

Issues and Challenges of Using CALL in Learning Arabic: Considerations for Content Development

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Abstract

The objectives of this research are to introduce Computer Assisted Language Learning (CALL) scholars and their activities to the Arabic readers, provide the Arabic readers with many issues of CALL, introduce CALL journals to our teachers as well as to our students in IIUM and the Arabic readers, provide our teachers as well as our students in IIUM with CALL organizations, provide our teachers as well as our students in IIUM with latest CALL information and books, introduce CALL conferences information to our teachers as well as to our students in IIUM and the Arabic readers. The researchers designed questionnaire with eleven items about CALL issues e.g. (the future of CALL, CALL status at present, methodology of CALL, CALL and research, the theoretical framework of CALL, the development of CALL materials, the opportunities for training CALL teachers and the CALL in the third world as well as the CALL scholars' comments and suggestions). The researchers sent this questionnaire to CALL scholars for their responses. The researchers used their opinions and suggestions after analysing their responses. The significant of this research are based on the researchers' knowledge there is no other researchers dealing with Computer Assisted Language Learning in Arabic language, provides suggested Arabic CALL curriculums and guidelines to our teachers as well as our students in IIUM in designing Arabic CALL lessons and CALL curriculum, provide guideline to our teachers as well as students in IIUM in designing criteria of Arabic CALL evaluation. This research is also assisting our Arabic CALL teachers in CALL research as well as providing many articles and it is also reviewing CALL programs. The development of CALL material relates very much on education systems; an enhanced understanding of language pedagogy, each country's education policies and resources. Training teachers is fundamental, but often neglected due to time and cost factors, computers will be used, but without a cogent argument to state that they improve the situation, administrators and policy makers will be hard pressed to justify additional expenses. Word-processing is still the most common application in CALL. The problem then as now knows enough about the technology and pedagogy to integrate the two effectively (see Ahmed , 2002b).

1. Introduction

Computer Assisted Language Learning (CALL) may be defined as “ the research for and study of application of the computer in Language teaching and Learning” (Levy, 1997, pg. 1)

Healey and Johnson (1997) emphasized that, when selecting software, the first step is to do a needs analysis as this will have a critical bearing on the software which will work most effectively in a particular setting. To do the needs analysis, the following questions require to be answered:

- Who are the users being targeted?
- What are the goals of the students being targeted?

- In what kind of setting will the software be used?
- How much do the teachers/laboratory assistants who will work with the students know?
- What is currently available in the way of hardware and technical assistance?
- How much money is available for additional expenditure?

2. The objectives of research

The objectives of this research are to:

- a) Introduce CALL scholars and their activities to the Arabic readers.
- b) Provide the Arabic readers with many issues of CALL.
- c) Introduce CALL journals to our teachers as well as to our students in IIUM and the Arabic readers.
- d) Provide our teachers as well as our students in IIUM with CALL organizations.
- e) Provide our teachers as well as our students in IIUM with latest CALL information and books.
- f) Introduce CALL conferences information to our teachers as well as to our students in IIUM and the Arabic readers.

3. Literature Review

Hajar (1998) claims that word processing positively alters students' attitudes towards writing, 37 first-year English as a second language students have been chosen in her study, as the study subjects adopted the process approach to teach writing skills to her students. To discover if there was a change in their attitudes towards writing, the students wrote using Microsoft Version 6 word processing programme. The researchers collected her data using a questionnaire. The findings of her study indicated that the students found the word-processing / writing class enjoyable and beneficial. Their responses suggested that they paid more attention to the important elements in writing including grammar, spelling, correct word choice, content and organisation. Word-processing in the classroom boosted their confidence in writing in English. In conclusion, the researchers contended that word processing is important in the L2 writing class as it helps students realise that writing can be a meaningful exercise while boosting their confidence in writing (Hajar, 1998).

