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VIRTUAL SYMPOSIUM ON TEACHING & LEARNING (VSTL) 2020

Redefining the Practice of Teaching and Learning

E-PROCEEDING

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INTRODUCTION

The very first Virtual Symposium on Teaching and Learning 2020 has been organised by the Academy of Language Studies, UiTM Cawangan Johor Kampus Pasir Gudang in collaboration with Unit Penulisan dan Penerbitan, BPJIA UiTM Cawangan Johor Kampus Pasir Gudang.

This symposium has provided an opportunity for researchers and educators to share their ideas and insights in the name of education. This symposium has also provided a platform for the exchange of knowledge and expertise in relevant fields and promoted exploration of potential collaboration for future research.

This event has the goal to bring academicians and researchers in education together from across the globe.

Researchers and authors have been invited to submit original high-quality extended abstracts. Papers are solicited on, but not limited to:

a. E-Learning

b. Innovation and Creativity in Teaching and Learning

c. Assessment and Evaluation in Teaching and Learning

d. Best Practices in Teaching and Learning

e. Others (related to Teaching and Learning)

All accepted extended abstracts have been presented by participants on the symposium day via Google Meet.

All accepted, registered and presented extended abstracts have been published in this e-proceeding with e-ISBN. Authors of selected extended abstracts will be invited after the symposium to submit a full paper for Scopus-indexed Journals/ a special issue in the Insight Journal UiTM Cawangan Johor. Best Papers and Best Presentations have also been awarded in this event.

FOREWORD BY ASSISTANT RECTOR



Dr. Haryana binti Mohd Hairi

Assistant Rector, UiTM Pasir Gudang

Assalamualaikum wbt and good day everyone.

I am pleased to welcome all of you to the Virtual Symposium on Teaching and Learning, VSTL, 2020. Congratulations for your participation, fruitful sharing session and discussion for the symposium.

Today, we have witnessed educators across institutions, disciplines and expertise, coming together to share the insights, experience, and practices in teaching and learning. I bet that everyone has had your fair share of not only getting inputs and ideas from others, but also share your own perspectives in the field of teaching and learning.

Ladies and gentlemen,

VSTL 2020 is one of the many virtual academic get-togethers, which could have been organized in the conventional way, with face-to-face meetings and sessions. However, considering the many aspects in our current situation, with the seemingly unending COVID-19 fiasco, this symposium is successfully done on a virtual platform today without neglecting the ultimate purpose of such programs. I believe that all of us today have gained so many positive inputs for various aspects in teaching and learning even without physically meeting each other, which is no less than if the program is done conventionally.

It is high time that such an event took place to highlight the remarkable contribution, in which “the new norm” of teaching and learning took place in our current education situation. I am proud to know that, through a glance at the list of presentations planned for today, reveals the amazing diversity of these areas. Congratulations to all of you.

COVID-19 pandemic has not only changed our way of teaching and learning, but also forced us to become more creative and innovative. In some cases, we could not meet our students face to face, and had to use virtual methods, as how we met today to carry out our duty as teachers and educators. This can be easy for some of us, but a mounting task for others. However, the responsibility of educating our learners still needs to be carried out, in one way or the other, no matter how challenging it is. Thus, the purpose of this symposium is for us to

not only share the traditional practices but also new methods and techniques in online or distance learning.

I hope that VSTL 2020 has been a good platform to inspire us, the educators to try out new teaching techniques and the experts to share their insight and valuable knowledge in this area. This could also be the route to a unique opportunity to share and exchange with counterparts from different specialties the advancements in your field. I also hope that our meeting will not stop today and can promote exploration of potential collaboration for future research.

Ladies and gentlemen,

On behalf of the committees and UiTM Cawangan Johor, I would like to thank all of you for your support and I hope that you have had fruitful and rewarding exchanges from this program. I would like to also congratulate the Academy of Language Studies, UiTM Cawangan Johor, Kampus Pasir Gudang for organizing the symposium, together with Unit Penulisan dan Penerbitan of BPJIA, UiTM Cawangan Johor Kampus Pasir Gudang. It is my hope to see more programs such as this in the future.

Before I end my speech, I would like to share a quote by Phil Collins;

“In learning you will teach, and in teaching you will learn”. May all of us here never stop learning, and continue inspiring the learners, and each other in our jihad to share and value the knowledge that we have.

I hereby officiate the closing ceremony and announcement of awards of Virtual Symposium on Teaching and Learning 2020.

All the best to everyone, and may all our effort be blessed. Thank you.

