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1. Executive summary

This capstone report explains the production of e-learning module for learning plural noun formation in Arabic. The goal of the module is to help DLI students acquire the pattern of plural noun formation in Arabic which is a challenging feature for non-native learners due to irregularity and multiple ways of plural construction. The module divides Arabic nouns into category groups based on rhyming similarities. Instructional strategies used in this lesson are Gagne's Nine Events of Instruction. Students are introduced to the module and then the lesson is presented into small units, each one address a single group of plural noun by giving examples, showing the pattern, introducing the rule, and providing practice supported with feedback. The lesson presentations include both audio and visual narration. After completing the lesson, the learners have the opportunity to assess what they learn by taking the end of lesson test.

The resources used for completion of this project were a computer equipped with essential software such as Adobe captivate, PowerPoint, audio and video converters, and screen capture as well as the hosting website. The total time taken for completion of this project was approximately 300 hours over a period of several months.

The production and completion of the module took about nine weeks, from the beginning of September to the middle of November 2011. Modifications of the module after usability and effectiveness tests were completed by the end of November 2011. The module was published online for the learners by the first week of December 2011.

This instructional module can be used by Arabic language learners as well as teachers at DLI and elsewhere. It has been published on weebly.com and is accessible for self-learning or classroom instruction.
2. Introduction/background

2.1. Background on project
Unlike English, plural in Arabic is very irregular. For instance, in English a letter “s” is often added to the end of a singular noun (suffix) to form the plural. In Arabic, the process is very complicated. We construct the plurals by performing several changes to singular nouns such as:

- Adding a vowel and a letter to the end of a singular noun (suffixing).
- Adding one vowel in the beginning and inserting another one before the end of a singular noun (prefixing and infixing).
- Inserting one vowel before the end a singular noun (infixing).
- Inserting one vowel in the middle of a singular noun (infixing).
- Dropping a vowel from the middle and adding two a vowels in the end (defixing and suffixing).
- Dropping a vowel from the middle and a final suffix and inserting two different vowels in the middle (defixing and infixing).
- Dropping a suffix letter from the end (defixing).
- Doubling the second letter and inserting a vowel in between if the singular a two letter-noun (suffixing).
- Dropping a suffix letter from the end and doubling the preceding letter (defixing and suffixing).
- Dropping a vowel from the middle and adding a vowel in the beginning and a suffix letter at the end (defixing, prefixing and suffixing).
- Moving a vowel letter from a second position to a third position (refixing).

2.2. Problem description (gap analysis)
The multiple process of plural noun formation in Arabic indicated above makes the plural construction very irregular and difficult to master for English speaking learners whose native language forms plural by regularly adding one letter suffix (s) to the end of a singular noun. Therefore, acquisition of plural noun system in Arabic has never been an easy learnable task for non-native learners. The non-
mastery of plural in Arabic has become a general problem of acquisition which affects students’ comprehension in general and their accuracy in particular. For example, the students often do not recognize some words they already know when they see them in plural forms. Many times, radical and unpredictable changes that occurred to the singular noun make the plural form seem as a completely new word for the students. Also in speaking, students often fail to produce the correct plural form of a noun and they tend to generalize randomly without specific rule in mind. Furthermore, due to lack of a systemic plural-formation, students often resort to flash cards and memorization as an alternative way of learning plural. For instance, students tend to memorize singular nouns and their plurals. As result, students often get discouraged and overwhelmed by the amount of vocabulary they have to learn and memorize every week. Therefore, this project attempts to provide instructional solution to the learning need as identified in this gap analysis section.

2.3. Target audience and context

This instruction was designed to be used by DLI Arabic language students. These students are native English speakers who enroll in a 16-month-intensive Arabic language course in which they receive six to seven hours of instruction per day. Most of these students are high school or college graduates with no prior knowledge of Arabic. After completion of this Arabic basic course, these learners are required to speak, and understand (listen, and read) Arabic at a proficiency level of 2 or better according ILR scale (ILR is scale of language proficiency rating set by a group of US government agencies).

Other stakeholders of this project are teachers, department chairpersons, academic specialists, deans of Arabic of schools, provost, and associate provosts at DLI.

