**The Needs Analysis Towards the Design of Mobile Language Traveller Guide in Arabic for Mutawwif (Umrah Tour Guide) via Smart Phones**

**ABSTRACT**

The teaching and learning of the Arabic language has been using traditional methods and textbooks for a very long time. The language has been used and taught for various reasons including communication purpose. However, in this era of Information and Communication Technology (ICT), the needs to produce the interactive and technology-based learning and teaching tools have been the area of research by various fields of knowledge. Hence, the huge use of mobile gadgets as Tablet PC, smartphones, I-Pads and so on has the learners to adapt with the mobile revolution in their learning preference of various educational application such as many Apps that are available in Google Store. This project will be focusing on the design and development of a mobile language guide application in Arabic language for Mutawwif (Umrah Tour Guide) VIA smart phones especially in Android supported platforms. Once completed, the project is expected to produce a mobile App of teaching and learning Arabic among Mutawwif (Umrah Tour Guide) via interactive mobile App prototype, which could enhance the learners’ self-motivation and language learning for traveller’s purpose. It will be helping the Mutawwif to communicate in Arabic more effectively and efficiently. The App also has the potential market to be commercialized and expanded to others umrah and Hajj travel and tours companies in Malaysia and all over the world.

**Keywords:** Arabic learning, mobile learning, umrah, Mutawwif, mobile gadget.

**INTRODUCTION**

Mobile learning is found to be providing more flexible learning environment and activities for learners in addition to a traditional and face-to-face instruction. It is also supporting the use of PC desktop-based learning and as well as web-based learning between the instructors and learners in a normal classroom. The explosion use of various mobile gadgets such as PC tabs, smartphones, I-Pads and so on has tremendously affected learning process and delivery of content and messages faster and faster including the creation of a new field of research that relates to language learning and mobile technologies called Mobile Assisted Language Learning or MALL as mentioned by Colpaert (2004) and Beatty (2003). MALL is defined as “the processes of coming to know and being able to operate successfully in, and across, new and ever changing contexts and learning spaces with an emphasis on understanding and knowing how to utilize our everyday life-worlds as learning spaces” (Pachler, Bachmair & Cook, 2010, p. 6). Although there are pros and contras of this emerging mobile technologies in their social human interaction, mobile devices are finding their way into classrooms in children’s life, and it is important for the researchers and educators to ensure that educational practice can include these technologies in productive ways (Abu Sa’alek, 2014).

**REVIEW OF RELATED LITERATURE**

Mobile learning is defined as ‘any educational provision where the sole or dominant technology are handheld or palmtop devices including mobile phones, smart phones, tablet PCs and laptops (Traxler, 2005; Gayeski, 2002). The potential use of mobile devices especially smart phones can be exploited as an attractive and effective learning platform such as promoting active learning (Attewell and Savill-Smith, 2004), merging works, study and leisure time in meaningful ways (Tururnen, et al., 2003), supporting the effectiveness of mobile technology in a wide range of activities for learners of all ages (Proctor & Burton, 2003), generating strong positive interests among students (Wang, et. al, 2009; Uzunboylu, et. al, 2009), and provide convenient learning platform when using the mobile applications and tools in terms of learning flexibility and portability (Al Fahad 2009).

According to Kukulska-Hulme & Shield (2008), the educators should understand how mobile technologies and devices can be efficiently used to support the effective process teaching and learning. In order to ensure effective use of mobiles devices in an educational setting, there are five features of MALL such as, accessibility, interactivity, immediacy, permanency, situating of instructional activities that should be considered into the account (Ogata, El-Bishouty & Yano, 2010). In addition to that based on Huang, Huang and Lin (2012), some merits of mobile technologies such as flexibility, low cost, small size and user-friendliness should also being considered in order to ensure good integration between the mobile devices and learning environment. Although a computer is more excellent than a mobile phone “for handling various types of information such as visual, sound, and textual information, but mobile phone is superior to a computer in portability (Yamaguchi, 2005) and its wide access (Tayebinik & Putih, 2012). The flexibility and mobility of mobile learning by using mobile devices are very much related to the tourism and tourists as they are travelling to various parts of the world based on their intended destinations. Hence, this study will be focusing on the analysis, design and development of a mobile language guide application in Arabic language for Mutawwif (Umrah Tour Guide) via smart phones especially in Android supported platforms.