Some studies which investigated issues arising from computer-mediated communication, focused on issues arising from aspects of teaching culture. While language and culture have a strong relationship with each other, some studies, such as Osuna and Maskill (1998), rely heavily on culture as the target objective. In their study, entitled *Using the World Wide Web*, they have evaluated the potential role of Internet resources to assist beginning-level undergraduate students of Spanish as a foreign language. In this study, the authors emphasized the importance of assessing the learners' perceptions of their experience in terms of both language and cultural knowledge. Thirteen students enrolled in their first college trimester of elementary Spanish participated in the study. They were required to answer a questionnaire designed to assess their performance in five specified activities. As the authors indicated, in order to complete the five specified activities, the students were required to access five different web sites where language functions, historical information and tourist information, etc. were presented. The specified activities were varied. For example, with the help of the Web, each student was required to plan a family trip to Madrid, describe a photograph from Argentina and find a place for leisure activities in Chile. At the end of the term, the students were asked to complete an additional questionnaire outlining their reactions to the activities as a whole and measuring their perceived learning outcomes.

According to the authors, the results of their study were as follows:

- a) The Internet seemed to be an excellent tool for foreign language and culture.
- b) The importance of teaching language and culture cannot be over-emphasized.
- c) There is relation between student satisfaction and level of interest.
- d) A significant limitation of the study, however, was the small number of participants.

The authors also recognized that introducing a new medium (the Internet) may, in itself, lead to increased motivation.

In summary, the significance of Osuna and Meskill's (1998) study is two-fold: its use of the Internet to teach both language and culture on the one hand and the authors' recognition that integration needs to be thoughtfully planned to produce positive outcomes such as accelerated learning, increased learning efficiency and the facilitation of retention on the other.

In his study, *Integrating CALL into the Writing Curriculum*, Cunningham (2000) examined various types of computer-mediated communication such as electronic mail, list servers, computer conferencing and bulletin boards. His sample comprised Japanese female undergraduate students enrolled in English as a Foreign Language writing class. In a preliminary study to assess his participants' attitudes, he collected his data by means of a questionnaire consisting of 37 statements with which the students had to agree or disagree. In his findings Cunningham states that, in general, the students found the computer-based classes challenging but rewarding in that it benefited their performance in writing. They also felt that using the computer helped concentrate their attention on certain aspect of their writing (for example, grammar, word choices and organization). The significance of Cunningham's study is that he used the computer to provide his student with meaningful writing activities. The main limitation of his study is that baseline information was not obtained from a comparable group of English as a Foreign Language students enrolled in classes that did not use computers to teach writing skills. Ideally, the learners in such a control group (that is, students taught in a traditional classroom) should be taught by the same teacher and with the same materials and curriculum as the learners in the computer classrooms.

In a paper titled *Graded Reading System: On-Line*, presented to an international CALL conference at Exeter in the United Kingdom, Shiozawa (2001) discusses the possibilities and drawbacks of on-line applications with respect to reading skills. This discussion arises as an outcome of his production of a Web-based learning system for students of ESL and English as a Foreign Language (EFL) to develop reading skills. Learners were able to choose written passages from seventeen different topic areas (culture, society, music, health, sports, recreation, people, computers/Internet, nature, environment, engineering, trips, entertainment, opinions, arts, humanities, on campus, and others) at five difficulty levels. Shiozawa (2001) selected his topics using major search engines like Yahoo and Alta Vista, and based his topic selection on the number of registered users accessing a particular site. Passages and comprehension questions were contributed constantly from on-line project participants around the world.

Learners were required to register their names and e-mail addresses before accessing the site. Teachers and learners alike were encouraged to add any text, contribute articles or leave comments for other people to read. As a highly interactive system, Shiozawa's (2001) programme provided an environment where learners could exchange messages with other on-line readers about the articles they had read. Learners were also able to chat with other readers, as well as with the authors of certain articles. After the learner chose a passage, his answers to the related questions were recorded and, if these reflected an acceptable level of reading achievement, the system would advise the learner to move to the next level. The system was designed to allow L2 learners to experience both intensive guided reading and extensive authentic reading. It also provided a list of links to other passages which enabled the learners to jump to other Web sites of interest to them.

Shiozawa (2001) lists a number of advantages of his *Graded Reading System: On-Line*. It provided a learning environment where learners could keep reading a variety of passages in topic areas in which they are truly interested. They could also read materials that suited their proficiency level. The system also helped to foster self-directed learning. Once the learners became interested in the reading materials, they tended to keep reading for extended periods of time because reading in the foreign language had become enjoyable. The growing bank of reading materials was seen as helping both teachers and learners around the world. Shiozawa (2001) also identifies a number of drawbacks, one of which was that the system only used multiple choice comprehension questions for its exercises and also recognized that continued success for his system depended on the number of contributors.

