

Talk Now

Reviewed by Ibrahim Suliman Ahmed

Title	Talk Now
Publisher	HCI Master (M) Sdn.Bhd,115A , Jalan gassing, Malaysia
Platform	VGA with 256 color , sound card
Minimum hardware Requirements : for PC	486 processor or above ; 8 Mb RAM ; CD- ROM drive; Microphone (optional)

The program is in a windows format so can be minimized. This allows other programs to run at the same time. It is not obvious on the first screen that appears how to start but with a little trial and error clicking on the icon of “talk now” leads into a second screen. There is a large picture of a compact disc, which is purely ornamental. At the bottom, on the left, is a help button, indicated by a question mark. This brings up a smaller, super-imposed screen, which has written instructions on how to proceed. In the middle, at the bottom, is a “change help language” button, indicated by a flag. Clicking on this brings up another screen, which allows the student to select from 40 translation languages. The “help” button is also present at the bottom left. There is a slide control for changing the volume. A small arrow indicates how to get back to the previous screen. To the right of the flag icon is a button with a red arrow labeled “start”. Clicking the arrow brings up a sign-in screen. The student is asked to type their name and click on the blue arrow to proceed.

This brings up a “welcome” screen with the student’s name and draws attention to the help button in writing. This is reinforced by the voices of two “guides” welcoming the student and asking them to try clicking on the help button. They respond with “good” if this is done correctly. There is an immediate impression that the designer has tried to make the program user-friendly. The student is asked to click on the blue arrow to continue. A new screen appears and briefly a cut-out picture of a woman appears briefly from the side of the screen to put down the purple star which keeps score.

The main part of this screen has a “roulette” wheel from which various tasks can be selected. Bottom left is the help button, then the “change translation language” flag button, the slide volume control, then a button with an exclamation mark (which basically says this CD is not licensed for networking) and finally, on the right, the “back” button. Pressing the back button on this screen brings up a new sign-in page and asks if you want to change user. To the left of the roulette wheel are two icons, a purple star with a zero inside (score keeping) and below that the icon of a printer. To the right is a boy with a box of cards. He grins if the curser is placed on him. Clicking on the box of cards brings up the games options. Clicking on the boy he says thank you in the target language

The content

There are nine sections to the roulette wheel, for the nine topic areas that are available, namely, First Words, Food (طعام) (3a`«m), Colors (ألوان) (alw«n), Phrases (عبارات) (ib«r«t), Body (جسم) Jisim, Numbers ((أعداد) (a`d«d), Countries ((دول) duwal, Time (زمن) zaman and Shopping (تسوق) tasawuq. These are written in English. The inside of the roulette wheel has small pictures, which change if the cursor passes over them. The screen is animated and lively.

Clicking on any of the seven topics brings up a screen with a picture depicting the topic. For “first words” it is of two hands being shaken, a picture of a taxi and toilet signs. For food it is fruit. There is a box containing the five possible activities for the topic, namely, word practice (تدريب الكلمات) tadrib al-kalim«t speaking practice (تدريب الكلام) tadrib al-kal«m, easy game (تدريب سهل) tadrib«t sahlun, hard game (تدريبات صعبة) tadrib«t sa`ba, print picture dictionary (أطبع القاموس) (المصور).type the photographical dictionary

Word practice:

The screen has a box in the centre, which contains the list of target words in the translation language. To the left is a picture of a man, to the right a woman. Clicking on either the word in the box, the man or the woman prompts the word to be pronounced and a pictorial image appears at the top of the screen to the left. Clicking on the picture also causes the word to be pronounced again. To the right at the top is the word written in Arabic (rather small to read!) and clicking on this also prompts the relevant word to be pronounced. It is possible to hear the target word pronounced by a man or a woman as many times as one likes.

There is button, to the right of the help button at the bottom, which allows the student to repeat the word and record it and then compare the instructor’s pronunciation with their own.

