

English Learning Courseware for Slow Learners

by

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the requirements for the
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CERTIFICATION OF APPROVAL
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**A project dissertation submitted to the
Business Information Systems Programme
Universiti Teknologi PETRONAS
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Approved by,

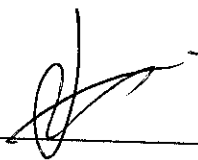


(Miss Elaine Chen Yoke Yie)

UNIVERSITI TEKNOLOGI PETRONAS
TRONOH, PERAK
July 2009

CERTIFICATION OF ORIGINALITY

This is to certify that I am responsible for the work submitted in this project, that the original work is my own except as specified in the references and acknowledgements, and that the original work contained herein have not been undertaken or done by unspecified sources or persons.



MOHD IZZAT HELMY BIN YAHYA

Abstract

The aim of this report is to present the idea of building a courseware for disabled students in primary school. The main purpose of doing this courseware is to create a new learning environment for disabled students. There are few types of disabled students and one of them is the slow learner. Slow learner is a term that is sometimes used for low ability students, with IQ between 70 and 85. The target user for this courseware is the slow learner students in Sekolah Kebangsaan Pengkalan Pegoh (SKPP), Ipoh, Perak. There is one class for slow learner there which is Amanah class. This courseware will help the respective students to learn English. The content of the courseware will be based on the syllabus given by their English teacher. To build the courseware, I have used the prototyping methodology. Prototyping methodology is divided into 4 phases which are planning, analysis, design and implementation. For planning and analysis phases, I have made some research through school visit to know the user well. Based on planning and analysis, I have decided to do the design and implementation phases according to 3 levels which are pre-test, post test and the real courseware. These levels can help me to develop the courseware based on the user's demand. Each level will be sent to the user to be tested. The result from each phase will be discussed more detail in Result and Discussion section. As a conclusion, deep understanding of the user requirement is important to ensure that the courseware really help the slow learners to learn English.

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CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

1.1 Background of Study

Slow learner is a term that is sometimes used for low ability students, with IQ between 70 and 85. These individuals make up approximately 14.1% of the population, larger than the group of children with learning disabilities, mental retardation and autism combined.[1]

In Malaysia, the slow learners are also the part of the community. There are some schools that provide special education (Pendidikan Khas) to this kind of students. Below is the statistic done by Private Education Institution about institution in Malaysia for year 2000 and 2001.[2]

Institusi Pendidikan Swasta (IPS)	2000	2001
Sekolah Rendah Akademik	36	46
Sekolah Menengah Akademik	98	87
Sekolah Rendah Agama	33 *	18
Sekolah Menengah Agama	44 *	14
Sekolah Menengah Persendirian Cina	60	60
Sekolah Antarabangsa	29	29
Sekolah Ekspatriat	10	12
Sekolah Khas / Istimewa	9	7
Sekolah Gaya Pos	6	3
Pusat Bahasa	114	134
Pusat Komputer	257	328
Pusat Tuisyen	1011	1190
Pusat Perdagangan / Kemahiran	168	182
Tadika	2461	2857
Jumlah	4336	4967

Figure 1.1 Statistic of institution in Malaysia for 2000 and 2001

From the statistic, there are 9 and 7 Sekolah Khas(Special school) for disable students respectively for 2000 and 2001. One of the school is Sekolah Kebangsaan

Pengkalan Pegoh(SKPP) in Perak There are a few things that are different from formal school in Malaysia:

- Teaching approach

The teacher uses the simple example by showing pictures or asking them repeatedly. There is no interactive learning using multimedia because their syllabus is different from other students.

- Learning styles

The problems of the slow learners are they can't focus and hard to remember. So there are some ways they learn which are through music and pictures.

- English Syllabus

The English syllabus is quite simple. The syllabus is more on daily activities so that it makes easier for the students to learn.

- Classroom environment

The classroom environment is quite havoc because the students love to play all the time even there is a teacher in the class.

1.2 Problem Statements

Studies show that there are lacks of technology implementation for disabled students for education purposes. The result of the studies done by Zainudin Mohd Isa (p.137) shows that [3];

- 1) The curriculum for learning disabilities students and normal students is totally different.
- 2) The attitudes and interest are different between normal students and learning disabilities students.
- 3) School does not give support the program

The ability of the teachers to capture students' attention seems to be the most relevant solution to ensure the effectiveness of curriculum. These kinds of students need special attention from the teachers.

Based on research done at Sekolah Kebangsaan Pengkalan Pagoh (SKPP), there are a few problems that occur:

1. The students didn't focus in the class
2. No specific courseware for learning disabilities
3. Each student has different behavior

1.3 Objectives

The objectives of this project are:

1. To create interactive courseware that can attract the slow learners to learn English.
2. To ensure that practical syllabus from SKPP is covered in the courseware.

1.4 Scope of Study

The scope of this project will be focus on the user requirement of the target user, which is the slow learners at Sekolah Kebangsaan Pengkalan Pegoh(SKPP).

The knowledge on how they learn, especially for English subject is very important because it can differentiate between this courseware and others. Apart from that, the theory of learning is very important to be understood because it will help a lot on developing the courseware.

CHAPTER 2

LITERATURE REVIEW

2.0 LITERATURE REVIEW

2.1 Understand the kids learning styles

In order to develop the best courseware for the kids, there is a need to understand how they learn. The learning styles is the most important thing because it is the way each learner begins to concentrate on, process, and retain new and difficult information. Holt's basic thesis is that kids want to learn, are natural learners, and will learn more if we recognize that and let them explore their worlds, acting as respectful co-learners instead of bosses. Practically speaking, that means letting them play and playing with them, but resisting the temptation to quiz them on their knowledge or to patronize them [4].

There are a few types of learning styles [5]:

1. Visual/spatial: Learning through seeing

- Think in pictures and need to create vivid mental images to retain information
- Enjoy looking at maps, charts, pictures, videos, and movies
- Skills: puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, and interpreting visual images

2. Verbal/linguistic: Learning through hearing
 - Have highly developed auditory skills and are generally elegant speakers
 - Think in words rather than pictures
 - Skills: listening, speaking, writing, storytelling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, arguing their point of view, and analyzing language usage
3. Body/ Kineshtatic: Learning through moving, doing and touching.
 - Express themselves through movement
 - Have good sense of balance and eye-hand coordination
 - Remember and process information through interacting with the space around them
 - Skills: physical coordination, athletic ability, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, dancing, and expressing emotions through the body
4. Logical/mathematical: learning through numbers
 - Think conceptually in logical and numerical patterns making connections between pieces of information
 - Ask lots of questions and like to do experiments
 - Skills: problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make logical progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, and working with geometric shapes
5. Musical/rhythmic: Learning through music
 - Think in sounds, rhythms, and patterns
 - Immediately respond to music, either appreciating or criticizing what they hear

- Be extremely sensitive to environmental sounds
 - Skills: singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, and understanding the structure and rhythm of music
6. Interpersonal: Learning through others' emotion
- Try to see things from another person's point of view in order to understand how they think and feel
 - Often have an uncanny ability to sense feelings, intentions, and motivations
 - Be great organizers and generally try to maintain peace in group settings and encourage cooperation
 - Use both verbal and non-verbal language to open communication channels with others
 - Skills: seeing things from other perspectives, listening, using empathy, understanding other people's moods and feelings, counseling, cooperating with groups, building trust, resolving conflicts peacefully, and establishing positive relations with other people
7. Intrapersonal: Learning through one's inner emotion
- Try to understand their inner feelings, their strengths and weaknesses, their dreams, and their relationships with others
 - Skills: recognizing their own strengths and weaknesses, reflecting and analyzing themselves, being aware of their inner feelings, desires, and dreams, evaluating their thinking patterns, reasoning with themselves, and understanding their role in relationship to others