**PROBLEM STATEMENT**

The teaching and learning of the Arabic language has been using traditional methods and textbooks for a very long time. Mohd Feham (2006) indicated that there had been fewer inventions and innovations in the field in Arabic language learning and several reasons that limited the number of educational software and courseware in Arabic language. However, in this era of Information and Communication Technology (ICT), the needs to produce the interactive and technology-based learning and teaching tools have been the area of research by various fields of knowledge. The explosion use of various mobile gadgets such as PC tabs, smartphones, I-Pads nowadays is the best mean and way in assisting them in learning Arabic language through a mobile language guide application which provide a flexible, friendly and easy use of mobile language guide application. The study on using mobile learning platform in Arabic was conducted by Mohd Feham et.al. (2014) by designing and evaluating a mobile learning portfolio known as ‘i-collect’ application for Arabic language teaching and learning. The researcher and his team also studied the potential use of mobile learning in Arabic language by designing and evaluating Mobile App Glossary of Terms in Islamic Banking and Finance (Mohd Feham et.al., 2016).

In recent years, many tourist guidance applications have been developed, such as C-MAP (Sumi et.al. 1998), HIPS (O’Grady, et. al., 1999) and PEACH (Stock & Zancarano, 2002). For practitioners such as Mutawwif (Umrah Tour Guide) who is travelling to Saudi Arabia for performing Hajj and Umrah, they are in need of using Arabic language for various purposes such as communicating, shopping, travelling, and various forms of communications which are difficult for those with no formal learning experience in Arabic language. This study will be focusing on the analysis, design and development of a mobile language guide application in Arabic language for Mutawwif (Umrah Tour Guide) via smart phones especially in Android supported platforms. The early needs of the design of this mobile App will be collected among selected Mutawwif for Hajj and Umrah for gathering the suggestions and recommendations in designing the mobile language guide application. Then, the mobile application will be used by the Mutawwif (Umrah Tour Guide) practically in Andalusia Travel and Tours company for evaluating the App. Once completed, the project is expected to produce a mobile App of teaching and learning Arabic among Mutawwif (Umrah Tour Guide) via interactive mobile App prototype, which could enhance the learners’ self-motivation and language learning for traveller’s purpose.

**RESEARCH QUESTIONS**

This study embarks on the following research questions:

1. What are the needs and suggestion for the design of a mobile App of teaching and learning Arabic among Mutawwif (Umrah Tour Guide)?

2. How to design and develop a mobile App of teaching and learning Arabic among Mutawwif (Umrah Tour Guide) based on the needs analysis by the learners and practitioner among Mutawwif?

3. To what extent the practical use and effectiveness of a mobile App of teaching and learning Arabic among Mutawwif (Umrah Tour Guide)?

**RESEARCH METHODOLOGY**

This project will be focusing on the analysis, design and development of a mobile language guide application in Arabic language for Mutawwif (Umrah Tour Guide) via smart phones especially in Android supported platforms. The early needs of the design of this mobile App will be collected among selected Mutawwif for Hajj and Umrah for gathering the suggestions and recommendations in designing the mobile language guide application. Then, the mobile application will be used by the Mutawwif (Umrah Tour Guide) practically in Andalusia Travel and Tours Company for evaluating the mobile app. The project will be using ADDIE instructional design model for the design and development of this mobile application Malachowski, 2002). The research phases based on ADDIE instructional design model are as shown below:

1- Analysis: Learner’s needs among selected Mutawwif, content development and current mobile app.

2- Design: Formulating design theory and storyboard

3- Development: Development tool (web-based tool, HTML + PHP), Playstore registration, uploading and converting, mobile apps package

4- Implementation and Evaluation: User Testing among Mutawwif at Andalusia Travel and Tours for the prototype at the 2 holy cities of Mecca and Medina.

