

**REPOSITORY OF INNOVATIVE PRODUCTS (RIP)
FOR INSPIRATION IN EDUCATION DESIGN
[CATEGORY: ENGLISH REMEDIAL PUPILS IN PRIMARY SCHOOL]**

A1 INTERACTION KIT

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Highlights: As far as the English language is concerned, pupils are trained to master the four basic skills namely listening, speaking, reading, and writing skills so that they are able to understand any kind of information either in spoken or written language in their daily life. Pupils are more interested to learn L2 words when there is a healthy competition especially when they are engaged in an interactive language game. Games encourage student's interaction, enhance their capability to memorise words, enhance their motivation and improve their communicative skills as well. One of the effective ways to help remedial learners to learn like their peers is through interaction and fun teaching and learning material via Alternative and Augmentative Communication (AAC) system and technique (core words). The system is used for English native speakers who unable to communicate their first language very well. Thus, this idea is adapted along with board language game to solve this problem. This **A1 Interaction Kit** consisted of Core Boards and board games and it is indeed for remedial learners who we aim to get at least A1 level in CEFR descriptors. We are pretty sure this A1 Interaction Kit can help our pupils who have difficulties in learning the second language. It is hoped that these alternative forms of communication can help them take in and understand the topics learnt and messages, as well as express their thoughts and ideas with others.

Key words: English; motivation; remedial learners; game-based learning

Product Description



English language is placed as the second language in Malaysia. The Malaysian Education Blueprint (MEB) 2013-2025, which the government has established, is trying to transform Malaysia's education system to meet current and future demands both locally and globally. After several years of implementation of LINUS, the government introduced the Common European Framework of References (CEFR) to our English Language Education System in 2018. However, the introduction of CEFR into the curriculum gives rise to a national interest in teachers, particularly primary school teachers as the LINUS 2.0 program is being interfered.

In order to communicate efficiently either in written or spoken form, L2 learners are required to acquire some level of vocabulary skills. By using AAC system, we might think that teachers can prepare and provide alternative communication for involvement and understanding of the topic of the day in CEFR Syllabus specifically for the remedial pupils who need help throughout the English teaching and learning process (PdPc). Besides, using games to teach vocabulary is one of the strategies that are used nowadays since it is proved and aimed to strengthen and improve students' abilities in the L2 language. Various findings revealed that games are indeed helpful in learning the vocabulary. Researches done previously proved that games allow children to learn vocabulary better than the traditional technique.



We chose to use pictures, symbols, gestures with words (aided ACC) in helping remedial pupils to communicate to be the general idea in our project. We are pretty sure this A1 Interaction Kit can help our pupils who have difficulties in learning the second language. It is hoped that these alternative forms of communication can help them take in and understand the topics learnt and messages, as well as express their thoughts and ideas with others. We also chose to have games in the kit because they play a very important role in learning vocabulary. Playing vocabulary games can be useful to help children become familiar with new vocabulary in an enjoyable way. This is a way of getting the pupils to produce language for themselves because game allows pupils to offer answers to open questions, even if the pupils are not sure of the answers. Getting a 'wrong' answer demonstrates that pupils have only guessed incorrectly. It provides a chance for our teachers to monitor individual pupils' progress. This project was aimed at improving vocabulary of common nouns through core boards and slides and ladders game.

Product Development

Product development progressions of A1 Interaction Kit is based on the ADDIE instructional design model. It consists of five step approach or phases to complete the product development. The five phases are **Analysis, Design, Development, Implementation** and **Evaluation**.

Analysis	The kit is produced up due to research from previous research. A data analysed Ishak and Mohamad in 2018 earlier showed a decrease number of year 2 pupils passing the tests between the in 2017 and in 2018. Other than that, an informal interview was done with four English teachers teaching Year 2 CEFR pupils located in Skudai and Pasir Gudang schools. Based on our discussion, several points were discussed which are CEFR's content and curriculum , pupils' basic literacy skills , pupils' learning difficulties and the nonexistence of English remedial teacher .
Design	We have outlined some features originated from aided form of AAC which are pictures, words, symbols and gestures in the communication board. Pointing to letters, words, or pictures on a board is a basic aided system and we also included slides and ladders game in enhancing their learning L2 vocabulary while using the kit. Firstly, we are going to use core vocabulary which contain 100 frequently used words in daily life from several researches done as the pictures with words in the communication board. We call it "Core Board" combination from core vocabulary and board. Core Vocabulary is a term used to describe a relatively small set of words that are used most frequently in oral and written language. The Core Board design is as shown below.



Next, we improved the kit by having slides and ladders board game with set of words with topics that needed to be taught and used by the pupils and pupils need to use core board to communicate during the game. The topics and pictures in the slides and ladders were obtained from ESL sharing website where the site provides the ESL learners and teachers necessary items that could be used in teaching and learning lessons for free. The slides and ladders design are as shown in Figure 2. Interestingly, teachers and learners get to arrange their own slides and ladders. We focus on the learners' autonomy in learning and to make the learning activity more challenging and fun. The slides and ladder board design is as shown below.