Some elements on the above learning styles will be used on the courseware to attract the slow learners. On the courseware, the students will be to learn through:

- Seeing
- Hearing

- Numbers
- Music
- Doing

2.2 Language Development Problem

In this project, the focus is on learning English which is mostly considered as the second language for the student. So there is a need to know about language development problem for the slow learner. Slow learner show the sign of slow learning in very beginning during infancy. When child try to talk, parents should carefully observe the child and if they find that child is not able to talk they should contact doctor to find the reason. This is important because early diagnosis in the initial 2-6 years good for the betterment of the child. This step could be taken to improve the mental condition of the child, through medical care or psychological. The sign of language development problem in initial age are [6];

- Speech defect: speech problem child will be not able to pronounce correct word,
- Vocabulary limited: child will use Limited word for expression
- Short sentences
- Some children will not understand some words

There are a few ways to improve the language development problem of the child in school level which are [7]:

- Teacher should pronounce the word clearly for the student and ask the student to repeat the word
- Teacher should used visual aid, it would help the student to understand it easily and memories it for long time
- Teacher should used flash cards for teaching Difficult words
- Use of memory cards and memory games
- Class room Discussion
- Stories-telling should be encouraged in class

- Dramatic activities
- Oral question and answer and understand them
- The ability to recognize different pictures
- Listening and understanding skills should be developed
- Reading with meaning

2.3 Learning Process

Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves [8].

There are a lots of people wrote about the types of learning. Basically it has no specific fact about it. From Dr. Martin Rayala [9], learning occurs in four major ways which are:

- **Transmission**
 - Transmission is the process by which information, knowledge, ideas and skills are taught to others through purposeful, conscious telling, demonstration, and guidance. Over the course of a lifetime, this method accounts for only about 10% of learning. Unfortunately, this is the most traditional and, currently, the most predominate method of instruction. However, we are finding out it is not very effective and moving toward acquisition and emergence, and examining the lessons of accretion.
- **Acquisition**
 - Acquisition is the conscious choice to learn. Material in this category is relevant to the learner. This method includes exploring, experimenting, self-instruction, inquiry, and general curiosity. Currently, acquisition accounts for about 20% of what we learn.
- **Accretion**

- Accretion is the gradual, often subconscious or subliminal, process by which we learn things like language, culture, habits, prejudices, and social rules and behaviors. We are usually unaware that the processes involved in accretion are taking place, but this method accounts for about 70% of what we know. Social learning certainly plays into this type of learning, as does the hidden or covert curriculum.
- Emergence
 - Emergence is the result of patterning, structuring and the construction of new ideas and meanings that did not exist before, but which emerge from the brain through thoughtful reflection, insight and creative expression or group interactions. This form of learning accounts for the internal capacities of synthesis, creativity, intuition, wisdom, and problem-solving. This method is greatly dependent on the allocation of time, and opportunities to reflect and construct new knowledge. This method plays an important role in inspiration and originality. In the context of current educational practices, we learn only 1-2% by this method.

2.4 Learning Theory

Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories [10].

- Behaviorism
 - Behaviorists believe that animals, including humans, learn in about the same way. Behaviorism stresses the importance of having a particular form of behavior reinforced by someone, other than the student, to shape or control what is learned. In aviation training, the instructor provides the reinforcement. Frequent, positive reinforcement and rewards accelerate learning. This theory provides the instructor with ways to manipulate students with stimuli, induce the desired behavior or

response, and reinforce the behavior with appropriate rewards. In general, the behaviorist theory emphasizes positive reinforcement rather than no reinforcement or punishment. Other features of behaviorism are considerably more complex than this simple explanation. Instructors who need more details should refer to psychology texts for a better understanding of behaviorism. As an instructor, it is important to keep in mind that behaviorism is still widely used today, because controlling learning experiences helps direct students toward specific learning outcomes.

- **Cognitive Theory**

Much of the recent psychological thinking and experimentation in education includes some facets of the cognitive theory. This is true in basic as well as more advanced training programs. Unlike behaviorism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behavior; it is a change in the way a student thinks, understands, or feels.

There are several branches of cognitive theory. Two of the major theories may broadly be classified as the information processing model and the social interaction model. The first says that the student's brain has internal structures which select and process incoming material, store and retrieve it, use it to produce behavior, and receive and process feedback on the results.

This involves a number of cognitive processes, including executive functions of recognizing expectancies, planning and monitoring performance, encoding and chunking information, and producing internal and external responses.

The social interaction theories gained prominence in the 1980s. They stress that learning and subsequent changes in behavior take place as a result of interaction between the student and the environment. Behavior

is modeled either by people or symbolically. Cultural influences, peer pressure, group dynamics, and film and television are some of the significant factors. Thus, the social environment to which the student is exposed demonstrates or models behaviors, and the student cognitively processes the observed behaviors and consequences. The cognitive processes include attention, retention, motor responses, and motivation. Techniques for learning include direct modeling and verbal instruction. Behavior, personal factors, and environmental events all work together to produce learning.

Both models of the cognitive theory have common principles. For example, they both acknowledge the importance of reinforcing behavior and measuring changes. Positive reinforcement is important, particularly with cognitive concepts such as knowledge and understanding. The need to evaluate and measure behavior remains because it is the only way to get a clue about what the student understands. Evaluation is often limited to the kinds of knowledge or behavior that can be measured by a paper-and-pencil exam or a performance test. Although psychologists agree that there often are errors in evaluation, some means of measuring student knowledge, performance, and behavior is necessary.

2.5 Summary

Based on the literature review, there are a few things that need to be considered to develop the courseware. The combination of the learning styles and Hughes ways will be helpful in developing the courseware. Table 2.4.1 shows the relationship between the courseware elements, Hughes ways and the learning styles.

Courseware elements	Hughes ways	Learning styles
1. Interactive graphics and games	Use of memory cards and memory games	Visual/spatial: Learning through seeing
1. Interactive graphics	The ability to recognize different pictures	Visual/spatial: Learning through seeing
1. Sound/voice	Listening and understanding skills should be developed	Verbal/linguistic: Learning through hearing
1. Sound/voice 2. Exercise/test	Teacher should pronounce the word clearly for the student and ask the student to repeat the word	1. Body/ Kineshtatic: Learning through moving, doing and touching. 2. Verbal/linguistic: Learning through hearing

1. Interactive graphics	Teacher should used visual aid, it would help the student to understand it easily and memories it for long time	Visual/spatial: Learning through seeing
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Table 2.4.1- The Relationship Table

CHAPTER 3

METHODOLOGY

3.0. METHODOLOGY

Software development methodology is a framework that is used to structure, plan and control the process of developing and information system. Waterfall, Spiral and Prototyping are three basic patterns in software development methodologies. In this project, the preferred method to develop educational software is *prototyping methodology*. This methodology is chosen because it's good for designing Human-Computer Interfaces since the courseware need to be interactive for student with learning disability. This methodology is also good for user participation in system development and communication among teacher and children.

