

**Conference e-Proceedings**

*eISBN 978-967-2072-43-0*

*Physical & Online*



# I-RoLE 2023

INTERNATIONAL CONFERENCE OF  
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:  
EMANCIPATING THE LANDSCAPE  
OF RESEARCH IN LINGUISTIC,  
LANGUAGE AND LITERATURE**

**13 - 14 MARCH 2023**

**NOBLE RESORT HOTEL MELAKA  
MALAYSIA**

**ORGANISER**



Cawangan Melaka



**UNIVERSITI  
MELAKA**  
UMEL



**UTM**  
UNIVERSITI TEKNOLOGI MALAYSIA



**UMS**  
UNIVERSITI MALAYSIA SABAH

**CO ORGANISERS**

**CONFERENCE MANAGER**



WMIT GROUP SDN BHD  
138118-A



eISBN 978-967-2072-43-0

Physical & Online

**I-RoLE 2023**

INTERNATIONAL CONFERENCE OF RESEARCH  
ON LANGUAGE EDUCATION 2023

Conference e-Proceedings

International Conference of Research on Language Education 2023

13-14 March 2023 • Noble Resort Hotel, Melaka



**Conference e-Proceedings  
International Conference of Research on  
Language Education 2023  
e-ISBN: 978-967-2072-43-0**

**“Embracing Change: Emancipating the Landscape of  
Research in Linguistics, Language and Literature”**

**13-14 March 2023  
Noble Resort Hotel, Melaka  
*Physical and Online Conference***

**ORGANISER**



**CO ORGANISERS**



**CONFERENCE MANAGER**





## EDITORIAL BOARD

### Chairman

Dr. Ameiruel Azwan bin Ab Aziz  
*Universiti Teknologi MARA*

### Committee Member

Fazlinda binti Hamzah  
*Universiti Teknologi MARA*

Mohd Azlan Shah bin Sharifudin  
*Universiti Teknologi MARA*

Dr. Amirah binti Mohd Juned  
*Universiti Teknologi MARA*

### Coordinator

Zesdyzar Rokman  
*WMIT Group Sdn Bhd*

Rozielawati Rosli  
*WMIT Group Sdn Bhd*

*All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.*

*The views and opinions expressed therein are those of the individual authors and any statements in this publication do not imply endorsement by the publisher or the editorial staff.*

e ISBN 978-967-2072-43-0



Publisher:  
Zes Rokman Resources (2131022-P)  
Bandar Baru Bangi, Selangor Darul Ehsan



**Conference e-Proceedings**  
**International Conference of Research on Language Education 2023**  
 e-ISBN: 978-967-2072-43-0

**Table of Contents**

No.	Title	Page Number
1.	Galaxy Tense A+: The Effectiveness of English Tenses Board Game Among Tertiary Students	6
2.	Graphic Design Website: Exploring Market Needs for Services	14
3.	Beyond What Eye Saw	21
4.	Creative Writing: Through Her Eyes - Tales of The Heart	28
5.	Let's Play Phonetic Charades	34
6.	A Visual Novel Game on Social Anxiety	40
7.	Skin Care with Fisha: New Media Content Creation for Basic Skincare Education	48
8.	e-Book of Poem Collections	55
9.	Toodles: Flashcards for Children	61
10.	Digital Flashcards (Tenses)	68
11.	Investigating Students' Concerns on The Development of Masterly!	74
12.	Googly Eyes: A Game to Improve English Usage Among Teenagers	80
13.	Providing Subtitles for Malaysian YouTuber	86
14.	Read and Play: Improving Adolescent's Reading Skills Through Video Games	91
15.	Thoughts by Her Soul Bookmark	99
16.	The Comedy of Errors Simplified: "Egeon's 18Th Reasons Why"	105
17.	Oliver Green: Improving Homonyms Understanding Through Comics	112
18.	PWSP: Phonetic Word Search Puzzle Book	117
19.	Floriography	121
20.	A Preliminary Study on The Young Adult's Perception of Learning English Using the Website: Swifties Read	126
21.	A Place for Poets: An Online Poetry Recitation Series	133
22.	Say It Right with Ya	140
23.	Don't Touch My No-No Square	150
24.	Templatify: An E-Book Collection of Ecards Templates	158
25.	Short Story: Disease Takes Happiness Away	164
26.	Dusted Lines: A Compilation of Self-Written Poems	170
27.	'What's Your Philosophy?' An Edutaining Card Game	177
28.	Be Cool, Not Cruel	185
29.	Grammar Made Fun with TikTok	192
30.	Interactive Journaling as A Mental Health Coping Strategy for Youths	201
31.	Learned – Spoken: Manglish	212
32.	Lost in the Labyrinth of My Mind	218
33.	Translation of Abqorie's Fardhu Ain Module for Smart Tahfiz & Transit Abqorie	225
34.	Poetry for Us: Expressing Feelings Through Creative Writing	231
35.	Lyacomms' Proofreading and Editing Service	238





