

**MY ENGLISH BUDDY**

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**A CAPSTONE PROJECT PRESENTED TO THE FACULTY OF THE  
ILOCOS SUR POLYTECHNIC STATE COLLEGE  
INSTITUTE OF COMPUTING STUDIES  
STA. MARIA, ILOCOS SUR**

**IN PARTIAL FULLFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE**

**BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY  
( WEB GRAPHICS DESIGN AND ANIMATION )**

**MARCH, 2016**



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**CURRICULUM VITAE**



## **Chapter I**

### **INTRODUCTION**

#### **Project Context**

With technology becoming such a major part in today's classrooms, teachers should understand the advantages of incorporating technology into their classroom. Technology plays such an essential role in today's society and the integration into the classroom is necessary for students to learn.

Nowadays, children are becoming exposed to technology at such a young age and in some cases the students know more about the technology in the classroom than the teacher does; this may be beneficial at times, however teachers must strive to stay updated on technology as well and not just depend that students will know everything. Students and teachers can benefit greatly from having technology in their classroom especially starting in the Elementary classroom. Today's technology can provide teachers, students, and parents with teaching and learning opportunities that were impossible in the past if technology is integrated into the classroom. Integrating technology into classroom instruction means more than simply teaching basic computer skills or software programs; it means using technology as a tool to support learning. There is a wide range of advantages for having technology in the Elementary classroom. A few of them are: better engagement and motivation, better instructional materials, better communication and



interaction, increased family involvement, and application of real world skills.

If you want to be a knowledgeable person, English is important to be learned. Having ability in English also will help the students to study because what he or she learned is not limited to the one in their country but also in the world. When we know the importance of English for life, we also know when the better time to learn English. English has several advantages when it has been taught since in an elementary school, three of which are elementary school age is a brilliant time to learn a second language, preparation English in the junior high school, and preparation to face the globalization era. The first advantage is an elementary school age is a brilliant time to learn a second language. 6-13 years of age is the right age to learn a second language beside the mother language because at that age children have a good brain condition to receive something new.

According to brain imaging technological research conducted in California, Los Angeles, children aged 6-13 years old who are commonly known as in critical periods, states that areas of the brain that organize a language skill has the most rapid growth. Giving them a second language needs some stages along with their ability. The second advantage is preparation to face English in a junior high school. When the students have graduated from an elementary school, then they enroll to a junior high school, English is not strange anymore to them because they ever



because the better time to learn a second language is at the age of elementary school. We can get the advantages of learning English since in an elementary school to get the better and easier life because English has become a crucial tool for continuing education, employment and social status. In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information.

The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. For the millions of immigrants who travel the world from non-English-speaking countries every year, learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of the English language can create many opportunities in international markets and regions. English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. While progress has been made in language-translation software and allied technologies, the primary language of the ubiquitous and all-influential World Wide Web is English. English is typically the language of latest-version applications and programs and new freeware,



shareware, peer-to-peer, social media networks and websites. Software manuals, hardware-installation guides and product fact sheets of popular consumer electronics and entertainment devices usually are available in English first before being made available in other languages.

Butch Hernandez (2015), English language comes to our aid in our commercial transactions throughout the globe. English is spoken in almost all parts of the globe. A person, whether educated much or not is expected to speak English fluently without any hesitation, for many purposes. It may be for good employment opportunity all over the world, for business, for higher education, scientific studies, research works etc.

A language attracts people because of the wealth of literature and knowledge enshrined in it. English is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our window to the world.

English language is one tool to establish our viewpoint. We can learn from others experience. We can check the theories of foreigners against our experience. We can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers.



The relevance of having the system is that pupils can learn by just using the system. They can use it anywhere they go and also, they can learn some topics about English without never get boring. As for the kids, we all know that they love playing around that's why the said application was made in order for them to have some fun and also to learn at the same time.

### **Purpose and Description**

**Students.** This will be a fun and handy way for them to learn English and its different fields and scope.

**Teachers.** This will be an effective teaching aid and instructional material for it is seemingly capable of capturing the learners' interest.

**Parents.** This will help them in teaching their children about English because even they can get a hold of the game itself.

**Researchers.** This will be an avenue for them to hone their skills through creating and developing a system.

**Future Researchers.** This will serve as a guide for them in their future studies and undertakings.



## Statement of Objectives

This study aims to develop an Android Tutorial Game for English Subject for Santa Maria East Central School called “My English Buddy”.

Specifically, it aims to sought the following:

1. Identify the functional and non -functional requirements of the system.
2. Design and develop an English tutorial android mobile application for SMECS called “My English Buddy”.
3. To test the usability of the system.

## Scope and Limitation

The developed application helps the student to recognize the different parts of speech. They can try their reading skills by reading some stories or poems which was attached in the application. As for the teachers, it helps them explain the different topics in an easier way by using the said application. The system has an educational animated and non-animated pictures, stories and videos that gave the learners an entertainment and knowledge at the same time. It has exercises that evaluate amount of learning along the given topics. The proponents used the Iterative Waterfall Model in creating the system. They conducted interview and online sources to gather informations which can be used in developing the application. They used SUMI questionnaires which



consists of 50 questions to evaluate the users on what do they feel about the system. The respondents are classified in two categories which are the Beta and Rc where the Beta refers to the instructors and the Rc refers to the students. The proponents got 15 respondents from the RC category and 5 from Beta category.

The limitation of the developed mobile application is that the user cannot use nor open the developed application without the use of data connection or wifi.



