that biodiversity issues receive sustained and in-depth coverage, contributing to more effective conservation outcomes.

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LINGUISTIC STRATEGIES FOR MEDICAL DISCLOSURE: A COMMUNICATION INNOVATION FOR SOCIAL INCLUSION AND EMPATHY IN HEALTHCARE

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ABSTRACT

Medical disclosure is a critical yet challenging aspect of healthcare communication, especially in emotionally charged or high-stakes situations. While clinical training often emphasizes procedural and ethical frameworks, less attention is given to the linguistic and interpersonal strategies required for clear, compassionate delivery. This study presents a language-based innovation designed to enhance communication in medical disclosure scenarios by drawing on principles from crisis communication and language education. The intervention was delivered as a 45-minute professional development session to approximately 50 medical professionals at a university hospital in Selangor, Malaysia. The session comprised four core components: an overview of relevant crisis communication principles; a five-step framework for effective disclosure; a discussion of common linguistic pitfalls (such as minimisation, passive voice, and medical jargon); and strategies for managing emotional escalation. The response from participants was positive, as they highlighted the usefulness of the linguistic lens, especially the identification of linguistic pitfalls in medical disclosure. This feedback underscores the demand for language-focused communication training in medical settings, suggesting a broader role for language education in healthcare, with implications for both teaching and research.

Keywords: medical disclosure; professional communication; healthcare; linguistics; language education

1. INTRODUCTION

Medical disclosure is a critical component of healthcare communication, particularly in high-stakes scenarios such as delivering bad news, acknowledging medical errors, or discussing sensitive diagnoses. While much emphasis has traditionally been placed on ethical and procedural aspects (Aljabari & Kadhim, 2021), the linguistic dimensions of disclosure remain underexplored in professional training. Viewed through the lens of crisis communication, medical disclosure can be seen as a form of discourse that demands not only clarity but also empathy, timing, and cultural sensitivity. As Guttman and Webster (2018) argue, improving such communication may require a shift in focus from general principles to a more strategic approach that involves dissecting communication errors and addressing specific barriers with targeted linguistic tools.

Therefore, this study presents a language-based innovation aimed at enhancing communication in medical disclosure scenarios. By focusing on linguistic clarity, emotional sensitivity, and intercultural awareness, this intervention bridges the gap between language education and healthcare communication.

2. METHODS

This educational intervention was piloted in the form of a professional development talk that was delivered to a group of around 50 medical professionals at a university hospital in Selangor, Malaysia. The talk was delivered over 45 minutes and was designed to introduce participants to linguistic and communicative strategies for effective medical disclosure. It combined theoretical principles with applied discourse strategies drawn from crisis communication and health communication literature, as depicted in Figure 1.

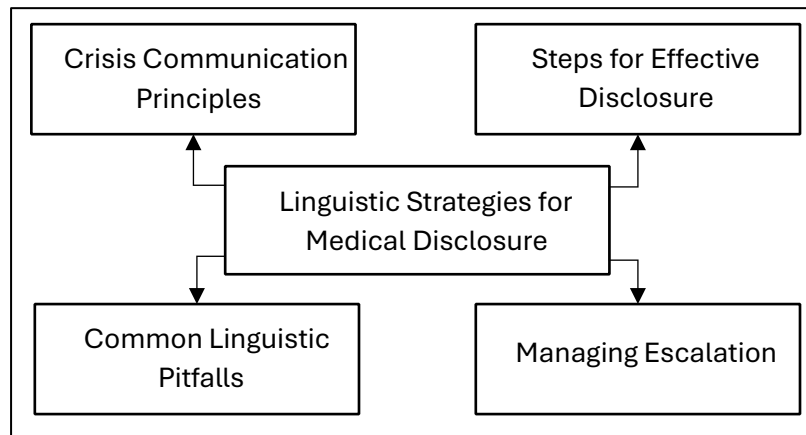


Figure 1. Linguistic Strategies for Effective Disclosure

As depicted in Figure 1, the intervention comprised four core components, each designed to build participants' awareness and skills in delivering sensitive medical disclosures. The session began with a detailed overview of key principles in crisis communication, establishing the theoretical foundation for reframing medical disclosure as a form of high-stakes, trust-sensitive interaction. The second component focused on a five-step framework for effective disclosure: (1) initiation, (2) acknowledgement, (3) explanation, (4) responsibility and empathy, and (5) next steps. Each step was explained with emphasis on the pragmatic execution and the specific communicative strategies involved, such as tone management, sequencing of information, and non-verbal cues.

The third component addressed common linguistic pitfalls in medical communication. These included the use of minimising language, unexplained jargon, defective or passive constructions, euphemisms, and emotionally distancing phrases. Participants were encouraged to critically evaluate how such language might compromise clarity, empathy, or patient trust. The final component covered managing escalation, particularly how to recognise emotional intensification and respond in a way that aligns with crisis communication principles. Techniques included de-escalatory phrasing, reframing, and strategic pauses.

3. RESULTS AND DISCUSSION

The session received a highly positive response from participants, with active engagement throughout and numerous questions raised during the Q&A segment. Notably, there was significant interest in the role of nonverbal communication, appropriate phrasing, and the practical application of the recommended linguistic strategies. Participants expressed particular appreciation for the segment on linguistic pitfalls, noting that such explicit guidance had not been included in their prior professional training.

Informal feedback highlighted the perceived relevance and immediacy of the intervention, especially in the context of emotionally charged or high-risk interactions with patients and families. Several participants commented on the value of viewing medical disclosure through a linguistic lens, and acknowledged that this perspective broadened their understanding of professional communication in healthcare.

Following the session, multiple requests were received to adapt the content into formal upskilling modules, including for postgraduate medical students and structured professional development workshops. This response points to an unmet need in medical education, necessitating the integration of language-focused communication training, which have been reported as effective in past studies (Lippke et al., 2021).

There is considerable scope for future research to examine the impact of linguistically informed communication training on actual clinical practice. This could include pre- and post-intervention assessments, simulated disclosure scenarios, or longitudinal studies that track whether such training improves patient satisfaction, trust, or comprehension. Additionally, further exploration into the cultural and multilingual dimensions of medical disclosure in Malaysia and similar contexts would be valuable, particularly in refining communication strategies that are both empathetic and locally grounded.

4. CONCLUSION

This intervention demonstrates the value of approaching medical disclosure as a linguistically sensitive and socially impactful act. By framing disclosure within crisis communication principles and focusing on common language pitfalls, the session provided healthcare professionals with tools to navigate complex conversations more effectively. The positive response indicates both the practical relevance of such training and the need for further integration of linguistic competence in medical education. Future research and curricular development can build on this foundation to support more compassionate, inclusive, and trust-centered communication in healthcare.

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SaringINFOSihat: A DISCOURSE-BASED DIGITAL INTERVENTION TO COMBAT CANCER MISINFORMATION IN MALAYSIA

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ABSTRACT

Health misinformation on social media has become a critical concern for public health in Malaysia. From misleading cancer treatment claims to false mental health advice, digital platforms such as Facebook and TikTok have amplified the spread of inaccurate health information, contributing to 'Infodemic'. To address this issue, the current innovation, SaringINFOSihat, introduces a discourse-based digital intervention designed to detect, analyse, and educate the public on health misinformation. This innovation is grounded in a qualitative study that involves netnography and discourse analysis of 400 posts on Facebook support groups and 200 TikTok videos focused on cancer. Thematic analysis revealed recurring patterns of misinformation, including unverified alternative treatments, pseudoscientific claims, and distorted testimonials. These patterns were deconstructed using interpretative repertoire analysis to identify their discursive and linguistic strategies. SaringINFOSihat transforms this insight into a practical innovation namely a digital tool in a form of an interactive website that helps Malaysians to critically evaluate cancer-related information on social media and to improve health information digital literacy. By focusing on language as the tool of misinformation, this innovation offers a culturally contextual and evidence-based solution to deal with this serious Malaysian public health challenge and threat. SaringINFOSihat does not only contribute to infodemic management in Malaysia but also integrates the language and communication research and practical public health intervention.

Keywords: *Cancer misinformation; Health misinformation; Health digital literacy; Socialmedia; Infodemic management*

1. INTRODUCTION

Social media has become one of the most sought sources of health information for the public despite the tendency of misinformation especially if it shared by non-medical experts. Recent systematic review reported that about 40% of health-related social media posts are misleading and misinformed (Fridman et al., 2025). The influx of misleading health information (infodemic) is recognised by the World Health Organisation (WHO) as a serious public health threat, as it creates confusion and encourages harmful risk-taking behaviour that reduces trust in health authorities.

The spreading of health misinformation on social media is concerning especially in the context of cancer patients in which unproven 'miracle' treatment, medicine or supplement can lead patients to delay or forego effective treatment. Experts have warned that embracing unverified alternative cancer treatment in lieu of evidence-based treatment is associated with significantly worse survival outcomes. In short, cancer misinformation on social media is prevalent and poses an acute danger to cancer patients' health.

In Malaysia, the infodemic challenge is evident in everyday social media discourse. Misleading cancer cure claims, and other false health advice have gained popularity on platforms like Facebook and TikTok. For example, an analysis of breast cancer tweets (now known as X) found that 58.5% tweets contained misinformation, with significantly more misinformation in Malay language tweets than in English (Yussof et al., 2023). Many of these posts promoted unverified alternative remedies or exaggerated the benefits of natural cures and traditional products. Such content can easily mislead vulnerable patients and caregivers, which potentially cause them to pursue ineffective or unsafe intervention. These trends suggest the urgent need to improve digital health literacy and empower public to distinguish credible information from false claims. Given the issues at hand, this study aimed to explore cancer misinformation types and language strategies used in cancer misinformation on Facebook and TikTok. Based on these findings, we developed SaringINFOSihat, a discourse-based digital intervention (website) to address cancer misinformation on social media.

2. METHODS

We conducted a netnographic approach to explore cancer-related misinformation in Malaysian social media namely Facebook and TikTok. Netnography involved researchers' immersion in relevant online communities to observe and collect naturally occurring user-generated contents (Kozinets, 2015). On Facebook, we identified cancer support groups frequented by Malaysians (patients and caregivers) and collected approximately 400 posts that contained or discussed cancer-related information. On TikTok, 200 cancer-related videos were gathered along with their captions and user comments. All collected posts and videos were imported into qualitative analysis software (Atlas.Ti) and analysed using a twostage approach. First, we performed inductive thematic analysis to identify recurrent topics and patterns in the misinformation content. In the second stage, we applied discourse analysis lens to understand how these messages persuade and engage readers. To examine how misinformation posts were written, we focused on the choice of words, tone and narrative structure. This approach and analysis allowed us to identify cancer misinformation types and understand their language strategies within social media context.

3. RESULTS AND DISCUSSION

Types of cancer misinformation

Our thematic analysis revealed that cancer misinformation on Malaysian social media tends to cluster around a few key themes. The most prominent themes identified were (i) alternative cures and remedies, (ii) pseudoscientific claims and (iii) emotive testimonials and anecdotes. For the alternative cures and remedies theme, many posts offered unverified alternative treatments for cancer such as herbal concoctions, diets or Asian-style healing (e.g. *dukun*) which often claimed miraculous results. These posts typically lacked scientific evidence and sometimes encouraged patients to abandon medical treatments. Nonetheless, it is observed that moderators of Facebook cancer groups played active roles to combat misinformation by informing the public about misleading information and deleted the posts immediately, hence reducing the spread of cancer misinformation on Facebook. For pseudoscientific claims theme shows contents invoked scientific-sounding terminology to make false claims looked legit (e.g. DNA repair supplements, hidden cures, natural remedies). Finally, under emotive testimonials and anecdotes, personal stories were used as in sharing how cancer survivors consumed certain product or non-medical therapy, and these products 'cured' the cancer. These anecdotal accounts often presented with emotional appeals

and were circulated on social media as evidence even though they were not verified and sometimes contradict medical fact.

Language strategies of cancer misinformation

We found that cancer misinformation posts consistently employed certain linguistic strategies which are (i) empowerment repertoire, (ii) absolutist language and (iii) appeals to emotion cues. Posts promoting alternative cures frequently utilised empowerment repertoire which portrayed patients as taking control through natural means and framing the remedy as ancient or natural remedies that doctors would not tell. This repertoire often taps into cultural affinity for traditional medicine and sometimes creates suspicions on mainstream medicine. For absolutist language, dubious cures phrases like '100% effective', 'guaranteed cure' are used to reflect unwavering assurance tone. Finally, appeals to emotions cues were observed as the testimonial-style misinformation. Appeals to emotions cues describe cancer patients' miraculous recovery or in contrast describe the 'terrifying' side effects of conventional medical treatments. By triggering emotions, these messages reduce social media users' critical awareness and foster trust in their misleading narratives.

Drawing from the study's findings, we developed SaringINFOSihat to introduce a practical and cost-effective language and communication-based approach to fight against cancer misinformation. The novelty of this innovation lies in the discourse patterns tool for public education, an approach less explored in conventional health communication initiatives. SaringINFOSihat website is available at <https://saringmindasihat.my.canva.site/saring-info-sihat-website/>.

4. CONCLUSION

Cancer misinformation is a critical challenge that SaringINFOSihat addresses by using netnographic discourse analysis approach to empower users with linguistic awareness and fact-checking. SaringINFOSihat demonstrates how social science-based insights can be transformed into practical health interventions and foster awareness against cancer misinformation. Future work should refine and expand SaringINFOSihat through collaboration with healthcare and communication experts to enhance digital health literacy in Malaysia and inspire global initiatives.

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KAEDAH RPPE DALAM PENGAJARAN DAN PEMBELAJARAN WACANA PELAJAR PRAUNIVERSITI

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ABSTRAK

Wacana merupakan elemen penting dalam menyampaikan sesuatu perkara atau mesej untuk memastikan ia mampu difahami oleh pembaca. Idea atau fikiran dijalinan dengan teratur, tersusun dan berurutan untuk menghasilkan sebuah wacana yang utuh dengan pelbagai wacana. Antara penanda wacana yang perlu dititikberatkan ialah rujukan, penghubung, penggantian, leksikal dan elipsis. Teori yang mendasari pembangunan kaedah RPPE ialah Teori Kohesi Halliday dan Hasan (1976) yang menekankan aspek tenunan nahan dan tenunan leksikal untuk menghasilkan sebuah wacana yang utuh sebagai satu kesatuan makna. Objektif utama kaedah RPPE dibangunkan adalah bertujuan untuk membantu pelajar prauniversiti dalam menghasilkan penulisan akademik melalui wacana yang utuh dan berimpak. Dapatan awal mendapati pelajar prauniversiti masih terhad dalam menggunakan penanda wacana yang sesuai ketika menghasilkan sebuah wacana sama ada secara lisan mahupun tulisan. Justeru, kaedah RPPE diperkenalkan dalam membantu dan menyediakan pelajar prauniversiti dengan kemahiran wacana yang sesuai dengan konteks wacana yang disampaikan. Penyataan ini dibuktikan dengan jumlah peningkatan markah gred A dalam kalangan sampel kajian sebanyak 63.3% berbanding 0% sebelumnya. Kesimpulannya, kaedah RPPE perlu diaplikasikan oleh guru-guru Bahasa Melayu Tingkatan 6 bagi memastikan kohesi dan koheran dalam wacana pelajar prauniversiti dapat dijalinan dengan baik

Kata kunci : wacana, kohesi, RPPE, Halliday dan Hasan (1976) & penulisan akademik

1. PENGENALAN

Wacana merujuk kepada unit bahasa yang lebih tinggi daripada ayat yang melibatkan susunan struktur dan makna yang bertujuan untuk menyampaikan mesej yang lengkap dalam konteks komunikasi, sama ada secara lisan mahupun tulisan. Menurut Nurmasitah dan Jama'yah (2015), maklumat sukar untuk diterjemah atau difahami sekiranya sesebuah wacana tidak mempunyai unsur kohesi untuk menghubungkan wacana antara satu sama lain. Dalam sesebuah wacana, konsep kesatuan atau kohesi amat penting bagi memastikan kelancaran dan kesinambungan makna antara ayat dan perenggan dalam sesebuah penulisan.

Halliday dan Hasan (1976), dalam karya mereka bertajuk *Cohesion in English*, telah memperkenalkan teori kohesi wacana yang menjadi asas penting dalam kajian linguistik wacana moden. Lima prinsip utama elemen kohesi yang dikenal pasti oleh mereka ialah i) rujukan (*reference*), ii) penghubung (*conjunction*), iii) penggantian (*substitution*), iv) leksikal (*lexical*) dan (v) pengguguran (*ellipsis*). Teori ini membolehkan para pengkaji wacana menganalisis kekuatan dan keberkesanan sesuatu teks berdasarkan tahap kohesi yang ada (Halliday & Hasan, 1976). Penyampaian wacana yang kurang berkesan menyebabkan maklumat atau mesej yang disampaikan kabur serta tidak fahami oleh khalayak.

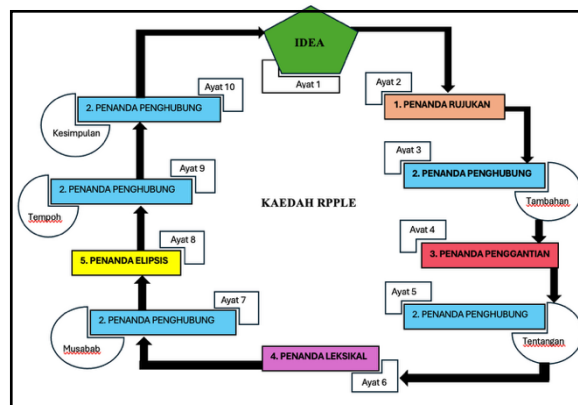
Perkara ini dipengaruhi tahap penguasaan seseorang terhadap kemahiran menjalinkan idea melalui koheren dan kehosei yang sesuai (Arbak dan Ahmad Khair, 2016).

Oleh itu, kajian yang melibatkan penulisan wacana dalam kalangan pelajar prauniversiti dan dapatan awal mendapati pelajar prauniversiti terutamanya pelajar tingkatan 6 dalam bidang bahasa Melayu menghadapi masalah dalam menghasilkan sebuah wacana. Justeru, kajian ini bertujuan untuk (i) mengenal pasti tahap penguasaan wacana pelajar prauniversiti dalam penulisan akademik bahasa Melayu dan seterusnya (ii) menganalisis keberkesanan kaedah RPPLE dalam pengajaran dan pembelajaran wacana dalam penulisan akademik Bahasa Melayu.

2. METODOLOGI

Kaedah kajian yang digunakan dalam kajian ini adalah kaedah kualitatif. Sampel kajian yang terlibat dalam kajian ini merupakan pelajar Tingkatan 6 dari tiga buah sekolah di sekitar Mukah, Sarawak yang dinamakan sebagai sekolah X, Y dan Z. Sebanyak 30 sampel kajian dipilih melalui teknik persampelan bertujuan yang melibatkan 10 pelajar dari setiap sekolah yang terlibat.

Dalam pada itu, ujian pra dan ujian pasca turut dilaksanakan bagi tujuan mengukur keberkesanan kaedah RPPLE dalam meningkatkan keupayaan pelajar prauniversiti membina wacana yang utuh dengan kohesi yang sesuai dan mantap sebagaimana saranan Marsden dan Torgerson (2012) yang menyatakan keperluan melaksanakan ujian pra dan pasca dalam membantu pengkaji mengukur berlakunya sesuatu peningkatan dalam sesuatu perkara atau isu yang duji. Rajah 1 menunjukkan prosedur pelaksanaan kaedah RPPLE dalam meningkat dan mengukuhkan wacana penulisan akademik pelajar prauniversiti.



Rajah 1: Kaedah RPPLE berdasarkan Teori Halliday dan Hasan (1976)

Berdasarkan rajah 1, wacana yang dihasilkan oleh sampel kajian diperkukuhkan dengan menekankan penggunaan kelima-lima prinsip kohesi tersebut untuk menghasilkan satu wacana dalam satu idea atau perkara yang dibincangkan berkait sesuatu isu atau tajuk penulisan. Penerapan kelima-lima prinsip tersebut mampu menjadikan wacana sampel kajian lebih teratur dan berkembang dengan penyatuan makna yang memberi impak kepada pembaca. Prinsip yang ditekankan dalam kaedah RPPLE bukan sahaja berfokus kepada rujukan, penghubung, penggantian, leksikal dan elipsis, malah meliputi sub prinsip yang terkandung dalam penanda penghubung seperti penanda penghubung tambahan, tentangan, musabab, tempoh dan kesimpulan juga perlu dimasukkan dalam setiap ayat yang dihasilkan dalam sesebuah wacana.

3. ANALISIS DAN PERBINCANGAN

Dapatan analisis mendapati penulisan wacana sampel kajian menunjukkan hanya menulis antara lima hingga enam ayat untuk menjelaskan sesuatu idea. Malah, idea yang ingin disampaikan juga tidak merangkumi aspek keseluruhan wacana yang dibincangkan. Situasi ini menunjukkan idea tidak mampu

disampaikan dengan jelas sehingga menimbulkan keraguan atau ketidakfahaman makna atau mesej sedangkan dalam sesuatu penulisan akademik, penulis atau pengkaji perlu menjelaskan dengan tepat dan secara saintifik bagi membuktikan setiap fenomena yang dibincangkan. Dapatan analisis juga mendapati setiap struktur ayat yang dihasilkan oleh sampel kajian tidak menekankan lima prinsip kohesi Halliday dan Hasan (1976) sehingga menyebabkan struktur ayat tidak menampakkan aspek penyatuan.

Pelaksanaan kaedah RPPL yang dijalankan di sekolah X, Y dan Z di bahagian Mukah, Sarawak mendapati berlakunya perubahan dalam wacana sampel kajian. Sampel kajian mula menguasai kaedah yang diperkenalkan dengan menekankan penggunaan 10 ayat bagi menjelaskan sesuatu idea yang mana ayat dua hingga 10 mengandungi lima prinsip termasuk sub prinsip yang ditekankan seperti dalam rajah 1 dan jadual 1.

Jadual 2: Keputusan Ujian Pra dan Ujian Pasca

Sampel Kajian	Ujian Pra (100 Markah)	Ujian Pasca (100 Markah)	Sampel Kajian	Ujian Pra (100 Markah)	Ujian Pasca (100 Markah)
SK1	24%	85%	SK16	19%	80%
SK2	13%	73%	SK17	17%	77%
SK3	30%	90%	SK18	22%	82%
SK4	19%	79%	SK19	20%	81%
SK5	28%	89%	SK20	25%	86%
SK6	20%	80%	SK21	24%	83%
SK7	20%	60%	SK22	24%	64%
SK8	20%	60%	SK23	25%	66%
SK9	24%	87%	SK24	21%	81%
SK10	30%	92%	SK25	28%	89%
SK11	22%	83%	SK26	27%	87%
SK12	27%	88%	SK27	25%	86%
SK13	20%	60%	SK28	20%	63%
SK14	10%	70%	SK29	15%	55%
SK15	21%	81%	SK30	23%	83%

4. KESIMPULAN

Kesimpulannya, kaedah RPPL yang digunakan dalam mengukuhkan wacana penulisan akademik pelajar prauniversiti terbukti berkesan untuk meningkatkan kecekapan pelajar memahami dan seterusnya menghasilkan wacana yang bukan sahaja bermakna malah mampu mempengaruhi pemahaman pembaca. Justeru, kaedah RPPL perlulah diaplikasikan oleh guru-guru bahasa Melayu di sekolah khususnya serta dicadang untuk dipatenkan termasuklah menghasilkan kit inovasi interaktif untuk memudahkan aktiviti pengajaran dan pembelajaran berpandukan kaedah RPPL agar kajian menyeluruh dapat dilakukan dalam merentas pelbagai bidang dengan menggunakan kaedah RPPL ini.

PENGHARGAAN

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TAMILBYTES: MICROLEARNING TAMIL E-MODULE FOR BEGINNERS

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ABSTRACT

TamilBytes is an innovative microlearning e-module designed to make learning foundational Tamil accessible and engaging for beginners. Recognizing the challenges non-native speakers face with traditional language instruction, this project adopts a bite-sized, interactive approach to support faster understanding and better retention. By simplifying content and encouraging active learning, it helps learners grasp and remember information more effectively. Each module focuses on a single, core concept like essential vocabulary, a key grammatical structure, or a common conversational phrase-delivered through short, multimedia-rich lessons. Utilizing gamification elements, interactive quizzes, and real-world audio examples, TamilBytes aims to transform the learning experience from a daunting task into an enjoyable daily habit. The curriculum is carefully designed in a step-by-step way to help learners slowly improve their skills, making sure they can understand and use basic Tamil with confidence in daily conversations and simple communication situations. TamilBytes makes learning easier by dividing the difficult parts of the language into smaller, easy-to-understand sections. This approach helps learners fit language learning into their busy daily routines, encouraging them to stay engaged regularly and see clear improvement over time. This e-module provides a flexible and effective pathway for non-native speakers to embark on their Tamil language journey with confidence and enthusiasm.

Keywords: Tamil Language, Microlearning, e-module and Beginners

1. INTRODUCTION

Tamil is recognized as one of the world's oldest living classical languages, with a history spanning more than two thousand years. Despite its rich heritage, many learners particularly beginners and non-native speakers find Tamil difficult to learn. The reasons include the uniqueness of its script, the complexity of pronunciation, and the limited availability of structured and interactive learning materials (Balasundaram, Mathew and Nair, 2024).

Traditional methods such as textbooks or long classroom lectures often discourage learners because they feel overwhelmed (Nining Sri Hastuti, Merrisa Monoarfa Arnidah, & Andromeda Valentino Sinaga, 2024). In today's fast-paced world, learners prefer content that is short, engaging, and accessible anywhere (Syahri, Fuldiaratman, & Ekaputra, 2024). This is where the microlearning approach comes in. Microlearning delivers small, bite-sized lessons, usually lasting just a few minutes, which makes language learning less intimidating and more enjoyable. With this in mind, we developed *TamilBytes*, an e-module

that applies microlearning principles to help absolute beginners learn Tamil in a simple, engaging, and interactive way.

2. METHODS

The development of TamilBytes: Microlearning Tamil E-Module for Beginners follows a Design and Development Research (DDR) approach, integrating principles of instructional design with microlearning strategies. The methodology is divided into four key phases: Analysis, Design, Development, and Evaluation (ADDIE model).

2.1 Analysis

In the Analysis stage, we are going to conduct a needs assessment with beginners who want to learn Tamil. The results will show three main challenges: difficulty in recognizing Tamil script, problems with pronunciation, and lack of confidence in using simple conversational Tamil.

2.2 Design

The module was designed based on microlearning principles into micro-units such as alphabets and sounds, greetings and self-introduction, numbers and days of the week, as well as practical topics like shopping at the market, ordering food, and asking for directions.

2.3 Development

Next, in the development phase, we will create digital materials that include short videos, voice recordings by native speakers, interactive quizzes, and bilingual support with both Tamil script and English transliteration.

2.4 Implementation

In the Implementation stage, the e-module will be going through pilot studies with a group of university students who have no prior knowledge in Tamil.

2.5 Evaluation

Students will be evaluated after the implementation stage has been completed using a pre-test & post-test. Feedback surveys on usability and learner satisfaction will also be used in this evaluation stage.

3. RESULTS AND DISCUSSION

After completing the TamilBytes module, learners will show a clear improvement in both recognizing Tamil script and using common conversational phrases. Engagement levels are also significantly higher compared to traditional methods. Students might report that the short, focused lessons helped them stay motivated and prevented information overload. They particularly appreciated the voice-enabled features, which allowed them to listen to native pronunciation, repeat the words, and record their own voices for practice.

The results will confirm that microlearning is an effective approach to teaching a complex language like Tamil. It reduces cognitive load, promotes better retention, and gives learners a sense of achievement after completing each small unit. The discussion highlights that such an approach is not only beneficial for Tamil, but can also be applied to the teaching of other heritage and minority languages.

4. CONCLUSION

This study makes several unique contributions. Firstly, *TamilBytes* is the first Tamil microlearning e-module designed specifically for beginners. Secondly, it integrates voice-based learning, which enables learners to practice pronunciation in real time. Thirdly, the module uses gamification features, such as points, badges, and progress tracking, to make learning more interactive and enjoyable. Finally, the platform is mobile-friendly, allowing learners to access lessons anytime, anywhere, at their own pace.

The novelty of the project lies in its ability to combine cultural preservation with digital technology, making Tamil learning relevant for the younger, digital-native generation. In conclusion, *TamilBytes* demonstrates that microlearning, combined with voice and interactive digital tools, can transform the way beginners learn Tamil. The module not only improves script recognition and conversational ability but also motivates learners to continue exploring the language. Looking ahead, we plan to expand the content to cover intermediate and advanced levels, as well as integrate AI-based feedback to further enhance pronunciation accuracy. Ultimately, *TamilBytes* bridges the gap between tradition and technology, ensuring that Tamil remains accessible, engaging, and alive for future generations.

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OrbiFIRE - ORBITING THE FIELD RESEARCH

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ABSTRACT

OrbiFIRE - Orbiting the Field Research is an innovative and interactive game-based teaching and learning platform. It addresses the challenge of creating a digital platform to enhance the effectiveness and accessibility in teaching and learning. OrbiFIRE is specially designed for an English Language course, LCC402: English for Oral Reporting in Universiti Teknologi MARA (UiTM). OrbiFIRE uniquely uses POTM. File to create the game platform and suitable for lecturers and students with different types of devices to access. A QR Code is provided to install the OrbiFIRE digital board game. OrbiFIRE consists of parts and components that allow users to attempt the questions and answers related to field research which could enhance their understanding to complete a field report project. This platform is found to be effective and relevant for lecturers and students to experience a new way of teaching and learning the course.

Keywords: OrbiFIRE - Orbiting the Field Research; game-based; POTM File; digital teaching and learning platform

1. INTRODUCTION

It has always been a challenge to create an innovative and interactive game-based teaching and learning platform. Higher education increasingly seeks innovative approaches to enhance teaching effectiveness and learning accessibility. Game-based learning involves designing learning activities so that game principles and characteristics are embedded within the learning activities (Batsaikhan et al., 2021). To meet this need, OrbiFIRE- Orbiting the Field Research is a game-based teaching and learning platform which is specially designed for an English Language course, LCC402: English for Oral Reporting in Universiti Teknologi MARA (UiTM). This course is designed to provide students with the foundation for effective oral reporting. It equips students with the speaking and writing skills to report observations based on a field report. OrbiFIRE, a digital game-based innovation encourages both lecturers and students to become more interactive and engaging in classroom learning. In a study conducted by Balalle (2024), incorporating technology into the classroom is a very effective way to increase students' involvement.

This innovation consists of the following objectives:

- i) To present the development of OrbiFIRE - Orbiting the Field Research for an English Language course, LCC402: English for Oral Reporting.
- ii) To present users' satisfaction on OrbiFIRE - Orbiting the Field Research.

2. METHODS

The development of OrbiFIRE - Orbiting the Field Research for an English Language course, LCC402: English for Oral Reporting consists of five main stages, which are:

Stage 1: Planning – Identify learning objective of LCC402: English for Oral Reporting.

Stage 2: Design – Create game concepts, mechanics, and questions aligned with course content.

Stage 3: Development – Build the game using POTM file format and generate QR code for access.

Stage 4: Implementation – Introduce the platforms to users for online classroom use. Stage 5:

Evaluation – Collect feedback to assess users' satisfaction.

3. RESULTS AND DISCUSSION

3.1. The development of OrbiFIRE- Orbiting the Field Research.

Stage 1: Planning – Identify a learning objective of LCC402: English for Oral Reporting.

Course Learning Objective:

To enable students to demonstrate verbally and in writing the procedures and findings of a field report.

Stage 2: Design – Create game concepts, mechanics, and questions aligned with course content. The design consists of a Welcome Page (Figure 1), Components of the board game (Figure 2).

Stage 3: Development – Build the game using POTM file format and generate QR code for access. (Figure 3).

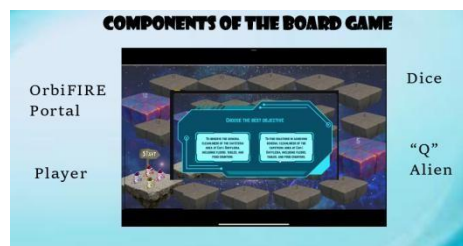


Figure 1. OrbiFIRE Welcome Page Figure 2. OrbiFIRE Components Figure 3. OrbiFIRE QR Stage 4: Implementation – Introduce platform to users for online classroom use.

How to Play?

Step 1: Set a group of 2 to 4 players.

Step 2: Each player chooses an Avatar on the “Start” platform.

Step 3: Player 1 clicks the dice.

Step 4: Player 1 moves his/her own Avatar on the platform based on the numbers on the dice.

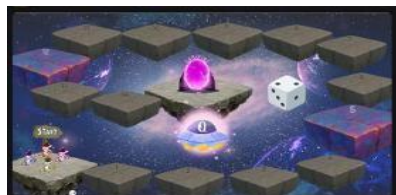


Figure 4. OrbiFIRE How to Play? (Steps 1 - 2)

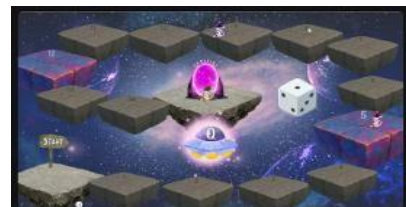


Figure 5. OrbiFIRE How to Play? (Steps 3 - 4)

Step 5: Player 1 clicks the “Q” Alien.