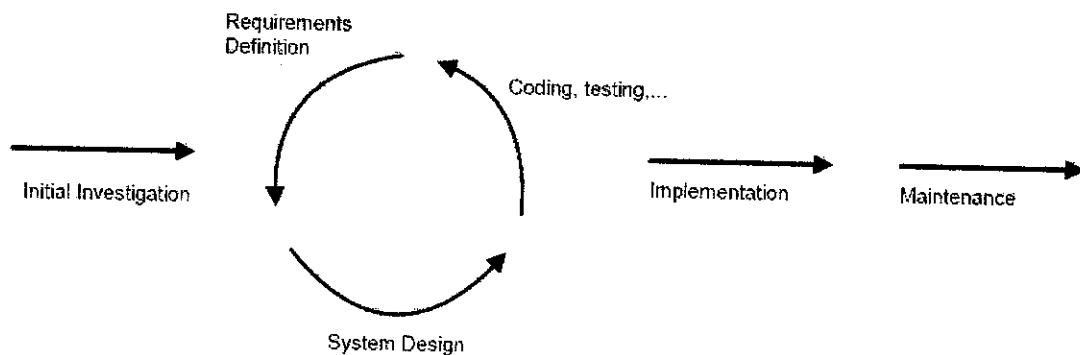


Figure 3.1: Prototype Methodology

(Courseware prototype with student and teacher involvement)

3.1. Phase 1: Planning/ initial investigation

To start developing the project, research must be done earlier to understand the overall education performance level of disabled students. It is to ensure that the level of difficulties for every subject can be adequate with students' performance. This disability people have some limitations based on types of disability groups (eyesight, hearing, cognitive and mobility). Therefore, consideration is concerned in designing education syllabus for these special children. Some methods that can be used to do the research are:

- 1) Browse information on Internet: *Articles, Journal, Research Papers, etc.*
- 2) Visit to disabled school and having interview sessions (e.g. students or teachers)
- 3) Books and Magazines
- 4) Interview friends that have special relatives

3.2. Phase 2: Analyses and Understand User Requirement

From the visit to Sekolah Kebangsaan Pengkalan Pagoh (SKPP), each of the special students has their own behavior. The behavior need to be understood to make sure the courseware meet the user requirement. The pre test and post test are some ways to understand the user requirement.

3.3. Phase 3: Designing

The reading courseware will be developed using Adobe Flash CS3. The courseware is about learning English in an interactive way. The courseware will be based on the selected topic from the syllabus given. Multimedia element such as graphic and music will be added to attract the student.

3.4. Phase 4:Implementation

The implementation of the courseware is based on the theories that have been studied. It contains all the user requirements. Using Adobe Flash CS3, it needed a lot action scripts to do the functions.

CHAPTER 4

RESULT AND DISCUSSION

4.0 RESULT AND DISCUSSION

From the interview, Mr Puzi[11] said that there are a few types of disabled child at that school. The target user for this courseware is the slow learner which is Amanah. Amanah has 7 students with different abilities. Some of them are quite fast and some of them are a little bit slower. This kind of students needs different kind of attention regarding their studies. Mr.Puzi also said that there are 3 types of learning behavior that need to be understood. Below are the behaviors discovered based on learning behavior :

- Listening
 - Repetition
 - Show the nearest example
 - songs
- Responding
 - Songs
 - Asking questions
 - Copy
 - Color
 - Example
- Comprehensive
 - Exercises/tests

Based on interview with Mr.Puzi[11],there are a special syllabus for this kind of students. For this courseware,it will based on the syllabus and the topic covered are:

- Numbers
- Parts of the body
- Color

All the topics are chosen based on the importance in the daily use.

Below are some of the basic courseware screens shot:

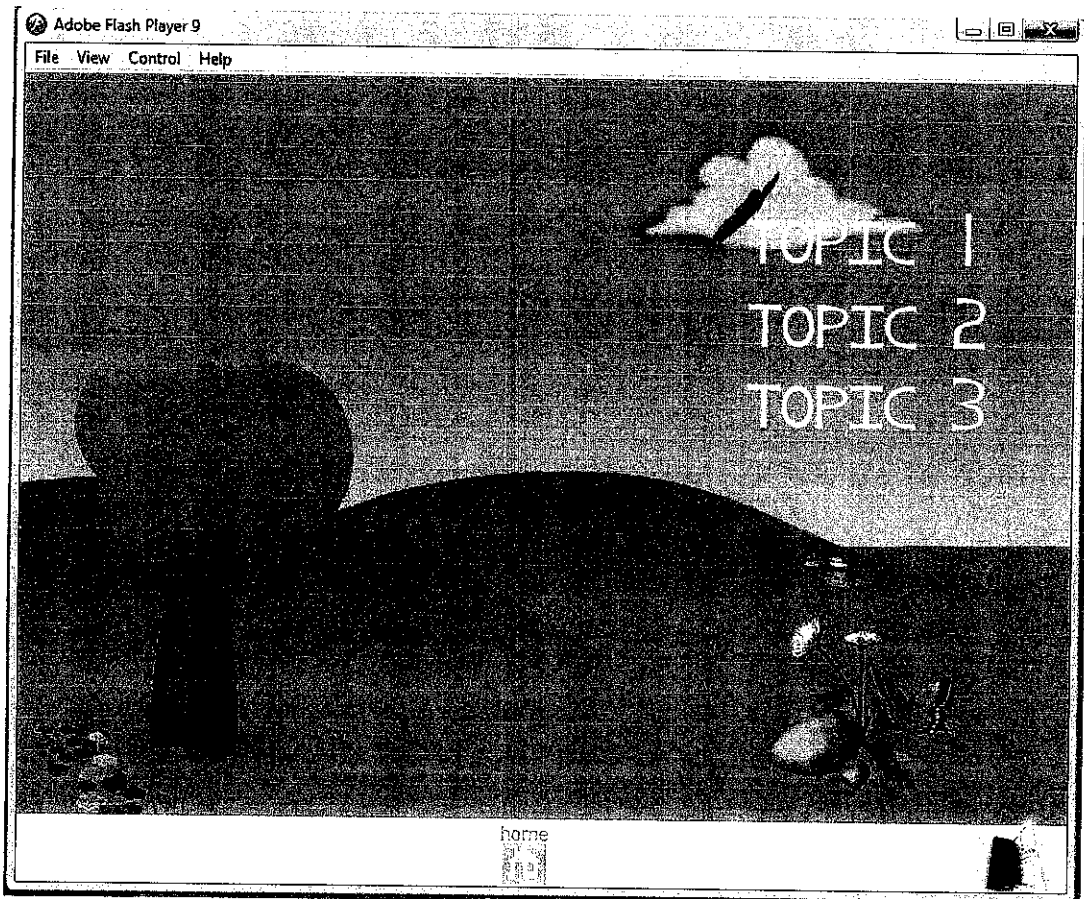


Figure 4.1:Home.

Figure 4.1 shows the main page. This page is the main page of the courseware. If the user click HOME,it will go to this page.This page also include some animation.

