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Abstract: The use of technology is not a new phenomenon in education nowadays. There are numerous research on learning through technology which is deemed to result in a more effective, interesting and dynamic teaching and learning process. This project discusses the potential of an educational website for learning Arabic for tourism purpose in higher educational institution. The educational website was designed for non-native Arabic speakers, specifically diploma students of MARA Poly-Tech College (KPTM), Kota Bharu, Kelantan. This website was developed by using the Grav CMS® platform, along with implementation of the ADDIE instructional design model. The website was designed based on the needs, opinions, and suggestions obtained from the participants involved in this study which are tourism students studying Arabic. The study found that a majority of the students have positive response towards learning Arabic language for tourism purposes through a website. It is claimed to increase the students' desire and motivation to learn Arabic provide them with the opportunities to practice self-learning.

Keywords: Web-based learning; Arabic for specific purposes; tourism, design and development; ADDIE

1. Introduction

In recent years, the use of technology in teaching and learning process is a necessity in all fields, including language learning. The inclusion of multimedia in teaching and learning process is commonly practiced in all level of education, regardless of the student's level from primary school until higher education. In this regard, multimedia is the presentation of materials using both words and pictures (Mayer, 2001), and the potential of multimedia to ease the learning has been expanded by other researchers by adding on several characteristics, such as sounds in facilitating and exploring language instruction (Bush, 2007), exploiting the mass delivery of World Wide Web (www) in order to enhance learning process and outcome (Joliffe, A., Ritter, J. & Stevens, D., 2001), facilitating modified graphics for language vocabularies learning (Salsbury, 2006; Bush, 2007), implementing various technology-enhanced syllabus in enhancing the effect of language learning such as electronic workbook, digitalized video, online reading materials and virtual community (Gill, 2006), and edutainment games that consist of various elements including sound, text, animation, video and images (Embi, Z. C. & Hussain, H., 2005). Based on the positive development in technology development and benefits in language learning, it is good to implement the multimedia technology in learning Arabic language especially among non-native speakers. Consequently, interesting and interactive teaching and learning process will be able to attract and motivate them to learn Arabic language.

2. Problem Statement

The lack of instructional tools, especially for teaching Arabic language has been discussed by many researchers in the attempts to improve the situation. The frequency of using computer-based instructional tool is still low and this is highly influenced by various factors such as teachers' preference to use traditional and non-computer instructional aids, poor computer literacy (Ismail, 2008), poor computer skills (Ghalib, 2000) and the lack of computer training (Ashinida Aladdin, 2004). Thus, teaching Arabic for specific purposes, it is proposed that the teaching process for the Arabic language is changed and transformed in order to equip students with Arabic com

munication for tourism purpose, as well as to fulfill the needs of Arab tourists (Samah, 2007).

3. Objectives

The objectives of this study are:

- 1) To facilitate students to learn Arabic language for tourism purpose via website.
- 2) To develop a special educational website to teach Arabic language.
- 3) To increase student's desire and motivate them to learn Arabic.
- 4) Providing the students with the opportunities to practice self-learning.

4. Novelty

This project presents an educational website designed to ease the learning of Arabic language for tourism purpose for Arabic learners in MARA Poly-Tech College (KPTM). A special website was designed by using Grav CMS® as a platform for website development based on the ADDIE instructional model. The design and development of the website comprised of five stages: analysis, design and development, implementation and final evaluation.

