

AN INSTRUCTIONAL METHOD

TECHNICAL FIELD

The present invention relates generally to an instructional method.

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Background

The English alphabet only has twenty-six letters. However, the English language contains more than twenty-six phonemes. This discrepancy results in many letters or strings of letters representing one or more phonemes dependent upon usage. This gives rise to
10 difficulty in the phonetic decoding of individual words as English words are often not spelled as they sound.

Educators typically rely on whole word recognition instruction as phonics instruction presents difficulties. Whole word recognition is difficult to teach because many sounds in
15 the English language are spelled inconsistently.

However, difficulties are also present in the phonic method which teaches children to single out letters and their phonemic values so that they can read and spell analytically. In the 26-letter alphabet, one letter often represents different sounds in differing words. Further, one
20 sound may also be spelled in different ways, further contributing to the complexity of phonics instruction. Accordingly, there is a need for a solution to the foregoing issue.

Summary

In accordance with a first aspect of the invention, there is disclosed an instructional method
25 comprising presenting a first word component in a first colour, the first word component having at least one first syllabic speech sound, presenting a second word component in a second colour; the second word component having at least one second syllabic speech sound, and presenting a third word component in a third colour, the third word component being formed from a combination of the first word component and the second word component,
30 the third word component having at least one third syllabic speech sound. The first word

component, the second word component and the third word component are presented one of sequentially and in tandem with one another.

5 In accordance with a second aspect of the invention, there is disclosed a machine comprising a machine-readable medium having stored therein a plurality of programming instructions, which when executed, the instructions cause the machine to present a first word component in a first colour, the first word component having a at least one first syllabic speech sound, present a second word component in a second colour, the second word component having a at least one second syllabic speech sound, present a third word component in a third colour, 10 the third word component being formed from a combination of the first word component and the second word component, the third word component having at least one third syllabic speech sound, and demonstrate verbalization of at least one of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound by at least one of audible sounds and one of pictures and videos of 15 visually observable mouth shapes. The first word component, second word component and the third word component are presented one of sequentially and in tandem with one another.

In accordance with a third aspect of the invention, there is disclosed an instructional method comprising presenting a first numeric component in a first colour, the first numeric 20 component having at least one at least one first syllabic speech sound, presenting a second numeric component in a second colour, the second numeric component having at least one at least one second syllabic speech sound, and presenting a third numeric component in a third colour, the third numeric component being formed from a combination of the first numeric component and the second numeric component, the third numeric component 25 having at least one third syllabic speech sound. The first numeric component, second numeric component and the third numeric component are presented one of sequentially and in tandem with one another.

Brief Description of the Drawings

For a better understanding of the present disclosure, non-limiting and non-exhaustive embodiments are described in reference to the following drawings. In the drawings, like reference numerals refer to parts through all the various figures unless otherwise specified.

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FIG. 1 illustrates a process flow diagram of an instructional method in accordance with an aspect of the invention;

FIG. 2 shows an exemplary word component used presented as part of an instructional system and containing a letter of the alphabet and a background for implementing the instructional method of FIG. 1;

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FIG. 3 shows a first implementation of the instructional method of FIG. 1 using a short vowel example;

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FIG. 4 shows a second implementation of the instructional method of FIG. 1 using another short vowel example;

FIG. 5 shows examples of sight words introduced to facilitate reading of a full sentence for a word component shown in FIG. 4;

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FIG. 6 shows utilisation of the sight words in FIG. 5 together with the word component of FIG. 4 presented in a complete sentence;

FIG. 7 shows examples of diacritic markings for use with Chinese pinyin when implementing the instructional method of FIG. 1 show Chinese pinyin and Chinese characters instruction;

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FIG. 8 shows a third implementation of the instructional method of FIG.1 on Chinese pinyin and Chinese Characters;

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FIG. 9 shows a fourth implementation of the instructional method of FIG.1 on Chinese pinyin and Chinese Characters;

- 5 FIG. 10 shows an alternative presentation of a word component as a Chinese Pinyin character together with a Chinese character with diacritic mark;

FIG. 11 shows a fifth implementation of the instructional method of FIG. 1 using a consonant blend example;

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FIG. 12 shows additional constituents of the instructional system of the fifth implementation of the instructional method of FIG. 1;

- 15 FIG. 13 illustrates an example for reinforcing learning in the fifth implementation of the instructional method of FIG. 11;

FIG. 14 illustrates an example for further reinforcing learning in the fifth implementation of the instructional method of FIG. 11;

- 20 FIG. 15 shows a sixth implementation of the instructional method of FIG. 1 using a vowel digraph example;

FIG. 16 illustrates a process flow diagram of an instructional method of FIG. 1 when implemented for numbers or numeric instruction; and

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FIG. 17 shows a first implementation of the instructional method of FIG. 16 using a numeric place value example.