Step 6: Player 1 answers one pop-up question.

Step 7: If Player 1 answers correctly, he/she remains at the current platform. If Player 1 answers incorrectly, he/she moves one platform backward.

Step 8: Repeat Steps 3 - 7 for the remaining players.

Step 9: The first player reaches OrbiFIRE Portal becomes the WINNER.

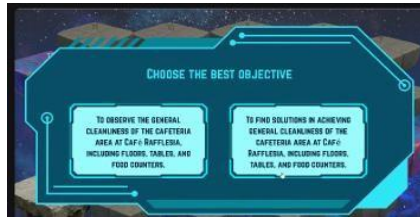


Figure 6. OrbiFIRE How to Play? (Steps 5 - 7)



Figure 7. OrbiFIRE How to Play? (Steps 8 - 9)

Stage 5: Evaluation – Collect feedback to assess users' satisfactions.

Users experience playing the OrbiFIRE - Orbiting the Field Research digital game (Figure 9).



Figure 9. OrbiFIRE Implementation

The results in Table 1 indicate that all users agreed on their satisfaction in using OrbiFIRE - Orbiting the Field Research.

Table 1. Users' satisfaction on OrbiFIRE - Orbiting the Field Research

No.	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Effective	0%	0%	0%	25%	75%
2	Ease of Use	0%	0%	0%	50%	50%
3	Attractive Design	0%	0%	0%	0%	100%
4	Suitable Time of Use	0%	0%	0%	0%	100%
5	Relevant	0%	0%	0%	0%	100%

4. CONCLUSION

In conclusion, OrbiFIRE - Orbiting the Field Research is an innovative and interactive game-based teaching and learning platform as mentioned by [Fitzgerald \(2023\)](#) that game-based learning platforms have emerged as powerful tools to captivate students' minds and promote active learning. Users' satisfactions on OrbiFIRE - Orbiting the Field Research have provided insights on its effectiveness, ease of use, attractive design, suitable time of use and relevance.

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LINGO CHECK: AN INTERACTIVE ENGLISH GRAMMAR LEARNING WEBSITE

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ABSTRACT:

Technology has grown over the years, including making education more efficient and accessible. Grammar plays a crucial role in the language learning process. This project aims to develop and publish a web-based language learning site that helps educators and learners in an online learning environment. The main purpose is to improve the English grammar learning environment by focusing on how parts of speech relate to subject-verb agreement, which are the common struggles. The website contains research-based contents, including explanatory notes, visual aids, embedded instructional videos, and in the website has been developed by conducting research on computer-assisted language learning, common grammar errors, parts of speech, and subject-verb agreement. As a freely accessible web-based language learning, Lingo Check can be used in both self-directed teaching and learning environment settings. This website contributes to the field of computer-assisted language learning (CALL) by addressing typical grammar errors made by university students—omission of plurals and subject-verb agreement—and enhancing grammar learning settings in higher education contexts.

Keywords: *Computer-Assisted Language Learning (CALL), subject-verb agreement, parts of speech.*

1. INTRODUCTION

Technology has transformed daily life, especially education. Computer-Assisted Language Learning (CALL) has enhanced language teaching by using digital tools to support learning goals (Bashori et al., 2020; Chen et al., 2021). CALL offers flexible methods to improve grammar and understanding through various technologies.

Lingo Check, is a web-based English learning platform with notes, visual aids, videos, and quizzes. It supports educators in teaching subject-verb agreement and parts of speech. As Imtiaz Ahmad (2022) states, parts of speech show how words function in a sentence. Lingo Check helps educators to use CALL technology in teaching grammar effectively. This work, a published version of Lingo Check, was previously presented and published at the PICASO 5.0 symposium

Compared to other successful CALL tools such as Grammarly, British Council, and Scribbr.com, Lingo Check specifically targets university students' difficulty with grammar basics—especially subject-verb agreement and parts of speech—through interactive and educator-guided materials. Parts of speech were chosen because studies show students often make subject-verb agreement errors (Chen et al., 2021; Siti Zawani Mehat & Lilliaty Ismail, 2021). The site incorporates these concepts and supports all learner types—visual, auditory, kinaesthetic, and reading/writing—through active participation.

1.1. Project Objectives

The following are the objectives of this project:

1. To develop an interactive website that offers comprehensive English grammar resources to support both teaching and learning processes.
2. To integrate reading, writing, listening, and visual design elements into the development of Lingo Check, which enhances user engagement and interactivity in grammar learning.
3. To launch an accessible online platform aimed at improving the grammar teaching and learning experience for both educators and learners.

2. METHODOLOGY

This section explains how I built the website, designed the materials, and made sure it works well for different types of learners.

2.1 Research on the Topic

This website highlights on English subject-verb agreement and parts of speech, with most content sourced from Scribbr.com and Imtiaz Ahmad (2022). Chen et al. (2021) and Siti Zawani Mehat & Lilliaty Ismail (2021) report that subject-verb agreement and plural omissions are the frequent errors among university students. Due to many learners struggling to distinguish basic grammar like nouns and verbs, Lingo Check aims to address these issues through a web-based learning platform.

2.2 Creating The Content

Lingo Check was created in stages, starting with the creation of grammar notes. This website used **Weebly**, a free and user-friendly website builder with various design options, which is ideal for visual and reading learners. **Canva** was used for illustrations, tables, infographics, and videos to support visual and auditory learning. In order to engage with auditory learners, AI-generated voice overs were used by using **ElevenLabs** and were added to the videos created, which were then uploaded on **YouTube**. For kinaesthetic learners, interactive quizzes were built using **Quizziz**. These tools will help educators reach all learning styles efficiently through the platform.

3. RESULTS AND DISCUSSIONS

This website is providing instructional materials on subject-verb agreement and parts of speech, various learning styles were considered. Brown (2006) cited in Ariastuti and Wahyudin (2022), notes that mastering preferred learning styles is key to successful language learning. Hence, Lingo Check caters to all styles. Visual learners engage with illustrations and infographics. Kinaesthetic learners benefit from interactive quizzes that were created using Quizziz, where it keeps them involved and motivated.

This web-based English grammar learning site also contains reading, writing, listening, and designing skills to develop the website. Reading and writing are reinforced through clear explanations and vocabulary-building through subtopics like "gerund", "detach prepositions", etc. These will help students apply what they have learned in writing and speech. Listening is also included through embedded videos, which includes AI voiceovers, encouraging better comprehension. Visual aids like bubble maps and tables also help students in organizing ideas and developing design skills.

Lingo Check helps to enhance teaching and learning environments by publishing the web-based language learning website. Lingo Check assists students who commonly make grammar errors, particularly in academic writing. While AI tools can give immediate feedback, these tools also can be misleading and over-reliance. Nonetheless, Lingo Check gives educators the opportunity to work directly with students, encouraging long-term comprehension of English grammar, through a regulated and encouraging setting.

In conclusion, this website demonstrated that interactive online learning between educators and learners can effectively improve the understanding of English grammar, particularly subject-verb agreement and parts of speech. The results revealed the total numbers of subtopics and questions in interactive exercises, which have implications for future educational tools in language learning. While this website had limitations such as having bigger website competitors, Lingo Check provides a foundation for future innovations towards learning English grammar digitally. Ultimately, this work highlights the importance of employing technology into language education in the broader context of promoting accessible, and effective opportunities.

3.1 Finalised Product

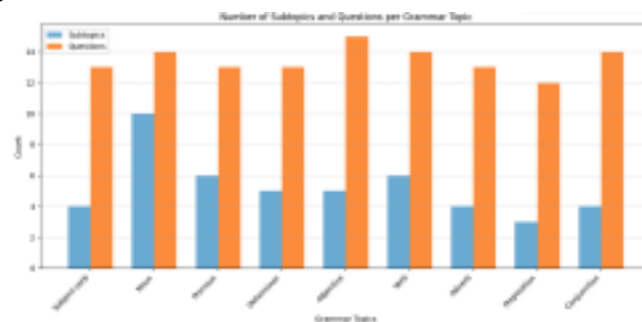


Figure 1. Total numbers of subtopics and questions in interactive exercises

As illustrated in Figure 1, the number of subtopics varies across topics, leading to differences in the number of questions based on the subtopic count within each topic. The average number of each question in each subtopic is 15 questions.

4. CONCLUSION

To conclude, grammar is crucial in learning a language, yet many students still struggle with grammar basics like subject-verb agreement and parts of speech. Lingo Check assists both educators and learners through an interactive website that offers flexibility, and multi modality materials. It promotes independent learning, and helps create an interactive, and accessible site.

ACKNOWLEDGEMENT

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HANDS UP, SIGNSHINE! AN INNOVATION FOR INCLUSIVE EDUCATION

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ABSTRACT

Communication is essential not only for sharing information, but also for fostering a deeper understanding with one another. While most people rely on spoken language, individuals with language and communication difficulties, such as neurodivergent children, often require alternative methods like Makaton. Makaton is a multi-modal communication system that combines sign, speech, and symbols to support effective interactions. As neurodivergent individuals may struggle to express themselves, Makaton helps reduce the frustration by offering a flexible approach. This project focuses on developing an introductory Makaton ebook to help Malaysian parents and educators in communicating more effectively with neurodivergent children. Given the limited awareness and resources related to Makaton in Malaysia, the ebook aims to bridge the existing gap by presenting content in a simplified, beginner-friendly format. A survey was conducted among 16 respondents, primarily parents and educators from the Kiwanis Down Syndrome Foundation, Melaka Centre, to gather feedback on content relevance and user experience. Based on their input, key categories and vocabulary were selected. The ebook was then designed to include interactive features with each illustrated sign accompanied by a description of its movement, along with embedded video demonstrations to enhance understanding. Findings revealed that 70% of respondents found the ebook useful in supporting communication with neurodivergent children. This project highlights the importance of accessible Makaton resources in bridging the communication gap between parents, educators and neurodivergent children. It serves as a starting point for introducing Makaton in Malaysia and opens the door to future development of more advanced modules, contributing to a more inclusive society.

Keywords: eBook; Makaton; Neurodivergent; Inclusive Education Communication

1. INTRODUCTION

Language is unique to humans and the ability to communicate using a language is therefore essential in a human's life. When a human is deprived of this need such as among neurodivergent individuals, frustration occurs as they cannot express their needs and wants. Neurodivergents refers to individuals facing communication and language difficulties (Walker, 1987) and they are represented by people with down syndrome, autism, cerebral palsy and ADHD, among others. Stemming from this, Makaton—a multi-modal communication combining sign, speech and symbol was founded in 1973 by Margaret Walker, Katherine Johnston and Cony Cornforth (Potts, 2024). This innovation is derived from the fact that, firstly, not many are aware of the existence of Makaton, and secondly, reference materials are very limited, particularly in Malaysia—let alone teaching and learning resources for caregivers, parents and teachers. This realization brought about the idea to develop an ebook entitled HANDS UP, SIGNSHINE!—an introductory reference to Makaton for caregivers and related institutions. This ebook combines basic Makaton signs accompanied

by videos demonstrating the hand movements that are both practical and accessible—an innovative way to inclusive education that is lacking in the Malaysia scene.

1.1 The objective of this innovation is to:

- 1.1.1 Create a practical and accessible ebook that introduces Makaton as a communication tool for parents and educators for their neurodivergent children.
- 1.1.2 Fill the resource gap surrounding Makaton in Malaysia.

2. METHODS

This product went through five stages of research and development. It began with a Google form survey shared with 16 stakeholders via WhatsApp application. The survey was to collect feedback particularly on the prototype of the ebook focusing on: design, content and usefulness. Next, once feedback was received, decisions were made on the exact categories and words to be included in the ebook. The next stage, designing the book, resumed with choosing a suitable online publication platform. The choice should fulfill the usability features of ebooks, namely visibility, ease, efficiency and enjoyment as suggested by Wang and Huang (2015). Besides, the interactive features, which are part of the design, were embedded in the ebook. Then it came to the writing process where each explanation of the hand movements must be made accurate and clear. These explanations too should be synchronised with the accompanied illustrations. The last stage was to record demonstration videos for the hand movements to be inserted in the book. These videos are able to enhance comprehension as they offer the details of the intricate hand movements and facial expression (Weaver, Starner and Hamilton, 2010). The whole process was indeed challenging but worthy.

3. RESULTS AND DISCUSSION

3.1 Survey Results

The survey received positive feedback from the respondents among whom were parents, caregivers and teachers of neurodivergent children. While the design of the ebook was well-received, suggestions were made to improve the colours and illustrations to make it more reader-friendly. They also agreed on the selection of word categories and provided suggestions for arrangement. Overall, there was unanimous agreement that the Makaton ebook is very much useful for readers and those who want to know more about Makaton.

3.2 Categories and Word Selection

For ease of reference, words were classified into few categories such as people, food and drink, actions, alphabet, colours, responses, greetings, feelings, descriptions, question words, and days and time. They were tiered from tangible to abstract categories, using words from everyday interactions that are familiar to children, reflecting the ebook as introductory material for Makaton learners.

3.3 Designing the Ebook



Figure 1: The cover page, the introduction page and a Makaton sign page

The ebook was developed using Visme, an online platform for creating and editing visual materials, which allows integration of key ebook features—from choices of colours and fonts for visibility enhancement to elements of interactivity for ease, efficiency and enjoyment. Careful consideration was given to font sizes and images of the hand movements to ensure the ebook can be viewed on mobile phones. Interactive features exist in the form of hyperlinks connecting the table of contents to specific categories for easy navigation, even in the flipbook version. Each of the Makaton signs was accompanied by a description of the hand movements. In addition, a demonstrative video produced using the CapCut application was also available at the end of each category to add value to the ebook.

4. CONCLUSION

In conclusion, this innovative project achieved its objectives by producing a practical and accessible Makaton ebook, adding to the scarce resources available to the public in Malaysia. The production of this ebook can create awareness of Makaton existence and play a role in educating not only the caregivers but the society on how they can communicate effectively with neurodivergent children. This lack of understanding and support from the society was acknowledged by Joginder, Hussein, Mustaffa and Hassan (2017). Therefore, this book should be available on the shelves of every household, school, library and even workplace which allows for greater commercialisation. This ebook also stands a chance for further development—adding more word categories and physical book publication among others. On a more important note, the production of this ebook is a testament to a larger movement toward inclusive education.

ACKNOWLEDGEMENT

A special shout-out to the Kiwanis Down Syndrome Foundation, Melaka Centre, for their endless support, especially in validating the ebook content, and to Hannan Binti Mohamad Fathli for her special appearance in the video and for being the inspiration behind this ebook.

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ARABIC ON SCREEN: ALIGNING ARABIC TEXTBOOKS WITH YOUTUBE VIDEO LESSONS

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ABSTRACT

This project introduces Arabic on Screen, a digital learning approach that combines traditional Arabic textbooks used at Universiti Teknologi MARA (UiTM) with short YouTube video lessons. The main aim is to make Arabic learning more engaging, flexible, and accessible for students who study it as a third language. Unlike long classroom explanations, the videos are designed to be concise, direct, and supported by clear translations. This helps learners save time, reduce confusion, and study at their own pace. The novelty of this project lies in the systematic alignment between existing textbooks and digital resources, ensuring that students can easily connect classroom content with online materials. Beyond the immediate benefits, this initiative builds a sustainable digital repository that supports both current and future UiTM learners. By offering independent learning opportunities and lifelong language value, Arabic on Screen represents a practical step towards making Arabic learning more student-centered and enjoyable (Oxford & Shearin, 1994; Noels et al., 2000). Furthermore, the emphasis on reducing learning anxiety aligns with Krashen's (1982) affective filter hypothesis, which highlights the role of positive emotions in making language learning more enjoyable.

Keywords: Arabic learning, YouTube lessons, independent learning, accessibility, innovation

1. INTRODUCTION

Teaching Arabic as a third language poses challenges, particularly in maintaining students' interest and balancing classroom time with individual study needs. Studies in language education highlight that motivation and self-directed learning are key to successful acquisition (Oxford & Shearin, 1994). However, many learners struggle when lessons are limited to textbooks and classroom contact hours.

This project responds to that gap by combining UiTM Arabic textbooks with YouTube video lessons. The main objective is to provide a resource that complements traditional teaching while allowing students to learn anytime and anywhere without boundaries. This approach differs from past works by offering a systematic connection between formal curriculum and digital media, which enhances accessibility and supports sustainable learning (Noels et al., 2000).

2. METHODS

The project involved three main stages:

1. **Content Selection:** Core lessons were chosen from the UiTM Arabic textbooks to ensure alignment

with the formal curriculum.

2. Video Development: Short instructional videos were produced with simple explanations and accurate translations. The content was kept concise to avoid unnecessary details.

3. Digital Repository: All videos were uploaded to a YouTube channel, providing free access for students. The channel also serves as a long-term resource for future learners.

3. RESULTS AND DISCUSSION

First, students gain flexibility, as they can study at their own pace and revisit lessons whenever needed. This promotes self-directed learning, a key factor for long-term language mastery (Knowles, 1975; Holec, 1981; Krashen, 1982). Second, the clarity of translations and explanations reduces confusion and makes lessons more approachable for beginners. Third, the use of time-saving videos ensures that learners focus directly on key points rather than lengthy explanations.

4. CONCLUSION

Arabic on screen demonstrates that digital resources, when carefully aligned with textbooks, can make Arabic learning more accessible, flexible, and engaging. The project saves students' time, supports independent learning, and ensures clarity through simple explanations. Most importantly, it builds a sustainable resource that benefits both current and future UiTM learners. Future work may expand the repository with more advanced lessons and interactive features.

ACKNOWLEDGEMENT

The author acknowledges fellow lecturers who used these videos in their classes and the students who supported the project by actively engaging with the content. Their encouragement and feedback played a major role in improving the quality and reach of the videos.

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SUSTAINALINGUA: EMPOWERING ECOLINGUISTIC LITERACY IN CORPORATE SUSTAINABILITY DISCOURSE

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ABSTRACT

SustainaLingua is a corpus-driven teaching innovation that equips learners with the tools to analyse and construct corporate sustainability discourse. Using a curated corpus of sustainability reports from Malaysian oil and gas companies, it aims to help learners understand how language frames environmental responsibility in corporate contexts. Despite the global push for sustainability, many corporate communicators and students lack awareness of how language shapes ecological narratives. ESG (Environmental, Social, and Governance) communication often adopts persuasive strategies that may mask or distort environmental realities. Current teaching methods rarely address these linguistic dimensions, leaving a critical gap in sustainability education. Hence, SustainaLingua introduces an original teaching framework grounded in real-world corporate data, providing the corpus as a resource bank, with a teaching module and learning activities. It is implied that SustainaLingua transforms how sustainability discourse is taught and learned, to empower critical, responsible, and ecologically aware language users using authentic corporate data.

Keywords: corporate sustainability discourse, ecolinguistics, corpus linguistics, discourse analysis

1. INTRODUCTION

The conversation around sustainability is a powerful means of shaping public awareness of environmental responsibility. In Malaysia's oil and gas sector, sustainability reports are produced annually to document Environmental, Social, and Governance (ESG) practices, yet the linguistic framing within these texts often remains critically unexamined. This extended abstract introduces SustainaLingua, an innovative teaching framework designed to build ecolinguistic literacy among students and professionals by harnessing a real-world corpus of Malaysian oil and gas sustainability reports.

While sustainability reporting is increasingly integrated into corporate communication courses (e.g., Companies Commission of Malaysia), current pedagogical approaches tend to focus on content and structure rather than the role of language in framing ecological realities. 'Ecolinguistics' (Stibbe, 2015) highlights how discourse can reinforce exploitative ideologies or nurture ecologically beneficial ones. However, few teaching frameworks systematically incorporate ecolinguistic analysis in ESG education. This limits learners' ability to interrogate sustainability narratives critically and construct ethically grounded communication.

Recent work in ecolinguistics (Stibbe, 2015) has critically examined how language shapes human relationships with the natural world. However, much of this work has centred on Western-based companies or environmental policies, with limited attention given to the linguistic strategies of oil and corporations in Southeast Asia. In parallel, discourse analysis has proven valuable in identifying patterned linguistic choices (Biber et al., 2007), such as metaphoric framings and keyword clustering in corporate texts (Baker,

2006). While previous studies have used corpus linguistics to examine climate discourse and CSR reporting, few have translated those insights into pedagogical frameworks. This project bridges the gap by applying ecolinguistic principles to a Malaysian sustainability corpus using corpus-assisted tools and translates findings into an educational innovation, namely SustainaLingua, to develop a corpus-driven teaching framework that integrates ecolinguistic analysis into sustainability education.

2. METHODS

To design an ecolinguistics-based teaching framework, it was necessary to select a genre that reflects real-world corporate environmental discourse. For this study, the genre selected is sustainability reports (SRs) from Malaysian oil and gas companies, as these corporations play a critical role in the national economy while also being among the most scrutinised for their environmental impact. The oil and gas industry was chosen because it is both economically strategic and environmentally sensitive, sustainability discourse functions as a means of corporate legitimisation and stakeholder persuasion. Reporting on sustainability initiatives is therefore not only reputationally significant but also tied to the survival and global competitiveness of these companies.

A corpus of sustainability reports published between 2015 and 2023 was compiled from publicly available sources on selected Malaysian oil and gas company websites. SRs were selected for the framework because they provide students with rich data for critical reading and analysis; these reports typically contain extended narratives, thematic structuring, and recurring metaphors that enable learners to examine how language constructs relationships between business, society, and the environment.

SustainaLingua is utilised through conducting corpus-assisted ecolinguistic analysis on the reports using a corpus linguistic software, #Lancsbox version 6.0, which includes identifying keywords, metaphors and framing, as well as agency patterns which are specific to the oil and gas industry. The results of the corpus analysis are directly applied to the design of classroom activities that cultivate critical ecolinguistic literacy. Students are guided to analyse excerpts from the reports, identify underlying ideological framings, and experiment with reframing texts in ways that reflect more ecocentric values.

3. RESULTS AND DISCUSSION

3.1. Keywords Analysis

The keyword analysis revealed that *sustainability* ($f = 1661$), *environment* ($f = 872$), and *community* ($f = 351$) appeared most frequently across the corpus of Malaysian oil and gas sustainability reports. On the surface, the high recurrence of these keywords suggests a corporate emphasis on environmental and social responsibility. However, concordance analysis shows that these words often co-occur with terms such as *matters*, *report/reporting*, and *governance* (for *sustainability*), *impact*, *management*, and *monitoring* (for *environment*), and *engagement* and *outreach* (for *community*). These collocates frame ecological and social issues as managerial objects within the corporate agenda.

In the SustainaLingua framework, these concordance patterns are used in classroom activities where students examine sample keyword lines and discuss how the choice of collocates shapes meaning. For example, students reflect on how ‘environment + management’ differs ideologically from ‘environment + protection’. This exercise develops learners’ ability to critically question how corporate texts frame ecological and social responsibility.

3.2. Metaphor and Framing Analysis

Metaphorical framings in the reports reveal how corporations construct narratives of control and progress. For example, the phrase “leveraging our floating ocean asset” frames the ocean not as an ecological system but as a corporate possession, reducing it to an exploitable resource. Similarly, “harnessing technological innovations” uses the metaphor of control and mastery, presenting technology as the key driver of sustainability solutions rather than ecological stewardship. Such framings highlight a discourse where sustainability is equated with the optimisation of assets and innovation, thereby centring corporate growth and operational efficiency. From an ecolinguistic perspective, these metaphors represent destructive stories (Stibbe, 2015) because they naturalise exploitative relationships with the environment, presenting them as positive and necessary for progress.

In the SustainaLingua framework, these metaphorical excerpts are introduced as short case studies. Students are asked to identify the metaphor (e.g., OCEAN IS AN ASSET, TECHNOLOGY IS A TOOL OF CONTROL) and discuss how it frames sustainability. As a follow-up, they will propose alternative framings (e.g., “protecting ocean ecosystems” instead of “leveraging ocean assets”), which encourages them to reflect on how language choices can either reinforce or challenge unsustainable ideologies.

3.3. Agency Patterns

The analysis of transitivity patterns revealed that corporate agency is often backgrounded through passive constructions such as “emissions reduced significantly by an estimated 983 tonnes in 2021”. Such choices obscure the actor responsible for ecological impacts. Conversely, when outcomes are favourable, reports frequently use active voice and first-person plural pronouns (“we continue to prioritise...”, “we remain committed to...”) to foreground corporate responsibility. This asymmetry illustrates how language strategically manages accountability.

Utilising these resources, students are guided through side-by-side comparisons of passive versus active sentences in the reports. They are asked to identify who or what is missing in passive constructions, and to discuss the implications of this erasure for accountability. In follow-up tasks, learners rewrite the sentences to explicitly restore corporate agency (e.g., from “emissions were reduced” to “Company X reduced emissions by...”). This teaches students to recognise discursive erasure and to practise constructing transparent, responsible sustainability narratives.

4. CONCLUSION

By transforming these insights into pedagogical resources, SustainaLingua offers an innovative framework that integrates corpus linguistics, ecolinguistic analysis, and genre pedagogy. The framework moves beyond critique to empower learners with the ability to identify, question, and reframe sustainability discourse towards more ecocentric narratives. By using corpus-informed methodology, it also offers a practical and evidence-based way to enhance students’ ability to construct sustainability narratives that balance ecological care with corporate responsibility. In doing so, the framework advances ecolinguistic literacy in higher education and prepares future communicators to construct sustainability narratives that balance ecological care with corporate responsibility.

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JOB INTERVIEW DASH: TRAIN, PLAY, GET HIRED! A GAMIFIED SIMULATION TOOL TO BOOST EMPLOYABILITY AND ENGLISH PROFICIENCY (IP/CR/08626)

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ABSTRACT

Job Interview Dash: Train, Play, Get Hired! is a copyright three-stage gamified simulation tool designed for ELC650 – English for Job Applications, developed to transform passive instruction into active, performance-based learning. The innovation is strategically grounded in Gagné’s Nine Events of Instruction and informed by Cognitive Load Theory (Sweller, 1994), with learning tasks scaffolded to address 21st-century language learning needs. In Stage 1, students rehearse timed job interview questions in a low-stakes environment supported by strategies and model tips, priming schema and reducing anxiety. Stage 2 introduces a differentiated multiple-choice challenge, where responses are weighted for accuracy and appropriateness, encouraging higher-order thinking and linguistic analysis. Stage 3 presents a fast-paced “stick running man” simulation in which learners must select appropriate answers under time pressure, mirroring the immediacy of real interviews. The platform is web-based, requires no installation, and auto-generates Excel reports, enabling educators to monitor progress and provide formative feedback. Preliminary pilot testing indicates high learner acceptance, with students valuing its stress-free practice environment, ease of access, and cross-device compatibility without downloads. Educators likewise highlight the efficiency of real-time reporting for assessment. With minimal development costs and high scalability, Job Interview Dash demonstrates how pedagogical theory, digital simulation, and gamified design can converge to strengthen employability skills and English proficiency in authentic professional contexts.

Keywords: Gamification; Language proficiency; Web-based; Interview simulation; Tertiary education

1. INTRODUCTION

Job Interview Dash is a gamified simulation tool, with intellectual property rights secured, designed to enhance English proficiency and interview skills in ELC650 – English for Job Applications. This innovation addresses the limitations of traditional interview practice by integrating pedagogical theory, game design, and digital accessibility. Grounded in Gagné’s Nine Events of Instruction (Gagné, 1985) and supported by cognitive load theory (Sweller 1994), the tool scaffolds learner experience through three progressive stages. Recent studies affirm the effectiveness of gamification in managing cognitive load and sustaining learner

engagement (Baah et al., 2024). Similarly, systematic reviews confirm that gamified approaches in EFL and ESL contexts significantly enhance language skills and learner motivation (Zhang & Hasim, 2023). Early pilot feedback from students reinforces these findings, indicating high acceptance due to its stress-free practice environment, ease of access, compatibility across devices, and no requirement for installation. Learners also valued the integrated reference materials and the ability to revisit practice sessions at any time. This positions the tool as both pedagogically sound and practically beneficial. The objectives of Job Interview Dash are; **(1) To enhance students' English proficiency and confidence** in job interview contexts **through gamified simulation**, **(2) to integrate pedagogical theory with digital game design**, transforming passive instruction into active, performance-based learning and **(3) to provide educators with a scalable and cost-effective tool for monitoring learner progress and delivering timely feedback**.

2. METHODS

This study employs a design and development methodology, focusing on the creation of the gamified simulation tool. The methodological foundation of Job Interview Dash combines established instructional design models with gamification principles to create an immersive and scalable learning tool. The design aligns with Gagné's Nine Events of Instruction (Gagné, 1985), ensuring systematic learner engagement, scaffolding, and reinforcement, while Cognitive Load Theory (Sweller, 1994; Paas & Ayres, 2014) informs the balance between task difficulty and learners' processing capacity. Recent studies show gamification enhances motivation, reduces cognitive overload, and supports authentic communication in EFL/ESL contexts (Baah et al., 2024; Zhang & Hasim, 2023).

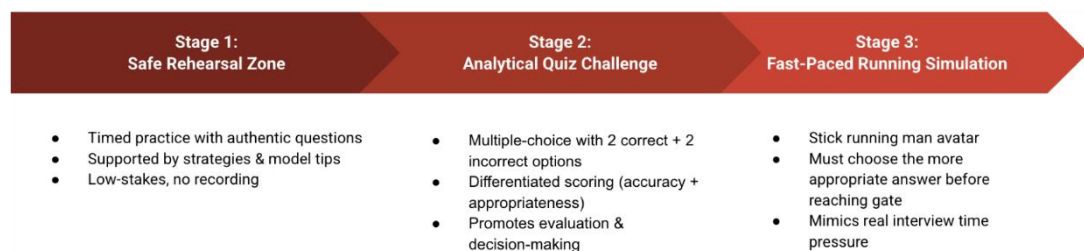


Figure 1. The design progresses across three scaffolded stages

The tool operates through three stages: Stage 1 is a safe rehearsal zone with prompts and model tips for timed interview practice. Stage 2 is a multiple-choice quiz with differentiated scoring to promote analysis and accuracy. Stage 3 is a fast-paced avatar challenge requiring learners to select appropriate answers under time pressure, simulating real interview conditions. The platform is **web-based**, requires no installation, and generates automated performance reports in Excel format. This functionality enables instructors to **track learner progress, participation, and achievement in real time**, facilitating **formative feedback** and **timely intervention**. While large-scale testing is beyond the scope of this stage, preliminary pilot feedback was collected to gauge **usability, learner acceptance, and pedagogical alignment**, providing formative validation for further empirical research. Future studies will incorporate quantitative and qualitative approaches to systematically evaluate the tool's effectiveness, impact on proficiency, and scalability across larger learner populations.

3. RESULTS AND DISCUSSION

Preliminary pilot testing indicates strong learner acceptance of *Job Interview Dash*. A total of **97%** of students appreciated its **relaxing practice environment**, **92%** valued **ease of access**, and **89%** highlighted the **usefulness of integrated reference materials**. Meanwhile, **95%** emphasised the benefit of **device compatibility without requiring downloads**, effectively addressing common challenges such as digital anxiety, limited storage, and restricted practice time (Table 1). Educators also benefited from the real-time reporting function, which **87% of pilot users identified as effective in streamlining monitoring and assessment**. These outcomes demonstrate the tool's potential to transform interview preparation practices, enhance language proficiency, and contribute to student employability. These findings are consistent with prior studies suggesting that gamified learning environments can improve learner engagement and reduce anxiety in digital education contexts (Baah et al., 2024; Zhang & Hasim, 2023).

Feature / Benefit	Student Feedback	Educator Feedback	Notes / Impact
Relaxing practice environment	97%	-	Reduces anxiety, promotes focus
Ease of access	92%	-	Supports flexible learning across devices
Integrated reference materials	89%	-	Allows learners to revisit study materials anytime
Device compatibility (no download required)	95%	-	Addresses storage issues, improves accessibility
Real-time reporting function	-	87%	Enables monitoring, formative feedback, and streamlined assessment

Table 1. Pilot feedback on key features of Job Interview Dash: Train, Play, Get Hired!

4. CONCLUSION

Job Interview Dash: Train, Play, Get Hired! has proven highly effective, with students embracing its stress-free, accessible practice environment and rich reference materials, while educators praise its real-time reporting for efficient monitoring. By seamlessly blending gamified, scaffolded design with pedagogical theory, the tool empowers learners to build confidence, English proficiency, and real-world interview skills. Future work will expand to large-scale empirical testing to rigorously evaluate its effectiveness, impact, and scalability across diverse learner populations.

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QVATY: QUICK VISUALIZATION OF ACCOUNTING THEORY

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ABSTRACT

QVATY (Quick Visualization of Accounting Theory) is a compact, visual learning tool designed to simplify and enhance the learning of Accounting Theory. Traditional materials are often dense, complex, and intimidating, especially for students lacking practical experience. QVATY addresses these challenges through an engaging format that includes graphical summaries, simple case studies, and guided discussions. Its lightweight, portable design and colorful indexed layout allow for quick access to key concepts, making it ideal for everyday use. Affordable and accessible, QVATY has strong potential as a global supplemental resource for accounting students. With commercialization plans underway, including a forthcoming e-book version, and a pending copyright application, QVATY is well-positioned to make a meaningful impact on accounting education worldwide.

