

IBRAHIM AHMED

Integrating Internet in Teaching Arabic Language A new Approach of Teaching Arabic Language



IBRAHIM AHMED

Integrating Internet in Teaching Arabic Language

IBRAHIM AHMED

Integrating Internet in Teaching Arabic Language

A new Approach of Teaching Arabic Language

LAP LAMBERT Academic Publishing

Impressum/Imprint (nur für Deutschland/ only for Germany)

Bibliografische Information der Deutschen Nationalbibliothek: Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über http://dnb.d-nb.de abrufbar.

Alle in diesem Buch genannten Marken und Produktnamen unterliegen warenzeichen-, markenoder patentrechtlichem Schutz bzw. sind Warenzeichen oder eingetragene Warenzeichen der jeweiligen Inhaber. Die Wiedergabe von Marken, Produktnamen, Gebrauchsnamen, Handelsnamen, Warenbezeichnungen u.s.w. in diesem Werk berechtigt auch ohne besondere Kennzeichnung nicht zu der Annahme, dass solche Namen im Sinne der Warenzeichen- und Markenschutzgesetzgebung als frei zu betrachten wären und daher von jedermann benutzt werden dürften.

Coverbild: www.ingimage.com

Verlag: LAP LAMBERT Academic Publishing AG & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Deutschland Telefon +49 681 3720-310, Telefax +49 681 3720-3109 Email: info@lap-publishing.com

Herstellung in Deutschland: Schaltungsdienst Lange o.H.G., Berlin Books on Demand GmbH, Norderstedt Reha GmbH, Saarbrücken Amazon Distribution GmbH, Leipzig ISBN: 978-3-8383-9880-8

Imprint (only for USA, GB)

Bibliographic information published by the Deutsche Nationalbibliothek: The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at http://dnb.d-nb.de.

Any brand names and product names mentioned in this book are subject to trademark, brand or patent protection and are trademarks or registered trademarks of their respective holders.

The use of brand names, product names, common names, trade names, product descriptions.

or patent protection and are trademarks or registered trademarks of their respective holders. The use of brand names, product names, common names, trade names, product descriptions etc. even without a particular marking in this works is in no way to be construed to mean that such names may be regarded as unrestricted in respect of trademark and brand protection legislation and could thus be used by anyone.

Cover image: www.ingimage.com

Publisher: LAP LAMBERT Academic Publishing AG & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany Phone +49 681 3720-310, Fax +49 681 3720-3109

Email: info@lap-publishing.com

Printed in the U.S.A. Printed in the U.K. by (see last page) ISBN: 978-3-8383-9880-8

Copyright © 2010 by the author and LAP LAMBERT Academic Publishing AG & Co. KG and licensors
All rights reserved. Saarbrücken 2010

Dedication

I would like to dedicate this study to my family in Ad-damar and Gadarif provinces, Sudan, especially to the soil my of father Suliman Ahmed, my mother Amna Awadalla. Also I would like to dedicate this study to my daughter Mihad who was born in Kuantan, Malaysia on the $24^{\rm th}$ of September 2001.

Acknowledgements

I would like to acknowledge, with thanks, the members of the academic staff of the Graduate College, Faculty of Education, Al Neelain University for their assistance in enabling me to undertake this Ph.D. study. My warm thanks go to the Organizer of Graduate Student of Education, Professor Bashier Mohmamad Osman Haj Attom and my deepest admiration and gratitude to my Supervisor, Professor Osman Ahmed Mohammad Abdul Wuhab, Professor of Curriculum Development.

My deep appreciation also goes to the International Islamic University Malaysia for offering me the opportunity to teach Arabic to non-Arabic speakers in a supportive environment. My thanks go to the following International Islamic University Malaysia colleagues: Prof. Dato' Dr. Md. Tahir Azhar, deputy rector of Academic affairs of International Islamic University Malaysia , Associate Professor M. Imad Al-Deen Mustafa and Professor Pakeer Oothuman Syed Ahamed for editing my first draft and to Professor Alison M. Johnston who commented and edited parts of the final draft of my dissertation. Also my thanks go to all my students who assisted me in my efforts to develop my Arabic CALL despite the heavy load of their medical studies.