The needs analysis survey was distributed among 100 respondents of a national conference of Mutawwif (Umrah Tour Guide) organized at Universiti Sains Islam Malaysia (USIM), Nilai, Negeri Sembilan, Malaysia on 18 October 2016 (Tuesday). The administered survey is adapted from Mohd Feham et. al. (2016).

**RESULTS AND FINDINGS**

The results and findings are reported in three main categories which are demographic information, needs analysis results of the design of mobile language traveller guide in Arabic for Mutawwif (umrah tour guide) via smart phones and further suggestions by the respondents for future design and development. The details are as shown in the following:

**A) Demographic Information**

As shown in Table 1, the majority of respondents are between the age of 20-29 (83%) while the rests are between the age of 30 and above (17%).

Table 1: Age of respondents

|  |  |  |
| --- | --- | --- |
| **Age** | **Frequency (N)** | **Percentage (%)** |
| 20-29 | 83 | 83 |
| 30-39 | 14 | 14 |
| 40-49 | 2 | 2 |
| 50 and above | 1 | 1 |
| **TOTAL** | **100** | **100%** |

In addition, it is very clear from Table 2 that most of the respondents are male with 99%. The results show that majority of them are in their early adolescent.

Table 2: Gender

|  |  |  |
| --- | --- | --- |
| **Sex** | **Frequency (N)** | **Percentage (%)** |
| Male | 99 | 99 |
| Female | 1 | 1 |
| **Total** | **100** | **100** |

Table 3 shows that almost all of respondents are still in their early experience of career as Mutawwif with 99%. The results are consistent with the majority of majority of them who are in their early adolescent.

Table 3: Experience as Mutawwif

|  |  |  |
| --- | --- | --- |
| **Years Of Experience** | **Frequency (N)** | **Percentage (%)** |
| 1-5 | 99 | 99 |
| 6-10 | 1 | 1 |
| 10 And Above | 0 | 0 |
| **Total** | **100** | **100** |

Based on Table 4, it is clear that majority of respondents are using Malay as their spoken medium of instruction with 53.5%, followed by Arabic (26.2%), English (19.3%) and others (1.1%). The results may affect the design and development of this mobile language traveller guide in Arabic for Mutawwif (umrah tour guide) via smart phones which may be using trilingual form of languages in Malay as primary language, and supported by Arabic and English for translation.

Table 4: Spoken Language

|  |  |  |
| --- | --- | --- |
| **Sex** | **Frequency (N)** | **Percentage (%)** |
| Malay | 100 | 53.5 |
| English | 36 | 19.3 |
| Arabic | 49 | 26.2 |
| Others | 2 | 1.1 |
| **Total** | **187** | **100** |

**B) Analyzing The Needs In The Design Of Mobile Language Traveller Guide in Arabic for Mutawwif (Umrah Tour Guide) via Smart Phones**

i) Device Ownership

The survey results (see Table 5) indicated that 76 out of 100 respondents (76%) had Android based device for their mobile phones followed by Apple iPhone (23%). The least was Windows Phone with a percentage of (1%) only. The factors of high ownership rate of Android based mobile phones may be attributed to the cheap and competitive price of these devices in the market. However, the simplicity, reliability and functionality may be best attributed to others, such as, Apple iPhone or Windows Phone.

Table 5: Device Ownership

|  |  |  |
| --- | --- | --- |
| **Type of smartphone** | **Frequency (N)** | **Percentage (%)** |
| Android | 76 | 76 |
| Apple iOS | 23 | 23 |
| Windows Phone | 1 | 1 |
| Blackberry | 0 | 0 |
| Others | 0 | 0 |
| **Total** | **100** | **100** |

ii) Reasons for Having Mobile Devices

The respondents were asked on the reasons for having a mobile device. Table 6 tabulates the results with the majority of them (33.4%) stated Communication as the main reason. This was followed by Entertainment (23.8%), Education (22.4%), Business (17.6%) and others (2.8%).

The findings disclose some insights of the major reasons of mobile devices ownership among respondents which are communication, entertainment, education and business that highlight the important need and usage of mobile smartphones among them.

