INVENTOPIA 2025

FBM-SEREMBAN INTERNATIONAL INNOVATION COMPETITION (FBM-SIIC)

INNOVATION IN ACTION: TURNING IDEAS INTO REALITY

Chapter 18
EhaiLEARN: Empowering Drivers Through English

Nadia Farhana Mohd Rusdi, Fazlinda Hamzah & Mohd Azlan Shah Sharifudin

Universiti Teknologi MARA Cawangan Melaka, Malaysia

fazlinda_hamzah@uitm.edu.my

ABSTRACT

Unlike individuals who have the luxury of studying English in a relaxed setting over coffee, e-hailing drivers often lack the time and energy for traditional language learning methods due to long working hours spent navigating the roads. Many of these drivers face persistent challenges in improving their English proficiency, particularly through conventional classes or textbook-based learning materials, which do not cater to their schedules or learning needs. This language barrier poses a significant problem, especially when drivers interact with international passengers, leading to miscommunication, poor customer experiences, and ultimately, lower service ratings. To address this issue, EhaiLEARN was developed - a mobile English learning application specifically designed for the unique needs of e-hailing drivers. Built using the Thunkable platform, EhaiLEARN enables flexible, on-the-go learning through features such as commonly used conversational phrases, gamified activities to boost engagement, and real-time communication support to aid drivers during live interactions. The app is tailored to fit seamlessly into the mobile-centric lifestyle of e-hailing professionals, ensuring usability even during short breaks or waiting periods between rides. A freemium business model supports future scalability and sustainability, offering both free and premium features to accommodate different user needs. Preliminary testing and feedback from users have been overwhelmingly positive, indicating improved confidence and willingness to communicate in English. However, further enhancements are required to ensure optimal functionality in low-bandwidth environments—a common issue in certain driving zones. EhaiLEARN shows strong potential not only as a practical educational tool but also as an innovative entrepreneurial product that supports professional development and service excellence in Malaysia's growing e-hailing industry.

Key Words: Learning application, English, e-hailing driver, mobile app, gamification

1. INTRODUCTION

The rapid rise of e-hailing services in Malaysia, such as Grab and inDrive, has transformed urban mobility and facilitated tourism. However, a recurring issue reported by international passengers is the communication gap due to drivers' limited English proficiency. While Malaysians are generally bilingual, not all drivers are fluent, leading to confusion, miscommunication, and lower customer satisfaction. Communication challenges also impact drivers' professional requirements. As highlighted by Nathan (2019), language barriers are among the reasons many drivers fail to obtain the Public Service Vehicle (PSV) license. To address this, EhaiLEARN was conceived as a mobile application to improve drivers' English communication through contextual learning. The application is tailored to their needs - flexible, quick-access, and directly related to their daily interactions with passengers.

2. LITERATURE REVIEW

English proficiency is a cornerstone of effective communication in the tourism and service industry. Yusoff et al. (2021) emphasize that drivers struggle most with speaking and listening skills. This deficiency affects booking processes, directions, and general interaction with non-local passengers. Motteram (2013) and Delialioglu and Alioon (2014) support the use of mobile and gamified learning platforms, especially for adult learners with busy schedules. These tools enhance engagement and cater to visual and auditory learning preferences. Similarly, Rathivarshini, Harsha, and Divyajothi (2024) demonstrated how real-time translation systems - integrated with speech recognition and text-to-speech can effectively bridge communication gaps across cultures, reinforcing the value of technology-driven language instruction for practical use in mobile applications.

3. METHODOLOGY

3.1 Idea Generation and Planning

Initial brainstorming identified language barriers among e-hailing drivers as a key issue. A problem-driven design approach was taken, focusing on how to assist drivers in overcoming communication difficulties. The idea was refined through consultations and pilot interviews with drivers.