Nielsen (2001), in her study *Interactive Arabic Grammar on the Internet*, described her project, the Arabic Visual Interactive Syntax Learning (ArabVISL), as the development of Internet-based software for the interactive, self-paced learning of Arabic grammar. The stimulus for Nielsen's project was the almost complete lack of teaching materials for Arabic grammar in the context of Arabic for foreign language learners.

Therefore, this programme was designed by Nielsen for students at university and high school levels. In the introduction to her study, Nielsen (2001) explained the reasons for developing the programme and described a number of problems which arose when transferring Arabic grammar into the computerized environment.

As Nielsen (2001) makes clear in her introduction to the programme, the learner chooses Arabic sentences from a pre-analysis corpus and then selects visualisation. The learner can choose to see the full analysis, or he may build the analysis on his own. ArabVISL is a very flexible tool, especially for the beginner, and takes seriously the idea of autonomous learners and, as a consequence, respects differences in learning styles. It enables the learner to analyse a number of Arabic sentences and to gain access to definitions and explanations of Arabic grammatical terms. He also suggests that the next step for her project will include automatic parsing of Arabic sentences in order to offer the possibility for students and researchers to investigate and exemplify grammar rules based on empirical data. This development, Nielsen (2001) contends, will make it possible to develop games, quizzes etc. Thus, with a focus on language rules, it will be more challenging and more fun to learn Arabic grammar. The significance of Nielsen's (2001) study is that her programme not only provides for self-paced learning but, as Nielsen herself states, her ArabVISL software "is, if not the world's first, then at least one of the first interactive Arabic grammar tools ... that allows the learner to work ... in a variety of foreign languages with Latin scripts" (Nielsen, 2001, p. 344).

Salem (2001) published a paper entitled, *Designing a Website for Teaching Arabic: The Pedagogical Aspect*. The key objective of this study was to describe and analyse a Website that the author had developed at the Arabic Language Institute of the American University in Cairo, Egypt (AUC) for teaching Arabic through literature. The significance of this study is that it is part of an on-going project and its content is being added to on a continuing basis. The programme contains three components 1) short stories and excerpts from some novels; 2) contemporary poetry, and; 3) a collection of colloquial poetry. The text for each component has been chosen according to a number of predetermined criteria (Salem, 2001, p. 359) and each component has a link that takes a particular signal. Each component has three different kinds of drills, namely, vocabulary drills, listening drills and grammar drills. In each component there are some questions about the topics and there is provision for feedback to be provided. The learner may go back to look for the answer. Students can work at their own pace at home or at any computer laboratory either as individuals or as members of a group. The website is interactive and it helps the students to get feedback. Students may obtain the correct answers from the teacher via e-mail. Overall, the site offers an integration of skills thereby enhancing the learning process.

4. Methodology of research

The researchers designed questionnaire with eleven items about CALL issues e.g. (the future of CALL, CALL status at present, methodology of CALL, CALL and research, the theoretical framework of CALL, the development of CALL materials, the opportunities for training CALL teachers and the CALL in the third world as well as the CALL scholar's comments and suggestions). The researchers sent this questionnaire to CALL scholars for their response. The researchers used their opinions and suggestions after analysing their responses. Nevertheless, the researchers followed up the answers by e-mailing the CALL scholars and asking about many different items e.g.: the differences between CALL history and CALL methodology.

5-Significance of research

Based on the researchers' knowledge there is no other researcher dealing with Computer assisted Language Learning in Arabic language and it may provides:

- a) Suggested Arabic CALL curriculum (see appendix 2)
- b) Guideline our teachers as well as our students in IIUM in designing Arabic CALL lessons and CALL curriculum
- c) Guideline for our teachers as well as our students in IIUM in designing criteria of Arabic CALL evaluation guides.
- d) Assist our Arabic CALL teachers in CALL reach as far as the research provides many articles.

