



CREATIONS de UiTM

INTERNATIONAL MEGA INNOVATION CARNIVAL 2024

Navigating Innovation and Seizing Global Fortune

CHANGE THE WORLD THROUGH INNOVATION

e-PROCEEDING

27th APRIL 2024

UNIVERSITI TEKNOLOGI MARA
CAWANGAN SELANGOR, KAMPUS DENGKIL
MALAYSIA

ORGANISED BY:



Pusat
Asasi

Arabic On-The-Go Kit for Beginners

*¹Adhanawati Abdul Rapa, ²Nurhanani Abdul Rapa and ¹Ijlal Saja @ Mearaj

¹Akademi Pengajian Bahasa, Universiti Teknologi MARA, Cawangan Melaka,
Kampus Alor Gajah, 78000 Alor Gajah, Melaka, Malaysia

²Pusat GENIUS@Pintar Negara, Universiti Kebangsaan Malaysia, 43600 Bangi,
Selangor, Malaysia

*Corresponding author: adhanawati@uitm.edu.my

ABSTRACT

The open and distance learning (ODL) approach is becoming more often, whereby educators have to adapt and change their traditional teaching method that is mainly based on textbook, whiteboard and presentation slides. However, the lack of open educational resources (OER) for Arabic language at tertiary level poses a problem. Therefore, lecturers need to develop an innovative digital teaching and learning aid for Arabic. Hence, this study aims to introduce and identify the effectiveness of Arabic On-The-Go Kit for Beginners with the concept of Watch, Play, Practice! as a digital teaching aid that simulates textbook conversations and promotes game-based learning. It features a YouTube playlist that consists a series of creative videos with links to online games and quizzes. It was distributed to students in Universiti Teknologi MARA (UiTM) and their feedback was collected through a survey. It was found that the kit enhances their engagement and learning experience, and improving their listening and speaking skills. In addition, it has commercial potential as revenue can be earned when the YouTube channel is eligible for monetization. In summary, this creative digital teaching aid is significant in providing educators and learners with an immersive and enjoyable teaching and learning experience that facilitates open and distance learning session.

Keywords: Arabic teaching aid; YouTube video; open and distance learning (ODL); artificial intelligence (AI); game-based learning.

1. INTRODUCTION

Arabic language is one of the courses that is offered as a third language to bachelor's degree students in UiTM. The course structure has three levels, starting with TAC401 (Introductory Arabic Level I) which covers topics such as Arabic greetings and introductions, university life and more. Since open and distance learning (ODL) approach is becoming more often, lecturers have to adapt and change their traditional teaching method that have less impact on students (Ijlal Saja et al., 2021). With the lack of open educational resources (Nurain Farahana Zainal Abidin et al., 2021), an innovative digital teaching aid should be developed for ODL and one of the methods is video-based learning with YouTube and game-based learning (Ijlal Saja et al., 2021). Thus, this study aims to introduce and identify the effectiveness of Arabic On-The-Go Kit for Beginners with the concept of Watch, Play, Practice! as a digital teaching aid that simulates textbook conversations and promotes game-based learning. Hypothesis is, the use of the Arabic On-The-Go Kit for Beginners, which incorporates creative videos, online games, and quizzes, significantly enhances students' motivation, engagement, and improves their

Arabic listening and speaking skills compared to traditional textbook-based learning methods. It features a YouTube playlist that consists a series of creative videos with the concept of story narrative and cartoon art, and links to online games and quizzes. It was distributed to TAC401 students in UiTM Melaka and their feedback was collected through a survey. It was found that the kit enhances their engagement and learning experience, and improves their listening and speaking skills. The integration of digital teaching aids in language learning has been a significant development in educational methodologies, particularly in the context of open and distance learning (ODL). The shift from traditional teaching methods to more interactive and engaging digital tools is supported by various studies and initiatives, highlighting the benefits and challenges associated with this transition.

Open and Distance Learning (ODL) and Digital Teaching Aids

Open and distance learning (ODL) has become increasingly prevalent, requiring educators to adapt and innovate beyond conventional teaching methods. Traditional approaches, such as textbook-based learning and the use of whiteboards, often fail to engage students fully (Ijlal Saja et al., 2021). The lack of open educational resources (OER) for certain languages, including Arabic, further exacerbates this issue (Nurain Farahana Zainal Abidin et al., 2021). As a response, innovative digital teaching aids have been developed to facilitate more effective learning experiences.

The Role of Multimedia in Language Learning

Multimedia resources, such as videos, games, and quizzes, play a crucial role in enhancing student engagement and learning outcomes. Video-based learning, particularly through platforms like YouTube, offers a dynamic way to simulate textbook conversations and promote game-based learning (Ijlal Saja et al., 2021). The Arabic On-The-Go Kit for Beginners is an example of such innovation, utilizing a YouTube playlist with creative videos and interactive online games to improve listening and speaking skills among students.

Effectiveness of Game-Based Learning

Game-based learning has been identified as an effective method to increase student motivation and interest in the subject matter. The combination of creative videos and interactive games has been shown to enhance learning experiences, making them more immersive and enjoyable (Ijlal Saja et al., 2021). The use of AI tools like Midjourney, Dalle-3, ElevenLabs, and others to create engaging content further supports this approach.

2. METHODOLOGY

Arabic On-The-Go Kit for Beginners was developed with Canva and uses generative AI such as Midjourney, Dalle-3, ElevenLabs, Voicemaker, ChatGPT, and Gemini to create images, voice-overs, and provide the Arabic to English translation. The escape room games, story-driven digital card games and quizzes are created on platforms such as Genially, Scratch, Wordwall and Quizizz. The kit was distributed to TAC401 students in UiTM Melaka and quantitative research was conducted by collecting data through Likert Scale questionnaires. The data was analysed with RStudio software by using descriptive statistical analysis.

