

**Palestine Polytechnic University**  
**College of Administrative Science and Informatics**  
**Department of Information Technology**

**English E-Learning**  
**For 10<sup>th</sup> Grade**

**Project Team:**

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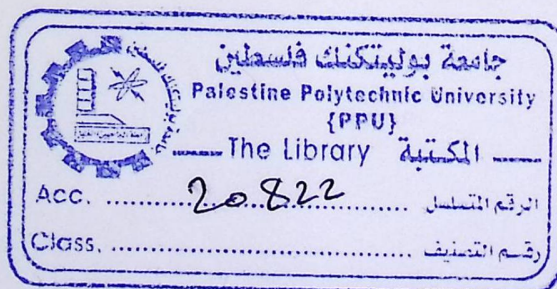
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This project was prepared to complete the requirements for graduation in Information Technology major in Palestine Polytechnic University-College of Administrative Science and Informatics

2006



ACKNOWLEDGMENTS

Dedication

To:

*My homeland, the blessed country.*

*All those supported me.....*

*To my Father and Mother who scarified  
their time and rest for my success.*

*And finally:*

*My teachers, lecturers, friends.*

*Thank you all.*

## ACKNOWLEDGMENTS

*Research team thanks:*

*All those who had a part in completing this project known and unknown, mentioned and unmentioned.*

*The supervisor Mr. Deia' Abu Faiena for his efforts which he dedicated to support and assist the team while doing this project.*

*The IT center (F.F.H.I.T.C) for providing a suitable environment for the work.*

*The teachers from Ministry of education and Higher education.*

*Teachers and employees in Palestine Polytechnic University.*

*Project team.*

## Abstract

The project was established on the idea of building and developing a web site to teach the English course for tenth grade. This web site offers many lessons and exercises from unit two which have been selected to be developed.

The students can browse the lessons and exercises to get the knowledge in an easy way; also they could take an exam and have the opportunity to evaluate themselves.

As the main objectives of this project is to develop the teaching process for this material., the project team used the suitable ways in displaying it, Multimedia soft\_ wares such as sound programs and animation programs used to add sounds and animations to display the material in an interactive and an interesting way.

ASP.Net was used to design the interfaces (input/output) for students and the administrator MS SQL Server 2000 was used to build the database.

## Declaration

The research team announced that this project is their own project and the information and references are real and true, and we are ready to take responsible for anything written in side the project.

Ala H. Edais

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# **CHAPTER ONE**

## **Introduction**

- 1.1 Overview**
- 1.2 The school system**
- 1.3 Introduction of E-learning**
- 1.4 The Objectives**
- 1.5 The project problem**
- 1.6 Problems solutions**
- 1.7 The project domain**
- 1.8 The importance of this project**

### 1.1 Overview:

Education takes us into the conscious world. It involves activities that are intended to stimulate thinking, and to foster learning. We learn as we teach. Knowledge by itself has no value.

Children are the most important thing in our life, and so we care about them, we care about giving them the best education we can. Nowadays we are facing an education war, and so education should be on the top of our priority, especially when things are changing and developing very fast. Furthermore technology is becoming a way of living. This is something we should take advantage of. We may use technology to develop and improve the learning skills, which already have been improved in the direction of E-learning, by producing a modern teacher, a positive student and a modern school.

### 1.2 The school system:

The best place to educate our children is school. In our schools, teachers use different ways and techniques of giving information. Basically these techniques are the chalkboard, the flash cards, work papers, cassettes, and oral information. Unfortunately these ways don't show the children intelligence and creations. And for children in Palestine, children have gone through a lot of hard circumstances, for example the fear of closing the school doors, and this means less efficient education.

### 1.3 Introduction of E-learning:

E-Learning is the delivery of contents via all electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM it means using new multimedia technologies and the Internet to improve the quality of learning<sup>1</sup>

#### 1.3.1 Importance of E-learning:

1. Eliminating place and time problems.
2. Developing students' skills in searching and studying by themselves ( on his/her own).

3. Having a teacher (meaning the web site) whenever needed.
4. Encouraging students interaction and breaking the ice of being embarrassed.
5. E-learning is like a reference for students to complete the knowledge that they take at school.

### 1.3.2 Importance of using Multimedia and video

Multimedia is appropriate whenever a human interface connects a human user to electronic information of any kind. It enhances traditional texts only. Computer interfaces and yields measurable benefit by gaining and holding attention and interest, multimedia improves information retention.

Visual Communicator can make your distance learning courses significantly more effective using the power of video. It allows you to capture attention, establish personal connection with users, and improve retention like never before.<sup>2</sup>

### 1.4 The Objectives

Our project is supposed to achieve the following objectives:

1. Developing new education skills.
2. Giving students new choices to help and evaluate themselves..
3. Produce a material for learning that contains video.
4. Developing our programming and developing skills

### 1.5 The project problem:

In Palestinians reality life, Palestinian students, living under the Israeli occupation are seriously affected especially those that have to cross through check points to reach their schools. Teachers face a generation that has a clear weakness in education, and they don't know how to decrease the space between what they give and what students have already missed since the space and time are limited, and the option parents got is to get for their kids a private teacher to educate them. Nevertheless this is not the only

problem, students still depends on the teachers' explanation and notes while searching is not an option. Students are not giving their minds the freedom to fly outside the school doors. Schools however are trying to increase their budget to improve their skills, but we still think from our point of view that they are not showing the great ability our kids got.

### 1.6 Problem solutions:

E-learning using the web:

▪ **Benefits:**

1. Forgetting about private teacher, and saving parents' money.
2. Saving some hard work on the teachers trying to reduce the Students' weakness.

▪ **Difficulties:**

1. E-learning is still something that's not known for a lot of people.
2. Students still need to be encouraged to communicate with this type of education.
3. The student may feel loneliness because the separation place of teaching and learning.
4. The disability of knowing if the student really answered the questions by himself, or somebody at home helped (him/her).

However it is our mission to develop this solution and to educate people to use and interact with such technology.

### 1.7 The project domain:

This project is to deal with students of the tenth grade, in their English subject. The project only deals with one unit and developers take this unit and develop it, so students become able to access the web and interact with it.

### 1.8 The importance of this project:

First of all this project is to activate the Arabian people to interact with technology and develop their abilities, Nowadays E-learning is a new aspect that people are interested in Nowadays, A lot of studies are taking place now, trying to develop and improve it, well this aspect is important for many sides:

- **For the user:**

1. Availability, a available to student whenever he/she needs it
2. Flexibility, very easy to deal with, and switch between pages.
3. Interactive.
4. Easy access, easy to enter the web site
5. Timeliness. Exist all the time.

- **For the developer (us):**

1. It's one of the courses required for graduating from the University.
2. It helps to develop our programming skills.

- **For the University:**

If this project proves to be good enough, it would be a good source to put in the University library. To be used by other students.

- **For fawzi Kawash center:**

If this project proves to be good enough, they are going to develop it to put it in use.

## **CHAPTER TWO**

### **PLANNING**

- 2.1 Introduction**
- 2.2 Constrains**
- 2.3 Feasibility Study**
- 2.4 Project Resources**
- 2.5 Economics resources**
- 2.6 Technical feasibility studies**
- 2.7 Report of feasibility studies**
- 2.8 Project scheduling**

## 2.1 Introduction:

This chapter explains the main objectives of this project, it explains constrains, and risks it may face. Then we will divided the tasks according to it's time.

## 2.2 Constrains:

1. Time of development limited by the end of the course which is 15 weeks.
2. Limited budget.
3. The course (English material) is not available on an electronic copy.

## 2.3 Feasibility Study

This section discusses some alternatives, resources, cost - benefit analysis and risk evolution that can be arising during the project development process.

### 2.3.1 Alternatives:

1. The traditional way of learning in schools.
2. Using CDs or books to learn the English material.

### 2.3.2 Risks

1. Errors or problems may occur in the devices that are used to build the system, such as software errors or hardware errors.
2. Multimedia software requires high speed and large memory. This may affect the work because the hardware's CPU's speed and size of memory are limited..
3. The limited knowledge of teaching between the team members (developers).

### 2.3.3 Solutions

1. Continuous backup for the work.
2. Use extra devices with a larger memory size
3. Review the English teachers in the schools to ensure that the information's in the displaying course are correct

## 2.4 Project Resources

### 2.4.1 Development resources

The project requires Physical resources software resources, and Human resources.

#### •physical resources:

Specification	Quantity	Item
Pentium-4 2800MHz Intel p-4 2.8GHz/512K/533 256MB DDRAM 400MHz 40GB HARD DISK 7200RAM 1.44MB 3.5Floppy Drive 56K PCI Modem 17 SVGA COLOR Monitor PS2 Keyboard,PS2 Scroll Mouse	1	Personal computer
HpLaser Jet 1010	1	Printer
128 MB Minimum	1	Flash Memory
scanner	1	Hp Jet 7500

Table 2.1: development physical resources

#### • Software resources:

- Windows XP.
- Microsoft Visual Studio.net
- SQL server 2000
- Adobe photo shop CS
- Sound Forge 7.0
- Macromedia Flash MX 2004

### 2.3.3 Solutions

1. Continuous backup for the work.
2. Use extra devices with a larger memory size
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Table 2.1: development physical resources

#### • Software resources:

- Windows XP.
- Microsoft Visual Studio.net
- SQL server 2000
- Adobe photo shop CS
- Sound Forge 7.0
- Macromedia Flash MX 2004

- Microsoft front page 2003

**Human resources:**

- Reporters for documentation.
- Designers.
- Programmers.
- Testers.

**2.4.2 Resource for implementation:****•Physical resources:**

Item	Specification
Web server	Pentium IV
Data base server	Pentium IV

Table 2.2: implementation physical resources

**Software resources:**

- Browser

**Human resources:**

- System administrator.
- Teacher.

**2.5 Economics resources:**

This section include a comparison between the alternatives that suggestions solving the research problem economically.

**2.5.1 Cost of development resources for the solution (e-learning)**

## + •Physical resources cost:

Item	Quantity	Cost
Personal compute PC	1	580\$
Printer	1	139\$
Flash memory	1	26\$
<b>Total</b>		<b>700\$</b>

Table 2.3: physical development resources for the solution

## • Software resources cost:

Program	Cost
Windows XP	350\$
Microsoft studio.net	650\$
Adobe photo shop	70\$
Macromedia flash MX	99\$
Sound forage 7.0	40\$
Microsoft front page2003	174.99\$
Sql server 2000	220\$
Microsoft Office 2003	160\$
<b>Total</b>	<b>1763.99</b>

Table 2.4: software development resources cost for the solution

## •Human resources cost:

Members	Hour/week	Cost/hour	Total/week
3	30	10\$	900\$

Table 2.5: human resources development for the solution

## •Toatal cost for the e-learning :

total cost for the first system equal to 3363.99\$

## 2.5.2 Cost for implementation the second solution (CD)

## •Physical resources cost:

Item	Cost
Web server and DB server	2000\$
<b>Total</b>	<b>2000\$</b>

Table 2.6: physical implementation resources for second solution

## •Software resources

Program	Cost
Windows XP	350\$
Microsoft visual studio.net	650\$
SQL server	220\$
<b>Total</b>	<b>1220\$</b>

Table 2.7 software implementation resources for the second solution

## •Human resources cost:

Role	Cost
System manager	700\$
Teacher	500\$
<b>Total</b>	<b>1200\$</b>

Table 2.8 human implementation resources for second solution

## •Total cost for the second solution:

Development cost	Implementation cost	Total
3220\$	1200\$	<b>4420\$</b>

Table 2.9: total cost for the second solution

## 2.6 Technical feasibility studies

Comparison	Traditional learning <sup>1</sup>	E-learning
Degree of student control	high	little
Easy to use	low	high
Interesting in use	middle	high
Time	long	short


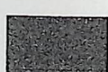
Table 2.10: Technical feasibility studies

## 2.7 Report of feasibility studies

Through the Technical feasibility studies the team find that the cost of E-learning is 3363.99\$ and the cost of the CD is 4420\$ so the e-learning is the effective solution, and the performance is good. So the team recommended this solution.

2.8 Project scheduling:

Week \ Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Planning																
Gather requirement and resource																
Requirement analysis																
System design																
Implementation																
Testing																
Maintenances																
Documentation																

 Time require to finish the task.  
 Actual time.

## **CHAPTER THREE**

### **REQUIRMENT ANALYSIS**

- 3.1 Introduction
- 3.2 Functional descriptions
- 3.3 Non functional descriptions
- 3.4 Functional detail description
- 3.5 System constraints

### 3.1 Introduction:

One of the most important things that are to be considered in this chapter is to determine how we exactly need the work to be done. This requirements are the issue we should concern about in our project to make sure that our work will be having user satisfaction.

Our requirements have been gathered from many sources, the internet, books, specialized people, and also through a questioner.

In this chapter we define our functional and nonfunctional requirements for e-learning English course and then analysis it in a way to be understood by the user and the developers.

### 3.2 Functional descriptions

The following are the main functional expected from the system.

#### 3.2.1 Student learning includes:

- Any Student can enter the web application.
- Students are able to switch between the lessons of the English course.
- Students are able to answer the question (exercises and activities through the web ).
- Students are able to receive the answers.
- The students that are registered are to have an exam after Entering the username and password.
- The students are able to answer the exam.
- The students are able to learn how to speak and spell the words in the lesson.

#### 3.2.2 Providing exams

- Provides checking for user answers
- Provides the user with the correct answer

#### 3.2.3 Providing help:

- System explain to the user how to use the system in a simple way.

### 3.2.5 Lessons and new questioning the exams

- Add new lesson, word to dictionary and exams.
- Delete lesson, word from dictionary, and exams.

## 3.3 Non functional descriptions

### 3.3.1 System environment

- The system works as an electronic web that allows students to visit.
- Web applications need windows environment

### 3.3.2 Ease of use

- Web applications are to be easy to use
- Help instructions.

### 3.3.3 Speed

- Web applications fit the request of user as the objectives of the system
- The students marks are to be available when ever the students ask for them

### 3.3.4 Reliabilities

- The reliable on the system to learn English course may partial not complete

### 3.3.5 Interface

- User interface must be acceptable

### 3.3.6 Flexibility

### 3.4 Functional detail description

#### 3.4.1 Web application functional detail description

**Function:** provide textual material for learn

**Description:** system should provide a learning material about English Language.

**Inputs:** specific component

**Source:** web server

**Outputs:** text

**Destination:** browser

**Requires:** choose type of material

**Precondition:** sign in

**Post condition:** none

**Function:** provide sound material for learn

**Description:** system should provide sound shows on how to read/spell the material.

**Inputs:** specific component

**Source:** web server

**Outputs:** sound

**Destination:** browser

**Requires:** choose part of installation

**Precondition:** turn speaker on, sign in

**Post condition:** none

**Function:** provide help

**Description:** system should provide help to user to know the way to use system

**Inputs:** choose the help page

**Source:** web server

**Outputs:** the way for use the system

**Destination:** server

**Requires:** ask for help

**Precondition:** sign in

**Post condition:** none

**Function:** registration

**Description:** system should provide registration operation for new user

**Inputs:** new user information (user name, password, country, school name ....)

**Source:** user

**Outputs:** being member to view service

**Destination:** DB on web server

**Requires:** correct information

**Precondition:** connect to internet, open the web site

**Post condition:** enter to the main page

**Function:** Validate user information

**Description:** system should provide validation for user entered data

**Inputs:** user information

**Source:** validation control

**Outputs:** messages for incorrect data

**Destination:** user

**Requires:** incorrect required data

**Precondition :** connect to internet , registration method

**Post condition:** correction of these data

**Function:** sign in

**Description:** users should sign in before enter to system

**Inputs:** user name and password

**Source:** user

**Outputs:** user home page

**Destination:** DB

**Requires:** correct user name and password

**Precondition :** connect to internet, open web site

**Post condition:** none

**Function:** Administrator sign in

**Description:** system should provide special desktop for the administrator

**Inputs:** administrator sign in information (user name, password)

**Source:** administrator

**Outputs:** administrator home page

**Destination:** DB on web server

**Requires:** correct user name and password for administrator

**Precondition :** connect to internet , open the web site

**Post condition:** none

**Function:** View user information

**Description:** system should provide user information for administrator

**Inputs:** some user information

**Source:** database

**Outputs:** all user information

**Destination:** browser

**Requires:**

**Precondition:** administrator sign in

**Post condition:** none

**Function:** user takes exam

**Description:** system should provide user random exam in specific unit

**Inputs:** user number, unit number

**Source:** database

**Outputs:** random question

**Destination:** browser

**Requires:**

**Precondition:** user sign in

**Post condition:** none

**Function:** add lesson

**Description:** system should provide the ability for administrator to add lesson

**Inputs:** flash or asp.net

**Source:** administrator

**Outputs:** added lesson

**Destination:** DB

**Requires:**

**Precondition for web application:** administrator sign in

**Post condition:** none

**Function:** add question

**Description:** system should provide the ability for administrator to add question

**Inputs:** flash or asp.net

**Source:** administrator

**Outputs:** added question

**Destination:** DB

**Requires:**

**Precondition for web application:** administrator sign in

**Post condition:** none

**Function:** Contact us (provide way of communication)

**Description:** system should provide way of communication between the system and user

**Inputs:** user notes

**Source:** user

**Outputs:** email message

**Destination:** administrator mail

**Precondition :** user sign in

**Post condition:** reply to user email

**Function:** change password

**Description:** system should provide way to let the user change his password

**Inputs:**, new password

**Source:** user

**Outputs:** new password

**Destination:** database

**Requires:** users old password

**Precondition :** user sign in

**Post condition:** none

**Function:** add areas.

**Description:** administration should be able to add an area

**Inputs:** area name, are number

**Source:** administration

**Outputs:** area number and name

**Destination:** data base

**Precondition:** administrator sign in

**Function:** delete area

**Description:** administration should be able to add an area

**Inputs:** area name, are number

**Source:** administration

**Outputs:** deleted area number and name

**Destination:** data base

**Precondition :** administration sign in

**Post condition:** none

**Function:** add school

**Description:** administration should be able to add a school

**Inputs:** school name, school number

**Source:** administration

**Outputs:** school number and name

**Destination:** data base

**Precondition :** administration sign in

**Post condition:** none

**Function:** delete school

**Description:** administration should be able to add an area

**Inputs:** school name and number

**Source:** administration

**Outputs:** deleted school number and name

**Destination:** data base

**Requires:**

**Precondition :** administration sign in

**Post condition:** none

### 3.5 system constraints

This section lists the constraints that exist while applying the web with a brief description for each:

- 1 Login name is to be unique to increase the security.
- 2 Login name is to contain at least six Characters
- 3 Password is to contain at least six characters for users and 8-32 characters for administrator to increase the security
- 4 User should provide a valid information in a correct format such as email

### 3.6 validation criteria

We are going to use some check tools, so that we prevent some mistakes and errors that can occur when entering data to the system, some of them are:

1. Required validator: check that some fields are not left empty.
2. Expression validator: so the e-mail address will be in the correct Expression.
3. Compare validator control: to camper entered password and retype password, and to check some answers with the correct word.
4. Range validator control: to ensure the password entered isn't less or more than what is required.