6- Survey Result

6-1 Analysis of the Questioner

6-1-1 The theoretical framework of CALL

The CALL scholar stressed that “there is no one framework, but many people are working in different aspects”, others scholars referred the present researcher to many works being done by CALL expertise’s as this comments. “Just check Michael Levy’s work. Still flexible; See Levy (1995); etc. and Work by Carol Chapelle and Phil Hubbard (1994) is excellent in this area.”. The researcher has gone through (Levy, 1997) as he owned the book itself, which is well recognized by CALL scholars.

One CALL scholar mentioned that “some have claimed that we need a “theory of CALL.” While another scholar did not emphasize on “theory of CALL.” as he mentioned “frankly, this does not make sense to me. CALL is a tool that we use to advance our understanding of second language acquisition. Linking interrelated concepts maybe keep it as the minimum”. It should be noted that another CALL scholar emphasized on the “theory of CALL” as he encouraged the present researcher to stress in the CALL theoretical framework.

6-1-2 CALL status at present

Some scholar stressed that the status of CALL at present is “growing, definitely yes.” and CALL is a vibrant, dynamic field with many active and insightful researchers. Some scholars agree partially with growing of CALL, and mentioned that “there are some very good prototypes but replication is still some way away.” Some scholars encouraged the researcher to put more effort on CALL.. “Surviving but effort should be done to promote and widen its use”. Two areas are highly active: 1) analyses of archived online discourse (formal and informal); 2) the contexts and sociolinguistic dynamics of computer use. Some scholars raised an interesting point of CALL that “Still very early days and we are still finding our way. A lot of web-based potential; growing use of sound and video online, but still issues of bandwidth that restrict full media use. Software comes on CD-ROM now in order to incorporate sound and video. Better teacher tools are readily available, like Hot Potatoes for authoring”. It seems that some countries did not heard about Computer and other did not heard about CALL, due to many reasons e.g. political factors and economic factors etc. We may in need to design our own Language programmes and CD ROMs based on students and community needs.

6-1-3 CALL status in the past

The CALL scholar emphasized that CALL was “Challenging in the past CALL has passed from its infancy to become a full fledged field of legitimate inquiry”. The CALL scholar impressed with the way of the Internet helped CALLers as he mentioned “various online working laboratories have been developed but with limited success”. CALL scholars stressed that “in Malaysia the development is very encouraging with the introduction of smart school the uses and applications of CALL is rapidly developing”. Experimental mostly and based within tertiary institutions. Only since the Internet / Web has CALL expanded in any meaningful way into primary/secondary education systems. Hence the Internet plays great role in teaching / learning language.

CALL scholar emphasized on the use of CALL rather than the technology itself “technology has always been used well sometimes and poorly sometimes. We haven't eliminated everything that was done in the past - we've kept the bits that worked well. Some drill and practice is still useful, such as pronunciation work. Simulations are still widely used. Word-processing is still the most common application in CALL.” The CALL scholars stressed on the integration as he mentioned “the problem then as now knows enough about the technology and pedagogy to integrate the two effectively (See Ahmed, 2002b).

One CALL scholar indicted that “Maybe focusing on a history of the CALL development in the Arabic world would be nice”. If we take a look at the previous statement we learn that some scholar encouraged us to go through CALL history rather than the practicing CALL, but it seems that we need to learn more about CALL history and then practicing of CALL.

6-1-4 Some issues need to be addressed

The present researchers indicted some issues of CALL (Application and methodology of teaching/ learning and CALL) but many scholars provide valuable information for this study in general end to this item (*some issues need to be addressed*) in particularly as one scholar claimed that in answering to the above statement

“ all that you mention (application and methodology of teaching/ learning and CALL), plus: learning environments; infrastructure of equipment; ergonomics; budget + rapid technological change; training of staff; curriculum/syllabus design and implementation; evaluation; software development; many more Design, implementation, evaluation, management of CALL”

Use of emerging technologies need to be considered. Some scholar referred the present researcher to CALL research there are some research projects going on in this work though. See the work of Hiroaki Ogata, for example.

Some scholars emphasized on the teacher role as one scholar claimed that “certainly teacher conceptualization of the purposes and processes of CALL and professional development activities that best evolve these natural language processing. There are many issues being considered by scholars as stated below:

- a) Computer-mediated communication.
- b) Multimedia CALL materials.
- c) Student use of any kind of CALL materials.
- d) Any empirical research in CALL.
- e) Using new software.
- f) Maximize the use of e-mail and online resources in language teaching.
- g) Feedback from learners on application.
- h) Theoretical relation.