To the right of this, just before the “back” button is a yellow button that, once pressed, starts the automatic repetition of the set of target words, the first one spoken by the man, the next by the woman and so on. If this button is not pushed then the student can proceed at his/her own pace by clicking on the words. There are two large red arrows, up and down, to the side of the central box, which allows the set of target words to be changed. (The program is very slow to respond and seems to need time to “think” before execution).

The set of target words for “first words” is as follows:

The instructor uses شكراً (shukran) thank you, and he uses the answer thanking, he says شكراً جزيلاً (shukran jazylan) thank you very much. مع السلامة (ma`a as-sl«ma) good by, يسار (yas«r) left, يمين (yamyn) right, حمام السيدات (amma«m as-syid«t) ladies toilet, حمام رجال (ammam rijal)gent toilet, أين المصرف (ayna al-masraf) where is a bank, أين حقائب السفر؟ (ayna`aq«`ib as-safar) where are the bags, مفاتيح (mf«tih) keies, دراجة (daraja) bicycle, سيارة (syy«ra) car, باص (b«s) bus, طائرة (3«i`ra) aero plane, سفينة (safyna) ship, شاطئ (sh«ti) beach, سرير (sariyr) bed, بيت (bayt) house, حمام (amm«m) bathroom, فندق (funduq) hotel.

When the student has finished the complete list of target words, the back button allows a return to the previous screen to select other tasks.

The selection screen now shows a tick that word practice has been done.

Speaking Practice

This brings up a different screen that has a box with a picture inside but most noticeable is a fairly large picture of a microphone pointing as if towards the user. There are 3 brown buttons at the top of the box marked with the numbers 4, 8, 10. This allows the student to choose how many words he wishes to deal with, groups of 4, 8 or 10. Below the picture are three colored buttons: the green, with an icon of an ear, which allows the student to listen to the word first and then repeat and record.

- the red button, which allows recording without hearing the word first
- the blue button, which allows the recording to be played back.

The target words are those presented and practiced in the “Word” activity for the chosen topic. There is a picture of the man or the woman to the right of the box containing the target words. Clicking on the picture of the man or woman will change the voice of the speaker and the picture. (These option changes are very slow to execute).

The student begins by selecting how many words he wants to record at one time. Then each target picture appears. Time is given to listen and record.

When the student has finished the complete list of target words, the back button allows a return to the previous screen to select other tasks.

The selection screen now shows a tick that word practice and speaking practice has been done.

Easy Game

A screen appears with the picture of the woman and a large “speech bubble”. The first of four target words appears as a picture in the top right hand corner, above the woman. The translation appears in writing in the bubble as the woman pronounces the word. This is repeated for four words. Then a new screen appears with the man and a box containing all four words in translation. The man pronounces one word and the student has to click on the correct translation. A correct answer gets a tick, 5 points, a “yes” نعم (*na'am*) “yes” and smile from the man. An incorrect answer gets a cross, a “no” and a frown from the man and the student can try again until a correct answer is given. The score appears in the top right hand corner. In the top left corner is an indicator bar for how much of the game has been played and how much more is still to be played. After a correct answer the woman’s screen appears again and four new words are given. Not all the target words from the topic are used and some are used several times. On both the woman’s and the man’s screens there is a blue button at the bottom, in the middle, which allows the word to be repeated and heard again.

Hard game

At the top are ten boxes, five on top and five below, each containing a picture from the target vocabulary from the topic. Under this is a box with a word or phrase written in Arabic. The picture of the man is on the left of the screen and the woman on the right. At the bottom is the, now familiar, blur button, which allows the student to hear the word again. The student has to select the correct picture and gets 5 points for a correct answer and loses 2 points for an incorrect one. If a wrong choice is made the woman says in Arabic the name of the wrong choice (this is a very useful form of feedback) then “no” in Arabic and shakes her head. The incorrect picture disappears. A correct answer gets a tick and 5 points and another group of 10 pictures appears. Pressing the back button exits the game and the score appears on the screen before exiting.