Moreover, this instruction can be used by Arabic language learners and educators at other DLI locations, as well as DLI affiliates and partners.
2.4. Literature review

When it comes to teaching plural noun in Arabic, students are often told that there are two types of plural which are sound and broken. Sound (regular) is formed by adding two letters to the end of a singular noun. The broken plural (irregular) is constructed by adding letters in different positions such as the beginning, the middle or the end of a singular noun as explained in the problem background section. Unfortunately, the later (irregular plural) is the most common and frequent type of plural form in Arabic.

Furthermore, the curriculum of Arabic basic course in DLI does not provide learners with rules or system to follow for forming irregular plural. With the absence of material on the subject, this project was designed to provide DLI learners with a model for plural noun formation. The model presented by this project creates a system to be used by learners to regularize irregular plurals. In other world, the system created by this model makes all plural nouns in Arabic look regular by classifying all singular nouns into sound groups and deriving a systemic rule for each group.

The model advocated by this project is based on some assumptions of linguistics and second language learning theories which presume that all languages have systems and patterns. “A separate lexical rule mechanism would be redundant because the same patterns can be used for productive word formation. The patterns are also needed to explain subregular productivity” (Riehemann, 2001., p. 20). Accordingly, our model seeks pattern and systems of Arabic nouns in order to establish a rule for forming plurals.

The project is also based on current industry trends of automated-learning by creating e-learning units that controlled by learners. Horton (2006. p. 63) argued that learners should be given a control over how they experience presentations. In this instruction learners have ability to view each segment of lesson presentations, practice what they learn, and assess themselves and get feedback. During the
lesson, learners are also be able to control the number of times and ways of navigation.

Horton (2006) explained three types of e-learning activities which are absorb, connect, and do activities. In this module, each lesson unit includes absorb activity where learners listen to the audio and view the presentations, followed by do activities where learners practice and apply what they learn.

Clark and Mayer (2008) listed a number of principles for e-learning design. Most of these principles are reflected in our e-learning module. For example, the design has included visual words, and audio narration in conversational style. Also, the lesson has been segmented into several noun groups and each segment includes worked examples and practice. Finally redundancy principle has been applied as all lesson units are presented in written words accompanied by narrated audio.
3. Solution Description

3.1. Goals of the project
The goal of this project is to produce instructional module that helps target audience from DLI students learn and acquire plural noun formation system in Arabic. After completion of this instruction, learners would be able to:
   - Categorize singular nouns into rhyming groups (a group of words that sound alike).
   - Recognize rhyming groups.
   - Recognize the pattern of plural rule for each rhyming groups
   - Form plural nouns from a variety of singular nouns.
   - From a singular noun from any plural noun.

3.2. Solution to fulfill the gap
The solution provided in this instructional module helps the learners recognize and acquire the system of plural formation in Arabic. The e-learning includes the following sections:
   - A page explains the plural in Arabic and how it could be regularized.
   - A page introduces and explains the concept of rhyming groups.
   - A module divides Arabic nouns into rhyming groups and presents the most common ten rhyming groups. Each noun group shows its plural rule pattern with examples followed by practice and feedback.
   - An assessment module provides a post lesson test.
   - External links for additional learning materials on the subject of Arabic plural.

3.3. Major instructional strategies and justification
Gagne's Nine Events of Instruction are the instructional strategies that have been applied in this module (see appendix). Here are the steps and the contents of the lesson that exhibit Gagne's Nine Events of Instruction.
In the homepage, a short video containing a plural song is used to introduce learners to this module (Gain Attention).

- the lesson objectives are provided in a separate page. (Inform Learners of Objectives).
- In the lesson module, an interactive video showing examples of singular and their plurals is presented to activate learners’ background knowledge (Stimulate Recall of Prior Knowledge).
- Form the main menu, learners can view the content of each lesson unit (Present the Content).

- Numerous examples are provided and mimic tools are given in form of color and formula for plural noun formation (Providing Learning Guidance).
- After learning each noun group rule, learners are be provided with singular nouns and asked to make plurals. They are also be provided with plural nouns and asked to form the singulars (Elicit Performance-Practice)
- Learners can view the feedback on each practice from a rollover slides (Provide Feedback).
- After completing all lesson units (all noun groups), learners can take a final test and get a quiz review feedback to assess what they learn (Assess Performance)
- At the completing the lesson, learners are directed to external links to view more videos of Arabic plurals (Enhance Retention and Transfer for Job).