Keywords: visual learning, graphical summaries, simple case studies, guided discussions, e-book version

1. INTRODUCTION

It is commonly accepted that one of the most conceptually challenging subjects in accounting education is accounting theory (Velasco, 2019). Accounting theory, in contrast to practical courses that focus on computations and processes, challenges students to wrestle with abstract frameworks, intellectual underpinnings, and the philosophical justification for accounting techniques. Many undergraduate students may find theoretical subject is difficult, particularly those who lack prior experience in professional practice or practical accounting. Long theoretical sections, a lot of academic jargons, and little interaction usually deter students from participating and restrict their understanding of the subject.

The challenges faced by accounting students are not a new issue. The majority of previous studies in accounting education have focused on traditional teaching approaches that rely solely on lecture delivery and textbook reading. This will result in students being overloaded with cognitive load, reducing opportunities for critical thinking, and creating difficulties in bridging the gap between theory and real-world application (Sithole et al., 2021). In the context of accounting education in Malaysia, the main concern is specifically how students develop the two types of skills needed in future accounting practice, namely cognitive and professional skills (Norwani et al., 2014). These findings emphasize the need for innovative teaching strategies to support accounting students in mastering the theoretical foundations of the subject.

QVATY (Quick Visualization of Accounting Theory) was developed by researchers in an effort to overcome the pedagogical gap in teaching accounting theory. This technique emphasizes visual learning that is full of information and mobile by focusing on the two most important aspects, namely clarity and accessibility. Through graphic summaries, case studies and discussion guides used by researchers, QVATY has made learning accounting theory easier for students to understand compared to overly complicated

information content. In addition, QVATY is very suitable for practice in students' self-study as well as in the classroom because its design is indexed and colored for easy understanding by students. QVATY's strategy of global distribution and affordable pricing is intended to make it accessible to audiences beyond the academic community. Copyright applications have been submitted and are still in process. In addition, a new production method, namely an e-book version, has been introduced. QVATY is expected to serve as an innovative teaching tool and holds potential for further development for accounting students in the future.

2. METHODS

A mixed-methods approach can be used to evaluate QVATY's (Quick Visualization of Accounting Theory) effectiveness. Quantitative data can be acquired using pre- and post-tests to assess improvements in students' learning, retention, and application of accounting theory after using QVATY versus traditional materials. Surveys can also be used to obtain student perceptions in terms of three aspects namely an effectiveness, engagement, and motivation. To complement these findings, qualitative information can be obtained through focus group discussions or semi-structured interviews, which will provide a deeper understanding of the student learning experience. This combined approach ensures measurable outcomes and detailed feedback, thus providing a comprehensive assessment of the impact of QVATY education.

3. RESULTS AND DISCUSSION

It is anticipated that the pre- and post-test comparison will show higher learning gains among students exposed to QVATY compared to those using traditional materials. Survey results are expected to reveal positive perceptions in three areas: (i) effectiveness in understanding accounting theory, (ii) higher engagement in the learning process, and (iii) increased motivation to study.

Qualitative findings from focus groups and interviews are expected to highlight themes such as improved visualization of complex concepts, enhanced confidence in applying theory, and appreciation for the interactive features of QVATY. At the same time, some limitations may be noted, such as preferences for traditional notes among certain learners.

4. CONCLUSION

The learning of accounting theory subjects by students through QVATY is expected to be the most important source of information in this study. Through the combination of the three most important aspects of QVATY, namely visual learning, case studies, and guided discussions, it is hoped that the cognitive load can be reduced and the understanding and application of complex theories can be improved over time. This is because QVATY has a lightweight, inexpensive, and portable design, which further increases accessibility and is suitable for practice in learning aspects. QVATY also functions as a new and modern teaching tool to ensure that accounting students apply accounting theory in real-world scenarios. However, it needs to be used in conjunction with lectures and additional training materials to ensure that students gain a deeper understanding and not just basic knowledge. To determine the long-term impact of QVATY on learning and skill development, future studies need to test it with larger groups of students, in different cultural and institutional contexts, and over a longer period of time.

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COLOUR-CODED OVERHEAD COST LEARNING SYSTEM (CCOCLS)

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ABSTRACT

*Overhead cost accounting is one of the most challenging topics in cost and management accounting education, as students often struggle to distinguish between indirect materials, indirect labour, utilities, depreciation, and other cost elements. This confusion frequently results in reduced comprehension and poorer academic performance. To address this issue, the **Colour-Coded Overhead Cost Learning System (CCOCLS)** was introduced as an innovative educational tool that integrates visual learning strategies with accounting principles. The system applies specific colour codes to different categories of overhead costs and incorporates these codes into lecture notes, worksheets, flashcards, templates, and interactive allocation boards, available in both physical and digital formats. Utilising tools such as Microsoft PowerPoint, Excel, Padlet, and Miro, CCOCLS provides students with an engaging, interactive, and visually guided learning experience. Classroom implementation demonstrated that students gained improved clarity in classification, greater accuracy in solving allocation and apportionment problems, and enhanced memory retention compared with traditional teaching methods. The novelty of this innovation lies in applying colour psychology to simplify abstract and numerical accounting concepts, making them accessible to diverse learning styles. Beyond educational benefits, CCOCLS shows strong commercial potential through the development of study kits, digital templates, and training workshops for educators, while also fulfilling a social responsibility by supporting inclusive and quality education in line with Sustainable Development Goal 4. Affordable access to learning kits ensures that students from various backgrounds can benefit from the system, thereby widening its impact. In conclusion, CCOCLS represents a scalable, practical, and socially responsible innovation that enhances the teaching and learning of overhead cost accounting while opening opportunities for commercialisation and academic advancement.*

Keywords: *Colour-coded learning; Overhead cost accounting; Interactive education tools; Accounting innovation; Student engagement.*

1. INTRODUCTION

Overhead cost accounting is widely recognised as one of the most conceptually challenging topics in cost and management accounting education. Students frequently struggle to differentiate among indirect materials, indirect labour, depreciation, utilities, and other overhead components, which often results in misclassification and poor performance in overhead allocation and apportionment exercises. This challenge

is further amplified by the growing significance of overhead costs in contemporary organizations, where inaccurate allocation can lead to distorted decision-making (Terzioglu, 2012). Previous studies indicate that employing visual and interactive learning tools can improve understanding and reduce cognitive burdens in accounting education (Sithole, Datt, de Lange, & Tharapos, 2021). Building on these insights, the Colour-Coded Overhead Cost Learning System (CCOCLS) was designed to incorporate principles of colour psychology into accounting pedagogy. By using color-coded notes, worksheets, flashcards, and allocation boards, CCOCLS aims to simplify complex overhead cost concepts and facilitate more effective learning.

2. METHODS

A quasi-experimental design was employed that involved two groups of students: one group received instruction through conventional lecture methods, while the other group was educated using the Colour-Coded Overhead Cost Learning System (CCOCLS). This system employed specific colour codes that were assigned to various categories of overhead costs, which were integrated into both physical materials (such as lecture notes, flashcards, and allocation boards) and digital resources (including PowerPoint presentations, Excel spreadsheets, Padlet, and Miro boards). To evaluate learning outcomes, pre-tests and post-tests were conducted, focusing on three primary areas: (1) the capability to accurately categorize overhead cost elements, (2) skill in resolving allocation and apportionment issues, and (3) retention of knowledge after a two-week period. Furthermore, surveys were administered to collect students' perceptions regarding the clarity, confidence, and engagement with the learning materials.

3. RESULTS AND DISCUSSION

The group utilising the Colour-Coded Overhead Cost Learning System (CCOCLS) exhibited significantly improved outcomes compared to the traditional lecture group across all assessed metrics. Their ability to accurately categorise overhead cost components saw a notable enhancement; errors in allocation and apportionment tasks were diminished, and knowledge retention after a fortnight was notably higher. Furthermore, these students reported increased confidence and elevated levels of engagement with the subject matter. These results are consistent with Terzioglu's (2012) assertion that persistent challenges in both accounting education and practice arise from cost misclassification and erratic allocation. By consistently employing visual colour indicators, CCOCLS alleviated confusion and assisted students in accurately tracing cost elements. In a similar manner, Sithole and associates (2021) underscore the significance of visual aids in improving the understanding of intricate accounting concepts, thereby validating the efficacy of CCOCLS's methodology. The observed retention improvements also support Mayer's (2009) multimedia learning theory, which posits that the integration of textual information with visual cues such as colour enhances memory retention and recall. Collectively, these findings suggest that the use of colour-coded visual strategies constitutes a valuable and effective teaching approach for mastering complex subjects like overhead cost accounting.

4. CONCLUSION

The Colour-Coded Overhead Cost Learning System (CCOCLS) is a method aimed at enhancing students' abilities to classify, allocate, and memorise overhead costs in accounting. By merging colour cues with traditional accounting instructional techniques, it addresses common learning challenges, improves student outcomes, and shows potential for expansion into commercial educational materials and digital platforms.

Moreover, in addition to its educational benefits, CCOCLS fosters inclusive and high-quality education aligned with Sustainable Development Goal 4 (SDG 4), facilitating broader access to innovative educational resources. This method employs colour-coded visual aids to clarify intricate accounting concepts, thereby enhancing comprehension and retention for students.

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LEVELLING UP LEARNING: ENHANCING DIPLOMATIC CPD THROUGH GAMIFICATION APPROACHES

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ABSTRACT

This study examines the impacts of Continuous Professional Development (CPD) training on diplomats, emphasising its influence on trainees' engagement, performance and participation for both trainers and trainees. The research, which includes interviews, indicates that although conventional CPD techniques successfully impart crucial knowledge and skills, they frequently lack the interaction components necessary for maintaining long-term engagement and motivation. Gamification, utilising game design elements like point and scoring systems, leaderboards and interactive challenges, was introduced to bridge this gap. This study corroborates previous research indicating that gamification enhances motivation, active participation and knowledge retention (Noe, 2017; Blume et al., 2010) by demonstrating substantial improvements in learner engagement, favourable trainee feedback and elevated post training assessment scores in gamified sessions. The findings indicate that gamification might effectively enhance CPD outcomes by transforming learning to be more exciting and relevant. This study examines an approach for incorporating gamification into a CPD programme, suggesting a framework that harmonises technological advancement with fundamental training goals to enhance continuous skill development. These findings enhance the broader discussion on the modernisation of professional education, providing practical ideas to improve the efficiency of training and enhance the efficacy of trainees in their job responsibilities.

Keywords: Continuous Professional Development (CPD) gamification; interactive learning; learner engagement; professional training

1. INTRODUCTION

In today's fast changing diplomatic landscape, diplomats must be flexible, skilled, and able to learn continuously. Continuous Professional Development (CPD) programmes are essential in helping diplomats gain the knowledge and abilities needed to handle complex global situations. Traditionally, CPD in diplomacy focuses on lectures and structured modules to deliver content. However, these traditional methods often fail to keep learners engaged or help them remember what they learn in the long term (Chatterjee & Das, 2021). Recent studies suggest that professional training should move towards more interactive and learner focused approaches that reflect the needs of a new generation of trainees (Schroeder et al., 2022; Nguyen et al., 2023). Gamification, which means using game like features such as points, rewards, and challenges in non-game settings, is now seen as a useful method for improving training. When used properly in training programmes, gamification can boost motivation, make learning more enjoyable, and improve outcomes (Hamari & Tuunanen, 2021; Yang et al., 2022). This is especially important for adult learners in high pressure jobs like diplomacy, where learning from experience and reflection is very important.

This study explores how gamification can be added to CPD training for diplomats. It looks at how game-based features affect trainees' engagement, participation, and performance. The findings are based on interviews and feedback collected after training sessions. This study adds to current discussions on how to modernise professional education. It also proposes a practical framework for using gamification in CPD that aligns with training goals while taking advantage of new technologies.

2. METHOD

A narrative review methodology suggested by Green et al. (2006), Gregory et al. (2018) and Sukhera (2022b) was used to address the research questions for this review. A narrative review, also referred to as a non-systematic review at times, is a condensed examination of related or accessible literature on a particular subject of interest (Gregory et al., 2018). Sukhera (2022b) recommended that authors adhere to five key elements when conducting a rigorous and critical narrative review: formulating the research question, clarifying relevant terms, selecting databases, establishing inclusion and exclusion criteria, reflecting on biases and themes, and conducting a thorough analysis and interpretation of the literature.

3. FINDINGS AND DISCUSSION

3.1. Navigating Barriers in Diplomatic Training

Adult learning plays a vital role in supporting both professional growth and lifelong learning. In the context of diplomatic training, adult learners such as mid-career or senior diplomats often face unique challenges that can hinder their participation, engagement, and performance in Continuous Professional Development (CPD) programmes. According to Knowles' theory of andragogy, adult learners are typically self-directed, bring prior experiences to learning, and are motivated by practical, real-world relevance (Knowles, Holton, & Swanson, 2014). However, despite these strengths, diplomats may still experience several barriers that limit the effectiveness of their training experiences.

Language proficiency remains a significant obstacle, especially for diplomats participating in training delivered in a second language. For example, those from non-English speaking countries may struggle with technical diplomatic language or legal terminology, leading to limited understanding and superficial engagement with course content (Merriam & Bierema, 2014). Cultural differences in learning expectations, such as the value placed on open dialogue, group work, or hierarchical classroom dynamics, can further complicate learning for diplomats from diverse backgrounds (Bron & Jarvis, 2002). Time constraints also pose a critical barrier. Diplomatic roles involve tight schedules, travel, and unpredictable workloads, making it difficult to commit to time bound training sessions. These challenges often limit participation and opportunities for reflection, especially in modules such as grooming and social etiquette, which are typically experiential, protocol sensitive, and context driven. For many diplomats, particularly those early in their careers or from different cultural norms, mastering grooming standards and social etiquette in cross cultural settings is essential for building credibility, projecting confidence, and aligning with international diplomatic protocol. Yet, these "soft skills" are often overlooked or underdeveloped due to time limitations or discomfort with traditional classroom delivery methods.

In this context, gamification offers a promising solution to mitigate these barriers, including in etiquette and grooming training. Interactive simulations, scenario based learning, and role-playing games can help diplomats practise appropriate dress codes, protocol behaviour, and cultural etiquette in a safe, flexible environment. By using gamified modules to simulate diplomatic receptions, negotiation settings,

or formal events, trainees can learn and internalise expected behaviours through repetition, feedback, and peer competition without the pressure of a real-world audience. Gamified features such as badges for protocol accuracy, progress tracking on grooming modules, or time sensitive challenges simulating formal event preparation, can enhance engagement while reinforcing proper conduct. Moreover, gamification aligns well with andragogical principles by supporting self-paced learning, providing instant feedback, and encouraging autonomy, all of which help overcome language or cultural discomfort when addressing sensitive topics like personal grooming and social decorum (Yang et al., 2022; Hamari & Tuunanen, 2021). By addressing these challenges with an innovative and learner centred approach, gamified CPD programmes can better prepare diplomats to project professionalism and cultural competence in diverse international contexts.

3.2. Breaking Down Barriers in Diplomatic Training

Building upon the challenges outlined earlier, breaking down barriers in diplomatic training requires intentional, innovative strategies that address not only logistical and linguistic obstacles but also the subtle complexities of grooming, protocol, and social etiquette. These elements are foundational to diplomacy, where appearance, conduct, and cultural fluency directly impact relationship building, negotiation, and international credibility (Neumann, 2016).

Gamification, as previously discussed, provides a powerful tool to dismantle such barriers by making training more interactive, self-directed, and responsive to the realities of diplomatic life. For example, diplomats struggling with time constraints can benefit from gamified modules that allow asynchronous learning enabling them to complete etiquette or grooming related tasks at their own pace. Simulations of formal dinners, international protocol scenarios, or dress code challenges can reinforce expectations in an engaging, low risk environment, while also allowing trainees to receive instant feedback and repeat tasks to improve mastery (Hamari & Tuunanen, 2021).

Importantly, this approach respects the diversity of learners' backgrounds. Diplomats from various cultures may have different understandings of what is considered appropriate grooming or social behaviour. Through gamification, training can include branching scenarios or culturally adaptive etiquette simulations, helping learners navigate cross cultural situations with greater awareness and confidence (Yang et al., 2022). This supports a more inclusive and equitable learning environment, where trainees can build critical soft skills without fear of embarrassment or judgment addressing emotional barriers often present in traditional training methods (Merriam & Bierema, 2014). Moreover, gamified diplomatic training supports Knowles' andragogical model by appealing to adult learners' need for relevance, autonomy, and problem solving. By embedding professional standards into realistic, goal-oriented challenges, gamification helps diplomats translate abstract protocol concepts into practical skills, enhancing both cognitive understanding and behavioural readiness (Knowles, Holton & Swanson, 2014).

In essence, breaking down barriers means not just recognising the limitations adult learners face, but actively redesigning CPD programmes in ways that are inclusive, flexible, and culturally intelligent. Gamification emerges as a promising pedagogical bridge blending technology, adult learning principles, and diplomacy specific content to equip diplomats with both hard and soft skills necessary for global engagement.

4. CONCLUSION

As the demands of modern diplomacy continue to evolve, so too must the approaches to Continuous Professional Development (CPD). Diplomatic training is often challenged by barriers such as language limitations, time constraints, and cultural differences all of which can undermine engagement and learning effectiveness. These challenges are particularly pronounced in soft skill areas like grooming and social

etiquette, which are essential yet often underemphasised in traditional CPD delivery.

This paper highlights gamification as a strategic solution to break down these barriers. By embedding game like features into training such as scenario-based learning, real time feedback, and flexible progression CPD can become more accessible, inclusive, and aligned with adult learning principles. Gamified modules not only accommodate the busy schedules and diverse backgrounds of diplomats but also foster deeper engagement with culturally sensitive content such as protocol, decorum, and personal presentation.

Ultimately, integrating gamification into diplomatic training frameworks represents a shift towards more responsive, learner centred models of professional development. It offers a meaningful pathway to enhance both the competence and confidence of diplomats, ensuring they are better prepared for the nuanced demands of global representation.

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WURD WARZ: A GAMIFIED CARD GAME APPROACH TO ENHANCING VOCABULARY LEARNING AMONG ESL LEARNERS

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ABSTRACT

The foundation of proper language building lies in students' mastery of vocabularies. However, due to the teacher's extensive administrative responsibilities as well as the lack of a Malaysian curriculum-based vocabulary games they are often forced to resort to traditional vocabulary teaching methods such as word lists and rote memorization. As much as these methods have historically played a role in vocabulary acquisition, they are becoming increasingly inadequate in promoting meaningful vocabulary acquisition and retention amongst students. Wurd Warz attempts to address this gap by introducing the element of gamification through a synonym-based vocabulary card game which targets commonly used words by students and introduces a higher-level synonym to them through a fun and meaningful game. This game leverages interactive and competitive learning among peers. Students compete by drawing a 'core card' with frequently used words and then putting forth their 'bomb cards' containing more complex synonyms. These bomb cards are categorized into three tiers based on lexical complexity. The game is made more exciting with the addition of extra components such as 'challenge cards' and 'disruptor cards' which enhances strategic thinking amongst students. The key strength of Wurd Warz lies in its adaptability and commercial value. Through expansion packs which cater to all forms and proficiency levels this game has the ability to cater to a wider audience. This modular structure is what allows for a more targeted approach when teaching vocabulary in ESL classrooms.

Keywords: Vocabulary acquisition; Gamification; Lexical complexity; Strategic thinking; ESL classrooms

1. INTRODUCTION

Vocabulary acquisition plays an important role in facilitating students second language learning. It influences learners' ability to comprehend, express, and engage with the target language effectively. In the Malaysian ESL context, vocabulary instruction often remains reliant on conventional approaches such as rote memorization, word lists, and dictionary exercises. Although these methods have shown some results, it primarily only encourages the building of surface-level vocabulary knowledge and often fail to encourage deeper lexical understanding and long-term retention.

In response to this challenge, gamification has been one of the teaching methods that has gained popularity in recent years. This strategy integrates play, competition, and interactivity into the learning process. Students are more likely to engage actively in vocabulary practices when teachers leverage the motivational elements of game. Wurd Warz, a synonym-based card game, was developed to address the gap in curriculum-aligned, gamified vocabulary learning tools in Malaysia. Designed around frequently used student vocabulary, the game introduces higher-level synonyms through strategic gameplay. This

study aims to investigate the effectiveness of Wurd Warz in improving ESL students' vocabulary knowledge and their perceptions towards gamified vocabulary learning.

2. METHODS

2.1 Sampling Selection

The study used purposive sampling to target secondary school students learning English as a second language. A total of 30 participants were selected from a secondary school in Kluang, Johor. These students represented mixed proficiency levels. The participants were chosen to reflect a realistic classroom setting, ensuring that findings can be generalized to the wider population of Malaysian ESL learners.

2.2 Data Collection

Students were given a vocabulary test before and after playing Wurd Warz to measure changes in vocabulary knowledge. The test items were constructed based on the targeted core and synonym words featured in the game. This provided an objective measure of vocabulary acquisition. Participants also completed a survey consisting of Likert-scale items after the gameplay sessions. The survey captured students' perceptions of engagement, motivation, and the perceived usefulness of Wurd Warz in their learning.

2.3 Data Analysis

The pre- and post-test scores were analysed using paired-sample statistical comparisons to measure significant improvements in students' vocabulary knowledge after gameplay. Mean scores and standard deviations were calculated to assess the extent of improvement. Survey data from the Likert-scale items were analysed descriptively to identify patterns in engagement and motivation.

3. RESULTS AND DISCUSSION

3.1. Pre- and Post-Test Performance

Analysis of students' vocabulary test scores demonstrated a notable improvement after engaging with Wurd Warz. The mean pre-test score was 18.4/30 (61.3%), while the mean post-test score rose to 23.1/30 (77.0%), reflecting an average gain of 4.7 points. Paired-sample comparisons indicated that this improvement was statistically significant, suggesting that the game contributed meaningfully to vocabulary growth. Importantly, all students showed some degree of progress, with the majority achieving a gain of between 3 to 6 points. This indicates that the intervention benefited learners across varying proficiency levels, aligning with the adaptable nature of the game design.



Figure 1. Mean Vocabulary Test Scores Before and After Playing Wurd Warz

Survey responses supported the test results by providing insights into learners' perceptions of the game. Students rated Wurd Warz positively across several dimensions: Engagement (M = 4.1/5), Motivation (M = 4.0/5), Enjoyment (M = 4.2/5), and Perceived Vocabulary Gain (M = 4.1/5). The relatively high mean scores indicate that students not only found the game enjoyable but also perceived it as effective for vocabulary learning. Furthermore, ratings for Ease of Use (M = 3.9/5) suggest that the mechanics of the game were accessible, while the strong Willingness to Reuse (M = 4.2/5) highlights the potential for sustained classroom integration.

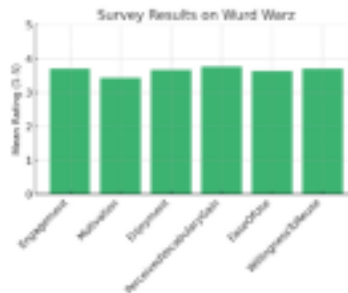


Figure 1. Mean Student Perceptions of Wurd Warz Across Six Survey Dimensions

4. CONCLUSION

Wurd Warz significantly improved students' vocabulary mastery, with notable gains in test performance and highly positive learner perceptions of engagement and motivation. The game's adaptable design highlights its potential for integration across varying proficiency levels and classroom contexts. Future work will focus on expanding content through thematic packs and testing its long-term impact on vocabulary retention.

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“YOU ATE WHAT?” A PRONUNCIATION GUIDE WITH LINGOEATS

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ABSTRACT

LingoEats is a mobile app designed to assist users in pronouncing food names accurately, mainly dishes and food from distinct countries including Sabah, Sarawak, Korea and Japan. Acknowledging the struggles non-native speakers face, this app features audios, International Phonetic Alphabet (IPA), images, dish descriptions and authentic recipes to help facilitate proper pronunciations while providing the opportunity to explore and preserve cultural diversity. Rather than navigating multiple websites manually, LingoEats offers an efficient solution by combining all the necessary information in one platform. Unlike Google and other digital dictionaries, this mobile application requires just a few simple steps to access both accurate pronunciation and detailed information about the dishes. Having LingoEats as a handy tool helps users to boost self confidence in pronouncing unfamiliar dishes when ordering food or engaging with others. With the aid of easy recipes and straightforward instructions, LingoEats provide users the opportunity to explore new flavours of different cultures by preparing authentic traditional dishes themselves. This project was initially created when a survey ‘Signature Dishes from Across Malaysia’ was conducted, which revealed that Sabah (48.1%) and Sarawak (50%) recorded the highest unfamiliarity among locals. Given the global popularity of Korean and Japanese food, LingoEats also includes their traditional dishes and a special section focusing on regional spices, intending to attract international users and foster global collaborations. User feedback revealed that all the features included were both useful and practical. The feedback also proved that 100% of users reported full satisfaction and expressed a strong likelihood of recommending it to others. Therefore, it is indeed believed that this project is a meaningful contribution to society by preserving authentic dishes that are often overlooked by younger generations, as well as helping users to pronounce and remember the names of these dishes through a platform like LingoEats.

Keywords: App; Culture; Food; Pronunciation

1. INTRODUCTION

Strong pronunciation skills are essential to avoid misunderstandings. In a situation where the listener needs to guess the sounds the talker is trying to produce, this would undoubtedly complicate their ability to fully understand the message conveyed (Sebane, 2019). LingoEats helps users pronounce accurate local and international food names, boosting confidence and reducing misunderstandings. Szyszka (2011) mentioned that language learners often experience anxiety when interacting, especially with a native speaker, due to the fear of being corrected and embarrassment of any pronunciation errors. While these challenges are completely normal, LingoEats can play a vital role in guiding learners to improve their pronunciation. LingoEats will not just be effective for food lovers, but travellers, food content creators, bloggers, and restaurant management by gaining in-depth understanding of the food. Since they often engage with the public, proper pronunciation is crucial as it ensures the accurate dissemination of food names. This is because, in an age where globalisation is swiftly replacing traditionality with modernity, many are losing

touch with their traditional culture and ethnic identity to the point where they lack the knowledge of it. One of the reasons for this issue is the lack of accessible mediums providing the necessary information. Therefore, LingoEats is here to help increase the visibility of traditional dishes, which are often unfamiliar to most people nowadays.

2. METHODS

The ongoing process of LingoEats followed a step-by-step approach.

2.1 Pre-Survey Form

A survey ‘Signature Dishes from Across Malaysia’ was created to obtain responses from Malaysians. This survey was answered by diverse age groups, gender, and states of origin. According to the survey, 55.6% of the respondents were unfamiliar with Sarawak’s dishes, while 48.1% reported were unfamiliar with the Sabahan dishes.

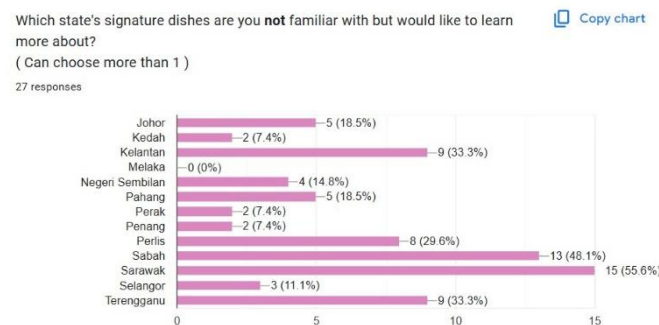


Figure 1. Respondents' Unfamiliarity with and Interest in Sabah and Sarawak Dishes

3. RESULTS AND DISCUSSION

After LingoEats was being tested by users, a feedback survey was made to gain insights from them.

Feedback Survey Form

The responses revealed that all the users felt the pronunciation audios enhanced their confidence in pronouncing food names and found the food descriptions and recipes to be informative. It is believed that this project was a success as 100% of users were fully satisfied with LingoEats and expressed a strong likelihood of recommending it to others.

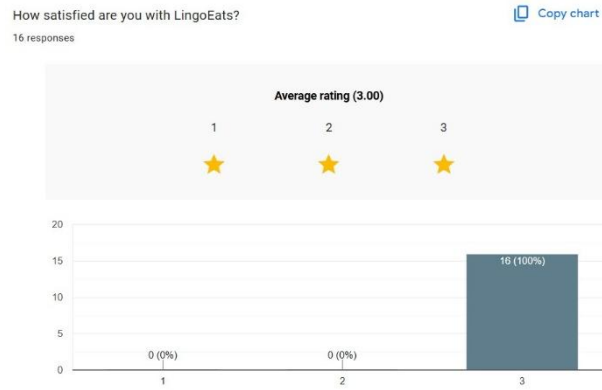


Figure 2. Respondents' Satisfaction with LingoEats

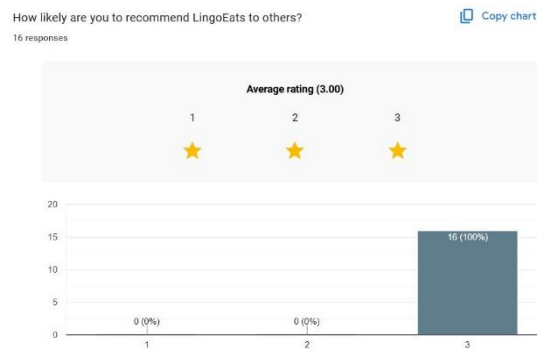


Figure 3. Respondents' Likelihood of Recommending LingoEats to Others

4. CONCLUSION

Pronunciation is crucial in daily communication, yet Malaysia lacks practical platforms in learning pronunciation of food names. Gilakjani and Ahmadi (2011) emphasised the importance of critical listening for learners to compare their pronunciation with the audio and identify the pronunciation issues that may create misunderstandings. Therefore, LingoEats addresses this gap, offering a valuable contribution to society, since it provides both helpful audios and valuable information regarding the dishes. Not only that, food is an important value to us and the preservation of cultural food thus the need to be able to pronounce food names accurately.

ACKNOWLEDGEMENT

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My sincere appreciation to the students of UiTM Alor Gajah for their input on the survey 'Signature Dishes from Across Malaysia', which significantly contributed to enhancing the objectives of this project.

I am equally grateful for my supportive friends for their valuable feedback on their experience using LingoEats. This project is the result of collaborative efforts, and I am deeply thankful for the support and contributions of the people around me.

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DISCORDED BUT CONNECTED: BOOSTING MUET SPEAKING WITH DISCORD

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ABSTRACT

This study explores how Discord, a real-time voice communication platform, can enhance speaking skills among Malaysian college students preparing for MUET. Rooted in the CEFR-aligned MUET speaking framework, the project aims to create a low-anxiety environment for students to practise and improve their spoken English. The method involved creating a dedicated Discord server named SpeakUp MUET, where students engaged in voice-based speaking tasks. Students were guided to participate in structured MUET-style prompts and discussions using Discord's voice channels, while moderators or designated bots facilitated and encouraged peer interaction. Pre-session guides and speaking rubrics were shared in text channels to support preparation. Data collected via survey and rubric-based observations showed a noticeable increase in students' confidence, fluency, and participation. In terms of novelty, students reported that the informal, peer-supported atmosphere made them more comfortable initiating conversations in English. While the platform itself is not new, our structured approach, incorporating guided peer feedback and aligning activities with curriculum standards, adds significant educational value. The project strongly supports digital transformation efforts by successfully creating personalized and engaging speaking opportunities beyond the traditional classroom setting. This suggests that Discord is a valuable tool for developing spontaneous speaking skills in a relaxed, authentic setting, especially for students who may feel anxious in formal classrooms. The project's innovation lies in its application of a gaming-based communication platform for academic speaking practice, and it shows strong potential for expanding MUET speaking support beyond the classroom.

Keywords: MUET speaking skills; Discord; Peer feedback; CEFR alignment; Digital language learning

1. INTRODUCTION

Speaking is often the most anxiety-inducing MUET component for Malaysian ESL learners, who despite early exposure to English, struggle with fluency, confidence, and real-time communication. Traditional classrooms offer limited spontaneous interaction, and rigid test-like settings often heighten performance anxiety (Zulkflee, 2023). Although digital platforms like Zoom are widely used postpandemic, they tend to replicate classroom constraints (Kang, 2021). Discord, by contrast, provides a more relaxed, real-time voice environment that fosters informal peer communication (Sufi et al., 2024). This study introduces *SpeakUp MUET*, a Discord-based server simulating MUET-style speaking tasks in a low-anxiety, student-friendly space using CEFR-aligned prompts, rubrics, and peer feedback to support speaking development.

This qualitative study examined how Discord supports MUET speaking improvement through student experiences, participation, and observed progress. Using a MUET-aligned rubric, observers assessed fluency, coherence, vocabulary, and interaction during live voice-based sessions. Malaysian

college students who voluntarily joined were guided in using the server, where materials like prompts and rubrics were shared. Moderators and bots managed sessions, and students later completed Google Forms surveys on their experience. Data were collected through Discord, rubrics, and surveys to analyze performance and perceptions.

3. RESULTS AND DISCUSSION

3.1. Growth in Speaking Confidence and Fluency

To explore how Discord impacts students' confidence and fluency in English speaking, we used two methods: a survey and rubric-based observations. The survey, created using Google Forms, was completed by 25 college students and focused on their self-perception of speaking abilities and expectations of using Discord for MUET Speaking practice. The survey results indicated noticeable growth in both confidence and fluency. Most respondents had taken MUET and, while some reported minor struggles, nearly all expressed a strong desire to improve. All 25 students showed interest in practising MUET Speaking in a less formal, online environment like Discord. This suggests a positive attitude toward digital learning platforms that feel less intimidating than traditional classrooms. Common challenges identified included fluency, pronunciation, and nervousness, issues that many felt Discord could help address. Most students were also open to regular weekly sessions, showing potential for sustained engagement.