No.	Title	Page Number
36.	The Effectiveness Of ‘Master the Verbs’ Instagram Flashcards Among Year Six Low Proficiency Level Students	244
37.	My Malay Fables	252
38.	Talking Story: eBooks to Improve Reading Comprehension Skills	259
39.	Exploring Creative Writing as A Tool to Enhance Mental Health	272
40.	Movie Moo	281
41.	English Pitstop	288
42.	Upin Ipin Reding Kit	294
43.	Seventy-Two Beats a Second	301
44.	Knowing Kristang	308
45.	Creatorslation: The Role of Technology in Translation Service	313
46.	Travel Guide as a Medium to Improve English Comprehensiveness	319
47.	Posterlance	328
48.	Crossfunetics	336
49.	The Effectiveness of Board Games to Promote Student Attention and Enjoyment in English Subject	342
50.	The Use of e-Books and Social Media in Introducing Malaysian Folklores Among Children	352
51.	Creepypodcast YouTube Channel	357
52.	Mastermind’: English Board Game	363
53.	한국어 In Melayu!	369
54.	Triple P with Sang Kancil: Pronunciation, Phonetics, and Playbook	376
55.	"So, She Reads" Book Blog	383
56.	Abbyfication: A Grammar-Based Word Game	389
57.	Klick! A Content Writing Service	396
58.	The Love Levanter Podcast	403
59.	Let’s Talk Feelings Podcast	409
60.	Grafixmoon: Poster Designing Service	415
61.	The Circle of Life	422
62.	Hops the Dwarf	430
63.	Malay Corner: Learning Malay Through Discord	435
64.	Movie: This and That	441
65.	Phone the Phonetics: Phonetic Flashcards	449
66.	And What If?	455
67.	Interrupted: Life in A Podcast	458
68.	@Phoneticisfun	463
69.	Culinary and Creative Writing: When Two Worlds Collide	468
70.	Talk in Senses	473
71.	Piano Pleasure Course	480
72.	Step by Step: A Motivational Instagram Account	486
73.	Figurative Language! An Educational Autobiography	492
74.	Of Power, Devotion and Betrayal: A Collection of Malaysian Princesses’ Folklores	499
75.	Tell Me, How’s Everything? An Anthology of Poems to Increase the Understanding of Figurative Language	505



No.	Title	Page Number
76.	Oh, Lendu Youth	513
77.	Living the Hard Life	520
78.	Mirror, Mirror, on the Wall, Who Is the Best of Us All?	528
79.	Beyond the Crowded Space: The Use of Podcast in Improving Psychological Well-Being	535
80.	Samdil: Same Music, Different Language	541
81.	Bejalai: A YouTube Journey	547
82.	Mind Your Language	552
83.	Pop Music Podcast: A Bop or A Flop?	560
84.	Exploring The English Language Teachers' Beliefs And Practices In Implementing CEFR-Aligned Formative Assessment In Malaysian Primary Schools	570
85.	Pencapaian Ucapan Bayi Sejak Lahir Hingga Dua Belas Bulan	575
86.	Mengkaji Makna Bahasa Lukisan Kanak - Kanak Muda Usia 0-3 Tahun	585
87.	Penelitian Terhadap Kesiediaan, Motivasi Dan Faktor Persekitaran Murid Bukan Penutur Natif Terhadap Pembelajaran Dan Pemudahcaraan Karangan Respon Terbuka Di Sekolah Antarabangsa Kuala Lumpur	599
88.	Pengaruh Bahasa Ibunda Dalam Kalangan Murid Bukan Melayu Tahun 5 Semasa Menulis Karangan: Satu Kajian Kes	610
89.	Meningkatkan Penguasaan Penulisan Karangan Naratif Murid Tahun 6 Menggunakan Kit Ikan Karang	619
90.	Pengaruh Dialek Kedah Terhadap Fonetik Dan Leksikal Kata Soal Pelajar Pispmp: Satu Kajian Kes	633
91.	Tahap Pengetahuan Guru Pelatih Mempengaruhi Kekekapan Pelaksanaan Kemahiran Berfikir Aras Tinggi (Kbat) Dalam Pengajaran Dan Pembelajaran Subjek Bahasa Melayu	643



