

ALPHABET KID TUTORIAL

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Chapter I

INTRODUCTION

Project Context

Nowadays, pupils need to learn the English alphabet that it has 26 letters, as one of the foundational skills of reading and writing. Pupils must be able to recognize, name, and form letters in order to read and write. Reading and writing A-Z requires books, practice sheets, chants, friezes, flashcards, and bingo cards for every letter of the alphabet to ease repeated practice, Pratik Machclar. (e-Learning for kids.org, 2015)

For the last decade has brought a growing consensus on the range of skills that serve as the foundation for the reading and writing ability. To become a skilled reader and writer, children need and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print.

Children also must develop code-related skills, an understanding that spoken words are composed of smaller elements of speech (phonological awareness), the idea that letters represent these sounds (the alphabetic principle), the many systematic correspondences between sounds and spellings, and a repertoire of highly familiar words that can be easily and automatically recognized.

Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. Learning that there are

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predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read and write fluently and accurately. (Trival Nova, 2014)

Over the millennium, the English alphabet has lost a few special letters and drawn fresh distinctions between others. But otherwise our modern English alphabet remains quite similar to the version of the Roman alphabet that we inherited from the Irish.

The pronunciation of a words often evolves independently on its writing system, and writing systems have been borrowed for languages they were not designed for, so the degree to which letters of an alphabet correspond to phonemes of a language varies greatly from one language to another and even within a single language.

At the other extreme are languages such as English, where the pronunciation of many words simply have to be recognized as they do not correspond to the spelling in a consistent way. For English, this is partly because the Great Vowel Shift occurred after the orthography was established, and because English has acquired a large number of loanwords at different times, retaining their original spelling at varying levels.

Even English has general, albeit complex, rules that predict pronunciation from spelling, and these rules are successful most of the



time; rules to predict spelling from the pronunciation have a higher failure rate.

When you begin thinking about introducing your child to the alphabet, remember that young children learn best when they have opportunities to construct meaning from the information. One of the most important things parents and educators can do for children is to help them begin their self-fulfilling cycle of success. Recognition of the letters of the alphabet and knowing the sounds they make is one of the key predictors of reading success.

This knowledge is a critical precursor to reading words, since words are merely a combination of the letters that can be used to represent a word's specific combination of sounds. It is important to assess a pupil's knowledge of the alphabet at the beginning of kindergarten and grade one in order to plan the instruction needed. For Little Vessels of God Preparatory School, children lacking alphabet knowledge, don't learn uppercase and lowercase at the same time. (Kelli Jhonson, 2014)

The goal of Alphabet Kid Tutorial is to assist children in studying the Alphabetic Principle. The alphabetic principle is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Furthermore, there is no arbitrary order on how to introduce the letter-sound relationships. It is generally agreed, however, that the earliest relationships introduced should be those that



enable children to begin reading words as soon as possible. Parents must know the value of learning the alphabet in the early years, recognizing that their child's exposure to letters is an important step towards reading.

When dreamed successful, this will result to increased enthusiasm in learning, having increased levels of success and learnings as a potential gain. This application is anchored on early practice of reading at the children's own pace, thus enabling them to become exemplary reading in coming years.

The Little Vessels of God Preparatory School shall acquire a system that was meant to act as an aid in teaching the English Alphabet. This system is far from the traditional way of teaching that makes use of textbooks; one that does not require long hours of teacher talk. Due to the vast development of technology, today's generation must embrace new ways of learning, thus maximizing the use of technology in the field of education.

The Little Vessels of God Preparatory School started in the year 2010 and the school started from nothing. The purpose of building the Little Vessels of God Preparatory School is to teach the words of God to dear young minds. And in the beginning of the said school, there were only 9 pupils are enrolled. In the present, they have 2 session at a time, the morning session and the afternoon session with the total of the pupils are enrolled.



Purpose and Description

Faculty (Teaching Staff in the Little Vessels of God Preparatory School.) This system can be used by them as an aid in teaching reading.

Parents / Guardian. This application would help them teaching reading to their children with ease, whether they are at home or not.

Pupils. This will be a way for them to learn reading without any anxiety. With only three steps to follow, namely: watch, hear, and learn, this will be a fun way to learn how to read.

Researcher and Future Researcher .This study will be a model for either studies or understandings they are to face in the future and the baseline with coming up with a study and application related to this field.

Statement of Objectives

The study aims to create and develop an application for Little Vessels of God Preparatory School, Sta. Maria Ilocos Sur specifically it sought to:

1. To determine the way of learning in Little Vessels of God Preparatory School, Sta. Maria, Ilocos Sur.
2. Design and develop the Alphabet kid Tutorial.
3. Test the usability of the system.



Scope and Limitation

The Alphabet Kid Tutorial is intended for Little Vessels of God Preparatory School and focuses on the ability of a pupil to reach-up on their lessons and focuses using English alphabet to learn more about the alphabet. This application is a tutorial.

