



International Teaching Aid
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

LANGUAGE BOARD GAME: THE ADVENTURE OF HANG NADIM

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ABSTRACT

A board game is a fun game that can be played leisurely with our family and friends, engaging a player base from various ages to be involved in an active interaction and is very effective as an approach to educate in-class learning. The concept of the game is playing a board game that emphasizes language to expose the player to grammatical knowledge with inspiration from the local Malay folklore of 'The Adventure of Hang Nadim'. This product would be suitable for English as Second Language (ESL) students as it can help them to experience and apply learning grammatical concept while also having fun playing games during their ample time. The use of a board game in an educational setting is preferable, as it serves both the purpose of entertainment and education. A fun learning environment, in theory, should promote a better learning experience overall. In this study, the pre-diploma students were required to fill out a pre-questionnaire about using a language board game as an educational learning tool in the classroom. Upon completion of the survey, this board game was tested among the

pre-diploma students of UiTM Alor Gajah, Melaka, with a group of four players. A post-questionnaire was distributed to gather feedback on the board game after the test-run. Most ESL students who learn grammar in the classroom are struggling to grasp applying what they have learned. As a result, this language board game has the potential to be an effective educational tool for helping students in improving their grammatical skills.

Keywords: language board game; Malay folktale; educational tool; grammar learning

INTRODUCTION

Project Overview

Language board games, like any other type of board game, can be used for entertainment as well as education. ‘The Adventure of Hang Nadim’ is different from any other board game that can be found in the market because it incorporates those two aspects, which are education and folktale. Furthermore, the inclusion of Malay folktales in this language board game will eventually aid in the introduction of folktales to younger generations, who currently lack exposure to local folktales and folkloric figures. The use of language board game as educational material is not only limited during class hours, as the approach of using board game in informal learning is preferable and attainable because young learners these days are more likely to adopt a fun learning setting than a dull classroom environment. Educational games can be utilised both in and out of the classroom (Mostowfi et al., 2016).

Problem Statement

ESL students who learn grammar in class struggle to understand parts of speech. This problem is causing them to be unable to speak English fluently, despite the fact that parts of speech are an important component in communication. It can be difficult for English language learners to speak in English, especially if they do not have a strong command of the language, (Kashinathan & Azlina, 2019). Therefore, this language board game can be used in the classroom as a solution to the problem, allowing students to improve their grammar learning of parts of speech.

Purpose and Objectives

- This project aims:
- To create an entertaining and educational language board game based on a Malay folktale for ESL students.

- To help students with grammar learning for parts of speech and improve their grammar comprehension.

LITERATURE REVIEW

Incorporate Folktales in Language Lessons

Folktales, in general, are a type of folk literature, also known as folklore, (Lwin, 2015). The structural features in folktale can be incorporated into language lessons where can be applied for writing, reading and speaking purposes. The use of folktales as teaching materials can be utilized for a variety of purposes at all learning levels and ages. Folktale stories, on the other hand, are rich in cultural aspects and language that will pique the learners' interests and engage them in more active learning in the classroom. Hence, incorporating folktales in language lessons explains why they can be extremely effective educational learning materials.

Language Board Game

The game-based learning approach is suitable not only for children aged 7 to 12 years, but also for learners of all ages. In addition, informal learning such as using language board games in the classroom is more acquirable and adaptable in terms of context relevance than formal learning. Aside from that, students' attention can be captured by games, prompting educators to channel the benefits of play into language learning, (Sasidharan & Eng, 2017). Language board games eventually pique student's interest in learning grammar and applying the desired knowledge in a fun setting.

Difficulties of Learning Parts of Speech

Parts of speech are an important component in English, specifically in the areas of speaking, listening, reading and writing. The vast majority of English words are classified as parts of speech, (Liu & Li, 2018). However, students nowadays regard parts of speech as minor aspects of the grammar component and are uninterested in learning how to use them correctly in sentence construction. Students, on the other hand, are unaware of the differences and grammatical structures of the part of speech due to a lack of knowledge, causing them to struggle with learning it. Learning parts of speech requires a significant amount of time to fully comprehend the fundamental knowledge.

METHODOLOGY

The creating of The Adventure of Hang Nadim goes through several stages of development. The following steps depicted the project's flow:

Phase One: Writing Short Story Adaptation

The first phase of writing the short story 'The Adventure of Hang Nadim', was adapted from the folktale of 'Singapura Dilanggar Todak'. The short story writing process was derived from creative writing knowledge because it aids in writing the plot interestingly. When writing the plot, five different aspects must be considered: exposition, rising action, climax, falling action, and resolution.

