



اَوْبُو سَيِّدِي تَنَكْوَالُو كِي مَارَا
UNIVERSITI
TEKNOLOGI
MARA



**KIND
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FOUNDATION**

Project Number and Name of Project:
PH19074 Grammar Learning Adventures (G.L.A.D. Camp)

Name of University:
Universiti Teknologi MARA

Project Leader name:
Muhammad Daniel Delaney bin Anwar

Project implementation date:
4-5th October 2019

Location of project held:
Sekolah Kebangsaan Bongek

Beneficiary:
Students of Sekolah Kebangsaan Bongek

Number of beneficiary:
100-125 Primary School Students

Section I

- a. A two-sentence summary of the project goals.

This project aims to increase the enthusiasm and interests of young children to learn English via life-sized board games and an *explorace*. So that students have a sweet and fun memory of learning English at a young age to be carried into the future.

- b. Did other fund-raising efforts contribute to your projects? What were they?

Members of the team have given money into the project so that we cover our intended budget. Considering we wanted to fund this project ourselves, 9 members of the project contributed to the project without any external fund raising effort.

- c. Provide details about how your project actually worked.

I. Were there unanticipated difficulties? Budget constraints?

Internally, there was a lack of senior supervision for this project and bureaucratic processes made it unclear where to go next. However, after that small complication, the next difficulty was to fill up our project members, as a few members from the original plan had left the project. This resulted our program team to be understaffed. This was later resolved after we invited new members, and invited other English lecturers to our program. No budget difficulties were encountered.

II. Language or cultural barriers?

Regrettably, some activities were hard to bring to some student's attention due to their fluency of the English language. Some grammar components did not make sense for some students, but it only accounted for a small minority. A bigger issue on language was encountered through the *explorace* activity, which required students to construct sentences, have conversations and such with project members. A handful of students could not understand the task given, and could not carry out sad tasks. These students are not of the lower-primary, but are in standard 4-6. Although we understand that some students comprehension of English could be weaker than the Student next to them, there was still an issue when trying to convey the task to the students.

III. What worked well? What didn't work well?

The *Explorace* component worked very well, as the students understood what was taught to them a day before and recalled them. This, was proof to us that reinforcement could bring about results that would be good. Students had fun trying to solve tasks such as conversing in English and creating sentences and so on.

The component that did not work too well were some components of English Grammar that we turned into a board game. In one game, we had students answer quizzes before they were allowed to move, and these quizzes had to be answered with either "And" – "Or" or "With". This activity had 100 steps with students as many as 10 in one group. They were quickly bored as it did not require much thinking and it was drawn out. This component of the game has been noted into restructuring.

IV. How many people benefited or will benefit from your project? Who are these people?

Most of the students who benefited from this project are primary school students between the age of 7-12. These students historically have had a weak command of English.

V. What is the long-term impact and sustainability of this project? Is there a future for your project?

The aim of the project was to create a fun and sweet memory for these students to carry into the future when encountering English lessons. Some of the students are from the Standard 6 classes, which means these students are slated to enter Secondary school. If they can associate fun with English, the stigma of learning English which exists among the community could be overturned.

The project's medium are customized boardgames, which are themed around English grammar components. A teacher can supervise their class playing this boardgame, and later test the students via homework or quizzes. It is cheap and can easily be mass-produced to be given to primary schools, so that even if understaffed, they could give students a memorable teaching experience.

The design phase of this project's medium (Boardgames) brought the idea of durability at all times. This has resulted the medium being laminated and encased in a plastic case, where everything that is required to play the boardgame can be stored, and can withstand some torture, be it water or being stepped on due to it being laminated.

The project can not only be sustained by the teachers themselves, the students can even play the games during recess or during Extra-*koko* time. The future of the project is bright, as we've received great feedback from the principle of the school, parents and students.

Section II

a. In several paragraphs, address each of the following questions:

- How does or will your project contribute to happiness? Short-term? Long-term?

The project will contribute to happiness in both short and long-term.

In the short-term, students will learn the joy of competing with their friends while learning English. They will experience being group leaders, and also experience having to be creative on the spot to answer questions.

In the long term, the experiences mentioned in the short-term segment would create wonderful memories for the student to hold into their teenage years. If at an early age students can associate English with a fun process, it will only aid them in learning English in the future.

- Has your project changed the way you think about the world? How has it changed you?

As a person who has previously had a hand in volunteer work, this has taught me that sometimes, even if the problem stems from other sources, we are not entirely powerless to make a change. Some people, are in a condition and environment where they can't change for the better on their own. They require a jump-start, a helping hand to move to the next step. Being that jump-start, brings joy I never thought I would have felt.

b. Complete this section with a one to two sentence personal statement, suitable for use as a quotation, addressing how and why this project was valuable and what was the most important thing you learned as a result. (Indicate student's name for quote attribution.)

"You can't learn a language without speaking it, and you can't speak it without being exposed to situations where it is needed, G.L.A.D. Camp hits both these issues. Through the students, we learned that teaching is not only the most important part of an education, but also instilling good memories into them, to remember in the future."

-Daniel Delaney, UiTM Rembau, Project Lead of G.L.A.D. Camp