The Alphabet Kid Tutorial is stand alone and it has no other users except the teachers, parents, and the preschoolers. There is no conducted implementation of the system. The application is not applicable to be downloaded but it could be shared via Bluetooth or using Share-it application. It is applicable for android phones and laptops or personal computer. This tutorial has 5 components: 1.) Alphabet, 2.) Letters and Pictures, 3.) Alphabet Video, 4.) Words of God, 5.) About Us.



Chapter II

REVIEW OF LITERATURE

E-Learning

According to Thomas (2012), there is e-Learning already around us in schools, colleges, universities, community centers, in the workplace, and in the home. It is important because people are finding that e-Learning can make a significant difference: to how quickly they master a skill; how easy it is to study; and, of course, how much they enjoy learning. It is important because it can contribute to all the Government's objectives for education to raising standards; improving quality; removing barriers to learning and participation in learning; preparing for employment; up skilling in the workplace; and ultimately, ensuring that every learner achieves their full potential.

In addition, Learning Strategy Unit e-Learning exploits interactive technologies and communication systems to improve the learning experience. It has the potential to transform the way we teach and learn across the board. It can raise standards, and widen participation in lifelong learning. It cannot replace teachers and lecturers, but alongside existing methods it can enhance the quality and reach of their teaching, and reduce the time spent on administration. It can enable every learner to achieve his or her potential, and help to build an educational workforce empowered



to change. It makes possible a truly ambitious education system for a future learning society as quoted by Nickolas (2012).

Ball & Blachman (2012), stated that children must first understand how to hear and understand sounds, before they move on to grasping the concept of letters representing sounds. To read and spell the beginning reader must make use of the alphabetic code. Thus, the student must come to realize that words can be broken into syllables and phonemes, and that the phoneme is the unit in the speech stream represented by the symbols in an alphabet script.

Technology Based Instructional Materials

According to Murphy, Walker, Webb (2011) with every special newspaper supplement, it seems, those in the business of e-Learning offer new visions, new services we do not know we needed, yet more exciting equipment and software possibilities that lie just over the horizon and, less well-publicized, an increasing number of routes to what may be educational dead ends.

Nowadays, Technology has revolutionized the way we work and is now set to transform education. Children cannot be effective in tomorrow's world if they are trained in yesterday's skills. Nor should teachers be denied the tools that other professionals take for granted, Blair (2010).

According to Paige (2010), a click of a mouse button provides any student anywhere with unprecedented opportunities to learn. So if a child



in Grand Junction wants to master Japanese, it's possible online. If a budding artist in Five Points wants to study the masterpieces of the Louvre, it's possible online. If a future Stephen Hawking in La Junta wants to study Gravitational Entropy with the man himself, it is possible online. If military parents want continuity in their children's education throughout frequent moves to serve our country, then it's possible online.

Piasta, Purpura, & Wagner (2009) stated that teaching the alphabet is a highly important component of early literacy and the kindergarten classroom. The acquisition of alphabet knowledge, or knowledge of letter names and corresponding sounds, is an important accomplishment in children's early literacy development and recognized as the strongest predictor of later reading ability. Not only is alphabet knowledge essential in the development of students into strong readers and writers, it is also a key component of many state standards in education. Early childhood curricula used in preschool and kindergarten classrooms commonly include an alphabet component. This research has provided background knowledge on the importance of teaching the alphabet to young children, as well as what an effective alphabet program should include such as fostering phonemic awareness, teaching components of the alphabet as a whole, and use of a variety of instructional methods.

As cited by Bradley & Jones (2007) in the same year, they stated that another way teachers can provide practice in different settings is through the use of alphabet books. Through alphabet book sharing,



children learn letter features, letter names, letter sounds, and metalinguistic terms such as is for. Teachers can ask meaningful questions and point out details when using alphabet books, in order to make students more aware of the letter features name, sound, form. Thoughtful questions and comments may help children to focus on ideas and concepts such as the alphabet. Therefore, it is reasonable to suggest that some children may benefit more from alphabet book read-aloud because their teachers emphasize the content. In order for alphabet books to be successful while teaching the alphabet in the classroom, a teacher needs to be aware of exactly the content they are discussing and how they are presenting it to their students. A teacher should also be cautious about how the books are presenting the letters and sounds of the alphabet. Letter-picture correspondence is another feature to consider when choosing alphabet books.

Computerized Alphabet Tutorial

That is the beginning sound of the picture should clearly represent the letter on the page. Pictures that provide teachers with the opportunity to discuss the multiple sounds of letters can be particularly helpful in teaching children to think flexibly about the alphabet. When chosen carefully, a teacher can use an alphabet book as a read-aloud to enhance alphabet instruction, with the addition of his/her own comments and details to provide further instruction to the students. This can be a fun



way for additional practice for students, as well as providing a different outlet to learn rather than simply drill and practice methods. Students can also explore and learn the alphabet through play. Dramatic play creates numerous opportunities to teach children about the alphabet. For example, in a dramatic play center of a grocery store, children can be encouraged to notice or read signs, labels, and coupons, as well as numbers on a scale. Children can explore the alphabet through dramatic play by looking at environmental print in a pretend grocery store, a kitchen, a veterinarian clinic, etc. You can also set up a writing center for children to practice writing letters of the alphabet with a variety of writing utensils, using pictures and letters to create cards or short stories, or even a grocery list. Such opportunities not only promote knowledge of letter names and the sounds they represent but also facilitate concept development. Through the use of internet and technology, alphabet books, and dramatic play, teachers can provide a variety of outlets in order to teach the alphabet and provide additional support and practice for students. Not only do these methods enhance instruction, but they also can increase student excitement and motivation.

