

BORANG PENGESAHAN STATUS TESIS

JUDUL: MOBILE ENGLISH COURSEWARE USING PDKYTELLING APPROACH:

SESI PENGAJIAN: GOLDIPOKES AND TAFE TARAB BARE.
2007/2008

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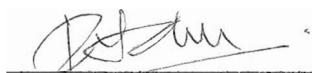
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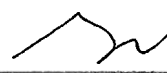


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**MOBILE ENGLISH COURSEWARE USING STORYTELLING
APPROACH: GOLDBLOCKS AND THE THREE BEARS**

ROSFARA ADINA BTE SAIPUL BAHRI

**This report is submitted in partial fulfillment of the requirements for the
Bachelor of computer Science (Interactive Media)**

**FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY
UNIVERSITI TEKNIKAL MALAYSIA MELAKA
2008**

DECLARATION

I hereby declare that this project report entitled
MOBILE ENGLISH COURSEWARE USING STORYTELLING
APPROACH: GOLDBLOCKS AND THE THREE BEARS

is written by me and is my own effort and that no part has been plagiarized without citations.

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DEDICATION

Specially dedicated to my beloved parents,
En. Saipul Bahri bin Abd. Rahman and Pn. Engku Rohaya bte Ungku Othman

To my supervisor, Dr. Sazilah binti Salam

And to all my beloved friends who always encouraged, support and inspired me
throughout my journey in education.

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I thank to Allah SWT for the blessing during the process of completion this report.

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ABSTRACT

Mobile English Courseware Using Storytelling Approach: Goldilocks and the Three Bears is a mobile application that uses storytelling to help the students at age 6 to 9 enrich vocabulary. The mobile application consist 2 segments which are story and quiz. The objectives are to develop a multimedia application that helps pupils enriches their vocabulary using storytelling. With using the mobile technology, this application is portable. To provide a learning material that use bedtime story as an anticipatory set or hook for a lesson in mobile phone and to provide simplicity in doing exercise as there are quiz module in the application. In a conclusion this mobile application introduced a new way of delivering information not only to the students but also to teacher and parents.

ABSTRAK

“Mobile English Courseware Using Storytelling Approach: Goldilocks and the Three Bears” adalah aplikasi mobil yang membantu pelajar berumur di antara 6 hingga 9 dalam memperkembangkan lagi perbendaharaan kata dalam bahasa Inggeris menggunakan kaedah penceritaan. Aplikasi ini mengandungi 2 segmen iaitu cerita dan kuiz. Objektif untuk membangunkan projek ini adalah untuk memperkenalkan aplikasi multimedia yang membantu pelajar memperkembangkan perbendaharaan kata mereka melalui cerita. Ia juga untuk mengenengahkan teknik penceritaan dalam pembelajaran dan menyediakan kemudahan latihan dengan menawarkan kuiz didalam aplikasi. Sebagai kesimpulan, aplikasi ini memperkenalkan cara baru untuk menyampaikan maklumat bukan sahaja kepada pelajar tetapi juga kepada guru dan ibubapa.

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LIST OF ABBREVIATIONS

ICT	Information and Communication Technology
PSM	Projek Sarjana Muda
M-Learning	Mobile learning

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CHAPTER 1

INTRODUCTION

1.1 Project Background

Mobile English Courseware Using Storytelling Approach: Goldilocks and The Three Bears will be developed for final project at UTeM as the project for the Project Sarjana Muda II (PSM II). This multimedia application is a mobile application based. This project is designed to do storytelling in mobile phone. When downloaded and installed on the handset, the stories come alive in full color with sound and interaction. It is a brand new way of reading story. The target users of this project are primary school students aged 6-9. With the entire multimedia element in it, such as audio, graphics and simple animation will make this application enjoyable and fun. This storytelling application is based on mobile learning. This learning will be accomplished with small and portable computing devices. This application will be specially develop for lower primary pupils. It aims to help them build their vocabulary in a simple and constructive manner. An accelerated learning techniques approach is adapted to encourage and assist pupils to improve and reinforce their proficiency in the English language. Metaphors and storytelling make subjects come alive with color, depth, and positive emotions. They bring stronger meaning to any subject. Visualization skills enhance spelling, memory, creativity, and other abilities. Besides that, interesting activity is included in the application to enable pupils to further practice the use of vocabulary. Pupils will find this application of a great help to expand their vocabulary and thus be more appreciative of the beauty of the English language.

1.2 Problem Statements

In general, mobile storytelling are revolve around the idea of combining the longstanding art of telling stories with any of a variety of available multimedia tools, including graphics, audio, animation, and mobile phone. There are a lot of other mobile storytelling such as The Hans Christian Andersen, The Little Mermaid, The Emperors New Clothes, The Ugly Duckling, The Tinderbox and The Princess on the Pea developed by Campfire Studio. However, the stories are not related in mobile learning.

