



2022 SEAMEO-Japan ESD Award

Theme: Education Transformation through Partnership

SUBMISSION FORM

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: Sekolah Kebangsaan Nanga Jambu, Julau
2. Full address: Sekolah Kebangsaan Nanga Jambu, Julau, D/A Pejabat Pendidikan Daerah Julau, Sarawak.
3. Postcode: 96600
4. Country: Malaysia
5. School's telephone number (country code+city code+telephone number): +60172526988
6. School's Email Address: skngjambu@gmail.com
7. Name of the Head Master/Principal/School Director: Evelyn anak Rimba (*incumbent*)
8. Name of the Teacher Coordinator: Shereen Wong
9. Email address of the Coordinator: shereenwong2310@gmail.com
10. School website (if available): *none*
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade 1 to Grade 6
12. Total number of teachers in your school: 13
13. Approximately number of teachers participated in this programme: 3
14. Total number of students in your school: 38
15. Approximate number of students participated in this programme: 23

PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 14 should not be over five (5) pages long of A4 in total. The information should be written in Times New Roman/Calibri font, font size 11.

1. Title of the school's programme

Revolutionizing the Teaching of English in the Rural Areas through Partnerships (RERAP)

2. Summary of the programme (a half page of A4)

Language is an essential skill as it is necessary for us to communicate and interact with one another as a society. In line with the need to achieve the aims of the Sustainable Development Goals: to have quality education and reduce inequalities, the 21st century pupils are required to not only master the use of English language but also grasp the ability to collaborate well with different shareholders. Nonetheless, in the rural areas of Malaysia such as in Sarawak, more than often, there are several internal and external challenges

faced by pupils in mastering these living skills. Among internal issue that caused their inability to master English is their minimal to no exposure of the English language aside from when they are in the classroom. This resulted in the lack of confidence to learn let alone speak the language. As for the external issue, teachers in the rural areas of Malaysia tend to revert to traditional teaching methods such as 'Role Play' and 'Chalk and Talk' to teach the pupils due to the lack of proper devices and unstable internet connection to in the rural areas. These issues express a crucial need for an intervention. Henceforth, to curb these issues, the RERAP programme is carried out. A total of three activities are conducted under this programme; KeMIT, IOCAC, and INTERACT. These activities involve authentic, real-life exchanges of information through production of letters, speaking videos, and even parental interactions. They closely employ the four main components of the 21st century learning strategies: creative, critical thinking, communication, and collaboration. All in all, through this programme, it is hoped that the rural pupils would take interest in learning English through the integration of communicative activities that engage technology and collaboration among pupils, teachers, parents, and the communities.

3. Objectives/goals of the school's programme

To improve rural pupils' proficiency in English
To promote rural pupils' love for English
To share knowledge and experiences with different partners (local and foreign friends)
To promote the use of English in an authentic environment
To expose the pupils to world Englishes

4. Period of the time when the programme has been started

10 months (24th January 2022 – 28th November 2022)

5. Activities (strategies/activities of implementation, and brief information of each activity)

The first activity is Keep Me in Touch, as known as KeMIT. It entails the use of traditional letter writing or email among pupils of different schools to enhance their writing skill in the English language. This programme aims to improve the rural pupils' proficiency through increased exposure of English language via fun exchanges of information with the partner-school outside of schooling hours. It promotes a conducive environment for English learning outside of the school. Every pupil of Grade 4 to Grade 6 are required to write a letter in English to introduce themselves and get to know pupils from a selected school. Before the letters are sent, it should first be handed in to the English teacher for grammar and content checking purposes. Only then will the letter be sent through email or through traditional mailing according to the task set on the specific month.

The second activity is ICT-assisted Oral Communication in Authentic Contexts, also known as IOCAC. This activity is carried out to curb the issue on lack of confidence in speaking English among the rural pupils. It is a form of video sharing that sheds light on pupils' real-life exchanges of information through production of speaking videos within a time frame. It aids in bridging the gap among pupils of various proficiencies by providing them with ample opportunities to share their opinions regarding a specific topic, empowering them to use the language. This speaking task permits pupils to collaborate and confide in their friends and family members to improve their speaking videos. This would result in the pupils feeling motivated and less pressured to speak as they are permitted to draft and re-record their speaking videos before handing it in. Besides, it gives autonomy to pupils whilst providing openings for them to experiment with numerous combinations of speaking structures. It also exposed them to the use of social media platforms while being efficacious as an audio-visual learning aid to urge them to communicate in the language. As of now, the IOCAC has been carried out among pupils of different schools and foreigners from three countries: Japan, Singapore, and Thailand.

