

إستهلال آية قرآنية

قال تعالى :

اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ ۚ مِثْلُ نُورِهِ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ الْمِصْبَاحُ فِي زُجَاجَةٍ ۚ الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۚ نُورٌ عَلَى نُورٍ ۗ يَهْدِي اللَّهُ لِنُورِهِ مَن يَشَاءُ ۗ وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ ۗ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ (٣٥)

صدق الله العظيم

سورة النور-الآية 35

Preface

Quranic Verses

Allah the Almighty said:

((Allah is the Light of the heavens and the earth. A likeness of his Light is as a niche in which is a lamp, the lamp is in a glass, the glass is as it were a brightly shining star lit from an oil of a blessed tree that is neither in the east nor in the west. The oil where of gives light on its own, even if no fire touches it. A light upon light. Allah delivers to his Light whom he wills and Allah sets forth parables for mankind. And Allah is All-knowing of everything.))

Sorat AL-Noor-Verses No: 35

Dedication

To the soul of my father, may God rest his soul in eternal peace. To my mother God bless her, and to my husband, to whom I am indebted.

Acknowledgements

At the outset, thanks to Allah who endowed me with power and health to complete this work. I am deeply indebted to my supervisor PhDr Mahmoud Ali Ahmed for his valuable guidance during working on my PhD thesis. I couldn't have done it without his support and encouragement. My ultimate thanks and respect would also pass to the colleagues whose role was considerably remarkable in the accomplishment of this study. Furthermore, I would like to thank all respondents of both the test and questionnaire.

Abstract

This study aimed at exploring methods offered by the integration of the Web-Based Learning with the method of teaching and learning English at university level and its impact on developing EFL students' English language learning as general and vocabulary in particular. In this study the researcher used the descriptive and analytical method. The data of the study were collected by the use of a questionnaire which addressed English language teachers in Sudan University of Science and Technology (SUST) in addition to, the two different kinds of treatments which were implemented with two different groups (control & experimental) at Sudan University of Science and Technology. The analyzed data of vocabulary-based test indicated that, the experimental group outperformed the control group statistically significant in the post test. Therefore, web-based learning proved to be more effective in learning English vocabulary for these students. The data obtained were analyzed by using Statistical Package for Social Science (SPSS). The main findings of the research revealed that most of respondents have positive attitudes towards the use of Web-Based Learning in English teaching and learning. Also it showed that most teachers are not sufficiently trained to use modern technology in teaching in addition to the highly cost of the equipment and Internet connections which hinder its implementation. The thesis is conducted by some recommendations and suggestions for further studies.

المستخلص

هدفت هذه الدراسة الى استكشاف سبل استخدام التعلم المعتمد على الشبكة العنكبوتية وما يحتويه من مصادر ومعلومات متعددة على تعزيز امكانيات ومقدرات طلاب اللغة الانجليزية بالمرحلة الجامعية لتحسين اللغة الانجليزية بصفه عامه والمفردات اللفظيه بصفه خاصه. استخدمت الباحثة فى هذه الدراسة المنهج التحليلي الوصفي. تم جمع معلومات البحث عن طريق الاستبيان من اساتذة جامعة السودان للعلوم والتكنولوجيا . قامت الباحثة بتنفيذ العديد من التجارب بين اوساط طلاب اللغة الانجليزية . على ضوء المعالجات الاحصائية تبين بان هنالك فروقا واضحه فى تحصيل طلاب المجموعه التجريبيه نتيجة لاستخدام بعض المصادر المتوفره بالشبكة العالميه للمعلومات. استخدمت الباحثة برنامج الحزمه الاحصائية للعلوم الاجتماعيه لتحليل بيانات هذا البحث والمعروفه اختصارا ب (SPSS). اشارت اهم نتائج هذه الدراسة الى ان معظم المعلمين لهم اتجاهات ايجابية نحو استخدام طريقة التعلم المعتمد على الشبكة العنكبوتيه فى تدريس اللغة الانجليزية. كما تشير نتائج البحث الى ان معظم المعلمين يحتاجون لتدريب كافي لاستخدام التقنيات الحديثه بالاضافه للتكلفه العاليه للمعدات واتصال الشبكة مما يشكل عائقا لتطبيق طريقة التعلم المعتمد على الشبكة العنكبوتيه. وقد ختمت هذه الدراسة ببعض التوصيات والاقتراحات لدراسات لاحقه.