Evaluation of the Program

Content-Input

Listening Input. Audio. There is plenty of listening input but it is of a very limited kind. There are no natural, communicative conversations for the students to listen to. By using targeted single words and phrases a fairly artificial listening environment is used. For example, in the phrases topic no answers are provided to the questions. هل أستطيع استعمال هاتفك؟ (hal 'astati`u 'isti`m`la hatifika) Can I use your telephone? The answer should be either نعم يمكنك استعماله (*na'am yumkinka 'isti`m`luhu*) “Yes, you can use it”, or لا، أنا أسف (l- an« «sif) “No, you can’t” but these are not given. Similarly, an answer for the phrase الحساب من فضلك (al-`is«b min fa±lik) “Please May I pay the bill?” is not provided. Such lop-sided questions with no answers are not the normal practice in language teaching!

Pronunciation Input. Native Arabic speakers are used. The record and playback feature make this a valuable tool for pronunciation practice. The sound is clear and understandable and consistent in quality and volume.

Reading Input. The written form of the target vocabulary items is given but generally the emphasis is not on the written but the spoken form. Target words are written in very small script.

Speaking Input. There is a complete lack of communicative and conversational skills input or practice.

Visual Input. This program has been designed with some idea of what user-friendly means. Of the CDs evaluated this is the only one that uses constant written translation in the student's language and this is a very important feature. It avoids any possible misinterpretation of the picture which helps convey meaning. The screens are decorated with pictures that help to reinforce what is possible from that screen. For example, the large microphone on the "speaking practice" screen. The choice of visual material, however, shows, once again, that a basic western model has been used and the various languages superimposed. For example, each target word has an associated picture. These are perfectly understandable to a westerner but possibly confusing to other cultural groups. In the topic of "basic words" if we take a close look at the picture of the man we learn that the man raises his hand as if he wanted to say "bye-bye" to somebody but the actual target word is أهلا ('ahl«n) "hello". Arabs use their hands in many ways, to indicate many meanings and no attention has been paid to this. It should be said that of all the CDs evaluated this uses the most lively and interesting visuals. The games, especially, show an imaginative and fun use of visuals. For example in the hard game in the topic of colors if the student gets it right then the color goes to the car and that car moves to the album with its new color. Also in the hard game for the topic of countries if the student chooses the correct answer then a hand moves the appropriate flag and places it on the world map.

Vocabulary. The choice of vocabulary is generally that which would be of most immediate use to a western adult going on holiday or for business in an Arabic-speaking country. There is a "phrase book" approach to language learning. A quick perusal of Appendix 6 will show that the designer is not concerned with the students learning the form and structure of the Arabic language but only useful phrases. Some words are difficult even for Arabic speakers such as رقائق البطاطا (rag«ig al-b³«³a) potato chips, and عيدان الطعام الصيني (ʿayd«n a³-³am a--yini) chopsticks. Had this CD been designed specifically for learning Arabic and not based on a general model such target words would have been avoided. Further evidence comes in the topic of countries where the instructor concentrates rather heavily on European countries. Perhaps this is to be expected as the target market for this CD is European. However, Arabian countries are omitted even though this is an Arabic language program, which seems a bit ridiculous.

Is the presentation of grammar logically sequenced? As in the Rosetta stone and Berlitz programs most of the cases of illogical sequencing arise from the fact that Arabic has been imposed on a general format for language learning (with English obviously the base) rather than Arabic grammar dictating the sequence. Like both the previous CDs the target market is really for foreigners spending some time in an Arab speaking country and being able to get about. These CDs were not produced for teaching Arabic as a foreign language. So there is very little care taken in sequencing. The main criterion has been which words are most useful. So, for example, keys (plural) is more normally used than key (singular) and is presented first although from a teachers point of view the logical and gradual introduction of structures would mean presenting the singular first. In the topic "first words" the instructor uses the plural السيدات(as-syid«t) ladies before he uses the singular سيدة(sayida) lady.