## **Chapter II**

### **REVIEW OF LITERATURE**

**Elementary Curriculum.** The Upper Elementary curriculum shifts to the Shurley English Program in grade 4. The teaching methods and materials used provide students with strong language and communication skills, with grammar, reading, writing and speaking skills incorporated in every lesson as cited by Fogarasi (2000).

According to Garner (2002), Full-time education is compulsory for all children aged 5 to 18, either at school or otherwise, with a child beginning primary education during the school year he or she turns 5. Children between the ages of 3 and 5 are entitled to 600 hours per year of optional, state-funded, pre-school education. This can be provided in "playgroups", nurseries, and community childcare center's or nursery classes in schools.

The age at which a student may choose to stop education is commonly known as the "leaving age" for compulsory education. This age was raised to 18 by the Education and Skills Act 2008; the change took effect in 2013 for 16-year-olds and 2015 for 17-year-olds. State-provided schooling and sixth-form education are paid for by taxes.

According to Department of Education in the Philippines, the Department of Education mandates that elementary school lasts for



7 years in the public school system starting with Kindergarten and grade 1 and culminating with grade 6. After successful completion of the 7-year program shall a student graduate, be awarded an elementary diploma and can move-on to a 4-year junior high school program (most private schools will require an entrance examination).

**Technology Used STEM.** Technology use is particularly important in STEM fields. STEM is an acronym for science, technology, engineering, and mathematics. The term is typically used in education policy with a focus on improving the United States' competitiveness in technology development. Technology use in STEM has implications for workforce development, national security concerns, and immigration policy. Because of this, maintaining a citizenry that is well versed in the STEM fields is therefore a key element of the United States' public-education agenda.

There are many benefits of using technology in the classroom, especially as students become increasingly digitally literate. The shift in worldwide computer usage and the need for computer skills in today's workforce have pushed the United States government to create guidelines, such as the Core Curriculum Content Standards, for educators to ensure that students are prepared to meet the demands of the 21st century.



According to Reily (2012), English has official or special status in at least 75 countries with a combined population of two billion people. It is estimated that one out of four people worldwide speak English with some degree of competence.

According to Shea (2014), The vocabulary of English is currently 70 to 80 percent composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one. Evidence of this may be found in the fact that it is quite easy to create a sentence without words of Latin origin, but pretty much impossible to make one that has no words from Old English.

**Integrating Technology.** Educators are aware that many teachers still do not feel prepared to integrate technology into their classroom instruction. Younger teachers may have the ability to use word-processing applications, spread sheets, presentation software and Internet browsers, but they still need help in applying these skills to teaching and learning. School leaders need to encourage and support technology integration, as well as help establish a reliable technical environment. However, this will not happen in a short amount of time. We have also learned that the availability of the technology is not the solution. Instead, the answer is to establish an environment by using the best resources available to assure that students learn and can construct their own learning environment.



**Use of Technology.** The use of technology in an elementary school classroom enhances both student engagement and motivation. Students who are often uninterested in learning become more motivated by technology. This motivation and engagement can be related to a specific content area in the classroom or new skills gained by incorporating technology. If teachers can see the power that technology has in motivating students, they can use it to their advantage.

"Technology can heighten learner motivation by increasing self-efficacy and self-esteem, improving student attendance, promoting more positive attitudes toward school and more enjoyment of out-of-class activities, and increasing student involvement in learning activities. Technology may be unique in its ability to increase learners' sense of efficacy." In addition, because of the increased student engagement and motivation, there tends to be fewer behavioral problems within the classroom. Many schools have noticed these

Technology is continually being improved by researchers and scientists, as well as computer programmers. We can only dream of where technology will take us in the coming years, however, technology is currently having a large focus on the classroom and learning.

**Technology As Instructional Material.** Additionally, a point made by an administrator is that the instructional materials allow for a better self-paced learning. Students are able to go as fast or as slow as they



please when going over content. If a student has a learning disability, the curriculum can be self-paced so that the student is going at a rate where they can understand and truly grasp the material. On the other hand, a student who is gifted or talented can speed up the curriculum to meet his or her needs. These technologies are very useful for a teacher to differentiate to students on the speed of course work.

Another positive side of the instructional materials from technology is that they are more attractive looking. With technology comes moving graphics, bright colors, and attractive modules. As students are changing with the times, incorporating entertainment into learning is something that works with kids today. Education is being modeled to entertain students while they learn. Technology is something that can hold the attention of students and entertain them while they learn. This is something that research has shown to be effective.

**Mobile Devices.** We use mobile devices range from simply taking photos and videos to share in class or recording homework, to creating revision podcasts or animations. The point often is student choice, encouraging independent learning and allowing students to choose what approach will suit them. We have found that encouraging mobile device use has enabled our students to access resources that we cannot provide otherwise. For example, students access the internet for research (such as the internet or our department blogs/Facebook support page).



On fieldwork, students can record images, video, sound, take notes, use GPS technology and mapping software to record information essential to their coursework. In school we have used mobiles to record work, for example the students used chalk around school to leave messages or symbols regarding social spaces and guerilla messages and then used mobiles to take images or record video or sound interviews of them discussing their work which could then be shared with the class. The focus is on the learning, the discussion on what they gained from the activity not on the device.

The benefit for us as teachers is the personalization, and the freedom for students to access resources. Often the lower ability children find mobile devices enable them to interact more freely and use tools to learn. We find that it encourages student voices and increases engagement.



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