### 3.4. Media components
The following types of media are used for this project;

- Adobe Captivate for developing e-learning module.
- Related videos and external links form youtube
- Real player to download youtube video.
- External microphone for narrating the audio part of the module.
- Other supporting software such as screen capture, video and audio converters.
- A host site, weebly.com for publishing and delivering the e-learning module.
4. Methods/procedure

4.1 Procedure description

The project was developed and designed in several stages.

- The first stage involved the writing of the project proposal. In this stage, the problem was identified and analyzed, and the solution was proposed, and performance objectives were stated.
- The second stage involved a translation of the performance objectives into actual lesson plan and segmenting the lesson into smaller units.
- In the third stage script for production of the instructional module was written including the creation of the lesson content.
- The fourth stage was the design and development of captivates slides for different parts of the module such as presentations of lesson units, practice for each unit, end of lesson assessment, home page, lesson introduction pages, and survey pages.
- The fifth stage involved redesigning of the modules based on feedback and suggestions from supervisor and colleagues.
- The Sixth stage included the development of assessment tools for learners and subject experts in order to test the usability and effectiveness of the instruction.
- In the seventh and the last stage usability test, and effectiveness tests were conducted. Minor changes were done based on feedback from the learners and the instructors. The final version of the module has been published on weebly.com. [http://hamidcapstone.weebly.com/index.html](http://hamidcapstone.weebly.com/index.html)

4.2 Challenges

The following were the major challenges that came across during the development of this project:
o Writing a production of script that covers the contents of the lesson such as different types of plural nouns categories including ten groups with numerous examples for unit presentations, practices, and end of the lesson test.

o Segmenting the topics into small but continued lessons.

o Incorporating all segments into one module.

o Finding appropriate videos relevant to the lesson content.

The above challenges were addressed by taking time to collect and carefully select appropriate materials needed for the development of the lesson contents.

Challenges during production phase were:

o Creating e-learning on Captivate with navigation menus and screen design.

o Solving some technical issues encountered during production of slides.

o Producing interactive slides.

o Producing several lesson segments that are less boring and less overwhelming while maintaining uniformity and consistency.

o Adjusting display time for each slide.

o Recording clear and effective narration.

o Creating visually appealing presentations.

o Selecting appropriate color and design.

o Building the webpage.

We addressed Captivate production issues by visiting Captivate help menu and reviewing relevant chapters from the textbook “Essentials of Adobe Captivate 4”. Additionally, we revised the designs and colors several times based on feedback and suggestions until we reached a satisfactory visual design. For web building, we also consulted Weebly help menu for page creation.
5. Resource

5.1. Time

The total number of hours used for, design, development, production, and implementation of this project was approximately 300 hours divided as follows:

- 40 hours for writing the project proposal.
- 40 hours for lesson development.
- 30 for writing the production script
- 120 hours for development of e-learning module on Captivate.
- 50 for modifications of module.
- 10 hours for testing and evaluation.
- 10 hours for publishing the e-learning module on the Weebly.com.

The following chart shows production timeline.
5.2. Money/Cost/Hardware/Software
The cost of this project was mainly:

- The number of hours spent for the development, implementation, and evaluation of the instruction.
- Production software such as Adobe Captivate.
- Production hardware such as computer.
- Delivery tool such as hosting website for publishing e-learning module.

To minimize the cost, no expensive materials were used. The available computers and equipment were utilized. We have also used free software such as, audio and video converters, and screen capture as well as free website at Weebly.com.
6. Timeline/progress report

6.1. Milestones check list

The timeline for the design, development, and implementation of this instruction was as follows:

- The development of final proposal was completed on September, 27/2011.
- The development of e-learning module was completed on November, 22/2011.
- Evaluation of the instruction was completed on November, 23/2011.
- The revised e-learning module was published on November, 30/2011.