Table 6: Reasons for Having Mobile Devices

|  |  |  |
| --- | --- | --- |
| **Purpose of use** | **Frequency (N)** | **Percentage (%)** |
| Communication | 97 | 33.4 |
| Education | 65 | 22.4 |
| Entertainment | 69 | 23.8 |
| Business | 51 | 17.6 |
| Others | 8 | 2.8 |
| **Total** | **290** | **100** |

iii) Level of agreement that every Mutawwif needs to learn or know Arabic language while performing their duties at Saudi Arabia

The respondents were also asked about the level of agreement that every Mutawwif needs to learn or know Arabic language while performing their duties at Saudi Arabia. Almost all of them agree with this item based on Table 7.

Table 7: Level of agreement for needs to learn or know Arabic among Mutawwif

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency (N)** | **Percentage (%)** |
| Yes | 98 | 99 |
| No | 1 | 1 |
| **Total** | **99** | **100** |

iv) Experience of using in mobile language app via smartphone.

Based on Table 8, it is clear that most of respondents are having an experience of using in mobile language app via smartphone. The findings are important to highlight the importance of designing a special mobile language traveller guide in Arabic for mutawwif (umrah tour guide) via smart phones based on the needs analysis in this study.

Table 8: Experience of using in mobile language app via smartphone

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency (N)** | **Percentage (%)** |
| Yes | 67 | 68.4 |
| No | 31 | 31.6 |
| Total | 98 | 100 |

iv) The reasons behind the needs to learn or know Arabic language among Mutawwif in performing their duties are shown in Table 9 as the following:

Table 9: reasons behind the needs to learn or know Arabic language among Mutawwif

|  |  |
| --- | --- |
| **Main Theme** | **Sub-Theme** |
| a) The importance of Arabic language | * Facilitating daily routines in Saudi. * Arabic language is very important for management. * Arabic language is the language of heaven. |
|  | * Because work at Saudi Arabia. * Native language. * Not all Mutawwifs are exposed to Arabic language. * Because majority in Saudi is Arabic people. * Because Arabic language is first and official language. * It can improve our speaking, vocabulary and many more. |
| b) For communication purpose | * Easier to communicate and interact with Saudis. * To make it easier in assisting their duties. * To improve and entertain Jemaah. * To interact with Arabs, or in case emergency happened. * We always communicate and deal with Saudian, such as book a bus, asking them some information about places. * Especially Saudi dialect because the needs to communicate with locals are very frequent daily. * Most of Saudis cannot understand Arabic. |
| c) For perforning duties as Mutawwif | * The Arabic language will smooth the business and performing skills. * For communication purpose while performing their duties. * The Arabic language will smooth the business and performing skills. * Have to speak with bus driver, hotel manager and so on. * To make the process will be smooth. * Every detail of the duty is performed in Arabic. * To make the process will be smooth. * Can serve more effectively. * Communicate with drivers especially. * To ease communication with locals especially the authorities in satisfying the needs of pilgrims. * To communicate with the locals and an ability to read any signs in Saudi. |

v) The proposed contents of Arabic language that every Mutawwif needs to learn or know while performing their duties are shown in Table 10 as the following:

Table 10: The contents of Arabic language that every Mutawwif needs to learn or know