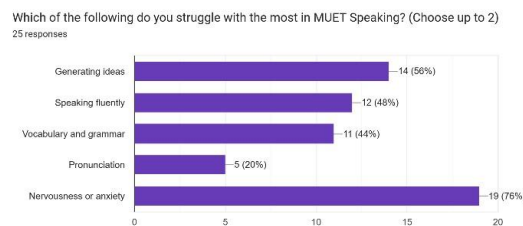


Figure 1. *Bar Chart Showing Students' Common Challenges in MUET Speaking*

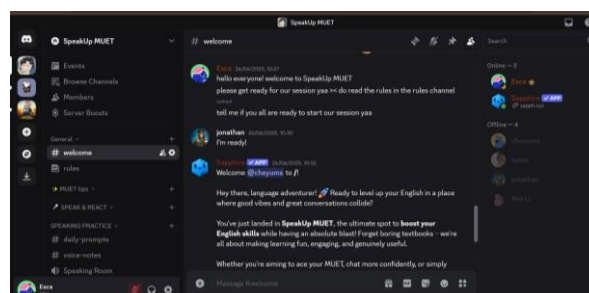


Figure 2. *Discord platform for facilitating MUET speaking practice*

To complement the survey, rubric-based observations were conducted during Discord sessions with four students, one facilitator, and one observer. Over time, students became more confident and engaged, with the informal, interactive setting encouraging participation. Improvements in fluency were also observed, including fewer pauses, better coherence, and longer, more structured responses. The use of voice channels supported spontaneous practice, helping students speak more naturally and comfortably.

Table 1. **Observation Rubric**

Criteria	Beginning	Developing	Proficient	Exemplary
1. Speaking Confidence & Participation	Rarely speaks; hesitant and quiet.	Speaks when prompted; shows some discomfort.	Speaks clearly with moderate confidence.	Initiates and sustains conversations confidently.
2. Fluency & Clarity	Speech is broken, with long pauses or unclear words.	Some hesitation; speech is occasionally disjointed.	Generally smooth speech with few pauses.	Natural, fluent, and well-structured speech.
3. Interaction with Peers	Avoids or struggles to respond to others.	Responds when addressed but doesn't initiate.	Engages in basic verbal exchanges.	Actively interacts, builds on others' ideas.

4. CONCLUSION

The integration of Discord as a platform for enhancing MUET speaking skills offers a novel solution to the challenges students face, including anxiety and a lack of engagement in traditional settings. By creating a more relaxed and interactive learning environment, Discord helps students gain confidence, improve fluency, and participate more actively. This innovative approach has the potential to transform language learning, making it more accessible, enjoyable, and effective, while providing valuable opportunities for practical application and peer feedback.

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DON'T BAMBOOZLE, USE BAAMBOOZLE: GAMIFYING ESL VOCABULARY LESSONS

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ABSTRACT

In most ESL classes especially in secondary schools, students sometimes cannot easily recall and actively use new words. Traditional methods of word listing, translation and rote may be ineffective and time-consuming and may not be successful in terms of long-term remembering or application. Active participation is increasingly needed to be able to counter this by means of interactive and learner-centred solutions that promote active participation. To make vocabulary learning more effective among ESL students, the study focuses on how to utilize Baamboozle, a digital platform based on games. The main objective of the project involves the enhancement of the retention and application of vocabulary by the students of English as a second language through the incorporation of Baamboozle, which can be described as an interactive and competitive instructional material. This study focuses on the inquiry of how secondary ESL students can advance their learning and improve vocabulary through the use of the online based gamified learning program Baamboozle. Due to the traditional passive forms of learning, a significant number of students fail to memorize and apply the novel terms. The aim of this innovation is to make the training of vocabulary more exciting and more active through the active use of Baamboozle as it provokes the active use of the target word and the enhancement of remembering it. The expected result is increased motivation among students, enhanced vocabulary retention, and increased confidence of language use. The methodology gives the teachers a moment of free assessment and interaction with students as well. Comprehensively, the innovation demonstrates how digital game-based tools can enhance and promote more efficacious learning of vocabularies in the ESL classrooms.

Keywords: Baamboozle; ESL secondary students; Vocabulary; Gamification; Retention

1. INTRODUCTION

Learning of vocabulary can be called a crucial constituent of second language acquisition since it directly influences communication and understanding abilities of learners. According to the information by Schmitt (2000), lexical knowledge is most important in communicative competence. Most of the students at the secondary level learning ESL are however unable to remember and use new words, particularly as they are taught through the conventional approaches of memorization and translation which is slow and unreliable. The moderator-learner strategies and variety of approaches are advocated due to recent research that supports active vocabulary learning (Richards & Rodgers, 2014). One of such approaches is to gamify learning, that is to incorporate elements of games into learning. Such tools as Baamboozle imply interactive, team games in order to provoke participation, motivation, collaboration, and retention of their vocabulary (Hung, 2017). The paper examines the effect of Baamboozle on secondary schools ESL vocabulary learning,

and determines whether it has the ability to improve retention, practice, confidence, fast forward assessment, and classroom interaction.

2. METHODS

This study employs the questionnaire-based methodology to collect the experience, difficulties, and the perceptions of students in their overall experience with an ESL vocabulary lesson playing the Baamboozle game. The purpose of the program was to determine the level of motivation, vocabulary acquisition, and the use of active language development against the traditional procedures due to the influence of the platform. Survey was conducted that contained both quantitative and qualitative data to assess communicant/ achievement/ vocabulary. The method can also enable the teachers to determine the feasibility of using the digital tools in dynamic ESL classrooms.

3. RESULTS AND DISCUSSION

3.1 Research Findings

The research has reviewed the success of Baamboozle in supporting vocabulary learning in 16 secondary ESL students aged between 10-16 years (Female-10, Male-6) in Form 1-5. Students would rank themselves between 1 (Beginners) and 5 (Experts): 6 scored themselves on the 3 (Advanced), 5 on the 4 (Proficient) and 5 on the 2 (Intermediate) rank.

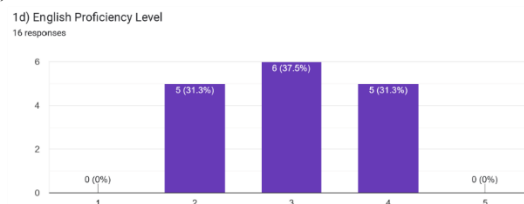


Figure 1. Bar chart displaying “English Proficiency Level” with "16 responses" indicated below the title.

Prior to the intervention, only a few students had some knowledge of Baamboozle and their confidence to use English vocabulary was low-average. Their intention was to increase in the areas such as everyday conversation, descriptive and academic words. The graph was quite common where word recall, context, speaking speed, and pronunciation were difficult. Although the strategies such as writing, reading, and peer practice applied by teachers were improving the self-confidence of many students, there were numerous students who were not confident enough.

Students responded positively after engaging with Baamboozle claiming it made them more motivated and provided an improved vocabulary recall. They liked the game participation aspects including team game play and score. The recommendations on how to improve it were: to match questions with learning objectives, use more higher-order thinking tasks and post-activity reflections. In general students regarded Baamboozle as an interesting and successful tool of learning vocabulary.

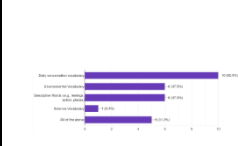
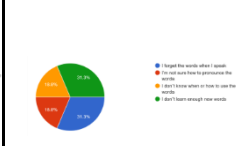
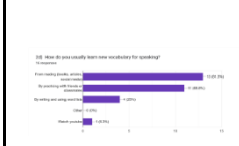
QUESTION	2a) How confident are you in your vocabulary skills before using Baamboozle?	2b) What type of vocabulary do you want to improve the most for speaking?	2c) What is your biggest challenge when trying to use new vocabulary in speaking?	2d) How do you usually learn new vocabulary for speaking?
RESPONSES				

Table 1. Responses from the BaamBoozle testers.

3.2 Discussion

The results indicate that Baamboozle can be useful in the development of vocabulary-learning among ESL classes, as it stimulates motivation and sets active involvement. It was interactive team-based design, which made the students feel confident and made language use go right, something that was marred by lack of self-esteem, word recall and lack of attentiveness among others when traditional method was used. There are however limitations associated with a small sample size, self-reporting and absence of a control group. In future, a more representative sample, involving a larger number and more diverse group is desirable, but also there should be pre- and post-tests so as to more accurately measure the level of improvement of vocabulary.

4. CONCLUSION

In conclusion, the most significant finding of this study is that employing Baamboozle in ESL vocabulary courses foster students' motivation, vocabulary retention and confidence in using English. Students who are previously having difficulty to recall and apply language demonstrated notable engagement and active participation in the gamified approach. Baamboozle's interactive and competitive features worked well to promote long-term retention and the usage of target words. These findings support the use of digital game-based technologies such as Baamboozle in secondary ESL courses to improve vocabulary retention and acquisition.

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GAME ON: LEARNING ENGLISH ANTONYMS AND SYNONYMS WITH TECH

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ABSTRACT

This paper will examine how a gamified learning tool, Quiz Whizzer, could be used to improve vocabulary learning, that is, learning antonyms and synonyms among the Form 2 secondary learners of ESL. The project is based on the principles of the Communicative Language Teaching (CLT) approach and will enhance participation on the part of students and memorization of the vocabulary via means of interactive digital learning. The procedure entailed a classroom intervention in which the students were trained to determine, identify and use antonyms and synonyms with the help of using QuizWhizzer quizzes and games. The data obtained through pre- and post-test and comments on the questionnaires about students demonstrated a significant improvement in scoring on the vocabulary tests and in the level of motivation among learners. This way implies that QuizWhizzer is useful as an addition to the process of vocabulary reinforcement that is entertaining and student oriented. The innovation of the project is that passive vocabulary exercises were changed into active word games and have the characteristics of the possibility of wider implementation in the ESL vocabulary education in the same kind of educational settings in Malaysia.

Keywords: Vocabulary; QuizWhizzer; ESL Learners; Synonyms; Antonyms

1. INTRODUCTION

Vocabulary enhancement, which in the context of ESL teaching is directly related to learning antonyms and learning synonyms, continues to be one of the major challenges in ESL education, which is regularly hampered by the mechanical grossness of the drilling exercises. Many teachers have resorted to gamified platforms (such as Quizizz and Kahoot!) to effect learning and retain information in learners through improvement of motivation and engagement in the classrooms of Malaysia. However, there is limited empirical evidence on the benefits of less-explored platforms such as QuizWhizzer in secondary school settings. So, this project uses a quasi-experimental intervention with pre- and post-tests and questionnaires to determine whether QuizWhizzer improves vocabulary retention and learner motivation.

One recent quasi-experimental study involving 42 pre-university students at Universiti Malaysia Sabah revealed that incorporating QuizWhizzer into vocabulary lessons yielded significant improvements with effect size of 1.223, showing a large effect size in post-test scores (Dohny & Soekarno, 2024). This finding aligns with broader evidence that gamification can positively impact learner engagement and vocabulary acquisition across various contexts, even as some studies caution about potential drawbacks like overemphasis on competition of superficial engagement.

2. METHODS

This project used an experimental research design to evaluate the effectiveness and user experience of an educational project developed by the researchers. 11 Form 2 students from SMK Selayang Bharu participated during a regular classroom lesson as part of their learning activities. Each student used the project for approximately 60 minutes, following the same tasks and instructions provided by the teacher. After completing the activity, the students gave feedback through a short questionnaire that included both likert-scale and open-ended questions. Their responses were analyzed using simple descriptive methods to assess satisfaction and identify common themes in their feedback.

3. THE PRODUCT: QUIZWHIZZER

QuizWhizzer is an interactive quiz-based platform designed to support specific learning objectives across a wide range of educational subjects. It enables educators to create engaging, game-like experiences that promote active learning and reinforce key concepts. Through customizable quizzes and real-time participation, learners can engage with content in a dynamic and enjoyable way. Figure 1 illustrates the process flow involved in the development and implementation of the QuizWhizzer learning activity.

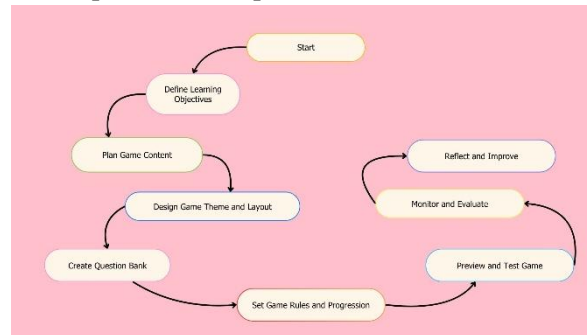


Figure 1: Process Flow for QuizWhizzer Quiz Development

4. RESULTS AND DISCUSSION

QUESTIONS	1	2	3	4	5
QuizWhizzer was easy for my group to use.			2 Votes	3 Votes	6 Votes
The game on QuizWhizzer was fun and engaging.			1 Vote	5 Votes	5 Votes
Quizwhizzer helped me practice vocabulary (synonyms and antonyms) effectively.		2 Votes	1 Vote	4 Votes	4 Votes
The instructions for the QuizWhizzer game were clear and to follow.			2 Votes	4 Votes	5 Votes
I would enjoy using QuizWhizzer again in future lessons.			1 Vote	4 Votes	6 Votes

Table 1: Likert-Scale Questions

The student feedback on QuizWhizzer was generally positive, indicating that the platform was well-received across several key areas. Most students found the game easy to use, with the majority rating it a 5 on the Likert scale. The game was also considered fun and engaging, with 10 out of 11 students rating it a 4 or 5. In terms of educational value, many students agreed that QuizWhizzer effectively helped them practice vocabulary, particularly synonyms and antonyms, though a few rated this aspect lower. The instructions were seen as clear and easy to follow by most participants. Finally, the majority of students expressed interest in using QuizWhizzer again in future lessons, suggesting that the tool is both enjoyable and beneficial for classroom learning.

In addition, the open-ended responses also provide further insights into students' perception of QuizWhizzer particularly in relation to the question, "*What did you like the most about using QuizWhizzer today ?*". Majority of students expressed their positive experiences that highlights the three main aspects which are educational value and engagement. Several students also highlight that QuizWhizzer helped them in learning a new vocabulary as reflected in responses such as "*I learned new words*" and "*can learn*". This indicates that QuizWhizzer helped in supporting the lesson objectives effectively. Many students also described the activity as fun and enjoyable by using phrases such as "*really fun and easy*" and "*enjoyable*" suggesting that the game format enhanced their motivation and engagement. In response to the second question, "*How could QuizWhizzer be improved to make learning even better?*", students provided a mix of suggestions and positive affirmations. Several students expressed satisfaction with QuizWhizzer stating that it was "*no need for improvement*", indicating that the overall contentment with the current features. However, a few students proposed enhancements to increase engagements and learning effectiveness. These responses suggest that while QuizWhizzer is getting well-received, incorporating more dynamic content and gamified elements could further enhance its educational impact and learner motivation.

5. CONCLUSION

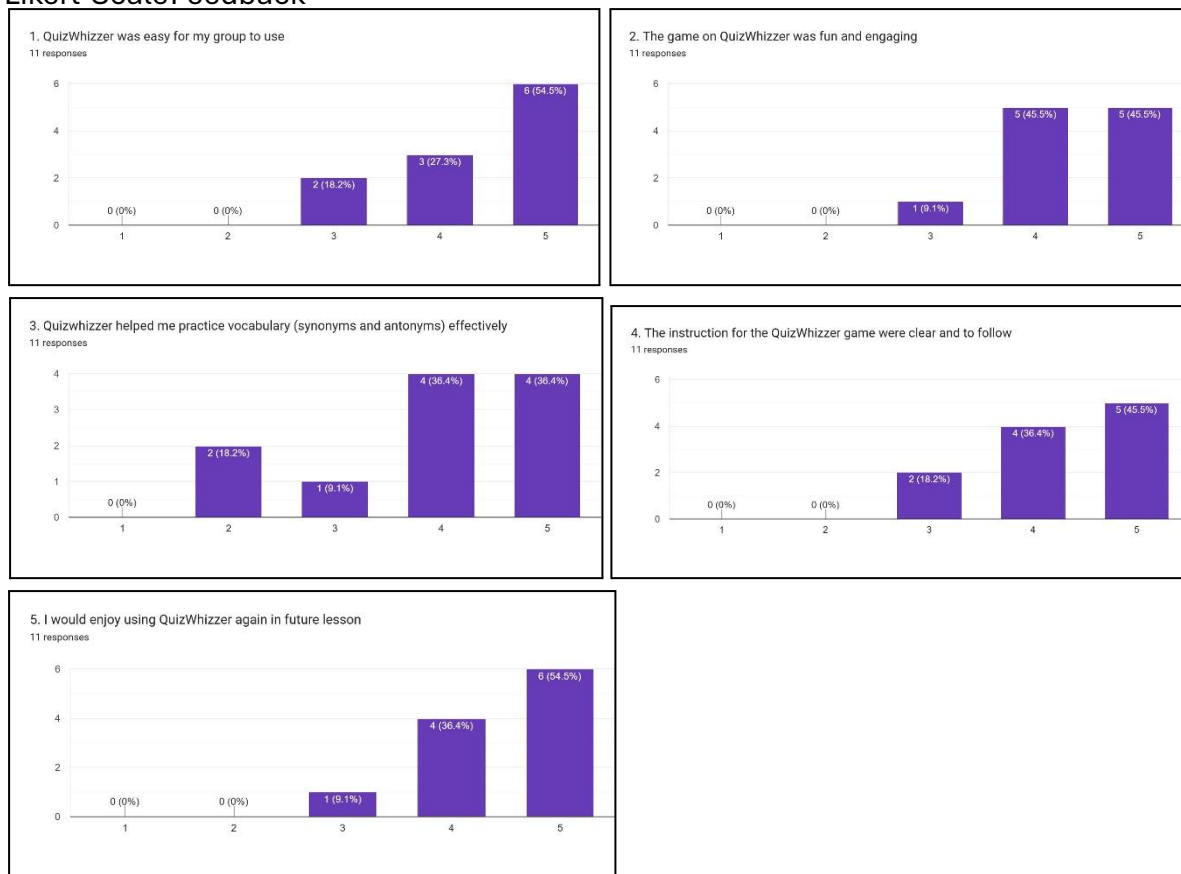
The integration of QuizWhizzer into ESL vocabulary instruction highlights its potential to significantly enhance learner engagement and retention, particularly in teaching of synonyms and antonyms. By shifting the traditional, often monotonous nature of vocabulary drills into a gamified, interactive experience, QuizWhizzer encouraged active participation and fostered a more positive learning environment. Student feedback indicated increased motivation, ease of use and a greater sense of enjoyment. Although the sample size was limited, the findings underscore the pedagogical value of incorporating lesser-known digital tools into the ESL classroom. This initiative offers valuable insight into how gamification, when thoughtfully implemented, can transform vocabulary instruction into a more dynamic, meaningful and learner-centered experience—paving the way for future innovation in language education.

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APPENDIX

Likert-Scale Feedback



Open-Ended Feedback

6. What did you like the most about using QuizWhizzer today?
11 responses

- I like to learn new vocabularies. I learn some opposite words.
- everything
- answering the question that has colour
- i learned new words
- can learn
- enjoyable
- its easy to use
- i like it because its so easy to use it and doesnt lag
- it's really fun and easy

7. How could QuizWhizzer can be improved to make learning even better?
11 responses

-
- Make more interesting quiz for students. It will be enjoyable for students.
- its already perfect as it is, but if something were to improve ill think about it
- make it more challenging
- yeah
- can be learned new thing
- put some fun song in it
- its already good , theres no need for improvement

READ SMART, READ SIMPLE: INNOVATION IN TERTIARY READING THROUGH NEWS IN LEVEL

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ABSTRACT

In an academic world filled with complex texts, how do we build reading confidence in low-proficiency university students? Our project tackles this directly by using real-world news as a powerful learning tool. We used the News in Levels platform to select and adapt simplified news articles specifically for MUET Band 3–3.5 learners. Our innovative method is highly interactive, student-driven, and technology-empowered. Student autonomy was key. Learners chose articles based on their interests, increasing their ownership and motivation. The reading journey had three engaging stages: Pre-reading activities, using Google Forms, made vocabulary fun. While-reading sessions paired students to analyse and summarise Level 1 and 2 news. Post-reading tasks allowed creative expression via Canva visuals and reflective Google Forms. This mix of autonomy, collaboration, and creativity did not just boost comprehension; it reignited a love for reading. These digital tools made learning more interactive and accessible. Students reported feeling more engaged and confident, finding English reading much more manageable. By adding reflections and gamified vocabulary quizzes, we aim for measurable improvements in vocabulary retention, paving the way for stronger reading confidence. This project contributes to Digital Transformation by integrating free digital tools for personalized, learner-centered instruction. The approach is low-cost, flexible, and adaptable for independent or classroom activities, aligning with CEFR and KSSM standards. Future plans include applying this strategy to larger groups, experimenting with more article types, and developing a reusable resource bank for teachers. The success of this innovation will show that meaningful digital integration can help struggling learners achieve better reading outcomes.

Keywords: Reading Confidence; Low-Proficiency Students; Simplified News; Digital Integration; Learner-Centred

1. INTRODUCTION

Reading is one of the four main language skills we need to master, alongside speaking, writing, and listening skills. It plays a crucial role in acquiring knowledge, interpreting information, and developing critical thinking. Despite its importance, reading is one of the many skills that has always presented numerous challenges to people due to its cognitive demands, such as understanding the context, identifying key ideas and analysing supporting details (Dietrich, 1969). Alarming, even adults often struggle with reading proficiency due to the lack of practice. In today's digital world, innovations are changing how we learn things in our lives. One notable advancement is the emergence of digital tools and applications designed to support language learning. Digital tools such as News in Level are one of the useful tools to help students learn the English language. This tool is a big help for the students who seem to encounter difficulty in enhancing their reading skills, as they can always refer to this tool anytime, anywhere and at their own pace

simply by using their smartphone. With consistent use, digital resources like News in Levels can make reading not just manageable but also enjoyable and rewarding for the users.

2. METHODS

2.1 Questionnaire

The Google Forms questionnaire was used to gather student feedback on the News in Levels app. It began with demographic details and a vocabulary quiz to assess baseline proficiency. Students then explored the app and answered questions on its functionality and relevance. The final section included Likert-scale items to measure satisfaction, interest, and future use. This mixed-method approach encouraged reflection and supported language learning, as seen in Ivanov et al. (2018).

2.2 Interview

The second instrument was a group interview conducted via Google Meet during the use of the News in Levels tool. Participants were first briefed on how to use the tool's level feature, then completed a questionnaire while being observed. After reading the news articles, they shared their experiences and how the tool influenced their reading comprehension, providing qualitative insights (Fontana & Frey, 2000).

3. RESULTS AND DISCUSSION

3.1 Research Findings

Five MUET Band 3–3.5 students explored the News in Levels platform and rated their experience. As shown in Figure 1, they found the site easy to use (avg. 4.6/5) and appreciated the level-based article selection (avg. 4.0/5). Article topics were rated as interesting (4.4/5), and all students said they would use the site again (4.6/5). These results suggest the platform offers a low-pressure, accessible reading experience for lower-proficiency learners. Features like level choices and relatable topics gave students a sense of control and boosted motivation.

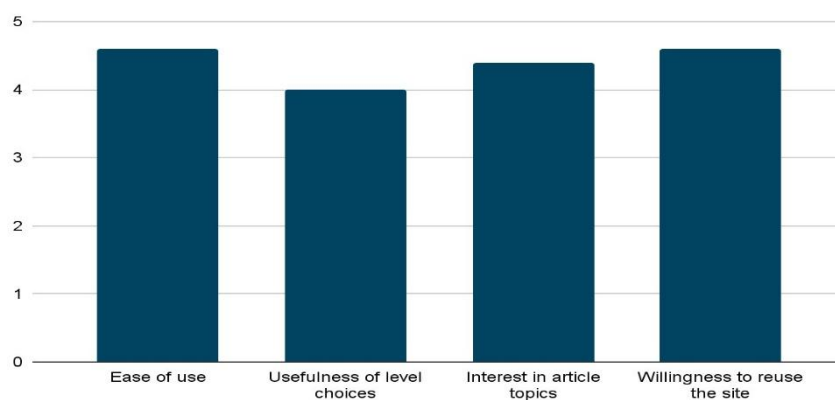


Figure 1. First-Time Impressions of News in Levels Website

After completing their reading tasks, students reflected on their strategies and learning outcomes (see Figure 2). Articles were rated as easy to understand (avg. 4.4/5). Four out of five students reported learning new

words. Most used strategies like looking up unfamiliar vocabulary (4 students), guessing meaning from context (3), and using the built-in audio (2).

These responses indicate active reading and engagement. The platform's bolded vocabulary, simplified texts, and multimedia aids supported students in understanding the articles independently. Emotional responses such as "happy," "worried," and "sad" show that learners were also personally invested in the reading experience.

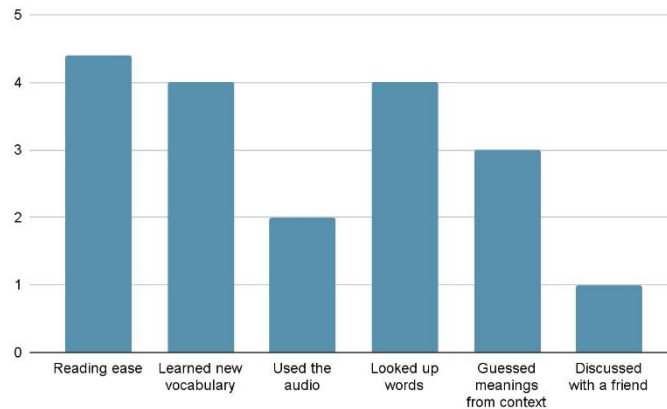


Figure 2. Post-Reading Reflection and Strategies Used

3.2 Discussion

The findings suggest that News in Levels can support vocabulary growth, confidence, and reading strategy use among low-proficiency university students. Students interacted meaningfully with real-world texts and used a variety of tools to aid comprehension. While the sample size was small, the consistent positive responses highlight the platform's potential for wider application in classroom or independent learning settings.

4. CONCLUSION

This approach to larger cohorts and developing a reusable digital resource bank for educators. This study highlights the effectiveness of the *News in Levels* apps in building reading confidence among low-proficiency university students. Through the use of digital tools and learner-centered strategies, students demonstrated improved vocabulary knowledge, increased engagement, and enhanced comprehension. The integration of simplified, level-based news articles provided a supportive and motivating learning experience. Future work will involve expanding.

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UNLOCK & EXPLORE: ENHANCING ENGLISH READING AND WRITING THROUGH INTERACTIVE GENIALLY QUESTS AND AUGMENTED REALITY (AR)

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ABSTRACT

This study explores how Genially and Halo AR can enhance English reading comprehension skills among Malaysian secondary school students preparing for the SPM examination. Rooted in student-centred learning and gamification, the project aims to address the low engagement and motivation commonly observed in traditional reading lessons, particularly when dealing with exam-based texts and comprehension drills. The innovation introduces two digital tools into the classroom. Genially, an interactive online platform, was used to design a gamified reading comprehension activity in the form of an escape room. Students completed a series of challenges based on SPM-style reading texts, which required them to apply critical reading strategies in a fun and engaging context. After completing the reading task, students used Halo AR, an augmented reality app, to scan classroom visuals and unlock further reading-related content such as vocabulary support, hints, or follow-up reflection questions. The method encouraged active learning and deeper interaction with the reading material, shifting the focus from rote answering to meaningful comprehension. Data was collected through student feedback forms, such as Google Form and observation, which showed increased engagement, improved reading accuracy, and greater confidence in approaching SPM-style passages. This suggests that combining Genially and Halo AR is an effective approach for enhancing reading comprehension in preparation for national exams. The innovation's strength lies in its mobile-friendly, low-cost, and adaptable design, making it suitable for a range of classroom contexts. It shows potential for transforming traditional SPM reading lessons into interactive, student-driven learning experiences.

Keywords: Genially, Halo AR, Reading Skills, Gamification, Students-Centred Learning, Innovation.

1. INTRODUCTION

The Malaysian English education landscape has long been influenced by a strong emphasis on examination preparation, particularly the Sijil Pelajaran Malaysia (SPM) (Samuel et al., 2017). Among the core skills assessed, reading comprehension often poses significant challenges to students, largely due to disengagement, lack of contextual understanding, and the repetitive drill-based nature of traditional classroom instruction. Teachers frequently depend on past-year questions and practice papers which, while useful for exam familiarization, often lack meaningful interaction, creativity, and student agency. In response to the evolving demands of 21st-century education, there is a growing need to reimagine how English is taught and learned in schools (Yunus, 2018). Innovative strategies that integrate gamification, interactivity, and augmented reality (AR) offer exciting potential to transform passive reading tasks into active learning experiences (Mayer, 2005). Within this context, our project introduces two powerful digital

tools—Genially and Halo AR—into the Malaysian secondary school English curriculum. By combining these tools, the “Unlock & Explore” innovation aims to make reading comprehension both engaging and meaningful for students preparing for the SPM exam. This project is rooted in student-centered learning, which prioritizes learner autonomy, and gamification, which leverages game design elements to foster motivation and engagement.

OBJECTIVE

- To increase students’ engagement and motivation in English reading lessons by integrating Augmented Reality (Halo AR) into classroom activities.
- To enhance students’ reading comprehension skills by incorporating gamified digital tools (e.g. Genially) that encourages critical reading strategies in interactive tasks.
- To foster student autonomy and active participation in exam-oriented reading lessons through a student-centred learning approach.

2. METHODS

Research Design

This research adopts a quantitative research design. The quantitative component is based on student response forms (Google Forms) measuring perceived improvements in motivation, comprehension, and confidence (Mayer, 2005).

Participants

The participants were **Form 5 secondary school students** (aged 17) from a government school in Sabah, Malaysia. A total of **5 students** participated in the study, chosen via purposive sampling based on their varying proficiency levels in English and willingness to participate in the pilot project.

Tools and Materials

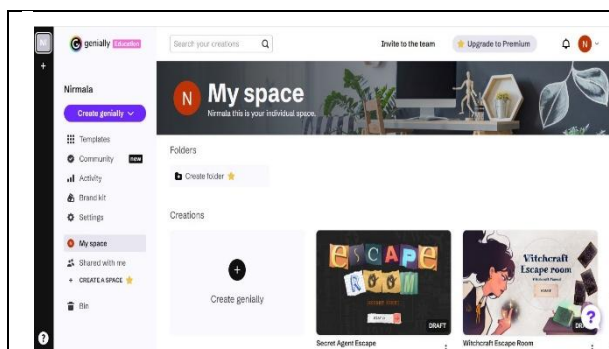


Figure 1: Genially
An interactive tool for creating interactive classroom game

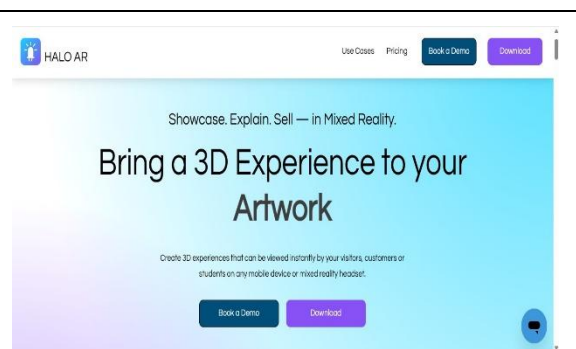


Figure 2: Halo AR
An augmented reality tool used to enhance multimedia learning experiences.

Procedure

STAGE	DESCRIPTION
Pre-Lesson Setup	Students were introduced to Genially and Halo AR. They were guided on how to navigate both tools using school devices or their own smartphones.
Stage 1 – Reading Quest via Genially	Students completed a gamified escape room using Genially, which presented SPM-style reading texts in stages. Each section required solving comprehension-based challenges.
Stage 2 – AR Integration	Students scanned AR-enabled visuals placed around the classroom to unlock supplementary materials: vocabulary support, reflective prompts, and mini quizzes.
Post-Lesson	Students filled in a Google Form reflecting on their experience. Teacher-researchers also conducted classroom observations and took field notes.

3. RESULTS AND DISCUSSION

The Google Form results from the “UNLOCK & EXPLORE: Enhancing English Reading and Writing Through Interactive Genially Quests and Augmented Reality (AR)” project indicate that most of the students responded positively to the use of digital platforms in their reading activities. All five respondents, from both rural and urban areas, rated the experience as engaging and enjoyable, particularly highlighting the interactive visuals and gamified elements of Genially and Halo AR. Most students reported feeling more motivated, focused, and confident when completing reading comprehension tasks, and also noted improvements in understanding, critical thinking, and teamwork. However, common challenges included unstable or slow internet connections, unclear instructions, and the need to repeat tasks if the platform disconnected. Suggestions for improvement included enabling offline access, simplifying instructions, and expanding the gamified approach to other language skills.

4. CONCLUSION

The integration of Genially and Halo AR into reading comprehension lessons for secondary school students represents a promising direction in English education. This innovation not only aligns with national curriculum goals but also responds to the changing needs and digital habits of today’s learners. Through immersive technology, we observed a notable shift in students’ motivation, comprehension, and classroom participation. While the sample size was limited, the project demonstrates that interactive learning tools can democratize access to English learning, especially in mixed-ability classrooms. The emphasis on problem-solving, interactivity, and AR support created a rich environment where students could engage deeply with SPM-style texts without the traditional stress or monotony.