Does the program focus user's attention on specific structures? The simple and quick answer is "no". The topic of colors gives a very clear example of this. The designer does not use colors in sentences or with demonstrative pronouns such as هذا قلم أحمر (*h«dh« qalamun 'a-mar*) "this is a red pen". Colors are used with masculine nouns but not with feminine such as هذه حقيبة حمراء (*'adhihi -aqubata -mr«'*) "this is red bag". This has been a problematic point in all these programs; no attention paid to very important structural differences between Arabic and English such as masculine, feminine, mixed and plural forms. Numbers is another problem area, as we have seen. In this program numbers are presented without associating them with any subject, except for the number nineteen. There is no context, no normal usage.

Vocabulary learning activities. The main focus of this CD is vocabulary learning exercises, of which there are four different types. As a way to recognize and pronounce simple words and phrases these activities are sufficient and fun to do. The drawback of this CD as a more general learning tool is that this is the only focus!

Input for writing activities. There are none. This CD would be best used as a controlled practice activity which students can do at their own pace. It would be possible to supplement this program with extension exercises as the content, being organized around topics, lends itself very naturally to real life situations.

Accuracy. There are a few errors, most of them related to the short vowels. Details of these can be found in Appendix 6. But just to give one example, the male instructor pronounces the word as عنجاص (*anj«s*) "plum" but the female pronounces it correctly as إجاص (*'ij«s*) plum. The male instructor omits the letter hmaza and instead uses the letter (a) . Besides that the male instructor also adds n (n) to the same word and this will confuse the learner. Not enough attention has been paid to consistency and accuracy. The topic of numbers is a huge problem.

Appropriateness. As mentioned above there are many instances where western-centered cultural biases cause problems for students from other cultural backgrounds. The designer uses the word أسف (*«sif*) "sorry" with the picture of a man who is thinking, and he uses أهلا (*ahl«n*) "hello" when a man raises his hand. These images, meant to aid comprehension, in fact, do the opposite for students from non-western cultural traditions. The designer uses some words such as بيرة (*bir«*) "beer" which are forbidden in Arabic and Muslim cultures. Such content is not suitable for Muslim students.

Scope. The information is of sufficient scope to adequately cover the basic topics for any general audience. However, if the target audience is not general, as is the case at a medical school, then supplementary vocabulary would need to be presented by the teacher. A more complete list of parts of the body would be needed, for example.

Technical Aspects.

Navigation. There are no pause buttons that allow the student to pause in mid exercise and there are no 'exit' buttons on the lesson activity screens. As the program is slow to respond it sometimes takes quite a long time for the commands to be executed. To exit requires going back through various screens. This is not good. The icons are very clear. The student may choose, on any screen, to playback or repeat any lesson.

Control: The program is slow to respond to clicks. This is frustrating.

Sound: The quality is good.

Search Paths: None.

References and Additional information. There is a printable picture dictionary.

Bookmark and highlighting features: There is a record –keeping feature that monitors the student’s progress through the various activities and topics in the colored squares on the roulette wheel. Therefore the student can keep track of his scores and the completed activities.

Save feature: The student is able to print the picture dictionary from each lesson with all the words and phrases for each topic. There is no other “save” features on this program.

Feedback: Feedback for wrong answers is immediate and “friendly”. Unlike the Rosetta Stone CD where the student only knows he has made the wrong choice, or the Berlitz CD where the correct answer is given, this program approaches the more usual correction and feedback methods used in the classroom. The student knows the answer given is wrong. He is even given the pronunciation of the wrong item, which is most helpful and given another chance. In some of the games the wrong choices are removed which makes it easier for the student

Documentation.

Technical information: As this CD allows the students to record it would have been useful if the required software needed to use this feature had been documented.

Teacher guides: No suggestions for classroom use, and lesson plans, and related activities are given.

A complete list of the topics, the vocabulary and phrases for each and a detailed evaluation of their contents.

First Words:

The instructor uses شكرًا (shukran) thank you, and he uses the answer thanking, he says شكرًا جزيلا (shukran jazylan) thank you very much. مع السلامة (ma`a as-sl«ma) good bye, يسار (yas«r) left, حمام رجال (yamyn) wright, نبيذ (nabydh) wine, حمام السيدات (am«m as-syyidat) ladies toilet, حمام رجال (amm«m rij«l) gents toilet, أين المصرف (ayna al-ma-raf) Where is a bank?, أين حقائب السفر؟ (ayna`aq«`ib as-safar) Where are the bags?, دراجة (maf«ti-) keies, سيارة (dar«ja) bicycle, باص (b«s) bus, طائرة (t«i`ra) aeroplane, سفينة (safyna) ship, شاطئ (sh«3i`) beach, سرير (sariyr) bed, بيت (bayt) house, حمام (amm«m) bathroom, فندق (funduq) hotel.