### 3.7 Data description:

#### 5.7.1 Data dictionary

Function name	Type of function	description
addQ	Stored procedure	Add a new question
addQType	Stored procedure	Add a new question type
addunit	Stored procedure	Add a new unit
addUser	Stored procedure	Add a new user
changeAdmi	Stored procedure	Change password
check	Stored procedure	Check admi password
checkpl	Stored procedure	Check student password
city11	Stored procedure	Add a new city
deletecity1	Stored procedure	Delete a city
deleteschool	Stored procedure	Delete a school
insertschool	Stored procedure	Add a new school
newuser	Stored procedure	Student registrations

Table 3.1 Data dictionary

#### 3.7.2 Database requirements

The system contains a database that consists of several tables built using sql server , there's suppose to be a table for student that contains his name, username, number as primary key to distinguish him from other users password, his school , his address.

Another table is area that contain area name, and number, where the area number is the primary key.

The school table contain school name and number as a primary key.

The lesson table contain the lesson number as a primary key and path to tell where the lesson is stored.

The exam table that contain exam number as a primary key, and question number.

4.1 Introduction

In this chapter, the system will be designed. The other system will be cleared. Also the system will be designed. The system will be designed through analysis the input and the output to every operation, with addition to the flow charts that describe the system.

**CHAPTER FOUR**

**DESIGNING**

- 4.1 Introduction
- 4.2 Context diagram
- 4.3 Flow charts
- 4.4 Data flow Diagrams:
- 4.5 Implementing the inter face
- 4.6 Data Base

### 4.1 Introduction

In this chapter the system will be analysis and the relations between the other system will be cleared. Also the system will be divided to many sections, and the main operations will be analysis through analysis the input and the output to every operation, with addition to the flow charts that describe the flow of the operations.

4.2 Context diagram

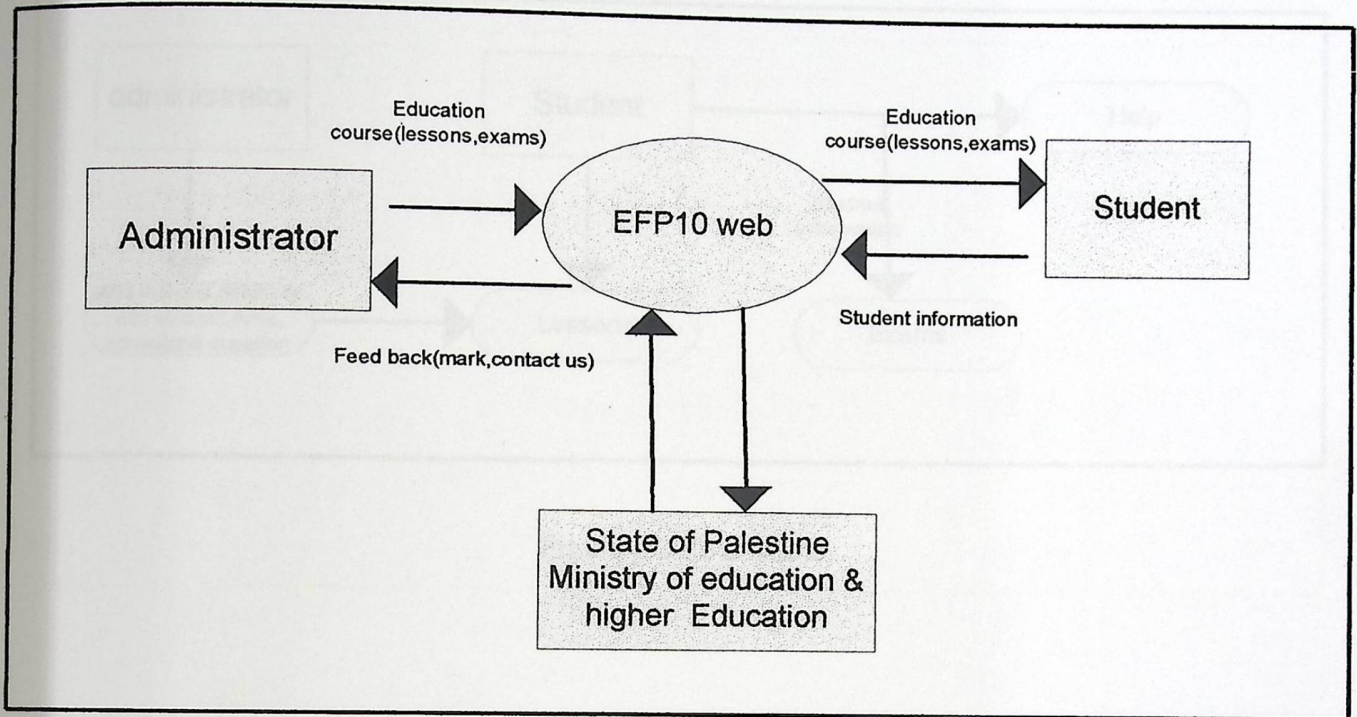


Figure 4.1 Zero level of context diagram

4.3 Flow charts

4.3.1 Zero level flow chart

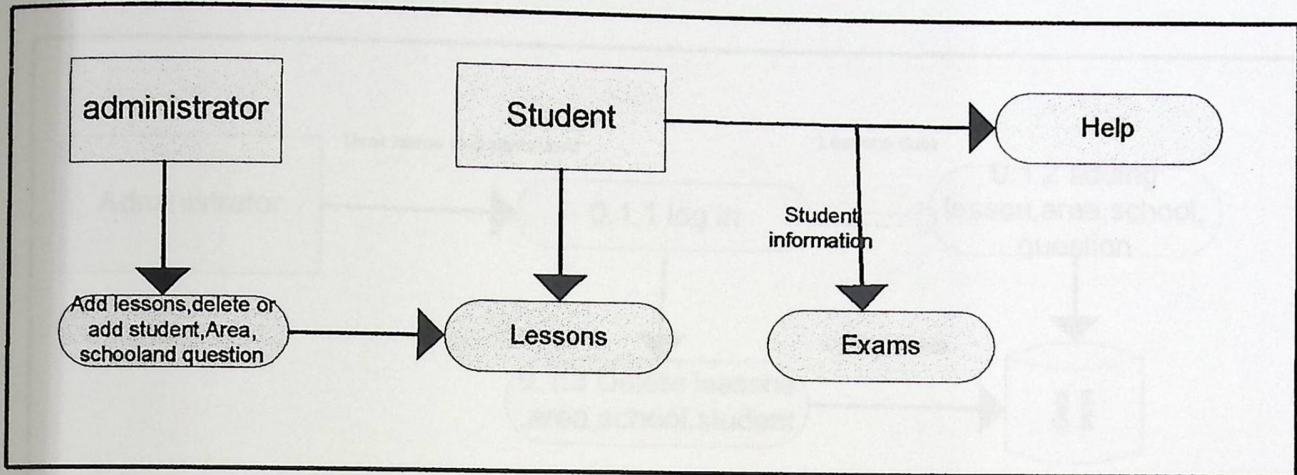


Figure 4.2 flow charts

4.3.2 First level of flow charts:

Process 0.1 Adding lessons and exams:

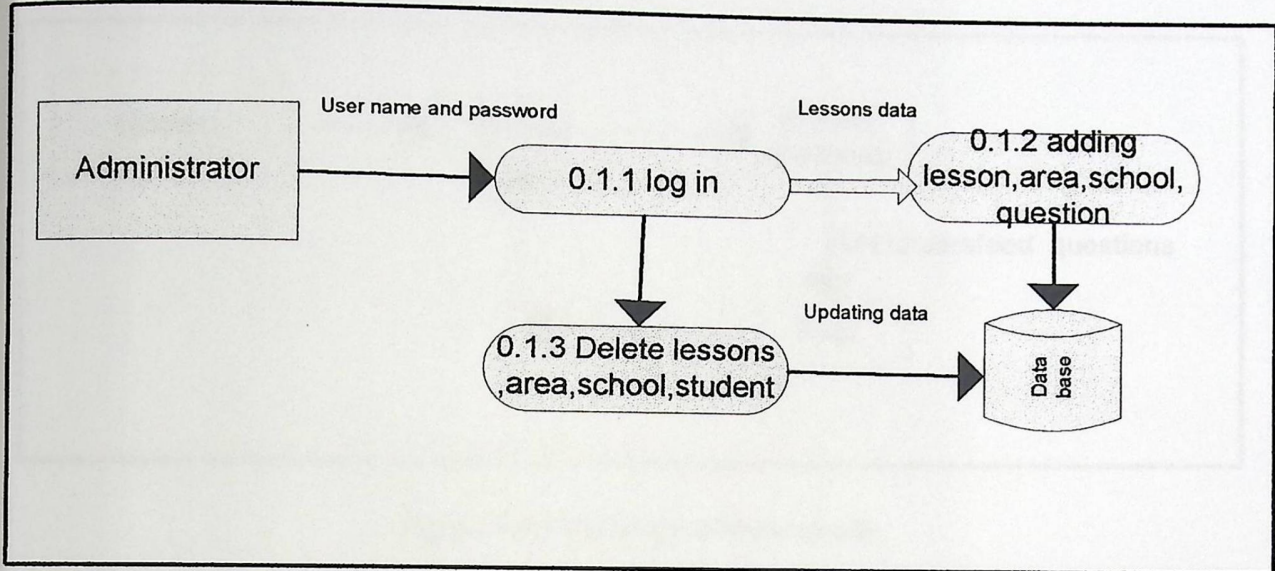


Figure 4.3 First levels of flow charts

4.3.3 First level of flow chart

Process 0.2 student teaching:

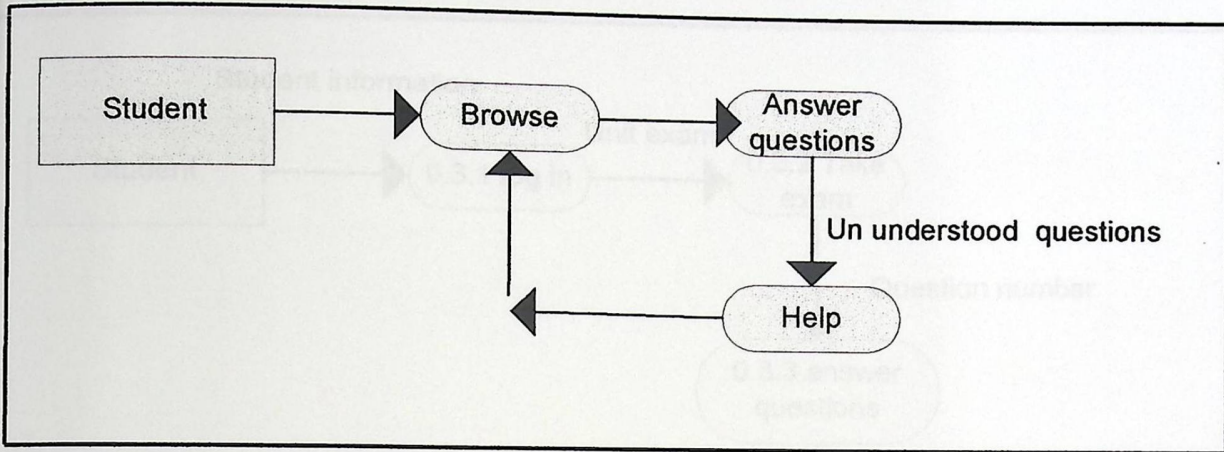


Figure 4.4 First levels of flow charts

4.3.4 First level of flow charts

Process 0.3 take exam:

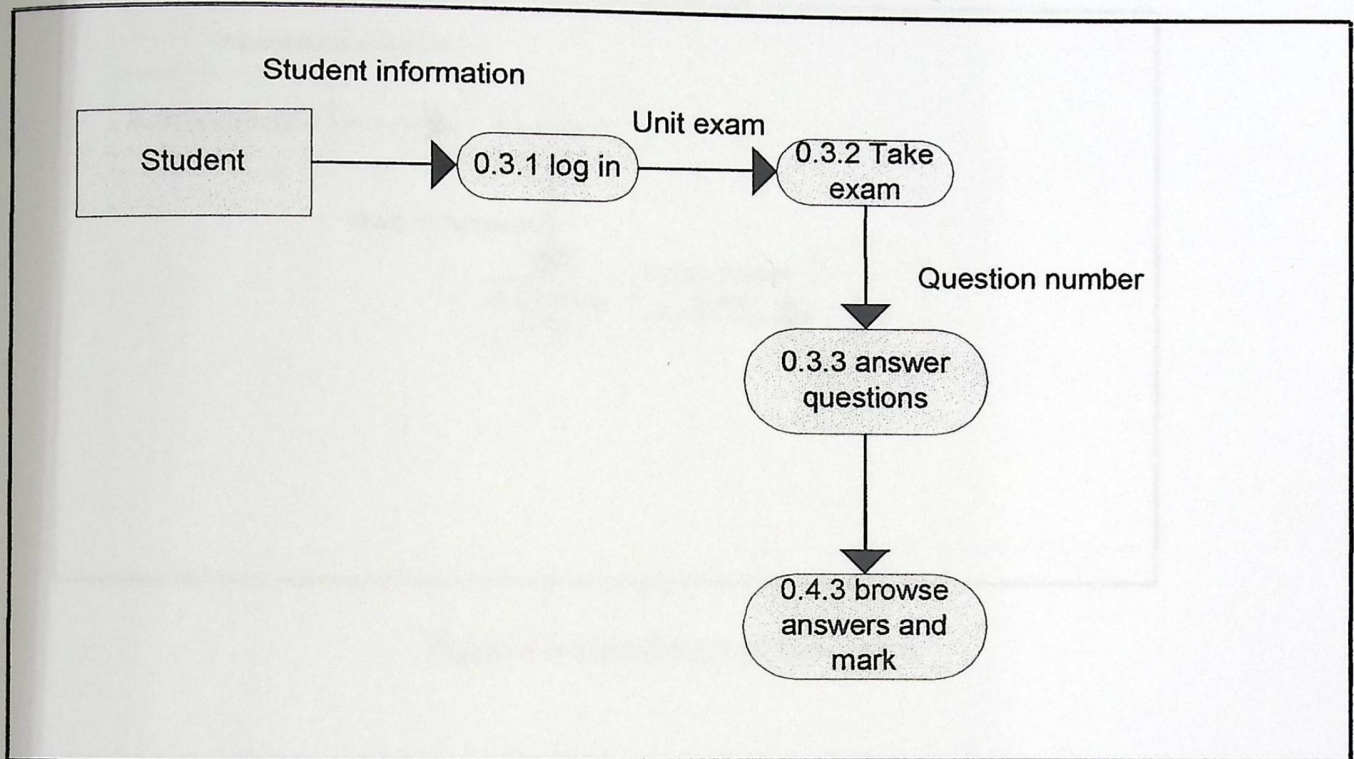


Figure 4.5 First levels of flow charts

## 4.3.4 First level of flow charts

Process 0.3 take exam:

