

Conference Name: 2025 EdTec – International Conference on Education & Learning Technology, 05-06 May, Kuala Lumpur
Conference Dates: 05-May- 2025 to 06-May- 2025
Conference Venue: Hotel Capitol, Bukit Bintang, Kuala Lumpur, Malaysia
Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)
Publication year: 2025

Suhaily Abdullah, 2025

Volume 2025, pp.115-116

DOI- <https://doi.org/10.20319/ictel.2025.115116>

This paper can be cited as: Abdullah, S. (2025). Exploring Students' Perspectives of Engagement on an Indoor Explorace Activity in ESL Classroom. 2025 EdTec – International Conference on Education & Learning Technology, 05-06 May, Kuala Lumpur. Proceedings of Teaching & Education Research Association (TERA), 2025, 115-116

EXPLORING STUDENTS' PERSPECTIVES OF ENGAGEMENT ON AN INDOOR EXPLORACE ACTIVITY IN ESL CLASSROOM

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Abstract

In the post-COVID era, the integration of digital tools in English Language Teaching (ELT) has become increasingly important for promoting interactive and engaging classroom activities. This study investigates the use of Prezi (online platform) in an indoor language game called Explore-Hunt, to enhance student engagement in learning. Using the ASPECT (Assessing Student Perspective of Engagement in an Active-Learning Classroom) framework (Wiggins et al., 2017), the research aims to gather feedbacks from 48 diploma students across two different courses, selected through purposive sampling. Descriptive statistical analysis revealed high engagement across all three ASPECT constructs: Value of Activity ($M = 6.78$, $SD = 0.81$), Personal Effort ($M = 4.83$, $SD = 0.43$), and Instructor Contribution ($M = 4.93$, $SD = 0.18$). The findings highlight the effectiveness of incorporating digital tools and gamification in creating dynamic and interactive learning environments, particularly in TVET ESL education context. The study also contributes to the growing body of research on the application of the ASPECT framework in classroom action

research, highlighting the potential for broader adoption of similar active learning strategies. Future research could explore scaling or adapting these methods for use in other ESL and subject-specific classrooms.

Keywords: Interactive Language Activity, Gamified Learning, ASPECT Framework, ESL in Malaysian Polytechnics