|  |  |
| --- | --- |
| **Main Category** | **Sub- Category** |
| a) List of vocabularies, for example: food, places, clothes, etc. | * List of places such as Makkah, streets, hotels, airports, recreational parks, name of streets, hills and palace, market, accommodations, tourism * List of food, such as: Junk food, regular local food, Arabic food, groceries. * List of buildings such as mosque, university, school, shop * List of transportation such as cars, tyres, taxi, bus, direction, bus trip, slow down * List of health care affairs such as hospital, medicine, doctor, ambulance, emergency case * List of security affairs such as police. * List of foreign affairs immigration, passport, embassy, airport information * List of direction and time * List of human feelings. * List of human mobile communication, such as mobile operator. Groceries (vegetables, personal hygiene). * List of words related to weather * List of daily transactions such as bargaining |
| b) List of phrases, for example: greetings, request, asking, etc. | * How are you? What do you want * ‘Wh’ questions? * Ordering, requesting, asking, welcoming, impressing, apologies, bargaining, begging, asking about direction * I want … * Basic greetings * Basic introductions * Helping, buying, speech. * Local dialects |
| c) Topics of Arabic grammar (muzakkar/  mu’annath,mufrad/muthanna/  jamak, dhama’ir, Arabic verbs, particles, etc.) | * Nouns, verbs and particles * Pronouns * Simple phrases * Not to stress on grammatical errors * Simple Arabic morphology |
| d) Basic dialogues based on situations (airport, hospital, supermarket, etc.) | * Hospital, clinic, medicine, doctor, pharmacy * Airport, flight, flight delay, departure, arrival, luggage, boarding pass * Immigration, passport * Hotel, facilities, prayer room, toilet, * Transportation, bus, taxi, direction, names of streets, towns * Supermarket, groceries, market, asking price * Mosques, directions |
| e) Other suggested topics | * Names of diseases, health problem or situation. * Emergency case * Basic information on Mecca, Medina and Ta’if * Goods, price, accommodation, hospitality, market of dates * Mobile phones * Check in procedures at the airports and hospitals. * Historical information of Prophet Muhammad PBUH. * History of 2 holy mosques, and related vocabularies to the structure of the mosques * Eating at Restaurants. * Information related to Quran and Hadith. |

iii) Delivery and User Interface

The respondents were also asked to select their preferences on elements used for the delivery of the app and its user interface design. These include the form of the app, the navigation of content, the main menu design, the delivery platform, and the language interface. Table 9 illustrates the findings on these aspects in details. It is obvious that the combination of non-web-based and web-based app (hybrid) was preferable by the respondents with 48.4%. As for the navigation, the page flipping finger touch was rated highest (39.3%) which might refer to the speed factor and the factor of responsiveness. The main menu was preferable to be in a combination of both icons and their descriptions (58%). Though the limitation of the mobile screen size may have hindered this preference, an app with fewer items may be considered for the development. Furthermore, the delivery was opted to be on both phone and tablet platforms (50.8%). Finally, the language interface of preference was English with 36.3%. Giving the fact that English interface is familiar to the users in almost the majority of apps available nowadays, the phenomenon is also true in this finding. The details are shown in Table 11 as the following:

Table 11: Proposed Delivery and User Interface

|  |  |  |
| --- | --- | --- |
| **Interface preferences** | **Types of App** | **Frequency and Percentage** |
| I prefer to have the app in a form of | Hybrid (combination of both) | 59 (48.4%) |
| Non web-based app | 26 (21.3%) |
| Web-based app | 30.3 (5.3%) |
| **Total** | **122 (100%)** |
| I prefer the navigation of the content app using | Page flipping | 52 (39.3%) |
| Previous and next buttons | 34 (25.8%) |
| Scroll up and down | 46 (34.8%) |
| **Total** | **132 (100%)** |
| I prefer the Main Menu in a form of | Both | 69 (58%) |
| List of icons only | 33 (27.7%) |
| List of words only | 17 (14.3%) |
| **Total** | **119 (100%)** |
| I prefer to have the app designed for | Both | 66 (50.8%) |
| Mobile phone | 46 (35.4%) |
| Tablet | 18 (13.8%) |
| **Total** | **130 (100%)** |
| I prefer the language interface in | Arabic | 68 (33.8%) |
| English | 73 (36.3%) |
| Malay | 60 (29.9%) |
| **Total** | **201 (100%)** |

v) Preferable Features

Table 12 shows the features rated by the respondents in descending order. The highest requested feature was the use of trilingual form (English-Arabic- Malay) with frequency of 95, followed by search functionality (92), literal meaning of words (88), Arabic script of the words (82), Arabic transliteration of the words (82), and audio pronunciation of the words (80). The findings show that the respondents suggested a mobile language app which has trilingual form (English-Arabic- Malay) with the supports of literal meanings of word, Arabic transliteration, and audio pronunciation. All these features will be facilitated to them through a search functionality.

Other preferable features of the app which are ranging between the frequencies of 70-79 are list of related words, sharing term definition via social networks (Twitter, Facebook, etc.), Extended meaning of the words, word properties of the term (noun, adjective, verb, etc.), words arranged alphabetically and view search history. This second category disposed the need of categorization of word list based on word properties, alphabetical order and relatedness.

