Problematic of learning for reading and writing in pre-school and first grade of pre-university education, through multimedia

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Abstract

The theme of this article treats the efforts of the authors, in their breadth of opinion for problematic of learning for reading and writing in pre-school and first grade of pre-university education through multimedia. They present "a research study" regarding the impact of ICT, including the possibility of implementing multimedia ABC, that is thought to accompany the new text of the ABC. It was conducted on the basis of two quantitative and qualitative methods and it is based also on the theories, studies and key findings that address the issue from the experiences of countries where it has become a multimedia implementation of ABC. The achievements of multimedia ABC in Albanian language, as well as the contemporary literature, affect directly or indirectly on this issue. The groups of interest such as: the university lecturers of the profiles of the Albanian language /literature and disciplines related ICT; Scientific & Professional Masters students of linguistics and of the areas of ICT, Teacher of Albanian language profiles, literature and ICT in pre-university education for all its cycles; Teachers of elementary education, (in particular those of the first class), kindergarten teachers who work with specific groups and prepare for the first grade, provide opportunities for specific results.

The paper provides a reflection of the reality, together with a vision of exploring the nature of kindergarten children's and the first grade school children's under the focus of new technologies.

Key terms: ABC, multimedia ABC, reading, writing

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Introduction

ABC in Albania & in the world

The albanian authors Osmani and Kazazi (2000) describe ABC as: "ABC is a based textbook that is used to acquire the reading-writing of spoken language, by looking at the letters with eyes and listening phonemes with ears, pronounced orally and written by hand or with a technical tool". In our vision, authors except to conventional treatment of ABC, in addition. express the possibility of using a "technical means", thus leaving open the use of technology in reading and writing of the spoken language, which issue in the previous versions did not address. The development of human society based on education, and in its beginnings in school start with the text book that now is called ABC. Since the ancient times materials are used to teach initial literacy as genuine text has originated in Europe in the XVIII century [4] .

> In the history of teaching of Albanian language the first ABC text was designed by the author Naum Veqilharxhi who bears the title *"Fort i shkurtër ei përdorshim ëvetar shqip"* published in Bucharest in 1844. He is also known as "Ëvetari" of Veqilhaxhi. One year later this author also published "*Fare i ri Ëvetar shqip*"" The term "Ëvetar" is used with the meaning "shkronjëtore"**.** That was the first ABC textbook that met didactic requirements for teaching literacy and it is close to the ABC`s published in the Balkans: by George Lazar (1820), Peter Bera (1824), Vukë Karadzic (1827) [5].

Since the first text edition until today there are about 150 ABC`s[6], including also those developed in other Albanian speaking regions, like Kosovo, Macedonia, Montenegro, etc.. Their publication was a geography rather scattered, as in Romania, Turkey, then Italy, Austria, etc.. What characterizes the Albanian ABC is the fact, that after the Congress of the Monastir (1908) all of them are based on the Latin alphabet. Since the first term "Ëvetar" that was used by N. Veqilharxhi and then by K. Kristoforidhi, used the term " abetare "(ABC text book). But it was also called "ABC" probably on par , and it was even recognized now by name in many countries.

Language, children and technologies

Acquisition of the language by the children starts when they enter into contact with the surrounding environment. Despite the prevailing theses about language acquisition by children from the so-called "birth mechanism" (N. Chomsky)[7] or the appropriation that is attributed to the society where a child is born and is growing, however the child needs to learn the acquiring of meta-language, education which begins with the first stage, in kindergarten. However undoubtedly one of the most important steps to acquire not only

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4. Sh. Osmani-Nj. Kazazi, Abetaret shqipe dhe trajektorja e tyre historiko-pedagogjike, (Albanian ABC`s and their historical- pedagogical trajectory), Tirana, 2000, p.21.

5. Sh. Osmani-Nj. Kazazi, Abetaret shqipe dhe trajektorja e tyre historiko-pedagogjike, (Albanian ABS`s and their historical- pedagogical trajectory), Tirana, 2000, p.54.

6. From authors: N. Veqilharxhi (1844), K. Kristoforidhi (1868), Daut Borici (1869), J. de Rada (1896), Sami Frashëri (1886), Ndre Mjeda (1904), L. Gurakuqi, (1905) A. Xhuvani (1922), M. Logoreci (1920), G. Beltoja (1921), N. Paluca (1921), K. Xhumari (1958), B. Beci (2006), A. Shkurtaj (2001); M. Gjokutaj-Sh. Rrokaj (2001) etj.