# ‘WHAT’S YOUR PHILOSOPHY?’ AN EDUTAINING CARD GAME

Arisya binti Bahari<sup>1</sup>, \*Fazlinda binti Hamzah<sup>2</sup>

<sup>1,2</sup> Universiti Teknologi MARA Cawangan Melaka, Malaysia

<sup>1</sup> arisyabhri@gmail.com

<sup>2</sup> fazlinda\_hamzah@uitm.edu.my

\*Corresponding author

## ABSTRACT:

There is a need for more initiatives and approaches to make education a more fun process without making people think that learning is a nuisance. A card game aimed to teach English language while preserving its original function and accompanied by endearing illustrations was created to revitalize and reintroduce education in a much livelier approach for individuals of all ages. The chosen medium for the card game also addresses the need for a shift appropriate for this generation's educational level, where learning should be viewed as a pleasurable experience. The use of graphics and entertaining questions containing knowledge allows the card game to be employed as a kind of edutainment in which the player's visual sense and thinking skills are actively engaged throughout the gaming experience. The primary aim of this pocket game is to demonstrate the ability to learn while also being entertained. The card game intends to present a new notion of edutainment that can assist individuals in exploring English in a more enjoyable manner. The end outcome of this project is a comprehensive 100-piece card game consisting of interesting quizzes on English grammar, spelling, and vocabulary, as well as tongue twisters with accompanying visuals that complement the questions or challenges offered on the cards.

**Keywords:** card game, edutainment, English, learning

## 1. INTRODUCTION

What's Your Philosophy is a card game created to teach English language in a much more entertaining way by implementing a gaming session while answering English quizzes on the card alongside its illustrations that relate to people of all ages. This card game project was created to help people get familiarised with English grammar, spelling, and vocabulary. It helps to visualize a journey for players to venture through questions that help stimulate their cognitive skills and competitiveness in a healthy way. Numerous experts (Chan & Lin, 2000) have stated that games are beneficial for young people who are learning English since they can increase their sense of enthusiasm and self-confidence. This card game was made and marketed towards teenagers and adults from the age range of 12-30 years old. This specific target group was chosen for two reasons which are their ability to understand the basic level of English language and their degree of cognitive adroitness as some of the questions or challenges included in the card game may seem onerous to younger audiences.

### 1.1 Project Objective

Edutainment is a derived term that refers to a combination of entertainment and education, and or marrying of education and entertainment (Colace, et. al., 2006). Many

researchers contributed to the many definitions of edutainment. Analyzing these concepts might help individuals realize why it is necessary for them to have fun while studying. According to Shulman and Bowen (2000), edutainment is described as encouraging enjoyable learning through involvement and communication, exploring by establishing learning awareness, and trial and error. Druin and Solomon (1996) defined edutainment as a place containing a variety of elements (such as music, animation, video, writing, and image) where students may both have fun while also learning. Games can be used to teach a range of abilities as part of the language-learning process. However, not everyone supports the use of games as a learning tool. If the goal is to develop learning things for a future generation and to keep the learning going, teaching methods should be organized around their requirements and desires. The primary goal of this project is to capture the attention of consumers and direct their attention to activities and educational materials while learning without the obligation of active learning in a classroom. To revive and reintroduce education in a livelier method for people of all ages, a card game focused on teaching the English language while keeping its original function and accompanied by adorable drawings was created. Gaudart (1999), stated that about 10% of student teachers are proficient in English, while the remaining 15% are comfortable in English but still make mistakes in grammar and pronunciation. Another 50% can speak in English but struggle to explain themselves when addressing complicated ideas. The other students have difficulty speaking in English, and it might be difficult to comprehend what they are trying to say at times. Apart from the top 10%, most other students continue to attend proficiency classes.