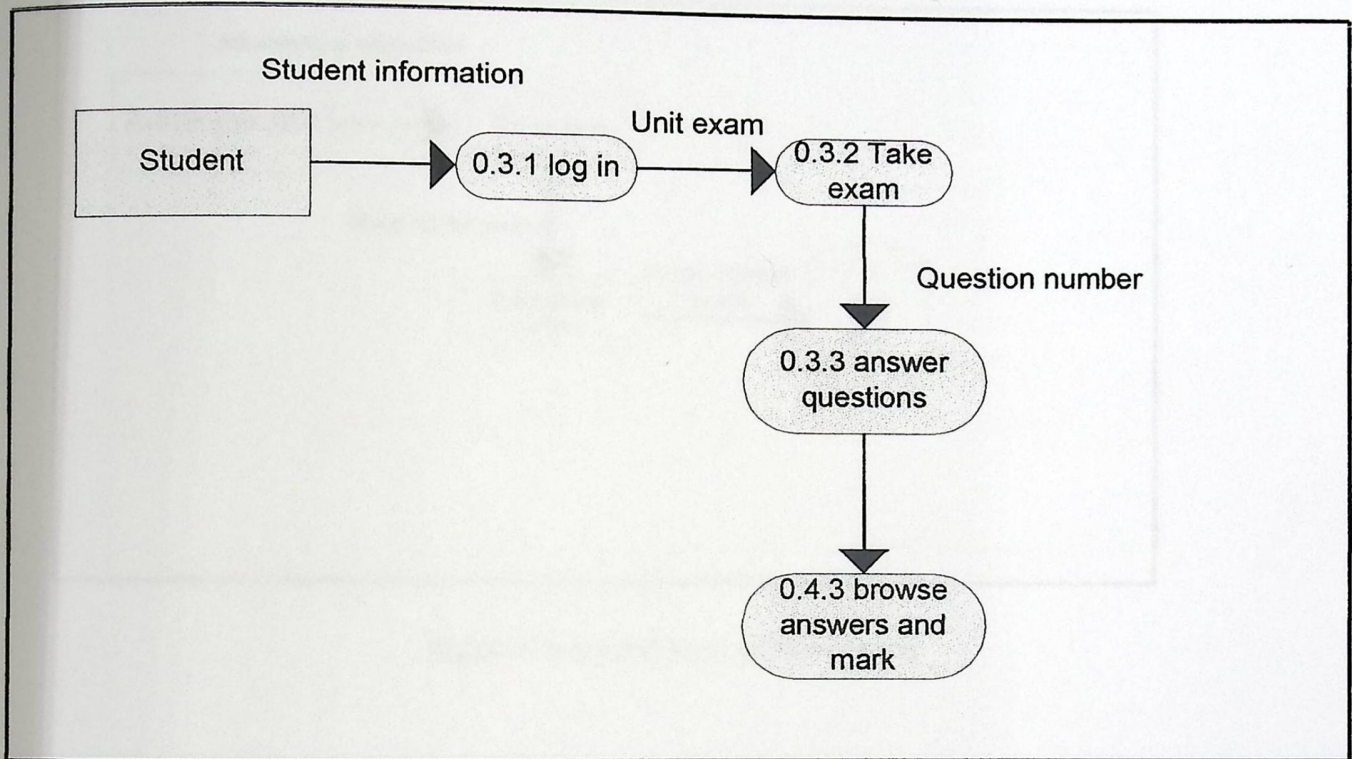


Figure 4.5 First levels of flow charts

## 4.3.5 First level of flow charts

## Process 0.4 updating student record

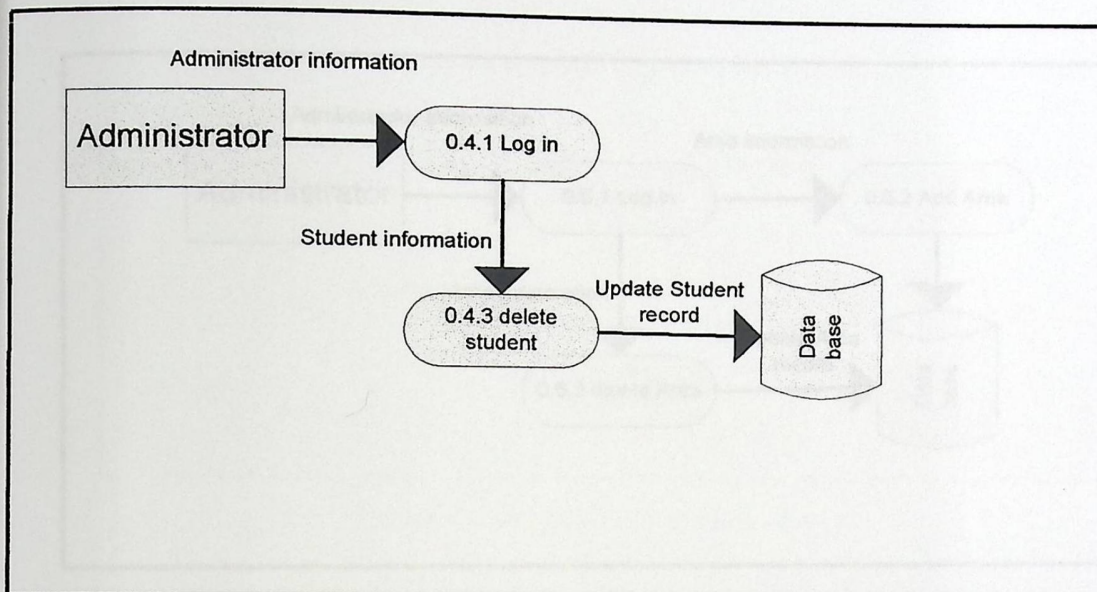


Figure 4.6 second level of flow charts

## 4.3.6 First level of flow charts

## Process 0.5 updating Area record

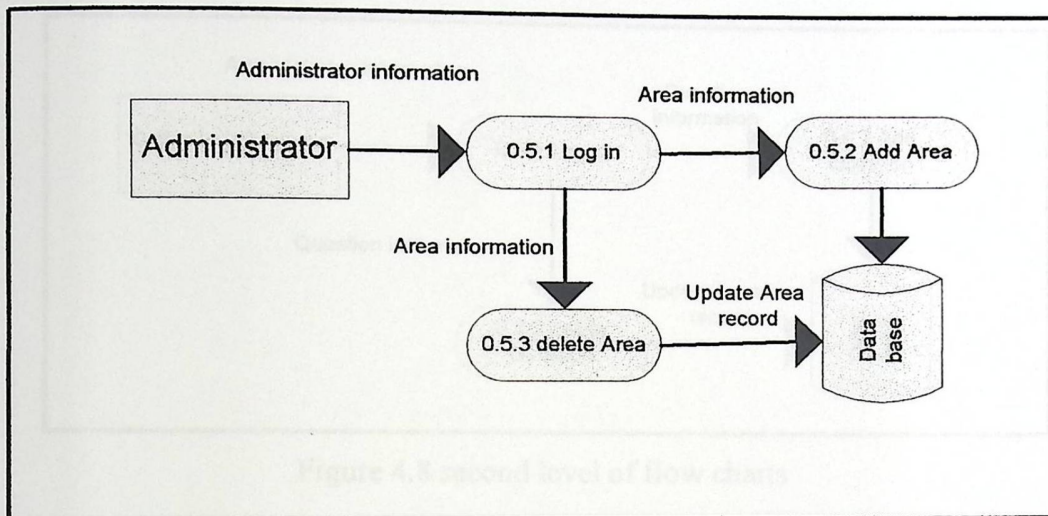


Figure 4.7 second level of flow charts

## 4.3.7 First level of flow charts

## Process 0.6 updating question record

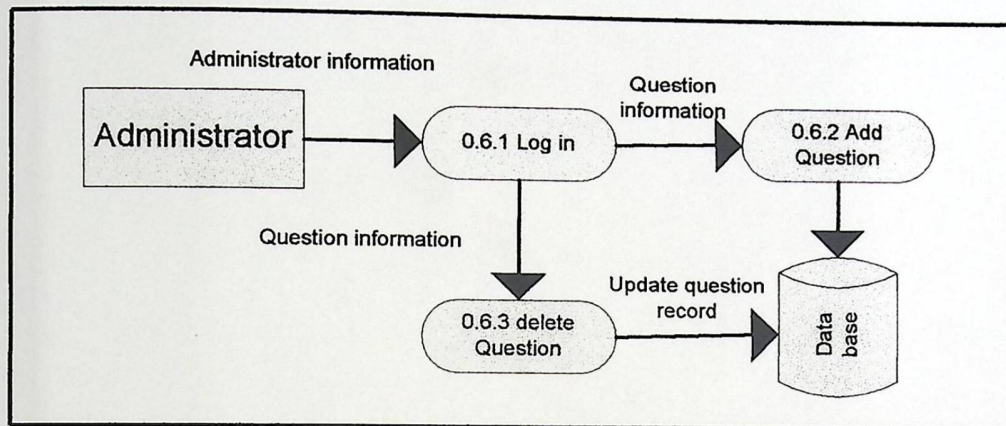


Figure 4.8 second level of flow charts

## 4.4 Data flow Diagrams:

## \* Student registration in the web

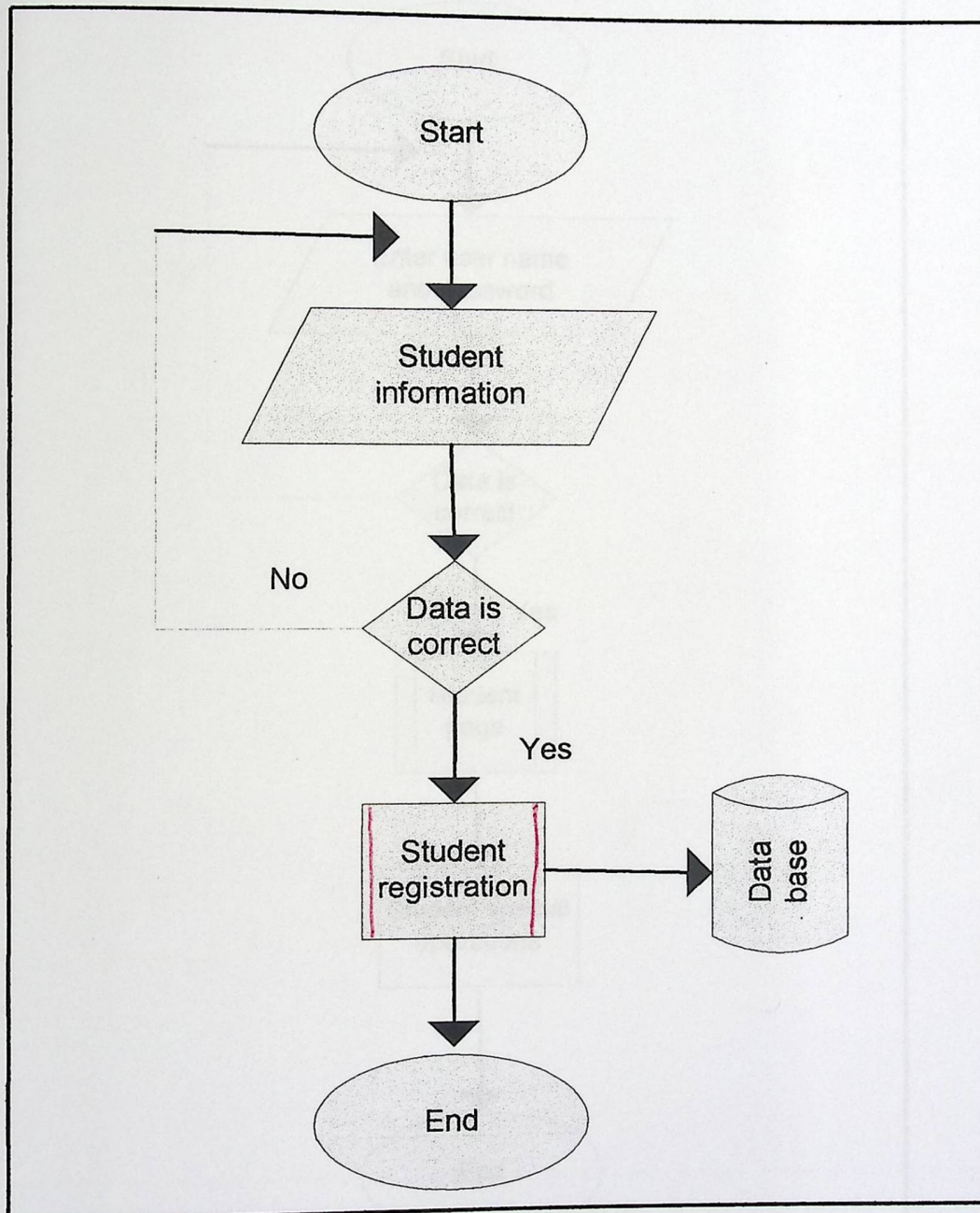


Figure 4.9 register new student

## 4.4 Data flow Diagrams:

\* Student log in:

