Arabic Language Online Learning System

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UNIVERSITI UTARA MALAYSIA
2008
Arabic Language Online Learning System

A thesis submitted to the Faculty of Information Technology in partial fulfillment of the requirement for the degree Master of Science (Information Technology) Universiti Utara Malaysia

By

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ABSTRACT

In recent times, there has been a strong push for higher education institutions to offer more online courses to cater for students who otherwise would be denied university education. While this may benefit the many distance education students, the take-up rate of totally online education by current on-campus students remains uncertain. At the same time, many lecturers have started to design and develop online teaching material for their courses; many do so without the support of their employer which is the university that they work in. The purpose of this study is two-fold. Firstly, to gain an insight into how UUM’s (Universiti Utara Malaysia) students perceive online Arabic learning and to examine their readiness and willingness to make the shift from conventional classroom learning to online learning with no face-to-face contact. Secondly, to develop an online learning system for teaching Arabic language so that teaching can be made more effective and at the same time enjoyable. Students can learn Arabic language via the online system anytime, anywhere and at anyplace.
ACKNOWLEDGEMENT

By the Name of Allah, the Most Gracious and the Most Merciful

The first person I would like to thank and express deep and sincere gratitude to my main supervisor Dr. Faudziah Ahmad, her wide knowledge and her logical way of thinking have been of great value for me. Her understanding, encouraging and personal guidance have provided a good basis for the present thesis.

I feel a deep sense of gratitude for my mother and late father who formed part of my vision and taught me the good things that really matter in life. I am grateful for my brothers to assist me and for rendering me the sense and the value of brotherhood. I am glad to be one of them.

Special thanks to all my beloved best friends and lecturers whose name not need to addressed here for created a convenient yet supportive atmosphere for me to successfully complete the study and they are always in my heart.
## TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERMISSION TO USE</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>viii</td>
</tr>
</tbody>
</table>

### CHAPTER ONE: INTRODUCTION

1.0 Background..............................................  1  
1.1 Motivation..............................................  2  
1.2 Problem Statement....................................  3  
1.3 Objectives of The Study.............................  4  
1.4 Scope of The Study....................................  4  
1.5 Significance of The Study............................  5  
1.6 Organization of The Thesis...........................  5

### CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction...........................................  6  
2.1 Related Researches on Online Learning...............  6  
2.2 Benefits of Online Learning..........................  15  
2.3 Influenced Factors....................................  16  
2.4 Issuse..................................................  17  
2.5 Summary of The Chapter...............................  20

### CHAPTER THREE: METHODOLOGY

3.0 Introduction...........................................  21
CHAPTER FOUR: FINDING AND IMPLEMENTATION

4.0 Introduction ....................................................... 28
4.1 Requirement of the prototype design .......................... 28
4.2 Development of the prototype ................................. 59
4.3 Usability testing ................................................... 74
4.4 Conclusion ......................................................... 87
4.5 Summary of the chapter ......................................... 87

CHAPTER FIVE: CONCLUSION & RECOMMENDATIONS

5.0 Introduction ....................................................... 88
5.1 Conclusion ......................................................... 88
5.2 Recommendations for Future Work .......................... 89