I must also acknowledge the many scholars from all over the world who offered great assistance by exchanging their ideas at conferences and via the Internet. My special thanks go to Professor Keith Cameron of the University of Exeter in the UK who encouraged me to present my first paper on Arabic CALL at Exeter in September 2001 and responded, most generously, to my many e-mails. My thanks also goes to: Professor Ropert of the University of Chicago, United States of America, the editor of *CALICO*, who offered most helpful advice; Dr Meena Singhal, editor of the *The Reading Matrix*, an international online journal of the University of California, who sent me useful information about CALL; Dr Debra Hoven of the University of Queensland, Australia, who advised me in designing pre- and post-test material; Prof Kazroni, editor of *CALL EJ Online*, who advised me in designing my questionnaire; Dr Salaberry, review editor of the journal *Language Learning & Technology* for his valuable comments

on my papers evaluating Arabic language software; Dr Hemrad of the University of Guildhall, London, UK, who sent me material about the evaluation application forms and Dr Karajak of the University of Adam, Poland, editor of the journal *Teaching English with Technology*, who also sent me useful information on evaluation.

I would like to thank two companies, Skahr and School Arabia, whose sites I used sites for my study.

Finally, my thanks go to Mr. Byrnes, Director of the International School of Kuantan, Sister Zurina Susan Abdullah and Madam Monica for their assistance in editing and correcting my English and to Dr Deepa Dosaj for his valuable and insightful comments.

Table of Contents

Topics	Page No
Quranic verse	i
Dedication	ii
Acknowledgements	iii
Abstract	V
Arabic Abstract	vii
Table of Contents	ix
Abbreviation	xiii
List of Figures	xiv
List of Tables	xvi
Chapter 1 – Introductory Chapter	1
1.1 Introduction	1
1.2 The Statement of the Problem	2
1.3 Research Questions	3
1.4 Objectives of the Research	4
1.5 The Significance of the Research	5
1.6 Parameters of the Study	5
1.7 The Terminology of the Research	5
Chapter II- Literature Review and Previous Studies	8
2.1 Literature Review	8
2.1.1 Learning Foreign Languages	8
2.1.2 The Objectives of Arabic Language Teaching	8
2.1.3 The Historical Background of Arabic Language	9
2.1.4 The Appropriate Materials for Teaching Arabic	9
Language	
2.1.5 The Role of the Computer	11
2.1.6 CALL History	12
2.1.7 History of the Internet	15
2.1.8 Using the Internet	16
2.1.9 Internet-based Teaching of Languages	17
2.1.10 Language Material via the Web	18
2.1.11 Comparison of CALL with Traditional Teaching	20
Methods	
2 1 12 The Role of the Language Teacher	20

2.1.13 Link between Internet Arabic Language Sites and the Arabic Language Curriculum	24
2.1.14 Factors Affecting the Integration of Arabic CALL	25
into the Arabic Language Curriculum	23
2.1.15 Importance of the Arabic Language Programme	29
2.1.16 A Framework for the Educational Use of Internet	31
2.1.17 Methods of Teaching Language as a Second or	33
Foreign Language	55
Grammar Translation Approaches	33
The Direct Method	34
The Audio-lingual Method	35
Communicative Language Teaching (CLT)	35
2.1.18 The Learning Process Using a Computer Programme	36
2.1.19 The Significance of CALL	36
2.1.20 Language Learning Using a Computer	37
2.1.21 Comparison between the Computer and the	39
Teacher	
2.1.22 The Pros and Cons of Computers in General	40
2.1.23 Computers in Language Teaching	41
2.1.24 CALL Based Writing Skills	44
2.1.25 Use of the Internet in Education	45
2.1.26 Computer-based Drilling and Practising	45
2.1.27 Computer-based Testing	47
2.1.28 The produce of Evaluation WebSite	48
2.1.29 Programme Evaluation Procedures Used by the Present Researcher	50
2.1.30 The Researcher's Evaluation Strategy	54
2.2 Previous Studies	56
2.2.1 Introduction	56
2.2.2 Language Learning via Word Processing Programmes	56
2.2.3 Computer-mediated Communication	58
2.2.4 The Effectiveness of Computer-mediated	60
Communication	
2.2.5 Multi-media Language Teaching/Learning	72
2.2.6 Evaluation of Guidelines for Developing CALL Software	73
2.2.7 The Evaluation of CALL programmes	81