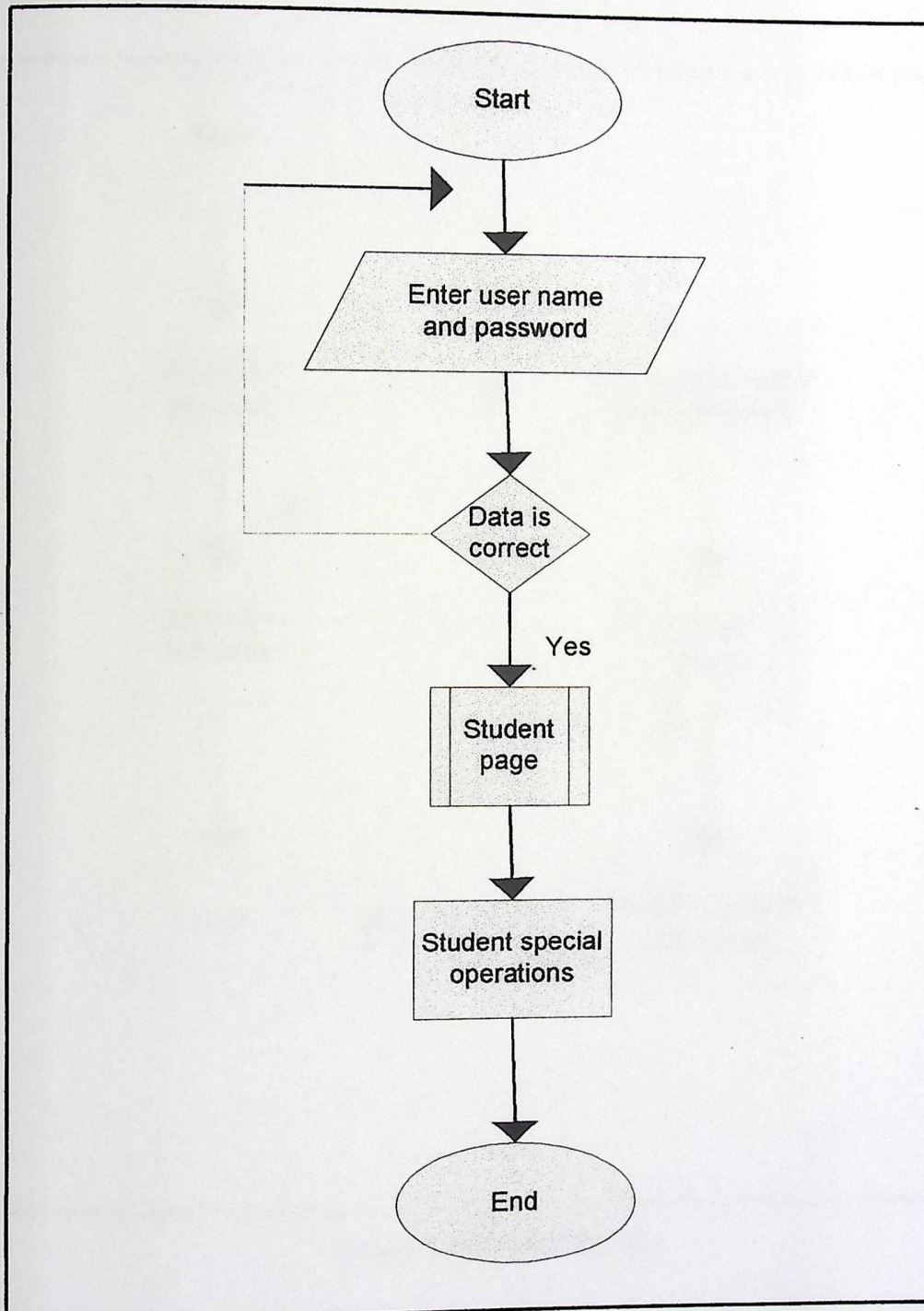


Figure 4.10 student logs in

4.4 Data flow Diagrams

\* browse courses

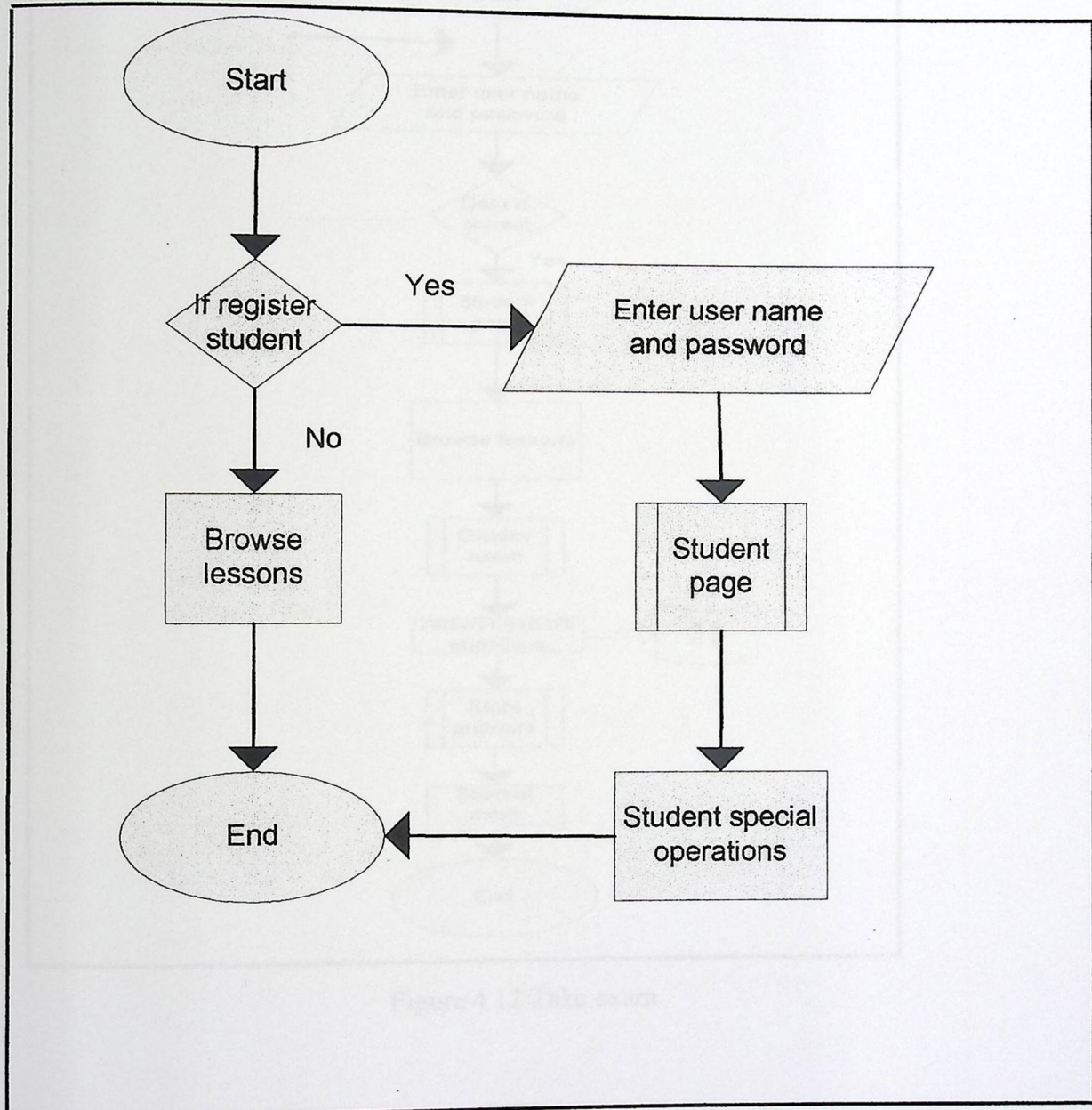


Figure 4.11 browse courses

4.4 Data flow Diagrams

\* browse courses

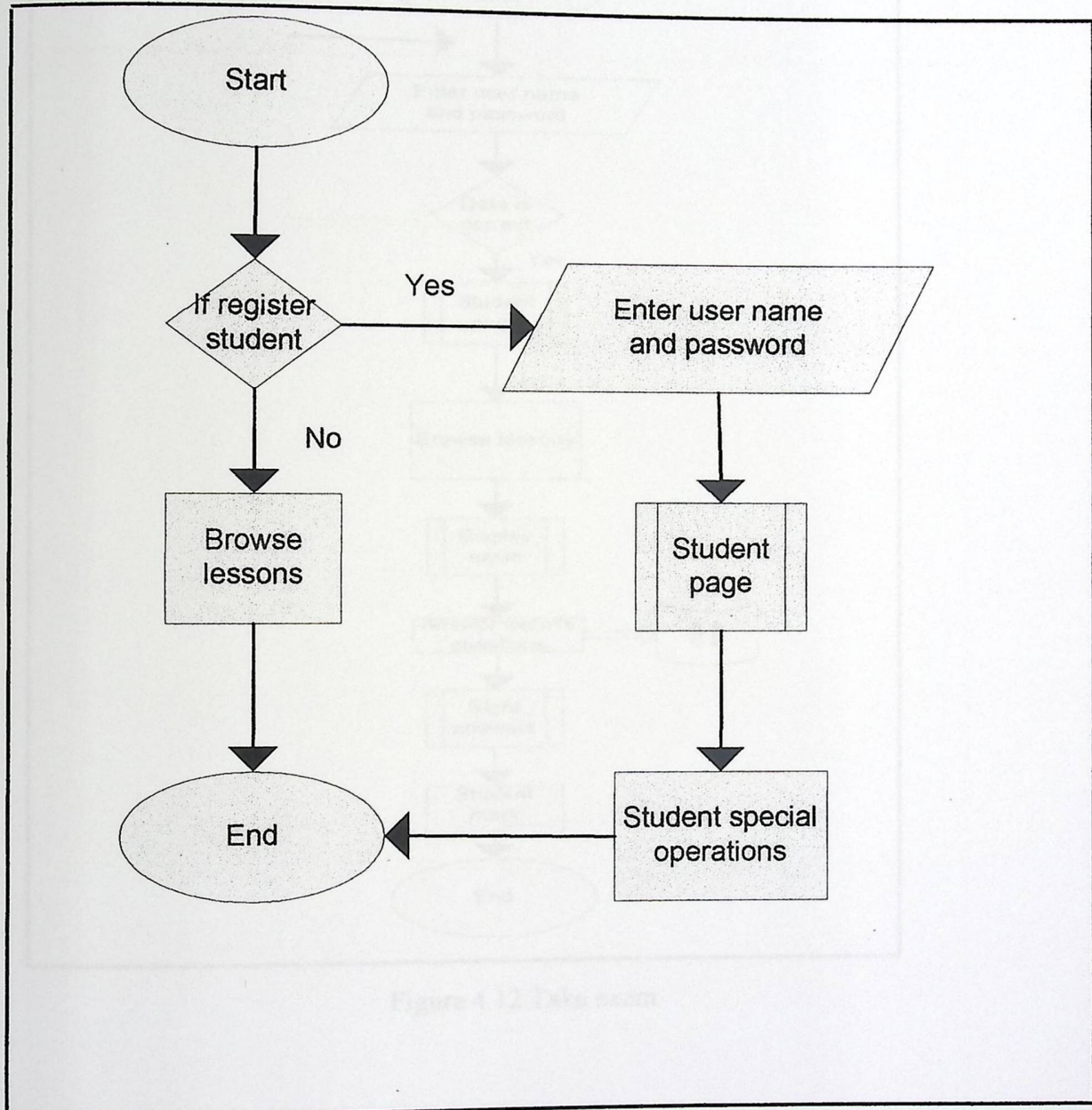


Figure 4.11 browse courses

## 4.4 Data flow Diagrams

## \* Take exam

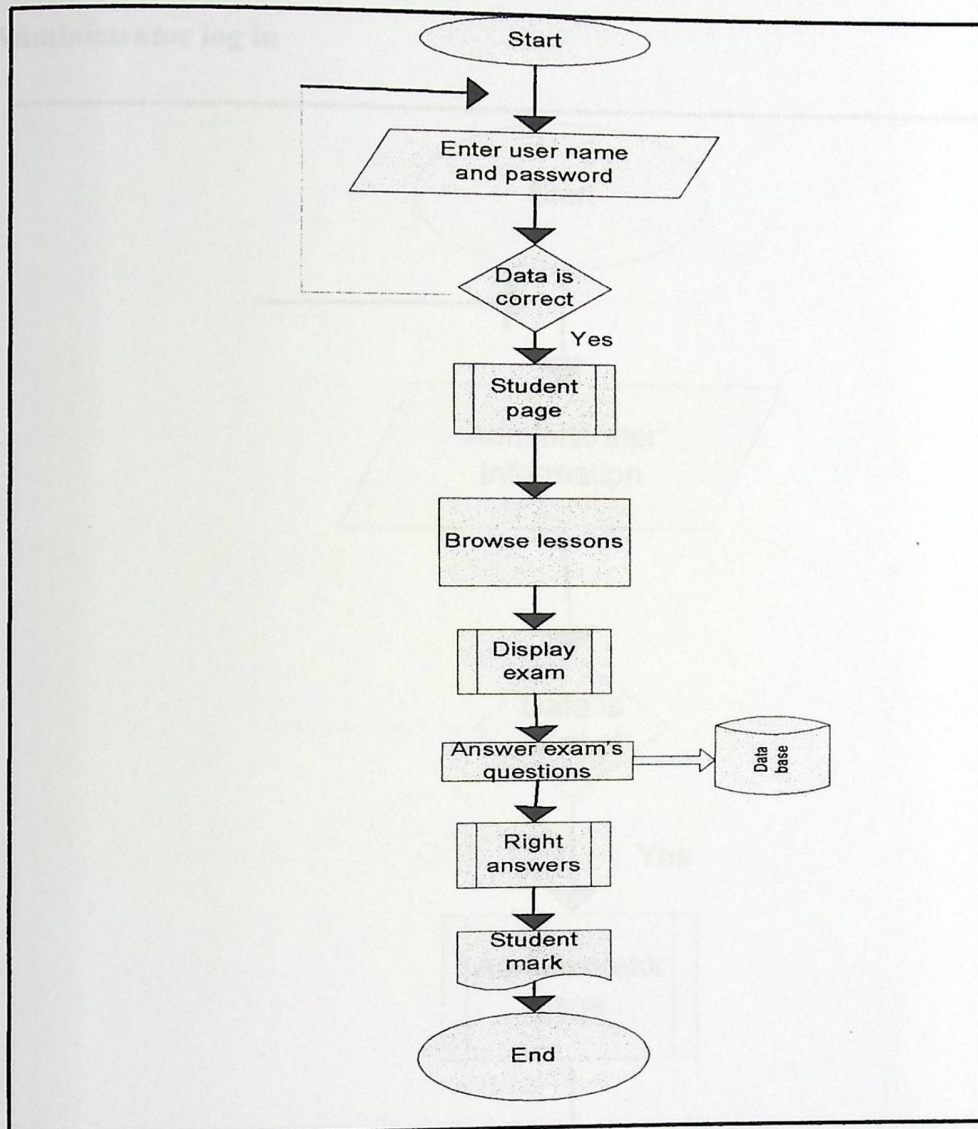


Figure 4.12 Take exam

## 4.4 Data flow Diagrams

## \* Administrator log in

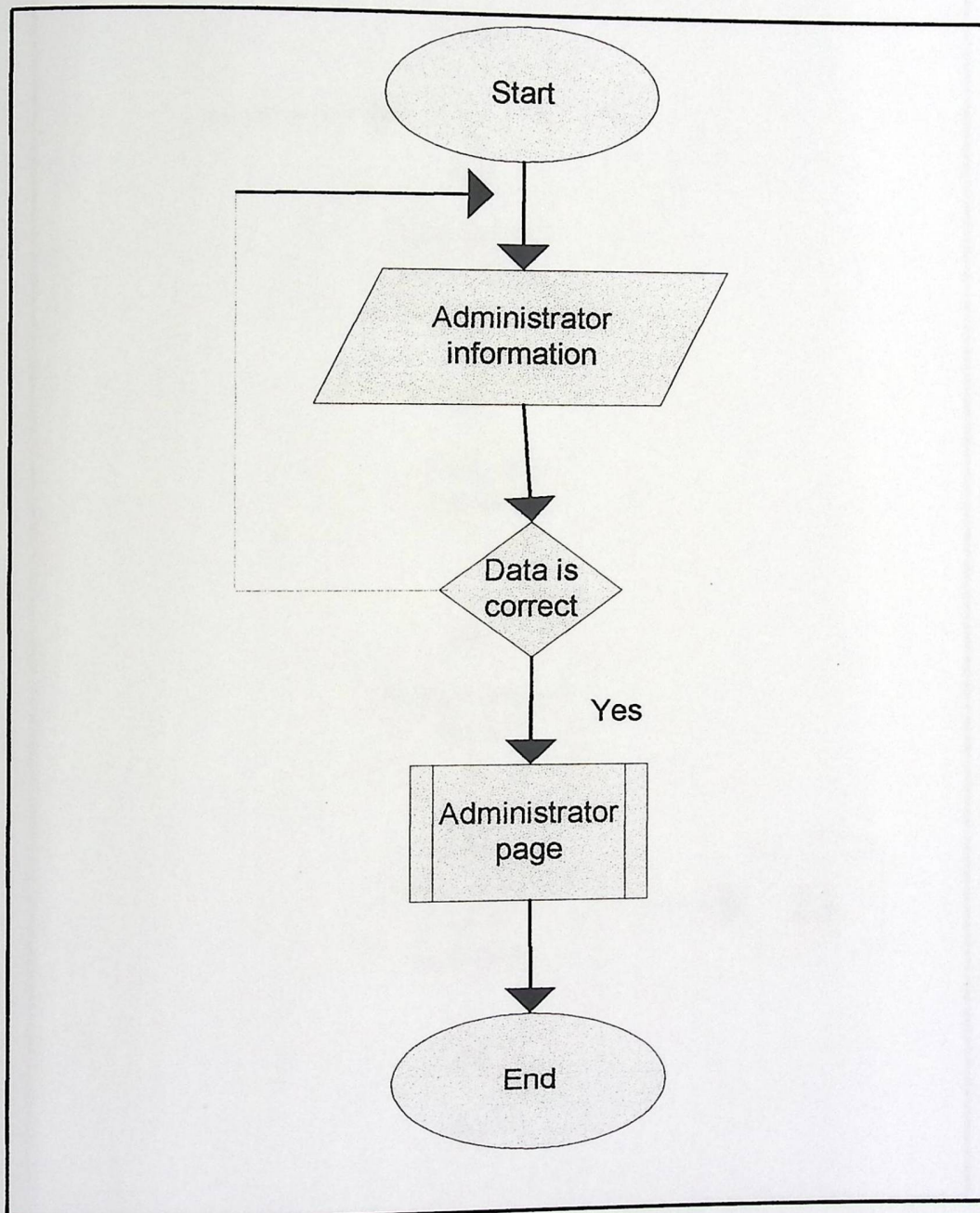


Figure 4.13 Administrator log in

## 4.4 Data flow Diagrams

\* Adding new Area, school, lesson and question by administrator

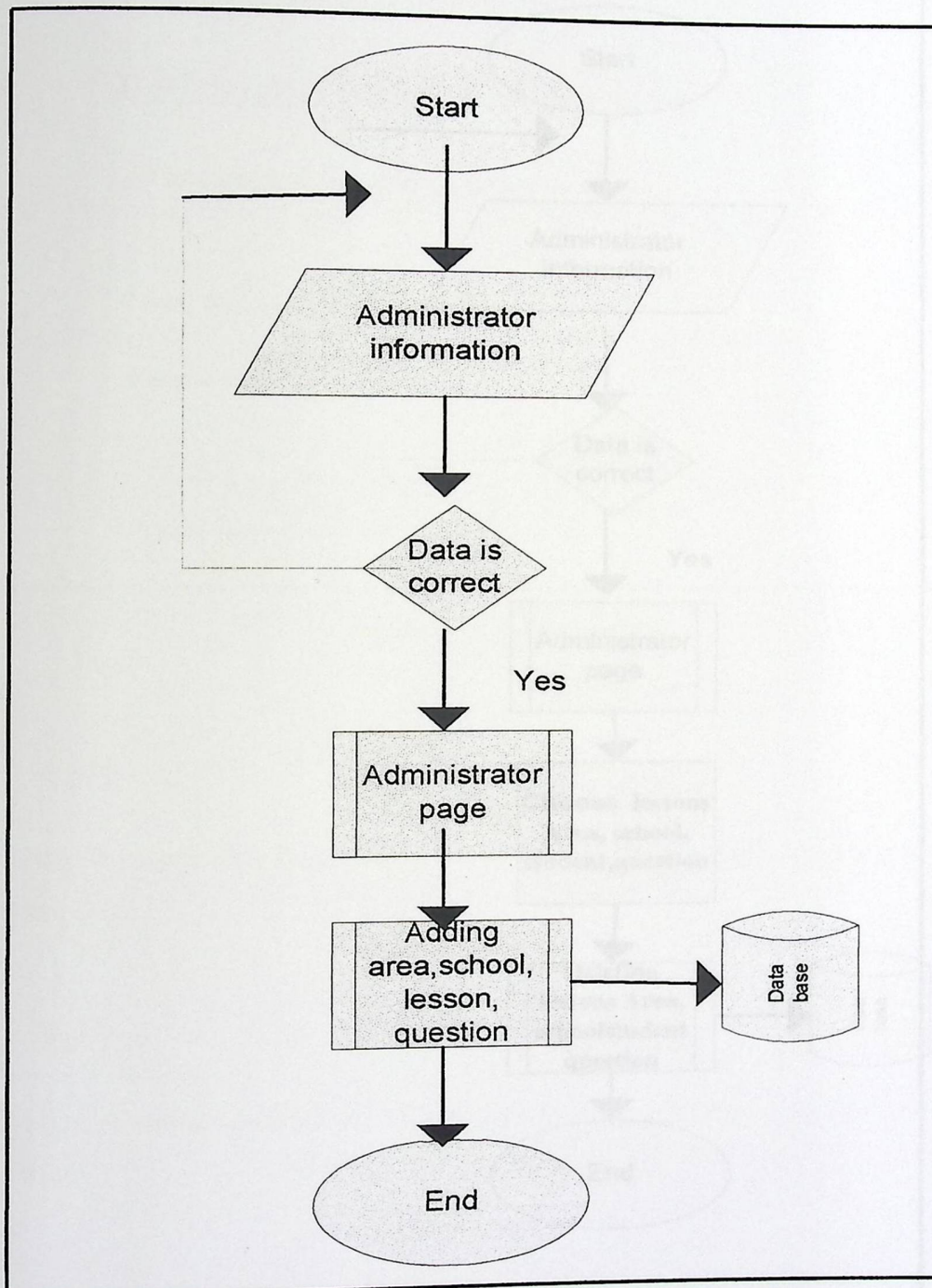


Figure 4.14 Adding new Area, school, lesson and question by administrator

## 4.4 Data flow Diagrams

\* Deleting lessons Area, school, student and question by administrator

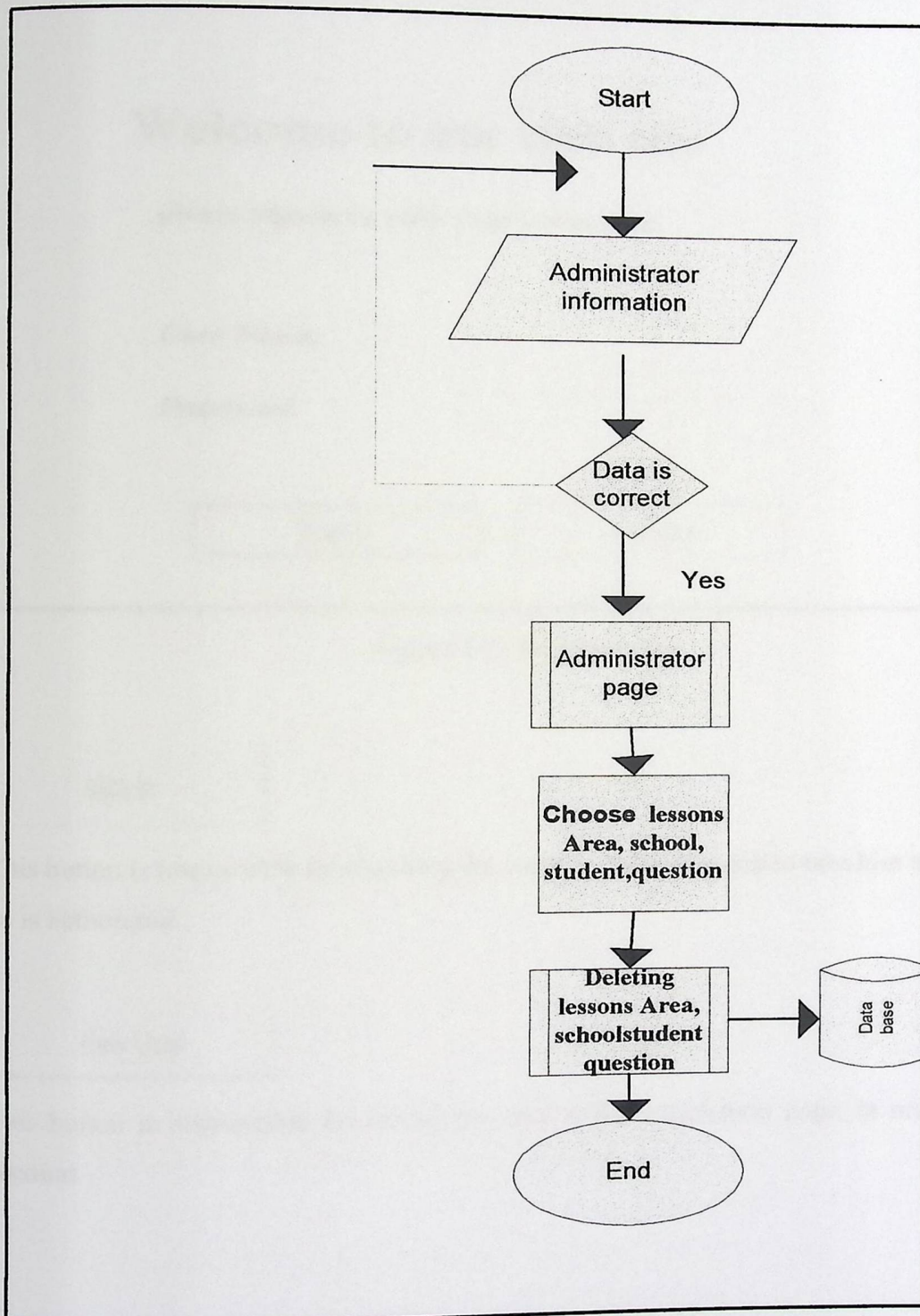


Figure 4.15 Deleting lessons Area, school, student and question by administrator

## 4.5 implementing the interface

- Log in

**Welcome to our web site**

please sign in to veiw your home page

**User Name**

**Password**

Figure 4.16 the login page

sign In

This button is responsible for checking the validity of the user and to take him to his page if he is authorized

New User

This button is responsible for taking the user to the registration page, in order to make account.

