Cover page	I
Title page	II
Dedication	III
Acknowledge	IV
Table of contents	V
List of Tables	IX
Foreword	XII
Chapter one: Introduction	
1.1 Background	1
1.2 Introduction	1
1.2.2 Research's outcomes	2
1.2.3 Research's objectives	2
1.3 Research importance	4
1.4 Research's questions	4
1.5 Research's problems	4
1.6 Research's terminologies	5
1.7 Research's limitation	7
1.8 Research's subject	7
1.9 Research's target	7
1.10 Research's procedure	7
Chapter Two: literature review	
2.1 Introduction	9
2.2 learning concepts	9
2.2.1 definition of learning	10
2.2.2.What do we mean by learning?	10
2.2.3.The learning process	11
2.2.4.The learning outcomes	12
2.2.5. So what is learning?	12
2.2.6.How does learning occur?	12
2.2.7.Which factors influence learning?	12
2.2.8.How should instruction be structured to facilitate learning?	13
2.2.9.How should learning be evaluated?	13
2.3. Assessment:	14
2.3.1. Formative assessment:	14
2.3.2.Summative assessment:	15
2.4. History of Behaviorism "Instructivism"	15
2.4.1. Relevance to Instructional Technology	15
2.5.Constructivism	17
2.5.1.Concepts of Constructivism	17
2.5.2.Characteristics and Roles in a Constructivist Classroom	17
2.5.3.Where does the teacher fit into the constructivism classroom?	18
2.6.Concepts of Instructional Design	19
2.6.1.Gagn's Instructional Design Theory	20
2.7. Teaching methodologies	23
2.7.1.Tutorial	24
2.7.1.1.Features of Effective Tutorials	25
2.7.2.Simulation	26
2.7.3.Drills	28
2.7.3.1. Drill procedure	29

2.7.3.2.Advantages 29
2.7.3.3.Disadvantages 29
2.7.4.Games 30
2.7.4.1.Advantages 30
2.7.4.2.Disadvantages 31
2.8. What are the aspects to consider for good teaching of English 31
2.9.Qualitative Research for Instructional Technology 33
2.9.1.Advantages 23
2.9.2.Disadvantages 33
2.10.The Nature of Quantitative Research 34
2.10.1.Advantages of Qualitative Research 35
2.10.2.Disadvantages of Qualitative Research 36
2.11.Distance Education 37
2.12. Web-Based Instruction 38
2.13.Student-Centered Learning 40
2.14. Pre-Posttests 41
2.15. Post –then –pre evaluation 42
2.16.Computerized tests 43
Chapter Three: Research Methodology
3.1 Introduction 46
3.2.Learning package overview: 47
3.3.Research procedure 47
3.4.Research descriptions 49
3.4.1.The event goes as follows 50
3.4.2.Target population description 51
3.4.3.Sample 52
3.4.4.General description about learners 52
3.5.Research matrix 52
3.6.Instruments' descriptions 53
3.6.1.Questionnaire 53
3.6.2.Interview 54
3.7.Formative evaluation 56
3.8.Pre and posttest 56
3.9.Assessment validity and reliability 56
3.10.Test validity and reliability 57
3.11.Tests Practicality 58
3.12.Tests Fairness 58
3.13.Tests Authenticity 58
Chapter Four: Research' analysis and findings
4.1.Introduction 60
4.2.Instruments analysis 60
4.2.1.Teachers' interview 60
4.2.2Interview analysis 61
4.3.Formative evaluation 63
4.4.Pre and Posttests 66
4.5.Students' questionnaire 68
4.5.1.Questionnaire analysis 69
4.6.Research's Findings 70
4.6.1.Research question 1 70
4.6.2.Finding 1 72
4.6.3.Research question 2 72
4.6.3.1.Finding 2 73

4.6.3.2Research question 3 73
4.6.3.3Finding 3 75
4.6.3.4.Research question 4 75
4.6.3.5.Finding 4 76
Chapter Five: Conclusions and Recommendations
5.1 Introduction 77
5.2.The most important findings are 77

5.3 Conclusions 78
5.3 Recommendation and suggestions 79
5.4 Summary 82
References 83