6.2. Deliverables and Dates

- Capstone proposal draft was submitted on September, 13/2011.
- The final version of capstone proposal was submitted on September, 27/2011.
- Working on the e-learning project from October, 12 to November, 08/2011.
- The e-learning project was finalized and submitted on November, 15/2011.
- Modifications and revising of the module was completed on November, 30/2011.
- The final report draft was submitted on December, 06/2011.
- One page project summary was submitted on December, 06/2011.
- Capstone Festival presentation was prepared on December, 08/2011.
- Capstone Festival presentation was rehearsed on December, 09/2011.
- Hard copy of ITCD graduate capstone report was submitted on December, 13/2011.
- The final e-portfolio was submitted on December, 13/2011.
- The final instructional module was submitted on December, 13/2011.
7. Evaluation/testing

7.1. Formative evaluation

The purpose of this formative evaluation was to assess the usability of instructional materials before it was delivered to the target learners. This evaluation was done by subject experts. The participants in this evaluation were a group of DLI teachers who were asked to view the instructional module and fill out the evaluation survey (see the attached survey form). The formative evaluation tool was used to assess the following:

- The clarity of the lesson objectives.
- The effectiveness of visual and audio presentations.
- The significance and the appropriateness of instructional materials.
- The content of the instructional materials.
- The content and effectiveness of the exercises and the assessment.
- The achievement of the lesson objectives.

The link for the module has been posted on Middle East School-1 website (share folder) for DLI teachers. The assessment included in the e-learning module under Visitor’s Feedback link as well as word document forms (see attachments). Eleven instructors had viewed the module and provided their comment. The module has also been published on CSUMB (iLearn) where capstone supervisor and three MIST colleagues viewed it and provided their feedback.

The findings of the formative evaluation from DLI instructors as well as the feedback and suggestions from capstone supervisor and MIST colleagues indicated that some modifications needed to be performed with regard to background music, slide time adjustment, background color of some slides, audio for some slides, rearrangement of some links, and some text editing. Accordingly, the instructional module has been modified as follows:

- Background music has been removed.
- Some background colors have been adjusted.
- An audio component has been added to the feedback in all lesson units.
- An audio component has been added to the welcome page.
- Some text editing and corrections have been made.
- Display time has been adjusted for all slides, so that each slide can be displayed until the end of the module.
- Some navigation buttons have been added.
- Some navigation links have been rearranged.

### 7.2. Summative evaluation

The purpose of this summative evaluation was to assess the effectiveness of this instructional module after being taken by the target learners. The participants in this summative assessment were a selected group of 12 students from Middle School-1 who were real representatives of DLI learners. The module link for the students has been posted on Middle East Scghool-1 website (Department C, share folder). The assessment tool for learners was included in the e-learning module under Visitor’s Feedback link as well as word document forms (see attachments). This summative evaluation was implemented as follows:

- Learners were instructed to take all ten lesson units and the comprehension check questions (practice section) included in each unit.

- After completing the whole module (all lesson units), learners were instructed to take a post-assessment (quiz) to evaluate the effectiveness of the instruction.

- After completing the instruction, learners were asked to provide their feedback by taking a survey (see the attached survey form). The survey tool was used instead of pre-and post-test because this module is a learning aid for acquiring a long term learning skill. In other words, the purpose of the module is to help learners recognize and acquire the pattern of plural formation by showing them a feature of Arabic word formation which a rhyming nature of nouns in Arabic. Therefore, the survey is an appropriate tool for assessing the long term value and effectiveness of this instruction.
The summative evaluation tool was used to assess the following:

- How well the instructional module is organized and how it is easy to navigate.
- How the audio and visual presentations are helpful and effective.
- How the materials and the content are easy to understand.
- How the instructional material is sufficient for learning and practice.
- To what extent the learners can classify nouns into rhyming groups.
- To what extent the learners can form plurals from a variety of singular nouns.
- To what extent the learners can apply what they learned by forming new rhyming groups and making plurals from new singular nouns.
- To what extent the lesson provided the learners with the skill they needed.