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INTEGRATING CANVA AND WORDWALL TO IMPROVE SPEAKING AND LISTENING SKILLS AMONG INTERMEDIATE UNIVERSITY STUDENTS

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ABSTRACT

This study explores how Canva and WordWall, can enhance speaking and listening skills among intermediate university students in English Language Learning. Rooted in the principles of Communicative Language Teaching (CLT), the project aims to introduce a new learning style and test how technology influences students' interest in language learning. The method involved observation and evaluation, where students were guided to practice speaking and listening using websites and applications. Data collected through a one-hour observation session showed that students were more engaged, responsive, and confident during the debate session. This suggests that Canva and WordWall are valuable tools for promoting interactive and student-centered learning in language classrooms. The project's innovation lies in its ability to combine creativity with real-world communication practice, and shows potential for increasing student motivation and improving language proficiency through technology.

Keywords: Canva; wordwall; technology-enhanced learning; interactive learning; university students

1. INTRODUCTION

Integrating technology into English language learning is essential to promote student's engagement and improve meaningful communication for daily use (Gunuç & Babacan: 2018). For intermediate-level university students within the MUET Band 3–4 range, speaking skills are still the challenging language skill to acquire. However, the traditional classroom settings of speaking and listening activities often fail to encourage spontaneous language use due to the tense environment (Christie: 2016). To deal with this, our team introduces “Debingo”, a technology-enhanced classroom project that combines debate and bingo while using online platforms like Canva and Wordwall. Integrating Communicative Language Teaching (CLT) principles, this project encourages students to speak naturally in a comfortable environment while actively listening for key vocabulary chosen by their opponents. “Debingo” integrates digital tools like Canva and Word wall in an innovative and student-centered way, aiming to create a more interactive, low-pressure environment for language practice. This project explores how such gamified, tech-based methods can improve students' overall language performance (Abdulbaki, Khasawneh & Tashtoush: 2025).

1.1 Problem Statement

Many intermediate university students, especially those in the MUET Band 3-4 range, struggle to clearly articulate their views in spoken English (Karnine, Preece, Ahmad & Muhammad: 2022). Despite having a basic command of the language, individuals frequently lack opportunities to practice speaking and listening

in ways that are natural and low-pressure (Nga & Thù: 2025). Traditional classroom approaches might be extremely rigorous, resulting in poor student involvement and minimal verbal production (Frymier & Houser: 2016). As a result students overlooked the opportunities to improve fluency and listening abilities.

2. OBJECTIVES

The objective of this project is to design, implement, and evaluate an interactive speaking activity—Debingo (Debate + Bingo)—that integrates digital tools like Canva and Word Wall to enhance speaking fluency, active listening, and vocabulary acquisition among Malaysian university students at the MUET Band 3–4 proficiency level.

3. THE PRODUCT: DeBingo Activity



Figure 1: Process Flow for DeBingo Activity

4. METHODOLOGY

The research method employed in this study involved observations and the distribution of questionnaires to gather feedback regarding the DeBingo activity. A direct observation was conducted to assess students' ability to express their opinions fluently in English during a debate using appropriate persuasive language, use at least 5 target academic or debate-related vocabulary items and demonstrate active listening skills by identifying and tracking key vocabulary used by peers during the debate. A questionnaire was distributed on 23 June 2025 and designed based on the objectives of the study and adapted to assess students' perceptions regarding the effectiveness of the activity in improving their language ability. The questionnaire consisted of a single section with eight items, each focusing on a specific aspect of the activity. All these items were rated on a 5 Likert scale ranging from (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree. The statements covered several components such as students' speaking fluency, awareness of vocabulary use, engagement and enjoyment during the game, active listening to their opponents, critical thinking, willingness to join similar activities in the future, confident-boost when communicating with others and their overall development on how DeBingo helped in becoming a better communicator in English.

5. FINDINGS

The findings in Figure 2 shows that the DeBingo activity contributed significantly to students' language proficiency and critical thinking skill. For improved speaking fluency, 66.7% of respondents strongly agreed and indicating a unanimous positive response. Similarly, in terms of vocabulary awareness, 66.7% strongly agreed, reflecting that most participants became more mindful of their language use during speaking. Regarding critical thinking, 66.7% strongly agreed that the activity encouraged them to think carefully before speaking. These findings suggest that the activity effectively fostered both linguistic development and cognitive engagement.



Figure 2 : Language Awareness

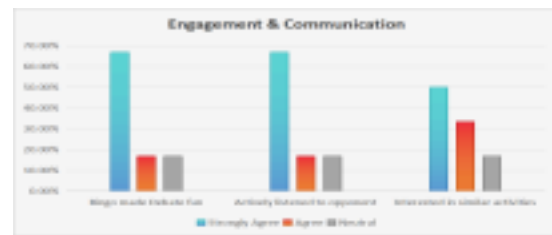


Figure 3 : Engagement and Communication

The findings in Figure 3 suggest that the DeBingo activity was successful in enhancing student engagement and promoting effective communication. When asked whether the Bingo element made the debate more enjoyable, 66.7% of respondents strongly agreed, 16.7% agreed, and 16.7% remained neutral, indicating that the gamified aspect positively influenced their motivation. Regarding active listening, 66.7% strongly agreed that they paid close attention to their opponent's arguments, showing the activity's potential in fostering attentive communication. Lastly, when asked if they were interested in participating in similar activities, half of the respondents (50%) strongly agreed demonstrating that most students were receptive to participate in similar speaking-based learning experiences.

6. CONCLUSION

In conclusion, the integration of “Debingo” activity in English language classroom, has shown promising results in enhancing both speaking and listening skills among intermediate university students. By combining debate and bingo elements, this technology-enhanced activity creates a dynamic, engaging, and low-pressure environment where students are encouraged to communicate naturally, listen actively, and use targeted vocabulary in real-time discussions. The data collected through observations and student feedback indicate that the activity successfully increased student participation, confidence, and motivation, while simultaneously improving their language proficiency. Ultimately, this study highlights the importance of integrating innovative methods and technology into language teaching to facilitate more effective and enjoyable language acquisition. The findings suggest that such approaches can be valuable additions to language classrooms, offering students not only a fun and competitive learning experience but also an opportunity to develop critical communication skills that are essential for academic and professional success.

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PASTQUEST: THE VANISHED VICTORY

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ABSTRACT

This project explores how Liveworksheets can enhance language learning and teaching among secondary school learners, particularly in mastering English tenses. Rooted in learner-centered teaching, the project addresses a common grammatical challenge faced by students where learners tend to apply past tense rules inaccurately, such as using -ed endings or incorrect irregular verb forms. The integration of digital tools, specifically Liveworksheets, provided an interactive platform for students to engage in focused grammar practice. Through various tasks, students were able to recognize patterns, correct errors, and apply the correct tense forms in meaningful contexts. Data collected via a survey showed a positive learner response, indicating high levels of engagement and perceived usefulness of the platform. The innovation of this project lies in its ability to combine interactive technology with error-focused instruction, offering immediate feedback that reinforces learning. Students benefited from self-paced learning opportunities that encouraged repeated practice and deeper understanding. The findings suggest that Liveworksheets holds strong potential as a valuable tool for teaching and learning tenses, especially in improving grammatical accuracy, learner autonomy, and confidence in using correct tense forms. The approach demonstrates promise in making grammar learning more effective, interactive, and student-friendly in modern ESL classrooms.

Keywords: Liveworksheets; Tenses; Error Correction; Grammar Instruction

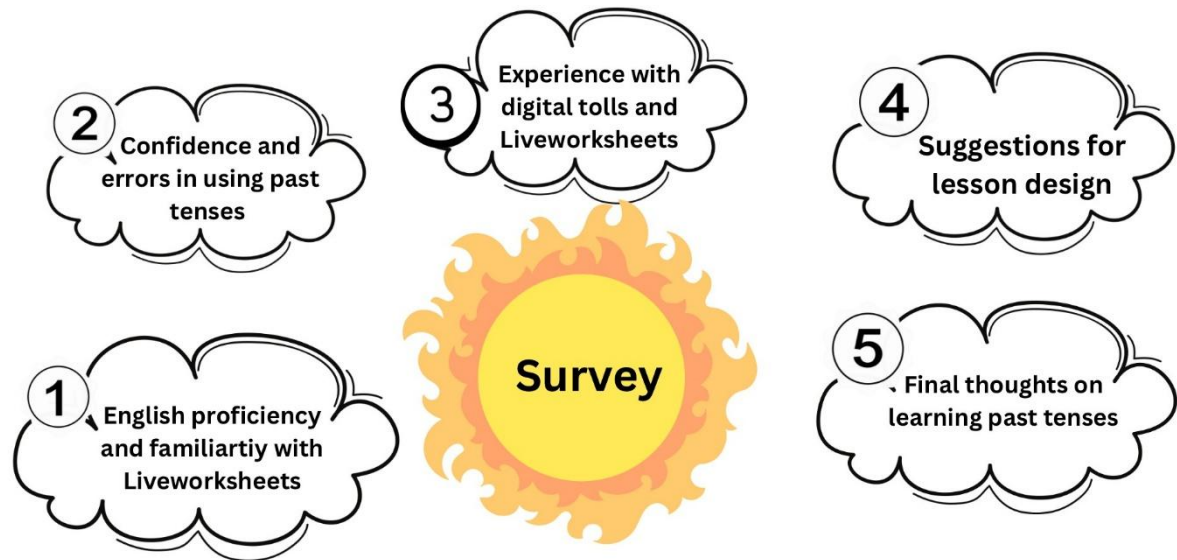
1. INTRODUCTION

The incorporation of digital technologies into language training has grown importance in the ever-changing educational scene. Out of all the digital resources available, Liveworksheets has shown a great deal of promise in improving secondary school students' instruction and understanding of English grammar, especially tense construction. According to Van (2023), Liveworksheets offers versatile tasks, so it is motivating to students. It also helps teachers save time for task design, and formative assessment, and is environmentally friendly, or saves paper. Therefore, this research looks at how students perceive Liveworksheets in addressing overgeneralization, a frequent grammatical problem when students incorrectly apply standard past tense rules (like adding -ed) to irregular verbs (like using goed instead of went). According to Rakhimova (2025), learners tend to attach "-ed" ending to every single verb, without paying attention to its type thus unconsciously making it simpler for them to produce the language. These kinds of mistakes are often caused by poor grammatical awareness and a lack of opportunities for focused criticism in traditional classroom settings. Thus, Liveworksheets not only aids in grammatical accuracy but also fosters learner autonomy and confidence.

2. METHODS

This study used a descriptive research design to investigate students' knowledge of past tenses and their perceptions of using Liveworksheets as a learning tool. Data was collected using a structured survey given to 50 students.

The survey had five sections:



Before the survey, a demonstration on how to use Liveworksheets was given to the students. The survey was distributed via Gmail in June 2025. All students provided informed consent, and their identities were kept confidential. Data collection and initial analysis began on June 24, 2025. Currently, Liveworksheet exercises are being developed. Once completed, the exercise links will be sent to students via Gmail for their continued practice.

3. RESULTS AND DISCUSSION

The findings from the survey revealed useful insights into students' familiarity with past tense, their experience and understanding using Liveworksheets, and their willingness to use it as a learning tool. A total of 50 students participated after completing the survey.

Students' Familiarity with Past Tense

Most students reported having some prior knowledge of past tense, though many admitted facing challenges in using it correctly. Mixing verb forms in the same sentence was commonly mentioned as a difficulty, and some students expressed confusion related to the usage of irregular verb forms.

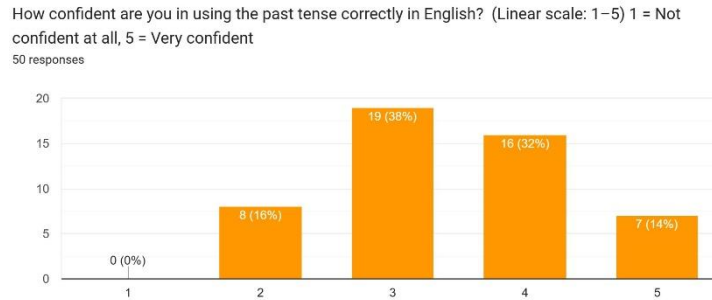


Figure 1. Using scale line (1 until 5) to collect datas on students' confident levels on using past tense correctly.

Familiarity and Experience with Digital tools (e.g., Liveworksheets)

For many students, it is either their first time using digital tools or they never used it before this survey. Despite being new to the platforms, most described digital tools as interactive and easy to use. Features such as drag-and-drop tasks and instant feedback were seen as helpful in reinforcing their grammar skills. However, a few students reported that they have never used it before, therefore it is hard to track their experience with digital tools.

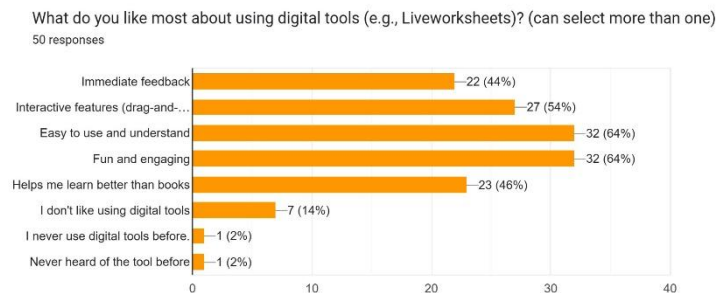


Figure 2. Using multiple choices/checkboxes to collect data on students' interests and familiarity on digital tools (e.g., Liveworksheets)

Willingness to Use Liveworksheets for Learning Past Tense

Encouragingly, a majority of students expressed interest in using Liveworksheets as their grammar learning and practice. They found the platform motivating due to its interactive nature, which helped them to engage with the lessons. Several students also mentioned they would prefer if Liveworksheets were used more in future classes to support their understanding.

Overall Implications

Overall, the results indicate that Liveworksheets have strong potential to enhance past tense learning. While students were generally positive about the platform, their feedback highlights the importance of combining digital tools with teacher support. Students benefit from the engagement and instant feedback that Liveworksheets offers, but also need guidance and explanation to fully understand grammar rules. These findings support the idea that can significantly improve learning outcomes for grammar topics like the past tense.

4. CONCLUSION

This project concludes that Liveworksheets can be an effective digital tool for enhancing past tense learning among secondary school students, especially in addressing common errors like overgeneralization. Survey results showed that students responded positively to the platform's interactive features and appreciated the immediate feedback, which helped build their confidence and grammatical accuracy. Overall, Liveworksheets shows strong potential when combined with teacher guidance to improve engagement and learning outcomes in grammar instruction.

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SHY TO SHINE: EMPOWERING STUDENT VOICES THROUGH A PADLET-BASED APPROACH TO L2 SPEAKING

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ABSTRACT

This project was initiated to address the common challenge of limited practice in L2 (English) speaking skills among Form 5 students. Initial surveys revealed many students lacked confidence and needed more supportive opportunities for meaningful practice. In response to these findings, we explored the integration of Padlet as a digital platform to provide students with a more interactive, flexible, and student-centred environment for speaking practice. Aligned with the CEFR and KSSM curriculum standards, this innovation aimed to improve students' speaking confidence and fluency by combining technology with classroom instruction. The methodology involved pre-implementation surveys, classroom observations, and post-intervention feedback. Students participated in a series of speaking activities through the platform, allowing them to express themselves, respond to prompts, and interact with their peers in a more relaxed and supportive setting. Findings showed improved fluency, confidence and motivation in a supportive digital learning space. The novelty of this project lies in its use of a digital platform to support asynchronous and peer-oriented speaking tasks. To maximise student engagement, we went beyond Padlet's standard functions by incorporating its newer tools, offering a fresh and relevant approach to reducing language anxiety and increasing engagement. Ultimately, this innovation supports the theme of Digital Transformation in Education by enhancing language learning through accessible and student-friendly technology integration.

Keywords: Speaking; Padlet; L2; Fluency; Confidence

1. INTRODUCTION

1.1 Padlet

Padlet is a versatile web application that functions as a virtual wall and enables users to exchange documents, audio, video, photos, and text. It is excellent for communication and learning because of its collaborative and configurable capabilities. A learner's age and the influence of their first language might be variables that make learning a second language, particularly pronunciation, challenging. When speaking impromptu, many students experience anxiety and lack confidence. Nonetheless, confidence is essential for learning since it increases motivation, zeal, and communication readiness. Through the use of resources such as Padlet, we can establish stimulating and encouraging learning settings that boost students' self-esteem and facilitate the development of their second language speaking abilities.

2. METHODS

2.1 Online Surveys & Observation

Online surveys were used as the primary data collection method as digital platforms provide a practical and efficient alternative to traditional approaches (Groves, 2011). Two google forms were designed; pre and post survey. The pre-survey collected baseline data on students' confidence in speaking English, frequency of use and familiarity with digital tools such as Padlet. The post-survey measured changes in confidence, gathered feedback on their speaking experience and evaluated Padlet's effectiveness as a learning tool. As the project was asynchronous, indirect observation was employed, focusing on students' digital outputs rather than real-time behaviour (Kumar & Sharma, 2023). Voices recordings, video submissions and peer interactions on Padlet were analysed to capture behavioural and linguistic data. This method enabled unobtrusive monitoring of student participation over two weeks, offering insights into their confidence, fluency and engagement in L2 speaking through digital collaboration.

3. RESULTS AND DISCUSSION

3.1 Pre-survey and Activities in Using Padlet

Questions	Most Common Responses
English proficiency level	Intermediate
How often do you speak English in daily life?	Sometimes
Where do you usually use English?	In class presentations On social media
How often do you use English in your daily life?	Only during English class
Why do you use English frequently?	It helps me practice and improve
How confident are you when speaking English?	A little confident
What situations make you feel nervous to speak in English?	Speaking in front of a crowd Talking to fluent/native speakers Making grammar or pronunciation mistakes
Have you ever used any of these digital tools to learn English? (Select all that apply)	Duolingo
Have you ever heard of or used Padlet?	No, I don't know what Padlet is

Table 1: Summary of Most Common Pre-Survey Responses on English Speaking Habits and Digital Tool Use

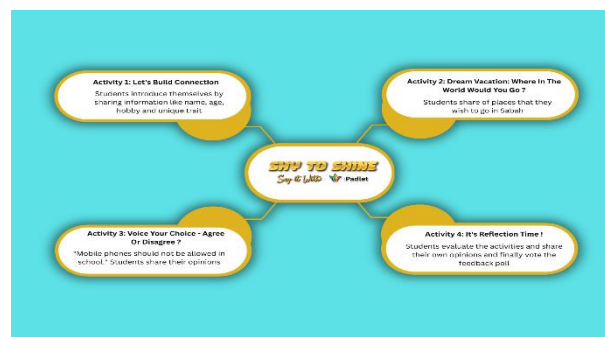


Figure 1: Mindmap of Padlet-Based Activities

3.2 Post-survey

Questions	1	2	3	4	5
I enjoyed using Padlet for speaking activities					3 vote
Using Padlet made me feel more confident speaking in English.				2 vote	1 vote
I feel my English speaking skills have improved after doing these activities.				1 vote	2 vote
I felt less nervous recording my voice than speaking in front of the class.		1 vote			2 vote
The instructions given for each Padlet activity were clear and easy to follow.			1 vote		2 vote

Table 2: Likert-scale questions

3.3 Post-Intervention Survey and Observation

Padlet is a powerful digital tool for enhancing English speaking abilities. Participation is encouraged and speaking anxiety is lessened by its interactive elements, which enable text, voice, and video posts. Students can see and comment on each other's work, the platform encourages collaborative learning and increases students' confidence and drive. Clearer communication resulted from pupils' increasing confidence and readiness to speak English naturally, according to observations. Positive reinforcement and peer feedback were also proven to boost engagement. Despite its benefits, some challenges were noted, including students' discomfort with self-recording, the lack of real-time interaction, and the need for reliable internet access. Future strategies could involve incorporating synchronous activities and providing digital literacy support to further enhance its use. Overall, Padlet is a valuable tool for boosting speaking skills in various learning environments.

4. CONCLUSION

The Shy to Shine project demonstrated that Padlet provides a supportive and engaging environment for English speaking practice. Students who initially developed more confidence and fluency highlighted Padlet as a potential platform to enhance motivation and participation in ESL context. Despite some challenges, Padlet proved effective to foster a positive speaking experience.

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FLIP & SPEAK: GAMIFIED SPEAKING LESSONS VIA GENIALLY

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ABSTRACT

This project integrates gamification into MUET speaking lessons using ICT flashcards on Genially to enhance learners' oral communication skills. Speaking in MUET requires practice, motivation, and engagement, yet traditional activities often lack interactivity and fail to encourage participation. Flip & Speak addresses this by designing gamified flashcard activities that transform practice into a game-like experience. The project incorporates roles, prompts, and time constraints to create a dynamic environment that fosters motivation and confidence. Learners interact with digital flashcards to produce responses, describe images, and answer questions simulating MUET tasks. This approach encourages spontaneous language use while reinforcing vocabulary, grammar, and pronunciation. By applying gamification principles, Flip & Speak makes speaking lessons more interactive, motivating, and effective, supporting learners' fluency, confidence, and communicative competence.

Keywords: Flip & Speak; MUET Learners; Speaking; Genially; Gamified

1. INTRODUCTION

Speaking is a crucial yet challenging skill for ESL learners, especially in high-stakes tests like the Malaysian University English Test (MUET). Many students still struggle with fluency and confidence despite years of English learning (Khairuddin, 2017). Limited interactive practice, lack of authentic communication, and speaking anxiety are common barriers (Hashim & Naa'im, 2019). Traditional methods that focus more on accuracy than interaction often make these issues worse. The Flip & Speak project addresses this gap with a gamified, technology-based approach. Using interactive flashcards on the Genially platform, it offers structured prompts, role-play tasks, and scenario-based activities that mirror real test settings. This engaging method reduces anxiety, promotes active participation, and helps learners build fluency, confidence, and communicative competence in MUET Speaking.

1.1. MUET Speaking and Digital Tools

The Malaysian University English Test (MUET), introduced in 2000, measures undergraduates' English proficiency, with the Speaking component contributing 25% of the score (Saeed et al., 2019). Conducted in two parts, it tests both individual presentations and group discussions, requiring candidates to organize ideas, provide examples, and respond effectively. Digital tools now make speaking practice more engaging and learner-centred. Genially, with its interactive and gamified features, simulates test-like activities such as timed prompts and scenario responses, helping reduce anxiety and build confidence. However, it lacks MUET-specific focus. Flip & Speak addresses this gap by creating tailored, gamified tasks aligned with MUET requirements. Using the flipped classroom model, it combines digital practice with teacher-guided feedback, enhancing fluency, accuracy, and confidence for high-stakes speaking assessments.

1.2. The Product: Flip and Speak: Gamified Speaking Lessons via Genially

The Flip & Speak lesson was designed to align with MUET Speaking objectives, featuring gamified Genially activities that promote active participation and meaningful skill development. Figure 1 shows the product development flow.

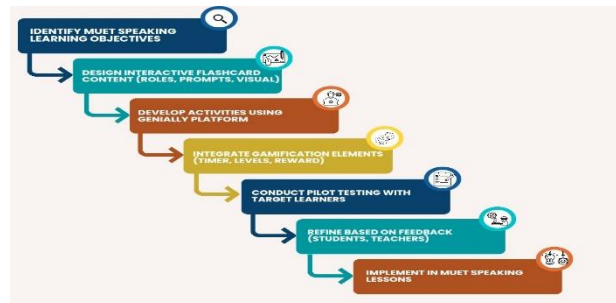


Figure 1: Process Flow for Flip & Speak Product Development

2. METHOD

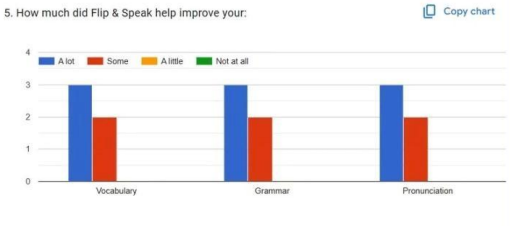
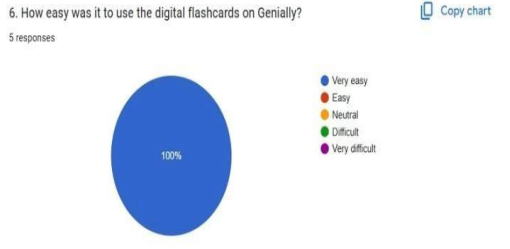
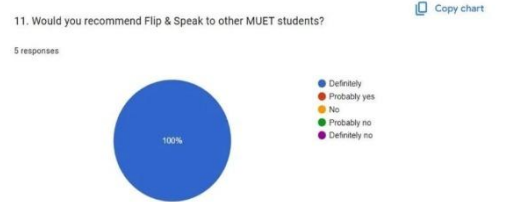
This project used an experimental design involving MUET candidates from various background to evaluate the effectiveness of *Flip & Speak*, a gamified speaking lesson developed using the Genially platform. During a 60-minute session, learners engaged with interactive digital flashcards featuring role-based prompts, timers, and visual aids designed to simulate actual MUET speaking tests. After the activities, participants responded to a Google Form questionnaire with Likert-scale and open-ended questions to assess ease of use, engagement, and perceived vocabulary, grammar, pronunciation, and speaking confidence gain. The data gathered was descriptively analysed to conclude the efficacy of the tool in enhancing learners's motivation, participation, and oral skills.

2.1 Objectives

1. To improve learners' oral communication for MUET Speaking using gamified ICT flashcards (Flip & Speak) via Genially.
2. To offer structured, role-based speaking tasks that reflect actual MUET test conditions.
3. To encourage both spontaneous and guided speaking practice aligned with MUET requirements.

3. RESULTS AND DISCUSSION

The information obtained through the post-activity survey will give valuable feedback on the perception and satisfaction that the learners have of the Flip & Speak gamified speaking lesson created on Genially.

FIGURE	EXPLANATION
5. How much did Flip & Speak help improve your:  Figure 3: Respondent's Perception of Flip & Speak's Impact on Speaking Sub-Skills (Vocabulary, Grammar, Pronunciation)	Figure 3 shows respondents' improvement in specific speaking sub-skills. The results reveal that vocabulary and pronunciation improved the most, while grammar showed comparatively less progress. This suggests that although the tool effectively supports spontaneous communication, it requires further refinement to strengthen grammar learning.
6. How easy was it to use the digital flashcards on Genially?  Figure 4: Easy of Use of Genially Digital Flashcard	Figure 4 exposes the usability of the digital flashcards in Genially as 100 percent of the respondents rated as very easy to use. This rating shows that the ease-of-use interface of the platform has a great impact on decreasing the anxiety and enhancing engagement among learners- in line with the previous research conducted by Hashim & Naaim (2019) on the
	importance of the availability of digital tools in MUET speaking practice.
11. Would you recommend Flip & Speak to other MUET students?  Figure 5: Recommendation of Flip & Speak to other MUET students	Regarding recommendation (Figure 5), 100 percent of the respondents responded that they would definitely recommend the Flip & Speak game to other MUET students. This consensus supports the applicability and perceived worth of the activity by ESL students who are training to take high-stakes oral exams.

These findings are also supported by student feedback, which highlighted the tool's engaging nature, the clarity of its examples, and the usefulness of its flashcards and animations in facilitating learning. According to the responses, the integration of interactive visuals, structured tasks, and engaging formats is expected to enhance learners' motivation, participation, and oral language production, a finding supported by Chen and Wang (2019) as well as Zhao et al. (2017). Nevertheless, several criticisms highlighted areas for further improvement, particularly the need to balance fluency with grammatical accuracy. One respondent also suggested incorporating explanations for incorrect choices to better support grammar learning.

4. CONCLUSION

In conclusion, Flip & Speak represents more than a simple digital tool. It serves as an effective solution to the persistent challenges associated with MUET Speaking preparation. By utilizing the interactive capabilities of Genially, this project transforms traditional speaking exercises into engaging and student-focused activities. By following the flipped classroom model, it not only maximizes in-class speaking opportunities but also encourages independent learning. It fosters a supportive environment that allows learners to enhance their fluency, confidence, and communication skills at their own pace. With a strong emphasis on authentic exam formats and meaningful practice, Flip & Speak provides a timely and innovative method that significantly aids ESL learners in achieving improved outcomes in their MUET Speaking performance.

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DECKED OUT IN ENGLISH: BLENDING CARDS GAMES AND AI FOR LANGUAGE LEARNING BEYOND THE CLASSROOM

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ABSTRACT

Targeting secondary school ESL students' pronunciation problems, this project enhances speaking fluency and class participation by means of a card game and AI technology. The project is aligned to the CEFR and offers a fun, interactive, and technology-enhanced class experience. The card game facilitates group speaking practice focusing on correct pronunciation and natural speech. Feedback and performance of two student groups were compared using AI and pre-service teacher observations. Results showed improved pronunciation, fluency, and speaking confidence, supporting research that interactive, game-based learning with real-time AI feedback increases motivation and communication proficiency. Novelty lies in the combination of gamification and AI for individualized speaking practice. The method supports innovation in language teaching through the introduction of technology with communicative, student-centered instruction, adaptive to diverse learner needs and promoting learner autonomy. It shows how emerging technologies can support modern language learning.

Keywords: Pronunciation, ESL students, AI-powered learning tools, Game-based activities

1. INTRODUCTION

Secondary ESL students often struggle with pronunciation and fluency due to limited interaction and delayed feedback in traditional classrooms. *Decked Out in English* addresses this by combining gamified card play with AI-powered tools to provide real-time, personalized feedback. Aligned with the CEFR, the game promotes active, student-centered learning through group interaction. This approach enhances pronunciation, fluency, and confidence while also boosting motivation, supporting differentiation, and encouraging practical language use beyond the classroom.

1.1 Pronunciation Challenges in ESL Learning

Secondary school ESL students often face persistent difficulties in English pronunciation due to limited interactive practice and delayed corrective feedback in traditional classrooms (Qader, 2024). These challenges stem from minimal exposure to authentic spoken English and a lack of engaging, technology-driven activities that cater to diverse learning paces. The *Decked Out in English* project addresses these gaps by integrating gamification and AI tools to create a dynamic learning environment aligned with CEFR standards.

1.2 Theoretical Framework

The innovation is grounded in communicative language teaching (CLT) principles by Jack Richards (2006) and the Council of Europe's CEFR framework by North (n.d.) emphasis on active language use. Research indicates that game-based activities enhance motivation, while AI-powered tools like ELSA Speak provide real-time feedback, fostering accuracy and fluency. This dual approach bridges the gap between theoretical knowledge and practical application, promoting autonomous learning and confidence.

1.3 Project Objectives

The primary goals are:

- To improve pronunciation accuracy and fluency through interactive card gameplay.
- To leverage AI tools (e.g., Vocaroo, speech-to-text apps) for personalized feedback.
- To increase student engagement and motivation via competitive, low-pressure activities.

2. PROBLEM STATEMENT

Many secondary ESL students struggle with pronunciation and fluency due to a lack of interactive, engaging, and tech-based classroom activities. Traditional lessons often provide limited speaking practice and feedback, leading to minimal progress and low confidence. This highlights the need for innovative approaches such as combining gamified card games and AI tools which promote active, personalized learning, improve pronunciation, boost motivation, and support diverse learner needs.

3. METHODS

This classroom-based project involved secondary ESL students playing the card game *Decked Out in English* in small groups. Players took turns drawing Challenge and Add-On Cards, then completed speaking tasks using AI tools like Vocaroo, ELSA Speak, or speech-to-text apps. Progress on the board depended on AI recognition of their responses. The game promoted interactive, low-pressure learning with real-time, personalized AI feedback.

4. THE PRODUCT: DECKED OUT IN ENGLISH

The AI-assisted card game *Decked Out in English* was created to address common ESL pronunciation issues such as confusing sounds, incorrect stress, and mother tongue influence, while encouraging English use beyond the classroom through fun, competitive gameplay. Combining UNO-style mechanics with AI tools like ELSA Speak, Vocaroo, and speech-to-text apps, it provides immediate, interactive feedback and builds confidence in a low-pressure setting.

Gameplay:

- 1) A player draws 3 challenge cards, selects one, and returns the others.
- 2) The chosen challenge is given to another player.
- 3) The challenged player draws a random advantage/disadvantage card and attempts the task.
- 4) Success or failure moves their piece forward or backward on the board.
- 5) The first player to finish the board wins.

5. RESULTS AND DISCUSSION

The integration of *Decked Out in English* positively impacted students' speaking skills, boosting confidence, reducing anxiety, and encouraging participation through AI-supported, gamified activities. The colorful cards and interactive format made practice more enjoyable and motivating. Students suggested improvements such as creating an app version for independent use, adding more challenge cards, and including "punishment spaces" to increase excitement. Overall, the project demonstrated the effectiveness of combining AI with game-based learning to enhance language development.

6. CONCLUSION

In conclusion, combining card-based gamification with AI feedback proved effective in improving pronunciation and fluency in secondary ESL students through *Decked Out in English*. The activity promoted active practice, learner independence, and a supportive atmosphere for communication. Its flexible design allows differentiated instruction and scalability across levels and topics. Beyond enhancing classroom practice, it encourages language use outside class and builds digital literacy. As interactive, personalized learning grows in impact, this method shows strong potential as a future ESL teaching trend. Educators are encouraged to consider similar AI-supported game-based tools to enrich speaking practice and foster communicative competence.