The third and less preferable features of the app which are ranging between the frequencies of 69 and below are added bookmarks, custom list of words, terms arranged topically, settings section for changing the app appearance and others. Some of the features can be integrated in the previous second category which are custom list of words and arranged of terms topically. are shown in Table 12 as the following:

Table 12: Preferable features of the app

|  |  |
| --- | --- |
| **Preferable features** | **Frequency** |
| Trilingual form  (English-Arabic- Malay) | 95 |
| Search functionality | 92 |
| Literal meaning of words | 88 |
| Arabic script of the words | 82 |
| Arabic transliteration of the words | 82 |
| Audio pronunciation of the words | 80 |
| List of related words | 78 |
| Share term definition via social networks (Twitter, Facebook, etc.) | 78 |
| Extended meaning of the words | 77 |
| Word properties of the term (noun, adjective, verb, etc.) | 76 |
| Words arranged alphabetically | 74 |
| View search history | 70 |
| Add bookmarks | 69 |
| Custom list of words | 67 |
| Terms arranged topically | 63 |
| Settings section for changing the app appearance | 62 |
| Others | 39 |

**C) Further Comments and Suggestions**

The respondents were also asked to give their comments and suggestions in an open-ended questionnaire with regards to the design of mobile language traveller guide in Arabic for Mutawwif (umrah tour guide) via smart phones. The feedback is as important as the descriptive results and findings due to its in-depth responses and explanation by the respondents. They are analyzed and grouped accordingly based on specific themes as shown in Table 13:

Table 13: Qualitative Analysis of Comments and Suggestions

|  |  |
| --- | --- |
| **Main Theme** | **Comments and Suggestions** |
| a) The important use of mobile phone | * Every mutawwif must have use mobile application for easy communication. * Highlight the effectiveness use of smartphone |
| b) Features of mobile app | * Free access of mobile app * Add features like prayer assist, doa’ etc. * Make it in small size of data. * Enhanced with historical information on Mecca and Medina. * Guide for places to ease Mutawif job, eg: location for Rasulullah house with maps and pictures, etc. * List of emergency contact. * Mutawwif social media, eg: Each mutawwif can contact other mutawwif directly with this apps to ask any helps for example. * Offline option of using mobile app. * Enhanced with a Qiblat direction, Quran, Hadith from some famous book of hadith for example hadith 40 or Riyadus Solihin and certain du’a. |
| c) Learning support | * Add description of words with images. * Add some Arabic songs (jihad etc). * Word suggestion/ addition/ editing like google translate, Wikipedia etc. * Do both or separated vocabs in their specifications like hospital, police, immigration, airport etc and all list of words. * Add vocabularies from Saudi colloquial language. * Add several related dialogues at related places such as basic phrases, tourism, airport, etc. * Put the tasykeel for Arabic words. * Words arrange in group (additional to arrange in alphabetically). |
| d) Mobile app interface | * Colouful; make it more interesting. * Simple and friendly user interface. * Create option for native usual words and sentences. * Option for word’s copy and paste. * Option to be used worldwide as well. * Design of a mutawwif friendly mobile app. * Create links to various matter especially related to umrah or hajj sciences-or fatwas of various teachings. * Should be simple to used and easy to navigate. * GPS that show the history part in Saudi like Ziyara GPS. * Add favourite button for words that frequently search or used. * Enhanced with audio support. * Compare with mobile language apps in other languages that are available in Google Playstore. * Need upgrade the app from time to time. * Add Arabic language games. |

**DISCUSSION OF FINDINGS**

The discussion of findings in paper this can be categorized into several issues which are:

1) The importance of use of mobile language traveller guide in Arabic for Mutawwif

The findings highlighted the important use of mobile smart phones for Mutawwif in facilitating their duty performance in the holy cities of Mecca and Medina. Instead of using these mobile devices for communication and entertainment purposes, this study revealed that there is a need to enhance the usage of of mobile smart phones among Mutawwif for their communication and business related purposes.

