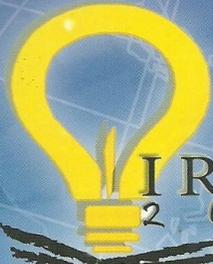




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P-278 Sayyid Abul Añl Mawdd's Views on Ijtihd and Their Relevance to the Contemporary Muslim Society

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The purpose of this article is to explore the views of Sayyid Abul Añl Mawdd on *ijtihd*. It intends to trace the origins of Mawdd's ideas within the social, cultural and political context of his time, especially the increasing influence of modernity in the Muslim world. The study shows that Mawdd's understanding of *ijtihd* and its scope demonstrates originality. For Mawdd, *ijtihd* is the concept, the process, as well as the mechanism by which the *SharÑah*, as elaborated in the Qurn and the *Sunnah* is to be interpreted, developed and kept alive in line with the intellectual, political, economic, legal, technological and moral development of society. The notion of *ijtihd* adopted by Mawdd transcends the confines of *Fiqh* (jurisprudence) and tends therefore to unleash the dormant faculties of the Muslim mind to excel in all segments of life.

P-279 Developing Young Learners' Writing Skills in Informal Situations Using ICT Facilities

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Palletier (2008) states that technology plays a big role in developing children's writing. She claims that the computer is one of the significant forms of technology because of its easy accessibility. Franco (2008) also stresses the importance of ICT in enhancing children's writing development. He examines the use of different teaching methods in order to help young students improve their writing skills. This paper explores children use of ICT devices outside the classroom. It discusses the ICT facilities used by young learners to develop their writing skills. Each has its strength in developing these skills. Power-point and word processors are the two obvious tools that can be explored for this purpose. Strong parental support and guidance can help very young learners to develop their writing skills using these devices. A longitudinal study (four years) on one nine year old child shows that power-point alone provided an interesting tool for the child to develop various aspects of writing. The bigger children preferred sites which are more interactive. It was, however, found that the social networking sites did not necessarily improve their writing skills. The real audience, however, made these sites a suitable medium for developing their communication skills. Those who were serious about developing their writing skills often went for other facilities. This included the use of blogs. Others utilised other means such as disguising themselves as the speakers of the target language. All these reflect the potential these facilities have in producing independent learners particularly in developing writing skills.

P-280 Language Teachers' Surfing Skills: Teachers' Knowledge of Metasearch Engines and Advanced Search Facilities

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The National Council for the Accreditation of Teachers (NCATE) (2008) recognises the relevance of incorporating the use of internet and world wide web in teacher training (ISTE, 2008). Brooks and Byles (2000) stress on productive strategies in Internet search. However, these are often overlooked although finding information on the Internet and how they work requires the right surfing skills. Added to that each search engine differs in its way of displaying information. A survey was conducted on all language teachers teaching at the Centre for Languages, IIUM to analyse teachers' knowledge of available search engines and their surfing skills. Questionnaire survey and interview methods were adopted in this study.