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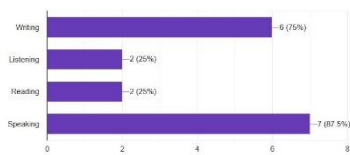
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Appendix

Among the four language skills (Writing, Listening, Reading, Speaking), which one do you struggle with the most?

8 responses

[Copy chart](#)



Did the Decked Out in English game help you become more confident in speaking English?

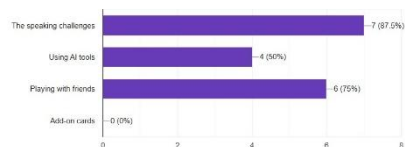
8 responses



Which part of the game helped you the most?

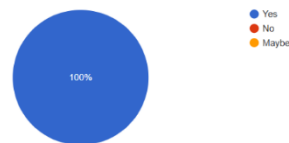
8 responses

[Copy chart](#)



Do you think you would engage more in English if more lessons were game-based like this one?

8 responses



KNUDGE.ME: A GAMIFIED APPROACH TO ENGLISH VOCABULARY EXPANSION AMONG UNIVERSITY STUDENTS

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ABSTRACT

This project addresses the issue of English vocabulary development in language learning among university students. This is due to the fact that many university students struggle with expanding their English vocabulary due to limited reading habits, reliance on native language communication, and lack of exposure to diverse English contexts in academic environments. The objective is to improve new vocabulary acquisition using Knudge.me. Aligned with CEFR standards, this innovation promotes gamified vocabulary learning whenever these university students have free time to use the app. The methodology involves first performing an intervention by having select university students play the gamified vocabulary activities in the app, then followed by a survey to determine its effectiveness. To add on, participants were also asked to send their initial scores during the first and last time they used the app in the span of the study. Findings indicate that there is an increase in English vocabulary expansion after the use of Knudge.me. Its novelty lies in the app's ability to promote fun English vocabulary learning without the need of using traditional classroom based pedagogy, thus offering a fresh approach to English vocabulary development. In conclusion, this supports the theme of digital transformation by enhancing vocabulary learning in a more dynamic, student-centred way.

Keywords: Gamified Learning; Vocabulary Expansion; Knudge.me

1. INTRODUCTION

Essafi, Belfakir, and Moubtassime (2024) reports that mobile phone apps that help users learn English are categorised as Mobile-Assisted Language Learning (MALL) apps. They also report that these apps promote autonomous language development beyond the classroom. This feature best fits the app focused in this study, called 'Improve English: Vocab, Grammar (Knudge.me)'. This app helps users develop their English vocabulary through gamified activities, which has been proven as an effective way to learn language effectively (Jaiswal, 2024). Meanwhile, Afzal (2019) states that vocabulary knowledge is essential in acquiring a second language, such as English. However, learning it may be challenging for non-native learners of their target language. This is compounded when schools use ineffective language teaching practices. As a result, learners may be stuck with a limited English vocabulary bank and have little opportunity to expand it when furthering their studies.

Thus, it is possible that university students may have a limited English vocabulary bank, leading to low language proficiency. As such, this issue can be resolved by using 'Knudge.me', which allows them to expand their vocabulary during their free time. Thus, this study aims to examine the effects of 'Knudge.me' on Universiti Malaysia Sabah students' English vocabulary development. This study also aims to accomplish three objectives, (i) to determine the level of English vocabulary skills held by our participants before our intervention, (ii) to determine whether the intervention increased participants' English

vocabulary development, and (iii) to determine whether the participants enjoyed the use of the app during their intervention.

2. METHODS

The research method for this particular study involved the distribution of questionnaires to gather feedback on the effectiveness of the game in achieving our objectives through practical use of Knudge.Me in a 14 days period. There are a total of 16 respondents, all of which have practiced and implemented the usage of Knudge.Me as a learning tool outside of a formal learning setting.

There are three sections involved in the questionnaire, which consists of closed-ended items measured on a 5-point Likert scale with responses ranging from Very Rarely (1); Rarely (2); Average (3); Often (4); Very Often (5), and None (1); Very Little (2); A Little (3); Average (4); A Lot (5). These three sections are differentiated through different aspects of measurements. Section A consists of questions acquiring basic demographic information of the students. Consequently, section B involved the pre-intervention information of the study, such as students' familiarity with the digital tool Knudge.Me, as well as their general vocabulary development. Section C on the other hand asked on the post-intervention information where the effectiveness of the digital tool Knudge.Me is measured. Additionally, all respondents are also asked to submit the total points they had accrued during the first and last time they played the "Fly High" game during the study period. This is done to create comparisons on whether their vocabulary development had improved through the use of this game.

3. RESULTS AND DISCUSSION

A total of 16 participants had participated in the "Survey on the Effectiveness of Knudge.me in Enhancing English Vocabulary Through Gamified Learning" which consists of 3 sections; the participants' demographic, the pre-intervention and post-intervention feedback.

SECTION A QUESTIONS	VOTES			
	20 to 24 years old	25 to 29 years old	30 to 34 years old	35 to 39 years old
1. Age	12	4	-	-
2. Current education level	Diploma	Degree	Masters	PhD
	4	12	-	-
3. Does your current course of study require you to be proficient and/or develop your English language skills?	YES		NO	
	13		3	
SECTION B QUESTIONS	VOTES			
	YES		NO	
1. Before this study, have you ever heard of the application 'Improve English: Vocab, Grammar (Knudge.me)'?	2		14	
	1	2	3	4
2. On a scale of 1 to 5, how often would you learn new English vocabulary within a month? ('1' is 'Very Rarely', '5' is 'Very Often')	3	5	3	5
3. On a scale of 1 to 5, how often do you have difficulties in understanding something in English due to unfamiliar vocabulary? ('1' is 'Very Rarely', '5' is 'Very Often')	1	5	6	4
SECTION C QUESTIONS	VOTES			
	1	2	3	4
1. On a scale of 1 to 5, how much new English vocabulary have you learnt through the gamified activities found in 'Knudge.me'? ('1' is 'None', '5' is 'A Lot')	-	1	2	7
2. On a scale of 1 to 5, how much enjoyment did you experience during your English vocabulary learning through 'Knudge.me'? ('1' is 'None', '5' is 'A Lot')	-	-	-	7
	YES		NO	
3. In the future, whenever you have free time (such as waiting for a lecture to start, waiting at a bus stop, etc.), would you feel interested in using Knudge.me? to fill this free time?	15		1	

Figure 1.

According to the results of the survey, a majority of respondents (81.3%) indicated that their courses require English proficiency, suggesting a strong need for language skills in their studies. Most participants (87.5%) had not heard of the Knudge.Me app before the study, and responses on vocabulary learning

frequency were mixed, with many learning only occasionally. Difficulties in understanding English due to unfamiliar vocabulary were relatively low. After using Knudge.Me, most participants reported a moderate to high amount of vocabulary gained, with 56.3% greatly enjoying the experience. Notably, almost all (93.8%) expressed interest in using the app during their free time in the future.

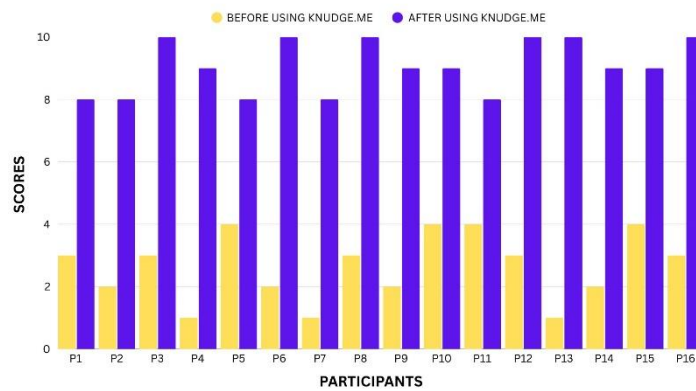


Table 1.

Table 1 portrays the scores of participants before and after using Knudge.Me. This assessment was carried out by having the participants play one of the games provided by the app before they started actively using it and after which resulted in an increase in scores.

4. CONCLUSION

The findings of this study confirm that Knudge.Me effectively enhances English vocabulary acquisition among university students through its gamified learning approach. Most participants showed improvement in vocabulary knowledge after using the app consistently. This innovation provides a flexible and engaging alternative to traditional methods. Future research may explore its long-term impact and adaptability across different language proficiency levels or educational settings.

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GRAMMAR DETECTIVE E-BOOK: ENHANCING ESL LOWER PRIMARY SCHOOL STUDENTS' GRAMMAR KNOWLEDGE THROUGH GAMIFIED LEARNING

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ABSTRACT

Grammar Detective, an interactive and immersive eBook designed specifically for lower primary school students aged 9 to 10, is aimed at transforming the traditional approach to English grammar learning. Unlike conventional grammar resources, this eBook integrates gamified learning, interactive exercises, quizzes, illustrations, and simplified explanatory notes to create an engaging, learner-centred experience. Grammar Detective addresses a critical gap in interactive learning materials for ESL young learners by offering gamified content that caters to diverse learning styles and promotes sustained interest in grammar acquisition. Findings reveal a strong preference among learners for gamified content, with notable improvements in engagement, and comprehension. The novelty of this innovation lies in its seamless integration of gamification with pedagogically sound content, tailored specifically for lower primary school students. Its contribution extends to both classroom and at-home learning contexts, offering an accessible and engaging solution to elevate grammar learning among young ESL learners. All in all, Grammar Detective exemplifies how educational technology can be innovatively harnessed to reimagine foundational grammar instruction for the digital generation.

Keywords: Grammar Detective; eBook; English grammar; gamified learning; primary school student

1. INTRODUCTION

In English as a Second Language (ESL) education, grammar instruction remains a persistent challenge, particularly for lower primary learners. Traditional approaches often rely on rote memorisation, rule-based drills, and decontextualised exercises that fail to engage young learners or support conceptual understanding (Wright, 2020). Recent studies have shown that digital gamification enhances motivation, learner engagement, and retention among young ESL learners (Liu et al., 2022). In terms of grammar instruction, gamification has been found to support procedural knowledge acquisition and foster deeper engagement. Research by Gee (2007) emphasizes the educational power of games in enabling situated learning, while Zhang and Yu (2023) found that ESL primary pupils exposed to interactive grammar platforms showed significantly higher retention than those using traditional methods. Furthermore, interactive eBooks, when properly designed, provide multimodal scaffolding that enhances understanding (Lim & Pyun, 2021).

However, few innovations focus on young ESL learners, leaving a gap for age-appropriate, culturally responsive, and pedagogically sound digital grammar tools. To address this pedagogical gap, Grammar Detective emerges as a timely intervention, addressing this niche with purpose-built features for younger learners. Grammar Detective is an interactive, gamified eBook tailored specifically for ESL learners aged 9 to 10 and aligned with national CEFR-based lower primary English curriculum standards. The book is created with aim to promote engagement, increase motivation, and improve grammar

comprehension in a format that resonates with digital-native learners. It is designed for both classroom and independent use; thus, it allows teachers to use it as supplementary in-class learning materials and learners to use it for their learning outside school hours.

2. METHODS

This innovation project adopted a multi-phase developmental approach comprising four structured stages: content design, content development, marketing dissemination, and user evaluation. Each phase was strategically implemented to ensure the pedagogical soundness, technological functionality, and market readiness of the Grammar Detective eBook.

Phase 1: Content Planning and Conceptual Design

The initial phase focused on systematically organizing the eBook's instructional framework. Core content including explanatory notes, exercises, and assessments was initially conceptualized in text form to establish a coherent thematic progression. This preparatory step facilitated logical sequencing, ensured alignment with learning objectives, and supported the integration of age-appropriate ESL grammar structures. Early drafting also enabled the identification of essential linguistic skills and scaffolded task progression, setting the foundation for a pedagogically cohesive digital product.

Phase 2: Content Development and Editing

In the second phase, the drafted content was translated into the interactive eBook format. Utilizing the blueprint from Phase 1, grammar topics were transformed into multimodal learning tasks that included embedded quizzes, gamified challenges, and visual aids. Careful attention was paid to instructional clarity, interface usability, and learner engagement. Upon completion of content integration, a rigorous review process was undertaken. This included iterative proofreading to identify and correct linguistic, formatting, and technical inconsistencies. The goal was to produce a refined and error-free educational resource that adhered to both academic standards and digital design principles.

Phase 3: Marketing and Promotion

The marketing phase leveraged popular social media platforms such as Instagram and TikTok to reach a wider audience and build anticipation. A variety of promotional strategies were employed, including teaser trailers and tutorial videos—were disseminated to guide potential users on how to access and utilize the eBook effectively. This digital marketing strategy aimed to maximize visibility, user engagement, and early adoption by capitalizing on the platforms most frequented by the target demographic.

Phase 4: User Feedback and Evaluation

To assess the eBook's effectiveness and relevance, a mixed-method data collection approach was implemented. Quantitative data were collected via surveys incorporating Likert-scale items, while qualitative insights were obtained through open-ended questions, semi-structured interviews, and virtual consultations. Participants included ESL educators, lower primary school students, and parents. This triangulated method allowed for a comprehensive evaluation of the eBook's usability, educational value, and overall impact. Furthermore, expert validation was conducted through content reviews by professionals in language education, ensuring the instructional appropriateness and academic rigor of the material.

Quantitative data were analyzed using descriptive statistics, while thematic analysis was applied to qualitative responses, thereby providing a robust basis for evaluating the eBook's performance and areas for improvement.

3. RESULTS AND DISCUSSION

The feedback collected from users revealed overwhelmingly positive perceptions. In terms of comprehensibility of the eBook's content, out of 20 respondents, 45% rated the eBook's content as "very easy" to understand, while 50% found it "easy," and only 5% perceived it as "average." Meanwhile, in terms of overall satisfaction, nine users rated it "excellent," another nine as "good," and two as "average." These results highlight the clarity and accessibility of the instructional content, confirming that the eBook is well-suited for its intended age group and proficiency level.

Respondents also evaluated the engagement level of the eBook's content. The integration of gamified elements, visual aids, and interactive tasks was particularly well-received, indicating that the eBook effectively captured learners' attention and sustained their interest throughout the learning process. Other than that, respondents also shared some suggestions such as inclusion of additional topics, more diverse exercises, and expanded interactive features. These insights are valuable for iterative development and future refinement, ensuring that the eBook continues to meet the evolving needs of learners and educators alike.

4. CONCLUSION

The findings confirm that Grammar Detective effectively bridges the gap between digital engagement and pedagogical rigor. The innovation's success lies in its integration of gamified strategies with structured grammar instruction tailored for young ESL learners. While the positive feedback demonstrates its educational value, the challenges related to varying comprehension levels and digital access warrant consideration for future iterations. All in all, the project reaffirms the efficacy of gamified learning in enhancing ESL learner's grammar competence.

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BRIDGING ARTISTRY AND ANALYTICS: TIKTOK AS A DUAL-FUNCTION PLATFORM FOR LINGUISTIC ENTREPRENEURSHIP AND DATA-DRIVEN STORYTELLING

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ABSTRACT

*Creating and publishing narrative content poses challenges for emerging writers, yet social media provides unprecedented opportunities for professional growth. As Maulana and Sandyawati (2023, p. 508) highlight, strategic use of social networks enables content producers to connect with audiences effectively. This study explores TikTok's potential as a platform for linguistic entrepreneurship, addressing authorship challenges while leveraging language's communicative power to resonate with target readers. A promotional video for the narrative work *I Seek The Peace* was published on TikTok, achieving 1,746 views, 169 likes, and positive engagement. Audience analytics including demographics and genre preferences were analyzed to refine storytelling, ensuring alignment with viewer interests. These insights directly shaped the e-book's development, demonstrating TikTok's dual role as both a promotional tool and a market research platform. The findings reveal that TikTok's engagement metrics and audience data empower creators to make informed content decisions, enhancing their credibility in a competitive digital space. By integrating analytics with creative development, linguistic professionals can bridge artistic expression with commercial success. This approach not only validates TikTok's utility for writers but also establishes a replicable model for data-driven storytelling in the language industry.*

Keywords: Writers; TikTok; Linguistic Entrepreneurship; Authorship; Storytelling.

1. INTRODUCTION

Storytelling represents a powerful medium for conveying ideas and experiences through creative narratives that emotionally resonate with audiences. In the digital era, social media platforms like TikTok have emerged as effective channels for promoting such content, particularly given the exponential growth in users following the COVID-19 pandemic, which accelerated reliance on digital platforms for work, education, and social interaction (Wong et al., 2021). As Lacy (2022) notes, these platforms primarily serve four functions: sharing, learning, interacting, and marketing which effectively replace traditional methods of literary dissemination. Empirical research by Pieter, Massie and Saerang (2021) confirms TikTok's particular efficacy for promotional purposes, citing its cost-effectiveness, user-friendly interface, and strong appeal to trend-conscious youth demographics. The platform has fostered unique reading communities like BookTok, where younger generations actively discuss literary works (Tukia, 2022, p.7), demonstrating how digital spaces can cultivate literary engagement. This phenomenon underscores the importance of audience analysis in creating written works that achieve meaningful connection. Accordingly, this study investigates TikTok's potential as a platform for linguistic entrepreneurship (both a marketing tool and creative catalyst in literary production), bridging authorial intent with reader reception through data-driven storytelling strategies.

2. METHODOLOGY

The project began with logo design using Canva, establishing a distinct visual identity. Following narrative development, the manuscript was formatted in Canva with a book-appropriate layout, including a professionally designed cover. To promote the work, a scripted video featuring the project's objectives and a curated story excerpt was created, edited, and uploaded to TikTok. To amplify engagement, a targeted TikTok promotion package was employed, yielding measurable outreach. Finally, the polished manuscript was converted into a finalized e-book via Heyzine, completing the digital publication process.

3. RESULTS

Upon completion of *I Seek the Peace*, a thematically rich narrative chronicling a protagonist's journey from childhood displacement to self-actualization, a strategic promotional campaign was executed on TikTok. Initial results (Figure 1) demonstrated substantial engagement within 35 days, with the video achieving 1,746 views, 169 likes, multiple comment interactions, and 4 favourites, where the performance metrics significantly enhanced through targeted promotion. Figure 2 further reveals critical demographic insights, detailing the age distribution of viewers attracted through this campaign, thereby validating the platform's capacity to reach intended audience segments.

This multi-stage validation process combining creative content development with data analytics yielded two key findings: First, the strategic inclusion of narrative excerpts proved effective in stimulating audience engagement. Second, the campaign's measurable outcomes provide empirical support for the viability of social media platforms as discovery channels in the language industry. These results collectively demonstrate how linguistic professionals can leverage digital tools to transform specialized knowledge into marketable intellectual products while maintaining artistic integrity. The project establishes a replicable framework wherein creative output and analytical marketing strategies synergize to achieve both pedagogical and commercial objectives.

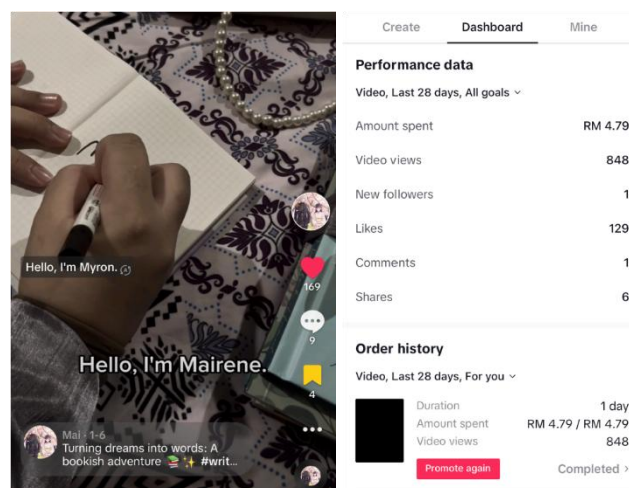


Figure 1: The Video Display on TikTok and TikTok Paid Promotion

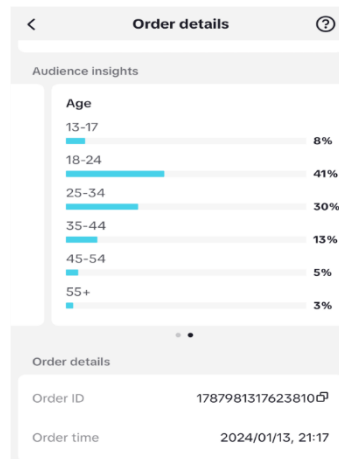


Figure2: Percentages of Audiences Age who Watched the Video

4. CONCLUSION

This study demonstrates that effective digital storytelling requires audience-aware strategies, as evidenced by the project's TikTok campaign (1,746 views and 169 likes). The project successfully bridged literary creation and digital engagement by: (1) tailoring content to platform-specific audiences, (2) utilizing teaser videos to spark interest, and (3) leveraging analytics for iterative refinement. Results confirm social media's potential to amplify narrative works while providing real-time audience insights. For the language industry, this approach offers a scalable model to transform linguistic expertise into marketable content. Future applications could explore AI-enhanced analytics or cross-platform adaptations, positioning digital storytelling as both an artistic and entrepreneurial opportunity in our increasingly connected world.

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MOMENTO MORI: REMEMBER DEATH

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ABSTRACT

'Momento Mori: Remember Death' is a fiction novel that follows the story of two different protagonists connected across time through the concept of reincarnation. At its core, the story explores themes of grief, love and fate, as the characters embark on a journey to uncover the mystery behind the mother's death. The target readers are between 17 to 35 years old. The novel is written with young adults and college students in mind, aiming to foster greater interest in reading through an emotionally driven narrative grounded in historical and fantastical themes. Besides, it is to expose readers to the use of language across different time periods so they can experience the cultural and linguistic aspects of the narration through creative writing. The project was completed in four phases: research and preparation, drafting, writing, promoting and publishing. Particular care was taken in order to properly reflect historical accuracy in language and setting. 'Momento Mori' combines elements of fantasy, historical fiction, and emotional realism to tell a story that is both introspective and relatable to readers. The novel was published as an e-book for promotional purposes with only five chapters being revealed, and to obtain feedback from the target readers. A post-survey questionnaire was then distributed upon completion of the novel in which 29 respondents gave positive feedback and were keen in purchasing the physical copy of the novel. The project has proven to be successful and is a turning point in creating a literary landscape of young generation readers that value the beauty of words through fiction and creative writing.

Keywords: grief; loss; fate; reincarnation; creative writing

1. INTRODUCTION

The project titled "Momento Mori" is a fiction novel that tells the story of a man named Arthur that takes place in the 16th century. At its core, the project is an exploration of grief, the meaning to live with grief and the quest to seek for peace. The story follows Arthur as he ventures out in search of answers, but the more he uncovers, the more questions arise. As the story unfolds, "Momento Mori" explores the concept of time, reincarnation, and fate, in a narrative that asks if we are destined to live more than once, how much of our pain do we carry with us. The story of Theodore is a continuation of this narrative that plays on his past life of Arthur being the mystery instead.

The objective of the project is to create a story that includes different time settings to produce a narrative that evokes a sense of wonder and elicit strong emotions in readers. Besides, it is to focus on the use of language across different time periods to keep readers engaged with the narration. According to Kuijpers and Hakemulder (2018), the process of appreciating literary works is a process of obtaining effective information, experiencing an aesthetic feeling, interpreting the thoughts and emotions of the works, and tasting the personality expression skills and language art of the characters in the works.

2. METHODS

Research on the topic

Before work on the project began, research was conducted on the Gothic time period, and the Victorian time period. The language use during the different time periods varies a lot. The story was written with that in mind to properly reflect the different time periods being presented. The book was written in an anarchistic sort of way to introduce elements from the different times without being too confusing for readers.

Story Drafting, Writing the draft

The story was written using Microsoft Word. In drafting the story, the aim was to create a coherent narrative that was exciting and full of mystery. In the process of writing the story, the formatting for the physical book was also done using Microsoft Word, making sure the margins aligned properly to provide the best reading experience. A few poems were also included in the story to provide a deeper look into Arthur's character as a whole through a different medium. An e-book version was also developed alongside the paperback version as to make it easily accessible in digital form for the finished product. This stage took the longest as to ensure that the book came out as intended.

Book Printing

The book was printed in order to be distributed to readers. A pre-order form was made for potential customers to order the book in advance. The target demographic of the book was young adults and college students, which made distribution of the book easier through the use of the form.

3. RESULTS AND DISCUSSION

Change of Time Setting in the Story

Survey Question 1: Could you feel the change of time period used in the story? Was it obvious what time Arthur and Theo's stories took place in?

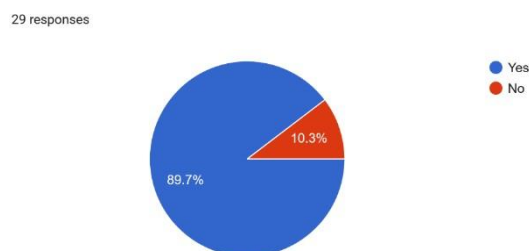


Figure 1: Response to the change of time setting in the story

Results from the post-survey show that most respondents could understand the change of time setting of the story and that the language used was appropriate to the time frame. 89.7% of respondents agreed that the shift in time setting of the stories was noticeable in the book. The overwhelming positive results have shown that the book successfully depicted the different time eras to readers.

Survey Question 2: How would you rate the book on a scale of 1-5?

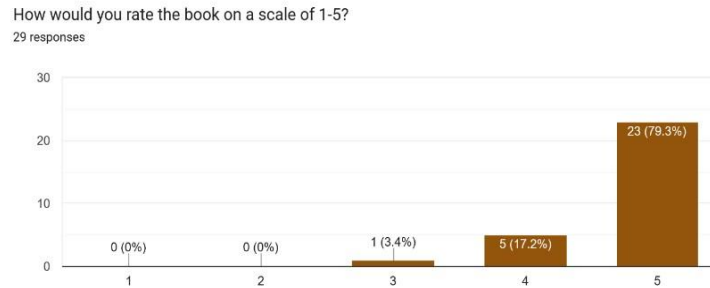


Figure 2: Reader's engagement of the book

Based on the ratings provided by the respondents in Figure 2, the majority of them seemed to really enjoy the book. This supports the objective of the project in which to create a narration that is engaging to readers and proves that the book has been an overwhelming success among college students and adult alike.

4. CONCLUSION

In conclusion, this project has successfully reached the target accomplishments. Most of the feedback on the book has been positive and the respondents seem to be really invested in the story. The project has managed to capture the hearts of readers based on the positive feedback received. All in all, this project is a stepping stone to inspire language lovers to read more and appreciate literature.

ACKNOWLEDGEMENT

A thousand thanks would like to be given to the supervisor for this project, Miss Afifah binti Fadhlullah. Her supervision has really allowed this project to come to fruition. Thanks would also like to be given to family members and friends that supported in the making of 'Momento Mori: Remember Death'.

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PAGES OF PETALS: NARRATIVES OF THE SOUL

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ABSTRACT

This project examines the challenges faced by individuals with reserved personalities in expressing their emotions, which can significantly impact their mental health and overall well-being. One way to support such individual is by providing reading materials that reflect their experiences, offering solace in an effort to ease their emotional burdens. This project involves creating an e-book, "Pages of Petals: Narratives of the Soul," and publishing it on Medium, focusing on emotional struggles, personal growth, and unspoken experiences through narratives and reflections. The project aims to provide readers with comfort, validation, and a sense of emotional connection. A survey was conducted to identify the audience's emotional needs and preferences in narratives, shaping the themes and topics of the content. Interviews further refined the narratives, ensuring relatability and depth. The final product highlights the power of storytelling as a tool for creating empathy, self-awareness, and connection. This project aims to inspire readers and encourage emotional expression in diverse and supportive ways.

Keywords: Emotional struggles; Reserves personalities; Narrative therapy; Mental health

1. INTRODUCTION

Medium, launched in 2012 by Evan Williams, co-founder of Blogger and Twitter, is an online publishing platform that merges personal blogs with professional publications (Hayes, 2024). The project "Pages of Petals: Narratives of the Soul" employs both Medium and an e-book format to broaden accessibility and foster audience engagement through features such as comments and claps. This compilation presents narratives, monologues, and reflections from a quiet, neurodivergent individual, exploring themes of life, hope, fear, emotions, and growth. By combining traditional and modern publishing methods, the project leverages technology to give voice to unspoken experiences, shifting from letters to editors toward more immediate online communities.

Many people with reserved personalities often suppress their emotions as a way of coping with overwhelming or negative feelings (Jason, 2024). Contributing factors include invalidation, fear of judgment, difficulty expressing oneself, past trauma, and environmental influences, all of which can lead to chronic stress, depression, low self-esteem, or even physical illness (Parvez, 2024). To address this, *Pages of Petals: Narratives of the Soul* aims to be a voice for them, offering diary-like narratives that validate emotions and dispel feelings of isolation. As Hagan (2022) notes, reading stories that resonate with personal experiences helps young people understand themselves and the world, providing comfort, reassurance, and solidarity. In this way, the project not only supports emotional expression but also helps lighten the silent burdens many carry.

2. METHODS

The project began with an online survey distributed via social media and messaging apps to gather diverse perspectives on the themes to focus on. The survey used multiple-choice questions to identify patterns and an open-ended question to capture personal experiences, ensuring anonymity for honest responses. To deepen insights, two participants were selected for semi-structured interviews, allowing them to share more detailed stories and perspectives in a comfortable setting. Survey data were quantitatively analysed to identify recurring themes, while interviews provided richer qualitative insights; together, these informed the selection of topics. Once themes were finalised, they were organised into chapters, followed by a multi-draft writing and proofreading process. Narratives were prepared for publication on Medium, which offered a paid membership that enabled immediate release and future edits. They were later compiled into a professionally designed e-book for wider distribution and engagement.

3. RESULTS AND DISCUSSION

A survey was done to explore the audience's emotional struggles, interests, and preferences in narratives about such struggles. The results provided valuable insights into the themes and content of the project. The survey was created using Google Forms, and over a two-week period, 35 respondents were gathered. While the survey included 16 questions, the discussion will focus on 7 main questions related to the development of narrative topics and themes, as well as participants' personal interest in this area.

Among these, 33 (94.3%) respondents were aged between 18 and 24, while the remaining participants were over 30 years old. Additionally, the majority of respondents identified as students. The survey revealed that 20 (57.1%) respondents sometimes find it difficult to express their feelings, and 11 (31.4%) reported always facing such an issue. In contrast, three respondents (8.6%) rarely experienced this challenge, and only one respondent (2.9%) indicated that they never encountered it. The major effects reported by respondents due to suppressed emotions include impacts on their mental and physical health (16) as well as feelings of stress and anxiety (14).

As evidenced in Figure 1, the top reasons provided by respondents for not expressing their emotions are fear of judgement (23), feeling unheard (19), and being unable to find a suitable word (14). This shows that societal attitudes are the main factor why people hesitate to express their feelings, often choosing to bottle them up till it affects their well-being. Additionally, a lack of knowledge or access to suitable vocabulary to accurately convey their emotions (14) further contributes to this struggle.

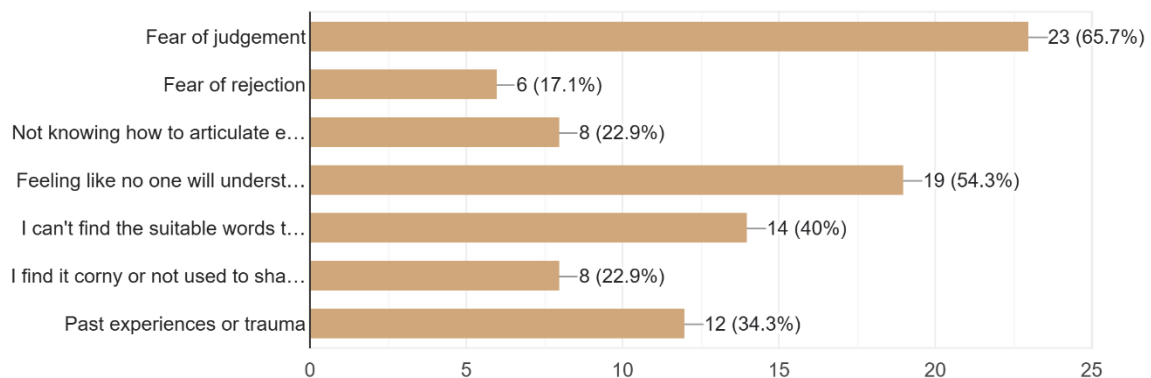


Figure 1. The bar chart to the question “What situations or factors make it harder for you to express how you feel?”

Sixteen respondents (45.7%) expressed interest in reading reflections that explore emotional struggles, while another 16 (45.7%) indicated an ambiguous interest, dependent on the relatability of the content. The other three respondents (8.6%) showed no interest in such material. Therefore, this highlights the importance of writing narratives that resonate with a broad audience, a goal that can be guided by analysing respondents' preferences. Additionally, both participants agreed in the interviews that reading relatable narratives would be helpful. This is illustrated in the following response provided by R2:

“Yes, it’s helpful because it’s one of the ways for us—like I mentioned before, certain people just can’t express their feelings, so they look for others who feel the same. At least then they see there’s a solution, which gives them a bit of motivation and makes them think, ‘If they found a way to deal with this, maybe I can give it a try too.’”

