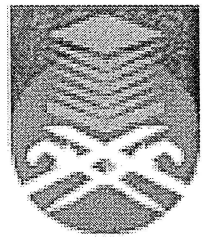
# MODELLING THE LEARNING ENGLISH LANGUAGE FOR YEAR 1 CHILDREN USING INTERACTIVE 3D ANIMATION.



INSTITUTE OF RESEARCH , DEVELOPMENT AND COMMERCIALIZATION
UNIVERSITI TEKNOLOGI MARA
40450, SHAH ALAM, SELANGOR
MALAYSIA

**BY:**
**NAZRUL AZHA B. MOHD SHAARI**
**MOHD NOR HAJAR HASROL B. JONO**
**ANITA BT. MOHD YASIN**

**OCTOBER 2005**

## ACKNOWLEDGEMENT

We would like to take this opportunity to express our appreciation to those who have contributed directly and indirectly towards the completion of this project.

First we would like to thank Cikgu Norlaila, of SK Seksyen 9, Shah Alam, Selangor for giving us the permission to do the surveys.

Gratitude is also extended to our colleagues from Department of Computer Science and last but not least, our warmest appreciation to our families for their understanding and support.

**CONTENTS**


| | | |
|---|---|---|
| RESEARCH APPOINTMENT LETTER | | iii |
| REPORT SUBMISSION LETTER | | iv |
| RESEARCH PROJECT TEAM | | vi |
| ACKNOLEDGEMENT | | vii |
| CONTENTS | | viii |
| ABSTRACT | | xi |
| REPORT CONTENT | | |
| 1.0 | INTRODUCTION | 1 |
| 1.1 | PROBLEM STATEMENT | 1 |
| 1.2 | SIGNIFICANCE OF STUDY | 1 |
| 1.3 | OBJECTIVES OF STUDY | 2 |
| 1.4 | SCOPE | 2 |
| 1.5 | CONCLUSION | 2 |
| 2.0 | LITERATURE REVIEW ( BACKGROUND) | 3 |
| 2.1 | CHILDREN LEARNING | 4 |
| | 2.1.1 Children Learning Styles | 4 |
| 2.2 | INTRUCTIONAL MEDIA | 4 |
| | 2.2.1 Instructional Technology | 7 |
| 2.3 | CHILDREN MASTERY LEARNING | 7 |
| 2.4 | CHANGED OF LEARNING PROCESS | 8 |
| 2.5 | READING COMPREHENSION | 9 |
| | 2.5.1 Why Is Reading Important In The Content Areas? | 11 |
| 2.6 | INTERACTIVE | 11 |
| 2.7 | 3D ANIMATION | 12 |
| 2.8 | GAGNE'S THEORY OF INSTRUCTION | 14 |
| 2.9 | GESTALT THEORY | 15 |

2.10 APPLICATION TECHNOLOGY 17

2.10.1 Change In Student And Teacher Roles 18

2.10.2 Increased Motivation And Self Esteem 18

2.10.3 Improved Design Skills/Attention To Audience 20

2.10.4 Support Thinking Processes 21

2.10.5 Promote Equity 21

2.10.6 Prepare Students For The Future 22

2.10.7 Support Changes In School Structure 22

2.10.8 Technology Capabilities 23

2.11 ENGLISH AS A SECOND LANGUAGE 23

2.11.1 KBSR English Year 1 Syllabus 23

2.11.2 Reading Comprehension For Learning Language 26

2.11.3 Narrative 27

2.11.4 Descriptive 27

2.11.5 Factual 27

2.11.6 Dialogue 28

3.0 PROJECT METHODHOLOGY (INTRODUCTION) 29

3.1 MULTIMEDIA IN EDUCATION 30

3.2 REASONS TO USE MULTIMEDIA IN EDUCATION 30

3.3 3 DIMENSIONAL (3D) 32

3.4 3D LEARNING ENVIROMENTS 33

3.5 INTERACTIVE 34

3.6 REPETITIVE 34

3.7 LESSON OBJECTIVE 35

3.8 ACTIVITIES 35

3.9 ALPHABET 35

3.10 STORYTELLING 35

3.11 THEMATIC 35

3.12 LESSON 36

3.13 EVALUATION 36

3.14 CONCLUSION 36

4.0 RESULT AND FINDING (STORYBOARD STRUCTURES) 37

4.1 SCREEN LAYOUT DESIGN 39

4.2 ANALYSIS FROM QUESTIONNAIRES 47

# ABSTRACT

Reading comprehension is not an easy task especially for young readers. Due to this, the best way to simplify reading comprehension is to utilize the versatile possibilities of the computer and to expand the useful state of the art of multimedia technology. Therefore a learning strategy using 3D animation will be produced. A framework will first be developed by concentrating on reading comprehension practice namely narrative, descriptive, factual and dialogues. The sources of the proposed framework are based on Gagne's Model, Gestalt Theory and Online Instruction by Kolbo & Washington. In the process of designing the courseware, this framework it will enhance and overcome the problem of lack of proper guidance in delivering materials. From this it will provide an alternative development strategy for courseware designers as well producing a new learning strategy that will further motivate children and enhance their learning process.