3.2 Development Process

EhaiLEARN's design began in Canva Whiteboard (Figure 1) to visualize screen flow, interface design, and key features. Development proceeded using Thunkable, a no-code platform suitable for non-programmers. The app was designed with user-friendly navigation, practical English phrases, and integration potential with e-hailing apps. Gamification, modelled after popular apps like Duolingo, was incorporated to make learning enjoyable.

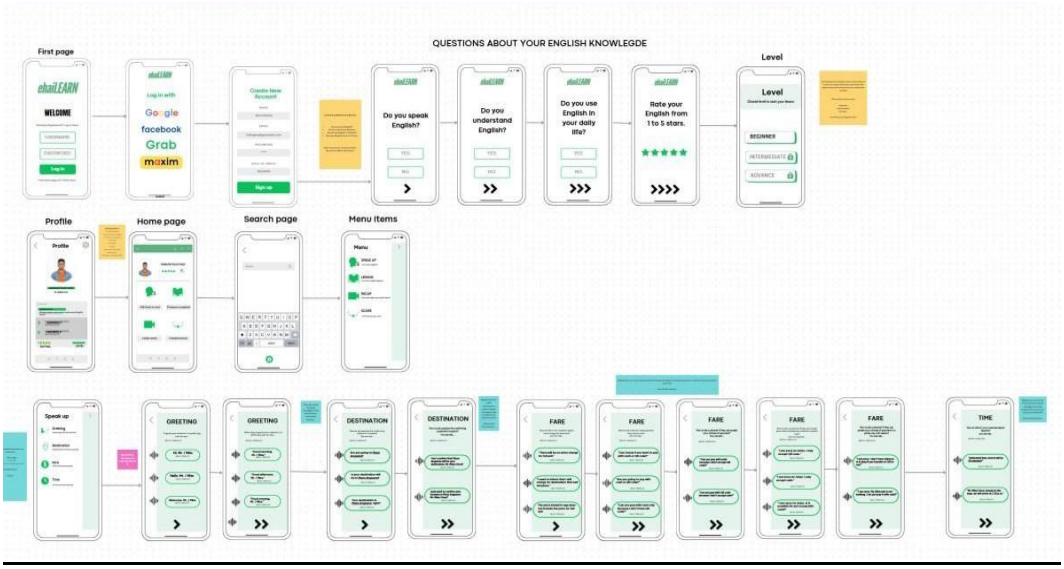

Figure 8: Application flow

3.3 Project Costing

The main expenditure was a 30-day Thunkable developer account costing RM87.48 (USD 20), necessary for deploying enhanced app features.

4. RESULTS AND DISCUSSION

4.1 App Completion and Functionality

The app was completed within 8 weeks. Although not yet published, early user feedback was promising. Testers praised its usefulness and relevance for real-world driver-passenger interactions. The application currently offers basic English learning modules, focused vocabulary, and gamified progress tracking (Figure 2).