To use the kit, the suggested steps are as follows using 5E instructional model in Constructivism (they construct their own learning):

1. Introduce the word(s) using core board and the picture dictionary for topics in the kit **(ENGAGE)**



2. Teach the word(s) with explicit instruction activities (spoken/written) **(EXPLORE)**



3. Elaborate on the word meanings with engaging practice activities (play slides and ladders) **(EXPLAIN)**




4. Provide repeated exposure to the word(s) on an ongoing basis (during the game) **(ELABORATE)**



5. Check for understanding (play kahoot) and re-play, if necessary **(EVALUATION)**



Pupils will use the kit to learn the words and acquire the second language based on the topic with suitable gaming activity that involve those four language skills which are listening, speaking, reading and writing. Teachers will always assist them and the pupils will interact together with the kit, peers and the teacher.

<p>Development</p>	<p>In development phase, we decided to use low cost with high quality materials and we are aiming to make this product available and affordable to both urban and rural school and institution and also for parents to use at home for their children. The materials used for core board are glossy paper and be pasted on a whiteboard. We prepared four core boards for its users. The boards are sustainable and last longer. Same goes materials for slides and ladders game, we decided to develop using long lasting material and laminator plays big roles in this developing process.</p> 
<p>Implementation</p>	<p>During the implementation phase, we encompassed to review the materials used for the kit to ensure that the reference materials, tools and the instructions (manual guidance) are ready for to be tested to the remedial students. Feedback from the teachers and students were gathered and made improvement in the evaluation phase.</p>
<p>Evaluation</p>	<p>Testing process is done for the remedial learners to evaluate the kit. The demonstration on how to use this kit are shown to the students. Before using the kit, the students self-evaluate their vocabulary first. Then they used it. After that, we prepared Kahoot Test on the words learnt as our formative evaluation. Later, we did post self-evaluation (by the students) to see the impact after using the kit.</p>

Product Benefit

The idea of Paribakht and Wesche (1999)'s Vocabulary Knowledge Scale Report was employed, where five different levels were used to analyse learners' understanding of the words learnt through A1 Interaction Kit. The format and scoring guide fall into the following five levels which are:

Level 1: I never saw the vocabulary words before.

Level 2: I saw the vocabulary before but did not know the meaning of the vocabulary words.

Level 3: I could explain the vocabulary words in their own words but were not able to make a sentence using the vocabulary words correctly.

Level 4: I could make a sentence using the vocabulary words correctly

Level 5: I knew all the meanings of the vocabulary word and were able to use the vocabulary words correctly in any context.

(Schmitt, 2000)

In this project, learners were not analysed at vocabulary knowledge Level 5 because the ability to know multiple meanings was not the goal of this kit. From the Table below, it seemed that f most of them perceived that they were at Level 1 and Level 2. None of them perceived at Level 3 and Level 4 for their pre-self-assessment. Based on the results too, all learners gave positive results after using the kit. All participants

perceived that they were at Level 3 and Level 4. None of them perceived at Level 1 and Level 2 for their post self-assessment.

Table 1: Results Obtained from Vocabulary Knowledge Scale (Pre and Post Self-Assessment)

Words	Student W		Student X		Student Y		Student Z	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Soap	2	4	1	3	1	3	2	4
Chest	1	3	1	3	1	3	1	3
Squirrel	1	3	1	3	2	4	1	3
Toothbrush	2	4	2	4	2	4	2	4
Puddle	1	3	1	3	1	3	1	3
Thigh	1	3	2	4	2	4	2	4
Grass	2	4	2	4	1	3	2	4
Bathmat	1	3	1	3	1	3	1	3
Knuckle	1	3	1	3	1	3	1	3
Pet	2	4	2	4	2	4	2	4

The results of the learners' interviews based on the interview transcript. Five thematic issues related to motivation were discussed as mentioned below:

Interest

"Yes. I enjoyed playing the game. I like learning English this way."

"The core board and the game are very interesting. I like it. I like playing it. Excited."

Cooperative Learning

"It's important to work together with her using the kit, although I don't really like her."

Achievement

"I wanted to win the game and use the core board more. I was determined to win. It's the rule to give full cooperation. Or else, you would not call us again because you're angry with us for not giving cooperation."

Freedom/ Autonomy

"...I always chose to ask help from my teacher using the core board and she spelled the words and I write them."

Inquiry

"Yes, Miss! Please tell my English teacher about this kit. She might love it too."

Meanwhile, based on the informal observation done, all learners showed positive facial expression towards the kit. Full cooperation was given. All learners were able to cover all the words in the slides and ladders within the time allocated (30 minutes). They were having less difficulty using the core board and playing the game with the guidance from the teacher.

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