3. RESULTS AND DISCUSSION

The survey has a total of 68 respondents from Faculty of Accountancy that consists of 52 (76%) female and 16 (24%) male students. The results show that the students are satisfied with Arabic On-The-Go Kit for Beginners with a Likert Scale overall mean of 4.92.

Table 1. The distribution of students' feedback on Arabic On-The-Go Kit for Beginners.

Items	Statements	Likert Scale					Collectively	Mean
		1	2	3	4	5		
1	Creative videos enhance my motivation and interest in learning Arabic.	-	-	-	4	64	68	4.94
					(6%)	(94%)	(100%)	
2	I prefer to learn Arabic through the combination of creative videos and online exercises.	-	-	-	4	64	68	4.94
					(6%)	(94%)	(100%)	
3	The Arabic native speaker voice-overs in creative videos are very clear and interesting.	-	-	1	5	62	67	4.90
				(2%)	(7%)	(91%)	(98%)	
4	The visual elements and graphics used in Arabic creative videos are very interesting and relevant to the learning topics.	-	-	1	7	60	67	4.87
				(2%)	(10%)	(88%)	(98%)	
5	I can improve my listening skills by watching the Arabic creative videos.	-	-	-	6	62	68	4.91
					(9%)	(91%)	(100%)	
6	I can learn speaking skills by watching the Arabic creative videos.	-	-	-	5	63	68	4.93
					(7%)	(93%)	(100%)	
Overall Mean							4.92	

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree

Based on Table 1, the quality and effectiveness of the kit is evaluated by assessing the students' feedback on the aspects of engagement and learning experience, creative videos quality, and skills improvement. The students' engagement and learning experience is measured with item 1 and 2. All of them collectively agree that the kit enhances their motivation and interest in learning Arabic and that they prefer to learn it with the combination of creative videos, online games and quizzes. The quality of creative videos is evaluated with item 3 and 4, in which 98% of the students collectively agree that the Arabic native speaker voice-overs, visuals and graphics used are very clear, interesting and relevant to the learning topics. The students' skills improvement is observed with item 5 and 6 whereby, all the students collectively agree that they can improve their listening and speaking skills by watching the Arabic creative videos. Referring to Figure 1, the data has shown that on average, the students are contented with the quality and effectiveness of the kit with a mean score that exceeds 4, on all items.

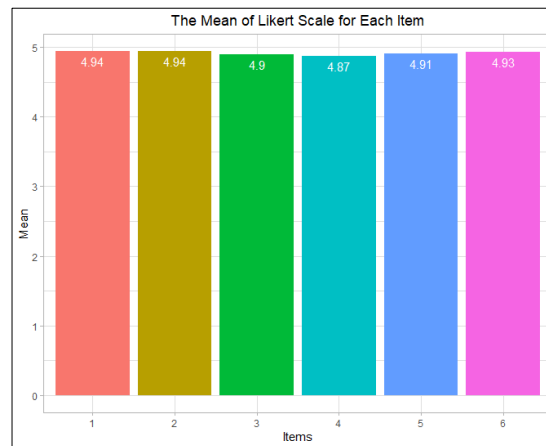


Figure 1. The Mean of Likert Scale for Each Item

4. CONCLUSION

A digital teaching aid with the combination of creative videos, online games and quizzes is an effective way to transform traditional teaching method into a digital approach that aligns with open and distance learning. It promotes self-pace learning which allows students to understand the subject more easily. The immersive and enjoyable learning experience keeps the students engaged and thus, enhances their motivation and interest with the subject.

ACKNOWLEDGEMENT

First and foremost, it is a pleasure for the authors to acknowledge Universiti Teknologi MARA (UiTM) that provides the opportunity for this research project to be showcased in this event. We thank the Institute of Leadership & Development (ILD) UiTM and the excellent instructors for organizing and teaching the courses on Tools & Technologies for Innovative Teaching and Learning, Gamification & Game-based Learning and AI Apps for Education.

REFERENCES

Ijlal Saja @ Mearaj, Anuar Sopian, Nursyaidatul Kamar Md Shah, Norsaeidah Jamaludin. (2021). E-Tadribat Muzakkar with Wordwall; Arabic Learning in the 21st Century. In Rizana Yusof, Sarina Mohamad, Majdah Chulan & Nor Alifah Rosaidi (Eds.), *The 5th International Innovation, Design and Articulation E-Book (i-IDEA 2020)* (Vol. 1, pp. 187-192). UiTM.

Ijlal Saja @ Mearaj, Syaza Marina Ramli, Anuar Sopian & Abdul Qayyum Abdul Razak. (2021). The Use of YouTube in Arabic Speaking Skills during Open and Distance Learning (ODL). *Journal of Social Sciences and Humanities*, 18(4), 188-202. <https://journalarticle.ukm.my/17729/1/49017-159089-1-SM.pdf>

Nurain Farahana Zainal Abidin, Masrul Hayati Kamarulzaman, Asma' Rashidah Idris, Sharifah Nazura Syed Noh, Aini Hayati Musa, Farrah Nadia Baharuddin, Siti Sara Ibrahim & Alia Nadira Rosle. (2021). Open Educational Resources to Support Effective ODL Delivery: A Conceptual Review. In Nurul' Ain Jamion (Ed.), *International Invention, Innovative & Creative (InIIC) Conference Series 1/2021: Research & Design in Challenging Environment* (pp. 78-82). MNNF Publisher.