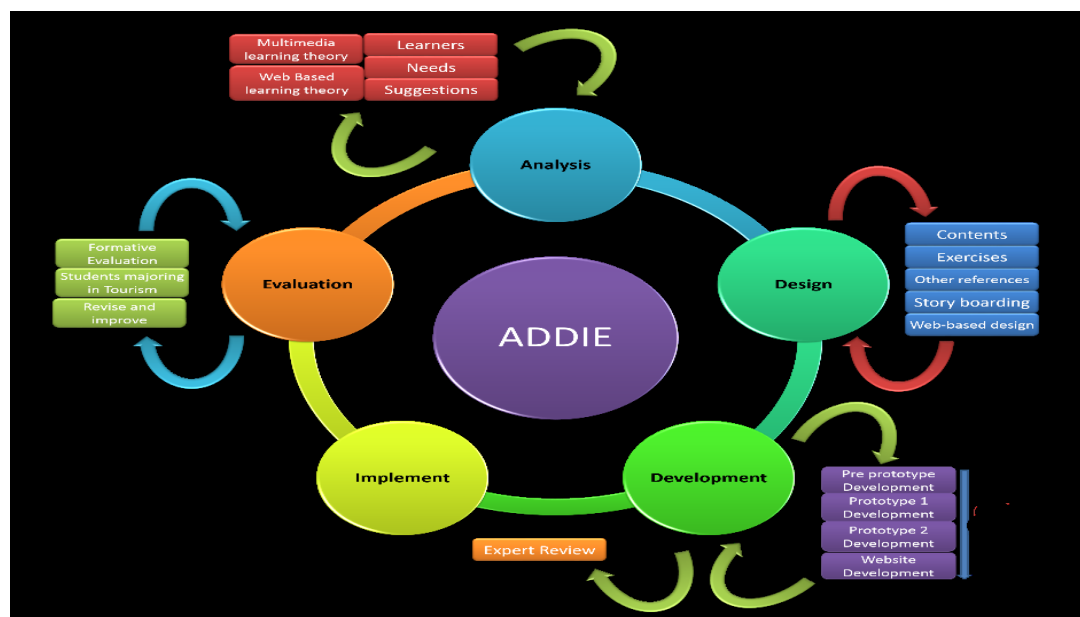


Figure 1: Addie Model

5. STAGE 1: NEED ANALYSIS

The first stage is need analysis, which focuses on gathering, collecting, analyzing and summarizing data for designing and developing the website's prototype. This stage was carried out by distributing questionnaire to the students. The prior needs analysis for the design and development of this website prototype was conducted among 70 students majoring in tourism at KPTM. The website was designed based on students' need, opinions and suggestions.

6. Stage 2: Design

The design stage concerns with the conceptual construction of the website. In other word, the process address questions such as what is the website environment, what it can do and how to use it in order to fulfil the students' needs. The design stage is a process which describes the steps of website design by preparing the storyboards

and flowcharts; the function of storyboards is to give clear picture on how the website should look like. Several features were added in this phase including the inclusion of learning materials such as contents, exercise and references, based on the input from the students' need analysis.

7. Stage 3: Development

The development stage is aimed to develop a prototype of the website based on the storyboard by using the Grav CMS® platform. All the learning materials were uploaded in the website and the first prototype was reviewed by experts in Computer Assisted Instruction (CAI) and Arabic as a Second Language (ASL). The website was then upgraded, modified and improved based on experts' review before it was presented and used in teaching and learning sessions with the students.

8. Stage 4: Implementation

During the implementation phase, the website was used and tested by the target students. This phase involves delivering and distributing the materials to the target students, who consist of KTPM tourism students enrolled in Arabic for Tourism Purpose subject (HFA1023). The total of students who participated in the implementation phase is 40 students. The students will access the website from computers in the college's computer laboratory. This phase allows the materials to be tested to identify if they are well-functioning and appropriate for the intended audience.

9. Stage 5: Evaluation

A formative evaluation was carried out after the completion of the prototype. This stage involved 40 students in the 2015/2016 academic year. This process was carried out to measure students' acceptance level of using an educational website to learn Arabic language for tourism purpose. The study found that the majority of the students have positive view on learning Arabic language for tourism purpose through a website and many believe that its use has increased the students' desire to learn and motivate them to learn Arabic, as well as providing them with the opportunities to practice self-learning.

10. Usefulness

1. The product is practically used as an effective medium in learning activities as well as an additional reference for tourism students at KPTM.
2. The product also has a responsive web design and can be accessed via smart phones and tablets.
3. The product serves as a medium that can increase student motivation in language learning.

11. Commercialization Potential

The product has a high level of commercialization and can be used in various universities, colleges, schools, educational courses as well as tourism companies. Besides, the product also suitable for various level of learners in different learning institution and settings.

12. Conclusion

This main purpose of this website is to help students create a meaningful environment and experience an effective method in learning Arabic language for tourism purpose inside and outside a classroom environment. For this

purpose, the website was equipped with several supportive tools such as electronic dictionaries, language games, video on tourism and chat box which enable the students to communicate with their teachers. This website is in undoubtedly could be used in classrooms by students and Arabic lecturers in KPTM.

The theoretical contribution of this study is presented in form of the conceptual framework which uses the AD-DIE instructional design model, hence, the research process adapted in the study that can be adapted by future research. Besides that the practical contribution of this study is the production of an educational website for learning Arabic language for tourism purpose which was developed based on related educational theories, learning and contextual analysis of needs. This study adopts the qualitative research to collect and analyze the data.

12. Conclusion

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