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iTAC 2022
International Teaching Aid
Competition 2022

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" Reengineering Knowledge and
Creativity for Global Excellence "



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TEKNOLOGI
MARA

Cawangan Kedah
Kampus Sungai Petani

iTAC2022

International Teaching Aid
Competition 2022

PREFACE

The International Teaching Aid Competition (iTAC) was first inaugurated in 2014. This event in 2022 is the fourth one to be co-organized with the fifth Technology, Science, Social Sciences and Humanities International Conference (TESSHI), making this a bigger event. This event is proudly organised by the Special Interest Group - Public Interest Centre of Excellence (PICE), Universiti Teknologi MARA, Kedah.

Like the previous competition, this time, by adopting the theme “Reengineering Knowledge and Creativity for Global Excellence”, the event is focused on showcasing innovations from two major categories, namely Teaching Aid and General Innovation. This competition has managed to garner creative and useful innovations and provide opportunities for professionals, academics from universities, colleges and polytechnics (Category A); students from universities, colleges and polytechnics (Category B) and primary and secondary students (Category C). In addition, iTAC2022 creates a platform for them to share ideas on how to best educate the currently global and techno-savvy students. Therefore, this book has in its compilation the submissions from all categories mentioned.

We would like to acknowledge all parties involved in making this event a reality. To the organising committee from Universiti Teknologi MARA (UiTM) Kedah Branch, who have endlessly contributed their ideas and efforts, we thank you from the bottom of our hearts. We sincerely hope that iTAC will continue to be an academic and innovation platform, especially for all academics to present their impressive ideas and innovations. This compilation of product information can also be a source of academic references as well a platform to promote more future innovations and collaborations.

iTAC2022 Committee

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Copy Editor:

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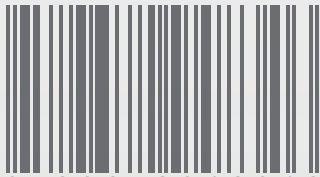
Layout Editor:

Dr. Nur Syazwanie Mansor

Graphic Designer :

Dhiauddin Bin Mohamad Sirat

e ISBN 978-967-2948-34-6



9 7 8 9 6 7 2 9 4 8 3 4 6

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PERCEPTION OF LANGUAGE AWARENESS THROUGH FRAMEGRAM: A CLASSROOM EXAMPLE REVISITED

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ABSTRACT

With multiple skills that are required in writing, some students deemed writing as a challenging task. In the context of English as Second Language (ESL) writing, such task could become overwhelmingly difficult. Such perennial challenge could potentially be damaging. It is even worse when constructing a piece of writing that requires critical thinking. This research is aimed at answering both conundrums. The research draws the context of Language Awareness (LA) within the framework of Framegram. This framework is used in one of the formative assessments in the university core subject of Advanced Grammar of Undergraduates (UBI10302): Grammar Article Entry (Instagram Entry). Theoretically, LA is seen as a bridge to connect functional and purposeful language to a given phenomena (issues or problems); characterised by student's deep interest and critical thinking. While students interact as active participatory editors and publishers of their content on Instagram, such dynamic interaction emerged from relationship between student's language phenomena may result in predictable output of language learning. Hypothetically, as their ability to manipulate or discriminate the language increasingly progresses parallel to their interest and motivation on a given issue or phenomena, it is likely that their skills and language too will be improved. Consequently improving the student's current writing state in relation to language development and their ability to integrate critical thinking within the process. The research will investigate the extent of usefulness of the Framegram Framework in this course. Ultimately, the data gathered will serve as an informed decision of how the language learners perceived LA as part of their second language learning experience.

Keywords: language awareness, language development, language learners, writing, critical thinking skills

INTRODUCTION

Writing process in English as Second Language (ESL) setting can be very challenging (Moses & Mohamad, 2019). Students may be required to have appropriate language structures in order to produce a meaningful piece of writing. As students engaged in various type of writing, they are also consistently challenged to produce a good quality writing that resonates their critical and creative thinking skill. Understanding the extent of these challenges may provide insightful perspectives on how students could improve their language and at be able to response critically in writing.

Language Awareness

Language Awareness (LA) relates to the idea of understanding the language explicitly and be able to consciously perceived and be sensitive to the language that is used to communicate in social life. As students are actively aware of the language use and function, Golken (1992) suggests that those students have established a metalinguistics activities as a reflection of metacognitive knowledge of their language learning. Apart from the needs to master the process of language learning, the students are also presented with the challenge to produce a critical piece of writing by applying critical thinking (Sham, 2016). Apart from this, the process of planning, monitoring and evaluating them could potentially be more complex in the case of English as Second Language (ESL) classroom (Wenden, 1998 as cited in Knospe,).

Many students are typically aware of the idea how language should explicitly be used through the learning of grammatical structures, be it in explicit or communicative grammar learning in classroom. Despite such fact, students are still struggling to write well (S. Singh, J. Singh, Abd Razak, Ravinthar, 2017). This can be seen through multiple grammatical errors in their writing.

Critical Thinking in Language Learning

Critical thinking is described as a series of skills that can be constantly utilised by students for whom ‘constant revision and application of these skills is a significant way of internalizing what has often been seen to be just an attitude or bent of mind’ (Mehta & Al-Mahrouqi, 2014). This skill could be further enhanced as they are given the opportunity to write about issues which are relevant to their context. However, such opportunity may be limited due the specific nature of writing task in university. Subsequently may reduce their ability to write insightfully. #On top of that, one of the biggest fallacies is the assumption that students have naturally developed such skills despite insufficient attention being given to the development of one (Mehta & Al-Mahrouqi, 2014).