This shows that despite people being exposed to the English language and receiving education about the language often, the majority of them still have trouble mastering the language which is the reason why this card game was created. What's Your Philosophy is a card game designed to educate the English language in a more improved manner by incorporating a gaming session while solving English questions on the card accompanied with visuals that are fitting to people of all ages. This pocket game's key objective is to prove the ability to still be entertained while learning. The card game's goal is to introduce a fresh concept of edutainment that may help people explore English in a more entertaining way. It is an opportunity to let the players travel through questions that excite their cognitive skills and competitiveness in a healthy way.

## **1.2 Entrepreneurial Opportunities**

Selling the physical form of the card games, which comprises 100 pieces including English quizzes, represents a huge entrepreneurial opportunity for this product. This product will be offered to people aged 12 to 30, the majority of whom are English literate and thus able to engage in the game. The concept of the game, the attractive pastel colors on the cards, and the accompanying artwork that fit nicely with each of the questions would be the selling points of the card game. The product price would be RM29.99, which would be appropriate given the game's educational level, the number of cards and questions, and all of the added features. This price range is set in consideration to make the game affordable for everyone despite those coming from different financial backgrounds all while making sure gaining profit from the product is still possible.

A website will be created for the advertisement purposes of this product where all the information needed for the card game will be available. The information also includes how to play the game and the rules of the game in case players need more information to refer to. The website will be the only means to purchase the product as they can make their payment on the website. This is so to make sure of customer data safety and the guarantee of authenticity. Not just that, an Instagram account will be created to further advertise the product in order to reach a bigger audience. Sneak peek of the game will be posted on the account to promote the product as



well as feedback from previous customers. Short video clips and photos of people playing the game will also be posted on the account. A link will be provided on the Instagram bio to redirect people to the main website. This is to help make the purchasing process easier.

## **2. METHODOLOGY**

Generally, this project adopted 4 phases which are studying and preparing, writing, designing, and testing. A Gantt Chart was prepared to help visualize the progress flow of the project. Refer to appendix 1.

### **2.1 Studying and preparing**

The first way that sets the process-making procedure in motion is studying and preparing for the project, where the problem is a need for new initiatives and approaches to make education a more enjoyable process leading people to believe that learning is drudgery. The solution to the first problem is to develop a card game that introduces English knowledge in order to rejuvenate and reintroduce education in a much more engaging manner for people of all ages. Pop-up books, internet games, and card games were chosen as edutainment options. Following more study, the ultimate product choice is to develop a card game that is easily accessible and friendly to a wide range of people.

### **2.2 Writing**

The following method is writing. A long list of questions was prepared to make the 100-piece-card game possible. The questions were adapted from grammar, vocabulary, and spelling aspects thus the preparation had to be done meticulously to avoid mistakes or errors in the card game or the knowledge it contains. Not only that, the question had to be carefully planned based on their categories to make sure the game flows smoothly. The list of questions is then organized into five different categories to fit the flow of the game better. Some questions are made to be like answering quizzes while others are funny challenges that allow the players to gain benefits or receive forfeits and lose their benefits. The game was created with the intention of making people feel competitive and become more eager when they play at the same time helping them learn English faster.

