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ABSTRACT

In recent years, online tutorials have become well-established tools for the delivery of information literacy training to seek new and more effective ways to reach audiences. This paper focuses on a project at the Quranic Language Department, IIUMto develop a new approach to online instruction. The goals of the project were to explore how the addition of video using screen capture might create a more engaging user experience, and how the online video tutorial might therefore both improve existing information literacy training as well as offering a 'just-in-time' point of support. This paper researches the practical steps involved in creating useful and accessible online tutorials for Arabic Case System lessons. In order to examine the efficacy of this tool, students from Advance Arabic level were tested with formative test related to Arabic Case System topics. The result demonstrates that screen capture can enhance students' performance and maximise the impact of e-learning tools, helping online tutorials to deliver information in a more personal and immediate way.

PROBLEM STATEMENT

- Non-Arabic students in Quranic Language Department who learn Arabic Language have difficulties to memorize Arabic lesson (Muhammad Sabri, 2011).
- Lack of use of instructional technologies in teaching and learning Arabic case system. (Mohd Feham, 2002).

MATERIALS AND METHODS

The decision was taken to create a tutorial to introduce Arabic case system using screen capture software. This project evolved over four main phases:

1) **Planning** – outline structure and broad content agreed with course team.

2) **Storyboarding** – created in Power Point for each section and drafts shared with course teams via content management system website.

3) **Production** – storyboards converted into Jing outputs, flash outputs shared with course teams and tested on various PCs, and final versions uploaded to course management system website.

4) **Review** – on-going feedback from users and formal feedback from the "end course survey".

As a result, the aim was to create a multimedia tutorial combining a mix of audio, text and visual elements.The topics are:

Fig. 1. Mubtada Wal Khabar المبتدأ والخبر

Fig .2. Kana Wa Akhawatuha كان وأخواتها

Fig. 3. Inna Wa Akhawatuha إن وأخواتها

Fig. 4. Masadir Al Af'aal Assulasiyyah
مصادر الأفعال الثلاثية

RESULTS

14 Arabic Advanced Level students have randomly been selected to undergo formative evaluation (pre and post-test). The determination of sampling size in the formative evaluation of small group and field user testing sessions was done based on Tessmer (1993) who has mentioned the usability of less than 20 participants in small groups evaluation and between 20 and 30 participants for field test evaluation.

Student	Pre	Post	Mean	Student	Pre	Post	Mean
1	3	7	5	8	4	8	6
2	4	5	4.5	9	6	9	7.5
3	3	6	4.5	10	4	4	4
4	4	6	5	11	6	10	8
5	4	6	5	12	3	4	3.5
6	3	7	5	13	3	3	3
7	3	8	5.5	14	5	9	7
N = 14				Total Mean			6.6