- Student registration :

The screenshot shows a web form titled "Registration". The form contains the following fields and controls:

- Name**: A text input field.
- Gender**: A dropdown menu with "Male" selected.
- City**: A dropdown menu with "Hebron" selected.
- School name**: A dropdown menu with "Rashdeen" selected.
- User Name**: A text input field.
- Password**: A text input field.
- Confirm Password**: A text input field.
- E\_mail Address**: A text input field.

At the bottom of the form, there are two buttons: "Register" and "cancel".

Figure 4.17 Student registration

The student fills in the in this way:

- Name :this is a required field where the student puts his name
- Gender: the student chooses his gender from the list.
- Country: the student chooses his country from a list.
- School: when the student chooses his country a list of school name appear in another list and the student chooses his school form it
- Username: the name the user enters the his page and exam through.
- Password: the parts that enables the student to enter the page.
- Confirm password: the student retypes his password to get sure its right.
- E-mail address: the students e-mail on the net.

- Student registration :

**Registration**

**Name**

**Gender**

**City**

**School name**

**User Name**

**Password**

**Confirm Password**

**E\_mail Address**

Figure 4.17 Student registration

The student fills in the in this way:

- Name :this is a required field where the student puts his name
- Gender: the student chooses his gender from the list.
- Country: the student chooses his country from a list.
- School: when the student chooses his country a list of school name appear in another list and the student chooses his school form it
- Username: the name the user enters the his page and exam through.
- Password: the parts that enables the student to enter the page.
- Confirm password: the student retypes his password to get sure its right.
- E-mail address: the students e-mail on the net.

Register

This button is responsible for sending the data to the data base. And the user gets an account.

cancel

This button goes to the home page.

Register

This button is responsible for sending the data to the data base. And the user gets an account.

cancel

This button goes to the home page.

Register

This button is responsible for sending the data to the data base. And the user gets an account.

cancel

This button goes to the home page.

- Add A new country:

Please Insert area name and number

area number

Area Name

Figure 4.18 add a new area

Sends the information to the database

Returns to the home page

- To delete an area :

Please Insert area name and number you wish to delete

Area NO	Area name
1	hebron

**area number**

**Area Name**

Figure 4.19 delete an area

Delete an area from the data base

Return to the home page.

- Adding a new lesson :

Please Insert lesson number and path you wish to add

lesson NO	lesson name
1	reading

**Lesson number**

**lesson Name**

Figure 4.20 adding a new lesson

add

Adding a new lesson to the data base.

cancel

Going back to the home page.

- Delete a lesson :

Please Insert lesson number and path you wish to delet

lesson NO	lesson name
1	reading

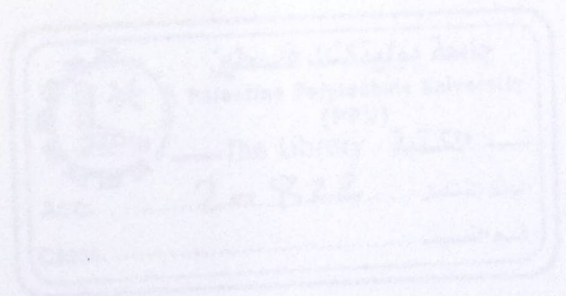
**Lesson number**

**lesson Name**

Figure 4.21 deleting a lesson

Delete a lesson from a data base

Returning to the home page.



▪ Focus lesson :

**Focus**

**1 Tell the children's mother about the danger. Use the words in the box. Say, for example:**

- The curtain is going to catch fire!
- Iman is going to pull the pan down and burn herself.

**boil burn catch fire fall pull down cut hurt poison himself/herself**

Figure 4.23 focus lesson

The student s to click on the words that are surrounded with read and the system gets near the picture that goes with the word. And give him a sentence

▪ Focus lesson :

**FOCUS**

**1 Tell the children's mother about the danger. Use the words in the box. Say, for example:**

- The curtain is going to catch fire!
- Iman is going to pull the pan down and burn herself.

**boil burn catch fire fall pull down cut hurt poison himself/herself**

Reading

Development

language

Writing







Listening & Speaking

Integrated skills

Figure 4.23 focus lesson

The student s to click on the words that are surrounded with read and the system gets near the picture that goes with the word. And give him a sentence

Integrated skills lesson.

-  Reading
-  Development
-  language
-  Writing
-  Listening & Speaking
-  Integrated skills

### Integrated Skills

Match the news stories a-e to times and dates 1-5 by clicking on a/b/c/d/e according to the time the actions has happened in

<p>1 — 10.15 p.m., Monday 14 October.</p>	<p>a This morning, Santa Carla's mayor, Edward Gomez, said, 'Tow days ago, a terrible disaster struck Santa Carla, but our wonderful people have saved many lives'.</p>
<p>2 — 08.45 a.m., Tuesday 15 October</p>	<p>b Working through the night, rescue workers have brought out 93 people from the hospitals that collapsed 17 hours ago. This brings the final number of casualties to 23 dead and 79 injured.</p>
<p>3 — 16.25 p.m., Tuesday 15 October</p>	<p>c In California earlier today, there were reports of more earth tremors between San Francisco and Los Angeles. There are fears tonight that a major earthquake will strike one of these cities.</p>
<p>4 — 00.40 a.m., Wednesday 16 October</p>	<p>d This morning, a powerful earthquake struck Santa Carla, between San Francisco and Los Angeles. It happened an hour ago and measured 7.9 on the Richter Scale. Many buildings were</p>

Figure 4.25 integrated skills lesson

The student s to match the right sentence from the right column to the left side .

▪ Listening lesson:

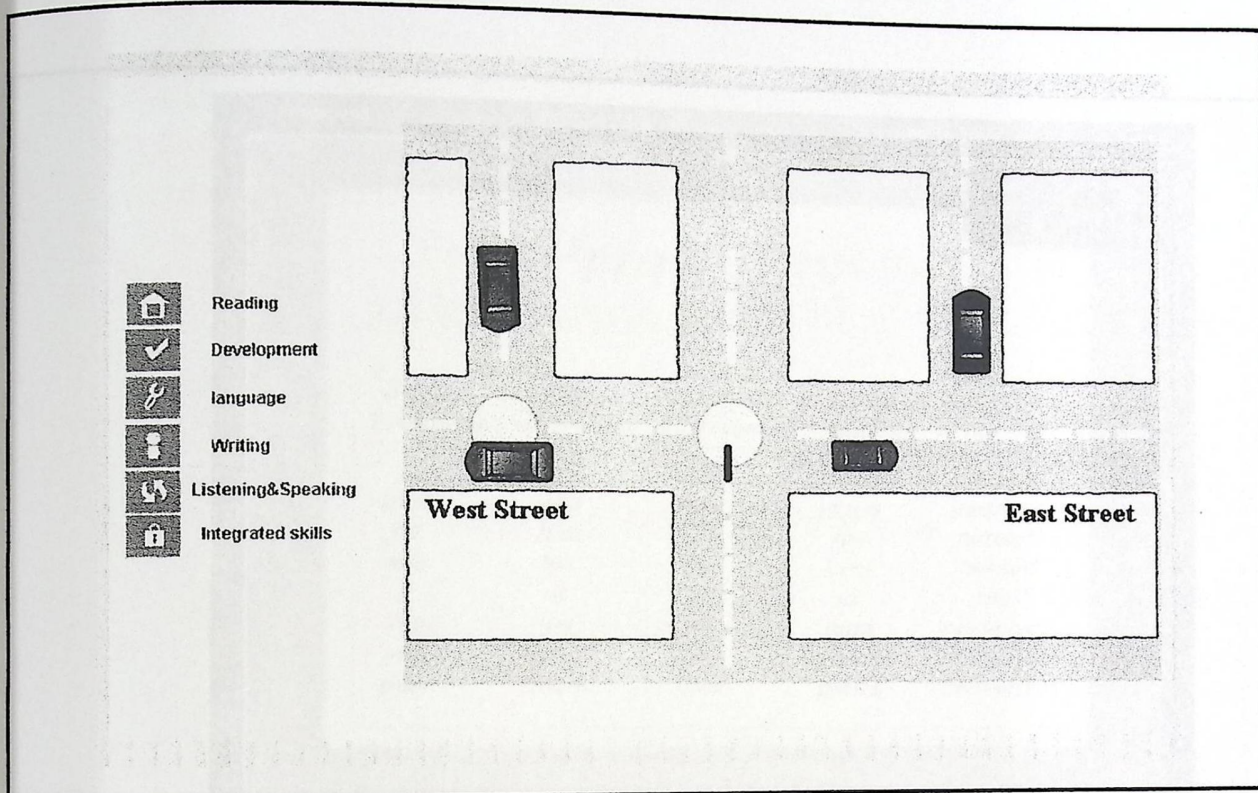


Figure 4.26 listening skills

The student is to listen to a text being download with the page , and then answer the question .

▪ **Listening lesson:**

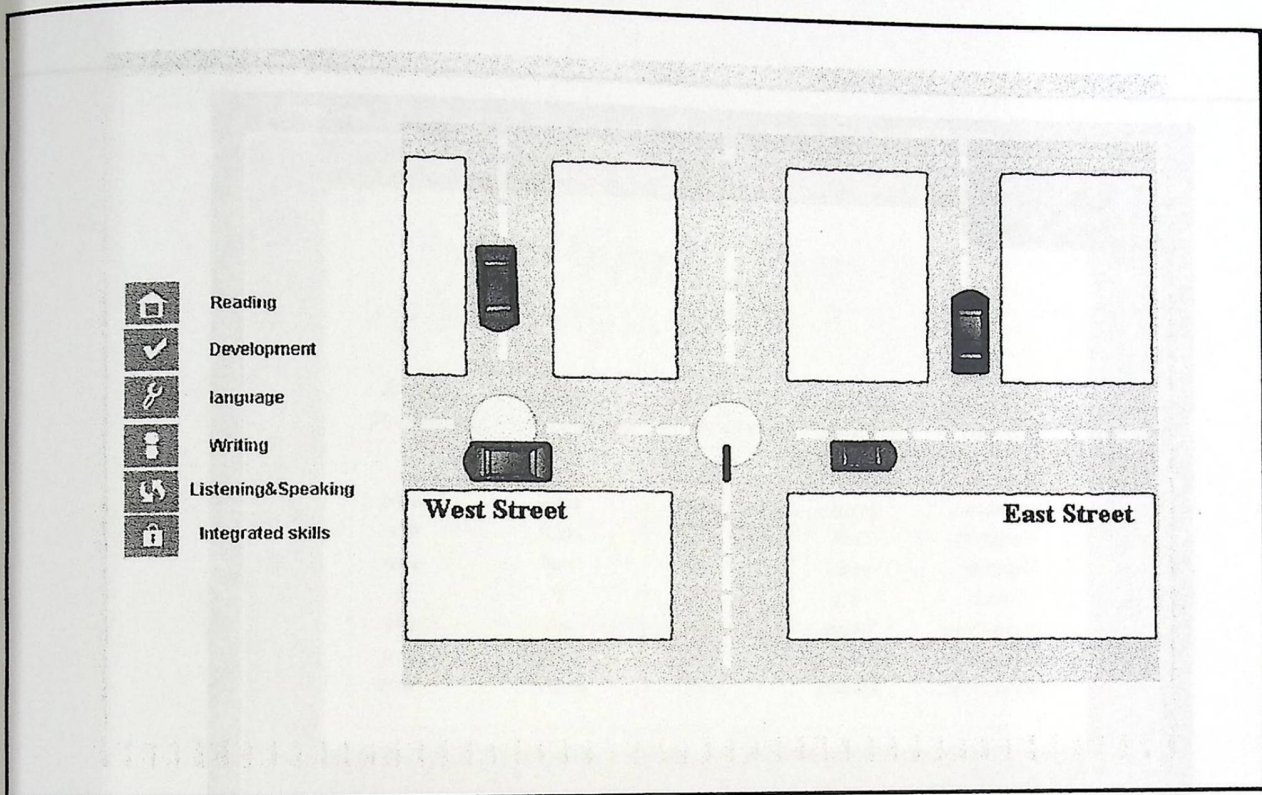


Figure 4.26 listening skills

The student is to listen to a text being download with the page , and then answer the question .


Language lesson :

The screenshot shows a presentation slide titled "PRONOUNS" with a date of "JUNE 10, 2006" and slide number "2 of 11". The main title is "Pronouns" in a large, stylized font. Below the title is the definition: "A pronoun replaces a noun". A table lists various pronoun types and their corresponding words.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
We	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Figure 4.27 language lesson

## ▪ Development skills :

 put the sentences in order, by cliking on the right sentence that match the number defined.


-  **1** Two fire officers got onto flat next to Helen's, went to window
- 2** Neighbours heard, called the fire service
- 3** Found fire -kitchen, very bad
- 4** stood on ledge, screamed
- 5** bedroom wndow only way out, so climbed out
- 6** Helen very frghtened, unhurt
- 7** Last night, Helen smelt fire in flat
- 8** Explosion-Helen jumped, fremen caught her,pulled her in
- 9** Fire engine came, ladder too short

Figure 4.28 development skills

## 4.6 Data Base

This section is to display the system data base through displaying the tables that contains the data base and the relations between them.

### 4.6.1 Data dictionary

TABLE NAME	DESCRIPTION
Student	Personal Data of the student, name, password
Area	Name of the city and its number
School	School name , and the city it is in
Lesson	Data of lessons, and the path where it exits
Student results	Students mark and his answers
Exam	Exams date and number,
Question	Question number, type, unit, answer, description
QType	The type of the question and its number
Mchoice	Data about the multiple choice
Unit	Unit name and number
Administrator	Name and password

Table 4.1 Data dictionary table

▪ Std

Field name	Type	Size	Keys	Allow null	Reference	description
std_no	Decimal	9	PK	No		Student number
std_name	nvrchar	50		Yes		Student name
gender	int	4		Yes		
Sno	numeric	9	FK	No	School	School number
e_mail	nvrchar	50		Yes		Students e-mail
username	nvrchar	50		No		Students username
pass	nvchar	50		No		Users password

Table 4.2 Std table

▪ School

Field name	Type	Size	Keys	Allow null	Reference	description
SNo	numeric	9	PK	No		School number
SName	nvrchar	50		Yes		School name
ANo	numeric	9	FK	No	Area	Area number

Table 4.3 school table

▪ Area

Field name	Type	Size	Keys	Allow null	Reference	description
ANo	numeric	9	PK	No		Area number
AName	nvrchar	50		Yes		Area name

Table 4.4 Area table

▪ Lesson

Field name	Type	Size	Keys	Allow null	Reference	description
LNo	numeric	9	PK	No		number
UNo	numeric	9	FK	No	Unit	Unit number
Path	nvrchar	50		No		Path of the lesson

Table 4.5 Lesson table

▪ student results

Field name	Type	Size	Keys	Allow null	Reference	description
Std_no	numeric	9	PK,FK	No	Student	Student number
ENo	numeric	9	PK,FK	No	Exam	Exam number
QNo	numeric	9	PK,FK	No	Question	Question number
UNO	numeric	9	PK,FK	No	Unit	Question number
Std_answer	nvrchar	50		No		Student answer
Mark	int	4		No		Student mark

Table 4.6 student result table

▪ Exam

Field name	Type	Size	Keys	Allow null	Reference	description
ENo	numeric	9	PK	No		Exam number
Date	Time stamp	8		Yes		Date of the exam

Table 4.7 Exam table

▪ Administrator

Field name	Type	Size	Keys	Allow null	Reference	description
User-name	nvarchar	50	PK	No		Administrator username
Password	nvarchar	50		No		Administrator password

