



Ushering in the Age of Endemic

**THE 11TH INTERNATIONAL INNOVATION,
INVENTION & DESIGN COMPETITION
INDES 2022**

EXTENDED ABSTRACTS BOOK



e ISSN 2756-8733



9 772756 873009

© Unit Penerbitan UiTM Perak, 2023

All rights reserved. No part of this publication may be reproduced, copied, stored in any retrieval system or transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise; without permission on writing from the director of Unit Penerbitan UiTM Perak, Universiti Teknologi MARA, Perak Branch, 32610 Seri Iskandar Perak, Malaysia.

Perpustakaan Negara Malaysia

Cataloguing in Publication Data

No e-ISSN: e-ISSN 2756-8733



Cover Design : Nazirul Mubin Mohd Nor

Typesetting : Wan Nurul Fatimah binti Wan Ismail

EDITORIAL BOARD

Editor-in-Chief

Wan Nurul Fatimah binti Wan Ismail

Editors

Nor Hazirah Mohd Fuat

Noor Fazzriene J Z Nun Ramlan

Dr Nuramira Anuar

Dr Shazila Abdullah

Halimatussaadia Iksan

Iza Faradiba Mohd Patel

Jeyamahla Veeravagu

Mahfuzah Rafek

Nor Nadia Raslee

Nurul Nadwa Ahmad Zaidi

Peter Francis

Zarinatun Ilyani Abdul Rahman

Zarlina Mohd Zamari

The 11th International Innovation, Invention and Design Competition 2022

Organised by

*Office of Research, Industrial Linkages,
Community & Alumni Networking (PJIM&A)
Universiti Teknologi MARA Perak Branch*

and

*Academy of Language Study
Universiti Teknologi MARA Perak Branch*

SUSTAINING REMOTE CONNECTIONS THROUGH PERSONALISED ENGLISH LANGUAGE SPEAKING PRACTICE (SRC)

Nurul Kamalia Yusuf¹, Puteri Rohani Megat Abdul Rahim², Mohd Farhan Bin Abd Rahman³,
Thuraiya Mohd⁴, Muhammad Naim Mahyuddin⁵, Mohd Nasurudin Hasbullah⁶

¹²Academy of Language Studies, Universiti Teknologi MARA Perak Branch, Seri Iskandar Campus,

³Academy of Contemporary Islamic Studies, Universiti Teknologi MARA Perak Branch, Seri Iskandar Campus

⁴⁵⁶Department of Built Environment Studies & Technology,
Universiti Teknologi MARA Perak Branch, Seri Iskandar Campus

Email: nurulkamalia@uitm.edu.my

ABSTRACT

Remote learning has left an emotional impact that leads to anxiety. A high number of students are reported to deal with various online learning constraints. This has led to an increase in speaking anxiety among students. They need external validation to reduce anxiety. Teacher plays a role in creating a sense of belonging. Hence, the idea of this innovation is to make remote learning not only bearable but also a learning space that makes students feel valued and included. The need analysis prior to ideating SRC was carried out. The personalized learning template and video or Sustaining Remote Connections through Personalized Speaking Practice (SRC) provides a platform to start learning common English vocabulary, phrases, and dialogues. The interactive templates and videos are integrated in three stages of speaking lessons: pre-speaking, while speaking and post-speaking. SRC comes with a personalized feature that enables teachers to connect with their students by adding their names and elements that are related to their culture in the choice of vocabulary and dialogues. SRC comprises three phases that start with English vocabulary exercises that help students retain the basic vocabulary. It is followed by phrases and dialogues for beginners that include greeting, introducing self and others, asking, and responding to where they live and which country they come from, asking how people spend their free time, and talking about holidays, activities, health, etc. SRC is an opportunity to make speaking lessons supportive especially among the low-proficiency students in areas with low internet connection.

Keywords: Personalized learning video, English language speaking, low-proficiency, anxiety, isolation, supportive

1. INTRODUCTION

English speaking competency is considered as a fundamental skill in learning a second language. Communicative competence in English is desirable not only due to its status as a lingua franca (Jenkins, 2007) but it is also used to accomplish other language skills (Goh & Burns, 2012). Besides, second language (L2) users who are proficient in spoken English relish abundant opportunities in academic fields and beyond such as in the professional, and social aspects (Cook, 2003; Al-Sobhi & Preece, 2018). In academia and economics, an effective speaking skill has been significantly recognized as the means that empower people in numerous social dynamics, mainly to express ideas and as an efficient tool in persuasion.