There are variety ways to enrich vocabulary. One way is by listening to others. Pupils can remember all the words that are being used in their environment. Other way is by watching television. Pupils can watch educational programmers and also cartoons or comedies. When they listen, they not only learn new words but also learn how to pronounce the words correctly. Pupils also can improve their English by reading widely. They can read as many books, newspaper and magazines as possible during their free time. This can help them to write better. So, the problem arises on how to find ways to do storytelling in a portable application.

1.3 Objectives

The objectives to develop this project are:

- To develop a multimedia application that helps pupils enriches their vocabulary using storytelling. It is for 6-9 years old student. With using the mobile technology, this application is portable.
- To provide a learning material that use bedtime story as an anticipatory set or hook for a lesson in mobile phone with aid of multimedia elements.
- To provide simplicity in doing exercise as there are quiz module in the application.

1.4 Scopes

- **Target User**

Mobile English Courseware Using Storytelling Approach: Goldilocks and The Three Bears is a mobile learning application that can be access through mobile phone. The target user for this project is student age from 6 to 9. Other user that can use this application is teacher. Teacher can use this application to attract their student to learn the basic vocabulary in English this especially when this application is fun and in mobile phone. Parents also can use this mobile learning for their children.

- **Contents**

Beside this application is user friendly, it also portable. So parents can choose when and how often their children doing the revision through this mobile learning. The contents of this application are a story title Goldilocks and Three Bears. The story tells about three bears and their encounter with Goldilocks. The application also offers activity that relate with the story.

- **Model**

This application is only for specific mobile phone brand. Adobe flash Lite only support Fujitsu, Hitachi, Kyocera, LG, Mitsubishi, Motorola, NEC, Nokia, Panasonic, Samsung, Sanyo, Sendo, Sharp, Siemens, Sony Ericsson and Toshiba devices.

- **Flash Lite**

The software that will be used is Adobe Flash CS 3. The Flash Lite 1.1 supports Flash 4 ActionScript. Flash Lite 2.0, based on Flash Player 7, supports Flash 7's more powerful ActionScript 2.0. Both versions also support the W3C

Standard SVG Tiny[1] (a mobile profile of W3C's Scalable Vector Graphics recommendation). Among the constraint it can be mentioned that Flash Lite applications are not capable of communicating with Bluetooth, infrared, or the camera on a phone. Flash Lite 2.0 is for delivering the project on mobile phones.

1.5 Project Significance

A mobile learning application will be produced as the result. This mobile learning is fun and enjoyable to the students. This mobile learning is for student age 6-9 so it will be provided with all multimedia elements in it to make it more interesting.

The importance of this project is to help students to enrich their vocabulary in English that is suitable with their age. This project also can introduce mobile phone as one of the tools for teaching students.

1.6 Conclusion

The project background is an introduction to the project as a whole but briefly. While the problem statements described the problems that influence the motives of the project. The identification of anticipated outcomes of the project in clearly specified items is in objectives of the project. The objectives also refer to deliverables of the project. The scopes include the boundaries and constraints of the product. The importance of this project has been specified in project significance. While the conclusion is give summary of the chapter.

The next chapter will include making literature review which involved searching, collecting, analyzing and drawing conclusion in finding the significance of the project. Besides that, the next chapter will also describe about methodology that will be used in developing this project.

CHAPTER II

LITERATURE REVIEW AND PROJECT FINDING

2.1 Introduction

This chapter reviews some of the works in the field of mobile learning. The topic also mobile storytelling that will be include in the mobile application. The existing system will be discussed with the domain for this project. For the fact and findings, topic that will be discussed are mobile storytelling, existing system for mobile application and technique that will be apply when deliver the mobile content. Topic of project methodology will discuss about the methodology that will be used for this project. The methodology will be discussed stage by stage. The instructional design also is discussed. The topics are educational goals, flowchart, detailed course content, test questions and metaphor. Topic of project requirements, the software, hardware and other requirements will be discussed. Project schedule and milestone topic will review the action plan prior to the end of the project.

2.2 Fact and findings

In this topic will discuss about the project domain, existing system that related to the project and technique that will be apply. For the domain, mobile storytelling will be discussed. The technique that will be discussed when developing this application is mobile learning and accelerated learning techniques that will be applied.