CALL scholars still emphasized on teaching and Learning as being stressed by one scholar “ Surely. Any issues related with teaching and learning Arabic”.

The CALL scholar compared technology with the Pedagogy as he stressed that “Pedagogy is still the key. People got very excited about the web and with good reason, but it's not the best tool for every purpose. Knowing what to use when and with who is the largest issue. The second issue is encouraging the development of tools that better incorporate communicative, student-centered teaching by using new software.

6-1-5 CALL and the research

CALL scholar raised very important question regarding the role of technology in etching and learning as he asked “the fundamental question is whether CALL helps students learn languages better; and whether the outcomes are more competent speakers of L2”. We are only beginning to understand the complexity of the research required to do this. In any event, computers will be used, but without a cogent argument to state that they improve the situation, administrators and policy makers will be hard pressed to justify additional expenses. Research in CALL is like trying to hit a moving target. The research done in the 70s and 80s on mainframes or monochrome computers does not have a great deal of bearing on what is being done in CALL now. Previous research on educational TV may be more germane to present CALL.

The role of the teacher is still a productive area for research in CALL, and one where previous findings can help inform current work. This will encourage us to conduct research in CALL area. More needs to be done in this area. CALL scholar advised the present researcher as he said “try to get as many articles of both theoretical and practical issues in teaching/learning Arabic”

Some scholars claimed that research on CALL is “ongoing and essential”. Why essential because based on the research we learn the CALL problems then we may solve those problems. CALL should prove it's beneficial to the students / teachers etc; otherwise we waist our money and our time!

6-1-6 The development of CALL material

As could be seen from the market we learn that there are many types of CALL material as mentioned by one scholar “Continuous .Development, especially in Computer –Mediated Communication (CMC), is developing very rapidly. There are commercial products out there but not sure if they adopt any pedagogy”.

Once again, use of emerging technology such as mobile technology needs to be considered. We are finding that development of CALL material is only worthwhile insofar as it is done by teachers who can learn the intricacies of instructional design through actual software development.

As far as teaching and learning are concerned, there are numerous free and accessible applications on the web for learning all languages. The priority is teaching teachers to use these. Relates very much on education systems; an enhanced understanding of language pedagogy via computers. Teachers may well be developing their own materials using authoring tools. One CALL scholar claimed that “focuses on pedagogy first, and then see what technology can add. Phil Hubbard has some nice work here too, though probably more theoretical than most teachers would like”.

Some CALLers indicated to authoring program as he mentioned “Authoring programs like Hot Potatoes and a variety of websites let teachers enhance their material relatively easily. More powerful authoring tools take longer to learn and can produce more powerful learning products. Work on simulations is in the latter category - virtual reality can be an amazing tool for classroom use, but VR development is not for amateurs.

One CALL scholar claimed that regarding the development of CALL material should be an “ongoing and latest activities in schools should be monitored and evaluated” and the development of CALL material related to CALL application. The result as one CALLer indicated that “Surely always practical applications and their results are welcome to the readers”.

From above mentioned we learnt that although there is a number of CALL materials in the market, but we need to select the appropriate material for our students. Teachers have to develop their own material for their students, based on the school objectives and community needs

7-1-7 The opportunities for training CALL teacher

As indicated by many CALL scholars there are not many opportunities for teacher training One CALLer mentioned that “Not much as most training done by the Ministry of Education. Need to be offered more”. But another CALLer claimed that “ In the context of US, there are many Ph.D. programs that now contain a CALL component. There are many training opportunities in academic programs in graduate education in addition to commercial ones”. Try to include the information about them as much as possible. We are finding turnkey training highly effective. This is a system whereby a teacher learns at the University or other institution and in turn teachers her colleagues in the field.

Some CALLers referred the Teacher training to the country’s education policy as mentioned by one scholar “This will relate very much on each country’s education policies and resources. Training teachers is fundamental, but often neglected due to time and cost factors.