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Detailed Description

An exemplary embodiment of the present invention, an instructional method 100 utilising an instructional system 20, is described hereinafter with reference to FIG. 1 to FIG 17.

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The instructional method 100 comprises a step 110 of presenting a first word component 22 in a first colour 24, and a step 112 of presenting a second word component 26 in a second colour 28. The first word component 22 has at least one first syllabic speech sound and the second word component 26 has at least one second syllabic speech sound. The instructional
 10 method further comprises a step 114 of presenting a third word component 30 in a third colour 32. The third word component 30 has at least one third syllabic speech sound and is formed from a combination of the first word component 22 and the second word component 26. Preferably, the first word component 22, the second word component 26 and the third word component 30 are presented one of sequentially and in tandem with one another. The
 15 first word component 22, the second word component 26 and the third word component 30 when presented in their respective first colour 24, second colour 28 and third colour 32 form constituents of the instructional system 20.

The instructional method 100 further comprises a step 116 of demonstrating verbalization of
 20 at least one of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound by at least one of audible sounds and one of pictures and videos of visually observable mouth shapes 34. The audible sounds is further demonstratable by one or a combination of an instructor or teacher, a pre-recorded audio track and a pre-recorded video clip. Specifically, the first colour 24 is
 25 distinct from the second colour 28. Further, each of the first colour 24, second colour 28 and third colour 32 can include black, white and shades of greyscale.

Preferably, each of the first word component 22 and the second word component 26 comprises one or more letters 36 of the alphabet and that the one or more letters 36 of the
 30 alphabet being of one of the first colour 24 and the second colour 28 when presented.

In one implementation of the instructional method 100, having the first word component 22, the second word component 26 and the third word component 30 in one of the first colour 24, the second colour 28 and the third colour 32 will include having a background 38 of the one or more letters 36 in one of the first colour 24, the second colour 28 and the third colour 32 when presented. When implemented as such, the one or more letters can be in white, black or a colour that visually contrasts from the respective one of the first colour 24, the second colour 28 and the third colour 32.

In another implementation of the instructional method 100, having the first word component 22, the second word component 26 and the third word component 30 in one of the first colour 24, the second colour 28 and the third colour 32 will include the one or more letters being in respectively the first colour 24, the second colour 28 and the third colour 32 instead of the background 38. In this implementation, the respective background 38 of the one or more letters 36 being in in white, black or a colour that visually contrasts from the respective one of the first colour 24, the second colour 28 and the third colour 32.

Preferably, each of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound being a syllabic speech sound derived from one or a blend of a vowel, a consonant and a digraph. In some implementations, each of the vowel, the consonant and the digraph having a unique colour associated therewith for determining the first colour 24 and the second colour 28. The digraph can be a consonant digraph or a vowel digraph.

The instructional method 100 further comprises a step 118 of presenting the third word component 30 with at least one of a picture and an illustration 45 being described thereby. Preferably, the third word component 30 being one of a complete word 46 and a part of a word 48.

In a first implementation of the instructional method 100 as shown in FIG. 3, the instructional system 20 presents a short vowel example with “a” being the first word

component 22, “t” being the second word component 26 and “at” being the third word component 30. The visually observable mouth shapes 34 is shown for the at least one third syllabic sound corresponding with “at”.

5 In a second implementation of the instructional method 100 as shown in FIG. 4, the instructional system 20 presents another short vowel example with “c” being the first word component 22, “at” being the second word component 26 and “cat” being the third word component 30. The at least one of a picture and an illustration 45 of a cat is also shown.

10 To facilitate reading of the word “cat” in a sentence, sight words 49a may be introduced as part of the instructional system 20 and for implementing the instructional method 100. As shown in FIG. 5, the exemplary sight words 49a are “This”, “is” and “a” which will enable a student being instructed using the instructional method 100 to read a complete sentence of “This is a cat” as shown in FIG. 6.