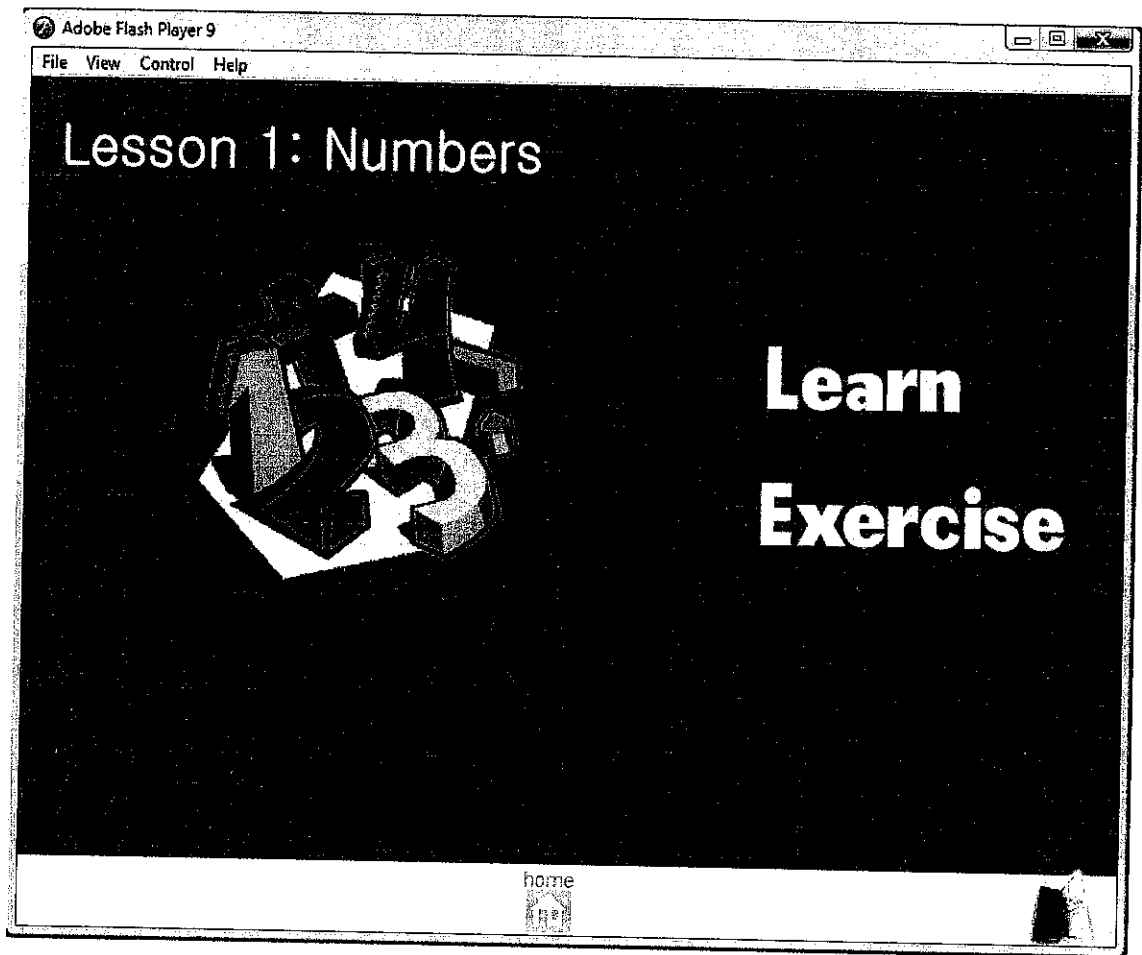


Figure 4.2: Topic 1.

This is the page for Topic 1 which is Numbers. At this part, the user can choose to learn or to go to exercise. The user also can go back to HOME.

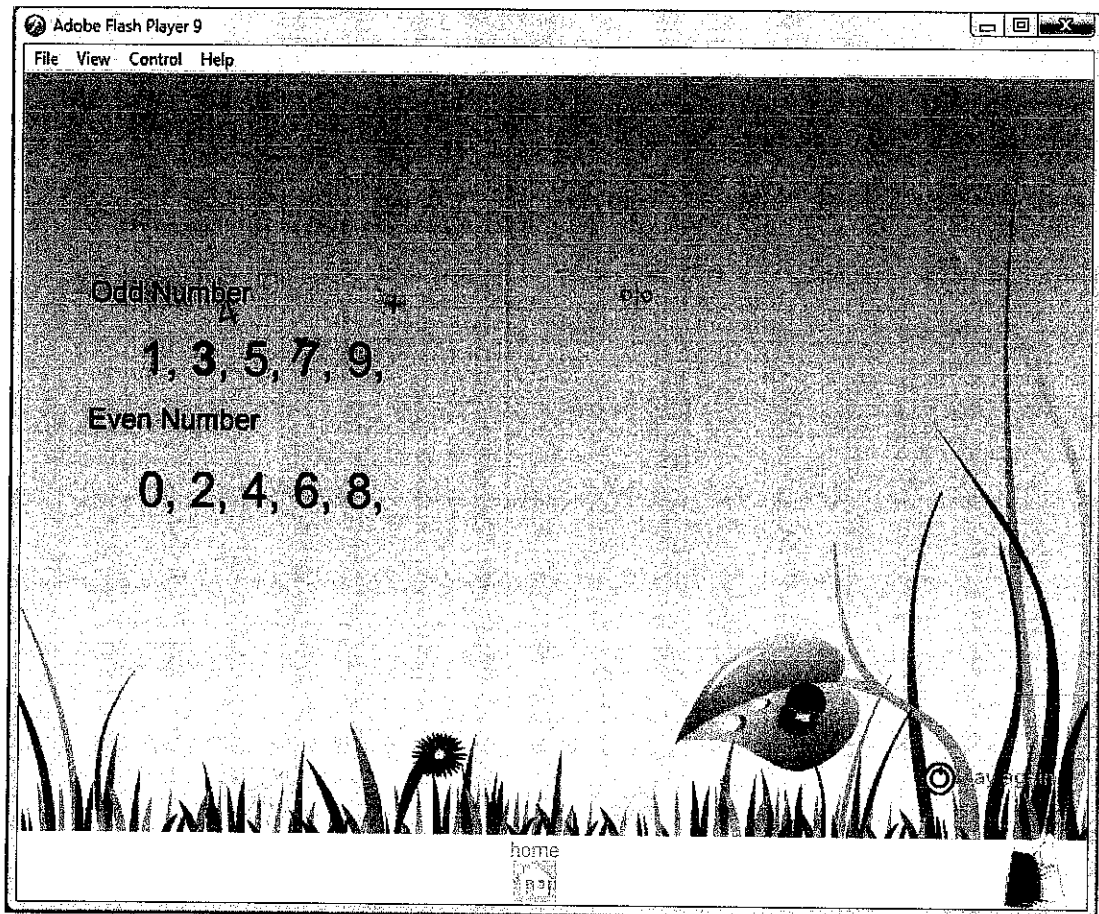


Figure 4.3:Numbers.

This part is the learning part of Number topic. There is a voice that pronounce the numbers. The user can replay again by click the button 'Play again'