If we take a close look at the above lesson we see that the instructor uses the phrase مع السلامة (ma`an as-sl«ma) “good bye” before he uses السلام عليكم (as-sl«mu`alikum) “peace be upon you”, or وداعًا (wad«`an) “farewell”. This reflects the cultural habits of the west and, had this program been developed with use by Muslims in mind, would have evidenced a different choice.

Directions

The instructor uses only يسار (yas«r) left, يمين (yamyn) right, it would have been, perhaps, more useful if he had included a few more useful directions such as أمام (a`m«m) in front, and خلف (khalif) behind.

The designer uses حمام السيدات (hamm«am as-syyidat) ladies toilet, حمام رجال (ham«am rij«l) gents toilet before using حمام (hamm«am) toilet. This makes sense from the “phrase book” approach to language learning as the students are more likely to come across these forms but from an overall, rounded approach to language learning such choices do not make sense.

Plural -singular

If we take a look to the above lesson we learn that the instructor uses the plural السيدات (as-syyid«t) “ladies” before he uses the singular سيدة (as-syyid«t) “lady”.

مفاتيح (mf«ti-) keys مفتاح (mift«-)

Also the designer uses the plural مفاتيح (mfati«3) “keys” before the singular مفتاح (mift«-)

Cultural context

If we take a close look at the pictures associated with the words see some evidence of cultural insensitivity. The use of a picture of a dog wagging its tail for “please” is both not clear and culturally offensive to Muslims. In answer to the phrase من فضلك (*min fa±ilik*) (please?) the designer uses a picture of an old man and شكراً (*shukran*). The designer here uses the phrase before introducing the component words which would not be the order chosen in a more rounded approach to language learning.

The designer also uses the word أسف (*asif*) “sorry” with the picture of a man who is thinking, and he uses أهلاً (*ahl«n*) “hello” when a man raises his hand. These images, meant to aid comprehension, in fact, do the opposite for students from non-western cultural traditions. In another example, the man raises his hand as if he wanted to say “bye-bye” to somebody. Arabs use their hands in many ways for many meanings in their culture, which do not correspond to those used in the west.

Faulty consonants:

دراجة (*dr«ja*) و دراجة (*dr«ga*)

If we take a look at the above word we notice that the designer uses the letter /ج/ like the English letter /g/. This is a mistake.

الضمة (´) sounding nearly as o ----- و (*w*)

The instructor uses دوش (*dush*) which we used it without و (*w*) we use it with ضمة (´) sounding nearly o

Intonation:

The instructor pronounces the word سفينة (*safyna*) as if he is asking, but there is no question mark and the word itself is not associated with any word.

Difficult Words:

The designer uses difficult words such as بطاقة ائتمان (*bi³«qat 'itim«n*) credit card.

The designer uses the word دوش (*dush*) bath which in Arabic is حمام (*amm«m*).

طعام (*³a`«m*) Food

The content:

ملعقة (*mil`agah*) spoon, كوب (*kuwb*) glass, شاي (*sh«y*) tea, سلطانية (*sul³«niya*) bowl, سكين (*sikeen*) knife, طماطم (*³am«³im*) tomato, مانجو (*m«ngu*) mango, بيض (*bay±*) eggs, سكر (*sukar*) sugar, خيار (*khiy«r*) cucumber, بصل (*ba-al*) onion, فراولة (*fr«wla*) strawberry, زبد (*zubd*) butter, and بطاطس (*ba³a³is*) potato, جبن (*jubn*) cheese, برتقال (*burtq«l*) orange, بنزّا (*bitz«*) bitza and رقائق البطاطا (*rag«ig al-ba³a³a*) potato chips, and عيدان الطعام الصيني (*ayd«n a³-³`am a--yini*) chopstick. إجاص (*j«*) plum... عنب (*inab*) tgarbic, خيار (*khi«r*) cucumber, كمثرى (*kum`thr«*) pears, خبز (*khubz*) bread, ليمون (*lymwn*) lemon, سلطانية (*sul³«nya*) bowl, فنجان كبير (*finj«n kabyr*) a big cup, as سمك (*samak*) fishes, جبن (*jubn*) cheese, خبز (*khubz*) bread, تفاح (*tufah*) apple, موز (*mawz*) bnanar, برتقال (*burtq«l*) orange.