Framegram

Framegram is framework which is mandatory to be used in completing one of the assessments in Advanced Grammar for Undergraduates (UBI10302). The tenets of the framework are based on the idea of LA and critical thinking. This is aimed at addressing the inability of students to be able to use correct and functional language structures by instigating their critical thinking. Subsequently, solving the conundrum of LA and critical thinking in relation to ESL writing context.

This framework follows a series of linear development. Using Framegram, it starts with finding and critically evaluating a phenomena of their own interest and choosing. This phenomena will

the discussed between student and instructor during consultation. Feedback that they received will be used for the re-evaluation of their writing topic before they start to write an actual Instagram entry and publish it.

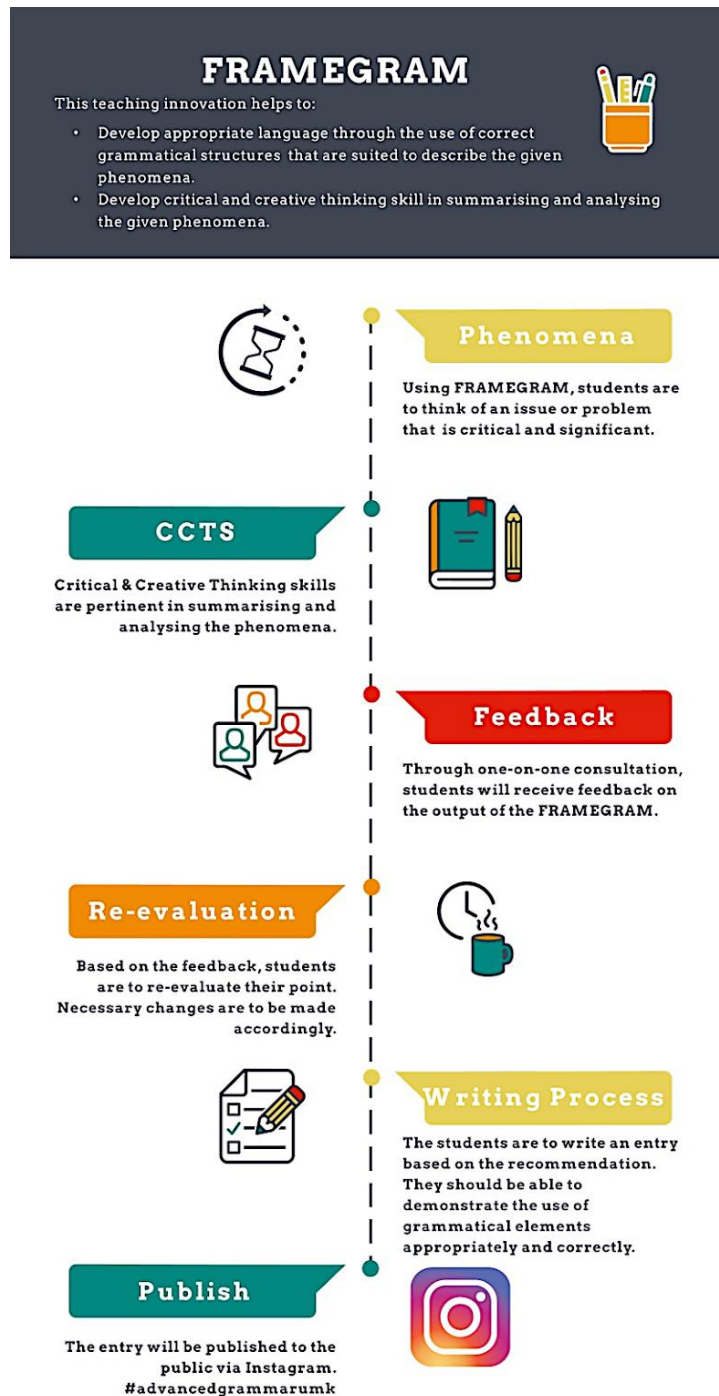


Figure 1. Framegram Framework

FINDINGS

The purpose of this studies is to understand the extent of Framegram in developing appropriate language using correct grammatical structures that are suited in describing the given phenomena. Furthermore, this studies provide an insight into the degree of critical and creative thinking that is perceived to be important in writing.

Table 1. Perception of the Use of Framegram (n=170)

No.	Item	Agree (%)	Disagree (%)
1.	Framegram helps to build up my points & arguments	95	5
2.	Framegram helps to build my language for Grammar Article Entry	94	6
3.	Framegram helps to think creatively & critically	97	3
4.	Concept of the Framegram can be extended to other learning domains that may require critical & creative thinking	90	10

The findings of this study reported highly-rated perceived notions of Framegram in helping students to write a critical piece of writing while constantly maintaining a high degree of LA. Item #2 is consistent to the notion that students are linguistically aware of how language is formed and its functions despite grammatical errors made in their Instagram entry. A high percentage of students, as seen in Item #3, believe that Framegram helps them to think creative and critically.

These findings provide several pedagogical implications as it helps instructors to understand practical implication of LA onto their teaching practices. Furthermore, it also provides flexible solution towards instructional framework as instructors will be actively involved in teaching and learning, with potential of re-shaping and re-designing the framework based on students' needs and demand.

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