

Universiti Teknologi MARA

**SMARTArabic – Mobile Learning of Arabic
Language for Preschool Kids**

Nur Atikah Binti Mohd Sani

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ABSTRACT

Learning Arabic language has always been a challenge for preschool kids. This is because the conventional learning tools make kids easy to feel bored because of the non-interactive learning session. The main problem for preschool kids in learning Arabic language is the pronunciation of the language that leads to difficulties to understand and practice the language. Another issue that has been identified is preschool kids often lost their attention during the teaching session because of the preschool kids cannot pay attention more than 10 minutes by using the current tools of learning which uses books and Flash Cards. The objectives of the project are to identify the requirements, design and develop SMARTArabic mobile learning of Arabic language for preschool kids. The targeted user are preschool kids age are around 4-6 years old. This mobile learning application focused on pronunciation as a module or content. It will be developed in Arabic and Bahasa Malaysia. Other than that, it used Android as a platform to develop the application. The mobile learning application used ADDIE model as the methodology. However, user cannot customize the language used by using the mobile learning application. As the result, there are 3 module used as the content of the mobile learning application which “Belajar Huruf”, “Kad Imbas” and “Praktis”. In addition, 2D animation are used in order to attract preschool kids’ attention. For future direction, the mobile learning application can help the pre-schoolers, teachers and parents to learn Arabic pronunciation in a more engaging and interactive ways.

Keyword: mobile learning, pronunciation, Arabic language, ADDIE model, customization, animation

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CHAPTER 1

INTRODUCTION

Chapter Overview

This chapter provides the description about project background, problem statement, project objectives, and project scope and project significance.

1.1 Project Background

Learning Arabic language has always been a challenge for preschool kids. This is because the conventional learning tools make preschool kids easy to feel bored because of the non-interactive learning session. Binnur (2015) stated that kids need motivation and they can easily lose their concentration during learning session. Technology will be a way for preschool kids to create real and enjoyable surrounding when it is used in a good ways. To overcome these problem, mobile learning has been introduced as one of the learning tools. Moreover, the mobile devices are one of the most effective learning technologies as they are easy to use especially for people that face learning difficulties (Chiong & Shuler, 2010).

Mobile learning technology makes the teaching and learning session more flexible. According to the existing studies, people who face difficulties in learning are encouraged to use mobile devices because they are one of the most effective technologies plus, they are considered as attainable and easy to use (Kokkalia, Drigas, & Alexandra, 2016). This is because mobile learning accomplished with the use of small and portable devices such as smart phones, personal digital assistants (PDAs) and other handheld devices (Santosh, 2013). In addition, mobile learning technologies are very beneficial to people especially preschool kids. According to Kokkalia (2016), the knowledge and experiences can be strengthen through the usage of mobile devices among preschool kids and according to the educational point of view, it can support specific areas too.