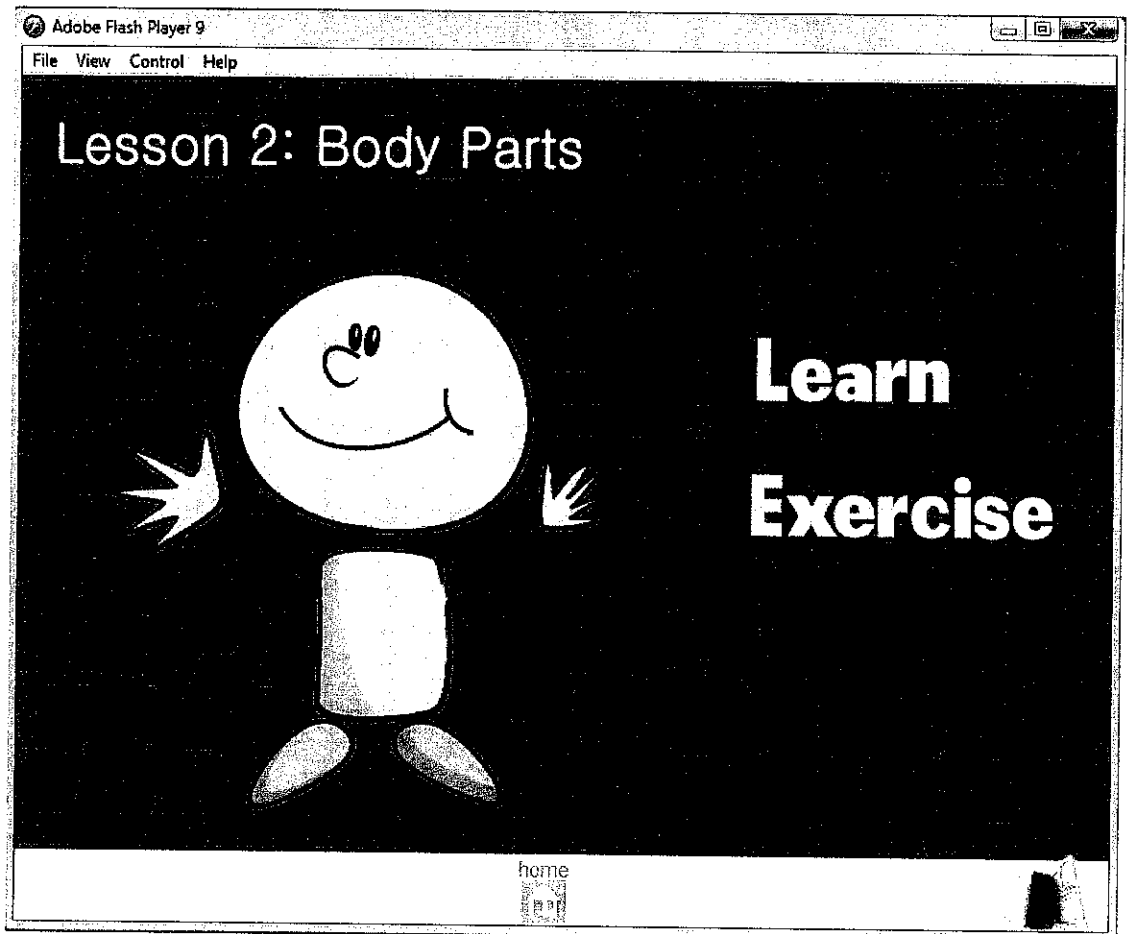


Figure 4.4: Topic 2.

This is the page for Topic 2 which is Body Parts. At this part, the user can choose to learn or to go to exercise. The user also can go back to HOME.

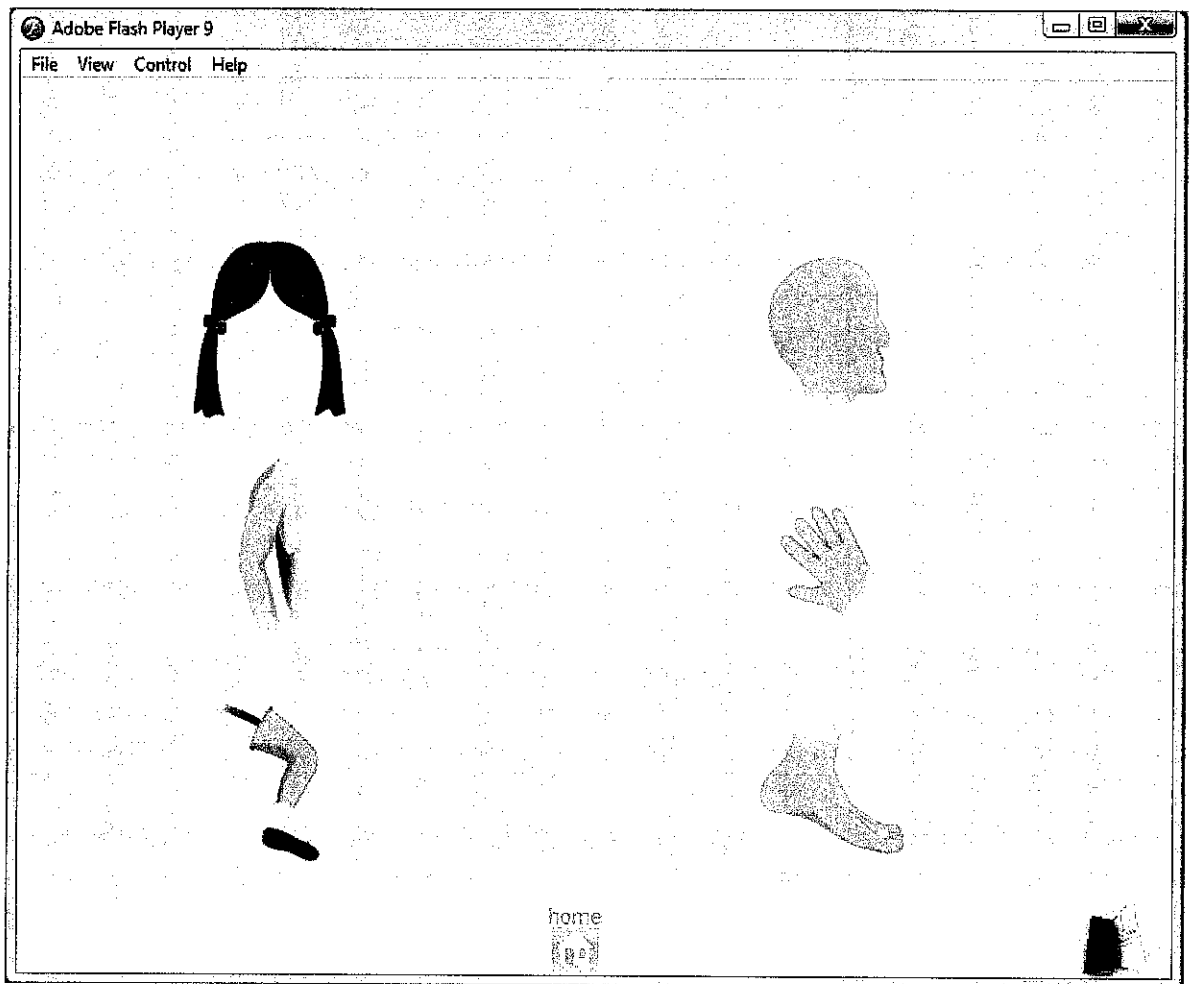


Figure 4.5: Topic 2 learn.

This is the learn part in Body Parts. There is a sound when user clicks the pictures and the words will appear. There is also the narrator that said the instruction.