7. (N. Chomsky, 1965, 1972). For this Chomsky refers to Language Acquisition Device (LAD) creating a universal grammar scheme (Universal Grammar, UG) which can be adapted to any language.

linguistic variety, but Albanian standard that are taught in first class, where he will face the first method of literacy teaching (writing and reading) ABC.

Recently it has grown more and more the attention to quality and contemporary teaching. New strategies have developed which are necessary for implementation requires new methods. These phenomena initially launched in developed countries and this experience is increasingly followed by other countries. One of these strategies has to do with the possibility of including more widely Information and Communication Technologies as well as the multimedia technologies as their part. In this cycle of pre-university education, this element is connected with the creation of conditions for the application of ABC Multimedia.

Starting from our experience while working as a lecturer of Albanian language & lecturer of : Education Technology, Psychology of Education at the Bachelor and Master of Science as well as, my university colleagues who are focused on applications of Information and Communication Technology in teaching and learning and especially multimedia subjects that are partially object of discipline of Education Technology at Professional Master of Education, we started a study research, involving presented issues, that have quantitative and qualitative elements.

The main task of the school is to acquire the language and step by step the standards that started from ABC text book, but that normally does not end with. Language helps children to read and write, helps them to become responsible readers, helps them to know how to express themselves and be able to create a text etc... At school language is considered as a process, but also as a product that comes ready for use throughout the educational process of children and not only for language, so it is given more and more importance. To accomplish this task for the school it is necessary to follow the development of the society and to adapt with them, and therefore continuously te refine the teaching methods. Today's modern methods suggest to find more and more game-based methods that especially in the Elementary Education, since they are closer to age of child psychology. This kind of approach has found and is getting more area and time, but accompanied with electronic versions.

Nowadays children are quite capable of using different types of media. Among the early world experiences of children (home and family) and the second world experiences (kindergarden, schools, the period of socialization) experience with multimedia, expanded from the simple to the complex, from the TV until cyber space, always in accordance with their age.

Reading

Children who enter kindergarten bring to the school environment, a wide range of abilities in reading. Prior literacy experiences in the home and in the wider community have been shown to contribute towards these wide ranging abilities (Cairney & Munsie, 1992; Cairney & Ruge,1997; Brown, 1998; Brooker, 2002; McNicol & Dalton, 2002; Manzo & Robelen, 2003).

Reading for child (here we consider reading through electronic and non electronic means) is a simultaneous activation of many parts of the brain, is an informative process. Reading without stopping place, for taking abstract and concrete communications, filter, select, rank, intertwining, save, delete etc..To read a text carefully is always active and conscientious procedure and a cognitive action and it is never a mechanical process. A

contrary we can see movies, pictures or listen sounds, processed without their contents, we can recognize these images after a time, but without being able to say something to them.

Children / readers when starting to learn to manipulate the information, it is easier to capture information from the different communication tools. So, reading exercises strategies against passive consumption. Reading is a process where the reader decides the time and pace of reading, he can read the lines, surf, read the text several times and it just self-determination on proceeding with the text also reduces the distance to the text. In contrast with media appearances where often times can be the default, enables reading not only understanding, but also time for a critical reflection or clarification of the concept. So it develops reading ability and willingness to pursue an individual pace during the processing of media and it is not forced to follow a predetermined. Increasingly often electronic media as part of multimedia are texts carriers: we read from the screens of personal computers, monitors, display-t, PDA, I Pad, smart phones etc. Teaching reading as oriented action, "creative reading" helps students to make reading as a constructive process. When students work with text, linking it with their fantasy, complement or extend it, we say that reading is a creative process and so students learn strategie against passive consumption. This concept of "creative reading" achieved several times faster and better through multimedia.

Writing

Our society today, though, is changing rapidly. Our task, therefore, as educators is to prepare our children in function for future civilization, created by the biggest leap in technology since the Industrial Revolution two centuries ago. We have entered a time when advances in technology are having an important effect on literacy development (Snyder, 2001; Leu, 2002; Cloonan, 2005).

A significant number of children, increasingly, play games and working on computers and the Internet, before they learn in school regularly, read and write as in urban areas, as well as non urbane but less. Also and for kindergarden authors: Cairney & Munsie, 1992; Cairney & Ruge,1997; Brown, 1998; Brooker, 2002; McNicol & Dalton, 2002; Manzo & Robelen, 2003. state: "Children who enter kindergarten bring to the school environment, a wide range of abilities in reading. Prior literacy experiences in the home and the wider community have been shown to contribute towards these wide ranging abilities".