The third activity is INTERACT. It is an activity that entails production of learning materials that is then further improved and developed into a full scale gamified interactive slides, utilizing the PowerPoint. It could be carried out as revision or remedial activities for pupils to acquire confidence and better enhance their fluency in speaking. An example of interactive slides produced under this activity is 'Speak Up, Mr. Pirate!'. The use of PowerPoint presentations enables pupils to be engrossed during lessons apart from establishing more opportunities for them to attain information visually. Other than that, these gamified interactive slides consist of speaking missions acting as tasks that pupils need to accomplish with the help of their parents at home or teachers in school. The interactive slides are developed by incorporating captivating images as employing visuals could enrich language teaching. As both teachers and parents could

aid in conducting this activity, both parties would be involved in the pupils' learning process. This activity gives the pupils opportunity to convey their opinions, justifications and express their personal opinions verbally. In addition, by asking the parents to be involved in conducting the activity, they would be able to keep track of their children's proficiency in the language. This activity is not only fun but meaningful and purposeful. Furthermore, through the gamified discussion-based activity, pupils could showcase their understanding of the topics learnt. As the gamified slides tend to have clues or lifelines to aid the pupils, they would pose as challenges for the higher proficiency pupils but would not demotivate the lower proficiency pupils as help are still provided. The topics chosen are also based on the pupils' schemata. Hence, they would know enough about the subject to enthusiastically talk about it.

6. Teaching and learning approaches/strategies that the school has integrated into the programme

The 21st century learning theory is characterized as a pupil-centered learning theory because of the emphasis given on the pupils' roles as active learners and high accountability of their own learning experience. The essence of 21st century language learning is to ensure everyone is occupied with skills to confront the real-life 21st century problem. Schools are expected to apply 21st century learning by integrating 4Cs (collaboration, critical thinking, creativity, and communication) elements during teaching and learning of English in the classroom. The activities carried out under this programme integrate these four skills.

The Gamified Learning theory as perceived by Ohn et al. (2018) is a theory underlying the attribution of gamification as a teaching and learning technique. This learning theory is often proposed as an underlying framework to support the active learning process of the pupils. It follows an Input-Process-Outcome that demonstrate an innovative solution as it works to bridge the gap in difference between learning and learner satisfaction. The application of gamification in learning has proven to be able to further engage the pupils' attention and thinking skills. In this context, gaming elements are applied in a non-game context to improve the relationship between the pupils and learning. Recently, multiple methodologies have been designed under this Gamified Learning Theory to aid in the teaching and learning of English. The application of these gamification slides has helped to boost the pupils' self-confidence and participation during speaking skill tasks, which then indirectly resulted in the development of their oral production.

7. Details of partnership and community participation in the school's programme

The first activity, KeMIT (Keep Me in Touch) involves writing letters to pupils from a school in a different district. Letters written by the pupils are collected by the teacher, scrutinized and sent to the coordinating teacher from the selected school. The whole process involves collaboration between teachers and pupils of different districts.

The second activity, IOCAC involves exchanges of videos with pupils from different schools and three foreigners. These foreigners are specifically selected by the teachers and any form of communication with them must first go through the teacher. This activity engages four different stakeholders: teachers, pupils, foreigners, and parents. Pupils are required to come up with drafts of their speaking videos with help from their friends and teachers in school. At home, their parents would be elected to help them with their drafts. Lastly, the foreigners would reply to the video created by the pupils based on speaking structures suggested by the teachers.

The last activity, INTERACT engages three stakeholders: teachers, pupils, and parents. The teachers are responsible to come up with interactive slides incorporating topics learnt by the pupils to practice their speaking skill. Meanwhile, parents are accountable to assist the pupils in answering the questions posted in the interactive slides.

8. Monitoring and evaluation mechanisms

The effectiveness of this programme is recorded through checklists and field notes. Pupils' changes in proficiency of the language are measured through the criteria listed out in the Malaysian English Language Performance standards. Meanwhile, the fieldnotes are used to record expected and unexpected changes in behaviors observed by the pupils throughout the implementation of the three activities.

9. Effectiveness of the school's programme to learners, teachers, families, and community

During the implementation of the three activities, based on the observation checklists and field notes, positive changes of behaviors have been spotted among the rural pupils. As an example, pupils seemed to

be interested in the activities due to the involvement of foreigners and pupils from other schools. Some of the pupils expressed their excitement in participating and completing their tasks through the WhatsApp group. They even consulted in further with their teacher on the task through private WhatsApp conversations. They made amendments to the script with the teacher's guidance. The amendments were made in terms of correct grammatical structures and the pupils' pronunciations. The pupils were motivated and excited to share their completed project with their counter partners. Even though their overall proficiencies in the language have not been drastically improved after the implementation of the activities, the pupils displayed good level of confidence while using English in their finalized tasks. Most of the pupils are not proficient in English, but they were able to produce, direct, and edit their own reply-videos. This has proven that the programme successfully cultivated the 21st century elements through hands-on learning. These activities encouraged collaborative learning and promoted the use of English with authentic purposes.