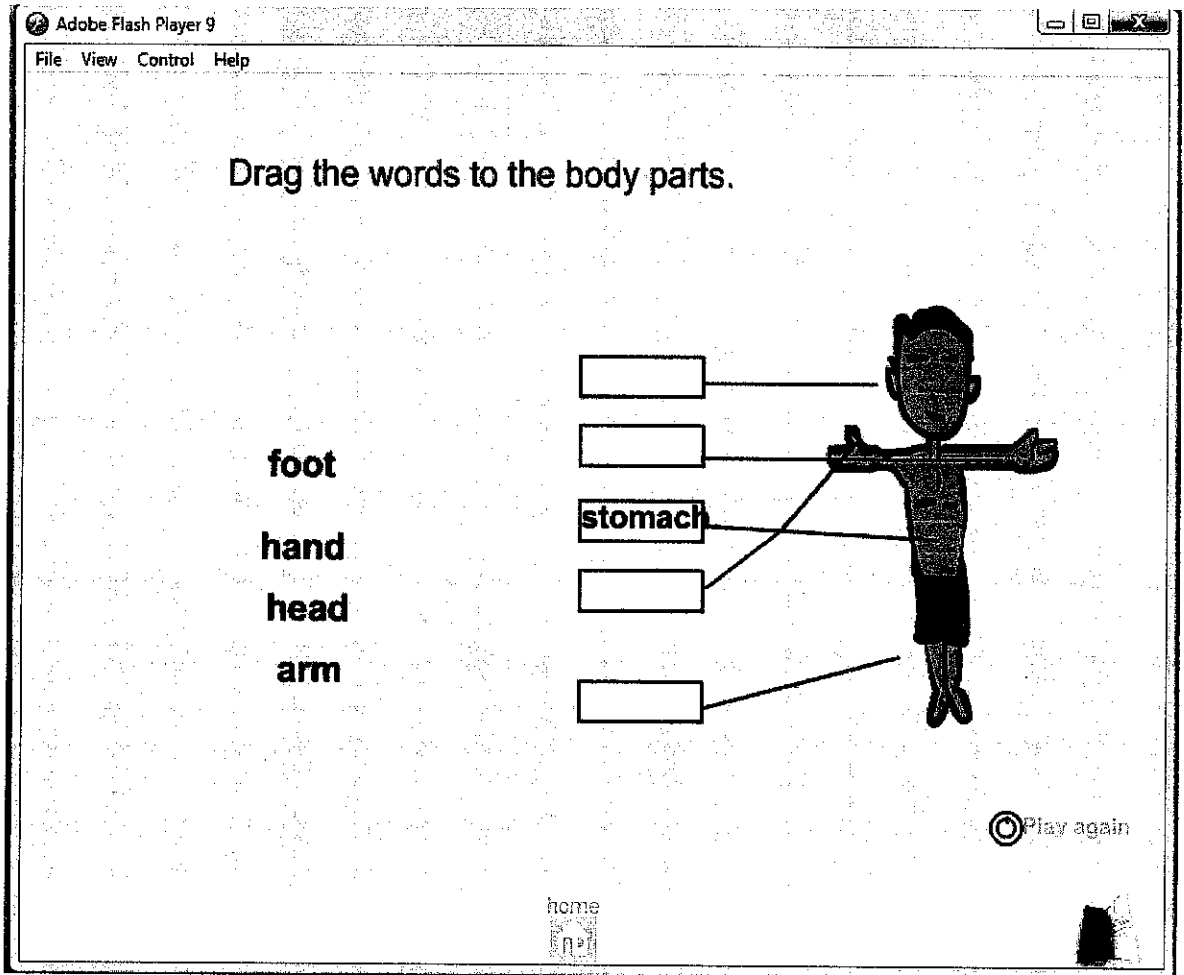


Figure 4.6: Topic 2 exercise.

This is the exercise part of the Body Parts. It applied the concept drag and drop.

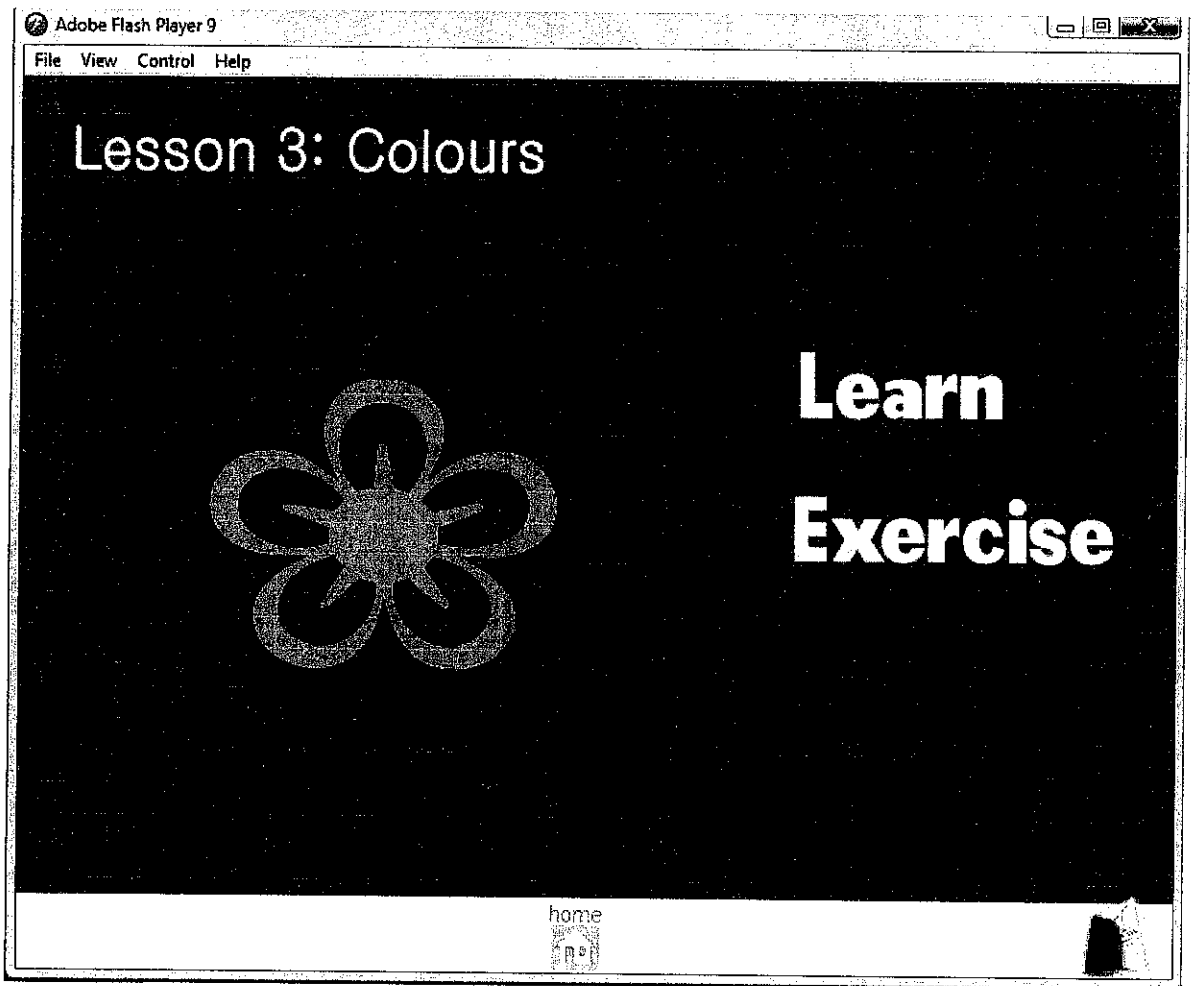


Figure 4.7: Topic 3.

This is the page for Topic 1 which is Colors. At this part, the user can choose to learn or to go to exercise. The user also can go back to HOME.