Impact of implementation of ABC Multimedia that will accompany the new ABC, related with reading and writing in first grade, will have a positive/negative impact. Even children have created a very good relation with the technology, which has created those intimately familiar with these technologies, which will be derived and which methods will be used in teaching. Using multimedia tools encourages the learning process and what are the concrete results of a multimedia teaching, compared to traditional research is part of our first with specifics, that for the Albanian language is in first class. Writing should be: regarded as a natural way of communication, naturally linked to oral language and reading, both an individual and shared experience, an interactive experience of learning and teaching, challenging and fun, promoted and supported by ICT, that has opened up enormous possibilities, writing through ICT becomes an interactive activity.

ABC and Multimedia ABC

Today new ABC's text- books have included many elements that require the use of

multimedia tools, but how these recommendations were carried out, what provides the infrastructure, as these elements are transmitted to the student. Co-author for new ABC text book of the Albania & Kosovo, (2012) Mimoza Gjokutaj expresses for the first time that it will be given the opportunity to pupils to "read" and picture. The idea is for early starting of evaluation for more for multimedia.

Multimedia ABC[8] is a very good achievement in connection with the launch of learning Albanian language by helping the child to acquire so fast and nice: letters of the alphabet, writing, pronunciation, and the first elements of the Albanian language. It is a new interactive way of learning through multimedia. Here, an important place occupied a variety of forms such as: videos in order to attract more easily and quickly child`s attention; different exercises through which child have to exercise learned letters; fables that are from world literature and translated in Albanian; puzzles that give children opportunities to explore letters that are learning, engaging him in this process; numbers and influence in shaping images of children in general, but do not left without developing what is characteristic and associated with co-age children and that is the game, but now in a new electronics form that often fascinates state of nature more than the original ones. Illustration of reading with voice is an innovation of this Multimedia ABC, which accompanying each letter and gives explanations for relevant way how they can pronounced. It should be emphasized that this Multimedia ABC will be a assistance material that will accompany the basic text of the ABC (book)

Pictures Nr. 1 First ABC from N.Veqilharxhi
Picture Nr. 2. New ABC text book of the Albania & Kosovo, and multimedia ABC.

Some theories, studies and key findings that address to this issue:
- In Italy has been implemented for several years ABC Multimedia. It is a rich experience in this regard and that there are enough elements in comparison with us. For this issue was consulted author Tullio Sirchia
- In Montenegro, children learn the Montenegrin language not only by text, but it is equipped with a CD for children to hear the pronunciation of letters associated with one song each. (Song-words)
- In the new common ABC book for Albania and Kosovo (2012), prepared by the team of authors who are from two countries: Mimoza Gjokutaj, Shezai Rokaj Islam Krasniqi, Saranda Pozhegu). The "book for the teacher" provide suggestions for the use of audio-visual didactic and also provides recommendations for the

8. *Alba-Softin Company, http://www.gjuhashqipe.com/softuere/softuere.aspx?ida=46*

teachers, that the child will be exercising in writing not only in exercise books but even in computer.

- Multimedia ABC (prepared in Kosovo[9]). A very good achievement that allows learning the Albanian language through Multimedia, regardless of the location of students and it is on line (fee payment required)
- The experience of learning German language at first and second class of school throught listening, reading and writing. 1.-2.Klasse Deutsch (Schreiben, Lesen, Ubungen). New German DVD
- M. Gjokutaj, Didaktika e gjuhës shqipe/Didactic of Albanian Language, SHLBU, Tiranë, 2010. This text includes methods, strategies, techniques of modern English language teaching. It sets out the principles and criteria that govern a future teacher in the acquisition of this language, in shaping the development of skills in three components: speaking, writing and reading. Developing critical thinking and global education as a contemporary curriculum objective occupies an important place as thorough theoretical as well as concrete proposals with different didactic materials.
- Ekapeli in English[10] (Finnish Experience). Ekapeli is a learning game for Finnish children learning to read.It is based on Finnish methods of literacy teaching. Teachers are encouraged to use phonemes instead of the letter names (eg. /k/ instead of letter name "koo"). Using letter names in spelling has been found to be confusing. After the children have learnt to master all the letter-sound connections, they are taught to put the sounds together to make syllables (blending), and then finally syllables are put together into words. Teaching starts with the smallest and easiest things and children learn to read and write longer and more complicated words by time (synthetic approach).