Amid lockdowns during the pandemic, teachers, and students were overwhelmed by the stress of undertaking remote learning, which was a global response to facilitate education due to restrictions that were imposed in response to COVID-19. While adjusting to new learning platforms, teachers and learners were challenged to take measures to minimize the risk of COVID-19 infection. The former had to try to make lessons engaging for learners, despite the situation. In areas with low standard of living, internet connectivity poses increased digital exclusion that hinders the new mode of learning (Bahinting et al., 2022). A number of disadvantaged students have been reported to take the hit of internet connectivity hard with many ending up dropping out of school (Gausel & Bourguignon, 2020). Due to poor internet access, students in rural schools performed poorly on internet-based activities that were indicated by social support, self-efficacy, autonomy of use and digital access (Bahinting et al., 2022).

On the other hand, increased levels of anxiety have been reported among students world-wide (Srivastava et al., 2021). In a remote classroom setting, speaking lessons become an impediment for learners even more because of their multifaceted, perplexing, and complex nature. Competent command in speaking requires the speakers to synchronize norms of conversation, contexts of discourse, linguistic resources, and pragmatic consciousness (Pawlak & Waniek-Klimczak, 2015).

In a speaking lesson, students are expected to coordinate their core speaking skills such as discourse organization, pronunciation, and speech function with grammatical discourse and lexical knowledge. On top of that, mastering spoken English is complicated by communication strategies such as how to interact, and metacognitive and cognitive strategies (Goh & Burns, 2012). Such execution of complexity causes emotional sensation of anxiety for low-proficiency learners. They frequently experience nervousness to gain speaking proficiency in a L2 even though they are profoundly energetic students. The anxiety could hinder them from speaking when they encounter unfamiliar L2 vocabulary. Remote learning has deprived them of support from teachers which poses difficulty for L2 learners to orchestrate their knowledge of lexical, speech function and interaction strategies simultaneously. Emotional support is known to reduce a speaker's anxiety and increase self-efficacy (Murali et al., 2021). A positive and caring environment provides encouragement during a speaking presentation.

Due to the importance of spoken command and poor access to high quality internet that hinders speaking lessons, the present innovation aims to support low proficiency students from lower income households. The creation provides a supportive remote learning environment for students' needs without a teacher's presence through English language speaking videos. The asynchronous lessons guide them through lexical and speech functions for speaking lessons that they can watch and practice remotely without internet connectivity.

2. METHODOLOGY

This SRC project further extends the concept of Babelium Project (BP) developed by Spanish Hypermedia and Multimedia Research Group (Grupo Hipermedia y Multimedia, GHyM) from the University of the Basque Country. On top of that, the project includes personalized elements to promote a supportive remote learning environment. At the needs analysis stage, a qualitative method was applied to collect data from interviews of both primary school teachers and students in a rural school located in Perak. Data analysis was performed by using thematic analysis. The results indicated that there were the needs for the basic education infrastructure, the psychological and self-fulfillment of the primary school students. In general, their basic needs for education during the pandemic were hampered by the digital exclusion and encouragement which had the conductive function for the young generation to higher education, social and work life.

Drawing from the words of the participants during the needs analysis stage and inspiration from the BP project, this innovation was designed for practicing collaborative oral production. Since speaking is one of the most multifaceted and complex skills to acquire, the project integrates users (learners) in the local community or in the project, from the low standard of living in Perak to practice their speaking skills. The BP was created to tend to problems associated with practicing L2 speaking skills namely monetary, time, or other possible unattainability that hinder access to the target language. Based on the same concept, this innovation offers a tool for sharing and producing interactive video on speaking exercises in L2 on a platform which most of them have: Facebook that they can access occasionally.