Phase Two: Designing Board Game, Game Cards, Box Packaging and Logo

Canva, an online platform, was used to design board games and other related elements such as game cards. The design of the board game and game cards was inspired by a thorough Pinterest search and the process of designing the overall look of the board game and game cards takes about two months.

Phase Three: Printing Board Game, Game Cards and Box Packaging

After double-checking the design, the board game can be sent to print. The product could be in physical form, allowing players to test it out.

Phase Four: Survey Distribution Before Trial Run

Students were asked to complete a survey on the use of a language board game based on Malay folktales in the classroom.

Phase Five: Trial Run Board Game

The board game was tested on ESL students from the pre-diploma program at UiTM Alor Gajah. The students were divided into three groups of four. Based on the board game trial, some limitations were identified, indicating that the board game needs to be improved.

Phase Six: Feedback Distribution Following Test Execution

Students were required to answer feedback for ‘The Adventure of Hang Nadim Board Game’ after playing it.

RESULTS AND DISCUSSIONS

The Final Product Design

This language board game’s final products include three items: the board game, game cards, and box packaging. Each product required a lengthy manufacturing process, but it was completed successfully within the time frame specified. The product began with the design of the board game, then game cards, and finally the box packaging for the board game. Each product's reference is shown in Figure 1, Figure 2, and Figure 3 below.



Figure 1. Board Game



Figure 2. Game cards



Figure 3. Box Packaging

Respondents Perception Regarding the Use of a Language Board Game Based on Malay Folktales as Educational Tool in the Classroom

Table 1 depicted the findings of a survey conducted among pre-diploma students in UiTM Alor Gajah, Melaka.

Table 1. Pre-Questionnaire Results

No	Questions		Number	Percentage (%)
1.	Have you ever played any board games before?	Yes	10	52.6
		No	9	47.4
2.	What about a language board game? Have you ever played it?	Yes	8	42.1
		No	11	57.9
3.	The aspect of parts of speech is implied as an	Yes	18	94.7

	important element in a language board game. Do you think by playing this board game will help you in improving your grammar?	No	1	5.3
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The data presented shows that 52.6 percent of the respondents have played board games, while the remaining 47.4 percent are unfamiliar with playing a board game. When the respondents were asked about a language board game, the majority of them had never played or been introduced to such board game. In this regard, even though they were unfamiliar with the board game, 100 percent of respondents expressed an interest in playing it. Lastly, because the focus of this language board game was on learning grammar, 94.7 percent of respondents agreed that playing this board game will help them improve their grammar. Therefore, it can be stated that a language board game based on Malay folktales as an educational tool in learning is highly desired, and educators should use it in classroom settings.

Respondents Perception regarding The Adventure of Hang Nadim Board Game

Table 2 displayed the results of their feedback on their board game reviews.

Table 2. Post Questionnaire Results

No	Questions		Number	Percentage (%)
1.	The story in The Adventure of Hang Nadim is an adaptation of the Malay folktale 'Singapura Dilanggar Todak'. What are your thoughts on the plot shifts?	Simple and understandable	5	71.4
		Complex and incomprehensible	2	28.6
2.	The board game concept and graphics are based on Malay folktales. What are your thoughts on using Malay folktales as board game elements?	Interesting	7	100
		Outdated	-	-
3.	Do you think playing this language board game often would improve your English proficiency?	Yes	7	100
		No	-	-

According to the feedback, players agree that the use of two combinations of Malay folktales and grammar learning makes this language board game more interesting and unique than other board games. Furthermore, the adaptation of The Adventure of Hang Nadim includes plot changes, with all respondents agreeing that the plot shifts were simple and understandable, but two respondents stated that the plot was complex and incomprehensible. When asked about the

board game, players agreed that it was intriguing to see Malay folktales used as the concept and graphic in board games nowadays. Lastly, respondents agreed that playing this board game would help them improve their English proficiency and ability to distinguish various aspects of parts of speech. As a result, the overall feedback from the board game indicates that the players were satisfied with the entire board game.

CONCLUSION

This language board game demonstrates how this product is useful in helping students who are having difficulty learning grammar aspects of parts of speech. Furthermore, this Malaysian folktale-based board game can provide valuable insight into the cultural aspects of our local folktales and folkloric figures. The main component of grammar learning in this board game has been proven to improve students' understanding of parts of speech. As a result, 'The Adventure of Hang Nadim Board Game' has the potential to be used in the classroom as educational material or as a leisure game to be played with friends and family.

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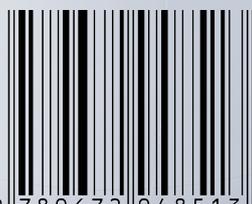


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