Culture Context:

We may notice that the designer uses the phrase عيدان الطعام الصيني (*aydan a³-³`am a--yini*) chopstick which is both hard to pronounce and fairly useless as no Arabic country uses this item for eating.

Difficult Words

If we take a close look at the above vocabulary we learn that the designer uses another difficult phrase such as توت العليق (*tot al-`ulaiq*) -----, which is very difficult for many native Arab

speakers. The phrase is not familiar to most Arabs which is also the case with another word إجاص ('aj«-) plum.

بيتزا (bitz«)

Many of the target words in the food topic are not Arabic foods. This is just further evidence of the cultural bias in this program.

Singular and Plural:

The instructor pronounces (موز mawz) bananas, but the related picture shows only one موزة (mawza) banana, therefore the instructor uses the plural instead of the singular.

Future

The female instructor pronounces the above word فطر (fu³r) and the male instructor pronounces it (fatur) and on the screen the word appear as (fi³ir), therefore there is much confusion related to this word.

ألوان (al-w«n) "Colors"

The content:

The twelve colors targeted are: أحمر ('a⁻mar) red, بني (buni) brown., برتقالي (burtuq⁻«li) orange, أصفر ('far) yellow, أخضر ('kh±ar) green, أزرق غامق ('zraq gh«miq) dark blue, أزرق فاتح ('zraq f«tih) light blue, وردي (wardi) pink, بنفسجي (banafsaji) purple, أسود ('swad) black, رمادي (rm«di) grey, أبيض ('bya±) white.

Useful sentences

If we take a close look at the above lesson we see that the designer does not use these colors in sentences or with demonstrative pronouns such as هذا قلم أحمر (dh« qalamun 'a⁻mar) "this is a red pen". Colors are used with masculine nouns but not with feminine ones such as هذه حقيبة حمراء (dh«hihi 'aqubata 'mr«) "this is red bag". This has been a problematic point in all these programs: the difference in use in Arabic and English of masculine, feminine, mixed and plural forms.

In this game, the designer names one color and the student has to click on the correct target color. If the answer is نعم (na'am) yes then, the color goes to the car and that car moves to the album with its new color and so on.

Here the designer may take this opportunity to teach the color with singular feminine even if it is not a human being, and says سيارة خضراء (syy«ra kh±ra) green car, this may help the student and provides a chance to distinguish the use of color with the singular masculine and singular feminine.

عبارات (ibarat) Phrases

The content:

هل أستطيع استعمال هاتفك؟ (hal 'as³aty`u a'sti`m«li h«tifika) Can I use your telephone?
الحساب من فضلك (al-`is«b min fa±lik) Please pay the bill.
كم الساعة الآن؟ (Kam-as-s±`atu al-«n) What is the time now?

Long Phrases

The above phrases reveal that the instructor uses difficult phrases when easier ones could have been chosen such as in أنا أكل اللحم (an« «'kulu al-l`ma)

also the instructor uses along phrase هل أستطيع استعمال هاتفك؟ (hal 'as³aty`u a'sti`m«li h«tifika) Can I use your telephone? when هل أستعمل هاتفك؟ (hal-asta`mulu h«tifika) Can I use your telephone? Would be easier. Besides that the designer does not provide an answer to the above question. The answer should be either نعم يمكنك استعماله (Na`am yumkinka a'sti`m«luhu) "Yes, you

can use it”, or أنا أسف لا، (l«- 'and« «sif) “No, you can't”, similarly he does not provide an answer for the phrase الحساب من فضلك (al-`is«b min fa±lik) “Please may I pay the bill?” Such lop-sided questions with no answers are not the normal practice in language teaching!