Table of Contents

Title	Page
Quranic Verse	I
Dedication	Ii
Acknowledgements	Iii
Abstract (English version)	V
Abstract (Arabic version)	Iv
Tables of Contents	Vi
Table of Abbreviations	Xvi
Table of Definitions	xviii
CHAPTER ONE	
INTRODUCTION	
1.0 Background	
1.1 Overview	1
1.2 Information and Communication Technology (ICT)	2
1.3 Statement of the Problem	3
1.4 Objectives of the Study	4
1.5 Significance of the Study	4
1.6 Research Questions	5

1.7 Research Hypotheses	5
1.8 Limits of the Study	5
1.9 Research Methodology	6
1.10 Summary of the Chapter	6

CHAPTER TWO	
LITERATURE REVIEW AND PREVIOUS STUDIES	
2.1.0 Overview	7
2.1.1 Adopted Technology Tools	8
2.1.2 Internet Oriented Technology	11
2.1.2.1 The Emergence of the Internet	12
2.1.2.2 Role of Internet in Enhancing English Language Learning	14
2.1.3 The Concept of Web-Based Learning	15
2.1.3.1 Types of Web-Based Learning	17
2.1.4 Interaction and Learning	18
2.1.4.1 Interaction in On-line Learning Environment	19
2.1.4.2 Types of Interaction	20
2.1.4.3 Modes of Interaction	28
2.1.4.4 Pattern of Interaction	30

2.1.4.5 Purpose of Interaction	32
2.1.4.6 Factors Influence On-line Interaction	33
2.1.5 Interaction in On-line English Language Learning Environment	37
2.1.5.1 Learner-Content Interaction	38
2.1.5.2 Learner-Instructor Interaction	42
2.1.5.3 Learner-Learner Interaction	43
2.1.6 Community of Inquiry Model in On-line Interaction	46
2.1.7 Salamon's Theory of Learning on On-line and Teaching	48
2.1.8 World Wide Web (www)	52
2.1.9 Internet Tools and Resources	55
2.1.10 Authentic Materials	56
2.1.10.1 Electronic Mail (e-Mail)	57
2.1.10.2 Video Conferencing (VC)	58
2.1.10.3 Mailing Lists	59
2.1.10.4 Real Time Communication	60
2.1.10.5 News Groups	61
2.1.10.6 CD ROMs	62

2.1.11 Challenges Encountered with Web-Based Learning	63
2.1.12 Learning Vocabulary	66
2.1.13 Why Vocabulary is Important	67
2.2 Part Two: Review of Past Related Works	67
2.2.1 First Study: On-line Learning Platform	67
2.2.2 Second Study: Digital Technology	68
2.2.3 Third Study: Mobile Learning Development	69
2.2.4 Fourth Study: Mobile Learning in English Vocabulary	70
2.2.5 Fifth Study: Evaluation of Mobile and Communication	70
2.2.6 Sixth Study: Designing Mobile Learning Activities	70
2.2.7 Seventh Study: Mobile-Based Biology Vocabulary	71
2.2.8 Eight Study: The Effectiveness of M-Learning	71

CHAPTER THREE

METHODOLOGY OF THE STUDY	
3.0 Introduction	72
3.1 Study Design	72
3.2 Application of the Study	72
3.3 Data Analysis	73
3.4 Population and Sample Size	73
3.5 Research Tools	75
3.5.1 Teachers' Questionnaire	75
3.5.2 Research Test	76
3.6 Validity and Reliability of Tools	77
3.7 Why University Students in Particular	83
3.8 Why the Use of Web-Based Learning	83
3.9 Limitation of the Study	84
3.10 Summary of the Chapter	84

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS	
4.0 Introduction	85
4.1 Analysis of the Experiment	85
4.2 Test of the Study Hypotheses	85
4.3 Analysis of the Questionnaire	90
4.4 Confirmation&Verification of the Hypotheses	118
4.5 Summary of the chapter	118

CHAPTER FIVE	
FINDINGS, RECOMMENDATIONS AND SUGGESTIONS	
5.0 Introduction	119
5.1 Summary and Conclusion	119
5.2 Recommendations	123
5.3 Suggestions for Further Studies	123
6. Bibliography	124
Appendices	132
Appendix A	132
Appendix B	136

List of Tables

Table of Contents	Pages
Internet Search Tools	55
The Frequency Distribution for the Questionnaire respondents According to Sex	74
The Frequency Distribution for the Questionnaire respondents According to Qualifications	74
The Frequency Distribution for the Questionnaire respondents According to level taught	75
The Statistical Measurement for Calculating reliability and validity	79
The Frequency and Percentage Distribution of the Control Group According to Section (1)	79
The Frequency and Percentage Distribution of the Control Group According to Section (2)	80
The Frequency and Percentage Distribution of the Control Group According to Section (3)	81`
Sample of T-Test for the Questions of the Study	81
The Frequency and Percentage Distribution of Experimental Group According to Section (1)	87
The Frequency and Percentage Distribution of Experimental Group According to Section (2)	88