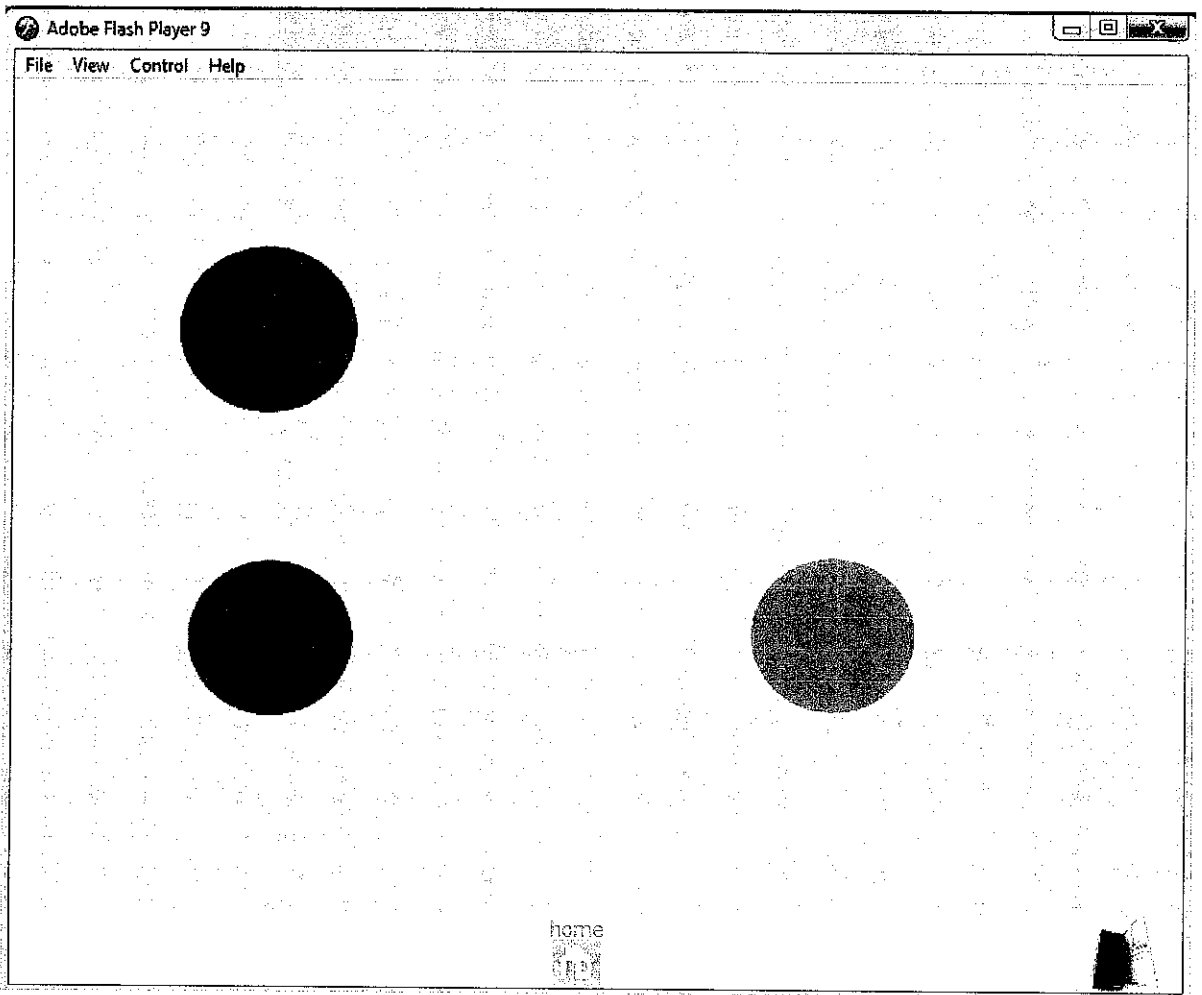


Figure 4.8: Topic 3 learn.

This is the learn part in Colors. There is a sound when user clicks the pictures and the words will appear. There is also the narrator that said the instruction.

The courseware was made based on the studies on the learning styles[5], Hughes ways of learning[7] and the interview with Mr.Puzi[11]. On the learning styles,this courseware mostly applied 3 the learning styles which are:

1. Visual/spatial

- Based on the screenshot above,this styles can be seen at all figures because this courseware contains graphic pictures

2. Verbal/Linguistic

- This courseware have sound especially the instructions and the learning.For example,the figure 4.4 and figure 4.8 has the sound when the user click on the object.

3. Logical/mathematical

- This style applied on one of the topic(refer figure 4.3)

This courseware also applied the ways that Hughes suggested to improve language development problem in school:

1. Teacher should pronounce the word clearly for the student and ask the student to repeat the word

- This courseware contains sound that pronounce the words.For example,refer to figure 4.3 ,4.5 and 4.8. Each of the word will be pronounce including the meaning.

2. Teacher should used visual aid, it would help the student to understand it easily and memories it for long time

- From the start, this courseware contains visual aid that can attract the user.

3. Listening and understanding skills should be developed

- Listening part also included in this courseware to make the user understand. For example, each of the objects in figure 4.5 will be need of listening skills to understand.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.0 CONCLUSION AND RECOMMENDATION

The courseware is about English learning and the most important thing is for disabled students (slow learner). So, deep understanding of the user requirements is important to ensure that the courseware can achieve the objectives of this project. Besides doing the research on the internet the visit to Sekolah Kebangsaan Pengkalan Pegoh (SKPP) already done in order to understand their requirements. From the visit, the courseware designed and implemented based on the requirement.

The most crucial part is the design part because it will attract the students. Based on the coursewares in the market today and some research on the internet, the design problem already solved. Some of the design was already done and the audio/sound will be done at the last. Now, it's time to improve on the content of the courseware and some designs.

The courseware no need to be different in terms of design, but it different with other courseware with it special target market. So the improvement on the design will be 100% based on the user requirement. Although it might be same as other coursewares in the market, the courseware interaction with the user is the most important that makes it different from other courseware in the market.

For the future recommendation, the courseware will get the feedback from the users so that the courseware can be improved.

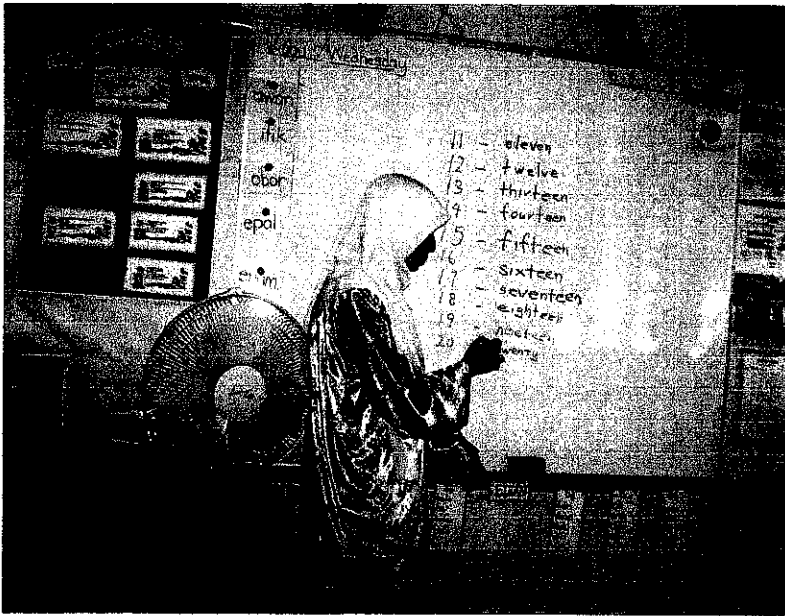
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APPENDICES

Appendix 1: The teacher is teaching in the class



Appendix 2: The students in the class



Appendix 3: Classroom environment



Appendix 4: The students from Amanah Class



Appendix 5: Visit SKPP with SV and friends



Appendix 6: The syllabus

ENGLISH LANGUAGE COMPONENT

Scope

English is a communicative language programme for the Special Education is planned to the ability and achievement of each individual. The core of it is the concept of lifelong education geared towards the gentle development of the whole person intellectually, spiritually, emotionally and to be able to interact among society. Functional language skills are taken into consideration for employment purposes.

The content of the English language skills can be intergratedwith other skills of learning across the curriculum.

Objectives

By the end of the tertiary education, pupils should be able to

achieve the following :

1. *listen ,imitate, and understand simple spoken English*
2. *speak and responds clearly in situations*
3. *read and understand simple messages*
4. *write simple information using simple language*
5. *used language acquired to function in society*
6. *be employable*

OBJECTIVES	CONTENTS
<p><u>1.Greetings and social expressions</u></p> <p>Pupils should be able to:</p> <p>1.1 greet a person at different during the day</p> <p>1.2 use polite expressions</p> <p>1.3 telephone expressions</p>	<p>1.3.1 Greetings</p> <p>1.3.2 Exchange greetings</p> <p>1.2.1 Appropriate body gesture</p> <p>1.2.2 Social situations</p> <p>1.3.1 Common telephone Expressions</p> <p>1.3.3 Usage of telephone/ public telephones, mobile phones</p>

<p>2. <u>Personal Details</u></p> <p>Pupils should be able to:</p> <p>2.1 state his /her own personal details</p> <p>2.2 state his/her friend's personal details.</p> <p>2.3 fill in the form requiring personal details/particulars</p>	<p>2.1.1 Self-awareness</p> <p>2.1.2 Awareness of self and others</p> <p>2.2.1 Friends' personal details</p> <p>2.2.2 Introduce self/others</p> <p>2.3.1 Information required in the forms .</p> <p>2.3.2 various types of forms</p>
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OBJECTIVES	CONTENTS
<p>3. <u>Family Members</u></p> <p>Pupils should be able to:</p>	