REFERENCES ............................................................. 91

APPENDIX
# LIST OF TABLES

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.1</td>
<td>Results of Respondents' Gender</td>
<td>75</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Results of Respondents' Age</td>
<td>75</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Results of Respondents' Race</td>
<td>75</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Results of Respondents' Marital Status</td>
<td>76</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Results of Respondents' Program</td>
<td>76</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>Results of Respondents' Year of study</td>
<td>76</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Results of Respondents' College</td>
<td>77</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Visual Aspects of Page (Q1)</td>
<td>77</td>
</tr>
<tr>
<td>Table 4.9</td>
<td>Visual Aspects of Page (Q2)</td>
<td>78</td>
</tr>
<tr>
<td>Table 4.10</td>
<td>Visual Aspects of Page (Q3)</td>
<td>78</td>
</tr>
<tr>
<td>Table 4.11</td>
<td>Visual Aspects of Page (Q4)</td>
<td>79</td>
</tr>
<tr>
<td>Table 4.12</td>
<td>Visual Aspects of Page (Q5)</td>
<td>79</td>
</tr>
<tr>
<td>Table 4.13</td>
<td>Content (Q1)</td>
<td>80</td>
</tr>
<tr>
<td>Table 4.14</td>
<td>Content (Q2)</td>
<td>80</td>
</tr>
<tr>
<td>Table 4.15</td>
<td>Content (Q3)</td>
<td>81</td>
</tr>
</tbody>
</table>
Table 4.16  Content (Q4) ................................................................. 81
Table 4.17  Content (Q5) ................................................................. 82
Table 4.18  Webpage Information (Q1)........................................ 82
Table 4.19  Webpage Information (Q2)........................................ 83
Table 4.20  Webpage Information (Q3)........................................ 83
Table 4.21  Webpage Information (Q4)........................................ 84
Table 4.22  Webpage Information (Q5)........................................ 84
Table 4.23  Benefits of Website (Q1).......................................... 85
Table 4.24  Benefits of Website (Q2).......................................... 85
Table 4.25  Benefits of Website (Q3).......................................... 86
Table 4.26  Benefits of Website (Q4).......................................... 86
Table 4.27  Benefits of Website (Q5).......................................... 87
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>First version of the French home page of Francophones in 1999........</td>
<td>12</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Second version of the bilingual home page of Francophones in 2000.</td>
<td>13</td>
</tr>
<tr>
<td>Figure 2.3</td>
<td>Editorial section of the web-site Francophones in 2000 ...............</td>
<td>14</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>Process of developing the website........................................</td>
<td>21</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Main Use Case of the System................................................</td>
<td>29</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Sequence Diagram for Adding Advanced Lesson ................................</td>
<td>30</td>
</tr>
<tr>
<td>Figure 4.3</td>
<td>Sequence Diagram for Adding Intermediate Lesson..........................</td>
<td>31</td>
</tr>
<tr>
<td>Figure 4.4</td>
<td>Sequence Diagram for Adding New Questions .................................</td>
<td>32</td>
</tr>
<tr>
<td>Figure 4.5</td>
<td>Sequence Diagram for Adding New Test.....................................</td>
<td>33</td>
</tr>
<tr>
<td>Figure 4.6</td>
<td>Sequence Diagram for Adding Photo Beginners’ Lesson....................</td>
<td>34</td>
</tr>
<tr>
<td>Figure 4.7</td>
<td>Sequence Diagram for Adding Spoken Beginners Lesson....................</td>
<td>35</td>
</tr>
<tr>
<td>Figure 4.8</td>
<td>Sequence Diagram for Deleting Advanced Lesson...........................</td>
<td>36</td>
</tr>
<tr>
<td>Figure 4.9</td>
<td>Sequence Diagram for Deleting E-mail ....................................</td>
<td>37</td>
</tr>
<tr>
<td>Figure 4.10</td>
<td>Sequence Diagram for Deleting Intermediate Lesson........................</td>
<td>38</td>
</tr>
<tr>
<td>Figure 4.11</td>
<td>Sequence Diagram for Deleting Photo Lesson................................</td>
<td>39</td>
</tr>
</tbody>
</table>
Figure 4.12  Sequence Diagram for Deleting Spoken Lesson .......................... 40
Figure 4.13  Sequence Diagram for Deleting Test ........................................... 41
Figure 4.14  Sequence Diagram for Editing Account ......................................... 42
Figure 4.15  Sequence Diagram for Editing Advanced Lesson ............................ 43
Figure 4.16  Sequence Diagram for Editing E-mail ............................................. 44
Figure 4.17  Sequence Diagram for Editing Intermediate Lesson ......................... 45
Figure 4.18  Sequence Diagram for Editing Photo Lesson ................................... 46
Figure 4.19  Sequence Diagram for Editing Spoken Lesson ................................. 47
Figure 4.20  Sequence Diagram for Editing Tests .............................................. 48
Figure 4.21  Sequence Diagram for Sending E-mail ........................................... 49
Figure 4.22  Sequence Diagram for Subscription via E-mail ................................ 50
Figure 4.23  Sequence Diagram for Viewing Advanced Lessons ............................ 51
Figure 4.24  Sequence Diagram for Viewing Advanced Tests ............................... 52
Figure 4.25  Sequence Diagram for Viewing Beginners Tests ............................... 53
Figure 4.26  Sequence Diagram for Viewing Intermediate Lessons ....................... 54
Figure 4.27  Sequence Diagram for Viewing Intermediate Tests ........................... 55
Figure 4.28  Sequence Diagram for Viewing Photo Lessons ............................... 56
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.29</td>
<td>Sequence Diagram for Viewing Spoken Lessons</td>
<td>57</td>
</tr>
<tr>
<td>4.30</td>
<td>Class Diagram</td>
<td>58</td>
</tr>
<tr>
<td>4.31</td>
<td>Interface of Home Page</td>
<td>60</td>
</tr>
<tr>
<td>4.32</td>
<td>Interface of Lesson Page</td>
<td>61</td>
</tr>
<tr>
<td>4.33</td>
<td>Interface of Beginners Lessons Page</td>
<td>62</td>
</tr>
<tr>
<td>4.34</td>
<td>Interface of Photo Lessons Page</td>
<td>63</td>
</tr>
<tr>
<td>4.35</td>
<td>Interface of an Example of a Photo Lesson</td>
<td>64</td>
</tr>
<tr>
<td>4.36</td>
<td>Interface of Spoken Lessons Page</td>
<td>65</td>
</tr>
<tr>
<td>4.37</td>
<td>Interface of Pronunciation with Examples Page</td>
<td>66</td>
</tr>
<tr>
<td>4.38</td>
<td>Interface of Intermediate Lessons Page</td>
<td>67</td>
</tr>
<tr>
<td>4.39</td>
<td>Interface of Intermediate Lessons of Arabic Letters</td>
<td>68</td>
</tr>
<tr>
<td>4.40</td>
<td>Interface of Advanced Lessons Page</td>
<td>69</td>
</tr>
<tr>
<td>4.41</td>
<td>Interface of an Example of Advanced Lessons on Verbs</td>
<td>70</td>
</tr>
<tr>
<td>4.42</td>
<td>Interface of Test Page</td>
<td>71</td>
</tr>
<tr>
<td>4.43</td>
<td>Interface of Beginners Test Page</td>
<td>72</td>
</tr>
<tr>
<td>4.44</td>
<td>Interface of the Beginner Test Page (continued)</td>
<td>73</td>
</tr>
<tr>
<td>4.45</td>
<td>Interface of Test Result Page</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.0 Background