2.2.1 Mobile storytelling.

Valentina Nisi, who led the recent Virtual Platform Stories of Place Studio, uses mobile technologies to chart the tales that link places and people. When asked why it is important to tell stories with mobile technologies, she said that:

“Partly, just because we can, but also, stories are fundamental to every historical culture — they’re a way to understand the world and our position in it. And all technologies — from the pen to film — have generated their own language of storytelling, and their own stories. Mobile technologies too have the ability to express our stories in a unique way — and a way that also reflects the way we now move through our environment. I don’t want to sit in a cinema on a nice day, I want to go outside — so wouldn’t it be great to be able to listen to a story outside, in the sunshine? The craft of storytelling using mobile technologies is in its infancy, but there’s lots of opportunity to develop a language, a vocabulary. It’s a vital part of who we are to keep telling stories, and to find new ways of telling them. A story remains the best way to share, to communicate and to feel alive.”

From my findings, the history of narrative has been through some huge changes already. First, the storytelling tradition, which was oral formulaic: it consisted of phrases and episodes which the storyteller could switch around with the telling. It was intrinsically flexible. Later, print fixed the narrative in just one order, while film brought new constraints. So, interactive media as a return to the oral formulaic tradition; multiple branch structures are possible. Actually, many different structures are possible with mobile technologies. There is a modular structure — lots of self-contained stories that one can experience in any order. On the other hand, there is a linear structure, where user follows events in a chronological order; this is the most traditional option. Or a navigational structure, where user actually determines the narrative order by choosing to move left or right, and so on. User can experience the story continually, or at given points, or they can collect the installments and view them later — either at a screening point on the site, or at home.

Based on Partnership for Reading (2001), the scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, and some vocabulary must be taught directly. Indirect vocabulary learning refers to students learning vocabulary when they hear and see words through conversations with adults, through being read to, and through reading on their own. Direct vocabulary learning refers to students learning vocabulary through explicit instruction in both individual words and word-learning strategies. Direct vocabulary instruction aids in reading comprehension. Two examples of direct vocabulary instruction include: specific word instruction and word learning instruction. With mobile learning and approaches, the student will be taught indirectly by the simple storytelling application.

Based on Kenneth Beare (2006), there are many ways to improve vocabulary. When working to improve vocabulary it's important to know the goals in order to best choose the way in which want to learn. Reading can be a great way to improve vocabulary. So, one way to improve vocabulary can be used using new technology such as mobile storytelling. He also mentions that ways to improve vocabulary are by create vocabulary themes, vocabulary trees; specific vocabulary lists and uses the new technology.

2.2.3 Technique

2.2.3.1 Mobile Learning

Recent developments in information and communication technologies (ICTs) provide new technical opportunities to exercise a novel learning environment - mobile learning (M-learning), which goes far beyond the traditional learning paradigms, i.e., classroom and e-learning. For instance, the Ambient Wood project carried out by Sussex University (U.K) has demonstrated how a mobile and ambient environment can provide a more effective learning experience than traditional classroom learning. In another learning context, MIT (U.S.A) has developed an M-learning tool to help students understand complex and dynamic epidemic

phenomena, simulating them with learners' wearable mobile devices, demonstrating significant advantages over current e-learning applications. Even Nintendo's DS handheld console is to provide an enjoyable way to improve English skills. In addition to these academic cases, many other domains (e.g., health practitioners) also see the advantages of M-learning environments in providing personalized content (e.g., dietary information, quit smoking programs) via the mobile phones that have become so pervasive in recent years. The International Journal of Mobile Learning and Organization (IJMLO) is therefore publishing a special issue on "Current Mobile Learning Technologies and Applications", which will be a timely issue for both academics and practitioners who are interested in the design and development of effective learning environments.

Ellen D. Wagner (2005) mention that there are more wireless networks, services, and devices than ever before. So it makes mobile practical today. Today's wireless communications industry is in global growth mode. According to the Telecommunications Market Review and Forecast, published by the Telecommunications Industry Association (TIA), total U.S. spending on wireless communications will grow 9.3 percent in 2005, to \$158.6 billion. The report predicts that the wireless market will grow at a 10 percent compound annual growth rate through 2008, reaching \$212.5 billion. Ellen also mention the reason why mobile learning is viable nowadays is because consumers are demanding better mobile experiences than ever before. Most peoples want other things than just being equal; they want their experiences to be as vivid; as immediate, direct, and engaging to their senses as possible. Other reason that makes mobile learning convenient is peoples nowadays want "anytime, anywhere" connections more than ever before. Demands for information, performance support, instruction, training, and education are being shaped by people who want access to resources, assets, program, and people when and where they need those connections most. As more people gain greater comfort with simple mobile applications like SMS text-messaging and mobile Web-surfing, the greater will be the demand for broadband service. And as bandwidth increases and media players like Flash continue to improve users' experiences, the more rapidly will mobile applications continue to increase in number.