2.3 Description of the Arabic Language Programme	83
2.3.1 A General Overview of the Learn Arabic Programme	84
2.3.2 A General Overview of Lessons in Arabic	86
Chapter III – The Procedures of the Study	92
3.1 The Research Methodology	92
3.1.1 Design of the Research	92
3.1.2 Type of Research	92
3.1.3 Data Collection	93
3.1.4 The Population and the Study Sample	93
3.1.5 Teaching Strategies	96
3.2 Pre-test and Post-test	98
3.2.1 Validity of the Test	99
3.2.2 Reliability of the Test	99
3.4 The Questionnaire	100
3.4.1 Validity of the Questionnaire	101
3.4.2 Reliability of the Questionnaire	102
3.5 The Interview	103
3.6 Sequence of Data Collection Procedures	104
Chapter IV – Data Analysis	105
4.1 An Analysis of the <i>Learn Arabic</i> Website Using the North	105
Carolina Evaluation Criteria	
4.2 An Analysis of the <i>Learn Arabic</i> Website Using the	115
Hawaii Evaluation Criteria	
4.3 An Analysis of the <i>Lessons in Arabic</i> Website Using the	118
North Carolina Evaluation Criteria	
4.4 An Analysis of the <i>Lessons in Arabic</i> Website Using the	124
Hawaii Evaluation Criteria	
4.5 Analysis of Pre-Post-Test Results	130
4.5.1 Analysis of Student Errors	130
4.5.2 Comparison of Students' Pre-test and Post-test Results	144
4.6 Analysis of to the Questionnaire	152
4.7 Analysis of the Interview	169
4.7.1 Procedure for the Analysis of the Interview	169
4.7.2 Summary of Responses to the Interview Questions	169
Chapter V – Designing Computer Assisted Language	173
Learning Applications	
5.1 Powerpoint-based Arabic Language Teaching	173

5.2 Designing Arabic Language Software for Medical	181
Students	
5.3 Designing a Web site for a Computer Assisted Language	187
Learning Group 5.4 The Evaluation Form Designed by the Researcher	192
Chapter VI – Findings and Discussion	196
6.1 Findings	196
6.2 Experimental Findings	196
6.2.1 Pre-test / post -test	196
6.2.2 Questionnaire and Interview	197
6.2.3 Summary of the Experimental Findings	200
6.3 Discussion	201
6.3.1 General Educational Implications of the Major Findings	201
of the Current Research Study	DOT
6.3.2 Limitation of the Current Study	207
6.4 Implications of the Findings of the Current Study for Future Web- based Arabic CALL Programmes	208
6.5 Concluding Comments	216
6.6 Suggestions for Future Research	222
References	224
Appendices	
Appendix 1 – Table of Translations	
Appendix 2 – Arabic Language in Malaysia	
Appendix 3 – Arabic Language at IIUM	
Appendix 4 – Centre for Languages and Pre-academic	
De5elopment (CELPAD)	
Appendix 5 – Arabic Language in the Faculty of Medicine	
Appendix 6 – Pre- / Post-Test	
Appendix 7 – The Questionnaire	
Appendix 8 – The Interview	
Appendix 9 – E-Mail Messages Received from Colleagues	

This book is a unique in integrating the Internet in teaching Arabic language. The book is about the theoretical and practical framework of teaching Arabic via the website. It emphasises on the practical work from the field of teaching. It uses modern sophisticated technology in the class e.g. (new group, Websites as well as email). The book will be considered as a reference for the university students.

IBRAHIM AHMED

DR. IBRAHIM SULIMAN AHMED IS A LECTURER AT THE CENTER OF LANGUAGES IN INTERNATIONAL ISLAMIC UNIVERSITY-MALAYSIA (IIUM). HE HAS BEEN WORKING IN UNIVERSITIES AS A LECTURER SINCE 1993. HE OBTAINED HIS PH.D IN EDUCATION AND METHODS OF TEACHING ARABIC. FIVE OF HIS BOOKS WERE PUBLISHED BY RESEARCH MANAGEMENT CENTER-(IIUM). PARTICIPATED IN CONFERENCES.



978-3-8383-9880-8