VSTL20

Gamification in Language Learning: Students' Opinion on Jenglish

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Abstract

Gamification in language learning is not a new concept and has been studied extensively in the field of education. A language game, Jenglish, was developed by 5 ESL students and supervised by a lecturer. The game was adapted from the famous Jenga game by Leslie Scott. Therefore, this paper aims to present the findings from a case study whereby a group of 22 ESL students played Jenglish in 4 ESL lessons. A set of questionnaire was distributed to the respondents of the study after the last lesson to answer 3 research questions: to investigate ESL students' opinion on the usefulness of Jenglish on ESL learning, to investigate ESL students' opinion on the usefulness of Jenglish in relation to affective domain, and to investigate ESL students' opinion on how Jenglish can be improved. IBM SPSS Statistics 25 and thematic analysis were utilised to analyse the data. The findings revealed positive responses for the first and second research questions while some improvement was suggested in the game's appearance, content, and rules. Four themes emerged from an open-ended question about the respondents' opinions of the game which were Compliments, Suggestions to Improve the Game, Benefits, and Others. Whilst findings showed that the game needed improvement, it can be concluded that the respondents found Jenglish useful as a language game.

Introduction

Investigating learning materials is a continuing concern within the teaching and learning discipline as they need to be engaging in the lesson's activity for the learners to participate. Any lesson requiring the learners to participate as active participants would allow them to readily absorb the information (Resnik, 2004).

One common technique that can be used to make a lesson interesting and enjoyable is the 'gamification' method. Gamification refers to gaming that has consistent learning results that improve the vocabulary, critical thinking, and problem-solving abilities of the learners (Wahyuni & Junior, 2018).The engagement of students encourage problem-solving by going through a thought process in playing games (Zichermann & Cunningham, 2011). Gamification involves elements such as competition, teamwork, earning points, winning and losing, completing levels and obtaining rewards to improve player participation (Wahyuni & Junior, 2018).

A zone of proximal development by scaffolding and mentoring strategies is consequently shaped by game-based learning. The proximal development zone is a distance between the current developmental region and the future level of development as defined by the ability to solve problems with adult guidance or in cooperation with more competent peers (Vygotsky, 1978). In a game, the instructor will provide scaffolding such as offering guidance or encouraging them, while at the same time keeping the lessons flexible while ready to meet the need of the students to obtain engagement (Ghazal & Singh, 2016). When the students are familiar with the concept and able to address the issues on their own, the instructional assistance would be steadily removed.

Game-based learning also helps the participants to be in a state of flux. Students can feel flow while playing the game when they are fully engaged with the practice (Paras and Bizzocchi, 2005). Flow is a condition in which someone is completely consumed by the action to the extent where his attention cannot be disturbed even by external stimuli (Csikszentmihalyi, 1975).The high degree of intrinsic motivation and total focus on the mission make someone rises from one level to another unconsciously

(Kurt & Kurt, 2018).

Through game-based learning, communication skills can be strengthened. Multiplayer game interactions between players can improve the social skills of the players and at the same time gain empathy for the ethics and ethical decisions when they are in the role of the game (Ghazal &Singh, 2016). A study by Fung & Min (2016) showed that students were able to increase their self-confidence through games and improve their sense of control because less pressure was felt while playing games, thus reducing their anxiety to talk and creating a supportive peer-learning atmosphere.

Therefore, this study aims to contribute to research on gamification in ESL learning by finding the answers to these three important questions:

a) To investigate ESL students' opinion on the usefulness of the language game, Jenglish, on ESL learning
b) To investigate ESL students' opinion on the usefulness of the language game,Jenglish, in relation to affective domain
c) To investigate ESL students' opinion on how the language game,Jenglish, can be improved

Methodology

In 3 weeks, while supervised by their instructor, a group of 5 ESL students was given a task to design and develop their language game. They opted to adapt the idea from Leslie Scott's popular game, Jenga, and created a different set of new rules and tasks that ESL learners found more fitting and engaging. It was played by their classmates, 22 ESL learners, in 4 ESL lessons after its completion.

The participants were asked to complete a questionnaire after the fourth lesson to discover their opinion on the usefulness of the game, Jenglish, and their ideas on how to develop the game. In the questionnaire, there were 3 main sections:

a) the usefulness of the game on ESL learning (5 Likert-scale items)
b) the usefulness of the game in relation to affective domain (3 Likert-scale items)
c) suggestions to improve the game (1 checkbox item + 1 open-ended item).

Using IBM SPSS Statistics 25 to address the 3 research questions, the data obtained was analysed and descriptive statistics were used in presenting the results. The Shapiro-Wilk test of normality tested all the Likert-scale items (8 items) and their reliability was tested using Cronbach alpha with $\alpha>0.8$ result suggesting very good internal consistency reliability (Pallant, 2016). For the open-ended item, thematic analysis was applied and the themes that emerged from the analysis were discussed.