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The instructional method 100 further comprises a step 120 of presenting at least one of a Chinese character 49b, a Kanji character and a Hanja character associated with the third word component 30, the at least one of a Chinese character 49b, a Kanji character and a Hanja character having the at least one third syllabic speech sound. In various instances, the
 20 third word component 30 is presented with at least one diacritic marking 49c such as a tone marking. Examples of the diacritic markings 56 for use with Chinese pinyin is shown in FIG. 7. For clarity, the first word component 22, the second word component 26 and the third word component 30 collectively correspond with Chinese Pinyin characters, Japanese Romanji characters and Korean romanization characters when used respectively for Chinese
 25 character 49b, Kanji character and Hanja character instructions. The instructional method 100 is also implementable for instructions of characters of other languages too, for example Thai characters with its consonants and tonal marking make-up.

In a third implementation of the instructional method 100 as shown in FIG. 8, the
 30 instructional system 20 presents a Chinese Pinyin example with “b” being the first word

component 22, “ai” being the second word component 26 and “bai” being the third word component 30 corresponding with the Chinese character “百”. The Chinese character 49b “百” corresponding with the third word component 30 “bai” is also presented.

5 In a fourth implementation of the instructional method 100 as shown in FIG. 9, the instructional system 20 presents a Chinese Pinyin example with “k” being the first word component 22, “ou” being the second word component 26 and “kǒu” being the third word component 30 presented.

10 An alternative way of presenting the third word component 30 “kou” together with the Chinese character 49b “口” corresponding with the third word component 30 “kou” is shown in FIG. 10. In this case and as shown in FIG. 10, the third word component 30 of “kou” is also presented as “kǒu” with the at least one diacritic marking 49c, also known as the third tonal marking for Chinese Pinyin in this case.

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To reinforce learning via the instructional method 100, one or more students can be presented with a plurality of words in a step 200. In the step 200, each of the plurality of words contains the third word component 30 presented in the third colour 32 with the third word component 30 forming the part of a word 46.

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Additionally or alternatively, the one or more students can be presented with a plurality of pictures 49d with the third word component 30 in a step 210 with the third word component 30 being indicative of one of the plurality of pictures 49d. The one or more student will then be availed the opportunity to select the correct one of the plurality of pictures 49d

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indicated by the third word component 30.

During implementation of the instructional method 100, the first word component 22, the second word component 26 and the third word component 30 is presentable one of on printed material such as a book, a poster and flash cards, in an electronic document such as a

pdf document and electronically on a computing device such as on an app or web portal using a smart device, a computer notebook, a desktop, a tablet, a kiosk or a smart phone.

If the third word component 30 forms part of a word 48 and further instructions is required
 5 once familiarity with the third word component 30 has been established, the instructional method 100 further comprises a step 300 presenting the third word component 30 in the absence of the first word component 22 and the second word component 26 and a step 310 of presenting a fourth word component 50 in a fourth colour 52 with the fourth word component 50 having at least one fourth syllabic speech sound. Next, the instructional
 10 method 100 further comprises a step 320 of presenting a fifth word component 54 in a fifth colour 56. The fifth word component 54 is formed from a combination of the third word component 30 and the fourth word component 50 with the fifth word component 54 having at least one fifth syllabic speech sound. Further in step 340, verbalization of at least one of the at least one third syllabic speech sound, the at least one fourth syllabic speech sound and
 15 the at least one fifth syllabic speech sound by at least one of audible sounds and one of pictures and videos of visually observable mouth shapes is demonstrated. The third word component 30, the fourth word component 50 and the fifth word component 56 being presented one of sequentially and in tandem with one another.

20 In a fifth implementation of the instructional method 100 as shown in FIG. 11, the instructional system 20 presents a consonant blend example with “b” being the first word component 22, “r” being the second word component 26 and “br” being the third word component 30. Once the at least one third syllabic speech sound for “br” has been clarified, presented or verbalized, for example to an audience or a student, the third word component
 25 30, is then presented without the first word component 22 and the second word component 26 as shown in FIG. 12.

As shown in FIG. 12, the fourth word component 50 of “i” and additional word components 58 of “nj” and “al”, each with their distinct colours 59a/59b for differentiation, at least with
 30 the third colour 32 and the fourth colour 52 are presented together with the fifth word

component 54 of “brinjal”. The at least one of a picture and an illustration 45 of a brinjal is also shown.