Table 4.12 Administrator table

4.6.2 ER Diagram

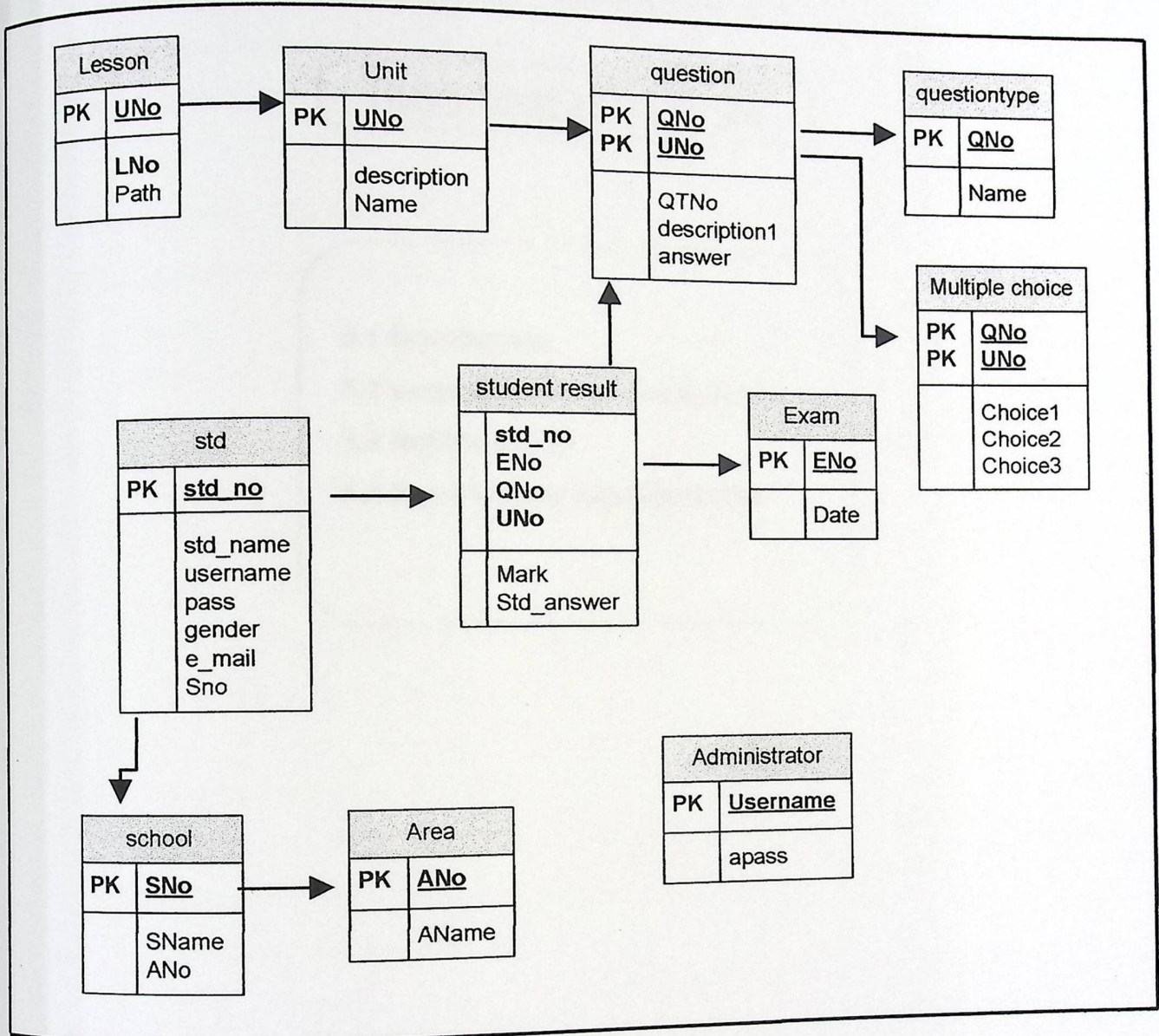


Figure 4.29 ER Diagram

5.1 Introduction

This chapter is to explain the steps we followed in preparing the physical and logical resources and the input-output implementation for the system.

**CHAPTER FIVE**

This chapter is very important because it is the final stage in order to begin to the program.

**IMPLEMENTATION**

5.2 preparing tools and resources

5.2.1 Preparing physical resources:

Before we start we must ensure that the hardware resources are compatible with the software resources, and they are reliable. The most important resources are:

- 5.1 Introduction**
- 5.2 preparing tools and resources**
- 5.3 Build database**
- 5.4 Input/Output Implementation**

- \* Personal computer
- \* Pentium-4 300M Hz because the use of the multimedia programs that takes a large space
- \* 40GB HARD DISK because of the multimedia programs that needs high speed in processing

5.2.2 Preparing Software resources:

This section includes preparing the operating system, the multimedia Programs, and Microsoft Visual Studio.net 2003.

- \* Windows XP professional :

This program has the advantage of powerful and high performance which enable it to manage files, also it has a security system that enables the user to browse the internet without being worried on his private files. Never the less it supports a huge number of application and software related to internet applications, and it also support multimedia programs in many ways.

Also there are many services that is being downloaded with this system included IIS services that is needed to internet applications.

## 5.1 Introduction

This chapter is to explain the steps we followed in preparing the physical and technical resources, the building of the Data Base, and the input/output implementation for this system.

This chapter is very important because we start with the operational stage in order to begin in the programming part to build the system.

## 5.2 preparing tools and resources

### 5.2.1 Preparing the physical resource:

Before we start we should get sure that the existed resources are compatible with resources we mentioned before in chapter three, and they are reliable till the end of the project, and the most important resources are:

- Personal computer
- Pentium-4 2800MHz because the use of the multimedia programs that takes a large space
- 40GB HARD DISK 7200RAM because of the multimedia programs that needs high speed in processing.

### 5.2.2 Preparing Software resources:

This section includes preparing the operating system, the multimedia Programs, and Microsoft Visual Studio.net 2003.

- **Widows XP professional :**

This program has the advantage of powerful and high performance which enables it to manage files, also it has a security system that enables the user to browse the internet without being worried on his private files, Never the less it supports a huge number of application and software related to internet applications, and it also supports multimedia programs in many ways.

Also there are many services that is being downloaded with this system included IIS services that is needed to internet applications.

- **Multimedia programs:**

1. Adobe Photoshop CS to deal with the picture we used.
2. Macromedia Flash: MX flash, Flash 2004, Flash 2008 to design some exercises, movie cartoons, and to add sounds.
3. Sound Forge 6.0 to deal with different sounds

- **Microsoft .Net Frame:**

It is the infrastructure for the .net environment and it's built on an open structure, in addition to it's used to build and execute the second generation from Microsoft Windows and web application, and so developers are able to develop and kind of applications.

**\*The most important advantages:**

1. A reliable web standard.
2. Supports HTML.
3. Easy to use by developers.

- **Visual Studio.Net 2003:**

One of Microsoft products, which support dealing with data base in an effective way, also it's the tool needed to develop .net environment, that one can develop, implement, discover mistakes and correct them, and activate web applications.

**\*The most important advantages:**

1. Tracing Mistakes.
2. Building web application.
3. Supports XML, DB.
4. Supports numbers of language used to develop .net environment like: Microsoft VB.Net, Microsoft Visual C++, Java.

**▪ ASP.Net:**

Asp.net is the language we used to program the system, which is a programming framework built on .net framework.

This language has the advantage of ADO.Net which gives high performance for data connection, programming forms of XML, the use of the compiler instead of the interpreter, and it provides us with an easy way to build dynamic web sites seen by the users through web browser.