The analysis of responses from the survey and the interview resulted in the identification of nine topics. These topics were categorised into four chapters, each representing different stages of growth and self-reflection. These chapters are as follows: 1) Seeds of Uncertainty, 2) Wilted Petals, 3) Veiled in Thorns, and 4) Tangled Branches. The selection of these themes was guided by respondents' preferences, as shown in Figure 2.

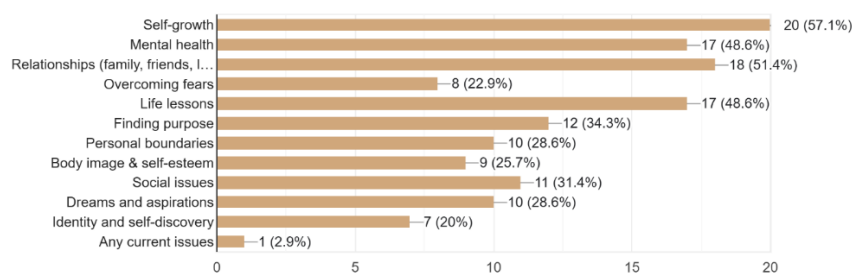


Figure 2. The bar chart to the question “What topics or themes would you be most interested in reading about?”

4. CONCLUSION

Pages of Petals: Narratives of the Soul uses storytelling to explore self-discovery, growth, and emotional struggles, offering diverse perspectives. Its impact may differ depending on readers' personal experiences and emotional readiness. The project highlights the value of unheard voices and invites feedback to refine and expand future initiatives.

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A LANGUAGE QUEST AROUND MALAYSIA: A BOARD GAME FOR ESL AND CULTURAL LEARNING

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ABSTRACT

Language games can make learning fun and engaging in the ESL classroom. There are both physical and online educational games available to support language learning. However, despite the popularity of online platforms, digital games often lack face-to-face interaction and meaningful communication. Learning together encourages real-time speaking and responding, making language learning more effective. Physical board games encourage shared, interactive learning, which helps build students' confidence and improves real-life communication skills. "A Language Quest Around Malaysia" is a physical board game designed for lower secondary students that aims to boost the learning of the English language as well as enhance their knowledge of cultural and historical facts from all 13 states of Malaysia. This innovation is suitable for language teaching and learning, as it offers an engaging, interactive approach to mastering grammar, vocabulary, and speaking skills. Players complete language-based tasks while discovering fun facts about Malaysia's diverse heritage. The game promotes face-to-face interaction, memory, and reading comprehension through engaging challenges. By using the immersive experience of physical gameplay, this game motivates students to engage confidently with English, deepen their understanding of Malaysian history and culture, and strengthen their communication skills in a fun and interactive setting.

Keywords: English Language; communication skills; board games; history; culture

1. INTRODUCTION

1.1 Background of the Study

English language proficiency among Malaysian students, especially in grammar, vocabulary, and communication, remains a concern (Aziz & Kashinathan, 2021). Traditional methods often fail to engage students, relying heavily on memorisation. Many also lack interest in Malaysia's culture or history unless required in class. This project introduces "A Language Quest Around Malaysia," a board game that offers a more interactive and engaging learning experience. Board games have shown potential in improving grammar skills among EFL learners (Chen, 2025), making them a suitable tool for this purpose. This game presents a meaningful and interactive way for students to practice English while learning about Malaysia's culture and history. It is suitable for ESL classrooms, home revision, or family bonding time. Designed with lower secondary students in mind, the game aligns with their language learning needs and interests.

1.2 Problem Statement

Most educational games today are digital, limiting real-time, face-to-face interaction. Excessive screen time can make learning repetitive and isolating, reducing chances for meaningful conversation. ESL students

often struggle with confidence and expressing ideas clearly due to lack of real-time practice. Though many game-based tools exist, most are digital and rarely combine language learning with cultural and historical knowledge. Hence, this project aims to offer an innovative way to enhance English language communication skills as well as increase knowledge of Malaysia's history and culture. The game also provides an alternative learning method that is not only fun and hands-on but also suitable for enhancing grammar and communication skills while encouraging students to engage with cultural and historical content in a more enjoyable way.

2. METHODS

The development of the “*A Language Quest Around Malaysia*” board game followed a structured process. Online research was carried out to collect cultural and historical facts for each state, and each fact was paired with an English language question focusing on grammar, vocabulary, or reading comprehension. After the content was reviewed and approved, the design process began using Canva Pro, an online graphic design platform. The game set includes a box, a game board, 104 task cards, 21 challenge cards, 24 puzzle pieces, character tokens, an answer sheet, a score tracker, a rule sheet, and a marker. Players earn points by completing English tasks and reading cultural or historical facts on task cards. Every 10 points earns one puzzle piece. The first to collect 6 puzzle pieces and complete the puzzle wins. Challenge cards test memory by asking players to recall facts from task cards or answer general Malaysian knowledge questions. Players can gain or lose points through these challenges. After designing the game, the components were printed and assembled, with a total production cost of RM167 for the prototype. To evaluate its effectiveness, a playtesting session was held during a small campus showcase, where students from various courses participated. Data was collected using a pre-survey and post-survey to measure engagement, perceived usefulness, and learning outcomes, supported by verbal feedback and short interviews.



Figure 1. Game components and Game Showcase

3. RESULTS AND DISCUSSION

Results

After playing “*A Language Quest Around Malaysia*,” students showed noticeable improvement in both language skills and cultural knowledge. Post-survey results revealed that all 17 participants reported moderate to high confidence in English grammar and vocabulary. They also felt the game helped them better understand the cultural and historical facts of all Malaysian states.

When asked the question, “Do you think the board game can improve your English grammar, vocabulary, and speaking skills?” every student responded positively. The game’s format, which includes

challenge cards, quizzes, and a turn-taking system, kept them engaged and encouraged active use of English in a fun and collaborative way.

Students enjoyed the learning process, describing it as fun and interactive, with one noting, “I enjoyed learning facts about Malaysia I didn’t know before.” All respondents gave the game high enjoyment ratings, and every student said they would like to play it again.

Discussion

The positive post-survey responses suggest that “*A Language Quest Around Malaysia*” is an effective and engaging tool for strengthening English grammar, vocabulary, and speaking skills. At the same time, it enriches students’ knowledge of Malaysian culture and history. The game creates a low-anxiety learning environment where students are motivated to participate, communicate, and collaborate, reflecting the benefits highlighted by Wong and Yunus (2021) regarding board games in ESL contexts. The board game shows potential for wider use among ESL classroom learners.

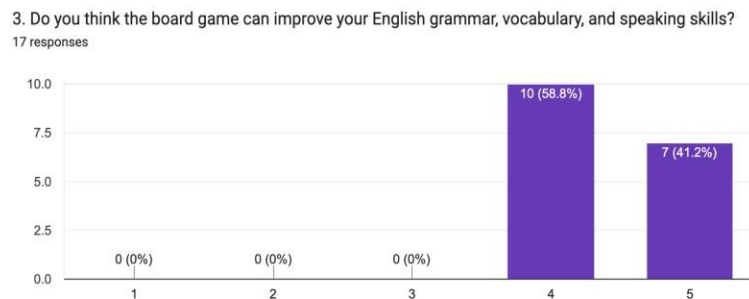


Figure 2. Post-survey of confidence levels

4. CONCLUSION

“*A Language Quest Around Malaysia*” board game effectively facilitates English language learning while incorporating historical and cultural knowledge. It enhances grammar, vocabulary, and oral communication skills among ESL learners. Based on the feedback, the majority of students reported they enjoyed playing the game and had better knowledge of historical and cultural facts of Malaysian states. This board game is unique, as it is authentic and has great potential as a classroom tool for learning.

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7-IN-1 MALAYSIAN TRADIGAMES KIT

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ABSTRACT

The 7-in-1 Malaysian TradiGames Kit is a physical, compact, and portable innovation designed to preserve, promote, and reintroduce traditional Malaysian games to both local and international tourists. The kit includes seven games: Congkak, Batu Seremban, Dam Haji, Sepak Bulu Ayam, Gasing, Ceper, and Colek Lidi. A quantitative market survey was conducted among 51 respondents to understand consumer perceptions, preferences, and potential challenges. Results revealed strong interest, with 90.2% of respondents indicating difficulty in finding traditional games in one convenient package, and 74.5% expressing interest to be a test group. It is relevant for educational institutions, tourism centers, and cultural heritage programs aiming to engage modern audiences with traditional values. The 7-in-1 Malaysian TradiGames Kit demonstrates how physical design innovation can support cultural sustainability and creative tourism, potentially contributing to Malaysia's soft power and global cultural presence.

Keywords: Traditional games; Malaysian heritage; cultural tourism; physical game kit; innovation

1. INTRODUCTION

The 7-in-1 Malaysian TradiGames Kit was conceptualized in response to the growing disconnection between Malaysians and the country's rich heritage of traditional games (Mustafa & Saleh, 2017). In an era dominated by digital entertainment, physical cultural games have become increasingly rare, often seen only during special events or festivals (Wisnu & Gracegefa, 2025). According to studies on cultural tourism and educational play, traditional games hold significant value in fostering national identity, intergenerational bonding, and experiential learning (Rahman et al., 2025). The main objective of this innovation is to create a multifunctional, travel-ready product that promotes cultural heritage through recreational engagement.

2. METHODS

2.1 Research Design, Sampling and Instrument

This study employed a quantitative approach using a structured questionnaire to assess the interest, preferences, and usability of the 7-in-1 Malaysian TradiGames Kit. A total of 51 valid responses were collected through online non-probability sampling using Google Forms. Respondents were screened for interest in cultural or educational products that highlight Malaysian traditions. The survey included Likert-scale questions, multiple-choice items, and open-ended questions.

3. RESULTS AND DISCUSSION

3.1 Interest and Demand for Multi-Game Kits

Respondents showed significant enthusiasm for having a single kit combining various traditional games. **Table 1** show the respondent's interest towards traditional and multi-game concept.

Table 1. Interest in Traditional Games and Multi-Game Kit Concept

Survey Item	Agree / Strongly Agree (%)
Believe traditional games are a fun way to learn culture	92.2
Interested in experiencing local games interactively	92.1
Want a kit that combines various traditional games	90.2
Willing to learn games they never played before	78.5

Reference: Asyraff, 2025

3.2 Design Preferences and Aesthetic Appeal

Design plays a crucial role in consumer interest. **Figure 1** shows some of the first impressions collected indicate respondents found the kit “nostalgic,” “compact,” “fun,” and “easy to carry.”



Figure 1. Some of the Impression About the Kit

3.3 Consumer Preferences for Kit Features

Participants emphasized key product features such as eco-friendliness, clear instructions, suitability across age groups, and ease of storage. Table 2 shows the most preferred features included variety of game types, inclusive design for multiple demographics, and sustainable materials.

Table 2. Preferences on Product Feature

Survey Item	Agree / Strongly Agree (%)
Easy-to-understand instructions	92.1
Culturally diverse games	90.2
Suitable for many demographics	84.3
Eco-friendly and sustainable materials	72.6
Replay value	84.3

Reference: Asyraff, 2025

3.4 Interest in Joining a Test Group

A key indicator of the product's engagement potential is the willingness of users to be part of a prototype testing phase. As illustrated in Figure 2, a significant majority (74.5%) of respondents expressed interest in joining a test group to try the 7-in-1 Malaysian TradiGames Kit, while only 25.5% were not interested.

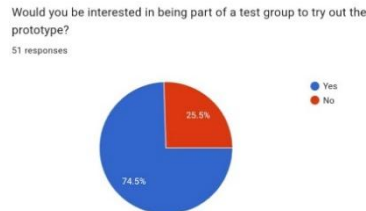


Figure 2. Interest in Participating in a Prototype Test Group

4. CONCLUSION

The 7-in-1 Malaysian TradiGames Kit has demonstrated strong potential as an innovative tool for cultural preservation, education, and tourism. Moving forward, future improvements may include multilingual instruction guides, integration of broader ethnic games, and enhanced sustainable packaging to increase accessibility and market readiness.

ACKNOWLEDGEMENT

This innovation project was completed as part of the Tourism Product Design and Innovation (HTT741) coursework under the Master in Tourism Management program at Universiti Teknologi MARA (UiTM), Puncak Alam. We would like to thank the faculty members and peers for their feedback and support throughout the development of the 7-in-1 Malaysian TradiGames Kit.

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POETIC PHASES IN FEMININE F MINOR

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ABSTRACT

Feminine in F Minor is a digital poetry e-book that innovatively combines poetry and music to interpret diverse feminine emotional experiences. Each poem opens with two lines of lyrics drawn from a chosen song, paired with a scannable Spotify code that allows readers to listen to the music directly. This anthology unfolds across nine thematic archetypes that offer intimate glimpses into the author's journey through womanhood. It is an innovative literary approach that fuses technology and art, aiming to reshape how poetry can be experienced in digital formats. This proposes a new literary experience where poetry is no longer confined to pages, but extends into sound and memory, reshaping how readers engage with emotion in the digital era.

1. INTRODUCTION

Feminine in F Minor is a reaction to such a trend by reconciling the literary art of poetry and the emotional power of music. This e-book pushes the boundaries of how lyricism, specifically two lines of lyrics from selected songs, can become emotional introductions to new poems. Every poem comes with a scannable Spotify code, inviting readers to listen and feel the song behind every piece. It is an attempt at being a multi-sensory reading experience, enhancing emotional engagement while knowing the feminine identity's profundity. By setting every poem to music, the project changes how poetry is experienced, no longer just read, but listened to, felt, and remembered. With the nine thematic archetypes of the personal and collective aspects of womanhood, Feminine in F Minor exists at the intersection of art, emotion, and digital innovation.

2. METHODOLOGY

This project employed a hybrid methodology that combined creative and empirical techniques. The author crafted original poems inspired by selected song lyrics, employing nine thematic archetypes to represent a range of personal feminine experiences. All poems contain an embedded Spotify code, which allows readers to immediately access the referenced song and be treated to an interactive sensory experience. To quantify interest and classify the concept, 40 participants were tested by an online survey. The test collected data on reader preferences and interest. Descriptive statistics were employed to examine the findings, which had an impact on the creative trajectory and the design of the e-book in general.

3. RESULTS AND DISCUSSION

To validate audience interest, an online survey was conducted with 40 respondents exploring preferences regarding poetic styles, integration of music, and emotional engagement.

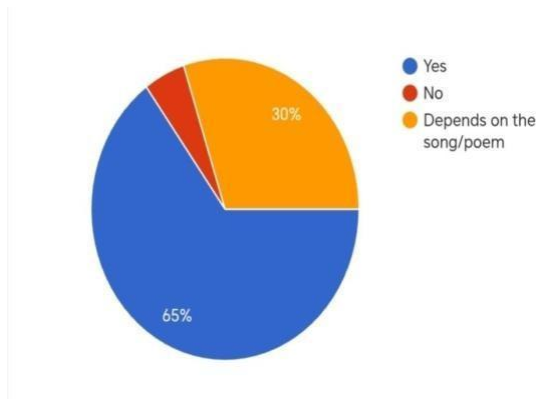


Figure 1: Do you think music enhances the emotional impact of reading poetry?

This figure evaluates the core hypothesis of the project—whether music enhances the emotional depth of poetry. A strong majority of respondents answered “yes,” confirming that music is perceived to elevate the emotional experience of reading poems.

This supports the foundational concept of “Feminine in F Minor” as a multi-sensory reading approach. The result justifies Integrating Spotify codes and highlights music's role in triggering deeper emotional connections to textual themes.

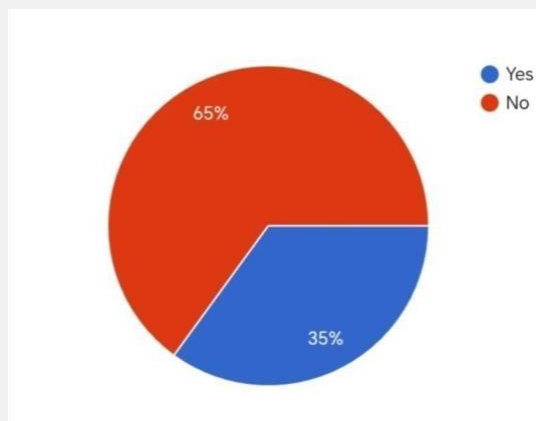


Figure 2: [Have you ever encountered a poetry book with embedded song links (eg: Spotify codes)]

The fact that 65% of viewers had never seen this format before highlights the project's creativity and innovation. The number helps to highlight the singular value proposition of "Feminine in F Minor."

Not only is this idea not an experimental piece of creativity, but it is also a viable entrepreneurial innovation in e-book publishing, as evidenced by the lack of similar works, meaning that it has the potential to plug a creative market niche.

4. CONCLUSION

Feminine in F Minor explores how combining poetry and digital music creates an immersive literary experience. By incorporating scannable Spotify codes and carefully selected song lyrics, the work reshapes how readers interact with poetic texts, appealing not just to intellectual reflection but to emotional connection. Survey responses confirm the legitimacy of this multimedia methodology, with participants universally attesting to the greater emotional resonance of pairing music with poetry. The project further indicates a gap in the market for innovative formats of this kind, proposing high potential for continued development in digital publishing. Ultimately, this project reinvents the feminine voice through a multi-sensory framework, providing a poetic experience that is not only read, but heard, felt, and remembered—capturing the changing face of literature in the digital era.

ACKNOWLEDGEMENT

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PSUDO GAME: A PHRASE STRUCTURE DIAGRAM ORGANISATION PUZZLE GAME

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ABSTRACT

This project introduces PSUDO, a gamified desktop application designed to enhance English grammar learning through interactive phrase structure diagrams (PSDs). Traditional grammar teaching methods often rely on memorization and rule-based exercises, which can be disengaging for second-language learners. To address this, PSUDO applies game-based mechanics to reinforce syntactic awareness in a visual and interactive format. A pre-survey of 30 Malaysian students revealed limited familiarity with PSDs but strong interest in educational games. Developed using Electron.js and supported by AI-assisted coding, the game consists of 18 stages where players drag and drop grammatical nodes to construct syntactic trees. A post-survey conducted with beta testers showed that 95% gained new insights into grammar and reported improved understanding of syntactic structures. Participants rated the gameplay highly (average 8.75/10) and 75% expressed willingness to purchase the game. Early sales on itch.io generated USD \$12, covering development costs and indicating entrepreneurial potential. These findings highlight PSUDO's effectiveness as both a digital learning tool and a viable educational product.

Keywords: Grammar learning; Game-based learning; Phrase Structure Diagrams; Syntax; PSUDO

1. INTRODUCTION

Grammar forms the backbone of English language proficiency, enabling learners to construct accurate and meaningful communication. However, grammar instruction is often perceived as abstract and tedious, particularly when taught through rule memorization. In Malaysia, many students still rely on mechanical drills and written exercises, which fail to address difficulties in applying grammar in real contexts. Studies indicate that interactive and visually engaging learning tools improve comprehension, motivation, and confidence among learners (Lin et al., 2020; Awing & Nasri, 2023). PSUDO—the Phrase Structure Diagram Organisation puzzle game—was conceptualized to address these shortcomings by making grammar practice both visual and interactive. The game presents grammar not as isolated rules, but as components within phrase structure diagrams, where learners assemble lexical, phrasal, and clausal units step by step. By adopting a gamified approach, the project aims to create a more memorable and enjoyable learning experience, especially for higher education students taking grammar-related courses.

The objectives of the project are to:

- Provide learners with a digital tool to visualize and practice English syntax in a structured but engaging format.
- Strengthen syntactic awareness and part-of-speech recognition through puzzle-based gameplay.
- Encourage independent learning outside the classroom, reducing reliance on rote memorization.
- Explore the entrepreneurial potential of niche educational games for wider adoption.

2. METHODS

The project followed a structured development process comprising five phases: survey and research, prototype design, coding, internal testing, and beta release.

- Pre-survey: Conducted with 30 participants, ranging from high school to university students, to gauge grammar knowledge, gaming habits, and openness to educational games. Findings showed limited familiarity with PSDs but strong enthusiasm for interactive tools.
- Game design: The game was developed using Electron.js (with HTML, CSS, and JavaScript) to ensure cross-platform accessibility. AI-assisted tools such as ChatLLM supported coding and interface design. Gameplay was organized into 18 progressively challenging stages where learners construct syntactic trees by dragging and dropping grammar nodes.
- Expert input: Lecturers specializing in syntax were consulted to review stage content and ensure alignment with linguistic accuracy.
- Beta testing: A beta version was released to UiTM students, who provided feedback on user experience, educational clarity, and commercial viability.
- Post-survey: Collected feedback on learning impact, gameplay, and willingness to purchase, providing evidence of both educational effectiveness and market interest.

3. RESULTS AND DISCUSSION

The pre-survey confirmed the necessity of PSUDO: over 50% of participants had little to no prior exposure to PSDs, yet the majority were receptive to game-based learning as a method of improving grammar.

Beta testing produced highly positive outcomes:

- 95% of players reported learning something new from the game.
- 95% agreed that PSUDO improved their understanding of sentence structure.
- Satisfaction ratings averaged 8.75/10, reflecting strong acceptance of the drag-and-drop mechanics and stage design.
- 75% of participants expressed willingness to purchase at RM5–RM10.

From an entrepreneurial perspective, PSUDO generated USD \$12 in early itch.io sales, covering its USD \$10 development expense. While small in scale, this demonstrated both demand and sustainability for the project as an indie educational product.

4. CONCLUSION

PSUDO demonstrates that gamified learning can improve grammar comprehension by making syntactic structures engaging and accessible. While some learners required clearer guidance, overall results affirm its educational value and market potential. Future work should focus on mobile/browser versions and wider institutional integration.

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A BASKETFUL OF TALES

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ABSTRACT

Writing children's short story books is important as it helps develop children's imagination and creativity, nurtures emotional and moral development, and fosters a love for reading physical books. This project aims to publish a physical children's illustration short story book and create short-form storytelling videos for social media apps such as TikTok and Instagram Reels, helping children develop an interest in reading and nurture their imagination, creativity, emotional, and moral values. The methods used in this project include creating an online survey questionnaire on Google Forms, conducting research, and promoting the project on social media. This project is developed with meticulous attention to illustration and narrative pacing, crafted to engage early readers while supporting inclusive language and values. Complementing the printed book, a companion series of short-form storytelling videos is produced, translating scenes from the story into bite-sized videos that blend static illustrations, voice-over, and sound design to enhance emotional engagement and reach broader audiences through social platforms.

Keywords: *Children's Short Stories; Emotional Engagement; Illustrative Storytelling; Social Media; Voice-over Narration*

1. INTRODUCTION

1.1 Project Overview

In today's digital era, the rise of fast-form media and constant device use has led to a noticeable decline in children's interest in reading physical books, as frequent exposure to digital content diminishes traditional literacy habits. According to Ponti (2023), early screen use often shapes long-term preferences, leading children to favour digital entertainment over slower-paced activities, such as reading physical books. Research also shows that 34.6% of children and young people aged 8 to 18 said they enjoyed reading in their free time in 2024, recording the lowest number since 2005 (National Literacy Trust, 2024). The first storybook has a lasting impact on children and adults, fostering creativity, imagination, and literacy skills. Hence, nurturing a love for reading from an early age is essential.

"A Basketful of Tales" invites children aged 6 to 10 to explore storytelling by creating a short story book to spark interest in reading through vibrant language and engaging illustrations. The book features five stories that teach values like friendship and teamwork, each complemented by a poem and brought to life with charming, colourful animal characters to capture young readers' attention.

Other than that, to suit modern reading habits, this project shares short storytelling videos on TikTok and Instagram Reels "a.basketful.of.tales", combining voice-over narration and the typecast app for character voices with static, colourful illustrations for those who prefer a visual and auditory type of

reading. These videos also help children to learn how to pronounce specific vocabulary, as Amanda et al. (2024, p. 22) highlighted that “the use of internet-based video lessons, such as those on the MmmEnglish channel, enabled the learner to improve her English pronunciation through imitation and repetition, demonstrating the effectiveness of video storytelling in supporting accurate pronunciation.” Other than this, using this method will also enhance the children’s attention span, as according to Bartan (2020), video-based storytelling, specifically computer-mediated presentations, was the most effective method for sustaining young children’s attention span during story sessions.

1.2 Problem Statement

While it has been proven above that digital devices are one of the reasons why children nowadays lose interest in reading physical books, the lack of autonomy in book choice also plays a role. When children are not allowed to choose what they read, they may view reading as a chore rather than an enjoyable pastime. A study by Fridkin and Hurry (2025) found that a lack of perceived choice led to significantly lower enjoyment and comprehension scores in reading tasks. Therefore, writing this children’s short storybook titled “A Basketful of Tales” will boost their motivation to read as it offers multiple short stories in one book, giving them the autonomy to choose what they enjoy rather than limiting them to one story per book.

1.3 Purpose and Objective

The purpose and objective of conducting this project are to demonstrate the importance of children’s short storybooks in their childhood. This project aims to spark imagination and encourage children to explore their creativity, teach moral values, promote emotional growth, and cultivate and build children’s interest in reading physical books.

1.4 Entrepreneurial Opportunities

This project offers sustainable and promising income through directly selling physical books while enhancing one’s professional portfolio and opening doors for future opportunities. The project expands visibility and connects with global audiences by leveraging platforms like TikTok or Instagram, turning a single creative venture into a far-reaching entrepreneurial opportunity.

2. METHODOLOGY

The project began with outlining the idea, creating a mood board and drafting short story outlines after approval. A Google Form survey was distributed to gather feedback and market insights. Once the outlines were approved, illustrations were developed, voice-over narrations were recorded, and final editing was completed, which involved proofreading, typesetting, and layout. Then, the ISBN code was registered before printing, selling, and publishing the storybook and accompanying short-form storytelling videos.

3. RESULTS AND DISCUSSION

3.1 Online Survey Questionnaire Results

Before the project began, an online survey with eight simple questions, including one on personal experience, was conducted via Google Forms to explore why children's short storybooks matter. It highlighted their role in fostering imagination, creativity, emotional and moral development, and a love for physical books. This questionnaire is distributed to parents, adults, and young adults. The questionnaire received around 25 responses. Most respondents agree that children's short storybooks are vital for fostering a love of physical reading, sparking imagination and creativity, and nurturing moral values and emotional development.

3.2 Personal Experience / Testimony

Eighteen out of 22 respondents agree that storybooks shaped who they are today, citing their profound and lasting impact on language development, imagination, creativity, and empathy. Many respondents also mentioned that storybooks improved their vocabulary, reading, and communication abilities while teaching them to think critically, independently, and solve problems. Beyond academics, respondents noted that storybooks were also seen as gateways to diverse cultures, perspectives, and emotions, fostering moral values and emotional resilience. Some credited that storybooks can spark lifelong interests, shaping personal growth, curiosity, and even influence career paths.

3.3 Results of the Children's Short Storybook and Short Form Storytelling Videos

The Children's Short Story Book and short-form storytelling videos received highly positive feedback, with readers praising their impact on imagination and creativity, emotional growth, and love for reading. The short-form storytelling videos also generated strong engagement and revenue on TikTok and Instagram, attracting over 100 interactions and supportive comments affirming the project's goals.

4. CONCLUSION

In conclusion, writing a children's short story book is important as it helps develop children's imagination and creativity, nurtures emotional and moral development, and fosters a love for reading physical books. This has been proven by the feedback from customers and viewers and the survey questionnaire.

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BOOK QUEST! INNOVATING READING WITH A DICE ROLL

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ABSTRACT

“BOOK QUEST!” is a book summarisation board game where storybook elements meet game play, sparking people’s interest in reading, a niche activity that has an abundance of benefits yet often overlooked by society. This innovation stemmed upon realising these problems: high school students read books for Komponen Sastera (KOMSAS) and English literature just for the sake of memorising to answer their exam papers and Malaysians in general spend less than 2 hours reading. The game aims for (1) enjoyment of reading through game play, (2) introduction of storybook elements through game play, and (3) personal book summary writing at the end of game play. Firstly, research on the storybook elements and boardgames was done via online, through journal articles and e-book to further understand the basic elements as well as finding any existing reading comprehension boardgame in the market. Designing the board and cards comes after, utilising CANVA AI using personal prompts. At the same time, a pre-survey was made to understand different target audience’s perception on reading, boardgame, the design of the game and the overall engagement value. A simple draft of the game was utilised during beta-testing sessions, receiving players’ feedback to enhance the quality of the game. From the survey and beta-test sessions, players have collectively agreed upon the suitable target audience ranges from the age 13-25 years old. Not only that, respondents agreed that it was useful to remember storybook elements that were actually parts of the game mechanics and eventually assisted them to write a personal book summary. In conclusion, this Malaysian-made game has the potential to shine due to its uniqueness of being the one and only game that focuses on storybook elements to its potential in education as a teaching material in high schools.

Keywords: Boardgame, Book Summary, Educational, Reading, Storybook Elements

1. INTRODUCTION

Reading is an activity that can be categorised as leisure but concurrently a knowledge enhancement activity. According to the National Library of Malaysia (2023), reading is a basic skill towards a human’s growth of the mind and character. Despite the benefits of reading, Malaysian high school students did not find the activity as interesting and engaging, as they only read to memorise parts of the book that is required to pass their examination (Chew & Zulhazmi, 2017, Zamri et al., 2020, Chew, 2021)). To add on, a study by the National Library of Malaysia (2023) showed that Malaysians in general only spent less than 2 hours reading per day citing two of the top reasons being their lack of interest in reading and that they found other activities to be more interesting. In contrast with reading, board games is an activity where both children and adults find enjoyment in playing and spending time with one another (O’Neill & Holmes, 2022). An interesting fact is that board games have managed to encourage people in reading and memorising rules and niches to win the game on top of inspiring social interactions among the players (Cès et al., 2024). From this, a

combination of storybook elements and game mechanics was created and given the name “BOOK QUEST!”. An innovation where a board game could be both educational and fun simultaneously. The target audience are for teenagers to young adults, starting from the age 13-25 years old.

The objective of this innovation is to:-

- 1.1.1 Create a fun yet educational game
- 1.1.2 Introduce the basic elements of a storybook
- 1.1.3 Allow the players to write their own book summary

2. METHODS

Research and Development

Firstly, online research was conducted to determine two things:- basic elements of a storybook and boardgames. This research helped in identifying 22 basic elements of a storybook to incorporate into “BOOK QUEST!” as well as finding the existence of other reading comprehension boardgames in the market if any; none were found. With further research, this innovation was designed, inspired by library-themed colours. Cards were individually created, making sure they fit the theme of the boardgame and the challenges on the cards were created thoughtfully to help with the book summarisation, as well as to encourage players for an open discussion.

Survey [“BOOK QUEST! | First Impressions: Storybook Elements Meet Board Game”]

A Google Form survey was shared via online through WhatsApp application to collect data from various target audience on three main things:-

- 2.2.1 General opinions on storybook elements and reading
- 2.2.2 Perspective of the design of “BOOK QUEST!”
- 2.2.3 Educational and engagement value of “BOOK QUEST!”

Beta-Testing

This was done after getting the survey results. 3 different group ages (primary, high school and university students) were chosen to participate in the beta-testing. Feedback received was used to improve the game.

3. RESULTS AND DISCUSSION

BOOK QUEST! Board Game

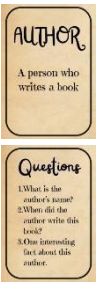
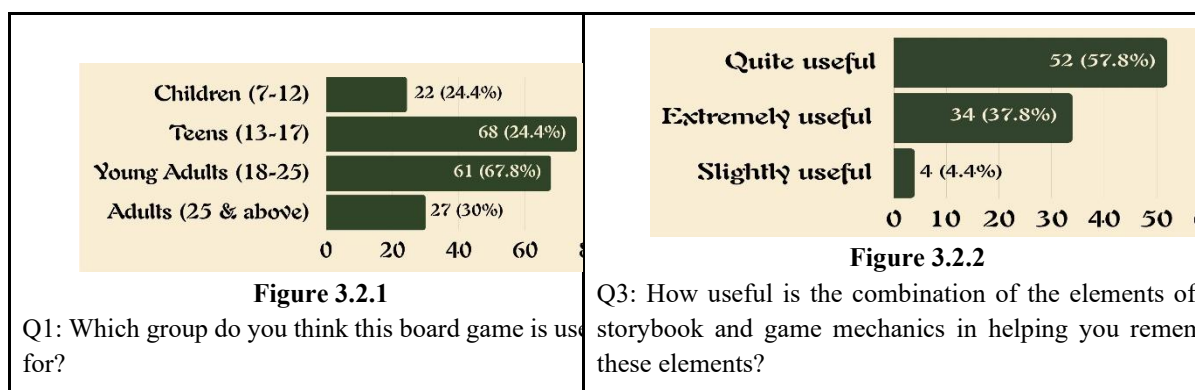
 Figure 3.1.1	 Figure 3.1.2 2 cards	 Figure 3.1.3 16 cards each	 Figure 3.1.4 FRONT	 Figure 3.1.5 FRONT
BOARD	ELEMENT CARDS	ARCHIVES & SEEK CARDS	4 BOOK SUMMARISATION TABLE	

Figure 1 shows the “BOOK QUEST!” The Board has 22 element slots accompanied by other slots that adds on to the fun elements while still making it educational for players. The finalised version comes with 108 cards filled with questions and challenges. There is also a Book Summarization Table to fill up information for the book summary as well as tokens and a pair of dice.