Today more and more instructors around the world are seeking to enhance their language instruction through internet, technology communication (ICT). Many of the instructors have integrated a variety of technologies, such as websites and virtual environments in their teachings [1]. One example is a system Cyber Tutor that allows students to annotate sentences while providing instant feedback and help facilities [2]. The tutorial consists of grammar concepts and accurate sentence structure, and cover topics such as employment, food, health, school, and transportation [3]. [4] Stated that the use of technology in language instruction has been found to have varying effects on students' attitudes towards foreign/second language instruction.

Past researches have proven that traditional approaches to language teaching are not well suited to the development of the high levels of functional proficiency required if a language is to be a useful means of communication. By contrast, immersion programs, in which a foreign language is used to teach regular subject matter such as mathematics, science or history have proven to be very successful, most students have achieved unprecedented high levels of foreign language proficiency in the subjects [5] [6]; [7]. On the other hand, while immersion students outperform languages of students taught by other approaches, in terms of grammatical accuracy and sociolinguistic appropriacy (appropriate levels of politeness, formality etc.), falls
The contents of the thesis is for internal user only
• A learning subsystem prototype can be finalized, by a motivated and a fairly skilled developer, within a period of few weeks.

• Possibility of identifying errors in the initial phases of the development process and thus minimizing the adjusting effort, cost and time.

• Learners’ satisfaction can be ensured due to the continuous cooperation between the system’s and rapidly achieved results. This assumes continuous contacts with users motivated for cooperation.

For future work, the researcher aims to investigate and possibly implement support for XML. This will facilitate knowledge acquisition into multiple forms for easy presentation and knowledge exchange in anticipation of linking the system with an Arabic Management University with wider hub.
References


