
Wizer Interactive Learning: Countable and Uncountable Nouns

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Abstract

Since the outbreak of COVID-19 pandemic around the year of 2020, the world has undergone drastic changes in delivering formal education in schools, especially in primary schools. Technology has turned into the main role in delivering knowledge as many classes had to be shut down and lessons turned online. Many digital education platforms become important to help to ease the barriers in giving online classes, especially English Second Language (ESL) classrooms. However, some of the digital platforms could also be used when physical classes get back in action, as Wizer.me here mentioned. The researcher is using Google Classroom as the platform to embed these digital worksheets in order to enhance the learning experiences of the primary students and to be prepared if the order had been set to get students back to school in a short time. This quasi-experimental designed research gathered data from a sample of 20 primary Year 4 pupils from an urban and a suburban school using a pre-test/post-test approach. The data obtained were analyzed descriptively using sample t-tests to explain the increment of the pupils' performance on the post-test associated with learning via conventional worksheets or Wizer.me Interactive Worksheets. As a result, the pupils showed improvement in both control and experimental groups but experimental groups pupils showed a significant improvement of scores in pre and post tests. This research proved that Wizer.me Interactive Worksheets helped to engage pupils into grammar worksheets and improved their understanding and achievements. The researcher recommended that future research could be done on other levels of pupils with different language skills by using Wizer.me as a teaching aid preparation platform.

Keywords: ADDIE model; digital worksheets; ESL classroom; online learning; technology in education.

I. INTRODUCTION

Online learning has become a norm in today's learning environment as each educator invests their time and skills in ensuring progressive learning can be delivered as feasible as it could. Within the last few years of being restricted to have traditional classroom exposure due to the pandemic, educators have strived to address the situation and with the existing technology in education, learning can be implemented regardless of limitations. According to UNESCO (2020) schools closure has impacted over 91% of students all around the globe and about 23.8 million students may drop out of school as well as the neverending uncertainty among parents regarding physical schools. The organization also added that even with the current pandemic that resulted in school closures, it should not become the reason for children of the current generation to be neglected regarding their education needs. Farah and Li (2020) argued that students are able to process 25-60% more input through learning online in comparison to a traditional face-to-face classroom with only 8-10%. The reason for this significant difference between traditional and online learning is

because online learning is proven to provide ample time for students to self-learn as well as have less pressure in completing certain tasks.

With different types of platforms emerging and revolving around the education industry such as Google Meet, educators continue to delve into more options that can assist them with delivering the intended knowledge. According to Dahwan (2020), COVID-19 may have resulted in a lot of casualties from health to economy but it also allows technological tools to become one of the main support in assisting educators. Thus, the aim of this paper is to explore the possibilities of giving students autonomy to learn and revise grammar and vocabulary at their own pace and to discover their preference of using digital or paper worksheets. A total of 20 respondents, 10 from each urban and suburban school had participated in this research. The chosen platform to be used as the learning tool is Wizer.me. Wizer.me is one of the digital education tools with the purpose of interactive learning using worksheet exercises creating a similar environment to a traditional classroom. This

adaptation allows both educators and students to have an enriching experience as Wizer.me provides interactional activities and diverse learning that allows pupils to have a familiar classroom-like worksheet but provides instant feedback.

II. LITERATURE REVIEW

A. Scaffolding

Online learning requires both technological and pedagogical focus to ensure students are able to obtain knowledge interactively. In order for online learning to be fully developed, educators have to draft out materials prioritizing models that will assist with the students' learning. Instructional design models such as ADDIE which are analyze, design, development, implementation and evaluation is convenient for educators especially during the current demand on e-learning as it covers the needed aspect to ensure learning can still occur virtually. According to Basilaia and Kvavadze (2020), school closures due to the current pandemic that has stricken globally allow platforms such as online learning to rise and become the main platform to ensure students are able to obtain knowledge. According to Copper (2020), when designing e-learning for students, teachers need to ensure the three aspects of an excellent online class which is theoretical materials, pedagogy, and technology. This is to ensure that the provided activities can improve students' development. Lim and Yunus (2021) also stated that an educator needs to have clear educational aims and predicted outcomes to measure students' performance.

