Table of Contents

Title	Page No,
Aya	A
Dedication	В
Acknowledgements	С
Abstract	D
Arabic Abstract	E
Chapter One : the General Frame	
1.1 Introduction	1
1.2 Statement of the problem	7
1.3 Objectives of the Research	10
1.4 Significance of the Research	12
1.5 Questions of the research	13
1.6 Hypotheses of the research	14
1.7 Methodology of the research	15
1.8 Research tools	15
1.9 Parameters of the research	15
1.10 Terminology of the research	15
Chapter Two: Literature Review and Previous Studies	
2.1 Literature Review	24
2.1.1 History of Computer-Assisted Language Leaning	24
2.1.2 Internet Technology	30
2.1.3 A Brief History of the Internet	32
2.1.3 .1 Internet in Sudan	34
2.1.4 The concept of Web-Based Instruction (WBI)	38
2.1.4.1 The Crucial Role of WBI in Educational Context	39
2.1.5 Internet Tools and Resources	42
2.1.5.1 The World Wide Web (WWW)	42
2.1.5.1.2 Authentic Materials	49
2.1.5.2 Electronic Mail (E-mail)	51
2.1.5.2.1 E- Mail & English Teaching	53
2.1.5.3 Mailing List	56
2.1.5.4 Real- Time Communication	58

2.1.5.5 News Groups	60	
2.1.6 Some Tips for Using Internet In English Classes	62	
2.1.7 Higher Education in Sudan		
2.1.8 The Importance of Learning English		
2.1.9 Teaching Culture in EFL Classes	84	
2.1.10 The Process of Reading Comprehension	103	
2.1.11 Writing Skill		
2.2 An Over View of Previous Studies & Researches		
2.2.1 Researches & Studies Conducted in Sudan	144	
2.2.2 International Researches & Studies	155	
2.2.3 The Contribution of the Pervious Researches and	176	
Studies in the Production of the Research		
Chapter Three: Methodology & Research Procedures_		
3.1. Research Methodology	182	
3.2 Research Population	183	
3.3 Research sample	183	
3.3.1 The Sample Characteristics	184	
3.4 Research Instruments	185	
3.5 Administration of the Experiments Conducted in the		
Study		
3.5.1 Administration of the Task-Based E-mail exchanges		
3.5.2 Web- Based Reading Comprehension Activity		
3.5.3 Administration of Web-Based Written Assignment	192	
3.6 Reliability	193	
3.7 Validity	194	
3.8 Statistical Analysis	196	
3.9 Why University Students in Particular	196	
3.10 Why the Use of Web Instruction (WBI)	197	
Chapter Four: Results and Discussion		
4.1 Introduction	199	
4.2 The processing of data obtained from tests	199	
4.3 Discussion of Results		
4.3.1 Effect of WBI on EFL students understanding		
cultural oriented texts.		

4.3.2 Effect of WBI on the achievements of EFL students			
in Reading Comprehension test.			
4.3.2 Effect of WBI on the achievements of EFL students			
in the written test.			
4.3.4 The Effect of WBI in Developing instructional			
strategies and courses delivering methods.			
Chapter Five: Conclusion			
5.1 Summary of Findings			
5.2 Suggestions			
5.3 Recommendations			
References	243		
Appendices			
-Appendix A	260		
-Appendix B			
-Appendix C			
-Appendix D			
-Appendix E			
-Appendix F			
-Appendix G	269		

List of Tables

T. No	Title	P. .No
1	General Features of Different Stages of CALL	28
2	Internet Search Tools	46
3	Some Search engines designed to Search Arabic Sites	47
4	On-line Resources and Materials	50
5	The Most common Mailing Lists available for English teachers	57
6	The Most common Newsgroups available for English teachers	61
7	The Differences between traditional texts and Hypertexts	114
8	Research Target Population	182
9	The Sample Target Selected from Each University	183
10	Instructional strategies for control group	188
11	Instructional Strategies for Experimental Group	189
12	The participant Tutors	190
13	The Statistical measurements for calculating Reliability	193
14	The statistical measurements for calculating Validity	194
15	T-Test for the mean score of control and .experimental groups in the pre-test	198
16	T-Test for the mean score of control and .experimental groups in the post-test	199
17	T-Test for the mean score of control and experimental groups in the Reading .Comprehension test	199
18	T-Test for the mean score of control and .experimental groups in the writing test	201
19	T-Test for the Assessment categories of Essay writing test between control and experimental	202

	groups	
20	Responses to the first question in the Survey	206
21	Responses to the second question in the Survey	206
22	Responses to the third question in the Survey	297
23	Responses to the fourth question in the Survey	207
24	Responses to the fifth question in the Survey	208
25	Responses to the sixth question in the Survey	208
26	Responses to the seventh question in the Survey	209
27	Responses to the eighth question in the Survey	209
28	Responses to the ninth question in the Survey	210
29	Responses to the tenth question in the Survey	210
30	The comparison between Male and Female	225
	.students in the Pre-test as measured by T-Test	
31	The comparison between Male and Female	226
	.students in the Post-test as measured by T-Test	
32	The comparison between Male and Female	227
	students in the Reading Comprehension test as	
	.measured by T-Test	
33	The comparison between Male and Female	227
	students in the written test as measured by T-	
	.Test	
34	The comparison between Male and Female	228
	students in the Essay Writing test as measured by	
	.T-Test	

List of Figures

F. No	Title	P. .No
1	Screen layout from a Card of Hypertext-Based .Courseware	121
2	.Reactive Areas in a Reading Passage	122
3	Screen Layout from a page of web-based English .Lessons	123
4	.An Example of Hypertext structure	124