Findings and Discussion

a. Test of Normality

Table 1

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SKILLS	.304	22	.000	.773	22	.000
FUN	.290	22	.000	.740	22	.000
KNOWLEDGE	.274	22	.000	.828	22	.001
RECOMMEND	.240	22	.002	.817	22	.001
PLAY	.284	22	.000	.766	22	.000
MOTIVATE	.294	22	.000	.799	22	.000
EXCITED	.270	22	.000	.760	22	.000
CONFIDENT	.274	22	.000	.828	22	.001

a. Lilliefors Significance Correction

The table above shows that the Sig. value of each Likert scale item for the Shapiro-Wilk statistic was either .000 or .001, suggesting violation of the assumption of normality (Pallant, 2016). Thus, the median (a non-parametric statistic) of each Likert scale item was used instead of the mean to report the descriptive analysis.

b. Research Question 1: ESL Students' Opinion on the Usefulness of Jenglish on ESL Learning

Table 2

Statistics

		SKILLS	FUN	KNOWLEDGE	RECOMMEND	PLAY
N	Valid	22	22	22	22	22
	Missing	0	0	0	0	0
Median		4.00	4.50	4.00	4.00	4.00
Std. Deviation		.631	.790	.811	.853	.907

The table above shows that all 5 Likert scale items in this section were rated positively by the respondents. They agreed that Jenglish helped improve their English language skills (median = 4.00), helped learn English while having fun (median = 4.50), improved knowledge about the English language (median = 4.00), they would recommend the game to other people (median = 4.00), and they wanted to play the game in their English class (median = 4.00).

c. Research Question 2: ESL Students' Opinion on the Usefulness of Jenglish in Relation to Affective Domain

Table 3

Statistics

		MOTIVATE	EXCITED	CONFIDENT
N	Valid	22	22	22
	Missing	0	0	0
Median		4.00	4.00	4.00
Std. Deviation		.774	.767	.811

The table above shows that all 3 Likert scale items were rated positively by the respondents. They agreed that playing Crackly motivated them to use English (median = 4.00), made them excited to learn English (median = 4.00), and made them became more confident to use English (median = 4.00).

d. Research Question 3: ESL Students' Opinion on How Jenglish can be Improved

Table 4

Suggestion for improvement	Percentage
Appearance	68.2
Content	54.5
Rules	40.9

Table 4 shows that 68.2% (n=15) of the respondents thought that Jenglish needed to improve its appearance. Other than that, 54.5% (n=12) of the respondents chose the game's content and 40.9% (n=9) of the respondents chose the game's rules as the other 2 aspects that needed to be improved.

Table 5

Themes	Comments	
Compliments	"nice" "I think this game is so great and nice" "good game" "good rules" "good" "I love it so much" "Its amazing"	"Excellent" "Interesting" "Best" "i like this game" "gg yey" "Splendid" "A recommended english game"
Suggestions to Improve The Game	"The games should be more interesting" "More fun question"	"more questions needed"

	"Make more interesting the appearance" "its good game but more content and improve your game" "more creative" "The block of jengabeed to be more bigger" "Improve the rules of the game and the createria for finding the winner"	"Add more task or question to make it more fun." "More colourful" "Need to make it interesting while play the game" "they need to make the game become more interesting by give the participent the prize if they win the game" "the jenga make it bigger"
Benefits	"fun" "It is fun to play with others"	"It is fun and intersting to play it."
Others	"Do the best"	"trying not to give any excuses for the participant"

The comments above were presented exactly as written (verbatim) by the respondents and 4 themes emerged from the thematic analysis.

Conclusion

The ESL game that was developed by the ESL students, Jenglish, received positive feedbacks from the respondents who had played the game 4 times in the ESL lessons. Findings for the first research question revealed that the game was useful in ESL learning and for the second research question, it was revealed that the game was useful in relation to affective domain. Despite these findings, the results for the third research question indicated that the game needed to improve its appearance, content and rules which were also reflected in one of the themes from the thematic analysis, Suggestions to Improve the Game.

In conclusion, a carefully developed language game by ESL learners can yield interesting positive results from the point of view of other ESL students. Although guided and supervised by a language instructor, several aspects of the game should be improved for its future usage in ESL lessons as suggested by the respondents of the study. It is recommended that future studies explore the significance of this language game on ESL learners' performance in English language skills and the effects of developing an ESL game on the ESL game developers.

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