GAMIFICATION AND FROG VLE: A study on Teachers and Students using ICT in English Language Learning
Mohd Erwan Siddek (onenthuegoez@gmail.com)
Haslindah Syarifuddin
Aisah Suyade
Rossilawati Ali
Janet Dela Cruz @ Nurshakila (janeshakila58@gmail.com)

ABSTRACT

The Fourth Industrial Revolution (IR 4.0) as expected, change the way we live, work, communicate and of course, learn! It is also likely to change the things we value and the way we value them in the future. Presently, we can already see the changes in business models and employment trends. Following the Fourth Industrial Revolution (IR 4.0), this action research studies the students’ attitudes, when information and communication technology (ICT) is embedded in their English learning. A class consisting of 34 students in a public primary school, in Malaysia, were the participants of this action research. It is conducted in the second half of 2017. In this study, teacher incorporates gamification; an interactive, practical and fun approach in her English lesson; in which she uses many apps available both online and offline. All the activities / gamification; then will be assigned to the students via Frog VLE (Virtual Learning Environment) as the main platform. Teacher creates a student-centred learning in where the students are the main user of the technology while the teacher uses it to promote blended learning. The action research also aimed to explore how a teacher uses technology in the classroom and make her students ready for the 21st century demands. Teacher and students use Frog VLE in their English classroom, then associated it in their everyday life’s (flipped classroom). Ultimately, the study will show the students’ increasing interest and motivation in learning the English language as well as their proficiency level in English.

Keywords: Information technology, blended learning, Frog VLE, gamification, computers in education, students’ attitudes, Primary educations.

INTRODUCTION

We live in a connected world with unprecedented access to a vast array of digital information and experiences. The use of digital technology continues to transform how we live and work. According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. On-going adoption of new advances in technology has become more essential to living and working in the 21st century. In today’s globalized, knowledge-based economies, individuals increasingly need skills not only to intelligently consume information and ideas, but also to design and create new information and ideas using digital technologies. Using a broad palette of digital technologies, we can engage with ideas in new and innovative ways that were not possible before now.

Given the extensive use young people make of digital technologies in their world outside of the classroom, we need to ensure that they can understand and use these technologies in powerful ways to learn and make sense of the world they live in. While digital technologies are becoming increasingly common in classrooms and learning environments, they are often used to present or consume information rather than to transform learning experiences. What we need to do is design learning experiences so
that young people develop the skills not only to evaluate and analysis information and ideas, but also to design and create new information and ideas using a wide range of digital technologies.

Whereas, Gamification is the process of taking something that already exists – a website, an enterprise application, an online community – and integrating game mechanics into it to motivate participation, engagement, and loyalty. Gamification takes the data-driven techniques that game designers use to engage players, and applies them to non-game experiences to motivate actions that add value to your learning experiences.

Last but not least, the Frog VLE in Malaysia, is available to all 10,000 schools in the country through the 1BestariNet project. It is an award-winning, cloud-based virtual learning environment that has been designed by Frog Education to simplify and enhance teaching and learning, communication and administration.

Research objectives

The study aimed to investigate the attitudes of a Year 5 class consisting of 34 students in a public primary schools to the ICT-enabled classroom. This study provides a rationale for the need to develop 21st century skills among our students. It presents the key 21st century skills of; collaboration, knowledge construction, self-regulation, problem-solving and innovation, information and communications technology (ICT) for learning, skilled communication. It explores what learning looks like in the 21st century and how innovative teaching practices can support student learning to develop these skills. Embedded the students with technology that will prepared them to the real world

The study had two main objectives:
- To assess students’ attitudes to changes in the English Language classroom following deployment of ICT;
- To identify any statistically significant difference in attitude among these students.

It was hypothesized that the attitude of the target group to English would differ significantly because of the deployment of technology in the English Language classroom.

RESEARCH METHODOLOGY

This study will seek to solicit information by asking respondents questions about their perceptions, skills, knowledge and attitudes towards ICT. The responses are given in writing (Vyhmeister, 2001). This design is appropriate in this study because it enables data collection from the respondents through the use of questionnaires and observation checklists. The target for this study consisted of 34 Year 5 students in a public school in Tawau, Sabah. Students are important respondents in this research because they are the sole beneficiaries of the outcome of appropriate and effective use of ICT. The choice of the school was purposive in that it had to has computers used for instructional purposes. In order to explore the use of ICT in enhancing teaching and learning, data was collected using a set of questionnaires and observation schedule. The study tested the reliability of research instrument by carrying out a pre-test study. The findings from the study helped to determine the instruments, reliability. The study used qualitative and quantitative research methods to analyse data. Categories like demographic information were analysed using descriptive statistics such as frequencies, percentages, and averages.
KEY FINDINGS

Based on the study, students’ attitude towards English classes were very positive. They showed a very high enthusiast towards learning English using the ICT. Out of 34, only 1 or 2.9% student didn’t show any responses’ whether positive or negative towards using ICT. After further investigations, including interview with the respective student, I found out that she has severe self conscious. Therefore, she didn’t want to get really involved in anything let alone presenting or using ICT on her own.

The research also shown that the students improved tremendously after the implementation of ICT in their classroom. From the pre-test, 55.9% or 19 students scored E in their examination. After 6 months of the implementation, all of the 34 students, managed to pass the examination. Proven that embedding ICT in the classroom really brings positive impact to the students.

<table>
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<td>9</td>
<td>26.5</td>
<td>18</td>
<td>52.9</td>
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Graph shows the students’ performances in their examination ( in percentage).
2.0 Graph shows the students’ performances in their examination.

<table>
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<tr>
<th>QUESTIONS</th>
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<th>POST TEST</th>
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<tbody>
<tr>
<td>Do you know how to use a computer?</td>
<td>YES 15</td>
<td>NO 19</td>
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<tr>
<td>Did you enjoy using the computer while learning in the classroom?</td>
<td>YES 21</td>
<td>NO 13</td>
</tr>
<tr>
<td>Does using the computer helps you in your test or examinations?</td>
<td>YES 19</td>
<td>NO 15</td>
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<tr>
<td>Does using computer ONLY happens in the classroom?</td>
<td>YES 9</td>
<td>NO 25</td>
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</tbody>
</table>

3.0 Questionnaires findings
CONCLUSION

Embedding ICT in the classroom not just only prepares the students for the 21st century demands but also really successful in increasing their proficiency in the English Language itself. Adding gamification makes the lesson a lot fun and challenging for the students and having Frog VLE as the main platform, making the process even easier and manageable.

REFERENCES


List 5 applications/ activities/ items that you know how to use in learning experiences

<table>
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4.0 Questionnaires findings