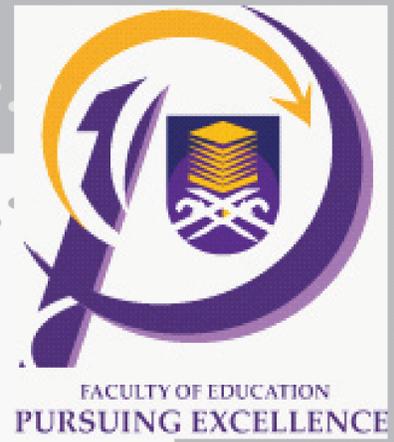# AN ONLINE ARABIC VOCABULARY LEARNING GAMES PROTOTYPE IN IIUM

RESEACHERS :

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RESEARCH FRAMEWORK

URL : http://www.arabic-games-iium.net

ABSTRACT

This is an online Arabic vocabulary learning games prototype which is specifically designed for elementary learners at pre-university level at Centre for Foundation Studies (CFS), International Islamic University Malaysia (IIUM). The design and development of games prototype are based on the methods and approaches of design and development research (Richey & Klein, 2007), which was formerly known as developmental research (Richey, Klein & Nelson, 2004). This method is also known as designed case (Reigeluth & Frick, 1999), design-based research (Reeves, 2006 & Herrington, et. al, 2007), formative research (Nieveen, 2007), design research (Bannan-Ritland, 2003; Van der Akker, 2007). It begun with the analysis of 3 theories from literature based on the work of Nation (2003), Prensky (2001) and Mayer (2001). This game-based learning prototype allows the lecturers and students to use it as an additional learning aid to learn Arabic language in a gaming application, in addition to traditional learning methods.

FINDINGS OF THIS RESEARCH

User Testing Session	Mean Score and Interpretation			
	Perception	Concentration	Immersion	Knowledge Improvement
Small Group Evaluation (16 users)	4.0938 (VERY HIGH)	4.0083 (VERY HIGH)	3.4796 (HIGH)	4.5625 (VERY HIGH)
Field Test Evaluation 1 (35 users)	3.9765 (HIGH)	4.0107 (VERY HIGH)	3.2689 (HIGH)	4.4800 (VERY HIGH)
Field Test Evaluation 2 (49 users)	3.8918 (HIGH)	3.7799 (HIGH)	3.2770 (HIGH)	4.3714 (VERY HIGH)

POTENTIAL USE AND MARKET OF THE PRODUCT
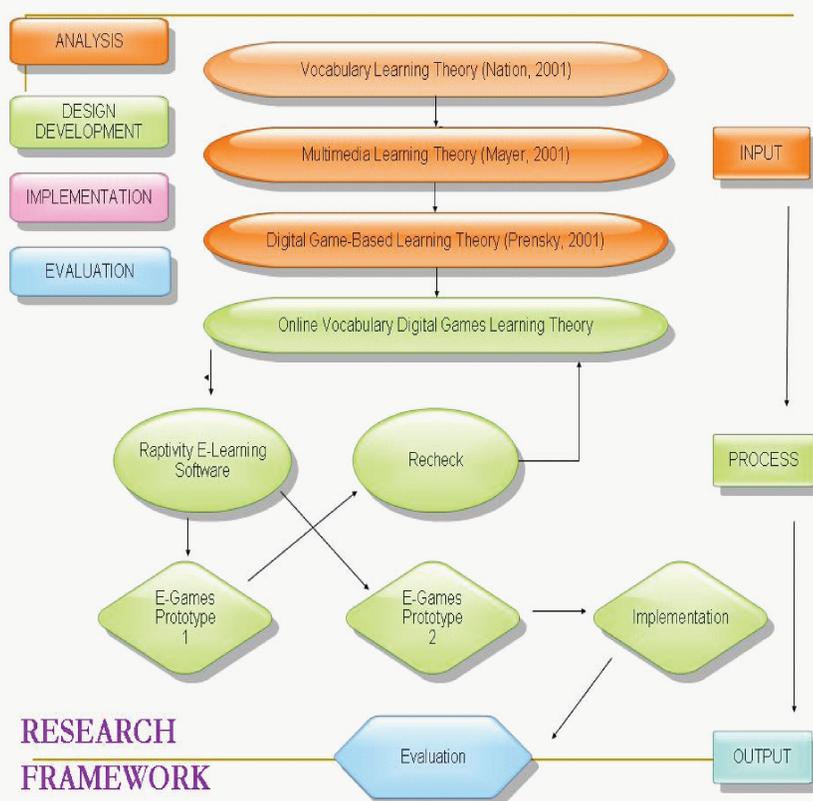
The market for this product is wide, it includes:
- Schools, universities and other learning institutions.
- Special programmes, eg: J-Qaf, KAFA, states religious schools, etc.
- Educational games courseware.

MARKETING POTENTIAL & STRATEGY

This product is ready to be used, but it needs the additional sponsorship and support to design more advanced games prototype for different target of learners in Arabic or other fields of knowledge.

REFERENCES

Malone, 1980; Malone & Lepper, 1987; Gredler, 1992; Tessmer, 1993; Alessi & Trollips, 2001; Prensky, 2001; Mayer, 2001; Nation, 2001; Squire, 2005; Richey, Klien & Nelson, 2004; Pivec, Koubek & Dondi, 2004; Michael & Chen,2006 ; Connolly & Stansfield, 2006; Van Eck, 2006; Reeves, 2006; Herrington, 2007; Richey & Klein, 2007; Gee, 2007; Tsai F.H., et. al, 2008; Roslina & Azizah, 2008, Mayra, 2008.