Masculine and Feminine:

The instructor does not distinguish between the masculine and feminine in this lesson.

جسم (jism) "body"

The content:

In this section there is a picture of a human being and 18 arrows point to parts of the body namely: رأس (ra's) head, عين (‘ayn) eye, أنف (a'nf) nose, ذراع (dhir«`) arm, يد (yad) hand, اصبع (‘fa`) finger, ركبة (knee), شعر (sha`r) hair, أذن (u'dhn) ear, خد (khdun) cheek, رقبة (ragaba) neck, قدم (qadam) foot.

رجل (rijil) leg, , رسق (risq) wrist

Orthography Error:

أنف and رأس

In the above words the designer forgets to use the همزة (hamza) gloater.

The designer does not differentiate between masculine and feminine in terms of the parts of the body.

Faulty Consonants:

ذ (dh) د (d)

ذقن (dhiqn) ----- دقن (diqn)

While the teacher (F) says ذقن (dhiqn) the male teacher says دقن (diqn), therefore the female teacher pronounces the letter ذ (dh) th- in the word ذقن (dhiqn) as if it is the same as the letter د (d) in the word دقن (diqn). This may confuse the students. Teachers have to provide consistent pronunciations to the students.

The instructor uses numbers without associating them with any subject, except for the number nineteen. There is no context, no normal usage.

Faulty Intonation:

صفر (·ifir) zero

The instructor pronounces the number صفر (·ifir) zero as if in a question.

Grammar Error:

The female teacher pronounces اثنين (I'thnyini) “two” although it is in nominative case, thus should be اثنتان (I'thn«n) “two” as the male teacher pronounces. This discrepancy will confuse the students.

ألف (alif) “١” ألف (alif) “٢”

إحدى عشر (I'hd«`ashar) eleven, اثنا عشر (I'thn«`ashr) twelve. There is a mistake in the addition of ء (hmza):

The instructor adds ء (hmza) to أ (alif) when it should be أ (alif) without ء (hmza), therefore the word should be إحدى (ihd«) one for singular feminine.

The instructor adds ء (hmza) to أ (alif), he places the ء (hmza) under the أ (alif), but it should be أ (alif) without ء (hmza), therefore the word should be اثنا (ithna),

وقت (waqtun) “Time”

The content:

الساعة الواحدة (as-sa`a al-wahid«) one o'clock, الواحدة وربع (al-wahid« wa rub`) quarter past one, الثانية إلا ثلث (ath-th«nia I'l« thuluth) twenty to two, الساعة الثانية (as-s«`a ath-th«niya) two o'clock, الثانية وعشر (ath-th«niya wa `ashr) ten past two, الثالثة وعشر (ath-th«litha wa `ashr) ten

past three, الساعة الرابعة إلا ربع (ar-r«bi`a I'l« rub`) quarter to four, الساعة الرابعة (as-s«`a ar-r«bi`a) four o'clock , الساعة الخامسة وخمس دقائق (al-khami-a wa khams dq`iq) five past five.

Content organization:

The instructor uses the words correctly but it would be much easier if he organized the content in an easier way such as الساعة الواحدة (as-s«`a al-wahida) one o'clock, and الساعة الثانية (as-sa`a ath-thaniya) two o'clock, and الساعة الثالثة (as-s«`atu ath-th«litha) three 'clock, and الساعة الرابعة (as-sa`a ar-r«bi`a) four 'clock, and الساعة الخامسة (as-s«`atu al-kh«misa) five 'clock, then follow these by إلا (I'l«) to and و (wa) past.

Besides that it would be much better if the instructor used sentences with the time such as أذهب إلى المكتب في الساعة الثامنة (adhhabu I'la al-maktabi fi as-sa`ati ath-thamina) I go to office at eight O'clock.

twenty.