The findings of the summative evaluation indicated that most of the learners agreed that:

- The instructional module is organized and is easy to navigate.
- The audio and visual presentations are helpful and effective.
- The materials and the content are easy to understand.
- The instructional material is sufficient for learning and practice.
- The lesson provided the learners with the skill they needed.
- To great extent, they can form plurals and recognize plurals from the first four noun groups they learned in this lesson.
- To some or less extent, they can form plurals and recognize plurals from the rest of the noun groups they learned in this lesson.
- To some extent, they can classify nouns into rhyming groups.
- To less extent, they can apply what they learned by forming new rhyming groups and making plurals from new singular nouns.

The above findings of the summative evaluation from DLI students and their suggestions indicate that some modifications should be done to enhance the retention of the last six lesson units. The instructional module has been modified as follows:
- More examples were added to the presentation and practices of last six noun groups.
- Some examples of nouns in the last six groups were replaced by familiar nouns.
- Rule explanation of all noun groups was edited and simplified.
- The post lesson assessment has been modified by increasing the number of questions that evaluate the last six noun groups.
8. Conclusion

This capstone project was designed with the goal of producing an e-learning module for teaching plural noun formation in Arabic for English speaking students at DLI. The need for this project aroused from the fact that plural construction in Arabic is very challenging for learners because it is highly irregular and formed by multiple ways. Utilizing the rhythmic feature of Arabic language, the project has applied a method of classifying Arabic singular nouns into sound groups based on the pattern of rhyming similarity. The rhyming pattern indicates that each set of nouns that sound similar, their plural tend to sound similar. Therefore, a regular plural rule for each rhyming group of singular nouns could be created. The learning module developed by this project has identified the most common ten rhyming groups of Arabic nouns and provided a pattern for their plural formation. Gagne's Nine Events of Instruction are instructional strategies that have been applied in this module. The mould was developed by Adobe Captivate and produced as a website including the following links:

- Home page includes audio and visual introduction to the module and a link to a song about plurals to attract learners ‘attention and to introduce them to the lessons.
- Objectives page lists lesson objective with both audio and script.
- About Plural is a page that gives an overview of plural in Arabic with slide-over link explaining rhyming groups.
- Rhyming Group page explains the concept of rhyming words and how nouns rhyme in Arabic, in addition to a video link about rhyming words in Arabic.
- Lessons page includes a link of a video introducing plural formation in Arabic and a main page for lesson units. From lesson units, learners can click on any rhyming group to learn and practice. Each lesson units is presented with audio and visual script.
- Assessment is page includes an end of lesson quiz that covers all lesson units.
- A 5-minute video link summarizes all lessons and serves as a wrap up to enhance learning retention.
- Visitors’ Feedback page has two sub links; one is a survey for learners and the other is a survey for teachers who view the website.
- Additional Resources page provides external links to several lessons about plural in Arabic.

The most two important learning experiences from this project were:
- Learn by doing: Throughout different phases of production, one has learned many features of Captivate project design and website building. This production learning experience has been acquired by tying out and revising. From this experience, one also has discovered his learning style which is learning by doing.
- The second learning experience is that feedback is a vital and critical part of production. One should acknowledge that this project would have not been a complete document without feedback, evaluation, and suggestions from others, particularly capstone supervisor Dr. Bude Su and MIST colleagues as well as DLI teachers and learners. One found that no matter how well you did, suggestions and feedback can always open a room for improvement.

This project also inspired me for producing future modules for teaching different futures of Arabic language. New instructional modules will be added to this website so that it can become a learning resource for Arabic language learners.
9. References:


Instructional Strategies Online is a site that presents the full text of teaching methods including direct and indirect concepts.

http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html


10. **Appendix:**

<table>
<thead>
<tr>
<th>Instructional Event</th>
<th>Internal Mental Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain attention</td>
<td>Stimuli activates receptors</td>
</tr>
<tr>
<td>2. Inform learners of objectives</td>
<td>Creates level of expectation for learning</td>
</tr>
<tr>
<td>3. Stimulate recall of prior learning</td>
<td>Retrieval and activation of short-term memory</td>
</tr>
<tr>
<td>4. Present the content</td>
<td>Selective perception of content</td>
</tr>
<tr>
<td>5. Provide &quot;learning guidance&quot;</td>
<td>Semantic encoding for storage long-term memory</td>
</tr>
<tr>
<td>6. Elicit performance (practice)</td>
<td>Responds to questions to enhance encoding and verification</td>
</tr>
<tr>
<td>7. Provide feedback</td>
<td>Reinforcement and assessment of correct performance</td>
</tr>
<tr>
<td>8. Assess performance</td>
<td>Retrieval and reinforcement of content as final evaluation</td>
</tr>
<tr>
<td>9. Enhance retention and transfer to the job</td>
<td>Retrieval and generalization of learned skill to new situation</td>
</tr>
</tbody>
</table>