To reinforce the learnings in the fifth implementation of the instructional method 100, a plurality of words “brim”, “brick”, “brinjal” and “bracket”, each containing the third word component 30 of “br” is presented as shown in FIG. 13 to allow a student to identify the fifth word component 54 of “brinjal” and to provide further examples of words that the third word component 30 of “br” can appear in.

To further reinforce the learnings in the fifth implementation of the instructional method 100, students can be presented with a plurality of pictures 49d with the third word component 30 as shown in FIG. 14. The third word component 30 is indicative of one of the plurality of pictures 49d with the students being availed the opportunity to select the correct one of the plurality of pictures 49d indicated by the third word component 30.

In a sixth implementation of the instructional method 100 as shown in FIG. 15, the instructional system 20 presents an a-e vowel digraph example with “c” being the first word component 22, “a-e” being the second word component 26, “k” being the fourth word component 50 and “cake” being the fifth word component 54. The at least one of a picture and an illustration 45 of a cake is also shown. In this implementation, the third word component 30 is not present and instead, shows up as the differentiated first word component 22 and the second word component 26.

The instructional method 100 can be implemented via a machine comprising a machine-readable medium having stored therein a plurality of programming instructions, which when executed, the instructions cause the machine to present a first word component 22 in a first colour 24, the first word component 22 having a at least one first syllabic speech sound, present a second word component 26 in a second colour 28; the second word component 26 having a at least one second syllabic speech sound, present a third word component 30 in a third colour 32, the third word component 30 being formed from a combination of the first

word component 22 and the second word component 26, the third word component 30 having at least one third syllabic speech sound, and demonstrate verbalization of at least one of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound by at least one of audible sounds and one of
5 pictures and videos of visually observable mouth shapes, wherein the first word component 22, second word component 26 and the third word component 30 are presented one of sequentially and in tandem with one another.

The abovedescribed instructional method 100 is implementable with numbers instruction as
10 an instructional method 500 as shown in FIG. 16. The instructional method 500 comprises a step 510 of presenting a first numeric component 60 in a first colour 62 and a step 520 of presenting a second numeric component 64 in a second colour 66. The first numeric component 60 has at least one at least one first syllabic speech sound and the second numeric component 64 has at least one at least one second syllabic speech sound. In a step
15 530, a third numeric component 68 in a third colour 70. The third numeric component 68 is formed from a combination of the first numeric component 60 and the second numeric component 64 with the third numeric component having at least one third syllabic speech sound. Preferably, the first numeric component 60, second numeric component 64 and the third numeric component 68 are presented one of sequentially and in tandem with one
20 another. The first numeric component 60, the second numeric component 64 and the third numeric component 68 are constituents of an instructional system 70 for implementing the instructional method 500.

Preferably, each of the first colour 24 and the second colour 28 being indicative of the place
25 value of the first numeric component 60 and the second numeric component 64.

In an implementation of the instructional method 500 as shown in FIG. 17, the instructional system 70 comprises and presents a numbers place value example with “1000” being the first numeric component 60 with the at least first syllabic sound of “one thousand”, “100”
30 being the second numeric component 64 with the at least one second syllabic sound of

“hundred”, “10” being a first additional numeric component 72 in a first additional colour 74 and having at least one syllabic sound of “ten” and “1” being a second numeric component 76 in a second additional colour 78 and having at least one syllabic sound of “one”. The third numeric component 68 is “1111” being a combination of the values of the first numeric component 60, the second numeric component 64, the first additional numeric component 72 and the second additional numeric component 76.

The first colour 62, the second colour 66, the first additional colour 74 and the second additional colour 78 represents the numeric place value of respectively “thousand”, “hundred”, “tenth” and “one”. This allows the variation in colours to aid in the recognition and distinction of numeric place values for mathematical operations, for example addition and subtraction.

Aspects of particular embodiments of the present disclosure address at least one aspect, problem, limitation, and/or disadvantage associated with instructional methods. While features, aspects, and/or advantages associated with certain embodiments have been described in the disclosure, other embodiments may also exhibit such features, aspects, and/or advantages, and not all embodiments need necessarily exhibit such features, aspects, and/or advantages to fall within the scope of the disclosure. It will be appreciated by a person of ordinary skill in the art that several of the above-disclosed structures, components, or alternatives thereof, can be desirably combined into alternative structures, components, and/or applications. In addition, various modifications, alterations, and/or improvements may be made to various embodiments that are disclosed by a person of ordinary skill in the art within the scope of the present disclosure, which is limited only by the following claims.