Methodology;

Breakdown of questions search

In this phase, the base will be semi-structured interviews with parents, but also and depth interviews, how they evaluate the performance of their children, the necessary interaction with the child and teacher, but also thoughts on how better it will be done, according to this phase target will be smaller groups as above.

Main problematic that are treated at questionnaries

The impact of implementation of ABC Multimedia, that will accompany the new ABC on reading and writing, in a preparatory class and first class, has it`s positive/negative impact, and to precis it, there are 28 questions in survey. Some of them are the following ones:

- *Do you think that your preschool child in preparatory grade and in first grade can learn to read more accurately and more quickly, or not, by using Multimedia ABC? Please reply argument. Positive impact on reading/Negative impact on reading.*
- *Do you think that children in preschool / preparatory grade and first grade can learn to write more accurately and more quickly, or not, by Multimedia ABC? Please reply argument. Positive impact on writing/Negative impact on writing.*

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9. *Alba-Soft in Company, http://www.gjuhashqipe.com/softuere/softuere.aspx?ida=46*

10. *http://www.lukimat.fi/lukeminen/materiaalit/ekapeli/ekapeli-in-english-1*

- *What do you think about the way of the perception of word by pupils of Elementary Education? May they reach to focus more on the explanations given by the teacher, or together an explanations that gives the teacher through the computer? Which way of explaining in your opinion is more efficient and how it affects?Influence of picture from the computer. Please reply argument.*
- *What do you think about the way of the perception of word by pupils of Elementary Education? May reach they to focus more on the explanations given by the teacher, or together an explanations that gives the teacher through the computer? Which way of explaining for your in opinion is more efficient and how it affects? Influence of video from the computer. Please reply argument.*
- *How capable are teachers of kindergartens and elementary education to implement ICT (including Multimedia ABC)? Please reply argument.*
- *How does the infrastructure of kindergartens and elementary education responds the implementation of ICT (including Multimedia ABC)? Please reply argument.*

The basic intended method is focused on these sources:
- The first initial source will be materials of questionnaires with the main issue to include multimedia in teaching methodologies of ABC and related to reading and writing.
- The second source will be the interview with the parents and teachers.In the future, as continuation of this research , the third source will be directly progress of pupils in classes, where supposed to be implemented Multimedia ABC and besides the traditional ABC text book.

Being a qualitative/quantitative study, that will focus on groups of people. Selection of subjects will be considered based onthose layers of students who made bridging the digital divide, as well as its expansion in urban and non urban areas. Interviews have contained two main groups of questions that will be connected:
a) With speed and accuracy of acquiring initial literacy/reading and learning in the face of two methods, the traditional and accompanied multimedia.
b) With the adequacy of preparedness of teachers and the facilities for such implementation. The next important step relates to the analysis of responses to the structured part, the fulfillment without completion of the structured part and the establishment of hypotheses.

Targeting groups
- Associated with the complete knowledge of ABC, via acquisition of ICT and they parent with children of this age probably wides (5-10 years),
- But also other people in their close surroundings / close family with children of this age.
- Associated with specialization / training / profiling them according to their division into the following categories:
  1.- University lecturers of the profiles of the Albanian language /literature;
  2.- University lecturers of the profiles of the disciplines related to ICT;
  3.- Scientific Masters students of linguistics and literature profiles;
 4.- Professional Masters of linguistics and literature profiles ;

5.- Masters Scientific students / Professional / in area of ICT
6.-Teacher of Albanian language profiles / literature in pre-university education for all its cycles.
7.- Teacher profiles in ICT in pre-university education for all its cycles.
8. -Teachers of elementary education, first grade teacher, kindergarten teachers, educator special groups that are prepared for first grade;

Findings:

Below let`s elaborate, further quantitatively answers of questions, and their arguments[11].

Question Nr.1. *Do you think that your preschool child in the preparatory in the grade and in first grade can learn to read more accurately and more quickly, or not, by using Multimedia ABC? Positive impact on reading/Negative impact on reading.*

Graph Nr. 1 Learning to read more accurately and more quickly by Multimedia ABC
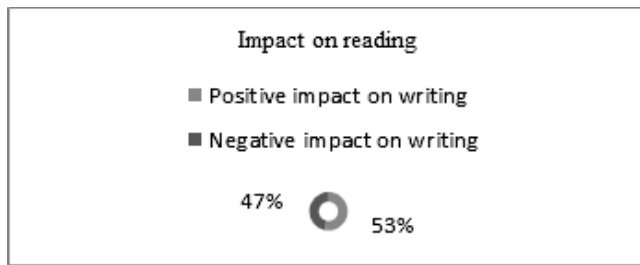
Positive impact on reading (66%) includes a division that is divided into the following items related to their percentage:

Table Nr.1 Percentile of different ages that evaluate positively impact on reading

	Ages	%
1	0-29 years	37 %
2	30-39 years	20%
3	40-49 years	6 %

- In general, younger generations, more than other ages are part of this evaluation for positive impact on reading and their arguments varied more from their profiles, particularly student/ teachers/ lecturers related to ICT is more (28 %) positive than the other profiles. For judgements of negative impact on reading (47%), mainly are as general as negative side of using computers, perhaps that, for their age, promotes not reasoning learning

Question Nr. 2. *Do you think that your preschool child in preparatory grade and in first grade can learn to write more accurately and more quickly, or not, by Multimedia ABC?Positive impact on writing/Negative impact on writing.*

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11. *General and demographic data of the 600 respondents are not shown*

Graph Nr. 2. Learning to write more accurately and more quickly, by Multimedia ABC

Impact on writing

■ Positive impact on writing

■ Negative impact on writing

47%   〈〉   53%
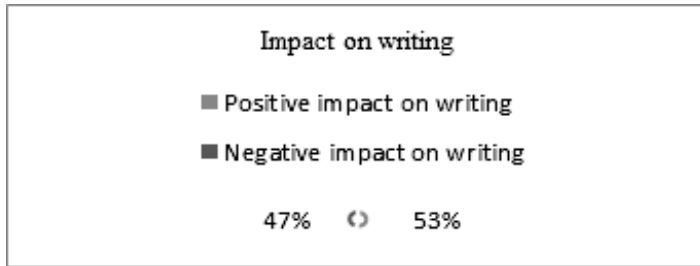
Normally, conception of computer assistance in writing at the beginning is not entirely perceptible by all, so that their overall assessment is about 13 % smaller than of their judgment for reading, but writing between differencies are 6%. From questions 1 and 2, we can say that the greatest impact of technology is in reading. Have not yet been established skills of using computers, with much less for keyboard or with touch screen.

Question Nr.3. *What do you think about the way of the perception of word by pupils of Elementary Education? May reach they to focus more on the explanations given by the teacher, or together an explanations that gives the teacher through the computer? Which way of explaining for your opinion is more efficient and how it affects?Influence of picture from the computer.*

Table Nr. 2. Positive /no positive perception of word by pupils from the computer with explanations that gives the teacher through it for influence of picture.

Positive perception of word by pupils from the computer with explanations that gives the teacher through it for influence of picture	62%
No positive perception of word by pupils from the computer with explanations that gives the teacher through it for influence of picture	38%

Although himself traditional ABC comprises pictures, the impact of computer figures in assessment of word perception has started, also "reading" of pictures from computer is present. The novelty is obvious, but it takes time to catch its merited place.

Question Nr.4. *What do you think about the way of the perception of word by pupils of Elementary Education? May they reach to focus more on the explanations given by the teacher, or together explanations that gives the teacher through the computer? Which way of explaining in your opinion is more efficient and how it affects?Influence of video from the computer.*

Table Nr. 3 Positive /no positive perception of word by pupils from the computer with explanations that gives the teacher through it for influence of video.

Positive perception of word by pupils from the computer with explanations that gives the teacher through it for influence of video	71%
No positive perception of word by pupils from the computer with explanations that gives the teacher through it for influence of video	29%

Video influence on the perception is more positive than that of figure which naturally was expected, but it should be noted that still in the mass of teachers, there are no clear understanding of multimedia, but perhaps even wider in their profiles, also for older ages who do not know enough level multimedia and this is the source for the evaluation of non-positive influence of video. We can say that the greatest impact of technology is in influence of video for perception of word by pupils from the computer with explanations that gives the teacher through it.

Question Nr. 5. *How capable are teachers of kindergartens and elementary education to implement ICT (including Multimedia ABC)?*

Table Nr. 4. Capability of teachers of kindergartens and teachers of elementary education to implement ICT (including Multimedia ABC)

	Question Nr. 5	Teachers of kindergartens	Teachers of elementary education
1	Are capable teachers of ?	31 %	38 %
2	Are not capable teachers of ?	69 %	62 %

Kindergarten teachers are less capable to implement ICT(including Multimedia ABC, than elemntary education teachers, so their training should not be neglected along with others, who should move with step in the time.