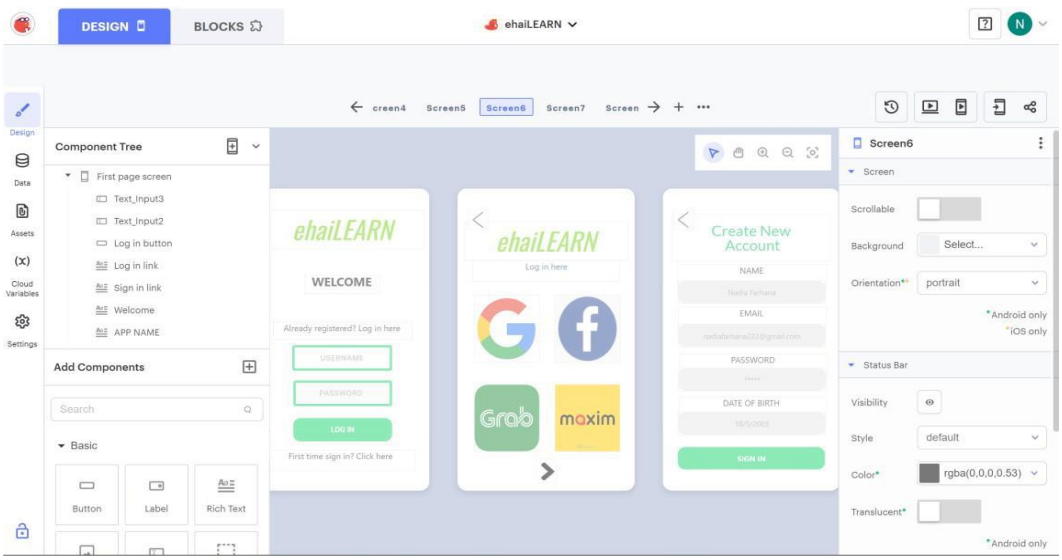

Figure 2: Application development and functionality

4.2 Opportunities

EhaiLEARN presents numerous entrepreneurial prospects that position it as a sustainable and scalable solution within the language learning and transportation industries (Figure 3). By targeting a niche market, specifically Malaysian e-hailing drivers, the app caters to a unique user group with clearly identified needs. Its design opens opportunities for corporate collaboration, particularly with major ride-hailing platforms such as Grab, Maxim, and inDrive, enabling seamless integration and broader user outreach. EhaiLEARN adopts a freemium revenue model, offering basic lessons at no cost while reserving advanced features and specialised modules for subscribers, thus ensuring continuous income generation. The inclusion of gamified learning elements not only enhances engagement but also encourages consistent usage and long-term retention. Furthermore, its cross-platform compatibility allows the app to be published on both the Google Play Store and Apple App Store, significantly boosting its accessibility and market presence.

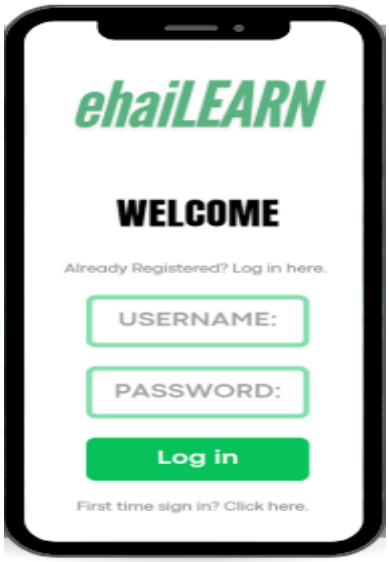

Figure 3: ehailEARN

5. CONCLUSION AND RECOMMENDATION

EhaiLEARN demonstrates a promising solution to a prevalent communication issue in the e-hailing industry. The app empowers drivers by equipping them with essential English skills, leading to improved service quality and customer satisfaction. Moving forward, developers should focus on improving performance under low connectivity and expanding content for wider linguistic coverage. With further refinement, EhaiLEARN could become a core training tool for Malaysian e-hailing drivers and a scalable product for global markets.

REFERENCES

Delialioglu, O., & Alioon, Y. (2014). Student preferences for m-learning application characteristics. *Proceedings of the 10th IADIS International Conference Mobile Learning 2014*, 59–65.

Motteram, G. (2013). *Innovations in learning technologies for English language teaching*. London: British Council.

Nathan, L. (2019, May 9). High charges, language barriers hinder PSV registration. *The Malaysian Reserve*. Retrieved from https://themalaysianreserve.com/2019/05/09/high-charges-language-barriers-hinder-psv-registration/

Rathivarshini, S., Harsha, R., & Divyajothi, M. (2024). Real-time language translation for cross-cultural communication. *International Research Journal of Education and Technology, 6*(12), 919–922. https://www.irjweb.com/current_issue.php

Yusoff, N. M., Mokhtar, M., Abdullah, Z., Jaafar, M., & Shahrudin, S. (2021). Preliminary study on e-hailing drivers' needs in English language learning. *Journal of Academia*, *9*(1) 14-20. Retrieved from https://www.researchgate.net/publication/351783492