University of Huddersfield Repository

Abubaker, Azza and Lu, Joan

Investigation effective factors into reading online arabic textbook for learning by children age 9 to 12

Original Citation


This version is available at http://eprints.hud.ac.uk/13473/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Investigation effective factors into reading online Arabic textbook for learning by children age 9 to 12’’

Research problem

Defining the next line is so difficult,

I can’t read this text the characters is too small & I cannot distinction the letter that has dot

How could I deal with e-school book??????

Research focus

Sample size

<table>
<thead>
<tr>
<th>Experiment (1)</th>
<th>Reading process</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 + 20 = 40</td>
<td>Reading process of e-school book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiment (2)</th>
<th>Font size &amp; type</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 + 15 = 30</td>
<td>optimum font size &amp; type to read</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiment (3)</th>
<th>Line length</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 + 15 = 30</td>
<td>Optimal line length</td>
</tr>
</tbody>
</table>

Aim

Reading process changes according to the reading purpose and type of recourse
- Reading process effect by the type of material & the aim of using the material.
- Reading action & interaction changes in each version of school book [e-book & paper book].
- Students usually use two strategies when reading a school book: scanning and comprehension reading strategies. Each strategy requires specific tools and techniques.

Method

Observation

How are student interact with school book in e-version?

RQ

- The legible font should be able to show the difference between dots and the vowels.
- The effects of character size on participants’ were more significant than characters type in Arabic language.
- Reading speed is generally slower in font size 14 and 16 as well in 10 between the low reading groups, especially in age 10.
- Font size 14 and 16 is readable for reader age 12 and over and can be used to display Arabic text from screen.

- Older students (11 to 13 year old) are faster when skimming double column, while, student age 9 are batter in single column.
- Younger students are due back the slow in reading text display on screen in double column to difficulty of scrolling the text where their experience in using computer tool especially mouse was weak.
- Designer should avoid scrolling through online text.

findings

Recommendations: designers should take into their account the following points when defining the optimal font size:
- Identify reader skill based on age and education level as first step for designing e-text.
- Create a way increases the ability to focus vision when moving from one line to another.
- Reading online influenced by several of factors such as readers’ age and education level.

prepared by: AZZA A. Abubaker
supervisors: Joan Lu
Computing & Engineering School