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**Competition 2023**

Reconnoitering Innovative Ideas in Postnormal Times

**iTAC**

**2023**

**iTAC 2023**  
**INTERNATIONAL TEACHING AID COMPETITION**  
**E-PROCEEDINGS**

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## **PREFACE**

iTAC or International Teaching Aid Competition 2023 was a venue for academicians, researchers, industries, junior and young inventors to showcase their innovative ideas not only in the teaching and learning sphere but also in other numerous disciplines of study. This competition was organised by the Special Interest Group, Public Interest Centre of Excellence (SIG PICE) UiTM Kedah Branch, Malaysia. Its main aim was to promote the production of innovative ideas among academicians, students and also the public at large.

In accordance with the theme "Reconnoitering Innovative Ideas in Post-normal Times", the development of novel ideas from the perspectives of interdisciplinary innovations is more compelling today, especially in the post-covid 19 times. Post-pandemic initiatives are the most relevant in the current world to adapt to new ways of doing things and all these surely require networking and collaboration. Rising to the occasion, iTAC 2023 has managed to attract more than 267 participations for all categories. The staggering number of submissions has proven the relevance of this competition to the academic world and beyond in urging the culture of innovating ideas.

iTAC 2023 committee would like to thank all creative participants for showcasing their innovative ideas with us. As expected in any competition, there will be those who win and those who lose. Congratulations to all the award recipients (Diamond, Gold, Silver and Bronze) for their winning entries. Those who did not make the cut this year can always improve and join us again later.

It is hoped that iTAC 2023 has been a worthy platform for all participating innovators who have shown ingenious efforts in their products and ideas. This compilation of extended abstracts published as iTAC 2023 E-Proceedings contains insights into what current researchers, both experienced and novice, find important and relevant in the post-normal times.

Best regards,

**iTAC 2023 Committee**  
**Special Interest Group, Public Interest Centre of Excellence (SIG PICE)**  
**UiTM Kedah Branch**  
**Malaysia**

## **FRAME CARD GAME – A REVOLUTIONARY ENGLISH VOCABULARY GAME THAT ALSO AIDS IN STRATEGIZING AND CRITICAL THINKING**

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### **ABSTRACT**

Vocabulary building or possessing a good pool of words, especially in English, is a prevalent problem amongst students, due to lack of reading and social communication. In UiTM, vocabulary-based questions are taught and tested in many English Language Courses (ELC) codes especially those pertaining reading, such as Integrated Language Skills: Reading and English for Critical Academic Reading Skills. To overcome this problem and to encourage students to learn and look up new words in English, the FRAME card game was designed. FRAME's objective is more than vocabulary enhancing; the novelty of this game lies in the fact that it also requires students to apply reasoning, calculation, strategy and English skills to emerge champions. In fact, the game is named as such as it incorporates elements of **F**un, **R**easoning, **A**lertness, **M**athematics and **E**nglish. This game, which can be played by 4-5 players, requires the players to think strategically of which colour and letter to place before forming a word, as it will also determine the number of cards to draw. Besides being tested at

other universities such as Universiti Malaya with Teaching of English as a Second Language (TESL) students, this game has also been tested amongst society members at various gameplays organized by The Tabletop Gaming Society of Malaysia. Through these gameplays, the researchers have gained valuable feedback and a very encouraging amount of interested parties wanting to commercialize the game. This shows that FRAME does not only have value as a vocabulary building teaching aid, but also as a fun game for all, with high commercialization potential.

**Keywords:** vocabulary, English language, card game, teaching aid, strategy

## INTRODUCTION/ PROBLEM STATEMENT

Vocabulary building and enhancement is often a skill that is overlooked in the teaching and learning of ESL or English as Second a Language. In actuality, this skill is a very much required skill of students, especially when attempting tasks specific to reading in reading related subject codes taught in Universiti Teknologi MARA such as ELC501 – English for Critical Academic Reading Skills and ELC151- Integrated Language Skills – Reading. In addition, most, if not all of the codes also contain the Speaking component and based on experience, many students oftentimes do not fulfil the requirements of the speaking task or assessment due to lack of vocabulary. They oftentimes grapple for appropriate words to express themselves.