There is a great deal of self-help material online, as well as large numbers of lesson plans and models of web pages and exercises. TESL CALL is a very helpful mailing list. A number of people offer online CALL training, and others do face-to-face workshops. Having study groups at a school can be a low-cost but effective way of encouraging better use of CALL (see Ahmed, 2002a)

6-1-7 CALL in the third world / developing countries

We need to learn from other mistakes and experiences being mentioned by one of the CALL scholar “Again, I would like to see others gain from the mistakes we have made and the knowledge we have acquired rather than “reinventing the wheel”. Increasingly, as cost of infrastructure and hardware decrease, there will be more use made of computers. However, there are serious concerns on skills level of teachers; cost of setting up the schools with computers, and the ongoing costs of maintenance and upgrades. As technology is more available, CALL is more widely used. It has leapfrogged straight into the Internet age in many places, bypassing earlier and less productive technology. The more people who become part of the CALL community, the better - new problems generate new solutions that may benefit everyone.

One CALL scholar indicted that “this is a difficult question to answer. Some progress seems to have been made, but the cost of CALL is a problem that needs to be addressed in developing countries. It may be interesting to find out more about the situations in the third world so try to include as many information as possible. It may be slow but is coming closer”. One scholar raised very important issue as he indicated “I think some attempts on funding for third world for CALL in the book would be very helpful”. It seems that it is difficult to find fund for such learning unless the educational policy approved that fund.

6-1-8 The Future of the CALL

Many CALL scholars related the development of CALL with development of technology as indicated by one scholar “CALL changes quickly with the IT advancement but a chapter of this from the Arabic perspectives would be good.” The field has shifted emphases a great deal over the years and to some extent we can learn to project the future by revisiting the conceptual phases that we’ve already traversed. In this sense, the field has much to build upon in constructing visions of the future.

Many scholars happy with new researcher as indicated by CALL scholar “The number of researchers/practitioners is increasing substantially, and their work is getting to be very good. It is very important area and it is progressing very well, particularly with the advances in speech recognition and natural language processing. Very bright and promising Rosy but can be muddy. Computers will become more pervasive in education and hence in language teaching/learning. But there are many issues that will need to be addressed: training, hardware/software development, etc. Computers are becoming smaller, cheaper, media-rich, and more ubiquitous. CALL needs to take advantage of readily-available, media-rich, ubiquitous computing. Powerful tools in the hands of teachers and students - who know how to use them - can be very effective. Virtual reality is getting better all the time, though it's still not easy to produce.

7-1-9 Further suggestions

Many scholars share their views with present researcher and offered their assistance if it is being required as mentioned by this CALL scholars “I’d be happy to help with this project in any way I can”. Other CALL scholars indicated to the present researcher as he said “You ask very good questions, and I have only touched on them in this questionnaire.” I think the most important thing you could do is to understand the underlying systems that converge here. These include government/education systems, technological systems, networks of teachers and students, community demands/perceptions of teachers and schools, and so on’. One CALLer encouraged the present researcher as indicated. “Go ahead and write the book”.

CALL scholars encouraged the present researcher as one mentioned “I think it is a very good idea. If you are particularly focusing on Arabic readers, then some case studies from that region would help making the book less “alien” to those readers”.

One CALL scholar raised very important issue which the presences of the teacher as he mentioned that “Based on my experience, CALL class should be guided with a teacher and CALL should be used as a class aid, not a tutor” (See Ahmed, 2001). Also, the feedback on CALL materials should be given on a regular basis. Otherwise, the class can be doomed to fail. It depends on your original idea about this publication plan, but I would suggest that you should form a team of editorial boards with Arabic CALL professionals in the world and include their contributions as well in addition to openly collected and assessed manuscripts.

One CALL scholar claimed that “I’ve got a lot of information on my website from various workshops - there may be something I’ve posted that you will find helpful. Check <http://oregonstate.edu/~healeyd>

Some scholars offered nice suggestion as he mentioned that “I respect your desire to bring CALL research to Arabic readers. To do so, I suggest reviewing recent CALL literature. There is quite a bit available free online.” www.ict4lt.org (an introductory CALL course). Link: <http://ilt.msu.edu> Language Learning & Technology Journal. He said : “I notice you have a few other links on your website. If you want to actually do research yourself, these are good sources for models.”

8- Computer Assisted Language Learning Book: (In Arabic)

Following the receiving of scholars opinions the present researcher decided to design Computer Assisted Language Learning Book (*In Arabic*) this book has twenty chapters (*See appendix 1*) and the book was published by Research Center of IIUM, Kuala Lumpur, Malaysia.