The Frequency and Percentage Distribution of Experimental Group According to Section (3)	89
Sample of T-Test for the Questions of the Study	90
The Frequency and Percentage Distribution of the Questionnaire Statement (Communicating Via Internet)	94
The Frequency and Percentage Distribution of the Questionnaire Statement(Communication via Short Messages)	95
The Frequency and Percentage Distribution of the Questionnaire Statement (On-line Communication)	96
The Frequency and Percentage Distribution of the Questionnaire Statement (Formal and Informal Language While Communicating On-line)	96
The Frequency and Percentage Distribution of the Questionnaire Statement (The Using of ICT Tools in Teaching)	97
The Frequency and Percentage Distribution of the Questionnaire Statement (Computer Knowledge is Important for Teachers)	97
The Frequency and Percentage Distribution of the Questionnaire Statement (ICT Tools enhance Teaching in EFL Classroom)	99
The Frequency and Percentage Distribution of the	100

Questionnaire Statement (Students will Learn more through a variety of Channels)	
The Frequency and Percentage Distribution of the Questionnaire Statement (I like to See internet Incorporating into Sudanese Classroom)	101
The Frequency and Percentage Distribution of the Questionnaire Statement (I do not have any Objections to use the Internet if I receive Proper Training)	103
The Frequency and Percentage Distribution of the Questionnaire Statement (Internet Promote Students Motivation)	104
The Frequency and Percentage Distribution of the Questionnaire Statement (WBL Cancel English Teachers Role)	106
The Frequency and Percentage Distribution of the Questionnaire Statement (Using Internet outside the Classroom gives Students more Autonomy in Language Learning)	107
The Frequency and Percentage Distribution of the Questionnaire Statement (WBL is an Efficient Approach to Enhance and Extend Students' Vocabulary)	109
The Frequency and Percentage Distribution of the Questionnaire Statement (Internet Resources Facilitate Meaningful Interaction between Students and their	110

Teacher)	
The Frequency and Percentage Distribution of the Questionnaire Statement (Watching Video or Movies in English is the most Common self-initiated Contextualized vocabulary Learning)	112
The Frequency and Percentage Distribution of the Questionnaire Statement (It is necessary for Teachers to encourage Students to Develop their Vocabulary Learning Strategies)	113
The Frequency and Percentage Distribution of the Questionnaire Statement (Lack of Computer Training and Digital skills Hinder EFL Teachers to Use them in Teaching)	114
The Frequency and Percentage Distribution of the Questionnaire Statement (Teachers Need to become more Familiar with ICT Tools and acquire Pedagogical Expertise to Work Productively)	116
The Frequency and Percentage Distribution of the Questionnaire Statement (Internet Costs hinders its Use in Education)	117

List of Abbreviations

Word or Term/s	Abbreviation/s
WBL	Web-Based Learning
SPSS	Statistical Package for Social Science
SUST	Sudan University of Science and Technology
ICT	Information and Communication Technology
EFL	English as A Foreign Language
HCI	Human Computer Interaction
CMC	Computer-Mediated Communication
CALL	Computer Assisted Language Learning
WWW	World Wide Web
TELL	Technology Enhance Language Learning
ARPANET	Advanced Research Project Agency Networks
ELT	English Language Teaching
COI	Community of Inquiry
SOC	Sense of Community
CD	Compact Disc
DVD	Digital Video Disc
ASR	Automatic Speech Recognition
NLP	Natural Language Processing
MOOC	Massive Open On-line Course

OER	Open Education Resource
ESL	English as A Second Language
VC	Video Conference
NCTE	National Centre for Technology in Education
NCCA	National Council for Curriculum and Assessment
IRC	Internet Relay Chat
MOO	Multi User Object Oriented
BBC	British Broadcasting Corporation
CNN	Cables News Network
CD-ROOMs	Compact Disk Read Only Memory
L2	Second Language
ELP3	English Learning Platform
PDA	Personal Digital Assistant
DCT	Discourse Completion Test

Definition of Term/s

The Term/s	The Definition/s
------------	------------------

Web-Based Learning (WBL)	It is a method of teaching and learning process. It is often called on-line learning or e-learning. Learners use mainly computers to interact with the teacher, other learners and learning materials. It supports classroom and on-line learning environments.
Enhance	To improve the quality, amount or strength of something.
Undergraduate	A student who is studying for first degree at a college or university.
Vocabulary	All the words which exist in a particular language or subject.
Internet Tools	Electronic instruments on Internet technology with which parties can interact (e.g web page, e-mail, videoconference, and discussion groups).
Descriptive Method	Used to obtain information concerning the current status of phenomena. The purpose of these methods is to describe what exists with respect to situational variables. There are three main types of descriptive methods: observational, case study and survey methods.
Analytical Method	Is the generic process (relating to a whole group of similar things rather to any particular thing) combining the power of the scientific method with the use of formal process to

	solve any type of problem.
Trained	Having been prepared for a particular job or activity by learning skills, getting qualifications, etc.
Equipment	The set of necessary tools for a particular purpose e.g kitchen equipments, electrical equipment, etc.