

**C.A.L.L. —**  
***The Challenge***  
***of Change***

***Research***  
***&***  
***Practice***

***Presented by***  
***Keith Cameron***

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## TABLE OF CONTENTS

<b>Presentation</b>	
Keith Cameron .....	v
<b>Coherence and Direction in CALL Research: Comparative Designs</b>	
Mike Levy .....	5
<b>The Cloud around Development and Exploiting CALL Material</b>	
Christine Sabieh .....	15
<b>In Line with the On-Line: UK and EU Policies on ICT in Higher Education</b>	
Catherine Chabert.....	21
<b>Using CALL to Address Changes in Student Learning Styles</b>	
Randall P. Donaldson & Margaret A. Haggstrom .....	31
<b>Second Language Teacher Belief Systems towards Computer-mediated Language Learning: Defining Teacher Belief Systems</b>	
Geoff Lawrence .....	41
<b>From Symptoms to Diagnosis</b>	
Michael Levison, Greg Lessard, Anna Marie Danielson & Delphine Merven .....	53
<b>CALL Labs: Have they Run their Course?</b>	
Lawrie Hunter .....	61
<b>Extensions to Computer-assisted Oral Reading to Help Children Learn Vocabulary</b>	
Greg Aist .....	73
<b>Designing a Multimedia Feedback Tool for the Development of Oral Skills</b>	
Michio Tsutsui & Masashi Kato .....	81
<b>Orality in MOO: Rehearsing Speech in Text: A Preliminary Study</b>	
Markus J. Weininger & Lesley Shield .....	89
<b>Reading Comprehension: CALL and NLP</b>	
Lise Duquette & Caroline Barrière .....	97
<b>Web-based Instruction for Interactive Learning in Reading Class</b>	
Shu-chin Yen .....	107

<b>A Shared Electronic Space for Constructing Written Russian</b> Jane Hughes & Lydia Buravova .....	115
<b>Learning Foreign Languages Cooperatively Across the Internet</b> Shirley Holst & Jutta Maria Fleschutz .....	125
<b>EFL Acquisition through Computer Support: A Practical Proposal</b> Patricia Edwards & Mercedes Rico .....	133
<b>Teaching Students to Find Internet Resources Related to Culture</b> Kenji Kitao & S. Kathleen Kitao .....	143
<b>Online Lessons – Using The Internet to Help the Coursebook</b> Jaroslaw Krajka .....	151
<b>Network-based Language Learning at Coventry University – Managing Change via WebCT</b> Marina Orsini-Jones & David Jones .....	161
<b>Conversation Classes across Europe: A Challenge for Videoconferencing</b> John Buckett, Naciketa Datta, Derek Lewis, Gary Stringer, Hartmut Plehn, Peter Ruff, Peter Tscherner & Werner Wegstein .....	169
<b>Investigating Syntax Priming in an E-mail Tandem Language Learning Environment</b> Christine Appel & Carl Vogel.....	177
<b>Electronic Role-play as a Means for Collaborative Construction of Knowledge Online</b> Christine Leahy .....	185
<b>Using Electronic Dictionaries as CALL Material</b> Cornelia Tschichold .....	193
<b>The Future, Electronic English Learner’s Dictionary</b> Birgit Winkler .....	201
<b>Utilising ICT Resources for ELT in Technical Institutions: A Case Study in India</b> K.M. Baharul Islam .....	209
<b>Language Learning with Native Speakers in a MOO Community: Real or Virtual?</b> Lien Goedemé .....	217