تسوق (taswq) “Shopping”

The content:

سترة (sutra) coat, رباط (rib«t) tie , قميص (qami-) shirt, نظارات شمسية (naq«r«t shmsya) sunglasses سروال قصير (sirw«l qa-ir) shorts, قميص كم قصير (qami-) kum qa-ir) T- shirt, حذاء (idh«`) shoe, فستان (fust«n) dress, تنورة (tanwra) skirt, فرشاة شعر (fursh«t sha`ar) hairbrush., قبعة (qubu`a) hat, حزام (iz«m) belt, منشفة (minshafa) towel, جوارب (jaw«rib) socks, معجون أسنان (ma`ajwn a`sn«n) toothpaste, أحمر شفاه (a`-mar shif«) lipstick, موس حلاقة (mus hil«qa) razor., مشط (misht) comb, فيلم (filim) film, مظلة (miqala) umbrella, زيت للشمس (zayt llshams) suntan lotion, صابونة (bwna) soap, فرشاة أسنان (fursh«t a`sn«n) toothbrush, شريط التسجيل مذياع (sharid at-tsjyi`l mizy«`) cassette, مصباح بالبطارية (misb«h bilba`rya) torch, بطاريات (b`aryi«t) batteries, آلة تصوير (lat-ta-wyir) camera, مصباح كهربائي (mi-b«h kahrbai`I) light bulb, ساعة (s«a) clock, تلفاز (tilf«z) television , قرص الكتروني مضغوط (qur· al-liktroni ma±ghw`3) compact disc Rom , مظروف (maqrwf) envelope, ورق (waraq) papers , قلم حبر (qalam `ibr) pen, قلم رصاص (qlam ru-a) pencil , بطاقة بريدية (bi`qa bridiya) post card , طابع (t«bi`) stamp, كتاب (kit«b) book , صحيفة (ahifa) newspaper, كبريت (kabrit) matches, مقصات (maqa«t) scissors, إيريقي شاي (I`briq sh«y) teapot.

دول (duwal) “Countries”

The content

The instructor uses a map of the world and he pronounces the names of the countries with their flags. The learner can click on any country on the map, for the pronunciation of that country such as تركيا (turkiy«) Turkey, هولندا (huland«) Holland, السويد (as-siwaid) Sweden, إسبانيا (I`spani«) Spain, روسيا (ruwsiy«) Russia, البرتغال (al-burtq«l) Portugal, النرويج (an-nirw«z) Norway, نيوزلاند (niywzl«nd) New Zealand, اليابان (al-yab«n) Japan, فرنسا (frans«) France, فنلندا (fanland«) Finland, مصر (mi-ra) Egypt, الدنمارك (ad-dnam«rk) Denmark, الصين (a--in) China, كندا (kanad«) Canada, أستراليا (U`str«li«) Australia, الولايات المتحدة (al-wl«yat al-mut«hida) the United States, المملكة المتحدة (al-mamlka al-mutahida) Great British.

He enhances the lesson by providing the countries ' flags.

The cultural context

The instructor concentrates rather heavily on the European countries but this is expected as the target market for this CD is European.

He neglects; however, Arab countries even though this is an Arabic language program. Egypt is mentioned but not المملكة العربية السعودية (al-mamlka al`rabia as-su`udia) Sudia Arabia, السودان (as-sud«n) Sudan, الأردن (al-`urdun) Jordan, الكويت (al-kuwyt) Kuwait, المغرب (al-maghrib) Morocco.

The countries' capital such as الخرطوم (al-khur³wum) Khartoum for Sudan, and القاهرة (al-q«hira) Cairo are not given. It could have been possible to add a little more organization such as using continents like Europe, Asia, Africa. A further example of the interesting and lively use of visuals is found in the hard game of this topic. The instructor pronounces four countries with their flags, then he writes the name of one country, and the student has to choose the flag of that country such as فنلندا (fnland«) Finland, and الهند (al-hind) India, أستراليا U'str«li«) Australia, هولندا (huland«) Holland. If the student chooses the correct answer then a hand moves the red sign and places it on the world map.

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