Claims

1. An instructional method comprising:

presenting a first word component in a first colour, the first word component having at least one first syllabic speech sound;

- 5 presenting a second word component in a second colour; the second word component having at least one second syllabic speech sound; and

presenting a third word component in a third colour, the third word component being formed from a combination of the first word component and the second word component, the third word component having at least one third syllabic speech sound,

- 10 wherein the first word component, the second word component and the third word component are presented one of sequentially and in tandem with one another.

2. The instructional method as in claim 1, further comprising:

- 15 demonstrating verbalization of at least one of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound by at least one of audible sounds and one of pictures and videos of visually observable mouth shapes.

3. The instructional method as in claim 1, the first colour being distinct from the second colour.
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4. The instructional method as in claim 1, each of the first word component and the second word component comprising one or more letters of the alphabet.

- 25 5. The instructional method as in claim 4, the one or more letters of the alphabet being of one of the first colour and the second colour when presented.

6. The instructional method as in claim 4, the one or more letters having a background in one of the first colour and the second colour when presented.

7. The instructional method as in claim 1, each of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound being a syllabic speech sound derived from one or a blend of a vowel, a consonant and a digraph.

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8. The instructional method as in claim 7, each of the vowel, the consonant and the digraph having a unique colour associated therewith for determining the first colour and the second colour.

- 10 9. The instructional method as in claim 1, further comprising:
presenting the third word component with at least one of a picture and an illustration being described thereby.

10. The instructional method as in claim 1, the third word component being one of a complete word and a part of a word.

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11. The instructional method as in claim 1, further comprising:
presenting at least one of a Chinese character, a Kanji character and a Hanja character associated with the third word component, the at least one of a Chinese character, a Kanji character and a Hanja character having the at least one third syllabic speech sound.

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12. The instructional method as in claim 1, the third word component is presented with at least one diacritic marking.

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13. The instructional method as in claim 1, further comprising:
presenting a plurality of words, each of the plurality of words containing the third word component presented in the third colour.

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14. The instructional method as in claim 1, further comprising:
 - presenting a plurality of pictures with the third word component, the third word component being indicative of one of the plurality of pictures.
- 5 15. The instructional method as in claim 1, the first word component, the second word component and the third word component being presented one of on printed material, in an electronic document and electronically on a computing device.
16. The instructional method as in claim 1, further comprising:
 - 10 presenting the third word component in the absence of the first word component and the second word component;
 - presenting a fourth word component in a fourth colour, the fourth word component having at least one fourth syllabic speech sound; and
 - 15 presenting a fifth word component in a fifth colour, the fifth word component being formed from a combination of the third word component and the fourth word component, the fifth word component having at least one fifth syllabic speech sound; and
 - demonstrating verbalization of at least one of the at least one third syllabic speech sound, the at least one fourth syllabic speech sound and the at least one fifth syllabic speech sound by at least one of audible sounds and one of pictures and videos of visually observable mouth shapes,
 - 20 wherein the third word component, the fourth word component and the fifth word component are presented one of sequentially and in tandem with one another.
- 25 17. A machine comprising a machine-readable medium having stored therein a plurality of programming instructions, which when executed, the instructions cause the machine to:
 - present a first word component in a first colour, the first word component having a at least one first syllabic speech sound;

present a second word component in a second colour, the second word component having a at least one second syllabic speech sound;

present a third word component in a third colour, the third word component being formed from a combination of the first word component and the second word component, the third word component having at least one third syllabic speech sound; and

demonstrate verbalization of at least one of the at least one first syllabic speech sound, the at least one second syllabic speech sound and the at least one third syllabic speech sound by at least one of audible sounds and one of pictures and videos of visually observable mouth shapes,

wherein the first word component, second word component and the third word component are presented one of sequentially and in tandem with one another.

18. An instructional method comprising:

presenting a first numeric component in a first colour, the first numeric component having at least one at least one first syllabic speech sound;

presenting a second numeric component in a second colour, the second numeric component having at least one at least one second syllabic speech sound; and

presenting a third numeric component in a third colour, the third numeric component being formed from a combination of the first numeric component and the second numeric component, the third numeric component having at least one third syllabic speech sound,

wherein the first numeric component, second numeric component and the third numeric component are presented one of sequentially and in tandem with one another.

19. The instructional method as in claim 17, each of the first colour and the second colour being indicative of the place value of the first numeric component and the second numeric component.