<b>Linking Pedagogic Principles and Software Design through HCI Methods</b> Paul Allum .....	225
<b>Can We Have More Customised CD-ROMs Please?</b> Ruth Trinder & Martin Herles .....	233
<b>Learning to Work in a Virtual Department</b> Jannie Roed, Claire McAvinia & Jane Hughes .....	241
<b>ATLAS or Keeping Pace with Change</b> Ilse Bockstael & Linde Van Ishoven.....	247
<b>What Constitutes a Good Internet Research Project?</b> Hideto D. Harashima .....	253
<b>User-centred Sound Authoring on the Web: New Scopes to Meet the Interactive Challenge</b> Dominique Hémard & Steve Cushion .....	259
<b>RealMedia-based Language Instruction for CALL Environments</b> Yuichiro Yoshinari .....	265
<b>Guidance and Autonomy: A Web-coordinated Course for Students in Difficulty</b> Isabelle Kreindler & Faina Furman .....	269
<b>Language Instructor and Virtual Tutor: Replacement or Replication?</b> Tim Pope .....	275
<b>Online Filmography Exercises: From Film to the Web</b> Noel Terhune & Michael Shawback .....	281
<b>EASE: A Multimedia Materials Development Project</b> Hilary Nesi .....	287
<b>Graded Reading System On-Line</b> Tadashi Shiozawa .....	293
<b>The Integration of CD-ROMs into Language Teaching at the University of Canterbury, Christchurch, New Zealand</b> Vera Leier .....	299
<b>CALL Material for Engineering</b> Miguel A. Candel, Asunción Jaime & Montserrat Perera .....	303

#### 4 · CALL – The Challenge of Change

<b>An Experiment in Computerised Teaching of English as a Second Language</b> Évelyne Cauvin .....	309
<b>Web-based Learning System for Sociolinguistic Skills in Japanese</b> Izumi Saita, Yoshiyuki Kawazoe, Naoya Hirata, Hiroshi Kamiyama, Yasushi Inoguchi & Yoshiro Ogawara .....	315
<b>Internet-based Teaching of Arabic as a Foreign Language</b> Ibrahim Suliman Ahmed .....	321
<b>Changing Teacher Roles and Input-Feedback Medium: Authorware and Web-based Assisted Language Learning of Arabic as a Foreign Language</b> Mohammad T. Alhawary .....	329
<b>The Use of the Java Programming Language in Solving Problems Associated with Producing CALL Material in Arabic</b> Steve Cushion & Dominique Hémond .....	337
<b>ArabVISL: Interactive Arabic Grammar on the Internet</b> Helle Lykke Nielsen .....	343
<b>Developing a Website for Teaching Arabic as a Foreign Language: Technical Issues</b> Iman Saad .....	353
<b>Designing a Website for Teaching Arabic: The Pedagogical Aspect</b> Hebatella Salem .....	359
<b>Arabic CALL: Lessons from the Past, Opportunities for the Future</b> R. Kirk Belnap .....	367



# INTERNET-BASED TEACHING OF ARABIC AS A FOREIGN LANGUAGE

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## Abstract

Technology affects our lives in many different ways such – the media, education, and transportation, etc. This study focuses on the role of the Internet in learning Arabic. Eight Arabic language programs were collected from Web sites, analysed for their usefulness, and implemented in class. The students were instructed to use each program and answer the questionnaires, both as a group member and as an individual. The answers were collected and discussed with them. Finally, a questionnaire was distributed to the students in order to obtain their opinions regarding the use of the Internet in learning Arabic. This paper will look at some of the results of the questionnaire and make certain comparisons.

## The Study

**The problem:** This research arose out of the need to teach the Arabic language to Malaysian students, who were unfamiliar with both the Arabic script and Middle Eastern intonations

Arabic is difficult to learn especially in an environment with so little input. Malaysia has few Arabic speakers; there are no newspapers or radio programs in Arabic; and the only Arabic models for students tend to be their instructors. It is the contention of this paper that the Internet could be used to overcome most of the problems.

**The methodology:** My hypothesis is that the Internet can be used successfully to provide both input and feedback to learners of Arabic. Using the Pre-test and Post-test method, and using the Questionnaire method tested this hypothesis.

A pre-test was conducted to determine the students' level of Arabic. It was expected that they would know very little apart from some of the religious terms that were incorporated into the Malay language and learned for prayers.

Following the pre-test, the students were supplied with a list of Internet sites (Appendix) to enable them to learn vocabulary concerning Arabic grammar and culture. The grammar aspects covered five categories: nouns, pronouns, verbs, numbers, and questions. The cultural aspects included cooking, eating habits, washing clothes, travelling, and social relations. Students were required to do assignments that measured their understanding of Arabic vocabulary relative to grammar and culture.

The post-test was used to determine how much the students increased their knowledge of Arabic vocabulary. The pre- and post-tests were the same and consisted of a dictation of sixty words covering the five grammar categories and Arabic culture.

The questionnaire consisted of questions dealing with student opinion towards the use of Internet in learning Arabic. The question which arose here was "Was there any