Gagne's Nine Events of Instruction adapted from an article by Kevin Kruse.
## Learner’s Survey

Indicate how strongly you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>The lesson is well organized and easy to navigate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2-</td>
<td>The visual presentation of this lesson is helpful and effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3-</td>
<td>The audio presentation of this lesson is helpful and effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4-</td>
<td>The materials and content are easy to understand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5-</td>
<td>The lesson provides sufficient materials for learning and practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6-</td>
<td>I learned to classify singular Arabic nouns into rhyming groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7-</td>
<td>I can recognize which rhyming group a singular or a plural noun belongs to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8-</td>
<td>I learned from this lesson to form plurals from a variety of singular nouns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9-</td>
<td>I can apply what I learned and form new rhyming groups of Arabic singular nouns with their plurals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10-</td>
<td>I learned skills I needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

11- Write any additional comments or suggestions.
Screen shot sample of the online survey posted for learners who visit our website.
http://hamidcapstone.weebly.com/index.html
## Instructor’s Survey

Indicate how strongly you agree or disagree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The lesson objectives are clear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2- The subject of this instruction addresses an important learning skill needed by Arabic language learners.</td>
<td>1</td>
<td>and measurable.2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3- The visual presentation of this lesson is clear, and appealing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4- The audio presentation of this lesson is clear and effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5- Instructional materials match the learners' characteristics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6- The lesson material is sequenced in appropriate and manageable segments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7- The lesson content covers the subject with enough details.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8- The practice part is effective and enhances the learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9- The assessment covers the subject and content of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10- The instruction met its objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Write any additional comments or suggestions.
Screen shot sample of the online survey posted for teachers who visit our website. http://hamidcapstone.weebly.com/index.html
The following are screen shots from our website http://hamidcapstone.weebly.com/index.html

Arabic Plural

This video introduces examples of rhyming words in Arabic. After watching the video, click "Rhyming Group" to learn how nouns are rhyming in Arabic.

Arabic Plural

This video introduces examples of plural formation in Arabic. After watching the video, click "Lessons" to view the lesson units. Downloading may take time.
Pattern of Plural Noun Formation in Arabic

Click on any Noun Group to begin

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G-10
فعال / فعل

Begin
Pattern of Plural Noun Formation in Arabic

Lesson Objectives

by the end of this lesson, you would be able to:

- Recognize rhyming groups in Arabic.
- Categorize Arabic nouns into rhyming groups
- Understand the Pattern of plural noun-formation in Arabic.
- Form plurals from a variety of singular nouns in Arabic.
- Make the singular from any Arabic plural noun.
Welcome to pattern of plural noun formation in Arabic.

- Are you frustrated with irregularities of plural in Arabic?
- Are singing with these people about the lack of plural rule?
- No more worries. This lesson will answer your concern.
- You are going to learn how to regularize irregular plurals.
- You will be introduced to a new concept of forming noun groups with similar pattern of plural rule.
- The skill you acquire from this lesson will help you make the so called broken plurals in Arabic sound and regular.

Take A Quiz

Instructions:
1- Use Begin button to start the quiz.
2- Click on the slideover to view the question.
3- Circle the correct letter from the question slide.
4- Click on Hint to review categories of rhyming groups.
5- Use Next button for the next question slide.
6- If you did not score well, review the lessons and retake the
Pattern of Plural Noun Formation in Arabic

CAPSTONE REPORT

Submitted in partial satisfaction of requirements of the degree of

MASTER OF

Instructional Science and Technology

Hamid Mohammed Ahmed

December 06/2011

Capstone Approvals: (At least one advisor and capstone instructor should approve)

___________________________  ___________________________
Advisor Name                                 Signature                  Date

___________________________  ___________________________
Capstone Instructor Name              Signature                  Date