2) The language content of mobile language traveller guide

The findings also explored very interesting points of the language content that need to be integarated in this mobile language traveller guide for Mutawwif. Although there are related books and references such as phrasebook for traveler and tourist in the bookstores, but the proposed language content from this study is more pertinent to the need of use among Mutawwif. However, the design of this mobile app will only focusing on the Arabic language content, with regardless to other proposed enhanced learning supports such as Quran, Hadith, Dua, maps, pictures, historical information and long dialogues due to limitation of research objectives in this study and the budget constraints. The enhanced version will be explored more in the future design and development of this mobile app. This version will be limited to the selection of wordlists, meaning in English and Malay, audio pronunciation of words and several basic feature of mobile app that will be launched in Android based platform only.

3) The preferable features of this mobile language app.

The preferable features of this mobile language app are also disclosed in this study which are similar to other available language mobile app in the current Google Playstore. The important suggestion is to facilitate the design of language mobile app for the use of Mutawwif in performing their communication and business related purposes as well as the option to use it worldwide.

Below is the initial development of initial prototype for mobile language traveller guide in Arabic for Mutawwif (umrah tour guide) via smart phones known as i-Mutawwif. The features of this mobile language app for Mutawwif will be designed based on the needs analysis within the limitations of this study.

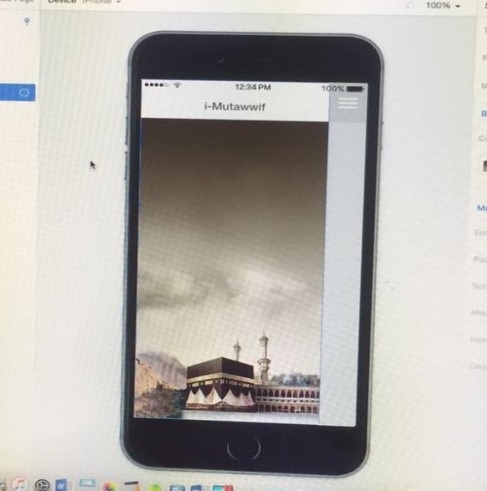


Figure 1: Initial prototype for mobile language traveller guide (i-Mutawwif)

**CONCLUSION**

This article reports on the needs analysis survey on the design of mobile language traveller guide in Arabic for Mutawwif (umrah tour guide) via smart phones. Overall findings show positive feedback among respondents with regard to the need of design and use of this mobile language traveller guide. The respondents also have contributing their suggestions and comments in terms of language content and preferable features of this mobile language app.

**ACKNOWLEDGEMENT**

The authors would like to thank the Department of Arabic Language and Literature, Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia (IIUM) for its support and assistance during the period of data collection in this study. They would also like to thank the Research Management Centre for managing the grant secured for the study under RIGS, IIUM.

**REFERENCES**

Al-Fahad, F. N., (2009). *Students’ Attitudes and Perceptions towards the Effectiveness of Mobile Learning in*

*King Saud University, Saudi Arabia*. Online Submission.

Abu Sa’alek, Atef Odeh (2014). A review of emerging technologies: Mobile assisted language learning

(MALL). *Asian Journal of Education and e-Learning*, (ISSN: 2321 – 2454). Volume 02 – Issue 06,

December.

Attewell J and Savill-Smith C (2004). *Learning with mobile devices - research and development - a book of*

*papers*. Learning Skills Development Agency: London.

Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. Essex, England: Pearson

Education Limited.

Colpaert, J. (2004). From courseware to coursewear? *Computer Assisted Language Learning, 17, 261-266.*

Gayeski, D. (2002). Learning Unplugged - *Using Mobile Technologies for Organisational and Performance*

*Improvement.* New York, NY: AMACON - American Management Association.

Huang, Y.-M., Huang, Y.-M., Huang, S.-H., Lin, Y.-T. (2012). A ubiquitous English vocabulary learning

system: Evidence of active/passive attitudes vs. usefulness/ease-of-use. *Computers and Education, 58, 273-282*.

Kukulska-Hulme, A., Shield, L. (2008). An overview of mobile assisted language learning: From content

delivery to supported collaboration and interaction. *ReCALL, 20(3), 271-289*.