Scaffolding has been commonly used as one of the educational instruments to ensure students are able to advance progressively and improve themselves. According to Joshi (2018), scaffolding encourages students to learn independently with the help of diverse educational tools and materials. McLeod (2019) shares the same belief where students need a certified educator, interactions and scaffolding activities to further develop their proficiency. According to him too, Vygotsky (1987) sociocultural theory, scaffolding is an instructional technique in which educators assist students by providing the needed materials for them to gradually develop their cognitive skills. His sociocultural theory describes the zone of proximal development where students have opportunities to learn independently or with assistance.

Hanaffin, Land and Oliver (1999) listed a few types of scaffolding such as Conceptual, Metacognitive, Procedural, and Strategic. Meanwhile, Stavredes (2011) explained the four types of scaffolding under the terms of online learning. Procedural scaffolding is the process where students are guided on how to use the

educational tools. Online learning is not commonly used previously thus students need guidance to familiarize themselves with each educational tool. According to Kebritchi et al. (2017), students need to be brief about technical skills to ensure that the lesson can progress successfully. When students are briefed beforehand, this will eliminate unnecessary problems and allow comprehensive learning. Metacognitive scaffolding assists students to assess their weaknesses and strength at the end of the lesson. It helps in planning, monitoring, and evaluating processes to ensure students are able to digest information effectively. Next, conceptual scaffolding guides students on how to solve higher-level questions and familiarizing themselves with important keywords, and generate ideas. The last type which is strategic scaffolding is to prioritize students that encountered difficulties while going through the lesson. A few other studies also prove that Vygostky theory helps students to progress well autonomously.

Yeh and Wan (2019) stated in their research how digital scaffolding techniques help students to obtain impressive results and enrich students with additional knowledge along with the progress. When students are allowed to progress on their own, this will allow them to have more confidence and grow at their own pace without being left behind. Furthermore, with extensive materials such as different types of platforms for quizzes, notes, and references, students are able to have access to infinite resources that will benefit their learning growth. According to Kampen (2020) scaffolding can help to boost students' understanding, familiarity to different types of instructions, assist in their learning growth, provide in-depth feedback and ensure students are capable of working collaboratively and independently.

B. Research Questions

1. To what extent will there be an improvement in the grammar skills of the learners through the use of Wizer.me platform?
2. What is the impact of the Wizer.me platform in improving learners' grammar acquisition especially countable and uncountable nouns?

III. RESEARCH METHODOLOGY

A. Research Design

This research used the quasi-experimental approach where pre and post-test were used to collect the data. The pupils were randomly assigned into control and experimental groups. The control group of pupils used the PDF version of the worksheets to imitate classroom-like worksheets.

The teacher would mark the worksheets in Google Classroom manually and return to the pupils. The pupils would get their feedback after the teacher had marked and returned their worksheets to them. The experimental group pupils used Wizer.me Interactive Worksheets where the pupils will get instant feedback after they have submitted their worksheets.

The instructional procedures for the Wizer.me platform is ADDIE Model (Analysis, Design, Development, Implementation and Evaluation).

1. Analysis: The researcher analyse the topics that needed extra focus and conduct a pretest to collect data to emphasize on which skills that needs improvement.
2. Design: The researcher designs online exercises through a Wizer.me Interactive Worksheet where assorted activities such as mix and match, categorize the parts according to the provided photo, and fill in the blanks are used that are similar to the traditional worksheet.
3. Development: Students were enlightened beforehand on selected topics before the link was given.
4. Implementation: The researcher implemented the online worksheet one by one to monitor the pupils' development.
5. Evaluation: The collected data shows pupils' progress improved after familiarizing with the worksheet.

B. Research Participants

The participants of this research were from two different schools, an urban and a suburban primary Chinese vernacular schools of the same district. 10 participants of Year 4 pupils from each school were randomly selected. Among them, 5 males and 5 females from each of the urban and suburban schools were involved. The pupils all have consistently shown up in online classes and have laptops or smartphones as devices to attend the online classes. They were considered having stable Internet connections throughout the online classes although most of them were from the B40 families where their family household incomes are below RM 4849 per month.

C. Research Instrument

A total of 50 marks of questions had been set. There were four parts of the questions. The first part was grouping a series of nouns into countable and uncountable groups. For the second part of the questions, the pupils were requested to fill in the blanks by using determiners such as 'some' or 'any' to match the countable and uncountable nouns. The third part of the questions was choosing 'how much' or 'how many' to ask questions about countable and

uncountable nouns. The last part of the questions was filling in the gap with a series of determiners like 'a', 'an', 'the', 'some', or 'any' to complete the sentences. The same set of questions were used for pre test and for post test where during the post test, the questions were re-sequenced.