The SRC utilization may be divided in three stages: pre-speaking, while-speaking and post-speaking stage to lower the speaking anxiety and allow the learners ample time to participate in the activities. In the pre-speaking stage, the teacher plans for a speaking lesson that utilizes the templates provided such as DAILY ROUTINES SPEAKING CARD. The teacher must work with the name list of their students and have some knowledge of them. The knowledge of the students helps the teacher to personalize the speaking template by determining the audience (learners). The teacher later uploads a sample video of the same topic that they record using webcams on Facebook. At this stage, students are informed about the topic and how the activities are conducted. In the while-speaking stage, learners watch the videos uploaded by the teacher, choose the template that has their name and record a video by using the template provided. They are given enough time to practice L2 speaking skills, imitate the conversation and record. In the post speaking or feedback stage, the students are encouraged with positive reinforcement by teacher's and other students' reaction to their uploaded video.

3. CONCLUSION

The perk of the internet is its mobility that allows people to do daily activities anywhere. However, the internet is nowhere near perfect and adopting it especially for students from a disadvantaged household or community always has its impediments. Rural communities are

among the most affected and hard hit by the poor internet access. Based on the findings, a supportive remote learning environment may benefit from available resources with the assistance of SRC templates.

REFERENCES

- Al-Sobhi, B. M. S., & Preece, A. S. (2018). Teaching English-speaking skills to the Arab students in the Saudi school in Kuala Lumpur: problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1–11.
- Bahinting, M. A., Ardiente, M., Endona, J., Herapat, M. A., Lambo, D., Librea, H. J., & Minyamin, A. (2022). Stronger than the internet connectivity: A phenomenology. *Psychology and Education: A Multidisciplinary Journal*, 2(6), 465–476.
- Cook, G. (2003). *Applied linguistics*. New York: Oxford University Press.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Gausel, N. & Bourguignon, D. (2020). Dropping out of school: Explaining how concerns for the family's social-image and self-image predict anger. *Front. Psychol.* 11:1868
- Jenkins, J. (2007). *English as a lingua franca: attitude and identity*. Oxford University Press.
- Murali, P., Trinh, H., Ring, L., & Bickmore, T. (2021, September). A friendly face in the crowd: Reducing public speaking anxiety with an emotional support agent in the audience. In *Proceedings of the 21st ACM International Conference on Intelligent Virtual Agents* (pp. 156–163).
- Pawlak, M., & Waniek-Klimczak, E. (2015). *Issues in Teaching, Learning and Testing Speaking in a Second Language*. Springer.
- Srivastava S, Jacob J, Charles AS, Daniel P, Mathew JK, Shanthi P, Devamani K, Mahasampath G, Rabi S. (2021) Emergency remote learning in anatomy during the COVID-19 pandemic: A study evaluating academic factors contributing to anxiety among first year medical students. *Med J Armed Forces India (Suppl 1)*: S90-S98.

Surat kami : 700-KPK (PRP.UP.1/20/1)

Tarikh : 20 Januari 2023

Prof. Madya Dr. Nur Hisham Ibrahim
Rektor
Universiti Teknologi MARA
Cawangan Perak



Tuan,

**PERMOHONAN KELULUSAN MEMUAT NAIK PENERBITAN UiTM CAWANGAN PERAK
MELALUI REPOSITORI INSTITUSI UiTM (IR)**

Perkara di atas adalah dirujuk.

2. Adalah dimaklumkan bahawa pihak kami ingin memohon kelulusan tuan untuk mengimbas (*digitize*) dan memuat naik semua jenis penerbitan di bawah UiTM Cawangan Perak melalui Repositori Institusi UiTM, PTAR.

3. Tujuan permohonan ini adalah bagi membolehkan akses yang lebih meluas oleh pengguna perpustakaan terhadap semua maklumat yang terkandung di dalam penerbitan melalui laman Web PTAR UiTM Cawangan Perak.

Kelulusan daripada pihak tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

SITI BASRIYAH SHAIK BAHARUDIN
Timbalan Ketua Pustakawan

nar

Setuju.

27.1.2023

PROF. MADYA DR. NUR HISHAM IBRAHIM
REKTOR
UNIVERSITI TEKNOLOGI MARA
CAWANGAN PERAK
KAMPUS SERI ISKANDAR