**\*ASP.Net requirements for downloading:**

1. Win XP professional.
2. Internet Information Service (IIS).
3. Microsoft Front Page Extension.
4. Web Browser.

Figure 5.1 Create new Asp.net project

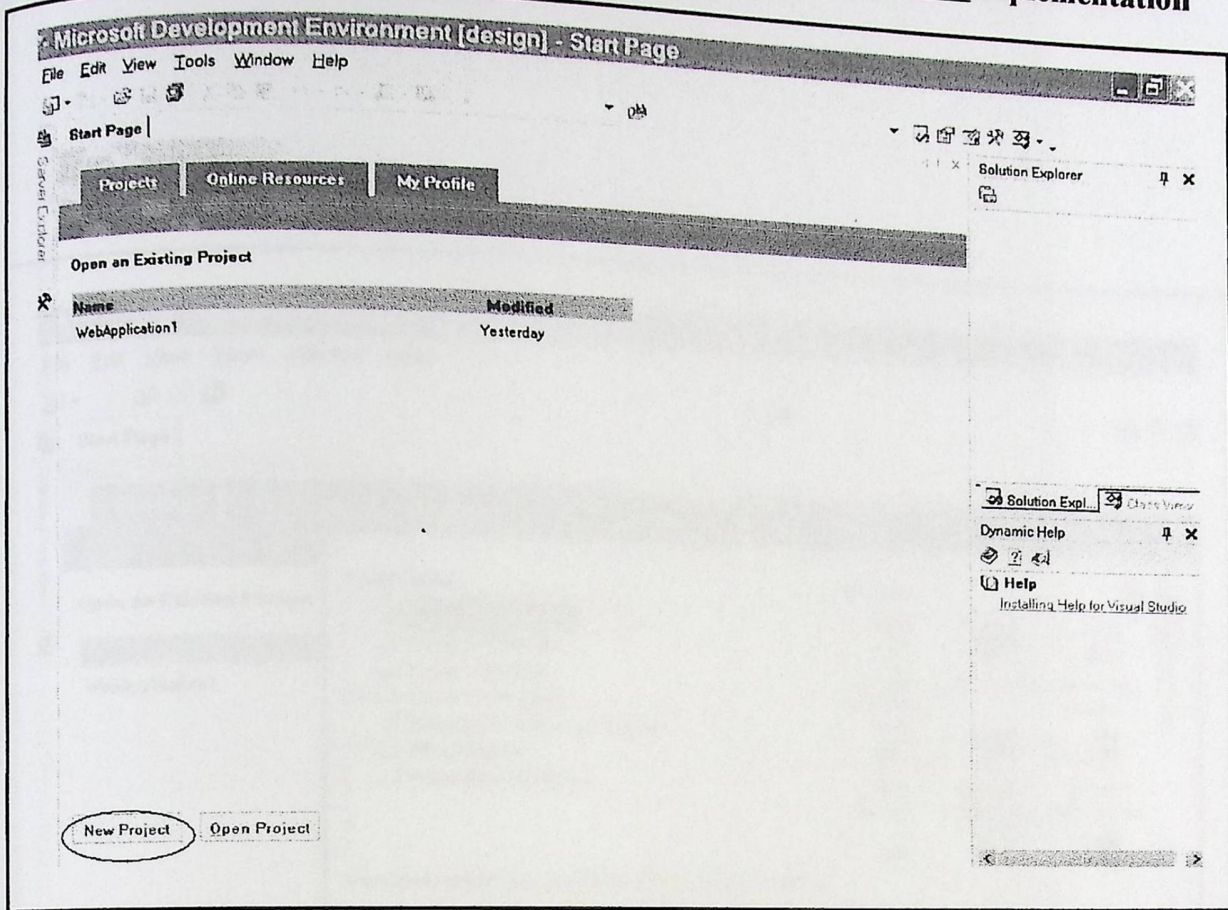


Figure 5.1 Create new Asp.net project

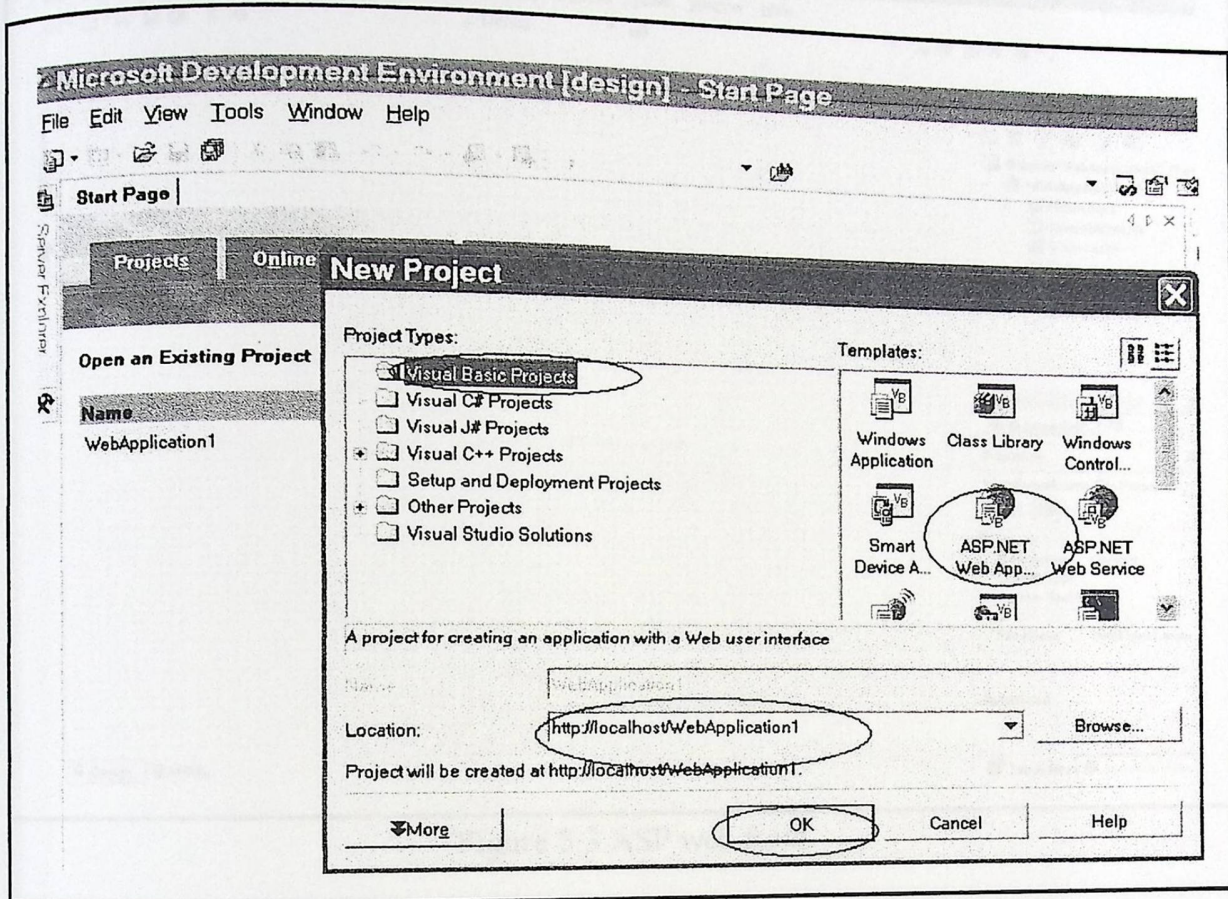


Figure 5.2 Create new application

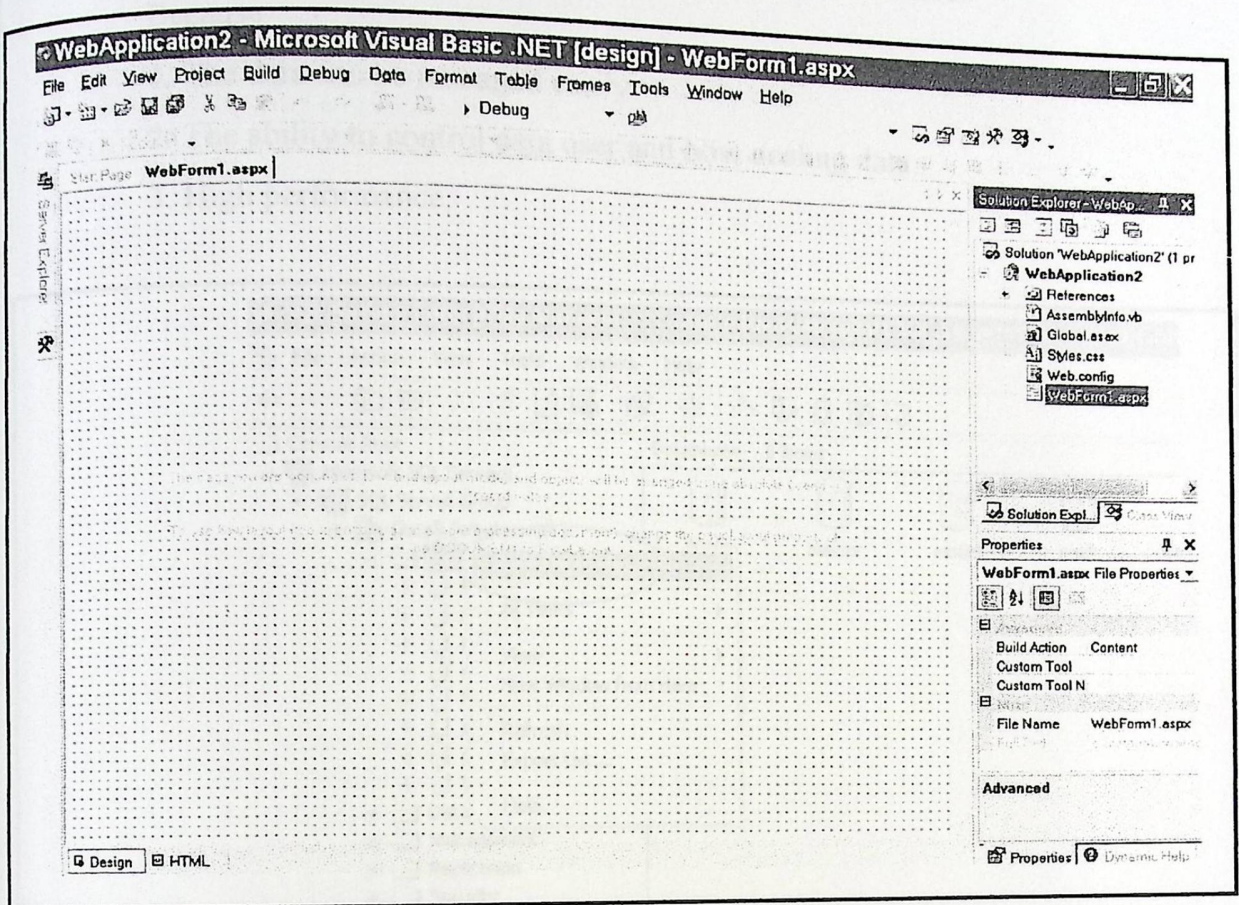


Figure 5.3 ASP web form

### 5.3 Build database

The tables have been built using Microsoft SQL server 2000

Because

1. The data can be managed easily.
2. The ability to control data user and how dealing data.
3. High performance.

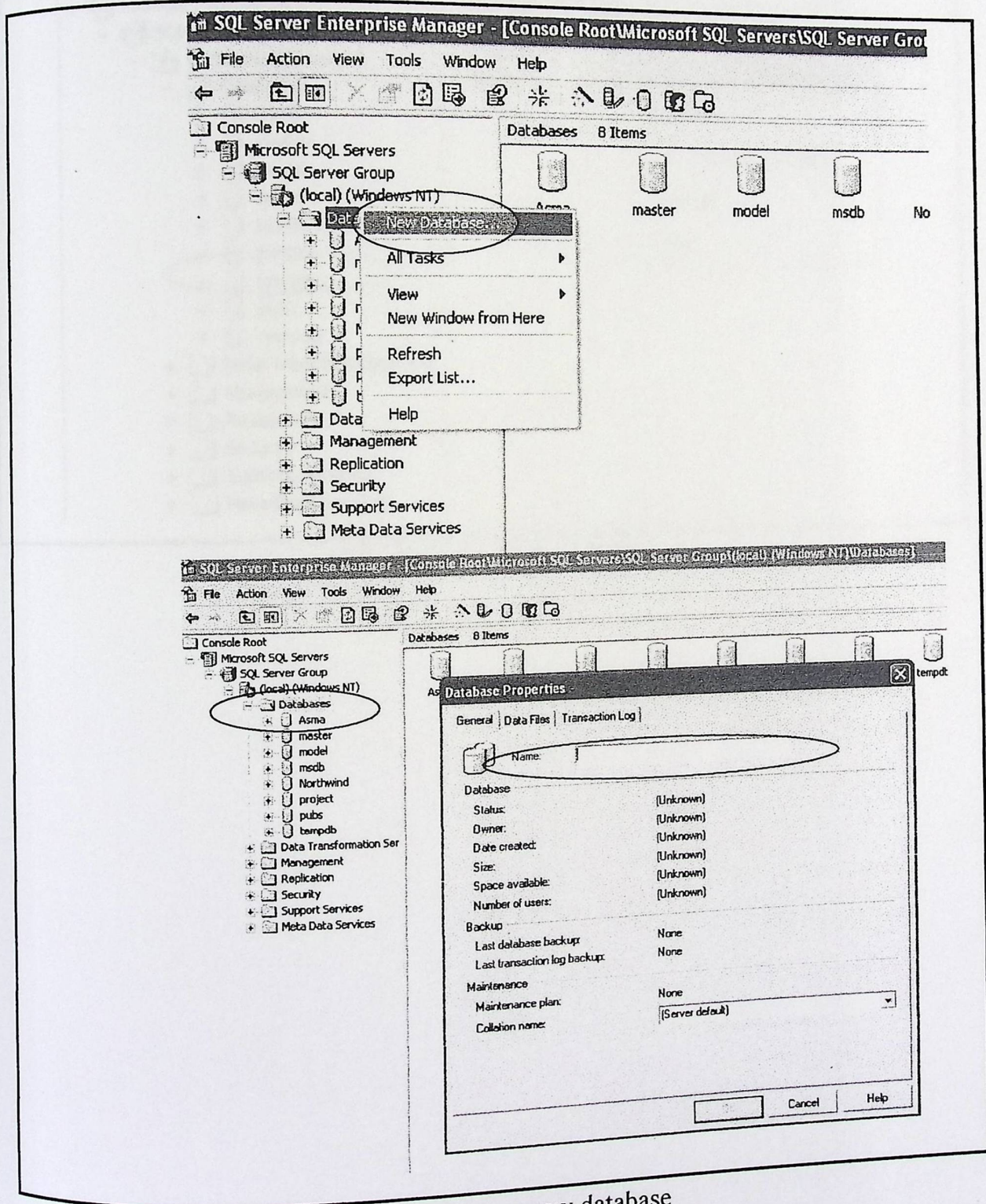


Figure 5.4 Create a new database

Input/Output Implementation

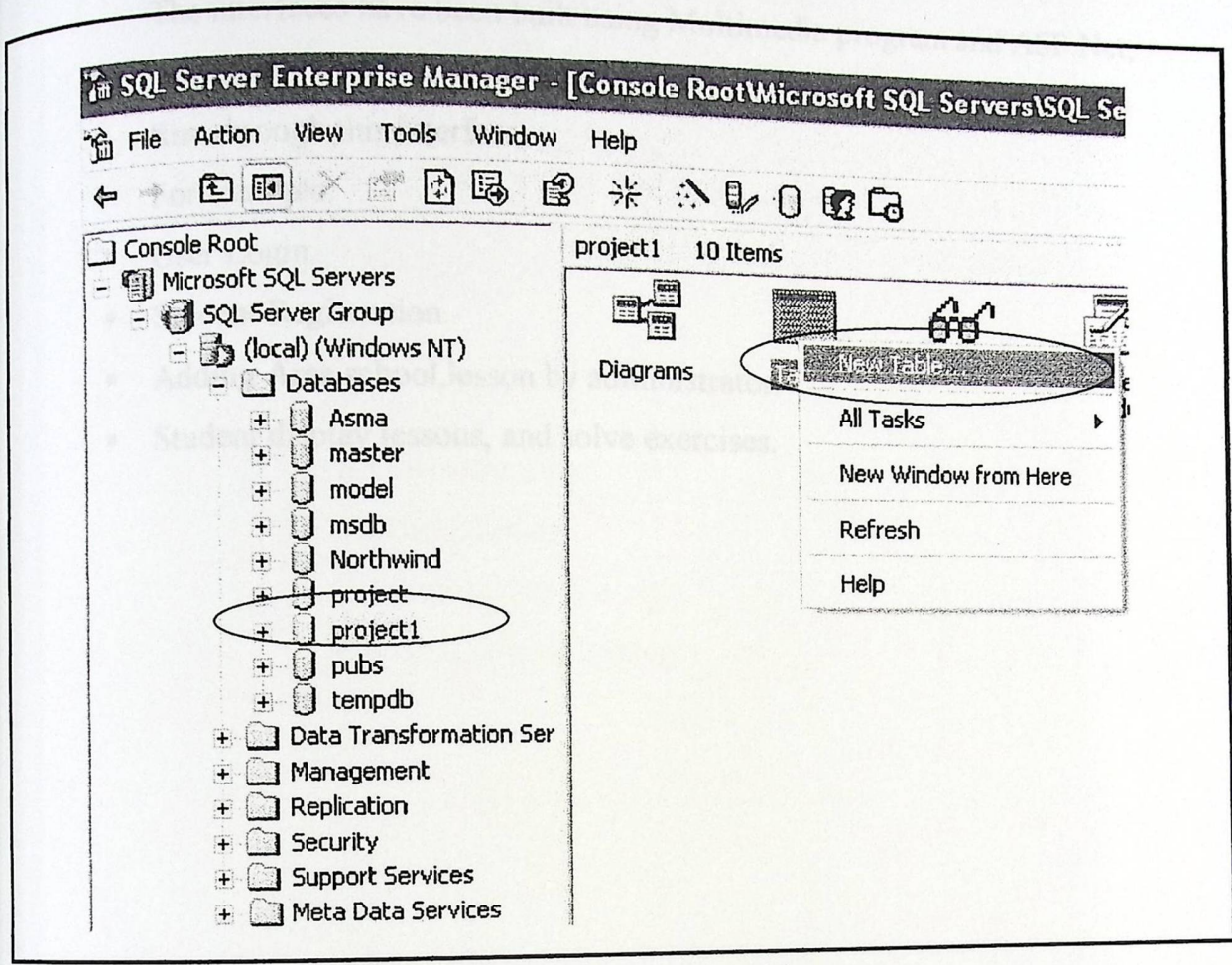


Figure 5.5 Create new tables

## 5.4 Input/Output Implementation

The interfaces have been built using Multimedia program and ASP.Net, which provide the easy use to the system, that input and output services Run through this interface.

For example:

- User Login.
- Student Registration.
- Adding Area.school,lesson by administrator.
- Student display lessons, and solve exercises.

# CHAPTER SIX

## SYSTEM TESTING

**6.1 Introduction**

**6.2 Unit testing**

**6.3 Validation testing**

**6.4 Acceptance testing**

## 6.1 Introduction

The system testing is used in order to ensure that the system performs the specified functions correctly, and this stage contains many techniques including, unit testing, integration testing, and acceptance testing which the project team applied

## 6.2 Unit testing

In this section every unit in the system have been tested individually to be sure there is no error in the system

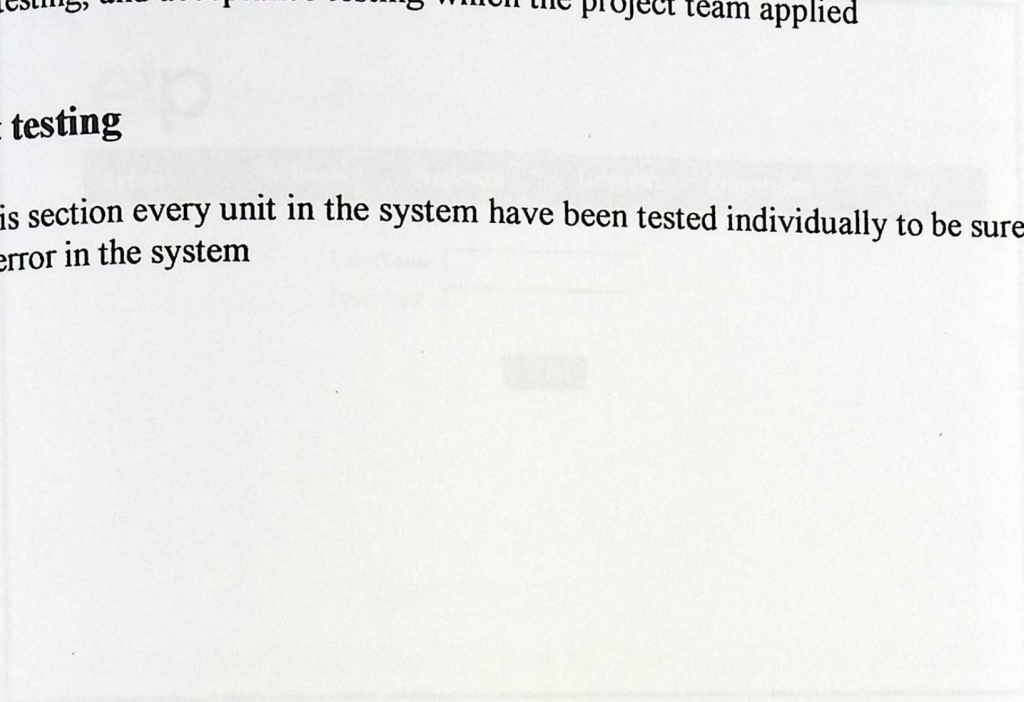


Figure 6.1 Administrator Log in

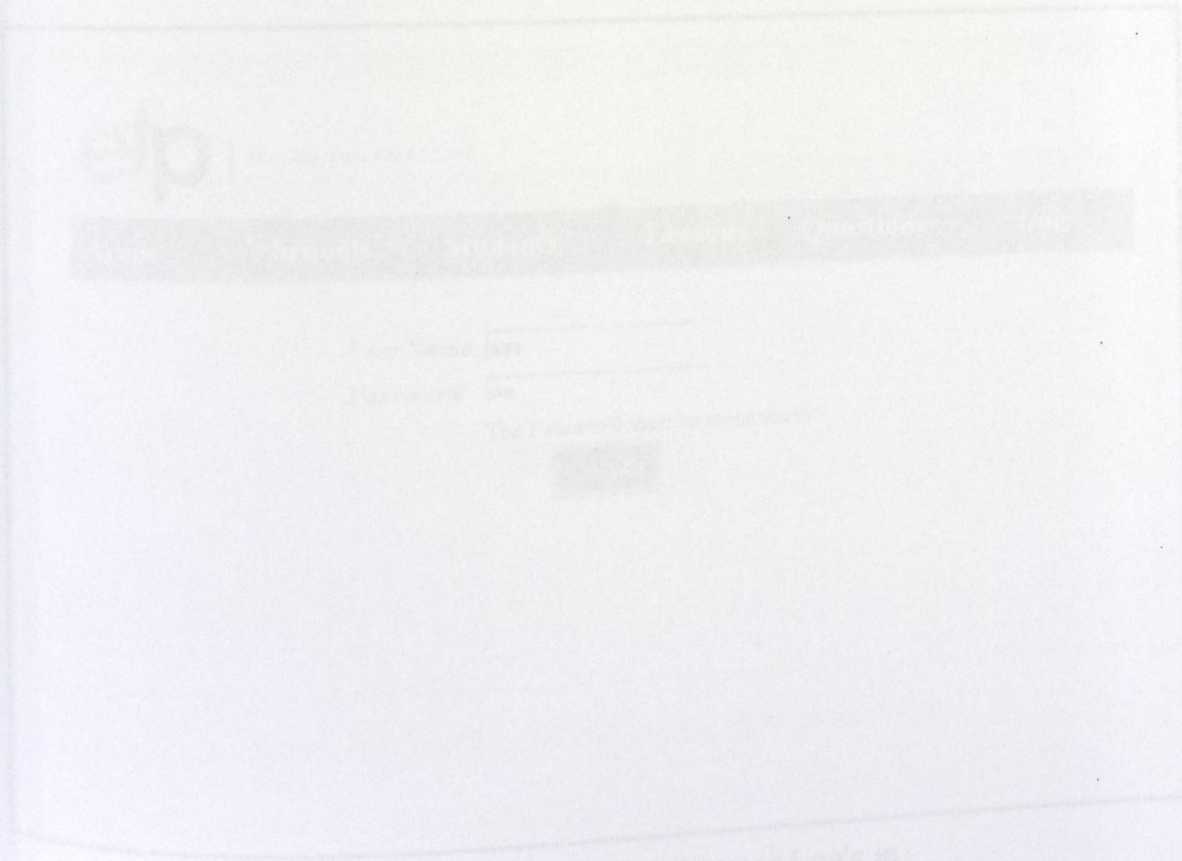


Figure 6.2 Testing administrator Log in

Some examples that have been tested:

### 1. Administrator Log in:

The screenshot shows the login interface for an administrator. At the top left is the logo 'efp' with the text 'ENGLISH FOR PALESTINE' next to it. Below the logo is a horizontal navigation bar with the following items: Areas, Schools, Students, Lessons, Questions, and Unit. In the center of the page, there are two input fields: 'UserName' and 'Password'. Below these fields is a 'Sign In' button.

Figure 6.1 Administrator Log in

This screenshot shows the same login interface as Figure 6.1, but with test data entered. The 'UserName' field contains 'aaa' and the 'Password' field contains two dots. Below the password field, a message reads: 'The Password must be more than 6'. The 'Sign In' button is still visible below the message.