As a boost in terms of teacher education are the requirements of Ministry of Education and Science (MES) for new teachers of elementary schools to have completed master programs (note that the advantage of ICT-related disciplines expressed by the MES, should be reflected in the syllabuses of these disciplines in the curricula of Master Programs for the teachers of the elementary education)

Question Nr. 6. *How responds infrastructure of kindergartens, elementary education to implement ICT (including Multimedia ABC)?*

Table Nr. 5. Responds infrastructure of kindergartens and elementary education, to implement ICT (including Multimedia ABC)

	Question Nr. 6	Kindergartens	Elementary education
1	Positive respond for infrastructure to implement ICT	17 %	26 %
2	Negative respond for infrastructure to implement ICT	83 %	74 %

Comparing the responses that correlate with the infrastructure, we see that

there is a difference of 9% between the pre-schools and elementary schools that approaches reality. Relevant infrastructure of kindergartens and primary schools is not ready to implement such a project if deemed necessary.

Thanks to the e school project that have realized the extent of ICT equipment and the Internet in 9 years schools and secondary education, while in kindergartens and elementary schools, it is not realized in the mass. (those kindergartens and elementary schools that are in secondary school buildings and 9 years schools are more likely, and those that are included in the jurisdiction of the secondary education)[12]

We stress that the study is generally focused on the problematic of the respective thematic and authors state that the findings and reasoning, deductions that are issued are not evidence, so that after its implementation in mass, subsequent research will argue them in detail, proven in experimental form and the need to deal directly the opinion of the beneficiaries who are students (in this case thus have been sporadic and small for reason of not its extent)

Conclusions

In Albania there is still absent a genuine study which have exactly in center the penetration of multimedia technology that was addressed in particular for the learning in native language. Although it is paved and constantly exposed to the teachers as a task before them, to use more technological tools during learning, is not a submitted concrete road that would provide the possibility of penetration of this technology in teaching for initial literacy (writing and learning) of our native language. It is now time to put bridle groundless experiments with a genuine scientific research platform.

"It is important to highlight that one of the reasons for the late introduction of new technologies, and in this case for multimedia applications, we ask for inertia of relevant pedagogies that prevail today in this stage of development of our society or "delay" in time of pedagogy attempting to adapt to these developments. My mismatching of pedagogy as a discipline, is not related to her seniority, should not required in its roots, its traditional but with more side and also that it`s corife are less predictive" (Bilali et al 2011) .

Priority of the traditional writing lies in the "balance" with letters and sounds. Competition between "book" - "media" now exists only in the heads of the old generation of "writing". Different opinions emerge from the background of the respective positions being overestimated or underestimated each others, but what is the general, is more tilted than the thought that for both of them, they are complementary. Youth, growth already in the digital era, do not see any "significant" difference between book, newspaper or broadcast media. They use all the media at each other sometimes even simultaneously. As this problem lies in children, without doubt that this skewed by the youth, but it is time to make a "soft" shift from one form to another or as "osmosis" of both. This will be drawn on the possibility of penetration of multimedia methods.

Priority of this study research study is concerned with investigating of all educational

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12. *Implementation of a major project of the government: "The Internet in every classroom" will give the opportunity to have necessary infrastructure for kindergartens and elementary education cycle (positive is the fact that in designed cycle as 6-year cycle is predicted to develop ICT even in second class and it will give its support for the implementation of Multimedia ABC)*

activities in support to multimedia-based teaching. His results could be used by a mass of first grade teachers who would be interested in continuity of their job.

Recomandation:

Eventually it will be given the relevant recommendations.
- Training of teachers on basics of ICT with focus on multimedia.
- Specialized training of first grade teachers and educators of the preparatory group of the first class supported by the discipline of Education Technology.
- Technologies can enable teachers to facilitate their own students' constructions of their "being" but require that teachers to speak "digital," in such a way that will enable them to find and use technologies that facilitate productive forms.

"Teachers in the 21st century should strive to create learning environments that harness the abilities and talents of digital natives, that in this case are mostly our children, and direct emerging ways of thinking about technology toward more sophisticated and meaningful learning opportunities for students. The voices of students and his parents should be prominently featured and resonate in this process; by listening to students teachers will not only be better informed, but also more effective as they facilitate their students' education. (Brown 1998)

This research study is a first modest contribution, to fill in this area as necessary and indispensable, with the opinion that other authors will soon explore in this area and will follow further steps.

As the end of this paper we want to stress the words of Maria Montessori[13]:"The true test of whole learning education process is the happiness of the child "

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