10. Plan for future

Based on the findings obtained from the fieldnotes, a few possible suggestions have been drawn and considered to further improve the implementation of the programme in the remanding few months. Firstly, the facilities prepared in the school must be used to the fullest. Alif, Pujiati and Yulianto (2020) stated that sufficient learning facilities enhance pupils' learning motivation. Therefore, suitable equipment should be introduced to the pupils as it will help them to maximize their learning experience through the activities. The pupils should also be allowed extra time depending on the natural obstacles and hindrances faced by them during the activity especially during the video production. Furthermore, the pupils should also be exposed to online and digital literacy as well as project-based learning to enrich their learning experience. Yuliansyah and Ayu (2021) highlighted project-based learning as an effective approach in developing pupils' level of confidence and accountability in their own learning process as they work in groups and independently. Besides, to better grab the pupils' attention to complete the tasks given, simple surveys could be conducted to figure out topics that are currently trending among the pupils. Topics used for the activities could then be amended to cater to the most popular contexts as retrieved from the survey.

11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

Education in the rural areas has changed to meet the need of the industrial revolution 4.0 along with the Sustainable Development Goals (SDGs) in developing a 21st century learning pupils. Pupils are expected to be able to think critically, collaborate well with one another and are proficient in multiple languages. This programme has identified that the frequent employment of traditional teaching methods to teach English in the rural areas could potentially impede the prerequisites of achieving the fourth and tenth SDGs: Quality Education and Reduced Inequalities. Hence, through the three activities, in line with the fourth and tenth SDGs, modifications towards the teaching pedagogies have been made to fit the current learning scenario. Pupils are exposed with fun ways to collaborate with different stakeholders apart from utilizing technology in a fun but meaningful way to learn the language. In addition, by exposing the rural pupils to friends from urban schools and foreigners, the gap in education produced by the urban-rural divide could be decreased as all parties would be able to better understand one another and hence engage well with each other. Awareness on the importance of teaching English skills through technology is stressed in this programme with hope to maximize the pupils' learning opportunities.

12. Link(s) to the information of school's programme in social media platforms such as facebook, website, youtube

<https://www.facebook.com/profile.php?id=100074090896743>
https://youtu.be/u4ZVgi6_AhU
<https://www.youtube.com/watch?v=VsBSNkhQkZE>
<https://youtu.be/Lwu5vEk4k8U>
<https://www.youtube.com/watch?v=KXUGWXM1G3w&t=2s>
<https://youtu.be/kgGdVeqP-C8>
<https://youtu.be/DmMG4gEE1zM>

13. (Optional) List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are written in local language, please provide a brief description in English language.

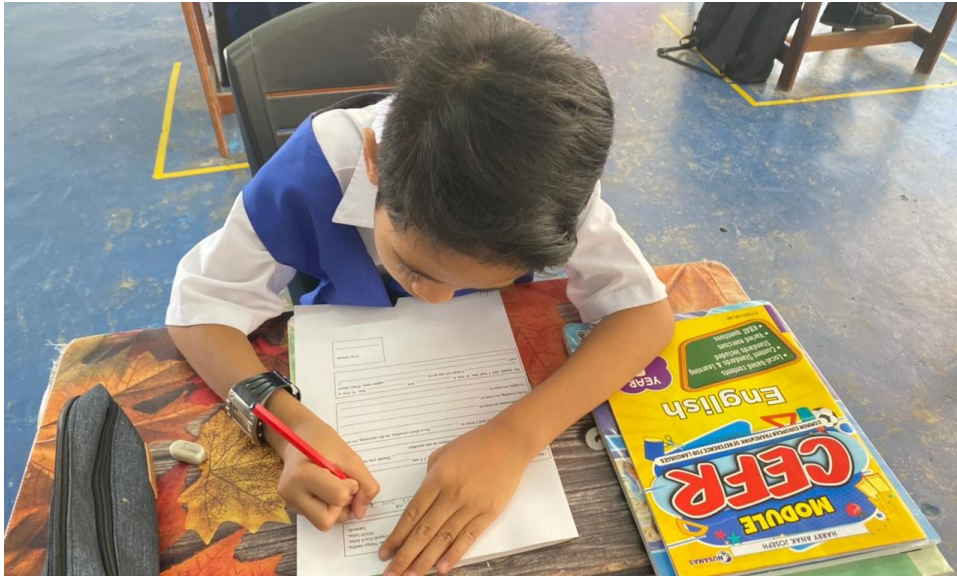
Maximum of two (2) supporting documents can be submitted with this submission form. Each supporting document should be less than or equal to **twenty (20) pages**.