D. Research Procedures and Analysis

After the pre test, the pupils of both groups were given 10 worksheets within three weeks of time. Each time, the pupils were tested using various kinds of worksheets via Wizer.me Interactive Worksheets, such as grouping, filling in the blanks, naming the pictures, and drawing a line to link sentence parts. Pupils were exposed to recipes and also ingredients of local delicacies, such as Penang Laksa, Nasi Lemak, Pisang Goreng and so forth. Both groups received the same worksheets. The control group received the PDF version of worksheets, which is similar to conventional worksheets. The experimental group received Wizer.me Interactive Worksheets. Both groups received their worksheets via Google Classroom. Different Google Classrooms were set for each control and experimental group.

IV. RESULT AND DISCUSSION

The research data was analysed by using IBM Statistical Package for the Social Sciences (SPSS) by using an independent sample t-Test. The results shown had answered the research questions and verified the hypothesis. Table 1 below shows the mean value of the pre and post test of two groups of the pupils. Each group showed improvement in scores. The experimental group showed a difference of 7.1 increments of mean value. Thus, it proves that the Wizer.me Interactive Worksheets really engaged the pupils into countable and uncountable nouns learning and improved their scores either in PDF or Interactive Worksheets format but the Interactive Worksheets format engaged the pupils' learning interest more and they retained more of their knowledge in learning countable and uncountable nouns. Table 2 shows that the significant value of the post test is 0.023, which is smaller or equivalent to 0.05. This proves that these Wizer.me Interactive Worksheets have a significant effect towards the pupils. Thus, it proves that this intervention can be used by other educators in their ESL classrooms.

Group Statistics					
Control and experimental group		N	Mean	Std. Deviation	Std. Error Mean
PreTest	control group	10	39.20	8.496	2.687
	experimental group	10	20.30	6.201	1.961
PostTest	control group	10	39.60	10.384	3.284
	experimental group	10	27.40	11.597	3.667

Table 1: Descriptive Group Statistics

REFERENCES

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PreTest	Equal variances assumed	1.952	.229	5.882	18	.000	18.900	3.326	11.912	25.888
	Equal variances not assumed			5.882	16.470	.000	18.900	3.326	11.895	25.935
PostTest	Equal variances assumed	.382	.589	2.478	18	.023	12.200	4.923	1.859	22.542
	Equal variances not assumed			2.478	17.785	.023	12.200	4.923	1.849	22.551

Table 2: Independent Samples t-Test

Through Wizer.me platform, worksheets developed can be used both online and offline where pupils have the options to either answer them directly on the platform or print out the worksheets for their own reference. This platform also allows the teachers to monitor pupils conveniently as it automatically rates the pupils accordingly. If the pupils were to go back to face-to-face or hybrid classrooms, the teachers could assign the tasks according to the circumstances. This series of ten Wizer.me Interactive Worksheets were prepared according to Malaysian context reference where the pupils have a chance to get to know more about the local delicacies they have in everyday life. This is also a good way to encourage pupils' engagement and relate them to each given worksheet. Hashim et al (2019) has stated that earners, especially school students, currently known as the alpha generation, grow up with technology. Therefore, completing a Wizer.me Interactive Worksheet would somehow spice up their interest into grammar learning. The food topic was selected as it fit the thematic approach of 'The Big Idea' where the teachers could use this to conduct thematic approach classes integrated with other major subjects such as Science and Mathematics. (Ministry of Education Malaysia, 2021)

To conclude, Wizer.me is a platform to create interactive worksheets and proved to improve learners' grammar acquisition among Year 4 pupils. With the current endemic that seems to have no sign of denouement, online learning will continue to become one of the main options for educators to ensure today's generation will still be able to obtain knowledge regardless of the ongoing hurdles. It has been an educator's mission to ensure that knowledge can be delivered in any sort of forms as well as making use of the existing technology to create different types of activities that will also encourage students' learning. According to Brooks and Gierdowski (2021), based on their findings, (83%) claimed that with a strong internet connection, their online learning will be smooth and rewarding. About (72%) of their respondents also independently solve technological issues which result in a creative and innovative community. Overall, the researcher recommends that in future research can be done for different educational levels and a longer period of time for research to collect robust data. The research could also be done on a larger sampling group in order to obtain more data.

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