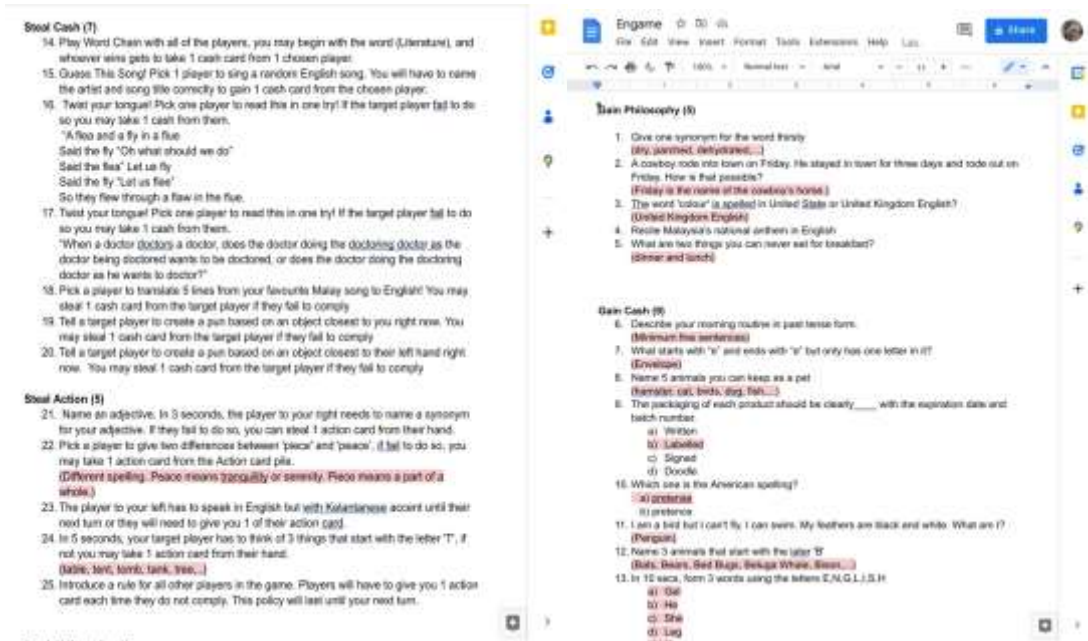


Figure 1: Lists of Questions

## 2.3 Designing

After the planning and writing, it was then time to start designing the cards. It took a few tries to come up with the best design as a lot of thought had to be put into each step. The process of picking the most compatible medium to start designing, picking a color template, and creating a perfect illustration for each one of the cards was done in a meticulous manner. Thus the initial design is completely different compared to the final product.

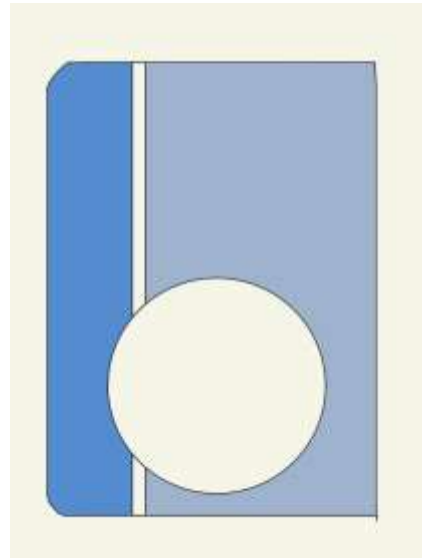
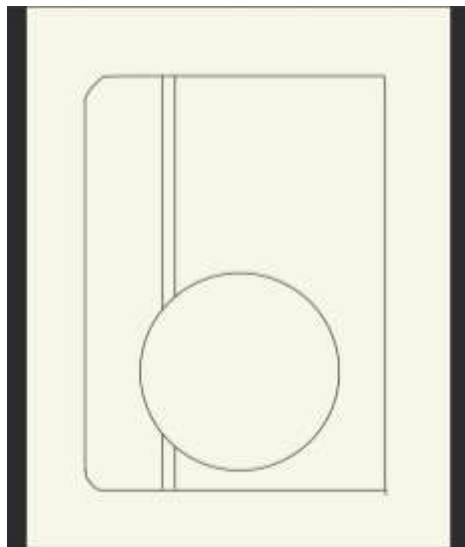




Figure 2: Design samples

## 2.4 Testing

The process of assessing a game for flaws or blunders is known as game testing. It is critical to test the game before it is released to the public so that any flaws may be identified and rectified as promptly as possible. It should not be regarded carelessly or as a matter of preference or convenience. The main goal of game testing is to guarantee that the final product satisfies the expectations of both players and creators. A test was conducted with four players to ensure the best gameplay experience. The testing allows the game to grow as it helps make sure the game plays out smoothly without any hitch.

## 3. RESULT AND DISCUSSION

The final product of this project is a complete 100 pieces card game consisting of fun quizzes on English grammar, spelling, and vocabulary, as well as tongue twisters with accompanying illustrations that complement the questions or challenges given on each of the cards. This card game project was intended to assist individuals to get more familiar with English grammar, spelling, and vocabulary. An online survey was conducted to gain feedback from customers and previous players to ensure the goal of the game is met. The short survey is done through Google Forms to make the process easier for both the creator and customers. There were 21 respondents to the survey.