Bradley & Jones (2007) stated that young children need a strong foundation in literacy if they are to achieve academically. Although we believe that a variety of experiences are necessary to establish a firm foundation for literacy, knowledge of the alphabet is certainly one aspect. Teaching the alphabet is a key aspect in early literacy, and has a great



effect on whether or not a child will be a successful reader and writer. Learning letter names, letter shape knowledge/recognition, letter sounds, and correct written formation of both upper and lower case letters are all components of teaching the alphabet. In order for children to be successful in learning the alphabet and its components, teachers need to me aware of the importance of the alphabet as well as effective teaching methods and strategies to use in the classroom. There has been a great deal of research done on the importance and inclusion of the alphabet in curriculum. The ideas discussed throughout research include the need to support phonemic awareness, teaching all aspects of the alphabet together, the importance of each aspect, as well as the need to use a variety of teaching methods. A combination of all aspects discussed in the following literature review are critical in creating and implementing a successful alphabet based curriculum, and promoting the development of strong readers and writers.

However, Tompkins (2006) stated that in order for alphabet concepts and instruction to be successful, teachers must also support and develop child's phonemic awareness understands that spoken words are made up of sounds, and they can segment and blend sound in spoken words. Methods and strategies to increase a child's phonemic awareness should also be part of early literacy, in combination with teaching the alphabet. You can do this in a variety of ways, such as showing how three different sounds combine to make one word using flash cards or Elkonin



boxes. In an Elkonin box, the teacher shows an object or picture of an object and draws a row of boxes, with one box for each sound in the name of the object or picture. Then the child moves a marker into each box as the sound is pronounced. When a child can recognize and understand how to hear different sounds and how sounds are put together, learning the alphabet will be a clearer task.

The most widely held explanation of the relationship between preschool letter-name knowledge and school reading achievement is that letter names help children to learn letter sounds. In order to create a successful alphabet curriculum a teacher needs to take this in account and include both letter-name skills as well as letter-sound skills together, in order for students to become masters of the alphabet and further achievement in reading and writing, Foulin (2005).

He stated that another important aspect of teaching the alphabet is teaching both letter names and letter sounds together. Even though they are different skills, learning letter names and letter sounds are both important parts of learning the alphabet and provide strong indicators for future reading success. While knowledge of letter names and letter sounds are overlapping, they are different abilities. Each contributes unique variance to reading-related skills, McBride-Chang (2004).

Mouzaki, et al. (2004) stated that letter name knowledge and letter sound knowledge need to be taught together because even though they are



separate skills they overlap, and teaching them together can increase success in both areas. Knowledge of letters sounds typically lags behind knowledge of the letters names, although letter-sound knowledge appears to be more closely related to reading and spelling skill. It has been suggested that children use their knowledge of letters names when learning the letters sounds.

Technology can be a great tool for educators, but it cannot replace them. Experts recommend a blended approach to e-Learning whereby classroom time or face-to-face consultations supplement online material, Poker (2003).

Software used in System Development

According to Straub (2002), we know quite well today how to make e-Learning work, how to manage the process and how to put teaching online. Infrastructure is the big obstacle.

Ren'Py supports many of the typical visual novel features, including branching stories, save file systems, rollback to previous points in the story, a variety of scene transitions and so on. Ren'Py scripts have a screenplay-like syntax, and can also include blocks of Python code to allow advanced users to add new features of their own. As well, tools are included in the engine distribution to obfuscate scripts and archive game assets to mitigate copyright infringement. Ren'Py is built on pygame,



which is built with Python on SDL. Ren'Py is officially supported on Windows, recent versions of Mac OS X, and Linux; and can be installed via the package managers of the Arch Linux, Ubuntu, Debian, and Gentoo (in experimental overlay Linux distributions. It has also been ported to Android, as well as OpenBSD and as of the pre-release of version 7, iOS).

Photoshop has vast support for graphic file formats but also uses its own PSD and PSB file formats which support all the aforementioned features. In addition to raster graphics, it has limited abilities to edit or render text, vector graphics (especially through clipping path), 3D graphics and video. Photoshop's feature set can be expanded by Photoshop plug-ins, programs developed and distributed independently of Photoshop that can run inside it and offer new or enhanced features.

Usability

The Software Usability Measurement Inventory (SUMI) is a solution to the recurring problem of measuring users' perception of the usability of software. It provides a valid and reliable method for the comparison of competing products and differing versions of the same products, as well as providing diagnostic information for future development. It consists of a 50 item questionnaire devised in accordance with psychometric practice. Each of the following is answered with strongly agree, mostly agree, agree, strongly disagree, and mostly disagree which 25 individuals will be used as respondents to validate the system that will be developed.



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