<p>3.1 name and differentiate Members of the family</p>	<p>3.1.1 Family members</p>
<p>3.2 identify gender of family members</p>	<p>3.1.2 gender of family <u>members</u></p>
<p>3.3 seek the number of brothers and sisters one has.</p>	<p>3.3.1 family hierarchy 3.3.2 siblings</p>
<p>4. <u>Places In School</u></p> <p>Pupils should be able to:</p>	
<p>4.1 identify and recognize places around the school</p>	<p>4.1.1 different places/ Surroundings in school</p>
	<p>4.1.2 spatial awareness (big area/ Small area)</p>
<p>4.2 identify direction</p>	<p>4.2.1 direction</p>
<p>5. <u>Things in the classroom</u></p> <p>Pupils should be able to:</p>	
<p>5.1 identify things in the classroom</p>	<p>5.1.1 non-living things in the</p>

<p>5.2 identify parts of the classroom</p>	<p>Classroom</p> <p>5.2.1 parts of the classroom</p>
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OBJECTIVES	CONTENTS
<p><u>6. Things at home</u></p> <p>Pupils should be able to:</p> <p>6.1 identify and recognise things in the kitchen</p> <p>6.2 identify and recognise in in the living room</p> <p>6.3 identify and recognise things in the bedroom</p> <p>6.4 identify and recognise things in the bathroom</p> <p>7. <u>Parts of the body</u></p>	<p>6.1.1 things in the kitchen</p> <p>6.1.2 dangerous things in the kitchen</p> <p>6.2.1 things in the living room</p> <p>6.2.2 dangerous things in the living room</p> <p>6.3.1 things in the bedroom</p> <p>6.3.2 dangerous things in the bedroom</p>

<p>Pupils should be able to:</p> <p>7.1 identify parts of the body</p> <p>7.2 identify parts of the head</p> <p>7.3 identify parts of the limbs</p>	6.4.1 things in the bathroom
	area
	6.4.2 dangerous things in the bathroom
	7.1.1 parts of the body
	7.2.1 parts of the head
	7.3.1 parts of the limbs

OBJECTIVES	CONTENTS
<p>8. Clothing</p> <p>Pupils should be able to:</p> <p>8.1 identify different kinds of clothing</p> <p>8.2 clothes at the supermarker/ shop</p> <p>8.3 buy clothes</p>	<p>8.1.1 different kinds of clothing</p> <p>8.2.1 different types of clothes</p> <p>and other items of the supermarket or shop</p> <p>8.3.1 preferences of clothes</p> <p>8.3.2 price of clothes</p>
<p>9. Food</p>	

<p>Pupils should be able to:</p> <p>9.1 identify different types of food</p> <p>9.2 state kinds of food one likes or dislikes</p> <p>9.3 order food and drink</p>	<p>8.3.3 purchase and payment</p> <p>9.2.1 edible and non-edible things</p> <p>9.2.1 what one likes to eat or Dislike</p> <p>9.2.2 what one likes to eat or drink</p> <p>9.3.1 preference of food or Drink</p> <p>9.3.2 price of food and drink</p> <p>9.3.3 order for food,drinks and payment</p>
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OBJECTIVES	CONTENTS
<p>10. <u>Fruits or vegetables</u></p> <p>pupils should be able to :</p> <p>10.1 identify different types of fruits</p>	<p>10.1.1 different types of fruits</p>

<p>10.2 buy fruits or vegetables from market or supermarket</p>	<p>or vegetables</p>
<p>11. <u>Plants</u></p> <p>pupils should be able:</p>	<p>10.2.1 preference of fruits or vegetables</p> <p>10.2.2 price of fruits and vegetables</p> <p>10.2.3 purchase and payment</p>
<p>11.1 pupils should be able identify flowers</p> <p>11.2 identify trees</p>	
<p>12. <u>Transportation</u></p>	
<p>Pupils should be able to :</p>	<p>12.2.1 different kinds of flowers</p>
<p>12.1 identify different mode of transportation</p>	<p>11.2.1 different kinds of tree</p>
<p>12.2 use public transportations</p>	
	<p>12.1.1 different mode of Transportations</p>
	<p>12.2.1 types of public Transportations</p> <p>12.2.2 fare</p>
	<p>12.2.3 schedule</p>

OBJECTIVES	CONTENTS
12.3 interpret various mood, signs and traffic rules	12.3.1 importance of mood signs and traffic rules 12.3.2 road signs and indicators 12.3.3 traffic rules
13. <u>Numbers</u>	
Pupils should be able to :	
13.1 name and differentiate numbers	14.2.1 ordinal numbers 14.2.2 cardinal numbers
13.2 know monetary value	13.2.1 money elenomination
13.3 use specific numerical value with the correct measurement	13.3.1 Unit of measurement 13.3.2 Volume 13.3.3 Weight 13.3.4 Distance
13.4 understand and manage monetary transaction	13.4.1 salary 13.4.2 socso/epf 13.4.3 banking
14. <u>Calender</u>	
Pupils should be able to:	
14.1 name the days of the week	
14.2 name the month of the year	14.1.1 days of the week

	<p>14.1.2 daily countime</p> <p>14.2.1 month of the year</p> <p>14.2.2 special occasion or months</p>
OBJECTIVES	CONTENTS
<p>14.3 identify date indicate in the calendar</p> <p>15. Time</p> <p>Pupils should be able to :</p> <p>15.1 tell the time</p> <p>15.2 tell time with regards to time specific situations</p> <p>15.3 read time table</p> <p>16. Colours</p>	<p>16.2.1 calendar (day to day)</p> <p>16.2.2 special date</p> <ul style="list-style-type: none"> - 4 july 2002 - 31 august 2002 <p>15.1.1 time</p> <p>15.1.2 minutes</p> <p>15.1.3 hour</p> <p>15.1.4 duration</p> <p>15.2.1 time associated with time specific situations</p> <p>15.3.1 read time table</p> <p>15.3.2 personal time table</p> <p>15.3.3 schedule</p>

<p>Pupils should be able to :</p> <p>16.1 recognise different colour</p> <p>16.2 associate colours of objects</p>	<p>16.1.1 different colours</p> <p>16.2.1 primary/ secondary Colour</p> <p>16.2.3 objects with natural colour</p> <p>16.2.4 traffic lights</p>
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OBJECTIVES	CONTENTS
<p>17. <u>Shapes</u></p> <p>Pupils should able to :</p> <p>17.1 identify shapes</p> <p>18. <u>Animals</u></p> <p>Pupils should be able to :</p> <p>18.1 identify domestic animals</p>	<p>17.1.1 different shapes of objects</p> <p>18.1.1 different kinds of Animals</p> <p>18.1.2 domestic animals</p> <p>18.1.3 habitat</p> <p>18.1.4 pets</p> <p>18.2.1 wild animals</p>

<p>18.2 identify wild animals</p> <p>18.3 assist and work in pets</p> <p>Shop</p>	<p>18.2.2 habitat</p> <p>18.3.1 feeding animals</p> <p>18.3.2 caring of animals</p> <p>18.3.3 growing of animals</p>
<p>19. <u>Insect</u></p> <p>Pupils should be able to</p> <p>19.1 identify common insects</p>	<p>20.2.1 common insects</p> <p>20.2.2 harmful insects</p> <p>20.2.3 non-harmful insects</p>
<p>20. <u>Occupation</u></p> <p>Pupils should be able to;</p> <p>20.1 identify type of occupation</p> <p>20.2 identify places and work</p>	<p>20.1.1 types of occupation in their surroundings</p> <p>20.1.2 indicate once ambition</p> <p>20.2.1 different places of work</p> <p>20.2.2 natural of services</p> <p>20.2.3 types of services offered</p>