Figure 6.2 Testing administrator Log's in

## 2. Administrator change password :

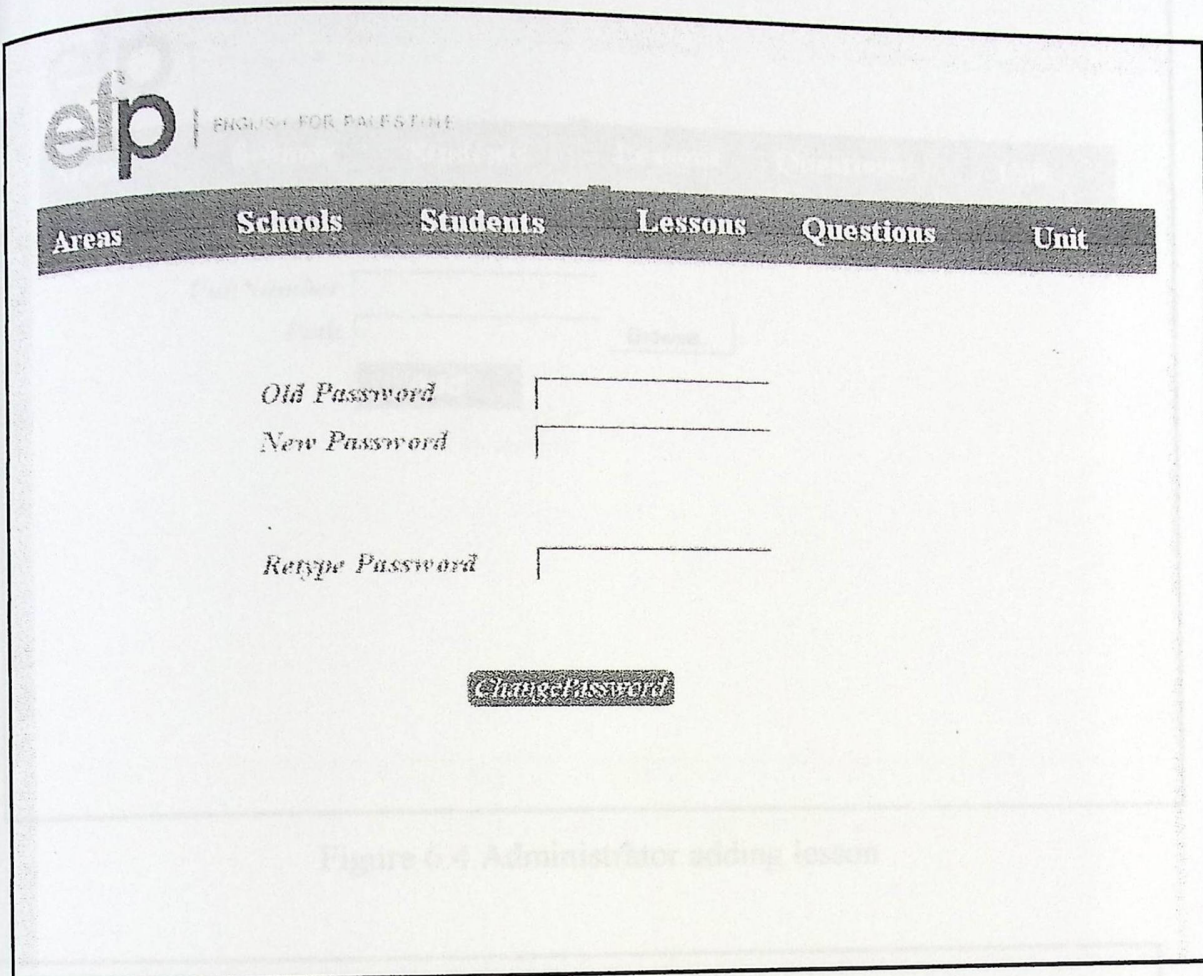


Figure 6.3 Administrator change password

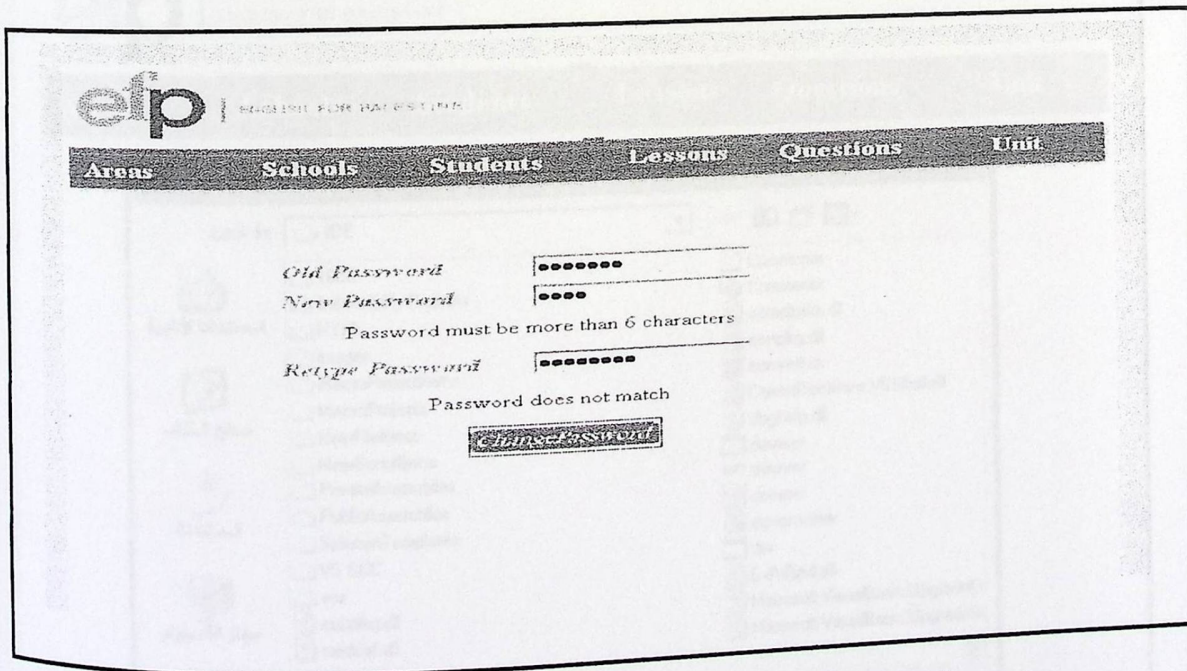


Figure 6.3 Testing Administrator change password

6.2 Validation testing

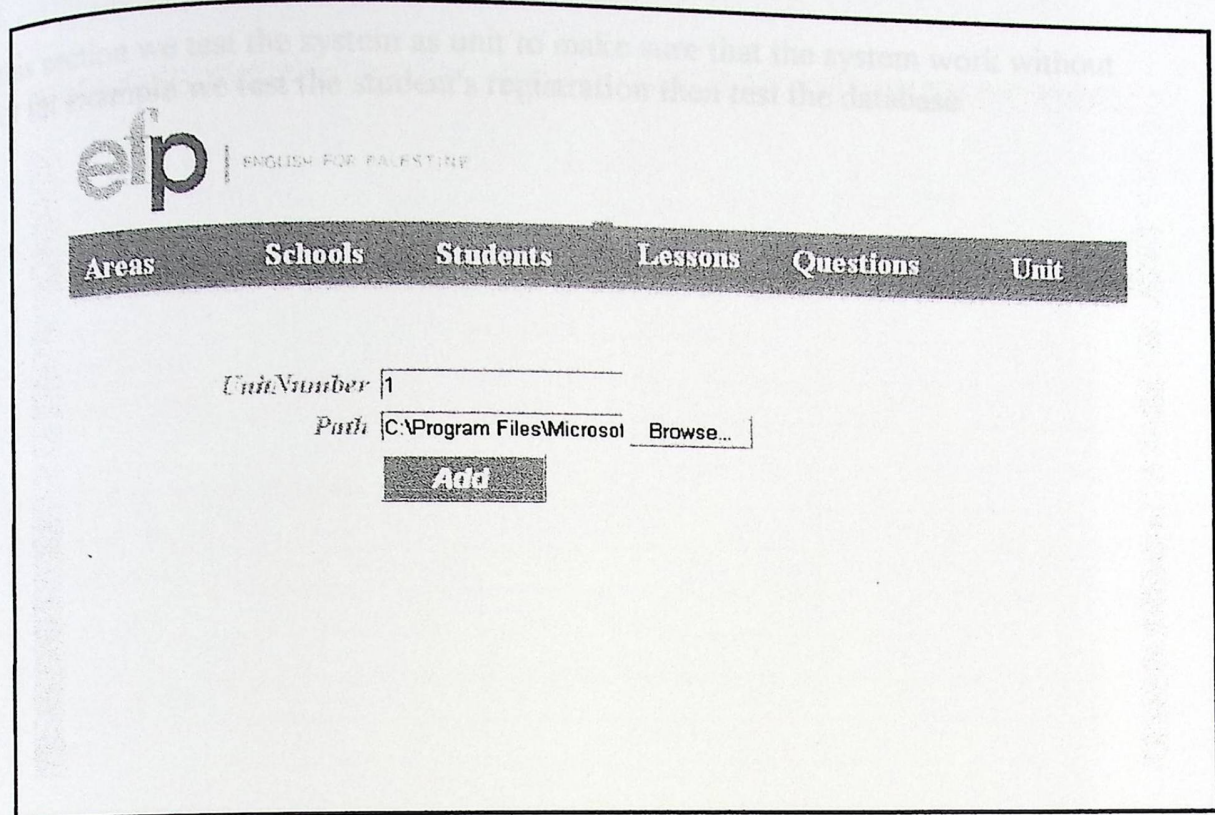


Figure 6.6 Testing Administrator adding lesson

6.3 Validation testing

6.3.1 Acceptance testing

In this section we test the system as unit to make sure that the system work without error for example we test the student's registration then test the database.

Student requirements	available
Student login	✓
Change password	✓
Student takes exam	✓
Administrator requirements	
Administrator login	✓
Change password	✓
Add lesson, unit	✓
Allocate user	✓
Add new school	✓
Block student	✓

Table 6.1 result of testing

## 6.4 Acceptance testing

In this section we test the system to know if the user requirements available or not

<b>Student requirements</b>	<b>available</b>
Student login	✓
Browse lesson	✓
Answer exam	✓
Change password	✓
Student takes exam	✓
<b>Administrator requirements</b>	
Administrator login	✓
Change password	✓
Add lesson, unit	✓
Add/delete area	✓
Add/delete school	✓
Delete student	✓

Table 6.1 result of testing

## 7.1 Introduction

In this chapter the system operates in its real environment, so there some important things should consider in order to avoid any errors and problems. So in this chapter the system maintenance plan will be defined.

**CHAPTER SEVEN****SYSTEM MAINTENANCE**

## 7.2 System Transferring

In this chapter the system environment will be prepared, and any errors in the operating system will be corrected. In the second chapter we work correctly with the errors, and the system will be transferred to the real environment.

**7.1 Introduction****7.2 System Transferring****7.3 System maintenance plan****7.4 SQL server 2000 Maintenance****7.5 Internet Information Server (IIS) Maintenance****7.6 Error handling**

When the system is in the real environment there is the ability that some errors occur. These errors should be avoided, and as the user may not have the ability to solve such problems, the system administrator should have a plan including all the procedures that should follow to avoid problems or in helping how to solve it.

## 7.3.1 System updating problems

The Administrator may face many problems when try to update some things in the system to make it more effective and efficient, and such problems cause of less experience and knowledge of how to work.

So the solution is to use Visual Studio.net to update some interfaces through Solution explorer in Visual Studio, where can see the pages and choose the page that want be update. Also there is the ability to add HTML files by convert its extension from .html to .aspx.

## 7.3.2 Saving problems

Any update occurred should be always saved, in order not to lose it if any problem happened, by backup which means having additional copies of all the system and its database, stored on external devices.

## 7.1 Introduction

In this chapter the system operates in its real environment, so there some important things should consider about to make this environment suitable in order to avoid any errors and problems that may occurs.

So in this chapter the stage of transferring the system and display the maintenance plan will be defined.

## 7.2 System Transferring

In this process the system environment will be prepared, and sure that all the operating resources that mentioned in the second chapter are work correctly with out errors, and then operating the system.

## 7.3 System maintenance plan

When the system operating in its real environment there is the ability that some errors occurred which should be avoided, and as the user may not have the ability to solve such problems, the system should have maintenance plan including all the procedures that should follows to avoid problems or in helping how to solve it.

### 7.3.1 System updating problems

The Administrator may face many problems when try to update some things in the system to make it more effective and efficient, and such problems cause of less experience and Knowledge of how to work.

So the solution is to use Visual Studio.net to update some interfaces through Solution explore in Visual Studio, where can see the pages and choose the page that wont be update. Also there is the ability to add HTML files by convert its extension from .html to .aspx.

### 7.3.2 Saving problems

Any update occurred should be always saved, in order not to loss it if any problem happened; by backup which means having additional copies of all the system and its database, stored on external devices.

## 7.4 SQL server 2000 Maintenance

SQL and its database can be controlled through file named log file, Also could control the user authentications, add new user and give him authentications through Consol Window.

## 7.5 Internet Information Server (IIS) Maintenance

IIS service is the main entry to publish the applications over internal net works and internet, and it's the most important requirement needed when install Visual Studio.net. IIS is accurate and secure which make any application published through effective and efficient.

IIS properties could be controlled by Prosperity Panel Domain.

## 7.6 Error handling

When the user operate the system many problems may appears through work, and the user couldn't solve it or know its reasons, so in this case the user should review the maintenance plan and search the errors typed and its reasons. or he could ask the administrator .

# CHAPTER EIGHT

## CONCLUSION AND RECOMMENDATION

### 8.1 Introduction

### 8.2 Conclusion

### 8.3 Recommendation

### 8.3 Recommendations

While developing the system, many ideas appears and needed to work, but the time and ability to do this work was not found, so we recommend some points to be considered for future work.

1. Make the system scalable to include all the course units.
2. Test the system by student in the tenth grade to ensure that it achieves the objectives.
3. Develop the system by adding some techniques that make it more efficient and effective such as the ability to search through web.
4. Make the system more interactive by enable the student to connect to their teachers and ask questions.
5. Use e\_learning program to develop courses for all school classes to increase student interactivity and knowledgement of new technology.

After making a schedule and a work plan, our group decided to meet weekly with the supervisors to assess our performance.

The team has prepared the required software and loaded them on the personal computers as well as on the computers at the Center to fulfill the task.

The educational supervisors did their best in helping the group by their motivation and showed full commitment towards the team who was responding positively and showed great perseverance and constant effort to achieve their aim.

## Appendixes

During the system development, a questionnaire which divided into six school in Helwan in random way, so very simple are those school for boys named (Al-Gabree school, Hadei, Abdel Al-mehar and Bin Fozel school) and three school for girls named (Al-Diyaa, Al-Madinet and Kawla bin Al-Azwar).

The team asked them to write every thing need to make the learning English more easily and effective (see questionnaire).

Then the team analyze the questionnaire obtains the following result:

The number of the total paper divided was 320 papers, the right 25% papers were 114 for boys and 174 for girls.

## Appendixes

After setting a schedule and a work plan, our group decided to meet weekly with the instructors to assess our performance.

The team has prepared the required software and loaded them on the personal computers as well as on the computers at the Center to fulfill the task.

The educational supervisors did their best in helping the group by their innovative ideas and showed full commitment towards the team who was responding positively and showed great perseverance, and constant effort to achieve their aim.

During the system development team work has been made questioner which divided into six school in Hebron in random way, society sample are three school for boys named (Al-Gabree school, Huda Abed Al-nabee and Bin Roshd school) and three school for girls named (Al-Okoua, Al-Mazinea and Kawla bint Al-Azwar)

The team asked them to write every thing need to make the learning English more easily and effective (see questioner).

Then the team analysis the questioner obtains the following result:

The number of the total paper divided was 320 papers, the right 308 papers about 134 for boys and 174 for girls.

جامعة بوليتكنيك فلسطين

اخي الطالب/أختي الطالبة:

تحية طيبة وبعد:

نحن فريق البحث طلبة في جامعة البوليتكنيك فلسطين، نسعى للحصول على درجة البكالوريوس في تخصص IT، ومن أجل ذلك نقوم بمحاولة تطوير منهاج اللغة الانجليزية لديكم الكترونيا، لذلك نأمل منكم التعاون والاجابة عن هذا الاستبيان بمصداقية بما يتوافق مع توجهاتكم، وسوف تستخدم هذه المعلومات لأغراض البحث العلمي فقط، مع المحافظة على سرية المعلومات الواردة.

(1) هل تحب/ين اللغة الانجليزية؟

نعم  لا

(2) إذا كان جوابكم لا، فلماذا؟

(3) هل تشعر/ين بالحرج من سؤال المعلم أو المعلمة؟

نعم  لا

(4) ما هي الوسائل المحببة إليك في شرح المادة؟

اللوح  المسجل  أوراق العمل  البطاقات

(5) ما مدى تفاعلك في الحصة؟

ممتاز  جيد جدا  جيد  مقبول

(6) هل تستخدم/ين الانترنت؟

نعم  لا

(7) ماهي استخداماتك له؟

اللعب  الكتابة  البحث  التعلم

(8) هل تظن بأن التعليم الالكتروني له مستقبل في مدينة الخليل؟ ولماذا؟

نعم  لا

(9) هل تستطيع التعامل مع برامج الانترنت باللغة الانجليزية؟

نعم  لا

(10) هل تظن أن موقع تعليمي على الانترنت سيكون مفيدا لك؟ ولماذا؟

نعم  لا

(11) لو طلب إليك إدخال بعض التشويق على مادة اللغة الانجليزية فماذا ستقترح؟

#No	Question	description	Boys	Girls
1	هل تحب/ي اللغة الانجليزية	Yes	57%	51%
		NO	34%	49%
		No comment	9%	4%
3	هل تشعر بالحر ج من سؤال المعلم/ة؟	Yes	32%	32%
		NO	68%	61%
		No comment	9%	7%
4	ما هي الوسائل المحببة اليك في شرح المادة؟	Board	63%	61%
		Recorder	17%	15%
		Worksheet	21%	22%
		Card	6%	8%
5	ما مدى تفاعلك في الحصة؟	excellent	20%	12%
		v.good	33%	34%
		good	35%	31%
		Accept	13%	18%
		No comment	9%	5%
6	هل تستخدم/ي الانترنت؟	Yes	60%	37%
		NO	31%	58%
		No comment	9%	5%
7	ما هي استخداماتك للانترنت؟	playing	34%	19%
		writing	12%	19%
		searching	53%	26%
		learning	28%	30%

خلاصة إحصاءات التعليم العام في فلسطين 2004-2005، مركز المعلومات الفلسطيني

جدول رقم (1)

توزيع الطلبة حسب الصف والسلطة المشرفة والجنس للعام 2006/2005

الصف	حكومة		وكالة		خاصة		المجموع العام	
	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث
الأول	29071	29093	13034	13157	6840	4907	48945	47157
الثاني	29582	29298	13071	13366	5629	3901	48282	46565
الثالث	29207	28992	13726	13753	4689	3119	47622	45864
الرابع	32253	31004	14464	14848	4052	2692	50769	48544
الخامس	33221	32247	15787	15719	3631	2403	52639	50369
السادس	32845	31391	13740	14078	3174	2188	49759	47657
السابع	35638	35054	16091	15939	2595	1847	54324	52840
الثامن	31500	31173	13590	14257	2345	1626	47435	47056
التاسع	29828	30143	12619	13162	2059	1364	44506	44669
العاشر	35858	39774	50	101	1676	1160	37584	41035
أول أكاديمي	27681	32382	0	0	1208	808	28889	33190
ثاني أكاديمي	25655	29072	0	0	1200	862	26855	29934
أول مهني	2032	991	0	0	152	34	2184	1025
ثاني مهني	1809	821	0	0	134	26	1943	847
المجموع الكلي	376180	381435	126172	128380	39384	26937	541736	536752

جدول رقم (2)

إحصاءات إجمالية عن التعليم الفلسطيني حسب المديرية العام 2006/2005

المديرية	المدارس	الطلبة	المعلمون*	الشعب
جنين	130	44287	2225	1444
نابلس	234	93925	4346	2776
سلفيت	58	18444	1041	659
طولكرم	123	54849	2340	1419
فلسطينية	76	28456	1441	929
رام الله	206	77804	4348	2644
ضواحي القدس	96	27916	1603	1028
القدس	87	29945	1853	1091
بيت لحم	135	49272	2624	1602
أريحا	26	10902	533	347
الخليل	253	100709	4601	2990
جنوب الخليل	175	66528	3080	2077
قياطية	116	43576	2151	1384
الضفة الغربية	1715	637613	32187	20390
غزة	210	154251	5877	3748
شمال غزة	100	83474	3106	2010
خان يونس	102	80496	2996	1906
رفح	70	55762	2034	1333
الوسطى	79	66892	2475	1614
قطاع غزة	561	440875	16487	10611
المجموع العام	2276	1078488	48674	31001

\* المعلمون : جميع العاملين في المدرسة ما عدا المستخدمين و الأئنة.

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