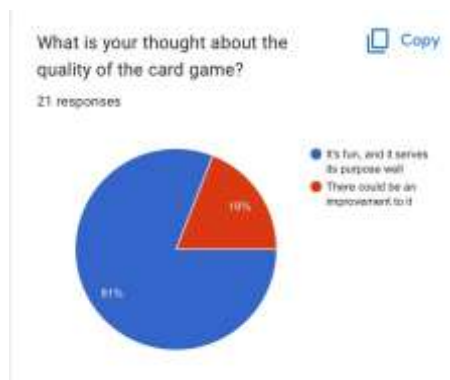


Figure 3: Responses to Survey Question 1

The first question consists of 2 different answers which are ‘it’s fun, and it serves its purpose well’ as well as ‘there could be an improvement to it’. 81% of the respondents opted for the former answer while the remaining 19% answered the latter.

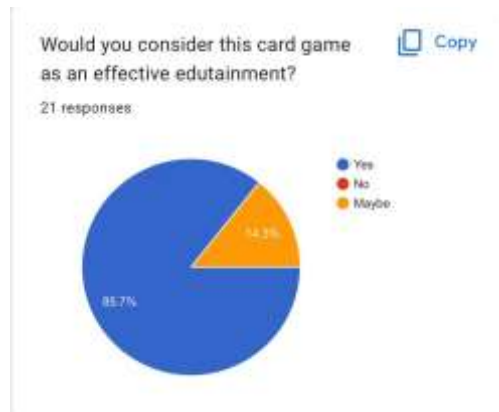


Figure 4: Responses to Survey Question 2

For this question, 85.7% of the respondents, 18 individuals out of 21, considered the card game as an effective form of edutainment. The minority answer had 14.3% which is 3 individuals out of 21.

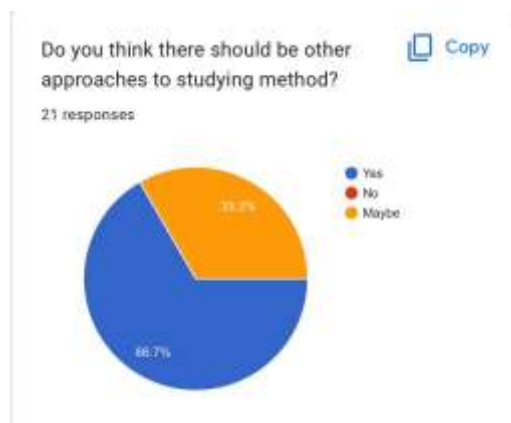


Figure 5: Responses to Survey Question 3

When asked if there should be other approaches to studying methods, 66.7% of the total respondents agreed. The remaining 33.3% which is a total of 7 individuals answered ‘maybe’. This might be because they are unsure about the topic or because they do not have any opinion regarding it.

#### 4. CONCLUSION

To recapitulate, What's Your Philosophy is a card game designed to teach the English language in a more enjoyable manner by including a gaming session while completing English questions on the card alongside its pictures that appeal to people of all ages. This card game project was designed to assist individuals to learn English grammar, spelling, and vocabulary.



This project is an opportunity for the creator to improve language and writing skills based on the knowledge learned in the English Professional in Communication diploma course. It also allows the game's author to be more creative and expressive. The writer is prepared to demonstrate experience in developing the project given and, as a result, is able to gain acknowledgment from desirable parties regarding the product's release.

## REFERENCES

- Chan, Y. C., & Lin, L. C. (2000). Competitive and cooperative games in EFL elementary school classroom. *Proceedings of ROCMELLA 2000* (123-147). National Taipei University of Education.
- Colace, F., De Santo, M., Pietrosanto, A., & Troiano, A. (2006). Work in progress: Bayesian networks for edutainment. *Proceedings - Frontiers in Education*. (13–14). IEEE. <https://doi.org/10.1109/FIE.2006.322573>
- Druin, A., & Solomon, C. (1996). *Designing multimedia environments for children: Computers, creativity, and kids*. John Wiley & Sons, Inc.
- Gaudart, H. (1999). Games as teaching tools for teaching English to speakers of other languages. *Simulation & Gaming*, 30(3), 283–291. <https://doi.org/10.1177/104687819903000304>
- Shulman, J. L., & Bowen, W. G. (2011). The game of life. In *The Game of Life*. Princeton University Press.

## APPENDIX

Activities	Weeks															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Present ideas to supervisor																
Start project research																
Prepare list of quizzes																
Start making prototype																
Design the cards																
Get approval from supervisor																
Print all materials																
Meet target																



<b>community</b>																	
<b>Collect and compile data</b>																	
<b>Live presentation</b>																	