For more information about the book you may click IIUM press address as shown below:

<http://rms.research.iium.edu.my/bookstore/Products/157-wwwgooglecom.aspx>

9. Discussions

After receiving valuable information about CALL and some guidance's for the researchers, followed by the scholar's opinions in designing Arabic CALL book in the light of the shortages of Arabic all book, the researchers has identified CALL scholars by their countries (e.g. Australia, America, British, Japan, Canada and Arabian CALL scholars). This research provided Arabic readers with many issues of CALL. The questioned should be asked why these CALL issues, because of the lack of the Arabic CALL books and CALL resources in Arabic language. Introducing CALL journals to our teacher as well as to our students in IIUM and the Arabic readers, this will help Arabic CALL reader to reach these resources in an easily ways. Introducing CALL conferences information to our teachers as well as to our students in IIUM and the Arabic readers this will help them to follow CALL latest information

This research set much suggestion it might help if it will be implemented. These suggestions as follows:

A Computer Assisted Arabic Language should be consider as compulsory subject for Arabic departments, develop countries should be helped in teacher training, educational organizations should help in Computer Assisted Arabic Language, students should know, firstly the CALL theoretical framework and CALL history, this will help them in CALL practical :

1. In order for us to gain and to benefits a lot from Arabic CALL we need to conduct education research, this research should be conducted with cooperation of teachers, learners, scholars, and Arabic programme should be tested in order to learn the flaw of each program.
2. International organization such as (UN) and other educational organization and riches countries should provide computer and Internet to poor countries; we also need to spread technology culture to the students and to the community in general.
3. Poor countries should concentrate on Computer in education in general CALL in particularly.

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Appendix 1

Computer Assisted Language Learning Book: (In Arabic)

- a) The analysis of CALLers opinions s indicated earlier
- b) A- History of CALL <http://www.history-of-call.org/poster99-2.htm>

The Theoretical Framework of Computer in Education

a) Australian CALL scholars

Mike Levy (foe more information see his CALL book,1997)

http://www.gu.edu.au/ppages/Michael_Levy/

Peter White

<http://www.cltr.uq.edu.au/slat6860/slat6860-203.pdf>

Prof Andrew – Peter Lian

<http://andrewlian.com/andrewlian/prowww/aplcv.htm>

Robert Debski

<http://www.hlc.unimelb.edu.au/staff/robert.html>

Debra Hoven

www.arts.uq.edu.au/slccs/profiles/hoven.html

Jeong- Bae- Son

www.usq.edu.au/users/sonjb

Mike Smith

http://www.hlc.unimelb.edu.au/courses/call/call_index.html

b) American CALL Scholars

Mark Warschauer (foe more information see his CALL book,20015)

<http://www.gse.uci.edu/markw/papers.html>

Carol A. Chaplle (for more information see his CALL book,2001)

www.public.iastate.edu/~carolc

Philip Hubbard

<http://www.stanford.edu/~efs/phil/>

Deborah Healey

<http://www.onid.orst.edu/~healeyd>

Claire Bradin Siskin

<http://www.edvista.com/claire/>

Prof : Robert Fischer

<http://www.modlang.swt.edu/persons/fischer.htm>

Rafael Salaberry

<http://www.ruf.rice.edu/~rafaels/>

Carla Meskill

<http://cela.albany.edu/researcher/meskill.htm>

Vance Stevens

<http://www.vancestevens.com/eslindex.htm>

Prof: jean W. Leloup

<http://web.cortland.edu/leloupj/>

Lyra Riabov

http://acadweb.nhc.edu/riabov_lyra/Research.htm

c) English CALL Scholars

Prof Kieth Cameron

Graham Davies

Dominique Hémar, d,

http://calico.org/CALICO_Review/review/arabiceasy00.htm

Steve Cushion

http://calico.org/CALICO_Review/review/arabiceasy00.htm

d) Canadian CALL scholars

Kenner and Kenner

<http://alcor.concordia.ca/~rkenner/>

Shery Beller – Kenner

<http://alcor.concordia.ca/~rkenner/>

e) Malaysian CALL scholars

Prof Dr Mohamed Amin Embi (UKM)

http://www.fpbahasa.ukm.my/eltrec/e_modules_view.asp?MOD_ID=31

Prof Dr Nuraihan Mat Daud (IIUM)