Sidek and Ab. Rahim (2015) in their findings for a research investigating the impact of vocabulary in reading amongst Malaysian students stated that vocabulary knowledge is a determinant factor for the success of a reading comprehension activity in L1 and L2. In addition, Hoover and Gough, 1990; Cromley and Azevedo, (2007) in Yang Dong (2020) states that The Simple View of Reading (SVR) posits that the fundamental knowledge for reading comprehension is *vocabulary* knowledge.

With this in mind, the English Vocabulary Card, FRAME was designed. It is not an ordinary card game as it also encourages the students to form and look up new words, while at the same time, apply critical thinking skills, speed, mathematics and strategizing skills, all encased in the element of fun.

## RESEARCH OBJECTIVES

The objectives of this research and the invention of the FRAME card game are:

- (a) To investigate the level of vocabulary amongst students
- (b) To encourage the interest of looking up and discovering the meanings of new words.
- (c) To encourage critical, mathematical and strategizing skills amongst students.

## METHODOLOGY

A total of 15 students were selected to try out FRAME in different playtest sessions in Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Seremban. In addition, further playtest sessions were also carried out in Universiti Malaya and amongst members of The Tabletop Game Designers of Malaysia. The number was kept small as this is just the preliminary round of testing. Other playtest sessions have been scheduled to take place in the future to gain more feedback after improvements to the game have been made.

After the playtest sessions were conducted, the students and game players were given a questionnaire to answer. This is to investigate and gain valuable feedback on the students' perceptions of the game content and context, playability and design.

The main objectives of the game are to ensure that when the cards in the pool have completely depleted, the players have as few cards as possible in hand. The formation of words requires them to strategize in order not to make a word which ends with a letter of their colour, has a corresponding letter with the previous word formed in order to maximize the number of cards to draw, as well as enables them to use a WILD card if they have any. Through this gameplay, students experience Fun and need to apply Reasoning, Alertness, Mathematics and English

## FINDINGS (PRELIMINARY)

Based on the preliminary findings from the 15 respondents, several key contextual elements of the game FRAME have emerged.

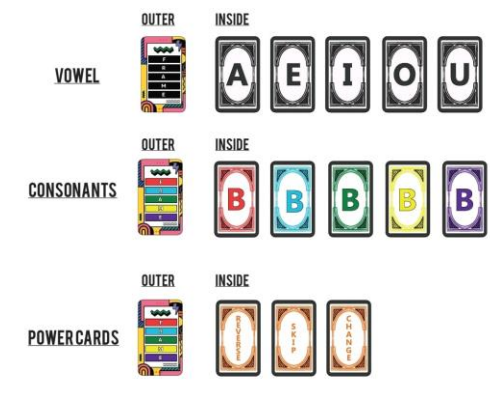
Firstly, a significant portion of the respondents find FRAME to be a very interesting game. Specifically, 43.8% of the respondents agree with this statement, while an even higher percentage of 50% strongly agree. This indicates that the majority of the participants perceive FRAME as an engaging and captivating game. A total of 90% of the respondents also indicate that FRAME is indeed a useful teaching aid in encouraging them to look up and use new words.

In terms of the game's pace, half of the respondents (50%) expressed uncertainty about whether FRAME is a fast-paced game or not. This lack of consensus suggests that there might be varying perceptions of the game's speed among players. Interestingly also, 78% of the respondents also perceive FRAME as an enjoyable game to be played with family and friends, rendering it as more than just a teaching aid.

## NOVELTY

The Frame Card Game’s novelty lies in the fact that it is not an average vocabulary card game. It requires the players or students to thoroughly think of the word to form as there are elements of ‘framing’ in terms of colour and number of words. In addition, the students or players need to maximize the number in play and minimize the number to draw. All these elements are incorporated in one game and to quote a student who played it, ‘this game somehow incorporates UNO, SCRABBLE and MONOPOLY’.

The usefulness of Table-Top Games should also not be underestimated as amongst its advantages are that they encourage interaction and dexterity, minimizes screen time, and does not require resources such as electricity or the internet. Therefore, this game is also very suitable for students in rural areas with limited resources.



**Figure 1.** The Cards





**Figure 2.** During Playtest Sessions

## CONCLUSION

The teaching and learning of vocabulary in English can be enhanced through games and one of the examples of this is the FRAME CARD GAME which is not your ordinary card game. In line with Education 4.0, it also incorporates Higher Order Thinking Skills or HOTS, without discounting the evergreen element of fun.

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