Malachowski, M.J. (2002). *ADDIE based five-step method towards instructional design*. An online article on

Instructional Design Models website by School ofEducation, University of Colorado, USA.

Mohd Feham Mohd Ghalib (2006). *The design, development and testing on the efficacy of a pedagogical agent*

*on the performance and program rating scores among students learning Arabic*. Unpublished Ph.D.

dissertation, Universiti Sains Malaysia.

Mohd. Feham, Md Ghalib, Haslina, Hassan, Muhammad Sabri, Sahrir, Nuraihan, Mat Daud, Mohaida, Mohin

and Media Anugerah, Ayu (2014). [Developing icollect mobile (Android and Iphone-based) application for Arabic language teaching*.*](http://irep.iium.edu.my/38592/) *Middle-East Journal of Scientific Research, 20. pp. 21-27. ISSN 1990-*

*9233 (P) 1999-8147 (O)*

Mohd Feham Md. Ghalib, Yushiana Mansor, Nafi @ Hanafi Dollah, Rusni Hassan, Zakaria Omar, Abdul

Wahab Zakaria (2016) *Providing a Mobile Service for Academics and Professionals: Need Analysis for the Development of Mobile App Glossary of Terms in Islamic Banking and Finance.* In: Envisioning

the Future of Online Learning. Springer, Singapore. ISBN 978-981-10-0952-5

O’Grady, M.J., O’Rafferty, R.P., O’Hare, G.M.P.(1999): *A tourist-centric mechanism for interacting with the*

*environment*. In: Proceedings of the First International Workshop on Managing Interactions in Smart

Environments, Dublin, Ireland, Springer (Dec) 56–67

Ogata, H., Yin., C., El-Bishouty, M. M. and Yano, Y. (2010). Computer supported ubiquitous learning

environment for vocabulary learning. *International Journal of Learning Technology, 5 (1), 5-24.*

Pachler, N., Cook, J. and Bachmair, B. (2010) Appropriation of mobile cultural resources for learning.

*International Journal of Mobile and Blended Learning*, 2 (1). pp. 1-21. ISSN 1941-8647

Proctor, N & Burton, J (2003). *Tate Modern multimedia tour pilots 2002-2003*. Proceedings of MLEARN 2003:

Learning with Mobile Devices. London, UK: LSDA, pp. 127-130

Stock, O., Zancarano, M. (2002): *Intelligent interactive information presentation for cultural tourism.* Invited

talk at the International Workshop on Natural, Intelligent and Effective Interaction in Multimodal

Dialogue Systems, Copenhagen, Denmark (June)

Sumi, Y., Etani, T., Fels, S., Simone, N., Kobayashi, K., Mase, K.(1998): *C-map: Building a context-aware*

*mobile assistant for exhibition tours.* The First Kyoto Meeting on Social Interaction and

Communityware (June)

Tayebinik, M., Puteh, M. (2012). Mobile Learning to Support Teaching English as a Second Language. *Journal*

*of Education and Practice. Vol 3, No 7, 56-62*.

Traxler, J. (2005). *Defining Mobile Learning*. Proceedings IADIS International Conference Mobile Learning

2005, Malta, pp 261-266.

Turunen H, Syvaenen A, Ahonen M (2003). Supporting observation tasks in a primary school with the help of

mobile devices. In K Nyνri (ed) *Mobile learning: essays on philosophy, psychology and education.*

*Communications in the 21st Century.* Vienna: Passagen Verlag, 209–221.

Uzunboylu, H., Cavus, N., & Ercag, E. (2009). Using mobile learning to increase environmental awareness. *Computers & Education, 52(2), 381-389*.

Yamaguchi, T. (2005). *Vocabulary learning with a mobile phone*. Program of the 10th Anniversary Conference

of Pan- Pacific Association of Applied Linguistics, Edinburgh, UK.

Wang, M., Shen, R., Novak, D., & Pan, X., 2009. The Impact of Mobile Learning on Students’ Learning

Behaviours and Performance: Report from a Large Blended Classroom. *British Journal of Educational \ Technology, 40(4), 673-695.*