Dr. Norizan Abdul Razak (UKM)

f) Japanese CAL: L scholars

Kazunori Nozawa

Kenji Kitao and S. Kathleen Kitao

<http://ilc2.doshisha.ac.jp/users/kkitao/online/www/communi.htm>

Thoms Robe

g) Poland CALL scholars

Jack Kirjka

h) Arabian CALL scholars

Reim Sado Al-jurf

<http://reemasado.tripod.com/reimaaljurfshomepage/>

Mohammad T. Alhawary
calico.org/CALICO_Review

i) Other CALL Scholars

Lee, K.C.

<http://www.elc.polyu.edu.hk/conference/default2001.htm>

Helle Lykke Nielsen

<http://dabc.unipv.it/SETH/larabo.htm>

j) Attempts of Arabic CALL (by the present author)

l) CALL Institutions

The Horwood Language Centre

<http://www.hlc.unimelb.edu.au/>

m) CALL organizations

CALICO

<http://www.calico.org>

Asia Association of Computer Assisted Language Learning (ASiA CALL)

<http://www.asiacall.org>

Asia Pacific Association for Computer Assisted Language Learning

APACALL

<http://www.apacall.org/>

n) CALL Journals

Language Learning and Technology (LLT)

<http://llt.msu.edu/>

RECALL

http://titles.cambridge.org/journals/journal_catalogue.asp?historylinks=SUBJ&mnemonic=REC

Computer Assisted Language Learning Journal

<http://www.extenzaeps.com/extenza/contentviewing/viewJournalIssueTOC.do?issueId=1563>

Teaching English as a Second or Foreign Language (TESL – EJ)

<http://www-writing.berkeley.edu/TESL-EJ/>

The Internet TESL Journal

[Http://iteslj.org/](http://iteslj.org/)

Internet Journal of e- Language Learning and Teaching

<http://www.eltrec.ukm.my/ijellt/default.asp?ctid=1>

Computer and Education

http://www.elsevier.com/wps/find/journaldescription.cws_home/347/description#description

o) CALL conferences

2002 KMALL International Conference

<http://www.melrec.com/k1/default.htm>

World CALL Conference 1998

<http://www.worldcall.org/>

C.A.L.L the Challenge and Change

<http://www.tandf.co.uk/journals/titles/09588221.asp>

Information Technology & Multimedia in English in English Language Teaching (ITMELT)

<http://www.elc.polyu.edu.hk/conference/default2001.htm>

CAL'05 Virtual Learning?

www.cal-conference.elsevier.com

<http://www.leeds.ac.uk/educol/conf2005.htm#jan05>

www.usq.edu.au/users/sonjb

<http://www.calico.org/>

Appendix 2 : Suggested Arabic CALL Course
Prepared by: Ibrahim Suliman Ahmed Language Center at Faculty of Medicine - IIUM

Week No.	The topics / two hours	Learning Content	Learning Activities
1	Introduction to the computer	Introduction to CALL	Lecture
2	The theoretical framework of the computer in Education	Computer familiarity	Computer terminology
3	CALL History	Factors affecting the CALL integration	Lecture
4	The theoretical framework of CALL	CALL theories	Computer Skills
5	Language activities by using word processor program	Authoring programmes	Language skills
6	Language activities by using power point presentation program	Group project	Designing slide Criteria of CALL evaluation
7	Language activities by using Excel program	The Multimedia	Presentation
8	Continuous assessment	The first Test	10%
	Introduction to the Internet	The second section – The Internet	Lecture
9	Introduction to the Internet	The Internet terminology	Web pages browsing
10	The theoretical framework of the Internet in Education	Searching the Web Pages	The browser
11	Language activities by using Electronic mail and voice mail	CALL journals	Exchanging messages
12	Language activities by using News groups	Language and culture via the web	Participation on news groups
13	Continuous assessment	The second test	10%
14	Language activities by Chatting rooms	CALL conferences	Participation on Chatting rooms
15	Designing homepage and using list server	CALL institutes	Browsing the list server
16	Final assessment	The third test	30 %