Document 1) (File name)

Document 2) (File name)

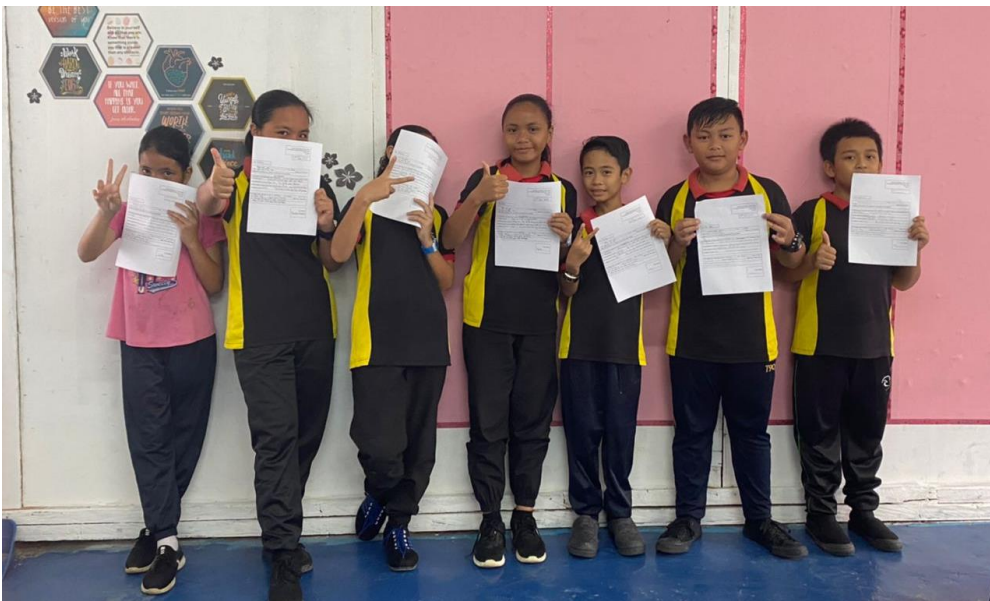
14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo1



KeMIT: Writing drafts of the letters that are going to be sent to pupils of SK Ulu Sebetan, Roban.

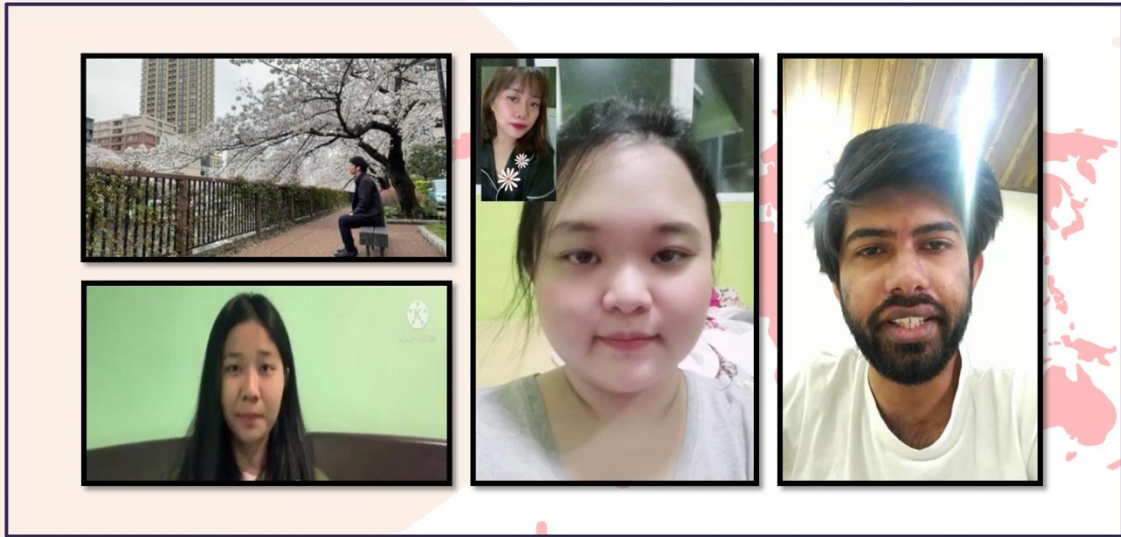
Photo 2



KeMIT: Rural pupils and their completed letters.

Photo 3

03 VIDEOS RECEIVED



IOCAC: Screenshots of videos of foreigners from Japan, Thailand, and Singapore.

Photo 4

04 REPLY VIDEOS FROM THE PUPILS



IOCAC: Screenshots of reply-videos of rural pupils from SK Nanga Jambu, Julau.

Photo 5



INTERACT: Speaking lesson by using the interactive slides: Speak Up, Mr.Pirate! via Google Meet.