Survey Results

A total of 90 respondents, mostly from Selangor and Melaka, took the survey. Two of the important results are as shown below:



The results for Q1 prove that the most suitable target audience ranges from the age 13-25 years old which were categorised as teenagers to young adults. On top of that, 90% of the respondents agreed that the combination of the elements of the storybook and game mechanics have helped them to remember the 22 elements that were incorporated in the boardgame (Q3).

Beta-Testing Results

Players from the beta-test gave feedback regarding the design of the game, the cards and also the personalised book summary. They found that the colourful design and the cards were the features that made the gameboard enjoyable and valuable. Meanwhile, they suggested improving; 1. the book summarisation table such as adding more questions and 2. the rules and regulation booklet for clarity of instructions.

4. CONCLUSION

In conclusion, while achieving all the objectives successfully, “BOOK QUEST!” is unique as it is one of its kind, with the potential to penetrate every household, school, library or even a workplace, all while being a Malaysian product. The large target audience creates a pathway to commercialisation. There are plenty of other opportunities in the future for the game to shine such as creating an online version for those tech-savvy readers and board gamers and developing the boardgame in other languages. Nonetheless, this is a kickstart for a reading comprehension boardgame; for all languages, regardless the language of the boardgame.

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KOMUHN SENS: CAMPUS EDITION

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ABSTRACT

Komuhn Sens: Campus Edition is a creative digital media initiative operating at the intersection of media studies, sociolinguistics, and youth culture. This project incorporates a social commentary blog on Substack with Instagram reels, merging long-form reflective writing with accessible visual and audio formats. Its central purpose is to examine the irrationalities within the parameters of campus life through satire and advocacy. This project addresses a clear gap in student representation within digital media spaces, where campus narratives are often shaped by institutional agendas rather than the lived experiences of students. In alignment with the theme, “Language Development for Social Inclusion”, the initiative employs humour, colloquial expressions, and culturally resonant language to foster dialogue across diverse student communities. It repositions satire beyond entertainment, as a linguistic tool for inclusion, critique, and empowerment. In this capacity, it serves as a bridge between personal narratives and wider social issues relevant to the student population. The project aims to: (1) serve as a platform that amplifies student voices; (2) employ satire as a medium for social commentary; and (3) explore sustainable entrepreneurial models for student-led advocacy. The methodology of this project employed a quantitative and qualitative approach, combining an online market survey (N=38) and informal interviews to produce platform-optimised content. The survey results revealed strong demand for visually engaging content and opinion articles, guiding the project’s content strategy. In addition, Substack’s tiered subscription model is also evaluated as an entrepreneurial opportunity to facilitate long-term sustainability in student-led digital advocacy. Early engagement metrics confirmed strong audience resonance, highlighting Komuhn Sens: Campus Edition’s potential as a self-sustaining platform for student advocacy.

Keywords: Digital media; social commentary blog; student advocacy; campus life

1. INTRODUCTION

Institutions of higher education often position themselves as pillars of rationalities. However, the living realities of students frequently highlight contradictions between policy and practice. Neutral phrases such as “use your common sense” function less as clarity and more as subtle mechanisms of power in university settings (Dziubaniuk et al., 2024). This project utilises humour and satire as tools that challenge these contradictions and promote social inclusion.

Previous research highlights the role of humour to enhance student engagement and critical thinking, particularly in digital formats (Erdoğan & Çakıroğlu, 2021). In response to these insights, Komuhn Sens: Campus Edition encourages students to reclaim their digital narratives through satirical content that is both reflective and relevant. This positions humour beyond entertainment, as a sociolinguistic tool for critique and empowerment (Ngai et al., 2025). Hence, the project bridges everyday student experiences with broader social issues, encouraging advocacy through accessible digital media.

The project also explores entrepreneurial opportunities through Substack's subscription model, which enables independent creators to build direct, long-term relationships with audiences, supporting sustainable student-led advocacy. The objectives of this project are to provide a platform that amplifies student voices, utilise satire as a tool for social commentary and investigate sustainable entrepreneurial models to support student-led advocacy.

2. METHODS

Online Market Survey

A Google Form survey (N=38) explored student's preferences on campus issues, digital content formats, and topical interests. This body of data assisted in defining the editorial policy of Komuhn Sens: Campus Edition as it singled out specific topics and content formats which could be used as relevant to the target audience.

Informal Interviews

Informal interviews were conducted to collect first-person narratives that reflected the realities behind common frustrations. These interviews were integrated into Substack write-ups and Instagram reels, framing the satirical yet relatable tone of the project.

3. RESULTS AND DISCUSSION

Audience Demographics

Respondents were largely UiTM students (76.3%) and predominantly female (73.7%), aged between 19-25. This demographic insight shaped the project's direction on inclusive and youth-focused communication.

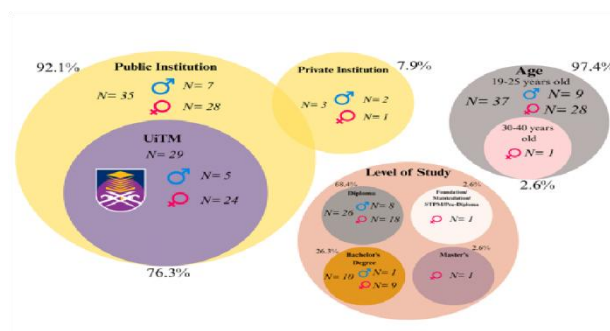


Figure 1. Audience Demographics

Content Strategy

Market survey data revealed preferences for reflective writing (71.1%) and visual arts (65.8%). Consequently, the project outputs included Substack write-ups, Instagram reels, and visual posts that combined sarcasm with cultural critique.

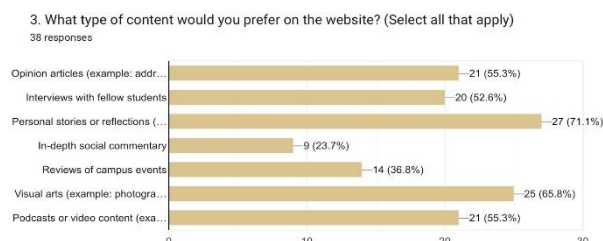


Figure 2. Content Preferences Identified in Market Survey

Engagement Metrics

On Instagram, the project recorded 6,540 views, 123 followers, and 193 likes, while Substack attracted 137 views, 12 subscribers, and 10 likes. These figures confirm the resonance of satirical content within student communities.

Table 1. Social Media Engagement

Type	Frequency
1 Views	Instagram: 6,540 Substack: 137
2 Followers/Subscribers	Instagram: 123 Substack: 12
3 Likes	Instagram: 193 Substack: 10

4. CONCLUSION

Komuhn Sens: Campus Edition integrates satire, digital media, and advocacy into a platform that reclaims student voices through reflective writing and visual storytelling. It shows how student-led commentary can thrive as both a cultural force and an entrepreneurial venture. Moving forward, the project seeks to broaden its reach across Malaysian universities.

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TERENGGANU: AN INSIDER'S VIEW [DEVELOPING A TRAVEL GUIDEBOOK THROUGH LOCAL NARRATIVES]

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ABSTRACT

"Terengganu: An Insider's View" presents a culturally immersive exploration of the state of Terengganu, Malaysia, through the lens of a local author. The introduction establishes the objective of the project is to provide an in-depth and personal portrayal of Terengganu's cultural heritage, natural landscapes, and community life, moving beyond conventional tourist narratives. The methodology employed involves qualitative approaches, including direct observation, personal reflection, and engagement with local traditions and daily practices, ensuring authenticity and depth in content development. The findings reveal the rich tapestry of Terengganu's customs, values, and underrepresented narratives that shape its identity. The discussion underscores the significance of preserving local culture and promoting alternative forms of cultural documentation. Ultimately, the book serves as both a cultural record and a tribute to the state, providing readers with a deeper understanding of Terengganu's historical and social fabric.

Keywords: travel, non-fiction, travel writing, travel content, travel guidebook

1. INTRODUCTION

Travel books are nonfiction works that document an author's experiences and observations during their journeys. They typically combine personal narratives, cultural commentary, and vivid descriptions to inform and engage readers (Thompson, 2011). Most follow a recognizable pattern which is starting with the motivation for travel, followed by a journey through places and cultures, and ending with personal reflection (Buzard, 2002). However, many are written from an outsider's perspective, often limiting the depth of cultural understanding.

Books written from an insider's perspective, by contrast, offer more nuanced and authentic insights. Unlike conventional travel writing, insider narratives provide readers with an intimate understanding of local customs, daily life, and lesser-known stories. Works such as Orhan Pamuk's (2006) *Istanbul: Memories and the City* demonstrate how local authors can document the soul of a place with emotional depth and cultural authenticity (Mackenzie, 2017). These accounts allow for a more meaningful engagement with the subject beyond superficial tourism.

The idea for *Terengganu: An Insider's View* emerged from a market survey and SWOT analysis, which revealed a lack of detailed travel literature focused on Terengganu. Existing books often prioritize popular destinations like Kuala Lumpur or Penang and are commonly authored by non-locals (Tourism Malaysia, 2022). The book fills that gap by offering a locally grounded, reflective, and culturally rich narrative. Unlike mainstream guidebooks, it highlights untold stories, everyday life, and traditions from a native perspective, making it more unique and significant contribution to Malaysian travel writing.

Terengganu: An Insider's View was written aiming for the first-time visitors, tourists, and anyone interested in discovering the hidden gems of Terengganu through the eyes of someone who calls it home. It is also aligned with Malaysia's broader push towards promoting domestic tourism, as outlined in national tourism recovery frameworks. Its appeal lies in its dual function as both a literary artifact and a promotional tool that supports Terengganu's cultural economy. The book has been published and can be bought either in physical or digital form.

2. METHODS

2.1 Tools used in planning and writing

Throughout the book's development, various tools and platforms were utilised to ensure smooth progress and workflow tracking. Microsoft Word and Google Docs were primarily used for efficient drafting and editing, whereas Canva was essential for designing the book cover, visual materials, and layout. Meanwhile, Google Docs facilitated conducting surveys and collecting reader feedback. Additionally, to efficiently manage the entire book development process, a Gantt chart was created using Google Docs. This allowed the author to visualize the project timeline, track progress, and ensure every stage from brainstorming to final submission was well-documented and completed within the deadlines. These tools significantly enhanced the structure, efficiency, and overall management of the book writing process.

2.2 General writing process for each part

Each part of this book went through a detailed and structured process to ensure the storyline and information were clear, accurate, and engaging. It began with topic selection, content planning, and outline development, where the main ideas and key points for each chapter were carefully mapped out. This was followed by the research phase, which involved data collection and market surveys conducted through visits to physical bookstores, libraries, online sources, and collaboration with local entrepreneurs.

Once the information was gathered and compared, a first draft was written with a primary focus on developing the content of the book. Next stage involved thorough revision and editing to improve coherence, ensure factual accuracy, and refine the language used. Writing the informational parts of the book was a crucial step, where peer feedback and input from the advisor were considered to ensure high-quality writing. Visual elements such as images and quotes were also added to enhance readability and help readers better understand the content.

After the content was finalized, all parts were compiled and reviewed to maintain consistency in tone, formatting, and organization across the entire book. Move to other stage which is involved careful proofreading and editing, carried out by both the author and the supervisor. Last stage is printing the physical book copy and promotional through digital platform such as Instagram, WhatsApp, Threads and TikTok.

2.3 Writing technique, inspiration/references in writing each chapter

In writing this book, the author applied a simple and travel reader-friendly style to ensure the content was easy to follow and enjoyable. The tone was intentionally kept casual and personal, as if the author was sharing stories and insights with a friend. Each chapter began with a rough outline, allowing the author to plan out the main points and develop the content in a smooth and organized manner. The inspiration behind

the chapters came mostly from the author's own experiences, personal observations, and direct conversations with people from Terengganu. In addition to that, the author referred to various sources such as local books, tourism websites, online articles, and blog posts to gather more ideas and ensure the facts were accurate.

Some of the techniques used during the writing process included free writing and travel writing style, where ideas were allowed to flow naturally and mind mapping, which helped the author organize thoughts before turning them into complete paragraphs. Real-life experiences were often compared with written sources to ensure a balanced and trustworthy narrative. Overall, the writing process was focused on producing content that is both informative and engaging, while staying true to the author's insider perspective of Terengganu.

3. RESULTS AND DISCUSSION

Upon completion of the book, it was distributed to a group of respondents for them to read. Then, the respondents answered a survey pertaining to the book for feedback and quality improvement purpose. The survey's result revealed that 100% of the respondents agreed the information in the book was not only engaging and easy to understand, but also highly recommended for its usefulness as a travel resource for Terengganu. This feedback validates the strategic choice to adopt a friendly and conversational tone as well as indicates that the insider narrative appears to have resonated strongly with the readership. From an academic standpoint, this underscores the importance of narrative authenticity in enhancing readers' engagement, especially in culturally sensitive genres like travel writing.

Despite those positive responses, there will always a room for the improvement. Qualitative comments suggested areas for enhancement, such as expanding coverage of more beaches and islands, including more visuals, and embedding interactive elements like QR codes linked to videos, maps, or soundscapes. Several respondents also expressed interest in follow-up publications focused on specific themes, such as Terengganu's festivals, oral traditions, or traditional crafts. These are valuable directions for the future edition of Terengganu: An Insider View 2.0 version.

4. CONCLUSION

In a saturated market where travel content is increasingly homogenised and algorithm-driven, this book provides a distinct value proposition: authentic, narrative-driven, and emotionally resonant travel writing crafted by a native author. The text resonates with the rising global demand for experiential and culturally responsible tourism. Modern travellers are no longer satisfied with superficial sightseeing. Instead, they seek stories, connections, and local wisdom. This book delivers precisely that. Importantly, the overwhelmingly positive reception also signals the book's potential to serve as a model for other states in Malaysia. A series of insider travel books could collectively contribute to a more diversified and authentic representation of the Malaysian cultural landscape, challenging the Kuala Lumpur-centric narratives that dominate the tourism industry.

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AUGMENTED REALITY ON ISLAMIC TERMINOLOGY SIGN LANGUAGE

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ABSTRACT

One of the significant challenges in learning Islamic terms in sign language is the lack of accessible and user-friendly resources. This limitation often results in reduced opportunities for individuals, whether from the deaf community or those interested in Islamic education, to acquire such knowledge effectively. To address this gap, this project developed an Augmented Reality (AR) application specifically designed to assist in learning Islamic terminology in sign language. The development process adopted the Waterfall methodology due to its structured and sequential nature, ensuring that each phase—from requirements gathering to deployment—was completed systematically with clear guidelines. To assess the application's usability, the System Usability Scale (SUS) questionnaire was utilised. The survey was distributed via Google Forms to targeted respondents. Based on the collected data, the total respondent score was 240, resulting in an average SUS score of 82.67. As illustrated in Figure 5.11, this score falls within the 'A' range, surpassing the general average benchmark of 68, indicating that the AR application is user-friendly, functional, and well-received by its intended audience. At present, the application's content includes Hijaiyah letters, several Islamic phrases, and the recitation of Al-Fatihah. For future development, it is recommended to broaden the content scope to cover more Islamic phrases, the complete Hijaiyah letters with punctuation, and a wider selection of Doa or Zikir. Furthermore, the addition of interactive features such as quizzes could provide an engaging way for users to test and reinforce their knowledge, thereby enhancing the overall learning experience. This approach has the potential to further improve accessibility and promote inclusive Islamic education.

Keywords: sign language; augmented reality; application; Islamic

1. INTRODUCTION

Sign language was a language for individuals who were deaf and hearing-impaired to communicate with other individuals (Praneel et al., 2023). There have been missed opportunities to provide deaf and hearing-impaired people with a foundation of Islamic knowledge throughout their formative years due to absent of appropriate educational for teaching Islam. This gap also affects those without hearing impairments who wish to access comprehensive resources to teach Islamic concepts to the deaf community. According to Mardiyanti & Haryanthi (2018), due to lack of knowledge on how to teach Islam, parents commonly let their children growing up without providing the necessary support for them to understand the Islam. Therefore, this project was designed with the goal to help individual who interested in learning Islamic sign language by utilizing augmented reality technology. The goal was to provide them a platform that aids them

in learning and comprehending worship in a way that was more immersive and interesting. According to Akçayır et al. (2017), one of the most significant benefits of augmented reality was its unique ability to create immersive hybrid learning environments which combine both physical and digital objects.

2.METHODS

This application was implemented by using the SAMR Model. The SAMR Model categorizes the use of technology into four levels: Substitution, Augmentation, Modification, and Redefinition (Kalati, 2022). Each level represents a different degree of transformation in how technology was applied to enhance and innovate educational experiences. Table 1 presents an overview of the SAMR Model implementation.

Table 1. Overview of the SAMR Model implementation

SAMR Level	Traditional Tool	Technology Integration	Example
Substitution	Printed flashcards with Islamic terms	AR-enabled flashcards viewed through a tablet	User use AR app to view images that display 3D models of hand signs for Islamic terms. 
Augmentation	Using a textbook to learn sign language	Interactive AR app providing visual signs.	User use AR app that shows animated hand signs when they scan images. 
Modification	Using printed materials for reference	AR app providing dynamic interaction with 3D models	User practice Islamic sign language using an AR app to manipulate 3D models by scaling, rotating and animating. 
Redefinition	Learning from static images in a book	AR app enabling interactive 3D exploration	Users explore 3D models able to view, rotate and scale. 

3. RESULTS AND DISCUSSION

The usability test was conducted to ensure that the application's educational materials meet user satisfaction and are user-friendly. In the evaluation of this application, 30 samples were collected. The System Usability Scale (SUS) evaluation consists of 10 questions, each rated on a 5-point Likert scale. As a result, the average score is 82.67. Based on Figure 1, the results fell within the 'A' range, indicating that the system is considered good.

Letter grade	Numerical score range
A+	84.1–100
A	80.0–84.0
A-	76.0–80.0
B+	72.0–76.0
B	68.0–72.0
B-	64.0–68.0
C+	60.0–64.0
C	56.0–60.0
C-	52.0–56.0
D	48.0–52.0
F	0–48.0

Figure 1. SUS score interpretation using letter grades

Reference: Panagopoulos et al., 2015

4. CONCLUSION

The application is an effective educational method, addressing the limited resources and accessibility to learn Islamic terminology Sign Language by providing an immersive and interactive learning experience through digital platforms. There were recommendations for future enhancements, such as adding English language and making it accessible for iOS users. In conclusion, the application proves to be a functional tool that offers an alternative medium for students to learn about Islamic terminology Sign Language.

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LUNA IN THE FOREST: A SENSORY STORYBOOK FOR EARLY LANGUAGE DEVELOPMENT THROUGH ECO-FRIENDLY PLAY

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ABSTRACT

Luna in the Forest is an interactive sensory storybook designed for children aged 0–7, guided by Jean Piaget's cognitive development theory, particularly the sensorimotor (0–2 years) and preoperational (2–7 years) stages. The narrative follows Luna, a tiger cub searching for her parents, and integrates tactile, auditory, and visual elements crafted from recycled materials to enhance sensory learning while fostering environmental awareness. The book supports early language acquisition through the read-aloud technique, encouraging parent–child bonding and stimulating cognitive, emotional, and linguistic growth. An exploratory study was conducted with parents and kindergarten teachers to assess the book's appeal and developmental relevance. Feedback indicated high interest, particularly in features like textures, flaps, and repetitive, simple vocabulary, which align with Piaget's emphasis on active sensory engagement and schema building. The findings underscore the importance of tactile interaction in fostering speech and comprehension in early childhood. The project also explores entrepreneurial potential within sustainable children's publishing, highlighting its appeal to eco-conscious parents, educators, and early intervention specialists. While the prototype demonstrates strong educational and environmental value, limitations include the absence of safety testing and the need for adult supervision during use. Luna in the Forest demonstrates how a sensory-rich, eco-friendly storybook can merge developmental theory, imaginative play, and sustainability to create an engaging learning tool for early childhood.

Keywords: interactive storybook, early language development, sensory learning, Piaget's theory, recycled materials

1. INTRODUCTION

During early childhood, there is a development of cognitive, sensory and speech. Studies have shown that difficulty with language processing of sensory information is common in children with speech and language delays (Liang et al., 2023). It has been demonstrated that interactive and sensory storybooks can successfully resolve these problems due to their focus on a combination of story and active engagement of the senses (Daulay et al., 2024). Regarding Piaget's cognitive development stages, Luna in the Forest aimed to support children aged 0-7 in early language learning, imaginative play, and environmental awareness.

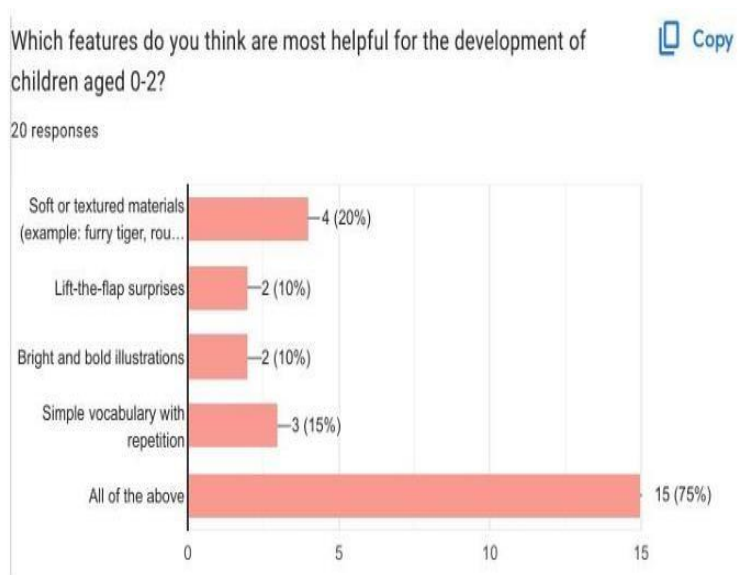
2. METHODOLOGY

The project was created in the form of an exploratory study. The design of the storybook was guided by the sensorimotor stage (0-2 years), according to Piaget, children learn using senses and motor behaviours and

the preoperational stage (2- 7 years), where symbolic thinking and imagination come. Materials that were recycled, like cloth, paper, and textured objects, were added to improve the sense of touch. A prototype has been designed, and the parents and kindergarten teachers were surveyed to assess the usability, the engagement, and the developmental value of the product.

3. RESULTS AND DISCUSSION

Feedback given during the survey suggested that parents and teachers preferred sensory elements of the book, including textures and touch-and-feel flaps, consistent with the sensorimotor learning phase of development. Repetitive pronunciation, such as the use of the words Mama and Dada, was also found useful to develop speech sounds, which also supports the theory of Piaget that children construct meaning through interacting. Teachers also recognised the advantages of read-aloud in both improving listening as well as building bonds. Nevertheless, constraints were identified because the prototype will need adult supervision, and safety testing has not been done commercially. Nevertheless, the project also has potential as an educational tool and a sustainable product in the children's books publishing market.



4. CONCLUSION

Luna in the Forest shows how an interactive story book may be used to facilitate early childhood development in sensory learning, language development and pretend play interventions. Integration of the recycled materials not only adds value of sustainability, but also entrepreneurial possibilities, which qualify it to be both applicable to education and commercial purposes. In the future, more improvements will be channelled to the prototype, and its market penetration will increase.

ACKNOWLEDGEMENT

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IDIOMACCHIATO: A WEB-BASED INTERACTIVE TOOL FOR LEARNING IDIOMS

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ABSTRACT

This project involved developing an interactive idiom-learning website grounded in the Computer-Assisted Language Learning (CALL) principles. The website was developed to benefit English learners by engagingly presenting idioms, featuring themed sections, storytelling, and quizzes, all designed around a cafe theme. The project integrated writing, content creation, and web design skills to produce an accessible digital learning resource. Visuals were carefully selected from online platforms to enhance engagement, despite some stylistic limitations. The website facilitates independent learning and provides meaningful contexts for idiom use, which are the underlying principles of the CALL approach. The website is an effective learning software that demonstrates the use of instructional design and digital literacy in practice. The project was completed in terms of what it set out to achieve, and is now a tool for language learning through interactive self-learning.

Keywords: English; Idioms; Computer-Assisted Language Learning (CALL); Learning tool; Interactive website

1. INTRODUCTION

Fluency in a second language requires more than grammar and vocabulary; second language learners should also learn about fixed phrases, idiomatic expressions that have a figurative meaning and cannot be interpreted literally. Idioms are important in communication as they reflect both linguistic richness and cultural identity. Although they play an important role, idioms are not taught sufficiently in formal language teaching. It has been demonstrated that learners find it difficult to work with idioms because of cultural differences and a lack of exposure in classes (Ta'amneh, 2021; Shahidipour and Tahririan, 2018). Although Computer-Assisted Language Learning (CALL) has been popularly used in vocabulary and grammar learning (Cucchiari et al., 2020), not many interactive learning opportunities exist in idiom learning. Lack of idiom-based media frequently causes the learners to fall into confusion, misunderstanding, and less confidence in using it in everyday communication. The importance of addressing this problem lies in the fact that idioms play a critical role in linguistic competence and cultural fluency to provide effective interaction. To fill this gap, the project proposes IdioMacchiato, a web-based interactive resource that is based on the theme of a cafe. Integrating CALL principles with short dialogues, quizzes, and themed sections, the website offers an innovative and accessible solution to make idiom learning contextual, enjoyable, and effective for English language learners.

2. METHODOLOGY

IdioMacchiato's unique approach was to link idioms with simple, real-world visuals that learners can easily recognise. For example, instead of showing an abstract image for "pie in the sky," the website displays a pie. This everyday association encourages learners to recall the idiom more naturally, reinforcing memorisation through a familiar context. To make the learning process more engaging, innovative features such as hover and clickable functions were incorporated. Hovering over an image immediately reveals the idiom and its meaning, while clicking redirects users to a dedicated page with extended explanations or exercises. This layered design transforms idiom learning into an exploratory and interactive experience, shifting learners from passive readers to active participants. Data collection and analysis were ongoing throughout development. Academic articles, journals, and blogs informed the pedagogical foundation, while experimenting with different website platforms identified the most suitable tools for interactivity. Continuous feedback from the supervisor and peers served as an informal evaluation, guiding refinements in content clarity, visual consistency, and usability. This methodology ensured a balance between creativity and practicality, demonstrating how CALL principles and digital literacy can produce an engaging and accessible platform for idiom learning.

3. RESULTS AND DISCUSSION

The project results were directly tied to the three key objectives in developing an interactive website aimed at supporting idiomatic learning among English learners. The website incorporates interactive features, including quizzes, dialogues, and thematic sections such as "Today's Sip-Lecture," that render learning idioms both fun and easy. Writing skills were utilised through fathomable definitions, relatable dialogues, and a friendly yet educational tone underpinned by diligent proofreading for accuracy. Interactive exercises such as drag-and-drop and fill-in-the-blank were incorporated to promote active learning and enhance user participation. Canva and Readymag were effectively used for visual design and interactivity, with Readymag providing responsive layouts and animations that ensured a dynamic user experience. The site was published with a simple link URL that did not require signing in, increasing the accessibility of the site to both teachers and learners. Overall, the project achieved all learning goals as well as demonstrated innovation, skill application, and creativity within web-based language learning materials.



Figure 1. Welcome Page of IdioMacchiato



Figure 2. Multiple-choice Questions Test Understanding and Usage of the Idiom

4. CONCLUSION

The development of IdioMacchiato achieved its goal of publishing an interactive, accessible platform for learning English idioms based on the CALL approach. The website provides a learner with a contextual and interesting experience through the use of quizzes, dialogues, and a cafe-like theme. The use of writing, content creation, and web design skills was also effectively applied in the project. Despite technical limitations, the results highlight the usefulness of the project as a teaching material and demonstrate digital literacy in language teaching. As it gains additional improvement and expansion, IdioMacchiato has great potential to make a significant contribution towards informal language learning and entrepreneurship within education.

ACKNOWLEDGEMENT

The author extends sincere gratitude to Mr Ahmad Harith Syah bin Md Yusuf for his supervision and to the parents and teachers who provided valuable feedback during the development of IdioMacchiato.

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KAD KAT MANA TU VERSION 2

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ABSTRACT

The mastery of mathematics is crucial for school students. However, there are misunderstandings in comprehending the coordinate topic in the Year 4 mathematics subject by students. They may become confused and ultimately fail to answer the topic effectively. A special card, 'Kat Mana Tu?' is designed to address this issue. The materials used in creating this card can reduce waste and promote recycling. The cost involved is affordable and can be easily accessible to all students, making it user-friendly. Collaboration has been carried out to enhance the effectiveness of this product. Some modifications will be made, such as turning it into a bookmark and adjusting features in the card to make it usable for all sections in coordinate problems.

Keywords: Mathematics Year 4, Coordinate

1. INTRODUCTION

Mathematics is a subject that poses a considerable challenge for primary school students. It comprises numerous topics that require students to study them. Not all students can master every topic in mathematics, including the coordinate topic. Based on research conducted on several Year 4 students, it was found that some students still struggle to grasp this topic, even though it is considered relatively easy. This topic only requires students to determine values on the x-axis and y-axis to establish coordinates. However, students often make mistakes in recording them in the correct coordinate format or marking them in the right positions. Students typically struggle to determine which one is the x-axis and which one is the y-axis. These misunderstandings lead to many students failing to answer this topic effectively. Therefore, this innovative project aims to address these misunderstandings by serving as a guide for students in learning and answering this topic.

2. METHODS

The card is produced following the steps below:

1. Collecting hard transparent paper from discarded materials in the school by obtaining it from school teachers.
2. The paper is separated by selecting only those in good condition for use.

3. A square is drawn on the paper using a marker pen and ruler.
4. The square is then divided into four sections by drawing two symmetrical lines.
5. Write labels 'x', a circle symbol, label 'y', and label '(x, y)' on each section of the coordinate grid, along with two lines of dots following the sketch above.
6. The coordinate grid is cut along its outer lines.
7. Holes are punched at the circle symbol using a paper hole punch.
8. Packaging is done for the coordinate grid.

3. RESULTS AND DISCUSSION

The research findings are divided into 5 sections, namely the card output section, the cost estimation section, the impact section, and the collaboration section.

A. Card Production

The card with dimensions of 7 cm x 7 cm is produced as shown in the diagram below.

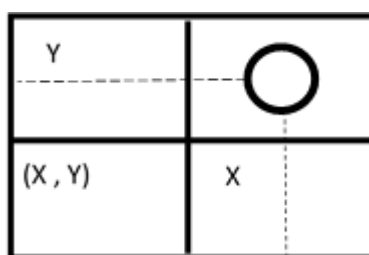


Figure 1. The card sketches

The black circle on the second box needs to be punched using a paper hole punch. The boxes are marked using a marker pen. The first box is labelled with the letter X, the fourth box with the letter Y, and the third box with the words (X, Y). A marker pen and ruler are used to draw two lines of dots as shown above.

B. Cost Estimation

Here is an estimate of the costs involved in the development of these cards. One sheet of transparent paper can produce 9 units of cards. If 10 sheets of transparent paper are obtained, the cost is as follows.

Table 1. Estimation cost for 90 units

<i>No</i>	<i>Item</i>	<i>Quantity</i>	<i>Per Unit Cost (RM)</i>	<i>Total (RM)</i>
1	Transparent hard paper (Used)	10	0.00	0.00
2	Permanent marker pen	1	2.00	2.00
3	Ruler	1	0.50	0.50

4	Scissor	1	1.50	1.50
5	Paper hole punch	1	4.00	4.00
			Total (RM)	8.00

Therefore, the cost per card is RM8.00 / 90, which is RM0.088 per unit or 9 cents per unit.

C. Impact

This card can have a significant impact on students' understanding of basic concepts in the coordinate topic. It helps students determine the x-axis and y-axis as well as the correct way to write mathematical sentences for coordinates. The card is affordable and can be owned by all students. It utilizes recycled materials, contributing to the reduction of plastic waste that takes a long time to decompose, and uses school supplies that are commonly owned by all students. The small size of the card makes it easy to slip into a book, it is portable, lightweight, and thus, easy to use. The card's usage is not complicated and is easy to learn.

D. Collaboration

Collaboration has been carried out with lecturers from Universiti Teknologi MARA Melaka. Two lecturers have provided advisory services in the development and testing of these cards. The lecturers involved are Ts Dr. Siti Fairuz Nurr binti Sadikan from the Faculty of Plantation and Agrotechnology, and Dr. Ahmad Firdaus Ahmad Fadzil from the College of Computing, Informatics, and Mathematics. Both lecturers have commended the efforts of this innovation. They have also provided guidance on design aspects and effective ways to guide other students in using these cards. Additionally, they have assisted in conducting studies on the future effectiveness of these cards.

4. CONCLUSION

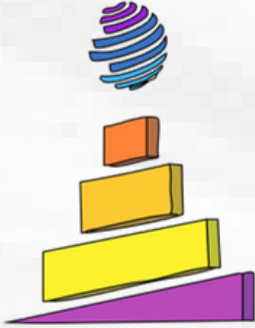
In conclusion, this card has been designed to address the issue of students' confusion in determining the values of the x-axis and y-axis in the coordinate topic. Its low production cost is beneficial and contributes to reducing waste, specifically plastic waste that takes a long time to decompose. Additionally, it can be owned by all students due to its affordability and ease of use. The use of this card is expected to assist students in mastering mathematics. The collaboration that took place is anticipated to bring benefits to this card. In the future, the card will be modified to be used for various mappings in coordinates and will also be made more visually appealing, taking the form of a bookmark.

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Thank you to the students and teachers from SK Abdullah who were involved in the development of these cards

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